

## ASP3024-01 ( 2ND SEMESTER, 2020 )



|              |                               |               |                     |
|--------------|-------------------------------|---------------|---------------------|
| Created Date | 2020-07-18 15:59:22           | Last-Modified | 2020-07-18 16:03:27 |
| Course Title | ETHNICITY AND CULTURE IN ASIA | Credit        | 3                   |
| Location     | Realtime online lecture       | Time          | Wed2,3,4            |

|                      |                     |            |                    |
|----------------------|---------------------|------------|--------------------|
| Instructor           | CHUN KYUNG HYO      | Department | 언더우드국제대학 융합인문사회과학부 |
| Office               |                     | Telephone  |                    |
| e-mail & Office Hour | anth.chun@gmail.com |            |                    |

|                   |            |          |             |
|-------------------|------------|----------|-------------|
| Core Competencies | 인문사회과학기초능력 | 전공기초심화능력 | 창의적사고문제해결능력 |
|                   | 50         | 30       | 20          |

|                 |                        |
|-----------------|------------------------|
| Target Students | undergraduate students |
|-----------------|------------------------|

|                            |  |
|----------------------------|--|
| Course Description & Goals | This is an anthropology course on East Asian cultures. We will explore various socio-cultural aspects of contemporary East Asian society such as social relations, pop culture, gender issues, identity politics, globalization, and transnationalism through anthropological perspectives. A comparative perspective will be employed to explore the commonalities as well as distinctiveness between different cultures and societies. |
|----------------------------|--|

|              |      |
|--------------|------|
| Prerequisite | none |
|--------------|------|

|                     |  |
|---------------------|--|
| Course Requirements | 20% Attendance & Class Participation<br>20% Student Presentation<br>30% Midterm Exam<br>30% Final Exam |
|---------------------|--|

|                          |   |
|--------------------------|---|
| Grading Policy(Absolute) | <p>A work is excellent. Your writing assignment is well organized and demonstrates your familiarity with the key positions in the readings, and you have done so with convincing data, examples and illustrations that "document" the positions. You attend regularly and always participate in discussion, asking (and answering) relevant questions, volunteering ideas, and treating other students with respect.</p> <p>B work is above average. Your writing assignment has an overall organization, and you provide a neat presentation. However, some arguments are incompatible, lack adequate proof, or you summarize relevant data without adequate arguments. You attend regularly and usually participate in discussion, asking (and answering) relevant questions, volunteering ideas, and treating other students with respect.</p> <p>C work is average. Your writing assignment has no clear organizing principles and/or you present some of the arguments and data. You attend often and occasionally participate in discussion, asking (and answering) relevant questions, volunteering ideas, and treating other students with respect.</p> <p>D work is below average. Your writing assignment does not answer a set question, offers a version of class notes, does not provide</p> |
|--------------------------|---|

|                                 |  |
|---------------------------------|--|
|                                 | <p>"data" to support points and is difficult to follow.</p> <p>F work is failure. Your writing assignment does not answer a set question, does not reflect a comprehension of the issues under discussion, and does not provide supporting evidence.</p> |
| Texts & References              | Bibliographic information for required reading assignments is included in the syllabus for students to locate and read them through online Database.   |
| Instructor's Profile            | <p>BA Seoul National University, Anthropology</p> <p>MA George Washington University, Anthropology</p> <p>PhD University of British Columbia, Anthropology</p>   |
| TA's Name & Contact Information | N/A  |
| Syllabus in English             | ..   |

| Week | Period                   | Weekly Topic & Contents                    | Course Material Range & Assignments   | Reference  |
|------|--------------------------|--|---|--|
| 1    | 2020-09-01<br>2020-09-07 | Introduction and Course Overview           |   | (9.1.) Fall semester classes begin<br>(9.3. - 9.7.) Course add and drop period |
| 2    | 2020-09-08<br>2020-09-14 | Concepts and Definitions: What is Culture? | <p>Cohen, Anthony, P., 1993. "Culture as Identity: An Anthropologist's View," <i>New Literary History</i> 24(1): 195-209.</p> <p>Baldassar, Loretta. "National and Cultural Identities: Introduction."</p>  |  |
| 3    | 2020-09-15<br>2020-09-21 | Ethnicity vs Race                          | <p>Nikki Khann, 2011. "Ethnicity and Race as 'Symbolic': The Use of Ethnic and Racial Symbols in Asserting a Biracial Identity," <i>Ethnic and Racial Studies</i>, 34(6): 1049-1067.</p> <p>Yamashiro, Jane H., 2011. "Racialized National Identity Construction in the Ancestral Homeland: Japanese American Migrants in Japan," <i>Ethnic and Racial Studies</i> 34(9): 1502-1521.</p> <p>Corlett, J. Angelo, 2013. "On Race, Ethnicity, Racism,"</p> |  |

|   |                          |                                    |   |   |
|---|--------------------------|------------------------------------|---|---|
|   |                          |                                    | Journal of African American Studies<br>18: 128-145.   |   |
| 4 | 2020-09-22<br>2020-09-28 | Ethnicity, Nation, and Nationalism | <p>Conversi, Daniele, 2004. "Can Nationalism Studies and Ethnic Racial Studies Be Brought Together?" Journal of Ethnic and Migration Studies, 30(4): 815-829.</p> <p>Irgengioro, John, 2018. "China's National Identity and the Root Causes of China's Ethnic Tensions," East Asia 35: 317-346.</p> <p>Damm, Jens, 2011. "Taiwan's Ethnicities and Their Representation on the Internet," Journal of Current Chinese Affairs 40(1): 99-131.</p> |   |
| 5 | 2020-09-29<br>2020-10-05 | Chuseok Holiday                    |   | (9.30. - 10.2.) Chuseok Holiday<br>(10.3.) National Foundation Day  |
| 6 | 2020-10-06<br>2020-10-12 | Identity Politics and Culture      | <p>Arthur, Linda B., 2006. "The Aloha Shirt and Ethnicity in Hawai'i," The Journal of Cloth and Culture 4(1): 8-35.</p> <p>Surak, Kristin, 2006. "'Ethnic Practices' in Translation: Tea in Japan and the US," Ethnic and Racial Studies 29(5): 828-855.</p> <p>Valk, Julie, 2015. "The "Kimono Wednesday" Protests: Identity Politics and How the Kimono Became More than Japanese," Asian</p>   | (10.6. - 10.8.) Course withdrawal period<br>(10.7.) First third of the semester ends<br>(10.9.) Hangul Proclamation Day |

|   |                          |                                     |  |  |
|---|--------------------------|-------------------------------------|--|--|
|   |                          |                                     | Ethnology 74(2): 379-399.  |  |
| 7 | 2020-10-13<br>2020-10-19 | Asian Values and Confucian Heritage | <p>Oh, Joong-Hwan and Lee Jung-Hee, 2014. "Asian Values, Ethnic Identity, and Acculturation Among Ethnic Asian Wives in South Korea," International Migration and Integration 15: 73-91.</p> <p>Tsai-Chae, Amy H and Donna K. Nagata, 2008. "Asian Values and Perceptions of Intergenerational Family Conflict Among Asian American Students," Cultural Diversity and Ethnic Minority Psychology 14(3): 205-214.</p> <p>Chong, Terence, 2002. "Asian Values and Confucian Ethics: Malay Singaporeans' Dilemma," Journal of Contemporary Asia 32(3): 394-406.</p> |  |
| 8 | 2020-10-20<br>2020-10-26 | Midterm Exam                        |  | (10.20. - 10.26.) Midterm Examinations |
| 9 | 2020-10-27<br>2020-11-02 | Religion and Folk Belief            | <p>Kim, Rebecca Y., 2011. "Religion and Ethnicity: Theoretical Connections," Religions 2: 31-329.</p> <p>Foster, Michael Dylan, 2012. "Haunting Modernity: Tanuki, Trains, and the Transformation in Japan," Asian Ethnology 71(1): 3-29.</p> <p>Berezkin, Rostislav, 2018,</p>  |  |

|    |                                  |                             |  |  |
|----|----------------------------------|-----------------------------|--|--|
|    |                                  |                             | <p>"Paying for Salvation: The Ritual of "Repaying the Loan for Life" and Telling Scriptures in Changshu, China," Asian Ethnology 77(1/2): 307-329.</p>   |  |
| 10 | <p>2020-11-03<br/>2020-11-09</p> | Culture and Communication   | <p>Camras, Linda et al., 2006. "Culture, Ethnicity, and Children's Facial Expressions: A Study of European American, Mainland Chinese, Chinese American, and Adopted Chinese Girl," Emotion 6(1): 103-114.</p> <p>Song, Sooho, 2014. "Politeness in Korea and America: A Comparative Analysis of Request Strategy in English Communication," Korea Journal 54(1): 60-84.</p> <p>Louie, Kam, 2012. "Popular Culture and Masculinity Ideals in East Asia, With Special Reference to China," The Journal of Asian Studies 71(4): 929-943.</p> |  |
| 11 | <p>2020-11-10<br/>2020-11-16</p> | Marriage. Family and Gender | <p>Wollett, Anne et al., 1994. "Asian Women's Ethnic Identity: The Impact of Gender and Context in the Accounts of Women Bringing up Children in East London," Feminism and Psychology 4(1): 119-132.</p> <p>Raymo, James M. et al., 2015. "Marriage and Family in East Asia: Continuity</p>   | (11.16.) Second third of the semester ends |

|    |                                  |   |   |  |
|----|----------------------------------|---|---|--|
|    |                                  |   | <p>and Change," Annual Review of Sociology 41: 471-492.</p> <p>Qian, Yue, and Liana Sayer, 2016. "Division of Labor, Gender Ideology, and Marital Satisfaction in East Asia," Journal of Marriage and Family 78(2): 383-400.</p>  |  |
| 12 | <p>2020-11-17<br/>2020-11-23</p> | Heritage and Affiliation                    | <p>Jimenez, Tomas R., 2010. "Affiliative Ethnic Identity: A More Elastic Link between Ethnic Ancestry and Culture," Ethnic and Racial Studies 33(10): 1756-1775.</p> <p>Hudson, Mark, J., 2006. "Pots not People: Ethnicity, Culture and Identity in Postwar Japanese Archaeology," Critique of Anthropology 26(4): 411-434.</p> <p>Efird, Rob, 2010. "Distant Kin: Japan's "War Orphans" and the Limits of Ethnicity," Anthropological Quarterly 83(4): 805-838.</p> |  |
| 13 | <p>2020-11-24<br/>2020-11-30</p> | Transnationalism, Globalization and Culture | <p>Avieli, Nir, 2005. "Roasted Pigs and Bao Dumplings: Festive Food and Imagined Transnational Identity in Chinese-Vietnamese Festivals," Asia Pacific Viewpoint 46(3): 281-293.</p> <p>Kim, Jo., 2004. "They are more Like Us: The Salience of Ethnicity in the</p>  |  |

|    |                          |                |   |  |
|----|--------------------------|----------------|---|--|
|    |                          |                | Global Workplace of Korean Transnational Corporations," Ethnic and Racial Studies 27(1): 69-94.<br><br>Seiger, Fiona-Katharina, 2019. "'Mixed' Japanese-Filipino Identities under Japanese Multiculturalism," Social Identities 25(3): 392-407. |  |
| 14 | 2020-12-01<br>2020-12-07 | Review Session |   |  |
| 15 | 2020-12-08<br>2020-12-14 | Final Exam     |   | (12.8. - 12.21.) Self-study and Final Examinations |
| 16 | 2020-12-15<br>2020-12-21 |                |   | (12.8. - 12.21.) Self-study and Final Examinations |

\* Changes in Management of Academic Semester

During the midterm examinations (2020.10.20. - 10.26.) and final examinations (2020.12.8. - 12.21.) period, classes or self-study should be continued unless there is an exam scheduled during the week.

\* According to the University regulation section 57-2, students with disabilities can request special support related to attendance, lectures, assignments, or exams by contacting the course professor at the beginning of semester. Upon request, students can receive such support from the course professor or from the Center for Students with Disabilities(OSD). The following are examples of types of support available in the lectures, assignments, and exams:

(However, actual support may vary depending on the course.)

[Lecture]

- Visual Impairment: alternative, braille, enlarged reading materials, note-taker
- Physical Impairment: alternative reading materials, access to classroom, note-taker, assigned seat
- Hearing Impairment: note-taker/stenographer, recording lecture
- Intellectual Disability/Autism: note-taker, study mentor

[Assignments and Exam]

- Visual, Physical, Hearing Impairment: extra days for submission, alternative type of assignment, extended exam time, alternative type of exam, arranging separate exam room, and proctors, note-taker
- Intellectual Disability/Autism: personalized assignments, alternative type of evaluation

