

tldr;

We will choose topics as a group [these topics will account for half or more total days of class] that are related to *culture and society* in East Asia. We will primarily prepare through reading and watching news and analysis (few academic readings). Class will include whole group and small group discussion and activities and VERY LITTLE lecture. All students must be ready to talk frequently. DAILY in-class reflection writing. Pair work video presentation, research paper, and a final exam that is ON PAPER, or ORAL, or both.

Masks

In the classroom you are encouraged to wear a mask, due to PNU's poor ventilation system, and the high likelihood of asymptomatic but infectious students. The professor will be wearing a mask.

**East Asia in the News
Classroom CEIT 203
T/Th 9:00-10:15**

Instructor: Saeji, CedarBough T. (PhD)
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Office: CEIT #708
Office Hours: General consultation Mon & Weds 9am to 1pm *by appointment* on zoom
Career consultation Mon & Weds 1pm to 5pm *by appointment* on zoom

* This syllabus is the first place you should look for answers to your questions about course requirements, expectations, and policies. By enrolling in this course, you are agreeing to adhere to the requirements, expectations and policies outlined in this syllabus *

Communication:

* It is appropriate at all times to call all your professors Dr. or Professor unless they have explicitly instructed you otherwise. In addition, formality in this respect is quite strong in Korea, and I have spent most of my adult life in Korea. Therefore, please call me **Dr. Saeji**. Calling me Ms., Ma'am, or my given name will make a very poor impression. When you're not my student anymore, we can drop this formality.

* Email is a formal medium of communication, and should begin with a salutation and end with your full name (particularly if your email display name is NOT a name in my roll book). Email in English or Korean is acceptable. Again, my email is TheKpopProf@gmail.com.

* Communicate if you are having difficulty understanding course requirements, why you received a certain score on your work, expectations for assignments, or want to check your comprehension of the reading. Please give 24 hours response time—last minute emails may not be read and answered before a deadline.

* Please refer to our course website regularly for important course-related information. In addition to course readings, rubrics for assignments, and class related information, you will also find useful information such as key terms/study guides. I will regularly send email to the entire class—please use email and not other forms of messaging for a quicker response. You are responsible for checking your email daily, and for responding to messages that require your participation.

* I will *always* acknowledge receiving your assignment. If I did not, and it has been more than one day, please email me again.

Course Description:

This is a class to explore what is happening right now in East Asia—the class is not a class on International Relations (both Dr. Farago and Dr. Tooch cover IR in this department), but a class

where we will examine cultural and social issues that are at the top of the news feed in East Asia right now. We will focus on Korea, Japan, China (including Taiwan and Hong Kong). Students are not expected to be deeply familiar with the topics already, but will be required to read/view abundant media (news and analysis) during the course of the term in an effort to become as up-to-date on issues as possible. There will be a large amount of student led discussion, as well as whole group discussion, and students will be expected to express their ideas on the topics covered.

Asia's world importance has evolved rapidly and it now often takes center stage in global politics. As one of the world's most vital regions, East Asia embodies explosive economic growth and vibrant societies, but also conflicting national interests and strategic competition among major powers, challenging regional stability. This course will analyze the top issues, focusing mainly on social and cultural issues, in East Asia today. The course will start with establishing some theoretical tools to help us better understand subtext and bias in the media we consume. Then we will move on to address various social and cultural issues which are of key importance to people living in this region today.

Learning Objectives:

Upon successful completion of this course students:

- Will have acquired the knowledge and competence to systematically analyze current social/cultural issues in East Asia. They will be able to understand where the region is headed.
- Will have gained a working knowledge of the cultural issues, societal problems, and political sticking points at the forefront of the news in East Asia, today, and will be able to talk about them in comparison for the region.
- Will confidently engage in a reading of media with a sharpened ability to detect how the story may be problematic.
- Will be able engage in discussions on Twitter on topics of social/cultural importance in East Asia.
- Will have improved written and oral communication skills.

Course Requirements and Grading:

The grading scale for this course is as follows:

Grade	Percentage achieved	Grade	Percentage achieved
A+	97-100	C+	77-79
A	90-96	C	70-76
B+	87-89	D+	67-69
B	80-86	D	60-66

*If there are more than 5 Korean students, this class will operate on PNU's grade curve for *all* students. Foreign and Korean students will be graded in the same way.

Oops tokens:

Don't be late, don't be absent. Active participation in discussion, including leading discussion as assigned is a key component of class, without reading and preparing for class, and evidence of such in discussion (if you are speak broadly and without specific references to specific events/organizations/governments/news stories then we can all tell you didn't prepare), your participation grade will suffer. Every student begins the semester with three 'oops tokens' – these may be used to excuse absences. There are only three *oops tokens* per student. There is no need to explain why you are absent. However, if you have a serious and unavoidable reason for being absent and you exceed your three, we can discuss having you do some make-up work. Make-up work is only offered in the case of some serious issue, such as extended illness, or serious obligations such

as national service. I do not need your doctor's note unless you're being hospitalized with a serious issue. If you have the flu and go to see the doctor during class time, or if you are hungover, or if you're just busy, it makes no difference, just use the oops tokens. However, if you're worried you might be sick with a communicable illness, you can ask me to turn on zoom for the day. Because our class is heavily discussion based, zoom will be a poor alternative to being in class, but at least you can gain *some* of the benefits of the class. When we have a debate or a pre-planned project, you do need to be in class to work with your team.

If you suspect or a test shows you have COVID, send the professor *and another student* a message about turning on zoom for the day.
Msg another student because I might not see the email before class, but your friend can notify me.

Breakdown of Grade Components

5%	Syllabus quiz	After add/drop has ended
25%	Exit tickets	On Twitter or another site with a link uploaded to googleclassroom at the end of each class
20%	Research Paper	5/26
20%	Video Presentation (in pairs)	Scheduled through the semester
30%	Final Exam	6/13 9 a.m. open book but not open computer, in class/ or an oral exam. Or a combo.

Syllabus Quiz:

The quiz will be very detailed, and you will have only a little time to complete it. Please read the ENTIRE syllabus carefully before you take the quiz. It is worth **5% of your grade**.

Exit Tickets (Response Papers) on Twitter and Google Classroom:

Every class we will end the class with a quick writing assignment either on google classroom (more sensitive topics) or Twitter. Usually we will reserve 15 to 20 minutes for this. Why?

- 1) you can demonstrate your level of understanding – this helps me fine tune class to our group
- 2) you can demonstrate your level of preparedness for class – without many required readings, this class works on a sort of honor system—you are expected to search out good news pieces on the topic, and address your own curiosity. Although I will sometimes email some suggested article links (or short documentaries or whatever) to all of you, you can read a combination of those and things you found on your own, or entirely sources you found on your own – you can even forward a link to the whole class and suggest that we all prepare to talk about that one! Of course you can prep through reading in your native language (although more is available on East Asian news in English, Chinese, Korean, and Japanese, so those are the best languages for prepping for this class).
- 3) to practice the important skills of critical media analysis—you should increase your media literacy in this class.
- 4) to complete a cycle of Awareness → Understanding → Personal Stance. Students (much too often) learn something about a topic, but never figure out what *they* think about the topic. These response papers are an opportunity for you to move beyond simply knowing about a topic to having some analytical or insightful personal response to it. Honestly, this is hard for some students, and I do not expect you to succeed each time I ask you to do this. But, I do not want to see some wishy-washy “objectivity” which is hiding the fact that you still aren’t sure what you think. Interesting people have opinions.

Twitter

It is possible that we not use Twitter if it becomes a paid platform, but it is impossible to tell what's going to happen right now. Even though Twitter (Xitter) has gone down hill since Musk took over, it is still full of discourse on current events and the latest news, and has been abandoned less in Asia than by some Western people who just couldn't handle supporting Musk in anyway. Therefore, at present all students will need to make a Twitter account (or use an existing Twitter account) to express ideas related to topics discussed in the course. **Twitter accounts do not need your legal name, your nickname, or your PNU status** (we will keep a master list for our class that shows which accounts are which student). Accounts can be set to private (this is recommended for new Twitter users), as long as students follow all other members of the class and the professor. The professor's Twitter account is @TheKpopProf. It is also recommended that students follow some key accounts of media outlets and journalists who might share up-to-the-minute news on East Asia.

Video Presentation

Each student is also required to make a video with a partner¹ which will be shown in class. This video will be: 5:30-6:30 minutes long. We will have an on-line sign-up sheet and students will choose a day for their video presentation.

Students must pick a topic of (1) **contemporary**² **significance** in Korea, China, Hong Kong, Taiwan, Mongolia, Japan or a border crossing issue (including issues that connect China and the US, Korea and Thailand, Japan and ASEAN, or any other combination as long as it includes part of Northeast Asia as a significant part of the presentation.³ The topic should be (2) **complicated** and often **misunderstood**. The presentation must be (3) high quality and suitable for the other students and professor to share on social media.⁴

This video should synthesize multiple news sources and academic readings to create a strong and solid overview of the issue that would explain it for those who misunderstand it. Your video only needs to show your face as you introduce yourself and the topic (one sentence is enough). If your video is based on a PPT, at least one graphic/slide should give some background information to help the audience understand the context, and the last graphic/slide should show your sources. In addition, your video should have written citations on the screen at the time you use that scholar or news source in your narration. You can use clips of other people talking during your video, and any sort of illustrative visuals, but make sure the link between anything shown and your presentation is clear. After we show your video in class, there will be a short Q and A session.

The presentation accounts for 30% of the course grade and will be evaluated using the following rubric:

Content

- The topic is timely, important, and interesting;
- You are coherent and well-focused;
- The presentation is in a logical sequence that the audience can follow;
- You provide an appropriate amount of background (not too little, not too much);
- You demonstrate good knowledge, research, and preparation;
- The material as presented is accurate and if there are different legitimate perspectives these are clearly articulated ("Those on the right see the issue as XXX, while the left sees it

¹ Students may choose their own partner with one restriction: you may not choose a partner from your country.

² If your topic is not in the news in late 2023 or 2024, it is not appropriate for this presentation.

³ Topics related to popular culture may only be used if the topic deals with an issue that is significant beyond popular culture. Please consult with the professor if you have questions about the suitability of your topic.

⁴ Although we will respect your choice if you do not want your video shared, you should do work you are proud of.

as YYYY").

- You use a variety of sources (both academic and news sources);

Analysis

- You clearly incorporate your *own analysis*

Format

- Images are relevant and help audience understand the content;
- Visuals are clear and balanced (attractive);
- The sources are correctly formatted, as **citations during the talk and biblio at the end**

Delivery

- Sound level is appropriate, and your speaking is clear;
- When we can see the narrator, the narrator is making eye contact with the camera;
- A small number of points are available for creativity in presentation;
- You can answer questions skillfully [in class];

** * Students may earn **extra credit (+3 points)** if they provide complete subtitles for their video in various other languages. **Extra credit is for a maximum of 2 languages, not including English**

Use good sources

Good academic sources are **published**, and **peer-reviewed**. This means they are in journals or books from academic publishing companies. Student theses, dissertations, and conference papers are not sources you should use. A large amount of student papers, formatted to look like academic documents, have been uploaded to the internet. If you cannot find the name of a journal on the paper's header or footer, consider it non-academic. If you are unsure, google it to be sure. In a course on contemporary East Asia, unless you're talking about history, do not cite anything older than 2010, or perhaps even 2015.

In addition, in this class we will use a lot of media sources. However, you should always remember that media sources are not independently reviewed for accuracy, and that the authors are generally not specialists. *Media may have very recent information, but should always be examined carefully for bias and potential errors.*

EXAM

The exam will be open-note and completed in the classroom. **Open note exams are extremely difficult**. You cannot make a mistake because all the information is available to you. Prepare carefully. The exam may also include fill in the blank or true/false questions to further create a grade curve. It will be completed on paper. You cannot access the internet during the exam.

Extra Credit:

Attend a relevant zoom lecture (see the professor's ongoing list of zoom lectures posted on Twitter) and write a thorough review of what you learned from the talk. Review should be at least 350 words and include main points, and review of the presentation skills of the speaker.

Technology Etiquette:

- Cell phones should not be visible in class *at all* -- unless you are conducting an online search activity or you are writing your reflection paper at the end of class using your cell phone.
- Note-taking with pen and paper or stylus and tablet has been proven to help students understand and retain important information. It is much better for you than typing on your computer. The only way for a computer to be equivalent learning is if you organize and re-

write your computerized notes after class. In addition, since the final exam is open-note, note-taking will help you then.

Format for Written Work:

Fonts and Spacing

All written work should be completed in single-spaced 12 point Times New Roman (font) or 11 point Calibri or Cambria. Left justification.

Korean/Chinese/Japanese Terms

Usage of Korean/Chinese/Japanese terms (instead of translations) with an explanation at the first usage is highly encouraged. Quotations and paraphrasing may be used (should be used) however, *this must be accompanied by a complete and accurately formatted bibliographic entry (using Chicago)*. Korean/Chinese/Japanese-language sources will be welcomed, as long as they are properly referenced (including translation and Romanization of the title and name of journal/book and Romanization of the other information (follow the uploaded guide to referencing Korean sources)).

Korean (and Chinese) Names

Korean names should be written in Korean order (family name first, ex. President Moon Jae-in). NPR, the New York Times, CBC, and increasingly all academic journals and books preserve the original order of Korean names. Korean names of Korean individuals who live, work, and conduct their professional lives outside Korea may be rendered in the order they use professionally (ex. the music scholar Hae-kyung Um who lives in the UK and publishes almost entirely in English may be written given name followed by family name, but JYP will be written Park Jinyoung, not Jinyoung Park). Names of K-pop stars, songs, and albums may be spelled in the long-established and published manner such as Park Jinyoung [although correct Romanization is Bak Jinyeong]. Two-syllable given names should be written without a space or with a hyphen [Park Jin Young would be wrong, but Park Jin-young or Park Jinyoung is acceptable]. Koreans are slowly realizing that the Western world has changed from needing Korean names written in Western order to understanding Korean names written in Korean order. You, as students studying about Korea, are part of this.

Chinese names should follow the same as the Chinese format. Japanese names are almost always written in Western name order in English, there will be more leeway for written order of Japanese names.

Romanization:⁵

All student work will adhere to the RR Romanization system (ROK government's system) for Korean, Hepburn for Japanese, and pinyin for Chinese (Wade-Giles is allowed in the case of Taiwanese locations and people's names). A guide to the Korean Romanization system will be uploaded.

Citations

Proper *Chicago* humanities style citations. These citations should be in-text (not in footnote or endnotes) and will look like this:

(Maliangkay 2019: 22) –or– (Maliangkay 2019, 22)

⁵ A complete guide to the government's Romanization system has been uploaded to Plato. Please read it carefully, do not assume you know how to Romanize Korean words. You could lose points for mistakes in Romanization. Exchange students' errors will be understood, PNU students, however, should make an effort to use perfect Romanization at all times. From 한글 to 로마자 you can use the PNU Romanization converter.

A written bibliography (also called references) in Chicago should be at the end of your document. *A guide to Chicago will be uploaded to Plato, follow it.* Generally speaking web sources are mentioned in the text ("According to an OECD report from 2019") and accompanied by a footnote with the URL, date accessed (or date published to the web), and name of the document something like this – See the Report "Title" by the OECD at URL, accessed on DATE.

Example of the diversity of types of footnotes (or in this case, sidenotes).

<p>24. See the video at https://www.youtube.com/watch?v=qLw8gLqfobE. Accessed 29 January 2021.</p>	<p>drone of a <i>jing</i> (a large gong) and <i>gwaenggwari</i> (a small metal gong), continue to be heard weaving throughout the piece. In an interview uploaded to the BangtanTV YouTube channel Agust D explained his long affection for historical dramas, his explicit intention to create strong contrasts with the mix of traditional and contemporary elements in the video, and also reminded the viewer that he has previously layered traditional elements into his music.²⁴</p>	<p>1. 2. 3. 4. 5. 6. 7.</p>
<p>25. In 2019 MFBTY released a video, 'Dream Catcher' that began with a frame proclaiming support from the Ministry of Culture Sports and Tourism and KOCCA; however, a conversation with MFBTY's social media manager, Michelle Eun, revealed that the sponsorship in 'Dream Catcher' was to highlight award winning young Korean fashion designers sponsored by KOCCA, who supplied clothing for 'Dream Catcher'.</p>	<p>DISCUSSION: LOCALITY, NATIONALISM AND PRESERVING AUTHORITY AS AN ARTIST</p>	<p>8. 9. 10.</p>
<p>26. Thank you to Lee Yeonghwa for uncovering the filming location. You can see it here: http://www.buanpark.kr/. Accessed 28 January 2018.</p>	<p>These videos are not ideotainment, 'the repackaging of propagandistic – often nationalistic – content in popular cultural formats' as Sheng Zou explores in the case of Chinese hip hop (2019: 179). Although Agust D (as Suga of BTS) has been tapped by the government as a de facto ambassador for the country in the past, there is no incentive for Beenzino, Tiger JK and MC Mong, along with other independent, alternative and lesser-known performers to include clearly Korean places and cultural items in their music videos.²⁵ As underground and independent hip hop generally works with a very limited budget, it is not surprising that the further the video is from the idol world, the less common the use of individually constructed, professionally lit sets. Shooting at Buan Cine Theme Park (which is also a tourist destination for fans of dramas shot there),²⁶ as Beenzino did, is not free, but it is cheaper than construction of elaborate sets for one time use in a hangar building, which is still the standard practice for idol videos.²⁷</p>	<p>11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24.</p>
<p>27. I found videos from a large number of artists who do not have the budget of Beenzino who shot videos on the street with <i>hanok</i> in the background, walked through traditional markets while filming or conspicuously showed signage in <i>han-geul</i> in their videos.</p>	<p>However, I see this aesthetic shift as much more than finding an affordable place to shoot a video. Popular culture texts are not just entertaining us, they are also shaping our understanding of the world and our place in it. These videos use visual engagement with Koreanness, through incorporation of landscape elements, and items that evoke traditional Korea such as Korean <i>hanok</i>, street markets, <i>han-geul</i> (Korean script) signage and iconography like the <i>hanbok</i>, the <i>ilwolobongdo</i> painting or even the native Korean species of cow (which appears in both 'Fame' and 'Daechwita'). Of course, Koreanness is also demonstrated by rapping in Korean, and through the incorporation of traditional instruments and singing styles, and messages that relate to Korean culture, history and contemporary concerns.</p>	<p>25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35.</p>
<p>28. For more see Timothy Tangherlini (1998) and Lee Namhee (2003).</p>	<p>The imagery in these videos, taken as a whole, can be read as part of 're-territorializing' Korean popular music (Um 2013). From the early 1960s, the Park Chunghee regime leveraged folk culture to appeal to nationalism and cloak the government in a mantle of Koreanness, and by the 1970s the pro-democracy protestors responded by re-appropriating folk tradition from</p>	<p>36. 37. 38. 39. 40.</p>

Classroom Policy

Our classroom is a safe space for sharing ideas and learning together. However, I cannot sugarcoat East Asia for you and topics that are extremely upsetting, may be part of the course if those topics are chosen by students for discussion. You can always take a break and leave the classroom if a topic is upsetting for you. Some discussions may be challenging and someone's expressed views may

conflict with your own. Be mindful that everyone in the room has had different life experiences that lead to different worldviews. Please treat others with the respect and care that you hope to receive.

Ask questions. If you have a question related to class, probably at least half the other students want to hear the answer to the same question.

Come and visit me during office hours [office hours will be virtual on zoom, or after my classes for the day in my office]. If the scheduled hours do not work for you, email to make an appointment and I will try to accommodate you. I like teaching, I like students, and I particularly like teaching students who are pro-active learners. You may feel free to talk with me about the course, your academic experience more generally, or discuss topics related to Korea.

Plagiarism:

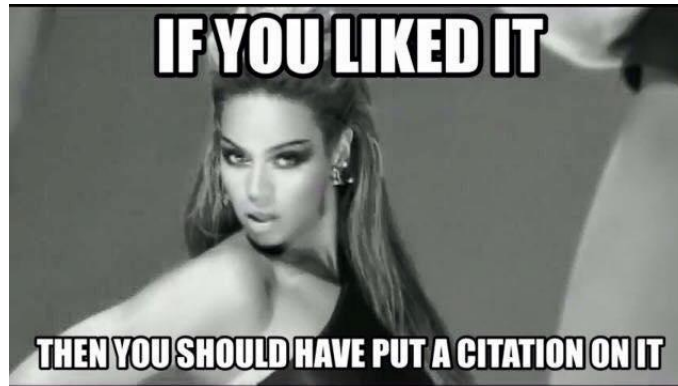
What is plagiarism? It is representing anyone else's specific and unique ideas, claims, research, and wording as your own. You can be guilty of plagiarism even if you use "quotation marks" if you do not include a citation that specifies where the quotation was found.⁶ You are guilty of plagiarism if you find a source written in another language (such as Korean) and copy the ideas, claiming they are your own. Translation does not make the idea yours.⁷ You can even be guilty of plagiarism if you rephrase the original author. Paraphrasing still needs an in-text citation or a footnote. No exceptions. Here is a website that can help you avoid plagiarism:

<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>.

As a member of this class, you are responsible for contributing to the course objectives through your participation in class and completion of assignments. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instruction team. *If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own.* If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution.

⁶ I will upload detailed directions related to how to cite other's ideas to the learning platform. Please refer to these and if you are still confused, speak with me.

⁷ When you translate a comment from the internet, a passage from a printed source, or a quotation from an interviewee you should use "quotation marks" and include a citation. Citations for web sources are usually placed in the footnotes. Citations from articles and books are in text, and citations from interviews can be in text or in the footnotes. All translated quotations or paraphrases should be linked to a footnote that specifies "Translation by the author" or "Translation by my friend Hong Gyeongjin" – if the same translator translates everything or almost everything in a paper you specify "All translations by the author" or "All translations by the author except where otherwise indicated."



Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings which appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, or to have submitted work for which you have already received credit in another course, penalties may follow including **zero for the assignment; zero for the course; suspension from the university; a notation on your permanent record**. The penalty may be a combination of these.

Use of AI tools like Chat GPT to help with outlining is somewhat acceptable, but using AI to write portions of your paper is unethical, **if AI assistance is detected in your assignment it will earn an automatic 0**. Use of translation programs for writing is *somewhat* acceptable if you *thoroughly* edit what the translation program has done, however, in the long run you are cheating yourself and will not achieve the level of fluency that can open doors in your future.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines; attending class and engaging in class activities; guaranteeing that the work you submit for this course has not already been submitted for credit in another course.

Because this course specifies that citations should be according to Chicago (Humanities), please familiarize yourself with this citation format if you have not previously used it. Citations in other formats will be incorrect.

Appeals:

Students should save a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a review of the final grade. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a week of receiving their final grades. A review is not a guarantee of an increase in grade, in fact, reviews that do not reveal a computing error may result in a student's grade being lowered.

Guide to Reading

- Where is the reading? It's on the class Plato site. In the 자료실. Sometimes there is a link in the syllabus to find the reading instead of a file in the modules.
- Always understand when you are reading an academic reading and when it is not academic. Academic readings are published in peer-reviewed journals, or are published in books by academic presses. What you find on news and opinion sites, even a long and deep article, is not academic, even if *written by an academic*, because those sites are not peer-reviewed. Easter Egg: please send me an email (hopefully with photo) introducing your favorite person or animal in the entire world (and why they are your favorite).

- Do you have to read *optional* readings? No, that's why they're *optional*.
- Consider the readings in the syllabus as a great resource for you to learn more. Usually one is marked *optional* because I thought students would like the other one a little more or find it easier, but both required and optional readings are good, or I would not have chosen them.
- Sometimes there are *optional* readings because I want to include a reading with info on a different country than is the focus of the required reading.
- Will pre-lectures go over the content in the readings? No. Pre-lectures are intended to prepare you to understand the required readings, and the readings and ideas in them are what you will primarily discuss in class with your fellows during breakout 1.

Thinking about Reading Critically

Whenever you read a text you should ask yourself the following questions:

- Who is this author? Where do they work? What was the subject of their studies? Did they write this while still a student? After working for thirty years? Did they live in the culture they are writing about at the time of research? What is their knowledge of that culture? Were they born there? Do they speak the language?
- What was the author's basic intent in writing this piece?
- What interests was the author attempting to advance/defend/critique/oppose? To put it another way, what "discourse" do they take part in?
- *Secondary texts*: What position is the author staking out? What earlier scholarly consensus are they agreeing or disagreeing with?
 - What initial questions does the author pose?
 - Why are answers to those questions important?
 - What is the author's central argument and how forcefully is it stated?
 - What types of evidence does the author employ to support his/her argument?
 - Does the author's argument rest on any unarticulated (and thus undefended) assumptions?
 - What are the strengths and weaknesses of the author's argument?
 - Are you persuaded – do you agree with the author's argument? Why, or why not?

Reading well for class does not mean reading every word in every section of the reading, (unless it's a story). Reading academic papers should be done to understand the main points, and does not (necessarily) need to include every word.

Frequently there are problems (biases, blind spots, and so on) with the work that we can easily find online. Basically every source, from *The New York Times* to *Fox News*, from *Hankyoreh* to *Donga Ilbo* is going to come with a tendency to lean in one direction or another. Even academics can (despite peer review) publish very problematic things. So, at all times in this class students are encouraged to disagree with readings. While disagreeing only because it challenges your previous ideas should be kept to yourself, disagreeing because you can find an issue with the framing and assumptions embedded in a piece is highly encouraged.

Key Websites:

BROAD BASED NEWS SOURCES WITH LOTS OF EAST ASIAN CONTENT

East Asia Forum <https://www.eastasiaforum.org/> (produced by ANU) covers the whole region.

Most authors are professors or researchers but the articles are short and not overly academic in their writing style. I recommend you sign up for weekly emails from EAF.

The Diplomat <https://thediplomat.com/> has a lot of Asia coverage

Channel News Asia (CNA) <https://www.channelnewsasia.com/> based in Singapore but great coverage across Asia

Asia Times <https://asiatimes.com/>

CHINA BASED/FOCUSED

Xinhua News Agency, China <https://english.news.cn/>

ECNS <http://www.ecns.cn/> (China news service)
Sixth Tone <https://www.sixthtone.com/>
China Digital Times <https://chinadigitaltimes.net/>
Sup China <https://supchina.com/> (China related news)
China File <https://www.chinafile.com/> (from Asia Society)
CCTV in English <https://www.youtube.com/user/CCTVNEWSbeijing/videos> (China Global Television Network's English YouTube channel)
CCTV in English again <https://www.youtube.com/user/CCTVcomInternational/videos> (China Central Television CCTV English YouTube channel)
Xinhua News in English <https://www.youtube.com/user/ChinaViewTV/videos>
What's on Weibo <https://www.whatsonweibo.com/>
Tech Node <https://technode.com/> (China technology related news)
Chaoyang Trap <https://chaoyangtrap.house/>
Radii China <https://radiichina.com/> (China related media, sports, art news)
Jing Daily <https://jingdaily.com/> (luxury news—often good discussions of fashion, society, and celebrity)
China Film Insider <https://chinafilminsider.com/>

HONG KONG BASED/FOCUSED

SCMP <https://www.scmp.com/> (South China Morning Post newspaper)
SCMP on YouTube <https://www.youtube.com/user/scmp888/videos> (South China Morning Post English YouTube channel)
Hong Kong Free Press <https://hongkongfp.com/> @hkfp

TAIWAN BASED/FOCUSED

The China Post <https://chinapost.nownews.com/> (Taiwan based general news service)
Taipei Times <http://www.taipeitimes.com/>
Focus Taiwan <https://focustaiwan.tw/> @Focus_Taiwan
Taiwan Insight <https://taiwaninsight.org/>
Taiwan News <https://www.taiwannews.com.tw/en/index>
Frozen Garlic <https://frozengarlic.wordpress.com/> (a blog on elections in Taiwan)
Ghost Island Media <https://ghostisland.media/>
New Bloom Magazine <https://newbloommag.net/> @newbloommag,
Taiwan Plus <https://www.taiwanplus.com/> @taiwanplusnews

ROK BASED/FOCUSED

Korea Herald <http://www.koreaherald.com/>
Joongang Daily <https://koreajoongangdaily.joins.com/>
Hankyoreh <http://english.hani.co.kr/kisa/section-014000000/home01.html> full content in Korean with some also in English, Japanese, or Chinese)
Pulse (Maeil Gyeongjae) <https://pulsenews.co.kr/>
The Blue Roof <https://www.bluroofpolitics.com/> (Korea- mostly political analysis with a weekly newsletter)
Korea Expose <https://koreaexpose.com/> (Korea analysis and now it's mostly a subscription service)
KBS Korea 24 Radio Program
http://world.kbs.co.kr/service/program_main.htm?lang=e&procode=korea_24
Yonhap News Agency <https://en.yna.co.kr/>

DPRK BASED/FOCUSED

38 North <https://www.38north.org/> (analysis of the DPRK)
Urimizokkiri <http://www.uriminzokkiri.com/index.php?lang=eng> (DPRK official news, only access with a VPN)
Rodong Sinmun <http://www.rodong.rep.kp/en/> (DPRK official news, only access w/ VPN)
Daily NK <https://www.dailynk.com/english/>

NK News <https://www.nknews.org/>

JAPAN BASED/FOCUSED

Shingetsu News <https://shingetsunewsagency.com/> @ShingetsuNews

Nikkei Asia <https://asia.nikkei.com/>

Nippon.com <https://nippon.com/>

Japan News (Yomiuri in English) <https://the-japan-news.com/>

Japan Times <https://www.japantimes.co.jp/>

NHK World Japan <https://www3.nhk.or.jp/nhkworld/en/news/tags/2/>

Asahi Shimbun <https://www.asahi.com/ajw/>

The Mainichi <https://mainichi.jp/english/>

Kyodo News <https://english.kyodonews.net/>

Sora News 24 <https://soranews24.com/category/japan/>

Tokyo Reporter <https://www.tokyoreporter.com/> crime, scandal, entertainment

MONGOLIA BASED/FOCUSED

UB Post <https://theubposts.com/>

Montsame <https://www.montsame.mn/en/>

Class Schedule

T 3/5

1 Introductory Class

<https://m-en.yna.co.kr/view/AEN20231220002600315?section=national/national>

Th 3/7

2 What Are the Top Issues in Korea Right Now?

For today's class we will work through the top issues in Korea. When we vote on what students want to focus future classes on, this will have provided some introduction to the main issues, and may help you to choose what to vote on.

Secondary topic → Chicago bibliographies and in-text citations and citing media

Secondary topic → Romanization and name order

Syllabus Quiz: Online on Plato around dinner time, open for maybe 1 hour, but you can use only 15 minutes. Questions are content in the syllabus.

Week 2

T 3/12 The professor will be at a conference, students will **do the required reading**, watch a video lecture, and complete the exercise independently: upload to google classroom before the end of 3/12

3 FRAMING THEORY: News Reporting and Bias

How can we easily notice biased news reporting? How can we avoid being seduced by logical sounding arguments? Is framing always bad?

Exercise: Students will be given a series of articles that FRAME current top issues in Korea. Students will apply Tewksbury and Scheufele (2020) to analyze how framing has operated in one of the articles. As with many analyses and exercises performed in class, this will be uploaded to the class google classroom site.

Reading: David Tewksbury and Dietram A. Scheufele "News Framing Theory and Research" (2020)

Resource: Allsides.com has a lot of useful examples of Left, Right, and Center news, but the website is entirely focused on the United States. See this for an example:
<https://www.allsides.com/story/perspectives-teachers-unions-raise-concerns-about-covid-19-safety-schools>

Read to Analyze the Framing: Choose one of the following articles, and write an analysis of the way the article is framed. Each article has framing, that's why it was chosen.

Th 3/14 The professor will be at a conference, students need to read the reading, watch a video lecture, and complete the exercise independently: exercise should be uploaded to google classroom by the end of the 14th.

4 SOCIAL REPRESENTATIONS THEORY: And the Media

In this class we will learn how to use social representation theory in our examination of the media. Hoijer's article applying Serge Muscovici's famous theory to media research will be another key tool we can use in our analysis of current affairs.

Reading: Birgitta Höijer "Social Representations Theory: A New Theory for Media Research" (2011)

Read to Analyze the Way Social Representation Theory Is Used:

Week 3

T 3/19

5 Assessing Top Issues in China Right Now

For today's class we will try to gain a broad overview of what China's place in the world order is in 2023. This is really complex, so think of this class as starting to lay some groundwork. I want you to choose **at least two (preferably three)** of the items below (two articles, a podcast, and a video), and make some notes as you read/watch/listen. During class, before discussion and the exercise, you may be asked to read or watch another (more recent) assessment.

Exercise: Students will examine news media that purports to tell us about China in 2023 and try to decode the SOCIAL REPRESENTATIONS being made in the different articles. Students will apply Hoijer, and through Hoijer, Muscovici to their analysis. Uploaded to Google classroom.

Articles:

Th 3/21

6 PERSON BLAME V. SYSTEM BLAME

In this class we will explore the idea of blaming a person as opposed to blaming a system for problems we perceive in society.

Reading: Guimond, Begin and Palmer "Education and Causal Attributions: The Development of 'Person-Blame' and 'System-Blame' Ideology" (1989)

Read to Analyze the Way Blame Is Used:

Week 4

T 3/26

7 Where is Japan at in 2023?

Exercise: In this class we will try to determine, as we did for Korea and China, what some of the big issues are in Japan in 2023. Using Guimond, Begin, and Palmer, which of these issues is seen as something to blame the system and which is blamed on the person? We will read and assess recent stories on Japan and apply the idea of blame in a short passage to be uploaded to Google classroom.

Th 3/28

8 Orientalism, Othering, and the West's History of Bias Towards "the Rest"

Reading:

Read to Analyze the How Asia Is Being Othered:

Week 5

T 4/2

9 The Demographic Cliff

Kids aren't being born, the elderly aren't dying—the population of East Asia is rapidly changing and this has a huge impact on every other facet of society. How can we understand the impact of this demographic cliff on the future of East Asia?

Reading: Shirahase, S. 2015. "Demography as destiny: Falling birthrates and the allure of a blended society." In Baldwin, F. & Allison, A. (eds). *Japan: The Precarious Future*. New York, NYU Press, pp. 11-35.

Please read articles on

- changing demographics in East Asia

Video: Students should submit the names of pairs and rough topic idea

Th 4/4

10 Taiwan: Culturally Different?

Instead of focusing on politics and economics, in this class the goal is to understand the cultural and social differences between Taiwan and mainland China. How did Taiwan end up in this current situation? Students should read up on the history, and try to understand this tense relationship.

Reading: [Political background] Maizland, Lindsay <https://www.cfr.org/backgrounder/china-taiwan-relations-tension-us-policy>

Week 6

T 4/9

11

Th 4/11

12

Week 7

T 4/16

13

Video pairs should consult with the professor:

Make an appointment to meet the professor and discuss your progress and questions in Week 7 or 8
Zoom or office appointments after 3 pm t, th

Th 4/18

14

Week 8

T 4/23

15

Th 4/25

16

Week 9

T 4/30

17

Th 5/2
18

Week 10

T 5/7
19

Th 5/9
20

Week 11

T 5/14
21

Th 5/16
22

Week 12

T 5/21
23

Th 5/23
24

Week 13

T 5/28
25

Th 5/30
26

Week 14

T 6/4
27

Th 6/6
Holiday: No Class

Week 15

T 6/11
28 Group Discussion to Wrap up Class / Review before Final

FINAL EXAM
June 13rd 9am

TOPICS used in 2023 and 2022:

2023:

BORDER CROSSING: LGBTQ+ in East Asia

JAPAN: Gender Issues, Feminism, Discrimination
KOREA: Gender Issues, Wage Gap, the Military
CHINA: Foreigners in China, Fracturing of Identity, "Black" Children
KOREA: Jeju/Mainland history, military base protests, etc.
CHINA: The US and China/ Tik Tok/ Economy
JAPAN: Breaking Social Conventions/ Mental Health/ Hikikomori/ Social Safety Net
KOREA: Educational Issues, Bullying, Advanced Reading Comprehension
KOREA: Environment, Waste Management, Fast Fashion, Air Quality
JAPAN: Environment, Global Warming, Fukushima Nuclear Issue
BORDER CROSSING: Censorship, Propaganda, National Security
BORDER CROSSING: Scars of Colonization and Territorial Issues
CHINA: Human Rights/ Xinjiang
KOREA: Gentrification/ Displacement/ Regions v. Seoul/ BUSAN EXPO 2030
JAPAN: Human Rights, Xenophobia, Foreigners in Japan (including Zainichi)

2022:

- **Censorship, Freedom, and Image in China**
- **Education**
- **Gender Issues: Part I, Korea "The Incels"**
- **Gender Issues: Part II, China "Leftover Women" and other Women's Issues in China Today**
- **Gender Issues: Part III, Japan's "Masculinity Crisis"**
- **Guest Lecture: Dr. Kim Mikyoung and an East Asian Perspective on the Comfort Women [this guest is available again]**
- **Mental Health and the Social Struggle for Connection in Contemporary Japan**
- **What Is Going on in the DPRK?**
- **Cultural Heritage in East Asia and the Ownership of Culture and Cultural Items**
- **LGBTQ+ and a Discussion of Rights**
- **Class, Affluenza, and Real Estate**
- **Social and Cultural Changes in Contemporary China**
- **Work Culture in Japan and Korea and the Social Precariousness of Youth**
- **Immigration and Ethnic Diversity in Korea and Japan**