

**Ethnography of East Asia**, EALC 398, ANTH 399-550  
Tuesday/Thursday Davenport 336

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Wednesday 3-5, Office Hours, 418 Swanlund Administration Building  
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### **Course Description**

Most of all I want this class to be enjoyable. It is a small class, which is unique these days. And it is my favorite kind of class: with both undergraduate and graduate students. I hope you will be impressed at how very contemporary the course books are: only one from before 2008, and 3 from 2010. I read many books in order to pick these “top 7” and we’ll see if you agree that they are pretty good and hopefully interesting (and I have heavily edited most of them for your reading pleasure). The readings should introduce you both to aspects of contemporary social and cultural life in East Asia (alas, Taiwan is missing) and to the trends of the field, namely the ways in which (mostly young) scholars (all anthropologists except sociologist Chong and geographer Mitchell) are going about the business of ethnographic representation. We will thus be paying attention to the books and other readings as generic (i.e., from a particular genre of writing).

Over the last few years something new is happening at the U of I and many other U.S. universities: an explosion in the number of East Asian (foremost PRC Chinese and South Korean) citizen undergrads. They are coming for a host of reasons (we will touch on this in the class) and we are taking them because, as you may have heard, our University (and most others) is in dire financial straits (and of course they are also very competitive applicants). Check out, for example, this very recent article on the University of Iowa:

[http://www.nytimes.com/2010/08/04/education/04admissions.html?\\_r=1&scp=1&sq=university%20of%20iowa&st=cse](http://www.nytimes.com/2010/08/04/education/04admissions.html?_r=1&scp=1&sq=university%20of%20iowa&st=cse)

In a word, our very back yard is home to many students who can teach us a great deal about social life in contemporary East Asia (and about our university). So, a part of this course will be your research – in 3-4 person teams – on these students, and our university. Because of this research focus, this course will be affiliated with The Ethnography of the University Initiative (<http://www.eui.uiuc.edu/>), a teaching project and digital archives (<https://www.ideals.uiuc.edu/handle/2142/755>) which houses research process/findings document of U of I (and some other partner schools) students. Full disclosure #1: I cofounded and co-direct EUI. Full disclosure #2, with U of I colleagues Adrienne Lo and Soo Ah Kwon I am hoping to begin a project that looks at both these students and the changing American University. Your work will help me and hopefully be of interest to you too!

### **Required Books**

Chong Kelly H. 2008. *Deliverance and Submission: Evangelical Women and the Negotiation of Patriarchy in South Korea*. Harvard University Press. (Co-teacher Yoonjung Kang)

Hoffman Lisa M. 2010. *Patriotic Professionalism in Urban China: Fostering Talent*. Temple University Press.

Kim, Eleana. 2010. *Adopted Territory: Transnational Korean Adoptees and the Politics of Belonging*. Duke University Press. (Only available as PDF on course Moodle). (Co-teacher Sujung Kim)

Lukacs, Gabriella. 2010. *Branded Affects, Branded Selves: Television, Subjectivity, and Capitalism in 1990s Japan*. (Co-teacher Ben Allen)

Mitchell, Katharyne. 2004. *Crossing the Neoliberal Line: Pacific Rim Migration and the Metropolis*. Temple University Press. (Available on course Moodle as PDF). (Co-teacher Kyou Ho Lee)

Newendorp Nicole. 2008. *Uneasy Reunions: Immigration, Citizenship, and Family Life in Post-1997 Hong Kong*. Stanford University Press. (Co-teacher Alex Lee)

Yan, Hairong. 2008. *New Masters, New Servants: Migration, Development, and Women Workers in China*. Duke University Press.

## Assignments

### 1. Reading Responses

10 X 4 = 40%

Ten times in the semester you will respond to an ethnographic reading. In your 1-2 double spaced pages you will answer 5 (a 6<sup>th</sup> is optional) questions (actually, I will give the class a chance to edit these on Thursday August 26). You may just list your answers, but if you would like you can write a more integrated tiny essay that incorporates all of them (graduate students: this is probably the better writing exercise for you!). The reading that you are to write about appears on the syllabus with an \*. For some week 2 readings are marked – in that case you only need to do a response for one of them. Also, for some books, there is an \* marking you're the selection for several classes; you only need to do a response for one of these for each book. **These are due on the Moodle by Midnight the night before class** (each assignment will have a discrete place for uploading) (I highly recommend that you author your responses in Word and then cut and paste them into Moodle). You are **also required** to upload these assignments to the Forum. Uploading them to the course forum: this will allow your classmates to take a look – and it allows me to refer to your good points and ideas and for you then to be able to go and read one another's fine work!

Questions to answer:

1. What do you think is the *most important thing you learned* about the country/ies discussed in this reading and why do *you* think it is so important (your answer here might be a simple fact)?
2. What do you think is the *central argument* of the reading? (In the case of a selection of a book, you can just focus on that selection) (You might be able to state the argument very simply: a sentence or two might be just fine).
3. Please choose *an ethnographic (i.e., derived from fieldwork) vignette* (a moment from an interview, an observation etc.) that you think *best illustrates* the central argument you presented for 2. above. Introduce that vignette and explain why you think this is the case.

4. Please choose *the ethnographic vignette* from the reading that *you find most evocative* (i.e., it brings something to life in a very visceral way). Introduce the vignette and communicate both what it brings to life and how it manages to do that (e.g., descriptive language, idiomatic citation).

5. Please share something in the *ethnography that you personally found most interesting* and tell us why (it might not be so central to the argument, and it might not be so evocative – and it might not even tell us so much about East Asia). (This is really yours – do with it what you want)

6. (Optional, but wonderful if you have something here) Has the author introduced any ethnographic material for which you would suggest an alternative (more compelling) interpretation?

## 2. Author Dialogue (undergraduates only)

**Due December 7** (you will present your dialogue in class this day as well)

Please write a 5-7 double space paged hypothetical dialogue between two of the primary (i.e., the authors of the 7 books) ethnographers from the semester. You may hand this in at any point before Dec 8). Your conversation should of course reflect your reading. While you may quote from the text, please keep your quotes short (i.e., phrases or ethnographic tidbits). While you will be writing from the intellectual perspective of the author, the prose should be your own. You are open to have the authors discuss a range of topics, but in any case the conversation should reflect your careful comprehension of their work. You are welcome to introduce a moderator for the conversation.

## 3. Teaching Plan (for graduate students only): 15%

**Due December 8**

All graduate students will co-teach one ethnographic book with Nancy. We will conference on the book together circa one week before the first teaching day. Before the December 10 please prepare a 5-7 page teaching essay for the book. The essay will likely incorporate your reflections on the experience of teaching the book (you should thus record your thoughts during/after that teaching). The essay should also reflect the book's substance. You may introduce other materials that you think are productive for teaching the text and you may also reflect on how ideally you think the text should be framed in a class such as this one (or another sort of class if you would rather).

## 4. Small-group ethnographic projects: 30%

**Please note you will be uploading all of the assignments below twice**, once in a EUI Template, "Student Research Project" (your classmates can see this) and also as assignments that I can grade.

### (1) PRELIMINARY QUESTION

**Due: September 21** (i.e., by midnight the night before)

Please post a question to the Moodle "student research project" (under "preliminary question") - informed by readings to date (+ websurfing...) -- that you might be able to analyze empirically

(i.e., through some field research) on our campus (No longer than 1 double-spaced page). Be ready to present your question/proposal in class in 2-3 minutes. After the presentations, students will vote on which projects will be adopted as group projects – we will then constitute the research groups on the basis of shared interests (as well as graduate/undergraduate distribution) (5%).

(2) On October 12 the groups will have time in class to discuss research plans.

PLAN, PRELIMINARY FINDINGS, and IDEALS CITATION/TAG/S

**Due: October 21** (i.e., by midnight the night before)

Upload into Moodle a short ethnographic PLAN (under “plan”) for the first interview/observation you have decided to undertake. This interview/observation should be designed to help refine the question. Report on their interview/observation (i.e., PRELIMINARY FINDINGS) in no more than 2 double-spaced pages. Within a week the group should upload an UPDATED QUESTION (circa 1 paragraph) on the Moodle SEARCH the EUI Archives for at least 1 related project in IDEALS, the digital repository where EUI houses its archives (<http://www.ideals.uiuc.edu/handle/2142/755>). In your IDEALS CITATION (include the URL) succinctly indicate the connection (one or two sentences is fine). Also please TAG your citation/s, i.e., suggest some key words to describe the project in addition to the existing key words (5 %).

(3) MORE FINDINGS

**Due: November 11** (i.e., by midnight the night before)

Each group member will have reported on 1 more data-gathering activity in no more than 2 double-spaced pages (enter in the MORE FINDINGS box on the Moodle) (5%).

(4) EUI Conference Presentation,

On **Tuesday, November 30 (3-8 PM)** your group is required to present at the EUI Student Conference (either in a 5 minute presentation or with a poster). (5%).

(5) SHORT PAPER/ANALYSIS, ABOUT THE AUTHOR, KEYWORDS, ABSTRACT, REFLECT, and RECOMMENDATIONS.

**Due: December 2** (i.e., by midnight the night before)

Each group member will write a short paper on the basis of your collective findings in relation to the literature that we have read in class (no longer than 5 double-spaced pages; you must cite at least 3 authors we have read). If your group may co-author the paper. In either case you must draw on the ethnographic materials of all the members of the group. Also by this date you will have completed the following data-fields (i.e., text boxes) on the Moodle: ABOUT THE AUTHOR, KEYWORDS, ABSTRACT, REFLECT (on your EUI research experience/project), and RECOMMENDATIONS (either to the University or to future generations of students interested in pursuing this topic)

**PLEASE NOTE:** As a member of an EUI course conducting research you will be governed by the U of I's Institutional Review Board protocols. **You will not be graded in this course until you have successfully completed all necessary forms.** EUI staff will instruct you in all aspects of this

compliance. There is a “metamoodle” site for all EUI courses that houses all of the forms that you will need this semester.

## Grading

Reading Responses 40%

Author Dialogue 15% (undergraduates only)

Teaching Plan 15% (graduate students only)

Small Group Ethnographic Project 35%

Class Participation (Attendance does matter) 5% (remember 5% can make a difference to your final grade)

## Schedule

August 24, TU Introductions

August 26, TH

Marcus, George E. 1980. Rhetoric and the Ethnographic Genre in Anthropological Research. *Current Anthropology* 21:4. Excerpt, Pp. 508-509 (I will hand this out in class)

Atkinson, Paul. 1990. *The Ethnographic Imagination: textual Constructions of Reality*. NY: Routledge. Pp. 1-3, 82-97 (from chapter, *Voices in the Text: Exemplars and the Poetics of Ethnography*).

Clifford, James. 1986. Introduction: Partial Truths. In James Clifford and George E. Marcus, eds. *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: UC Press. Pp. 6 (first full paragraph) – 8.

\*Kondo, Dorinne. 1990. Circles of Attachment. In *Crafting Selves: Power, Gender, and Discourses of Identity in a Japanese Workplace*. Chicago: Chicago University Press. Pp. 119-160.

August 31, TU

Hoffman, Chapters 1 and 3

September 2, TH

\*Hoffman, Chapters 4, 6, and 7

September 7, TU

Watch for Class: *Young and Restless in China*

Anagnost, Ann. 2008. *Imagining Global Futures: The Child as a Sign of Value*. In Jennifer Cole and Deborah Durham, eds. *Figuring the future: Globalization and the temporalities of children and youth*. New Mexico: SAR Press. Pp. 49-72.

September 9, TH

Ong, Aihwa. 1999. *Fengshui* and the Limits to Cultural Accumulation. In *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham: Duke University Press. Pp. 87-109.

Mitchell, Pp. 1-16, 31(after long quote)-34

September 14, TU

\*Mitchell, Pp 40-44, Chapter 3, Pp. 125-129, 148-154

September 16, TH

\*Mitchell, Chapters 5 and 6

September 21, TU

\*Waters, Johanna L. 2006. Geographies of cultural capital: education, international migration and family strategies between Hong Kong and Canada. *Trans Inst British Geography* 31:179-192

\*Kelsky, Karen. 1999. Gender, Modernity, and Eroticized Internationalism in Japan. *Cultural Anthropology* 14.2: 229-255.

EUI Project

IRB Introduction

September 23, TH

Lukacs. Introduction, Pp. 48-53, 74-80, 84(bottom of page)-89

September 28, TU

\*Lukacs. Chapters 4 and 5, Pp. 197-199.

September 30, TH

(Reading Groups will present on these)

\*Inoue, Miyako. 2006. *Vicarious Language: Gender and Linguistic Modernity in Japan*. Berkeley: UC Press. Pp. 1-9, 13-17, Chapter 5 (217-251), 252, 261-273.

OR

\*Park, Joseph Sung-Yul. 2009. *The Local Construction of a Global Language: Ideologies of English in South Korea*. NY: Mouton de Gruyter. Pp. 1-5, 18-21, 26-28, Chapter 6 (Disclaiming English: Language Ideologies in Face-to-Face Interaction) (except 201-211 (top of page)).

October 5, TU

Chong Introduction, Pp 32-53, 63-81

October 7, TH

\*Chong

Read Either Chapter 3 or 4 (I will divide the class in half). All Read Chapter 5.

October 12, TU

Family Project (documentary in class)

EUI Project time

October 14, TH

\*Yan, Pp 1-13, 18(bottom of page)-24, chapter 2

October 19, TU

\*Yan, Pp 53-56, 80-107, Chapter 3

October 21, TH

China Blue (documentary in class, companion website)

October 26, TU

\*Yan, Pp. 145-180, 187-197, 204-212, 243-249

October 28, TH

Possible out of town

\*Newendorp, Chapter 1, Pp. 59-66, Chapter 3

November 2, TU

\*Newendorp, Chapters 4 and 5

November 4, TH

\*Newendorp, Pp. 181-195, 211-215, 217-219, 225-231, Chapter 8

November 9, TU

Kim. Pages TBA

November 11, TH

\*Kim. Pages TBA

Adolfson, Nathan. *Passing Through* (documentary in class)

November 16, TU

\*Kim. Pages TBA

**Korea's Lost Children**

[http://www.bbc.co.uk/worldservice/documentaries/2010/08/100806\\_koreas\\_lost\\_children.shtml](http://www.bbc.co.uk/worldservice/documentaries/2010/08/100806_koreas_lost_children.shtml)

November 18, TH

Group work to prepare for conference presentation

Thanksgiving Break: Have a Good One!

November 30, TU

EUI Conference (3-8, Room 126 (auditorium), GSLIS (501 E. Daniel Street).

December 2, TH

Intellectual Property and Course Summary Forms. Prepare Moodle for archiving (class will meet in computer lab)

December 7, TU

"Author Dialogue" Presentations

December 8, Reading Day

NO EXAM

Happy Holidays!