"Changing Generations in East Asia"
Winter, 2024
Instructor: Andrea Gevurtz Arai
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Office hours Tues 10-11:30am on zoom
in person by appointment
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Course Description:

This course explores the last three decades of economic, social and cultural change in East Asian societies. The contexts for these changes are the bursting of the property and stock market bubble in the early 1990s in Japan; the IMF take-over of the Korean economy in 1997 and forced neoliberalization; the global recession of 2008-9, and most recently the effects of the pandemic on East Asian societies. *The focus of the course* is *how* these crises and the shift to "neoliberal forms of governance" have affected diverse arenas of life, including education, labor, gender, marriage and birthrates, local areas, the natural environment and East Asian regional relations. In addition to focusing on the "particularitiest" of these changes in East Asia, we will be interested in their globality, and the variety of creative space-making, social action and new lifestyle projects in which young people are engaged in in East Asia and beyond.

Students in the class will read, discuss and collaboratively create their own analytically, historically and ethnographically informed projects. These projects will build on class materials.

Questions guiding our class this winter quarter are: What can we learn about the relation between economic crisis and social change by focusing on the changing conditions confronting young people growing up in its midst and their responses to them? How can focusing on the issue of generational change regionally and globally through an "anthropological lens" and with "ethnographic methods" help you to become better aware and better able to navigate your own present national and individual conditions and context?

Evaluation:

Attendance, Class Participation & Reading Responses-20%
Midterm Key terms and Quotes Exam-30%
Small Group Project and Class Presentation-30%
Individual Critical Reflection Paper (3 pages 1.5 spacing)-20%

Readings:

All readings in the course are available in pdf. form in our course Canvas Files.

Films:

*"Shoplifters" https://digitalcampus.swankmp.net/uwashington303229/play/d8db1e7aca9361a2
*"Leftover Women" **Available to rent on Amazon, YouTube, iTunes, etc. for $1.99.*
*Tokyo Sonata (available to individuals on Amazon for $3.99, or free with commercials on Tubi: https://tubitv.com/movies/543974?utm_source=justwatch-feed&tracking=justwatch-feed)

*The Land of Hope = Kibô no kuni (available with ads on AsianCrush: https://www.asiancrush.com/video/000042v/the-land-of-hope)
*Hitomi Kamanaka, "Little Voices from Fukushima"

Attendance and Participation

Attendance in this course is required and necessary for success in the class.
Please be sure to be in class and prepared to discuss our reading and viewing materials. If you have questions about in-class or online participation, please feel free to email me or meet during office hours.

Reading Responses: Students are expected to read all assigned readings for each class session. Students will write one "reading response" per week. Reading responses consist of a short summary and 2 specific questions for one of the readings assigned during each week. If you choose to write about one of the readings for Monday's class, you should post (in Canvas Discussion forum) your RR on Sunday night by 10am. If you choose Wednesday's readings, you should post the RR by Tuesday at 10pm

RRs should be two paragraphs in length. The first paragraph should include a short summary of the key points or argument of the reading, including one to two key terms, explained to the best of your ability. The second paragraph is for connections to other readings and questions about the reading. *Be as specific as possible with your questions. Include page numbers as possible.*
Completion of the reading responses, along with participation in class discussions on the day of the response will be worth 20% of the course grade. (I understand that students may feel uncomfortable at first participating in class. Please let me know if I can help make this easier for you to do this in any way.)

Midterm Exam:

There is one exam in this course. It is in-class, open-book and open-note. This means that you may use all of our class materials, including notes from discussion, on your exams. These are not memorization exams; they are comprehension and thinking exams. The exam will be based on our readings and discussions in class. Whatever we do not cover in class will not be on the exam!

My recommendations for success on this exam and the class overall are the following:
1)Know your notes! *R*ead closely and ask questions in class to try out and confirm your understanding of ideas and concepts in the readings and discussions.
2)Think about the issues raised in the readings in the context of your own life and the lives of others and look into them outside of class in media, conversations, etc. The class is focused on the present moment and generation and the history of this present.
3) Examples you can come up with from outside of class will be useful for you on the exams as well.

Small Group Project:

Students in the class will choose, create and participate in a small group research project. These projects must be based on class readings and discussions. The goal of the projects is to
build on and add to our readings. Projects will include library and media research as well as, if possible, some informal and formal interviews. We will discuss these interviewing approaches and procedures in class.
The following are the steps to follow and on which your group will be evaluated:
One, Choose and narrow a topic. The choice and narrowing process should answer the questions:

Why is this an important topic for the area of changing generations in general and to you personally? What can your group reasonably and competently accomplish in a few weeks? How does this topic and research plan specifically add to our class content?

Two, Status report: Groups will do a status report on their research for the class prior to the final presentation. Other students and the instructor will provide each group feedback on the status reports. The feedback should be integrated into the final presentation. (Date-TBD)

Three, Prepare and carry out a class presentation: Each group will have 15 minutes for their presentations. Every member of the group will be expected to equally participate in the presentation. You may use note cards but may not read your notes or PP's. Presentations should be in PP format w/visuals. Practice your presentations to make sure it fits, unrushed, into the allotted 15- minute time frame. *I recommend limiting the amount of PP slides and text in your slides.

Individual Reflection Paper:
All students will write a short individual paper based on their group research. The individual paper will be an opportunity to demonstrate what you have learned individually from the group research. The paper should include the following: a detailed and careful explanation of how your project relates to several of our class readings (please be specific and include explanations); additional questions you have as a result of the research, and how the research applies to your own life and community. The paper is due on or by March 10th uploaded to Assignments or emailed to me in Word Doc or Pdf format- araia2@uw.edu.

Use of Canvas: Emailing, syllabus posted, assignments:
Changes to the course reading schedule will be sent out in form of class emails through Canvas. All students should check their UW email regularly, particularly between Mondays and Wednesdays.

Weekly Schedule

Week 1: Jan 3:

Introductions & Syllabus Discussion. Preview of First Reading for 1/8

Week 2: Jan. 1/8, 1/10

1/8: Carol Delaney, "All We Have is Time" (pdf in Canvas Files)

1/10: G. Lukacs, "Labor Games, Youth and Politics" Introduction. (pdf in Canvas Files)

Week 3:
1/15 Martin Luther King Holiday
1/17: C. Hae-Joang, "The Spec Generation Who Can't Say "No" (pdf in Canvas)
Pun Ngai, "A World Class Labor Campus" (pdf in Canvas)
A. Arai, "The Recessionary Generation: Times and Spaces" (UW Ebook, Chapter 6)

See Films for 1/23: "Leftover Women" and/or "Shoplifters"

Week 4:
1/22: Huang and Wu, "Feminist Biopolitics of Low Birth in East Asia" (pdf Canvas)
Lee and Jeong, The 4B Movement in South Korea (pdf in Canvas)

1/24:
Hadad and Harrell, "The Evolution of the East Asia Eco-Development State" and
Noriko Sakamoto, "Local Energy in Japan," in *Greening of East Asia , The Rise of the Eco Development State in Japan, Korea, Taiwan and China (*UW Ebook)

Week 5:
1/29:
Chiu, "Enviromental Activism in Kaoshing, Taiwan" and *Greening of East Asia ,*
and Dai, Grassroots NGOS and Environmental Advocacy in China in *Greening East Asia…(*UW Ebook)

*See Kamanaka Hitomi, "Three Little Voices of Fukushima" and/or Sono Shion, "The Land of Hope" for Feb 6th

1/31:
H. Kamanaka "Media, Documentary Film and Democracy"
https://apjjf.org/2018/16/Kamanaka.html
A. Arai, "Nuclear Visuality and Popular Resistance in Hitomi Kamanaka's Eco-Disaster Documentaries" (pdf Canvas)

Discuss "Land of Hope" and "Little Voices"

Week 6:
2/5: J. Kang, "Igniting the Internet: Youth and Activism in Post Authoritarism South Korea" (Introduction, UW Ebook)
O. Federenko, "Sharing Suits and Letters, Addressing Late-Capitalist Precarity in South Korea"

2/7: A. Arai, Introduction: "Shifting Contexts: Creative Responses" and Chapter 1: DIY Sensibilities and Women's projects in *Spaces of Creative Resistance: Social Change Projects in East Asia* (**TBD** pdf in Canvas Files)

Week 7:
2/12: SCR Chapters:
Ishibashi, "I Refuse to Live in a Town Without a Cinema: Rebuilding a Cultural Spaces in Toyooka Japan"
Dai, 706 Youth Space: A Collective Response to Social Issues by Urban Elite Youth in China
Lin and Liu, The Case of the Yuanli Hi Home: Revitalizing Community and "Gathering" Spaces in Taiwan

2/14: In-Class Midterm Exam
Small Group Research Projects Group and Topic Choices

Week 8: 2/19 President's Day-No Class

2/21: Groups meet individually with Instructor to discuss projects

Week 9:

2/26: Group work and optional meeting with instructor

2/28: Groups send Draft of Presentation to Instructor. Meet on zoom or in person to discuss.

Week 10:

3/4: Presentations

3/6: Presentations, Evaluations and Reflection papers Questions

Individual Reflections Papers Due 3/10, uploaded to Canvas Assignments or Emailed to me: araia2@uw.edu