**SOC301: Sociology of Asia**

Fall 2013

Instructor: Danielle Kane

Class meetings: TR 2:20-3:50 Asbury 202

Office hours: TR 4:00-5:30 Asbury 331

This course has two major aims: (1) to use the lens of Asia to introduce students to global sociology, currently one of the hottest subfields in sociology; and (2) to introduce students to the main countries represented by DePauw faculty in the Asian Studies Program. (We will, however, spend some time on each sub-region of Asia.) In addition, for some of you, this course will provide an opportunity to put your winter term, study abroad, or personal experience growing up or traveling in Asia in a broader sociological context.

Class assignments and discussion will invite *all* students, regardless of background, to reflect on their connections and exposure to contemporary issues in Asia. A final goal for the course is to make students sufficiently conversant in contemporary issues in Asia to serve as “ambassadors” to others by being prepared to share their expertise in this area.

**Major Projects**

Note that most of your written work will be shared with colleagues in the class. There are three reasons for this. First, showing our work to others helps us improve it (and responding to others’ work helps us improve our own. In addition, your analyses will often provide the springboard for class discussion. Finally, in some cases your work will introduce us to topics that could not fit on the syllabus – Asia is too big to cover through assigned readings. In this way, as you transition to becoming independent scholars, your original contributions will form part of the assigned reading for the course.

Response Papers

Each student will write a 1-2 page response paper for three of the major course texts. Your response should (1) summarize the main points of the argument; and (2) assess the argument itself (is it logically consistent? Is the evidence compelling?); and (3) do something original with this argument. What constitutes “something original?” You have a variety of options here:

1. compare some aspect of the book to another text we’ve read
2. compare some aspect of the book to another text you’ve read (make sure to explain the other text for your audience)
3. apply this book to a news item
4. reflect on an aspect of this topic that is meaningful for your life or for a different society (eg American)

These are just suggestions; there are many ways of doing something with the assigned reading. **The main idea is that you should demonstrate in your response deep engagement with the text.** Feel free to run your ideas by me.

The audience for response papers is your colleagues in the class and myself; as such, you can assume familiarity with all course material. While part of the goal is to provide an effective summary of the reading under discussion, there is no need to explain other course texts or theoretical concepts that we’ve been using.

By contrast, in keeping with the course goal of developing the skills to serve as a ‘translator’ of Asian issues to a popular audience, the intended audience for this paper is the non-specialist.

Contextualizing an Artifact

This project has two goals: allow students (1) to explore globalization by establishing links of interconnectedness in the products that Americans consumer; and (2) to write about these links in a knowledgeable, engaging way that will help translate course ideas to a non-specialist audience. More specifically, students will choose an image or an object and research the Asian context in which it is produced as well as the American context in which it is consumed. (Students may also consider other markets for this product – including Asian ones.) The deliverable may take one of several forms:

1. an image of the product surrounded by text boxes (ie following the Harper’s “Annotation” model)
2. the object itself with text affixed to it (eg printed text attached to blue jeans or an electronic product)
3. a short (5 min) video that makes your argument in an engaging way. (Please provide a transcript.)

I am open to other possibilities as well; please discuss other ideas with me.

Final Paper

There is no final exam. Instead, the course culminates in a final paper on a topic of your choice – of course with lots of preparation and feedback from your peers and myself along the way. The goal for the paper is for you to gain expertise in some aspect of contemporary Asian society in such a way that you can communicate the significance of this issue to others – say, in a job interview or in a personal statement for a graduate school application. **\*\*The final paper will be due Friday, 12/13\*\*\***

Other Assignments

1. There are two exams for this course. These exams give students to the opportunity to test their ability to integrate core theoretical concepts with the cases we’ve discussed in class.
2. The participation grade captures in-class assignments; homework; response papers; and quizzes. Both in-class work and homework are designed to develop the skills and mastery to do successful work in the major projects.

**ASSESSMENT BREAKDOWN**

There are 100 possible points for this class:

Exam 1 20 pts

Exam 2 20 pts

Response Papers (3) 15 pts

Contextualizing an Artifact 15 pts

Final Paper 20 pts

Participation 10 pts

**Attendance**

Although the University requires students to attend every class meeting, I offer you two absences for any reason without penalty. Because of the collaborative nature of this class, absences are disruptive, so any absences beyond those two will lower your final grade. For the third and fourth absences, your final grade will be lowered by two percentage points for each absence; for the fifth and sixth absences, your final grade will be lowered by an additional four percentage points per absence. Additional absences will incur additional penalties of eight percentage points per class. For example, if you miss six classes, the highest final grade you can achieve is 88%.

**TEXTS**

Coulmas, Florian. 2007. *Population Decline and Ageing in Japan – The Social Consequences*. Routledge.

Liu, Shao-hua. 2011. *Passage to Manhood: Youth Migration, Heroin, and AIDS in Southwest China.* Stanford.

Miller, Tom. 2012. *China’s Urban Billion: The Story Behind the Biggest Migration in Human History.* Zed Books.

Molland, Sverre. 2012. *The Perfect Business: Anti-Trafficking and the Sex Trade along the Mekong.* Honolulu, HI: University of Hawaii Press.

Nadeem, Shehzad. 2011. *Dead Ringers: How Outsourcing Is Changing the Way Indians Understand Themselves*. Princeton.

Sen, Atreyee. 2007. *Shiv Sena Women: Violence and Communalism in a Bombay Slum*. Bloomington, IN: Indiana.

Additional readings are on Moodle or will be distributed in class:

“The Asian Renaissance,” pp. 1-48 in Brahma Chellaney, 2010, *Asian Juggernaut: The Rise of China, India, and Japan*. New York: Harper.

“Introduction,” pp 1-33 in Douglas Northrop, 2003, *Veiled Empire: Gender and Power in Stalinist Central Asia*. Cornell.

**Disability Statement**

***DePauw University is committed to providing equal access to academic programs and University administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans with Disabilities Act and Amendments (ADAAA).  Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Student Disability Services for further information on how to receive accommodations and support.  Student Disability Services is located at 101 E. Seminary St.,******765-658-6267******.***

**Important Dates**

**Schedule of Assignments – subject to revision**

10/1 Exam 1

10/29 Artifact Draft 1 due

11/14 Artifact Final Draft (graded) due

11/26 Exam 2

12/3 Final paper Draft 1 due

12/13 Final paper, final draft due

Weeks 1-2 Why Asia?

Week 1: What do Americans know about Asia?

Th 8/29

Introductions, syllabus

In-class: “quick and dirty” content analysis of Asia in the New York Times

Week 2:

9/3 T: Chellaney, “The Asian Renaissance,” \*\*pp 1-41 required; 42-48 optional

9/5 Th: Northrop, 1-33

Week 3: India: Globalization and Outsourcing

9/10 T: Nadeem, Intro, Chapters 1,3

9/12 Th: Nadeem, Chapters 6,8 – Response Paper 1 option

Week 4: India: Gender, Violence, and Communalism

9/17 T: Sen, Chapters 1-2

9/19 Th: Sen, Chapter 3 – Response Paper 2 option

Week 5: India: Gender, Violence, and Communalism

9/24 T: Sen, Chapters 5,6

9/26: Th: Sen, Conclusion – Response Paper 3 option

Week 6: China: Gender, Migration, and AIDS

10/1 T: EXAM 1

10/3 Th: Liu, introduction

Week 7: China: Gender, Migration, and AIDS

10/8 T: liu, Chapters 1-2

10/10 Th: Liu, Chapter 5 – Response Paper 4 option

Week 8: China and Japan

10/15 T: Liu, Chapter 6 and Conclusion (191-198); Coulmas, pp TBA

10/17 Th: Coulmas, pp TBA – Response Paper 5 option

Week 9: 10/22-10/24 FALL BREAK

Week 10: China: Urbanization and Migration

10/29 T: Miller, Intro, 1-2

**10/29: First draft of “Contextualizing an Artifact” due!!!**

10/31 Th: Miller, Chapter 3 – Response Paper 6 option

Week 11: China Urbanization and Migration

11/5: Miller, 3-4

11/7: Miller 5-6 – Response Paper 7 option

Week 12: Southeast Asia: Migration and Trafficking

11/12: Molland, Intro, 1-2

11/14 Molland, 4 – Response Paper 8 option

Week 13: Southeast Asia: Migration and Trafficking

11/19: Molland 5-6

11/21: Molland, 7-8 – Response Paper 9 option

Week 14

**11/26: Exam 2**

11;28: Thanksgiving

Weeks 15 and 16 – Final paper workshopping; readings will be class papers

**12/3: Draft 1 due**

**12/13: Final draft due**