

Syllabus

GEA3704: People, Place, and Environment of East Asia (Section RVAA 87859)

Instructor Information

Dr. Young Rae Choi

- Email: rae Choi@fiu.edu
- Office: SIPA 308
- Office Hours: Mondays 11:30 am – 1:30 pm or by Appointment
- Zoom Meeting ID: 952 4154 5283 (password: GEA3704)
- [Zoom Meeting Direct Link](#)
- [Instructor Biography](#)

TBD

Teaching Assistant Information

Course Time Zone | Eastern Standard Time (EST).
Course due dates are according to this time zone.

General Information

Course Description and Purpose

Using critical geography perspectives, this course explores the social, economic, cultural, and geopolitical issues that shape East Asia today. While being a highly porous and fluid concept, East Asian countries form a world region for their geographical proximity as well as historical, ethnic, and cultural connections. In this course, with a particular focus on China, South Korea, and Japan, students will explore and engage with various historical and contemporary issues through readings, case studies, discussions, and debates. Critical geography is concerned about the relations between space and society in terms of how knowledge-power is produced and enacted and is inevitably drawn into the questions of differences, unevenness, and inequality. With this in mind, students will learn and apply key theoretical lenses in geography, including modernity, uneven development, developmental state, (post)-colonialism, nationalism, neoliberalism, transnationalism, and geopolitics.

The course is a discipline-specific Global Learning course that counts towards your Global Learning graduation requirement. GEA 3704 is designed to “provide an overview of East Asia from a critical geographic perspective. Students will explore various historical and contemporary issues on the region with geographic lenses and themes.” For more information on the Global Learning Initiatives and the Global Learning Graduation Medallion, visit <http://goglobal.fiu.edu>.

- *This is a fully online Fall A course. There are no scheduled meeting times. It runs from August 21 to October 7.*

Global Learning Course Learning Objectives and Outcomes

1. *Global Awareness:* Students will identify current issues of each country in East Asia and explain their interconnectivity and interrelatedness on the local, national, and global levels to other parts of the world.
2. *Global Perspective:* Students will apply key geographic lenses to engage in and analyze major debates and transformations taking place in East Asia today.
3. *Global Engagement:* Students will demonstrate willingness to engage in local, global, international, and intercultural problem-solving as it relates to the historical, political-economic, and cultural processes shaping the East Asian region.

Important Information

Policies

Before starting this course, please review the following pages:

- [Policies](#)
- [Netiquette](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)
- [Copyright Statement](#)
- [Inclusivity Statement](#)

Course Policies

Late submission

Late work will have **5% of the total point deducted each day.**

Communication

Announcements will be posted on Canvas, which will also be automatically sent to your FIU email address. If you have any questions or concerns, **send me an email (raechoi@fiu.edu)** or use the message function on Canvas. I will respond to all correspondences within a day or two. Be polite and responsible when you communicate with your professor, TA, and classmates.

Academic misconduct

Do not cheat, plagiarize or act dishonestly in order to gain an advantage. If I suspect that a student has committed academic misconduct, I am obligated by University Rules to report my suspicions to the Academic Integrity Committee. Refer to the Academic Misconduct Statement below for more information.

Course Prerequisites

There are no prerequisites for this course.

Textbook and Course Resources

This class does not have a required textbook. Readings for each week will be announced and posted on Canvas in advance.

Readings for this class (subject to change):

Jones, R. (2022). *The Japanese Economy: Strategies to Cope with a Shrinking and Ageing Population*. Routledge.

Manabe, N. (2015). *The Revolution Will Not Be Televised: Protest Music After Fukushima*. Oxford University Press.

Robinson, Michael Edson. (2007). *Korea's twentieth-century odyssey*. University of Hawaii Press.

Shin, H. (2022). *North Korean Defectors in Diaspora: Identities, Mobilities, and Resettlements*. Rowman & Littlefield.

Sze, Julie. (2015). *Fantasy islands: Chinese dreams and ecological fears in an age of climate crisis*. Univ of California Press.

Ainslie, M. J. 2016. K-dramas across Thailand: Constructions of Koreanness and Thainess by contemporary Thai consumers. *The Asia-Pacific Journal* 14 (7).

Bartal, O. (2016). From Hiroshima to Fukushima: Comics and Animation as Subversive Agents of Memory in Japan. *Interdisciplinary Handbook of Trauma and Culture* (pp. 101–115).

Golley, J. (2016). China's environmental challenges: under the dome with no way out? *The Asia-Pacific Journal*, Volume 14, Issue 22, Number 3.

Otmazgin, N. 2016. A New Cultural Geography of East Asia: Imagining A 'Region' through Popular Culture. *The Asia-Pacific Journal| Japan Focus* Volume 14 (7).

Pow, C. P. (2018). Building a Harmonious Society through Greening: Ecological Civilization and Aesthetic Governmentality in China. *Annals of the American Association of Geographers*, 108(3), 864–883.

Shin, H. B., & Kim, S. H. (2016). The developmental state, speculative urbanisation and the politics of displacement in gentrifying Seoul. *Urban Studies*, 53(3), 540-559.

Shin, H. R. (2021). The Geopolitical Ethnic Networks for De-bordering: North Korean Defectors in Los Angeles and London. *Asian Journal of Peacebuilding*, 9 (2), 209-232.

World Bank. (1993). *The East Asian Miracle*. World Bank Policy Research Report, 1, 1–347.

World Bank and The Development Research Center of the State Council, P. R. China. (2014).

Urban China: Toward Efficient, Inclusive, and Sustainable Urbanization. Washington, DC: World Bank.

Gregory, D., Johnston, R., Pratt, G., Watts, M., & Whatmore, S. (Eds.). (2011). The dictionary of human geography. John Wiley & Sons.

Marston, S. A., Knox, P. L., & Liverman, D. M. (2016). World regions in global context: Peoples, places, and environments (6th ed.). Prentice Hall.

Additional readings are mandatory unless labeled as "optional" and will be announced in advance. Optional readings are for your self-study. I don't use them for quizzes or class activities.

Other useful resources

Regional News media:

South China Morning Post <https://www.scmp.com/>

The Korea Herald <http://www.koreaherald.com/>

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

The Asia-Pacific Journal Japan Focus <http://apjif.org/>

US & Global News media:

NPR <http://www.npr.org/sections/news/> (Also, listen to NPR Radio on WLRN 91.3 FM)

New York Times <http://www.nytimes.com> (Go to www.nytimes.com/FIU for free one-year access)

Le Monde Diplomatique <https://mondediplo.com/>

BBC News <http://news.bbc.co.uk>

Al Jazeera <https://www.aljazeera.com/>

World Data:

Our World in Data (Oxford) <https://ourworldindata.org>

Software:

Google Earth: <http://www.google.com/earth/index.html>

Google Maps: <https://maps.google.com/maps/myplaces>

QGIS: <http://www.qgis.org/en/site/forusers/download.html>

Microsoft PowerPoint & Word (available for free to all FIU students)

Film/documentary:

Rachel Carson Council's list of environmental film festivals:

<https://rachelcarsoncouncil.org/environmental-film-festivals/>

Culture unplugged: <http://www.cultureunplugged.com/festival/films.php#view=thumb>

Center for Excellence in Writing

As an upper-level course in geography, you will be required to make your arguments clearly and coherently. The FIU Center for Excellence in Writing offers various services that will help improve your writing skills. If you feel you need assistance, visit their [website](#) to make an appointment.

Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **review the getting started page** located in the course modules;
- **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion;
- **take the practice quiz** to ensure that your computer is compatible with the learning management system, Canvas;
- **interact** online with instructor and peers;
- **review** and follow the course calendar and weekly outlines;
- **log in** to the course at least 1 time per week;
- **respond** to discussions by the due date specified;
- **respond to emails** within 5 days;
- **submit** assignments by the corresponding deadline.

The instructor will:

- log in to the course at least 2 times per week;
- respond to questions within 2 days;
- respond to other emails within 3 days;
- grade assignments within 10 days of the assignment deadline.

Course Detail

Course structure

Canvas: This course uses Canvas as a course webpage. All the readings, lecture slides, class activities, assignment instructions, the latest version of the syllabus, and other announcements will be posted here. If you experience problems with accessing Canvas, contact ETS in the Green Library for support (GL 152a).

Class material: You must read all the mandatory readings. Links to these materials will be available on Canvas in advance. Additional readings will complement, not repeat, the lectures.

Assignments/Discussions & Grading

Grade Table

<i>Graded Item</i>	<i>No.</i>	<i>%</i>	<i>Total (%)</i>	<i>Due</i>
1. Weekly assignments	7	6	42%	Every Sunday 11:59 PM
2. Class activities	10	5.8	58%	Every Sunday 11:59 PM

Weekly assignments: For each module, you will write a concise, specific, and coherent essay that integrates the main arguments of the readings and videos. The essay should contain your critical opinion/argument/reflection on the topic of the week. Specific prompts will be given in advance regarding how to structure each week's assignments. The required readings and videos for each week will be announced and posted in advance on Canvas. Assignments are due by the end of the respective module week (Sundays by 11:59 PM).

- *Keep in mind that your discussion forum postings will be seen by other members of the course. Care should be taken when determining what to post.*

Class activities: Class activities consist of individual assignments of various types (e.g., virtual fieldwork, media analysis, Google worksheet activity, etc.). Activities are also due by the end of the respective module week (Sundays by 11:59 PM).

- *There might be one or two COIL (Collaborative Online International Learning) activities this semester with students from a university in Japan, South Korea, and/or China. Students are expected to attend the meetings on Zoom and write reflection posts if such activities are planned, which will be confirmed before the semester starts.*

Letter Grade Distribution Table

Letter	Range%	Letter	Range%	Letter	Range%
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Class materials are subject to change. All the required and optional class materials will be posted on Canvas.

All the assignments are due **Sunday at 11:59 PM**. Course time zone is the Eastern Standard Time (EST).

Course Calendar Table					
Module No.	Date (Mon.-Sun.)	Sessions	Learning objectives	Class materials* (Reading/Video/Lecture)	Assignments**
Module 1	Oct. 17-23	1-1: Introduction (What is geography?)	<ul style="list-style-type: none"> • Define geography • Identify orientalist accounts of the East Asian region 	<ul style="list-style-type: none"> • Course syllabus • What is Geography (UK Royal Geographical Society) • An Introduction to Edward Said's Orientalism • 'Orientalism' in Dictionary of Human Geography • Lecture_M1-1 	<ul style="list-style-type: none"> • Class activity M1-1: Self-intro word cloud
	Oct. 17-23	1-2: An overview of East Asia from a comparative perspective	<ul style="list-style-type: none"> • Identify key geographic features of East Asia • Compare the East Asian countries' demography, cities, and other facts 	<ul style="list-style-type: none"> • World regions in global context, Ch 8 (East Asia) • Our World in Data website • Lecture_M1-2 	<ul style="list-style-type: none"> • Weekly assignment M1-2: Readings quiz • Class activity M1-2: Comparisons chart
Module 2	Oct. 24-30	2: Colonial history and legacy	<ul style="list-style-type: none"> • Describe the colonial history and legacy of East 	<ul style="list-style-type: none"> • Japanese Imperialism and Colonialism (Hall) • Gender, Class, Sexuality, and Labor 	<ul style="list-style-type: none"> • Weekly assignment M2: Reading & lecture reflection

			Asia of the 20th century	<ul style="list-style-type: none"> under Japanese Colonialism and Imperialist War (Soh, 2008) The Comfort Women (HISS 2016/ a short anime about comfort women) Lecture_M2 	<ul style="list-style-type: none"> Class activity M2: Critical review of the M1 country comparisons
Module 3	Oct. 31- Nov. 6	3: Aging society	<ul style="list-style-type: none"> Explain the causes, responses, and implications of 'aging society' in Japan Discuss the issue of aging society with students from Japan 	<ul style="list-style-type: none"> Japan's Demographic Time Bomb The Japanese economy (Jones, 2022; Chapters 1&2) The Graying of America: More Older Adults Than Kids by 2035 (US Census Bureau, 2018) Immigrants play big role in caring for elderly and disabled in U.S (Reuters, 2019) Zoom Meeting_M3 (with Japan's Sophia U students: Nov. 8, 6:10-8:00pm) 	<ul style="list-style-type: none"> Weekly assignment M3: Reading reflection Class activity M3-1: Pre-meeting interactions with Sophia U students (Due: Nov. 7) Class activity M3-2: Reflection on collaboration with Sophia U students (Due: Nov. 13)
Module 4	Nov. 7-13	4: Geopolitics & DPRK	<ul style="list-style-type: none"> Explain what geopolitics is and describe recent historical events in North Korea within the geopolitical 	<ul style="list-style-type: none"> Korea's twentieth-century odyssey, Ch. 7 (Robinson, 2007) North Korean Nation-Building Outside North Korea (Shin, 2022) Story of a North Korean defector (YonTong TV, 2019) 	<ul style="list-style-type: none"> Weekly assignment M4: Reading & lecture reflection Class activity M4-1: Reflection on Shin's lecture Class activity M4-2: Reflection on collaboration with

			<p>contexts of East Asia</p> <ul style="list-style-type: none"> • Explain why North Koreans leave their country and how North Korean Defectors live in diaspora 	<ul style="list-style-type: none"> • What North Koreans think of South Korea (Asian Boss, 2017) • Lecture_M4 • Zoom meeting_M4 (with Seoul National University students: Nov. 14, 7:30-9:30pm) 	<p>Seoul National University students (Due: Nov. 20)</p>
Module 5	Nov. 14-20	5: Urbanization & Gentrification	<ul style="list-style-type: none"> • Describe the patterns of urbanization and gentrification in China and South Korea 	<ul style="list-style-type: none"> • Urban China (World Bank, 2014; Read pp.5-31) • Shin & Kim (2016) • China's competition for living space (DW Documentary, 2021) • Lecture_M5 	<ul style="list-style-type: none"> • Weekly assignment M5: Reading & lecture reflection • Class activity M5: Virtual fieldwork
Module 6	Nov. 21-27	6: Nuke: past, present, and future	<ul style="list-style-type: none"> • Describe the history of pro- and anti-nuclear movements in Japan • Explain the causes, consequences, and implications of the Fukushima nuclear disaster 	<ul style="list-style-type: none"> • The nuclear past and present (Manabe, 2015) • The history of the anti-nuclear movement on the Kii Peninsula (Citizens' Nuclear Information Center, 2019) • Inside Japan's Nuclear Meltdown (Frontline PBS, 2012) • Lecture_M6 	<ul style="list-style-type: none"> • Weekly assignment M6: Reading & lecture reflection • Class activity M6: Media analysis

<p>Module 7</p>	<p>Nov. 28- Dec. 4</p>	<p>7: Environmental issues and responses</p>	<ul style="list-style-type: none"> • Explain the causes, responses, and implications of air pollution in China's major cities 	<ul style="list-style-type: none"> • China's Environmental Challenges, Ch. 2 (Shapiro, 2011) • Under the dome with no way out? (Golley, 2016) • Under the Dome (Documentary by Chai Jing, 2015) • Lecture_M7 	<ul style="list-style-type: none"> • Weekly assignment M7: Reading & lecture reflection • Class activity M7: Discussion on the impact of Covid-19 on China's air quality and future prospect
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