

# Minnesota State University Moorhead

## AMCS 368: Transnational Asian Adoption

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 08 - Global Perspective

This course examines Asian adoption and the experience of Asian adoptees in America over the past 50 years. It centers on the experience of Asian adoptees focusing largely on the social and cultural production of this ever-growing population. Using the Cold War as a historical baseline, the course considers the geopolitical and socioeconomic relationships between the United States and South Korea, China, Vietnam and India during and since the Cold War that have shaped the history of Asian adoption. In addition we will make historical and political connections between Asian adoption, transnational adoption, and domestic trans-racial adoption within the United States. MnTC Goal 8.

**B. COURSE EFFECTIVE DATES:** 08/23/2010 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. This class focuses on adoption, it also focuses on issues of reproduction and parenting, as well as group and individual identity. Having and raising children as a social, cultural and family-building act is an universal concern, and is critically examined in this course. Cultural identity, as related to national belonging, ethnic or racial identity, class, and/or political ideology is also a universal concern. Students in this course will be required to critically examine the importance of many kinds of identity for countries, groups and individuals.
2. Readings in this class critically examines how birth parents in countries who send children for transnational adoption are denied human securities such as food, education, health care and human rights, while adoptive parents in countries that receive children from transnational adoption have high access to these same securities. This reveals that the current system of transnational adoption relies on human security inequity in order to continue. The imbalance in access to these securities creates interest in one region of the world, in this case, Asia, as a source region for adoptable children.
3. This course considers the national perspectives of Asian countries who have participated in adoption as sending nations and the United States, who has participated in adoption as a receiving country. It also considers the perspectives of all three positions of the adoption triad: birth parents, adoptees, and adoptive parents. It employs cultural critiques, artistic production, and social science scholarly sources as readings. Finally, it examines Asian adoptee communities as parts of Asian and Asian American communities in the United States and around the world.
4. Throughout this course, students will be given multiple opportunities to articulate and reflect on their own values, assumptions, biases and perspectives about Asian Americans and transnational adoption. In readings and discussion, students will be required to examine the issues of Asian adoption from both American and Asian perspectives. This course also examines inequities in access to parenting and the rights of children in developed and less developed countries.

#### **D. LEARNING OUTCOMES (General)**

1. Demonstrate an understanding of our universal human concerns.
2. Demonstrate how human security relates to the global context.
3. Discuss global perspectives and world views by giving attention to the perceptions of peoples of various regions of the world as well as difference stemming from cultures, arts, ideologies, and institutions.
4. Demonstrate the critical thinking skills necessary for participation in the global community.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

##### Goal 08 - Global Perspective

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted