ASIAN 301 section 001 Syllabus
Social Studies Topics in East Asian Studies

GENDER, WORK, AND FAMILY IN EAST ASIA
Fall 2019

Tuesdays 3:30-5:25
Classroom: VAN HISE 375

INSTRUCTOR
Eunsil Oh (eoh26@wisc.edu)
Office: 7109 Social Science Building
Office Hours: Tuesdays 10-12pm

COURSE DESCRIPTION
This course looks in depth at issues regarding men, women, and work in contemporary East Asia (mainly South Korea, Japan, Taiwan, and China). Two main goals of the class is to examine major theoretical debates in the study of gender inequality and to gain empirical knowledge about gender, work, and family in East Asia.

Here are some of the issues we cover:

- How do institutional processes, including the labor market, family, and education generate, maintain, and change the cultural understandings of gender?
- Can women in East Asia “have it all”? If women “opt out” how should we understand their work and family decisions?
- How does social development influence women’s aspirations and choices, producing the patterned behaviors that we observe? Are patterns different based on the speed of social change and development?
- How and why are female labor force participation and gender wage gap different across Korea, Japan, Taiwan, and China?
- Why is it expected in cultures that men work (full-time, if possible), whereas women are sometimes allowed to “choose” whether or not to work?
- What does it mean to be a good father and an ideal man in East Asian context? How are the patterns different and similar compared to other societies?

Readings include theoretical and empirical studies. We will also situate theories and empirical findings in diverse mediums including literature, media, film, and art. Regions that we will cover are Korea, Japan, Taiwan, and China and in order to understand issues of gender inequality in
the context of historical change, the time framework for this course is from Post-war period to present.

The course is organized in three parts. In the first part of the course, we establish basic knowledge about theories and ongoing debates in the field of gender studies, sociology of family, and East Asia. After familiarizing ourselves with key concepts, perspectives, and findings in the literature, we will move on to part 2 and examine the patterns of gender inequality and of working lives of men and women in four countries. Each week will be dedicated to one particular country. After part 2, students will submit their life course essay. In the final part of the course, we connect part 1 and part 2 of the course to explore the working lives of men and women in East Asia with a comparative lens. Exploring differences and commonalities across East Asian societies, we not only use existing theories but also aim to develop theories derived from empirical and historical patterns in East Asia.

REQUIREMENTS

Classes will include combinations of lectures and discussions. Lectures will not summarize readings or required films and books but will build upon them. Active class participation is required and will make the course more engaging and meaningful. Students are expected to come to class prepared, having read carefully and thought about questions regarding the assigned readings for that day. All class materials will be in English (including literature and film) and no previous knowledge of East Asian language is required.

Students will take one in-class examination. This will be examining the concepts and theoretical debates in the literature. Also, students will write one essay that links what they have learned from the course (mainly on macro trends and theories about gender, work, and family) to their own personal life. This will be an exercise to connect our own personal lives with broader societal context. Lastly, students will conduct an individual final project writing a research proposal on an issue related to any of the topics covered in the class and present their work in the last week of class. This research proposal will examine student’s understanding of existing literature and of proposing a sociological research-project.

COURSE REQUIREMENTS

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<tr>
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<th>Percentage</th>
<th>Dates</th>
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<tr>
<td>Participation</td>
<td>10%</td>
<td>Sep. 10th – Dec. 10th</td>
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<tr>
<td>One in-class exam</td>
<td>20%</td>
<td>Oct. 15th</td>
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<tr>
<td>Life Course Essay</td>
<td>30%</td>
<td>Nov. 16th</td>
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<tr>
<td>Final Research Proposal</td>
<td>40%</td>
<td>Dec. 10th &amp; Dec. 17th</td>
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Attendance. Attendance is mandatory. More than five absences will result in your final grade falling by one third of a grade (e.g. from A to A-, B+ to B, etc.). Also, persistent tardiness will have a negative effect on your evaluation.

Participation (10%). Your active participation is essential for the success of a course of this kind. You are responsible for reading all assigned materials before coming to class, and you should make your best effort to contribute positively to class discussion.

One in-class exams (20%). There will be one in-class exams after the first part of the course. This exam will mainly be on the course assignments on concepts and theories.
**Life Course Essay (30%).** Write a 6-page (double-spaced) paper that connects your own family’s lives and macro patterns in the society. This is an exercise to turn a Me-search into a Re-search by connecting micro experiences with macro social change/pattern. Guidelines for this essay will be uploaded in the course site.

**Final Research Proposal (40%).** You will choose your own topic for the final research proposal (10-12 pages double spaced) after consulting the instructor. Aside from the consultation, we will have one pre-writing step which is included in the grade. All students will an outline (3 pages max, single spaced) that shows the research topic, context, and literature review. You will receive the instructor’s feedback on the outline. Second, you will also receive peer feedback on your work-in-progress by presenting your draft to the class (last week of the class). Prior to this presentation week, the instructor will provide a mini-lecture on how to design a research project. After receiving comments on your presentation day, you will have one more week to revise your proposal and to submit your final research proposal. Your final research proposal should include your research topic, theoretical and empirical motivation of the research, literature review, and research design (explaining how you can conduct an actual research in the future to answer your research question). Specific guidelines will be uploaded in the course site.

**Late Policy for Assignments.** The instructor does not accept late submissions. Please try your best to send what you have by the deadline.

### ACADEMIC POLICIES

#### ACADEMIC INTEGRITY AND COLLABORATION

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on a similar topic as a classmate. However, you should ensure that any written work or research products that you submit for evaluation are the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance.

By enrolling in this course, each student assumes the responsibilities of an active participant in UW Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [https://conduct.students.wisc.edu/academic-integrity/](https://conduct.students.wisc.edu/academic-integrity/)

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

*McBurney Disability Resource Center syllabus statement:* “The University of Wisconsin Madison supports the right of all enrolled students to a full and equal educational opportunity.
The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.” [http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php](http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php)

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UWMadison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” [https://diversity.wisc.edu/](https://diversity.wisc.edu/)
SCHEDULE
*As of August 2019: Subject to Change based on the needs/desires of the students*

PART I: HISTORIES AND THEORIES

WEEK 1. (September 10th) Introduction: Gender, work, and family in East Asia
Topic: Why are we here? Why are we interested in gender, work, and family in East Asia?


WEEK 2. (17th) Beyond the Separate Spheres of Private and Public
Topic: Why is gender important in understanding families?


WEEK 3. (24th) Educational Expansion and its Consequences
Topic: What is the role of education in gender, work, and family?


WEEK 4. (1st) Occupational Sex Segregation and Gender Wage Gap
Topic: How is gender important in the labor market? What is ‘women’s work’?


**WEEK 5. (8th) Structural and Cultural Foundations of Work and Family Decisions**

**Topic: Are individuals making ‘choices’ about work and family?**


***in-class exam in week 6***
Part 2. Men and Women in East Asia

WEEK 6. (15th) General Trend in East Asia
Topic: in-class exam and mini-lecture on general trends in East Asia


WEEK 7. (22nd) South Korea


WEEK 8. (29th) Japan


WEEK 9. (5th) Taiwan

Film (in class): *Eat Drink Man Woman* (Ang Lee 1994)

W10. (12th) China

*Two short films (in class): Walls (29mins, Wu Shuang 2016) and A Broken Cake is Still a Cake (7 mins, Wang Meng 2017)*


***Life Course Essay is due***
PART 3. EAST ASIA IN COMPARATIVE PERSPECTIVE

WEEK 11. (19th) Leveraging our Comparative lens
Topic: What are the commonalities and differences within East Asia?


WEEK 12. (26th) Theoretical and Empirical Tools to Understand Demographic Shifts in East Asia
Topic: East Asian societies as case studies? Cases to build and develop theories?


WEEK 13. (3rd) Demographic shifts in East Asia and its Consequences
Topic: What are the other outcomes and challenges that East Asia face?


WEEK 14. (December 10th) Presentation day

All students will share their work. Presentation time will be determined based on the number of students, but we will spend 2/3 of our time on presentation and 1/3 of our time on providing feedbacks to each other.

***Revise your research proposal based on comments from your peers and send your final proposal one week after your presentation***