



ASIAN 301 / Soc 496
GENDER, WORK, AND FAMILY IN EAST ASIA
 Fall 2020
 Instructor: Eunsil Oh
 Time: Wednesdays 2:25-5:25
 Synchronous/Online
 Canvas: <https://canvas.wisc.edu/courses/219888>

INSTRUCTOR CONTACT

Contact: Please feel free to contact me on any issues – Things can be tough this semester due to Covid19. Also, we have November election which may upset some of you. I will be supportive and considerate about your emotions and mental well-being. Will also try my best to find resources as well as accommodations if that is necessary. You need to, however, reach out and let me know how you are doing. What comes before all the schoolwork is your health (mental and physical)!

The best way to communicate with me is via email (eoh26@wisc.edu) or Canvas message. Try writing your email with a proper title and greeting and make sure to write your name as you prefer to be called. Please practice being professional through email and avoid being too casual (i.e. Hi there, Hey, etc). I am going to respect you from the day one and will expect you to do the same. Lastly, I promise to respond to your email within 48hrs.

Lastly, I have a virtual office hour on Fridays from 11am to 12pm. Anyone can join during this hour using this link: <https://us.bbcollab.com/guest/f46943575d2d40bb99071ec8e0ecbdbb>. I will be in the virtual office, so feel free to come in with any questions. If you this time slot does not work for you or if you want to have a private conversation, you can book one-on-one meeting to virtually talk with me through email.

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. Towards the end of 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

This is an upper level seminar course. Our course is not lecture-based, but a discussion-based. It is, thus, important that you finish your readings before coming to our Wednesday online synchronous meetings. Classes will include combinations of lectures (1/3) and discussions (2/3). 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 online 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 a team project producing a podcast on an issue related to any of the topics covered in the class. To receive feedback before uploading the final

podcast, students will present their work in the last week of class. This podcast project will examine student's understanding of existing literature and of effectively producing a podcast on the issue of gender, work, and family in East Asia. Guideline to prepare for each assignment will be uploaded in Canvas.

COURSE REQUIREMENTS

	Points	Dates
Participation (W1-W15)	200	Sep. 2 nd – Dec. 9 th
Online Exam	200	October 2 nd 5pm
Life Course Essay	200	November 13 th 5pm
Podcast Project	400	December 16 th 5pm

Letter grades and the total points

	Grades
92-100%	A
87-91.9%	AB
82-86.9%	B
77-81.9%	BC
70-76.9%	C
60-69.9%	D

Participation and Attendance (200pts). Participation points are evaluated based on your online discussion participation. There will be weekly b Your active participation is essential for the success of a course of this kind. You are responsible for reading all assigned materials before logging into class, and you should make your best effort to contribute positively to class discussion. Also, persistent tardiness will have a negative effect on your evaluation. One suggestion: Please communicate with me and do not hesitate to reach out.

Our class is a synchronous/live online one and attendance is mandatory. However, given the current context that we are in, I am giving you three free passes for attendance (but it is your responsibility to watch the recorded video of the missed class). More than three absences (i.e. from the 4th one) will result in your final grade falling by one third of a grade (e.g. from A to AB, AB to B, etc.).

One Online Exam (200pts). There will be one online exam after the first part of the course. This exam will mainly be on the course materials on concepts and theories.

One Life Course Essay (200pts). 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.

One Final Team Project (400 pts). The GWF Alert Podcast (400). Students will work in assigned teams of 4 - 5 to identify an issue related to gender, work, and family in East Asia and create an

audio story that informs listeners about that social problem and convinces them to care. You can be creative in the format and topic as long as the topic is related to the course. Podcast should be roughly 15 minutes long delivering substantial ideas and contents including question/identified issue related to gender, findings from your team's research/field work/interviews, and ideas about where we can go from here. Each team member will play an assigned role.

Final projects will be worth 400 points, with a part of the grade determined by the instructor and a part of the grade determined by team ratings of each member's contributions to the project (200 final points, 100 progress-report points earned during presentation (week 15), and 100 from peer evaluation). Final projects must be submitted, via Canvas, by the group's executive producer, by 5:00pm on December 16th. Rating forms for group members' contributions must also be completed by all group members and submitted, via Canvas, by 5:30pm on the due. Five to six roles include Executive Producers, Writers, Reporters, and Engineers. A guideline will be uploaded in Canvas.

Late Policy for Assignments. The instructor does not accept late submissions. Please try your best to send what you have by the deadline. Please communicate with me as you prepare for the assignments and do not hesitate to reach out if you feel lost or not supported.

ACADEMIC POLICIES

RULE #1

Please respect your colleagues, classmates, members in this class. I will not tolerate any kind of discrimination or disrespectful comments and actions in this course. We can be biased or make incorrect comments – In such case, you need to reflect again and again and apologize. Let's try our best to reflect our own bias and ignorance so that we can be more knowable and a *better* being.

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/>

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>

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/>

INTELLECTUAL PROPERTY RIGHTS

Lecture materials and recordings for Asian 301 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

OVERVIEW

W	Topic	By Tuesday 5pm	Class Wed 2:25pm	By Friday 5pm	Assignment Deadlines
PART 1: HISTORIES AND THEORIES					
1	Introduction: Gender, work, and family	Read the syllabus and watch the intro video. Please read Choo and Ferree (2010) article.	Lecture + Discussion + Activities	Reflection posting W1_2 Upload your intro video in Canvas. 1-2 mins will be great.	
2	Geographical positioning: East Asia	Discussion posting W2_1	Lecture + Discussion + Activities	Reflection posting W2_2	
3	Two Spheres in a Society: Private and Public? And Educational Expansion	Discussion posting W3_1	Lecture + Discussion + Activities	Reflection posting W3_2	
4	Gender and Work	Discussion posting W4_1	Lecture + Discussion + Activities	Discussion posting W4_2	
5	Structural and Cultural Foundations of Work and Family Decisions	Discussion posting W5_1	Lecture + Discussion + Activities	Reflection posting W5_2	Exam: 2 nd 5pm (Due Oct. 3 rd 5pm)
PART 2: MEN AND WOMEN IN EAST ASIA					
6	General Trend in East Asia	Discussion posting W7_1	Lecture + Discussion + Activities	Reflection posting W7_2	Form your groups!
7	South Korea	Discussion posting W7_1	Lecture + Discussion + Activities	Reflection posting W7_2	
8	Japan	Discussion posting W8_1	Lecture + Discussion + Activities	Reflection posting W8_2	
9	South Korea and Japan	Discussion posting W9_1	Lecture + Discussion + Activities	Reflection posting W9_2	

10	Taiwan	Discussion posting W10_1	Lecture + Discussion + Activities	Reflection posting W10_2	
11	China (I)	Discussion posting W11_1	Lecture + Discussion + Activities	Reflection posting W11_2	Life Course Essay by Nov. 13 th 5pm
12	China (II)	Discussion posting W12_1	Lecture + Discussion + Activities	Reflection posting W12_2	
PART 3: EAST ASIA IN COMPARATIVE PERSPECTIVE					
13	Pausing: <i>Parasite</i>	No posting	Watch <i>Parasite</i>	Reflection posting 13	
14	Leveraging our comparative lens and going beyond East Asia	Discussion posting W14_1	Lecture + Discussion + Activities	Reflection posting W14_2	
15	Presentation day	Preparing for the presentation	Lecture + Discussion + Activities		Podcast by Dec. 16th 5pm

SCHEDULE

PART I: HISTORIES AND THEORIES

WEEK 1. (September 2nd) Introduction: Gender, work, and family

Topic: Why are we here? Why are we interested in gender, work, and family?

Conceptual Toolkit: Intersectionality

- 1) Welcome video (in Canvas) and syllabus. Please be ready to do two things during the class:
 - a. Introduction (Why are you taking this course? What will be your key word(s)/main topic(s) of interest for this course?)
 - b. In-depth discussion about the reading by Choo and Myra (citation below and the file uploaded in Canvas:
https://canvas.wisc.edu/courses/219888/files/folder/1_Readings%20and%20Materials%20for%20the%20Class/Week%201).
- 2) Choo, Hae Yeon, and Myra Marx Ferree. "Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions, and institutions in the study of inequalities." *Sociological theory* 28, no. 2 (2010): 129-149.

WEEK 2. (9th) Geographical positioning: East Asia

Topic: Why East Asia? What should we know to study GWF in East Asia in 2020?

Conceptual Toolkit: Orientalism and colonial discourse

- 1) Said, Edward W. "Orientalism reconsidered." *Race & class* 27, no. 2 (1985): 1-15.
- 2) Mohanty, Chandra Talpade. "Under Western eyes: Feminist scholarship and colonial discourses." *Feminist review* 30 (1988): 61-88.
- 3) Min, Pyong Gap. "Korean "Comfort Women" the intersection of colonial power, gender, and class." *Gender & Society* 17, no. 6 (2003): 938-957.

WEEK 3. (16th) Two Spheres in a Society? And Educational Expansion

Topic A: How can public and private spheres influence each other?

Conceptual Toolkit: Beyond the Separate Spheres of Private and Public

Topic B: What is the role of education in gender, work, and family? How about rise in women's educational attainment level?

Conceptual Toolkit: The Reversal of the Gender Gap in Education

- 1) Ferree, Myra Marx. "Beyond separate spheres: Feminism and family research." *Journal of Marriage and Family* 52, no. 4 (1990): 866.*
- 2) Blair-Loy, Mary. "Cultural constructions of family schemas: The case of women finance executives." *Gender & society* 15, no. 5 (2001): 687-709.*
- 3) Cha, Youngjoo. "Reinforcing separate spheres: The effect of spousal overwork on men's and women's employment in dual-earner households." *American Sociological Review* 75, no. 2 (2010): 303-329.

- 4) Steiber, Nadia, Caroline Berghammer, and Barbara Haas. "Contextualizing the education effect on women's employment: A cross-national comparative analysis." *Journal of Marriage and Family* 78, no. 1 (2016): 246-261.*
- 5) Grant, Monica J. 2015. "The Demographic Promise of Expanded Female Education: Trends in the timing of First Birth in Malawi." *Population and Development Review* 41 (3): 409-438

WEEK 4. (23rd) Gender and Work

Topic: How is gender important in the labor market? What is 'women's work'?

Conceptual Toolkit: Occupational Sex Segregation and Gender Wage Gap

- 1) Maria Charles and David Grusky. Occupational Ghettos: The Worldwide Segregation of Men and Women, Chapter 1.
- 2) Rosabeth Moss Kanter. "Numbers: Minorities and Majorities." Book chapter.
- 3) Correll, Shelley J., Stephen Benard, and In Paik. "Getting a job: Is there a motherhood penalty?" *American journal of sociology* 112, no. 5 (2007): 1297-1338.
- 4) Rivera, Lauren A. 2017. "When Two Bodies Are (Not) a Problem: Gender and Relationship Status Discrimination in Academic Hiring." *American Sociological Review* 82: 1111-1138.

WEEK 5. (30th) Structural and Cultural Foundations of Work and Family Decisions

Topic: Are individuals making 'choices' about work and family? Are women working outside home because they 'need' to earn money?

Conceptual Toolkit: Beyond the Choice/Need Dichotomy & Doing/Performing Gender

- 1) Damaske, Sarah. 2011. *For the family? How Class and Gender Shape Women's Work*. New York: Oxford University Press. Chapter 1
- 2) Damaske, Sarah. "A 'major career woman'?: How women develop early expectations about work." *Gender & Society* 25, no. 4 (2011): 409-430.
- 3) West, Candace, and Don H. Zimmerman. "Doing gender." *Gender & society* 1, no. 2 (1987): 125-151.
- 4) Killewald, Alexandra and Margaret Gough. 2010. "Money Isn't Everything: Wives' Earnings and Housework Time." *Social Science Research* 39(6):987-1003.

*****Exam: 2nd 5PM (Due October 3rd 5PM)*****

PART 2: MEN AND WOMEN IN EAST ASIA

WEEK 6. (October 7th) General Trend in East Asia

Topic: What changed? What did not change? The gap between theories of family change and what is happening in East Asia.

Conceptual Toolkit: Second demographic transition theory.

- 1) Raymo, James M., Hyunjoon Park, Yu Xie, and Wei-jun Jean Yeung. "Marriage and family in East Asia: Continuity and change." *Annual Review of Sociology* 41 (2015): 471-492.
- 2) Ji, Yingchun. "Asian families at the crossroads: A meeting of east, west, tradition, modernity, and gender." *Journal of Marriage and Family* 77.5 (2015): 1031-1038.
- 3) Zaidi, Batool, and S. Philip Morgan. "The second demographic transition theory: A review and appraisal." *Annual Review of Sociology* 43 (2017): 473-492.
- 4) Brinton, Mary C. *Women's working lives in East Asia*. Stanford University Press, 2001.

WEEK 7. (14th) South Korea

Topic: Class, gender, and (extended) families in S. Korea.

Conceptual Toolkit: Neoliberalism and symbolic meaning.

- 1) Abelmann, Nancy. *The melodrama of mobility: Women, talk, and class in contemporary South Korea*. University of Hawaii Press, 2003. Chapter 1
- 2) Song, Jesook. 2009. Between Flexible Life and Flexible Labor: The Inadvertent Convergence of Socialism and Neoliberalism in South Korea. *Critique of Anthropology*. 29(2): 139-159
- 3) Oh, Eunsil. 2018. "Who Deserves to Work? How Women Develop Expectations of Childcare Support in Korea." *Gender & Society*. Volume: 32 issue: 4, page(s): 493-515.

WEEK 8. (21st) Japan

Topic: Changing families and persisting gender inequality in the labor market

Conceptual Toolkit: Organizational processes and glass ceiling

- 1) Raymo, James M. "Living alone in Japan: Relationships with happiness and health." *Demographic research* 32 (2015): 1267.*
- 2) Yuko Ogasawara. 1998. *Office Ladies, Salaried Men*. Berkeley: University of California Press. Chapter 1, 3, and 5.
- 3) Mun, Eunmi. "Negative compliance as an organizational response to legal pressures: The case of Japanese equal employment opportunity law." *Social Forces* 94.4 (2016): 1409-1437.*
- 4) Nemoto, Kumiko. *Too few women at the top: The persistence of inequality in Japan*. Cornell University Press, 2016. Chapter 5. Production and Navigation of Gender Bias: Heroic Masculinity, Female Misogyny, and Queen Bees.*

WEEK 9. (28th) South Korea and Japan

Topic: Many argue S. Korea is similar to Japan. Are they? In what ways? They share similar problems such as low fertility and high gender inequality. How are these aggregated levels produced and reproduced?

Conceptual Toolkit: Gender equity theory, overwork, and the lowest-low fertility rate

- 1) Brinton, Mary and Eunsil Oh. 2019. "Babies, Work, or Both? The Interdependence of Women's Employment and Fertility in East Asia." *American Journal of Sociology*.
- 2) Kan, Man-Yee, and Ekaterina Hertog. "Domestic division of labour and fertility preference in China, Japan, South Korea, and Taiwan." *Demographic Research* 36 (2017): 557-588.
- 3) Lee, Byoung-Hoon, and Kwang-Yeong Shin. "Job Mobility of Non-Regular Workers in the Segmented Labor Markets: a Cross-national Comparison of South Korea and Japan." *Development and Society* 46, no. 1 (2017): 1-23.
- 4) Youm, Yoosik, and Kazuo Yamaguchi. *Gender Gaps in Japan and Korea: A comparative study on the rates of promotions to managing positions*. RIETI Discussion Paper Series, 16-E-011, 2016.

W10. (November 4th*) Taiwan

Topic: Family structures and theories that explain how families operate.

Conceptual Toolkit: Son preferences, reciprocity, and co-operation.

- 1) Wang, Ying-Ting, and Wen-Shan Yang. "Changes and Trends in Family Structure in Taiwan, 1990 to 2010." *Journal of Family Issues* 40, no. 14 (2019): 1896-1911.
- 2) Yean-Ju Lee, William L. Parish and Robert J. Willis. 1994. "Sons, Daughters, and Intergenerational Support in Taiwan" *American Journal of Sociology*, Vol. 99, No. 4.
- 3) Yu, Wei-hsin and Kuo-hsien Su. 2006. "Gender, Sibship Structure, and Educational Inequality in Taiwan: Son Preference Revisited," *Journal of Marriage and Family* 68:1057-1068

**Processing election results*

WEEK 11. (11th) China (I)

Topic: Is China currently an equal society based on its founding values and principles? If not, what are the structural and cultural foundations of social inequality?

Conceptual Toolkit: Cultural/social/financial capital and intergenerational mobility.

- 1) Zhou, Yun. 2019. "Economic Resources, Cultural Matching, and the Rural-Urban Boundary in China's Marriage Market." *Journal of Marriage and Family*.
- 2) Xie, Yu and C Zhang. 2020 "The long-term impact of the Communist Revolution on social stratification in contemporary China." *Proceedings of the National Academy of Sciences* 116 (39), 19392-19397.
- 3) Hu, Yang, and Jacqueline Scott. "Family and gender values in China: Generational, geographic, and gender differences." *Journal of Family Issues* 37, no. 9 (2016): 1267-1293.

*****Life Course Essay Due: 5pm November 13th*****

WEEK 12. (18th) China (II)

Topic: How does gender shape family and work in China?

Conceptual Toolkit: Gender equality, communism, and urban/rural divide

- 1) Whyte MK. The Perils of Assessing Trends in Gender Inequality in China. In: Entwisle B, Henderson G Redrawing Boundaries: Work, Households, and Gender in China. Berkeley: University of California Press. 2000.
- 2) Yong Cai. 2014. "China's Demographic Challenges: Gender Imbalance" in Jacques deLisle and Avery Goldstein "China's Challenges." Philadelphia: University of Pennsylvania Press.
- 3) Shen, Y and L Jiang. 2020. "Labor Market Outcomes of Professional Women with Two Children after the One-Child Policy in China." Journal of Social Issues.

PART 3. EAST ASIA IN COMPARATIVE PERSPECTIVE

WEEK 13. (25th) Pausing: *Parasite*

Film Parasite
(2019 Director: Bong Joon-ho)

Please watch the film during the class time. I am going to share the file link through Canvas. There will be no reading and no discussion posting this week. Instead, by November 26th 5pm, students have to write a review about the film. One paragraph summarizing the film followed by 2-3 paragraphs on topics that you thought were important/interesting in the film that could be applied to other societies including the US (i.e. metaphors, storyline, characters, etc).

WEEK 14. (December 2nd) Leveraging our comparative lens and going beyond East Asia

Topics: East Asian societies as case studies? Cases to build and develop theories?

Conceptual Toolkit: Gender-role ideology and compressed modernity

- 1) Brinton, Mary C., and Dong-Ju Lee. "Gender-role ideology, labor market institutions, and post-industrial fertility." *Population and Development Review* (2016): 405-433.
- 2) Gender and Work Bose, Christine E. "Patterns of global gender inequalities and regional gender regimes." *Gender & Society* 29, no. 6 (2015): 767-791.
- 3) Chang, Kyung-Sup and Song Min-Young. 2010. "The stranded individualizer under compressed modernity: South Korean women in individualization without individualism." *The British journal of sociology* 61, no. 3 (2010): 539-564.
- 4) Li, W and Yu Xie. 2019. "The influence of family background on educational expectations: a comparative study." *Chinese Sociological Review*, 1-26

WEEK 15. (December 9th) Presentation day

All students will share their work. Presentation time will be determined based on the number of students, but we will spend 15-20 minutes per group (including discussion/Q&A time).

*****Record your podcast based on comments from your peers and upload your final version of the recorded podcast by December 16th 5PM*****