

SOCIAL CHANGE IN CONTEMPORARY KOREA

Spring 2020

Time: Tuesday and Thursday 8-9:15am

Classroom: Ingraham 224

INSTRUCTOR

Eunsil Oh (eoh26@wisc.edu)

Office: 7109 Social Science Building

Office Hours: Thursday 3-4:30pm (Please email before to secure your slot)

Course description

This course will explore modern Korean culture and society in Postwar South Korea. The course will examine key dimensions of Korean society ranging from division, the legacies and memories of the Korean war, developmental state, democratization, economic development, gender dynamics, social movements, social change, and the history of U.S. military camptowns and sex trafficking during the war, to the most recent social and cultural phenomena of *hallyu*, K-Pop, multi/inter/trans-culturalism, demographic shifts, and *hell Chosŏn* discourse.

Through a critique of the status quo along class, gender, and racial/ethnic dynamics of contemporary Korean society, this course aims to develop a more nuanced understanding of modern Korean society and its location in the modern world by illuminating various aspects of South Korea's historical, economic, political, and cultural developments. Along with theoretical and conceptual tools, we are going to read literature and watch film to cover substantive topical issues to examine various cultural and social aspects and to present different perspectives on how to understand Korean society.

Historical background

We begin with the demise of the Chosŏn Dynasty at the end of the 19th century before covering the Japanese colonial period (1910-1945). Then, we cover the emergence of two Korean nation-states (1945-1948), the Korean War (1950-53), and the contemporary period (1960-present). Most of the class materials will be on the contemporary period.

Course aims

- Understanding the social, political, and cultural history of modern Korea.
- Becoming familiar with recent scholarship on Korean society in cultural, anthropological, and sociological studies.
- Becoming familiar with some of the most representative literary and cinematic works that deal with culture and society of Korea.
- Improving reading skills
- Improving analytical skills
- Improving writing and presentation skills

Course requirements

Students are expected to complete all reading or/and video assignments prior to attending the lecture corresponding to the assignment. Lectures will not summarize readings but will build upon them. Students are expected to participate in class discussion. Students will take two examinations, corresponding to the substantive parts of the course. In addition, students will pair up and conduct a final – podcast - project exploring issues related to one of topics covered in the class.

Course evaluation

Total of 1000 points

	Points
Participation	200
Two in-class exams	400
Final team project	400

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 (200). Points for participation are evaluated based on your participation in Canvas. Please upload two questions followed by your own answers to those two questions by 5pm Monday (before Tuesday class). Questions and answers should be based on the readings/materials assigned for that week. For example, for Week 2 on *The Opening of Korea: Chosŏn Dynasty and Colonial Period (1910-1945)*, you are expected to upload two questions based on two readings (Shmid 2002 and Chang 1971). Questions can connect the two readings or can be derived from each of the reading. Answers have to be more than 5 sentences, delivering substantial ideas from the reading.

For lectures: Attendance is mandatory and there will be a sign-up sheet for every class starting from Week 2. More than five absences will result in your final grade falling by one third of a grade (e.g. from A to AB, B to BC, etc.). Also, persistent tardiness will have a negative effect on your evaluation. 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.

Two in-class exams (400 = 200 each). There will be two in-class exams. These exams will mainly be on the course assignments, and lectures.

Final Project: K-Podcast (400). Students will work in assigned teams of 2 to identify a topic related to contemporary Korea and create an audio story that informs listeners about that issue/problem and convinces them to care. You can be creative in the format and topic as long as the topic is related to Korea. Podcast should be 12-15 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 assigned roles. Final projects will be worth 400 points, with part of the grade determined by the instructor and another part of the grade determined by team ratings of each member's contributions to the project. Final projects must be submitted, via Canvas, by the group's executive producer, by 5:00pm on the due date listed in the course timeline below. Rating forms for group members' contributions must also be completed by all group members and submitted, via Canvas, by 5:30pm on the due date listed in the course timeline below. Different 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.

Course reading materials

1. Course readings available through the course site
2. Films available through the library
3. Useful Websites on Korean Film:
 - An official Korean Movie Database <http://www.kmdb.or.kr>.
 - Darcy Paquet's Korean Film Website <http://koreanfilm.org>.

Note regarding credit hours and student workload

This 3-credit course has 3 hours of group meetings per week (each 50-minute segment of lecture counts as one hour according to UWMadison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 6 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

Learning Outcomes

On successful completion of this module, students should be able to:

- Have a good understanding of cultural foundations of modern and contemporary Korea
- Apply concepts and theories in comprehending social change in Korea
- Familiarize with literature and film on Korean society
- Improve analytic skills

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/>

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/>

LECTURE AND READING SCHEDULE

PART I: POLITICAL, ECONOMIC, AND SOCIO-CULTURAL CHANGE IN KOREA

Date	Topic	Materials	Assignment & Sup- materials
January 21 st & 23 rd	Introduction to the course	https://www.bbc.com/news/world-asia-pacific-15289563 (please see the full timeline within this article) https://www.koreaexpose.com/are-south-korea-and-north-korea-enemies-inter-korean-relations/ https://www.koreaexpose.com/how-did-south-korea-become-so-rich/ https://www.koreaexpose.com/plastic-surgery-popular-south-korea-history/	
W2: January 28 th & 30 th	The Opening of Korea: Chosŏn Dynasty and Colonial Period (1910-1945)	Shmid, Andre. 2002. “Decentering the Middle Kingdom and Realigning the East.” Pp. 55-100 in <i>Korea Between Empires: 1895-1919</i>. Chang, Yunshik. 1971. “Colonization as Planned Changed: The Korean Case.” <i>Modern Asian Studies</i> 5, no. 2: 161-186.	
W3: February 4 th & 6 th	Independence and The Korean War (1945-53)	Cumings, Bruce. 1996. “The origins of the Korean War.” <i>Pages 68-100. Revolution and Reaction.</i> <i>Pages 568-624. Who Started the Korean War? Three Mosaics.</i>	Overviews (1): https://www.britannica.com/place/Korea/Korea-under-Japanese-rule Overviews (2): https://www.history.com/topics/korea/korean-war Overviews (3): https://www.nytimes.com/2018/01/01/world/asia/korean-war-history.html Podcast: https://www.nytimes.com/2018/04/30/podcasts/the-daily/korean-war-

			kim-jong-un-summit.html
W4: February 11 th & 13 th	Post-war S. Korea: Nationalism, Racism, and Sexism	Min, Pyong Gap. "Korean "Comfort Women" the intersection of colonial power, gender, and class." <i>Gender & Society</i> 17, no. 6 (2003): 938-957. Animation Clip Never Ending Story https://www.youtube.com/watch?v=yfTHoR5gQQk Oh, Arissa H. "From war waif to ideal immigrant: The Cold War transformation of the Korean orphan." <i>Journal of American Ethnic History</i> 31, no. 4 (2012): 34-55.	In-class: https://www.youtube.com/watch?v=xelC1detnD8 Film I can speak (2017) Book: Dangerous women: Gender and Korean nationalism. Chapter 6 by H. Yang. Re-membering the Korean Military Comfort Women: Nationalism, Sexuality, and Silencing.
W5: February 18 th & 20 th	South Korea and Authoritarian State and the 'Miracle on the Han River'	Cummings, Bruce. 2005. Korea's Place in the Sun. <i>Pages 299-341 Korean Sun Rising: Industrialization, 1953-Present</i> Eun Mee Kim. 1997. <i>Big Business, Strong State: Collusion and Conflict in South Korean Development, 1960-1990</i>. Chapter 6. Albany, NY: State University of New York Press. <i>Economist</i>. 2011. "Korea Discount." http://www.economist.com/node/21547255	Final project (1): Think about topics that interest you
W6: February 25 th & 27 th	Social Movements in South Korea	Chang, Paul Y. "Unintended consequences of repression: Alliance formation in South Korea's democracy movement (1970–1979)." <i>Social Forces</i> 87, no. 2 (2008): 651-677. Kim, Charles R. <i>Youth for Nation: Culture and Protest in Cold War South Korea</i>. University of Hawai'i Press, 2017.	Film A Taxi Driver Final project (2): Workshopping section: Share your interest and find your partner!

W7: March 3 rd	Militarized Modernity and Gender Politics	Moon, Katharine HS. 1997. Sex among allies: Military prostitution in US-Korea relations. Columbia University Press (pages 1-56). OR Book: Dangerous women: Gender and Korean nationalism. Chapter 7 by Katharine H.S. Moon. Prostitute Bodies and Gendered States in U.S. - Korea Relations. Gender (Body) Politics and Mobilization: https://www.koreaexpose.com/?s=metoo https://www.cnn.com/2019/09/21/asia/korea-angry-young-men-intl-hnk/index.html?fbclid=IwAR2vFEEgipPS-4tStsRMRKp8FPJMNyhW8ydbZ30fJMj_Tty4Ce1YB7zs9qo https://thediplomat.com/2020/01/before-metoo-there-were-the-comfort-women/?fbclid=IwAR2TjzVki7P6Mog05uvilfCxYz4CBwBIQya7sViIiefYEtnnPQt0Dn-kEXg	
March 5 th – 7 th	Midterm	Take-home & open-book exam: 48hrs	1 st Exam
W8: March 10 th & 12 th	Pause	Film Parasite (2019 Director: Bong Joon-ho)	

PART II: COMPRESSED MODERNITY AND SOCIAL INEQUALITY

Date	Topic	Materials	Assignment & Sup-materials
W9: March 24 th & 26 th	Compressed Modernity	Chang, Kyung-Sup. "Compressed modernity and its discontents: South Korean society in transtion." <i>Economy and Society</i> 28, no. 1 (1999): 30-55. Chang, Kyung-Sup and Song Min-Young. 2010. "The stranded individualizer under compressed modernity: South Korean women in individualization without individualism." <i>The British journal of sociology</i> 61, no. 3 (2010): 539-564.	Final project (3): Finalize your topic and share it with your classmates
W10: March 31 st & April 2 nd	Social Mobility and Education Fever	Abelmann, Nancy, So Jin Park, and Hyunhee Kim. "College rank and neo-liberal subjectivity in South Korea: The burden of self-development." <i>Inter-Asia Cultural Studies</i> 10, no. 2 (2009): 229-247. Michael J. Seth. Education Fever: Society, Politics, and the Pursuit of Schooling in South Korea.	Conversations with Korean International Students in UW Madison: Please prepare two questions to ask them.
W11: April 7 th & 9 th	Gender, Work, and Family	Abelmann, Nancy. 1997. "Women's Class Mobility and Identities in South Korea: A Gendered, Transnational, Narrative Approach." <i>Journal of Asian Studies</i> 56:398-420. Brinton, Mary C., and Eunsil Oh. "Babies, work, or both? Highly educated women's employment and fertility in East Asia." <i>American Journal of Sociology</i> 125, no. 1 (2019): 105-140. Book review Kim Ji Young born in 1982 by Cho, Nam Joo. 2016. http://english.donga.com/Home/3/all/26/1024804/1	News https://www.bbc.com/news/world-asia-50135152?fbclid=IwAR2q_Qf6KJS3p2lHsT8gW2xm0E31RYI7r6Qq-Zu9-d6B5Y7T2xJe4UMmgeE
W12: April 14 th & 16 th	Korean Families: Continuity and Change	Raymo, James M., Hyunjoon Park, Yu Xie, and Wei-jun Jean Yeung. "Marriage and family in East Asia: Continuity and change." <i>Annual Review of Sociology</i> 41 (2015): 471-492. http://www.koreatimes.co.kr/www/opinion/2019/08/197_273306.html?fbclid=IwAR0i5Z3Z6EJcAoYwWVkwHBeC2kTTUvOyxBBzEWMnY4WA-mZgnlZeVDvoUM	Final project (4): Share format/style of your podcast and some challenges that you face Documentary:

		Kim, Minjeong. 2013. "Citizenship projects for marriage migrants in South Korea: Intersecting motherhood with ethnicity and class." <i>Social Politics</i> 20, no. 4: 455-481. https://www.cnn.com/style/article/honjok-south-korea-loner-culture/index.html	Bittersweet Joke (Paik, 2002) Video clip TV series <i>Reply</i> 1988, <i>Reply</i> 1994, and <i>Reply</i> 1997
W13: April 21 st	Popular Culture (K-everything) and Lone Culture	Jung, Eun-Young. 2015. "New Wave Formations: K-Pop Idols, Social Media, and the Remaking of the Korean Wave." Pp. 73-89 in <i>Hallyu 2.0: The Korean Wave in the Age of Social Media</i>. Ryoo, Woongjae. "Globalization, or the logic of cultural hybridization: The case of the Korean wave." <i>Asian Journal of Communication</i> 19, no. 2 (2009): 137-151.	
April 23 rd - 25 th	Final Exam	Take-home & open-book exam: 48hrs	2 nd Exam
W14: April 28 th & 30 th	Conclusions	Korean Culture and Society: Past, Present, and Future Final Project Presentation Part (1) & Part (2)	Final project (5): Final Project Presentation
			Final Project due 5PM May 8 th