

University of Wisconsin-Madison
SOCIAL CHANGE IN CONTEMPORARY KOREA
Soc 496/Asian 301: Spring 2021
Online and Synchronous: Tues/Thursdays 9:30-10:45am
Eunsil Oh

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1. Instructors and Communications

Classroom: <https://uwmadison.zoom.us/j/94194623374>

Instructor

Eunsil Oh (eoh26@wisc.edu)

Office: 7109 Social Science Building

Virtual Office: <https://uwmadison.zoom.us/j/95270014791>

Office Hours: Mondays 10:15AM - 12:15PM (<https://eunsiloh.youcanbook.me>)

Email Policy & Office Hours

If you have a logistic question, please first consult the syllabus and Canvas. If you missed lecture or section, first see the recording, and contact a fellow student for notes. If you will be missing more than five lectures, email me. Email me with "Soc 496/Asian 301" in the subject line about accommodations, to schedule an appointment, or with concerns. I will respond to emails within 48 hours during the workday (9AM-5PM). If you have any questions or comments about course material, it is best to visit my virtual office (if you email before about what you would like to discuss, I will be best prepared) after making an appointment through youcanbook.me.

2. Course Description and Lecture Overview

Course Description

Using theories and concepts from sociology, this course provides a social science perspective of contemporary South Korea. Timeframe wise, we focus on South Korea (hereafter, Korea) after the division or the 'two Koreas.' Course contents are divided based on different institutions of a society - political, economic, and societal/cultural spheres. This is a sociology course, but the nature and orientation of the course are interdisciplinary, incorporating readings in history, anthropology, sociology, political science, economics, and law.

This course pays careful attention to the intersection of multiple structures of inequality such as gender, race/ethnicity, citizenship, class, and sexuality. Also, critically examining the modernization theory that assume linear progression of societies, idea that sex and gender are fixed biological realities, this course discusses what sociologists have contributed to our understanding of social change; continuity; and contemporary South Korea.

Each class will consist of half lecture and half discussion. During lectures, the assigned readings are placed in a larger framework. During our discussion time, we are going to understand, apply, and creatively develop sociological concepts using the case of contemporary Korea. We will utilize a means including Canvas and several features of zoom to verify attendance and complete in-class polls. In addition, we will do small group exercises (using the breakout option within the zoom). This will allow you to better work

through challenging concepts and theories, and to apply these theories to your own experiences. Come prepared to participate and to share your thoughts and questions with the rest of the class.

Lecture Overview

Introduction

- | | |
|-----------------|---|
| W1: 01/26 01/28 | Introduction
<i>Sociological Toolkits to Understand Social Change</i> |
| W2: 02/02 02/04 | Post-war S. Korea: Nationalism, Racism, Class-ism, and Sexism
<i>Compressed Modernity and Going Beyond Western Model</i> |

Political Organization

- | | |
|-----------------|--|
| W3: 02/09 02/11 | The Authoritarian State and Democracy Movement
(<i>Film: A Taxi Driver</i>)
<i>Trajectories to Democracy</i> |
| W4: 02/16 02/18 | Gender Politics: Sex Slave, the “Comfort Women” Issue
<i>Intersectionality</i> |

Economic Organization

- | | |
|----------------------------|---|
| W5: 02/23 02/25 | The Structure of the Economy
<i>The Great Transformation and Familism</i> |
| W6: 03/02 03/04 | ‘Miracle on the Han River’ and Chaebol
<i>Economic Development and the Developmental State</i> |
| W7: 03/09 | Korean Labor Market
<i>Overwork</i> |
| W7: March 11 th | Exam 1 (Mid-evaluation) |

Society and Culture

- | | |
|-----------------------------|--|
| W8: 03/16 03/18 | Educational Expansion
<i>Intergenerational Educational/Occupational Mobility</i> |
| W9: 03/23 03/25 | Social Class (<i>Film: Parasite</i>)
<i>Mechanisms of Social Inequality: Class and Culture</i> |
| W10: 03/30 04/01 | Gender Inequality and Women’s Work Decisions
(<i>Novel: Kim Jiyoung, Born 1982</i>) |
| W11: 04/06 04/08 | Feminist Movement and Social Change
<i>The Case of Abortion Law</i> |
| W12: 04/13 | Korean Families: Continuity and Change |
| W12: April 15 th | Exam 2 |
| W13: 04/20 04/22 | Popular Culture (K-everything), Idol Structure, and BTS
<i>The Structural and Cultural Foundations of Hyper Competition</i> |

Concluding Remarks

- | | |
|------------------|---|
| W14: 04/27 04/29 | Podcast Due and Overview and Feed-forward
<i>Sociological Perspective and Contemporary Korea</i> |
|------------------|---|

3. Learning Outcomes

By the end of this course, you will be able to:

- Through a critique of the status quo along class, gender, and racial/ethnic dynamics of contemporary Korean society, you will develop a more nuanced understanding of modern Korean society and its location in the modern world.
- Discern the patterns, rules, and logic that undergird a social system and the consequences of these for social change and continuity within the Korean context.
- Be able to explain in your own language, how individuals lives are shaped by social institutions such as the family, education, and work.
- Demystifying Korea and increase a social science literacy of contemporary Korea.
- Create your own viewpoint on social issues, with the capability to support your arguments.

4. Course Workload and Assignments/Exams

Course Workload

This is a 3-credit course. In accordance with the UW-Madison credit hour policy standards, this credit load is equivalent to the following:

- 2.5 hours of classroom instruction (lecture and discussions)
- A minimum of 5 hours of out of class student work each week (on average).
- Your readings and assessment tasks have been selected accordingly.

Assignments and Exams

	Points
Online Participation (Pre- and Post- Class)	200
Two in-class exams	400
Final team project	400

Attendance and Class-Participation (Impact on the Final Grade). Attendance is mandatory and there will be free five passes. 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.

Online Discussion Participation (200). Points for participation are evaluated based on your participation in Canvas. All students – regardless of the anticipated attendance - have to upload two weekly postings: A synthesis and a reflection. Upload a synthesis (limiting to 500 words) of all the readings for the week by 5pm Monday (before Tuesday class) and

upload a reflection memo (limiting to 500 words) by 5pm Friday. *This weekly posting starts from Week 2 (so, the first posting should be uploaded by Monday 5pm on Feb. 1st).

Two in-class exams (400 = 200 each). There will be two online exams. These exams will mainly be on the course assignments/readings, and lectures. You will only have one chance to input your answer and the questions as well as the orders of the answers will be shuffled randomly. There will be a narrow timeframe to take the exam and absolutely NO TOLERANCE towards sharing answers through google doc or other means. These exams will mainly be on the course reading assignments, lectures, and sections.

Final Project: K-Podcast (400). Students will work in assigned teams of 4-5 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 15-18 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 (200 on the final project evaluated on April 27th and 29th) and by your classmates reviews (100pts) and team ratings of each member's contributions to the project (100). Final projects must be submitted, via Canvas, by the group's executive producer, by 9am on April 27th. Rating forms for group members' contributions must also be completed by all group members and submitted, via Canvas, by 5pm on April 27th. Different roles include Executive Producers, Writers, Reporters, and Engineers.

Example of your 2nd Week

Monday (Feb01)	Tuesday	Wednesday	Thursday	Friday (Feb05)
	Class 9:30-10:45am		Class 9:30-10:45am	
Upload a synthesis (limiting to 500 words) of all the readings for Week 2 by 5pm	[A reflection question will be announced during the class]—			Upload a reflection memo (limiting to 500 words) by 5pm.

Meta Calendar

February 1 st – April 26 th	Two Weekly Postings
March 11 th	Exam 1
April 15 th	Exam 2
April 27 th	Podcast and Evaluations Due

5. Readings, Lectures, and Weekly Schedules

Readings

All reading and other materials (newspaper, films, novels) are posted on Canvas (under 'Files').

Lectures

For your convenience in taking notes and reviewing course materials, PowerPoint will be used often in the lectures. The instructor will upload each week's PowerPoint slides to Canvas after each lecture. Please note that the PowerPoint slides are only brief outlines of the lectures, so note taking is still very important for you to do well in the exams.

Weekly Schedules

Dates	Topics	Mandatory Readings
<u>Introduction</u>		
W1: 01/26 01/28	Introduction Sociological Toolkits in Understanding Social Continuity and Change <i>Coleman's Boat</i>	No reading for Tuesday. For Thursday course, https://www.koreaexpose.com/ Pick one article from Korea Expose that interests you the most and share it during Thursday course (i.e. What is the topic about? Why did this topic interest you? What is the keyword that you would like to hold onto throughout this semester for this course?)
W2: 02/02 02/04	Post-war S. Korea <i>Compressed Modernity</i> <i>Nationalism, Racism, Class-ism, Familism, and Sexism</i>	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.
<u>Political Organization</u>		
W3: 02/09 02/11	The Authoritarian State and Democratization	<i>Film: A Taxi Driver</i> Chang, Paul Y. "Unintended consequences of repression: Alliance

	<i>Trajectories to Democracy and Going Beyond Modernization Model</i>	formation in South Korea's democracy movement (1970–1979)." <i>Social Forces</i> 87, no. 2 (2008): 651-677.
W4: 02/16 02/18	Gender Politics: Sex Slave, the “Comfort Women” Issue <i>Intersectionality</i>	Min, Pyong Gap. "Korean “Comfort Women” the intersection of colonial power, gender, and class." <i>Gender & Society</i> 17, no. 6 (2003): 938-957. https://thediplomat.com/2020/01/before-metoo-there-were-the-comfort-women/?fbclid=IwAR2TjzVkl7P6Mog05uvilfCxYz4CBwBIQya7sViliefYEtnnPQt0Dn-kEXg https://www.koreaexpose.com/did-metoo-start-in-south-korea/
<u>Economic Organization</u>		
W5: 02/23 02/25	Capitalism and Commodification of Land, Labor, and Money <i>The Great Transformation and Familism</i>	Gi-Wook Shin “Agrarian Conflict and the Origins of Korean Capitalism” <i>American Journal of Sociology</i> Mar 1998 Volume 103, Number 5pp. 1309 – 1351
W6: 03/02 03/04	‘Miracle on the Han River’ and <i>Chaebol</i> <i>Economic Development and the Developmental State</i>	David Kang. 2002. “Bad Loans to Good Friends: Money Politics and the Developmental State in Korea,” <i>International Organization</i> 56(1): 177-207
W7: 03/09	Korean Labor Market <i>Overwork as Structural and Cultural Foundations of Social Problems</i>	Brinton, M. C., & Oh, E. (2019). Babies, work, or both? Highly educated women’s employment and fertility in East Asia. <i>American Journal of Sociology</i> , 125(1), 105-140.
W7: March 11 th	EXAM 1 (Mid-evaluation)	
<u>Society and Culture</u>		
W8: 03/16 03/18	Educational Expansion <i>Intergenerational Educational/Occupational Mobility</i>	Chung, Inkwan, and Hyunjoon Park. "Educational expansion and trends in intergenerational social mobility among Korean men." <i>Social Science Research</i> 83 (2019): 102307.

W9: 03/23 03/25	Social Class <i>Mechanisms of Social Inequality: Class and Culture</i>	<i>Film: Parasite</i> Small, Mario Luis, David J. Harding, and Michèle Lamont. "Reconsidering culture and poverty." (2010): 6-27.
W10: 03/30 04/01	Gender Inequality and Women's Work Decisions <i>Macro-, Interactional-, and Micro-level.</i>	<i>Novel: Kim Jiyoung, Born 1982</i> Oh, Eunsil. "Who deserves to work? How women develop expectations of child care support in Korea." <i>Gender & Society</i> 32, no. 4 (2018): 493-515.
W11: 04/06 04/08	Feminist Movement <i>The Case of Abortion</i>	Kim, Sunhye, Na Young, and Yurim Lee. "The role of reproductive justice movements in challenging South Korea's abortion ban." <i>Health and human rights</i> 21, no. 2 (2019): 97. Akchurin M, Lee C-S. Pathways to Empowerment: Repertoires of Women's Activism and Gender Earnings Equality. <i>American Sociological Review</i> . 2013;78(4):679-701.
W12: 04/13	Korean Families <i>Continuity and Change</i>	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.
W12: April 15th	EXAM 2	
W13: 04/20 04/22	Popular Culture (K-everything), Idol Structure, and BTS <i>The Structural and Cultural Foundations of Hyper Competition</i>	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> . https://www.koreaexpose.com/suicide-reporting-shinee-jonghyun-kpop/ https://www.koreaexpose.com/k-pop-korean-music-musicians-labor-abuse/
<u>Presentation and Concluding Remarks</u>		

W14: 04/27 04/29	Podcast Sharing Week Overview and Feed-forward: <i>Sociological Perspective and Contemporary Korea</i>	Podcast Due (by April 27 th 9AM)
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6. Grading

Total of 1000 points

	Points
Participation and Postings	200
Two 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

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

7. Course Policies

Number One Rule

- We will try our best to be critical about the privileges that we have and have benefited from. Ignoring the existence of systemic racism and sexism will be considered as an intellectual humiliation in this course.

General In-class and Online Rule

- 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.

Assignments and Exams

- Turn in your own work.

- There is zero tolerance towards sharing answers (amongst the classmates) or plagiarizing others' work.

Classroom Etiquette

- When class begins, please turn off and put away electronic devices (laptops, phones, etc.) and other distractions. Electronics will only be allowed for accessibility reasons or during predetermined activities.
- Respect classmates, instructors, and yourself. Provocative ideas and questions are encouraged; do not be afraid to voice your opinion just because it may be different. However, avoid language whose sole purpose is to provoke or disparage others.
- We are building a conversation. Learn and use your classmates' names. Add to the current conversation. If you contribute frequently, allow others to speak before speaking again.
- Refrain from packing up or leaving until class is over; lecture will end on time.

8. Department and University-wide Policies

Accommodations for Students with Disabilities

McBurney Disability Resource Center: 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 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. I will work either directly with the 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. <https://mcburney.wisc.edu/instructor/>

Diversity & Inclusion

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. 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/>

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized

collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

Departmental Grievances & Appeals

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, Christine Schwartz, 8128 Social Science (socchair@ssc.wisc.edu).