



SOCIAL CHANGE IN CONTEMPORARY KOREA

Soc 496/Asian 301: Spring 2022
Eunsil Oh

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1. Instructors and Communications

Classroom: Nancy Nicholas Hall 1125
Class: Tues/Thursdays 9:30-10:45am
Instructor: Eunsil Oh (eoh26@wisc.edu)
Office: Unit 8105 Social Sciences Building
Office Hours: Thursdays 11AM - 12:30PM

Email Policy & Office Hours

If you have a logistic question, please first consult the syllabus and Canvas. 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 show your respect by being professional through email and avoid being too casual (i.e. Hi there, Hey, etc). Email me with the course number (i.e. Soc 496/Asian301) in the subject line to talk about accommodations or to schedule an appointment if my office hours do not work for you. I will respond to emails within 48 hours during the workday (9AM-5PM). If you have to miss a lecture, please contact the professor and contact a fellow student for notes. If you will be missing more than four lectures, email the professor. Also, if you have any questions or comments about course material, it is best to visit me during my office hour (please make your appointment through <https://eunsiloh.youcanbook.me>).

2. Course Description and Lecture Overview

Course Description

Using theories and concepts from sociology, in particular, theories explaining social continuity and change, this course provides a social science perspective of contemporary South Korea. 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 anthropology, sociology, political science, economics, and law. Timeframe wise, we focus on South Korea (hereafter, Korea) after the division or the 'two Koreas.'

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 various means including Canvas and zoom to maximize our learning process. In addition, we will do small group exercises (pairing to

grouping) in class to facilitate discussions. 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: 01/25 01/27 Introduction
Sociological Toolkits to Understand Social Change
- W2: 02/01 02/03 Post-war S. Korea: Nationalism, Racism, Class-ism, and Sexism
Compressed Modernity and Going Beyond Western Model

Part1: Political Organization

- W3: 02/08 02/10 The Authoritarian State and Democracy Movement
(Film: A Taxi Driver)
Trajectories to Democracy
- W4: 02/15 02/17 Gender Politics: Sex Slave, the “Comfort Women” Issue
Intersectionality

Part2: Economic Organization

- W5: 02/22 02/24 The Structure of the Economy
The Great Transformation and Familism
- W6: 03/01 03/03 ‘Miracle on the Han River’ and Chaebol
Economic Development and the Developmental State
- W7: 03/08 03/10 Korean Labor Market
Overwork

Part3: Society and Culture

- W8: 03/22 03/24 Educational Expansion
Intergenerational Educational/Occupational Mobility
- W9: 03/29 03/31 Feminist Movement and Social Change
The Case of Abortion Law
- W10: 04/05 04/07 Social Class (*Film: Parasite*)
Mechanisms of Social Inequality: Class and Culture
- W11: 04/12 04/14 Gender Inequality and Women’s Work Decisions
(Film and Novel: Kim Jiyoung, Born 1982)
- W12: 04/19 04/21 Korean Families: Continuity and Change
Second Demographic Transition Theory and Korean Case
- W13: 04/26 04/28 Popular Culture (K-everything)
The Structural and Cultural Foundations of Media

Concluding Remarks

- W14: 05/03 Podcast Showcase and Review
Practicing Sociological Theorizing

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:

- 150 minutes of classroom instruction (lecture and discussions)
- A minimum of 6 hours of out of class student work each week (on average).
- Your readings and assessment tasks have been selected accordingly.

Assignments and Exams

	Points
Weekly Synthesis	100
Weekly Quiz	200
Field Statement	300
- Two graded progress reports (due February 18 th 5pm & March 4 th 5pm)	50 100
- Field Statement (due March 11 th 5pm)	150
Final team project	400
- Two graded progress reports (due April 6 th 5pm & April 20 th 5pm)	50 100
- Final product (due April 29 th 5pm)	250

Attendance and Class-Participation (Impact on the Final Grade). Attendance is mandatory and there will be free four passes, meaning you can feel free to use your free passes. More than four 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.

Weekly Synthesis (100). Points for participation are evaluated based on your participation in Canvas. All students – regardless of the anticipated attendance - have to upload a weekly synthesis. Upload a synthesis (limiting to 250 words) of all the readings for the week by 5pm Monday (before Tuesday class). The weekly posting starts from Week 2.

Weekly Quiz (200). There will be weekly quizzes composed of 6 questions. These quizzes will mainly be on the course assignments/readings, and lectures. These quizzes will take place every Thursday at 9:30am in class (if you cannot attend the class, you can still take the quiz online from home) via Canvas. Our first quiz will take place on our Week 2.

Field Statement (300). Write a 6-8 pages-long (double-spaced) field statement that synthesizes (not summarizes) past, present, and future studies on a specific topic of your choice. This is an exercise to understand the landscape of the literature on a topic and to systematically synthesize the knowledge that has been accumulated. There will be two graded-progress reports that will be due before submitting the final version. Detailed guidelines are uploaded in the Canvas (Under Files). Final product due 5pm on March 11th.

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.

There will be two graded progress reports that are due before the final product (150pts in total). Final projects will be worth 400 points, with part of the grade determined by the instructor (150 on the final project) and by your classmates and team ratings of each member's contributions to the project (100pts). Final projects must be submitted, via Canvas, by the group's executive producer, by 5pm on April 29th. Rating forms for group members' contributions must also be completed by all group members and submitted, via Canvas, by 11:59pm on April 29th. Different roles include Executive Producers, Writers, Reporters, and Engineers. Detailed guidelines are uploaded in the Canvas (Under Files).

Example of your 2nd Week

Monday (Jan31)	Tuesday	Wednesday	Thursday	Friday (Feb04)
	Class 9:30-10:45am		Class 9:30-10:45am	
Upload a synthesis (limiting to 250 words) of all the readings for Week 2 by 5pm			In-class Weekly Quiz	

5. Weekly Schedules, Lectures, and Readings

Readings

All readings 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.

Weekly Schedules

Dates	Topics	Mandatory Readings
<u>Introduction</u>		
W1: 01/25 01/27	Introduction Sociological Toolkits in Understanding Social Continuity and Change <i>Network and Middle-Range Theories</i>	Hedström, Peter, and Petri Ylikoski. "Causal mechanisms in the social sciences." <i>Annual review of sociology</i> 36 (2010): 49-67. Erikson, Emily, and Nicholas Occhiuto. "Social networks and macrosocial change." <i>Annual Review of Sociology</i> 43 (2017): 229-248.
W2: 02/01 02/03	Post-war S. Korea <i>Compressed Modernity</i> <i>Nationalism, Racism, Classism, 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: 02/08 02/10	The Authoritarian State and Democratization <i>Trajectories to Democracy and Going Beyond Modernization Model</i>	<i>Film: A Taxi Driver</i> 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.

W4: 02/15 02/17	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=IwAR2TjzVkI7P6Mog05uvilfCxYz4CBwBIQya7sViliefYEtnnPQt0Dn-kEXg https://www.koreaexpose.com/did-metoo-start-in-south-korea/ Field Statement Graded Progress Assignment due February 18 th 5pm
<u>Economic Organization</u>		
W5: 02/22 02/24	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 5 pp. 1309 – 1351 Field Statement Workshop (1)
W6: 03/01 03/03	'Miracle on the Han River' and <i>Chaebol</i> <i>Economic Development and the Developmental State</i> Guest Lecture *Myungji Yang*	Myungji Yang. 2018. From Miracle to Mirage: The Making and Unmaking of the Korean Middle Class, 1960-2015. <i>Selected Chapters</i> . Field Statement Graded Progress Assignment due March 4 th 5pm
W7: 03/08 03/10	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. Eunsil Oh & Eunmi Mun (2022). "Compensatory Work Devotion: How a Culture of Overwork Shapes Women's Parental Leave in South Korea." <i>Gender & Society</i> .

		Field Statement Workshop (2) Field Statement Due March 11 th 5pm
03/16 & 03/18 Spring Break		
Society and Culture		
W8: 03/22 03/24	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. Podcast Group Assigning Session
W9: 03/29 03/31	Feminist Movement and Social Change <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.
W10: 04/05 04/07	Social Class <i>Mechanisms of Social Inequality: Class and Culture</i>	<i>Film</i> : Parasite Small, Mario Luis, David J. Harding, and Michèle Lamont. "Reconsidering culture and poverty." (2010): 6-27. Hae Yeon Choo, John Lie, Laura C. Nelson. 2019. Introduction: Gender, Class, and Contemporary South Korea 1-15. Podcast Workshop (1) Graded Progress Assignment due April 6th 5pm
W11: 04/12 04/14	Women's Work Decisions <i>Macro-, Interactional-, and Micro-level.</i>	<i>Film & Novel</i> : Kim Jiyoung, Born 1982 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.

		Jo Hyejeong 2019. Gendered Narratives of Transition to Adulthood among Korean Work-Bound Youth Page 106 in <i>Gender and Class in Contemporary South Korea</i> .
W12: 04/19 04/21	Korean Families <i>Continuity and Change</i> * Paul Chang* Guest Lecture	Chang, Paul Y. 2020. "The Evolution of the Korean Family: Historical Foundations and Present Realities." Pp. 19-40 in <i>Korean Families Yesterday and Today</i> , edited by Hyunjoon Park and Hyeyoung Woo. Ann Arbor: University of Michigan Press. Chang, Oh, and Kim. "Opting Out or Left Out? Gendered Pathways to Singlehood in South Korea" Podcast Workshop (2) Graded Progress Assignment due April 20th 5pm
W13: 04/26 04/28	Popular Culture (K-everything) <i>The Structural and Cultural Foundations of K-Boom</i>	Kim, Minjeong, and April Lopez. "The deployment of gender for masculine balance: analyzing multi-platform K-pop performances." <i>Feminist Media Studies</i> (2021): 1-17. https://www.koreaexpose.com/k-pop-korean-music-musicians-labor-abuse/ Jin-kyung Lee. 2019. Changelings and Cinderellas: Class In/equality, Gendered Social Immobility, and Post-Developmentalism in Contemporary South Korean Television Dramas 16-36 pages Podcast Due (by April 29th 5pm)
<u>Presentation and Concluding Remarks</u>		
W14: 05/03	Feedforward <i>Sociological Perspective on Social Change</i>	Podcast Presentation and Overview

6. Grading

Total of 1000 points

	Points
Weekly Synthesis and Quiz	300
Field Statement	300
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.

Respect

- All are welcome in this course regardless of your age, sex, gender, race, national origin, disability, background, political affiliation, sexual orientation, or other identified or protected status. Class members are expected to respect others' backgrounds and to contribute to a healthy learning environment in all course activities. This course is based on respect; any willful disrespect of the beliefs, opinions, or actions of others will not be tolerated. We are all, including the teaching team, both learners and teachers in this class. Your ideas will be received with the utmost respect even when in conflict with others' opinions. We want you to feel comfortable in sharing your thoughts, comments, and questions, even if they turn out to be misconceptions. If you ever feel you are not being respected by anyone that is part of this class, please contact us via phone, email, letter, or in person. Furthermore, the policy of UW-Madison states: 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.

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

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.

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. For further information on these policies, students may consult this website: <https://www.students.wisc.edu/doso/academic-integrity/> as well as this website: <https://conduct.students.wisc.edu/academic-misconduct/#avoid>

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for Asian301/Soc496 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 have 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 nonacademic misconduct.

Support

If you are experiencing personal challenges that are affecting your participation and performance in this class, please seek assistance through the resources below. You may also approach me confidentially if you are comfortable, and I will seek to direct you to appropriate resources.

Mental and Physical Health & Safety

Mental Health: <https://www.uhs.wisc.edu/mental-health/>

Prevention: <https://www.uhs.wisc.edu/prevention/>

Violence Prevention & Survivor Services: <https://www.uhs.wisc.edu/vpss/>

Assistance

Dean of Students Office: <https://doso.students.wisc.edu/student-assistance/>

Office of Student Financial Aid: <https://financialaid.wisc.edu/types-ofaid/institutional-loans/>

Office of Child Care and Family Resources: <https://occfr.wisc.edu>

Hate & Bias

Hate & Bias Reporting Process: www.students.wisc.edu/reportthate

**Asian301/Soc496: SOCIAL CHANGE
IN CONTEMPORARY KOREA**

2022 GUEST LECTURE LINE UP

March 3

Professor Myungji Yang (Univ. of Hawai'i, Mānoa)

April 21

Professor Paul Chang (Harvard Univ.)

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