

Korean Culture and Society

Fall 2021

Classroom: 204

Time: Tuesday and Thursday, 15:00-16:15

Instructor: Saeji, CedarBough T. c.saeji@gmail.com (change to PNU address?)
Office: ??
Office Hours: General consultation Monday & Wednesday 9am to 1pm *by appointment*
Career consultation Monday & Wednesday 1pm to 5pm *by appointment*

Communication:

* It is appropriate at all times to call all your professors Dr. or Professor unless they have explicitly instructed you otherwise. In addition, formality in this respect is quite strong in Korea, and I have spent most of my adult life in Korea. Therefore, please call me **Dr. Saeji**. Calling me Ms., Ma'am, or my given name will make a very poor impression. When you're not my student anymore we can drop this formality.

* Email is a formal medium of communication, and should begin with a salutation and end with your full name (particularly if your email display name is NOT a name in my roll book). Email in English or Korean is acceptable.

Course Description:

This is a class for those who want to understand contemporary Korean culture in more depth. The general presumption will be that most students only know the broad brushstrokes and have enrolled in class for an opportunity to explore Korean culture in *more depth*. Therefore each of our classes is designed to not just teach everyone something new, but also to facilitate an inquisitive mind towards all things related to Korea. However, Korean students will also enjoy this class as it is a chance to discuss, in English, the thorniest contemporary issues in Korean society.

This class broadly introduces students to contemporary Korea in early weeks and then zeroes in to closely focus on recent socio-cultural issues making the news in Korea. Because the class addresses a broad range of topics, there is a concern that student assignments could become boring *reports* regurgitating cultural assumptions and common knowledge. Therefore, in order to tie into the instructor's interests in media literacy and to improve the focus and uniqueness of the course work, students will, in groups, watch one TV program. This program will be used as a lens through which to examine Korean culture. Students' course work will include analytical discussions online with other students about what they are seeing in the program, and either a proposal and research paper, or a midterm and final exam. The media lens will encourage students to become more active and discerning media consumers and the program itself will become a sort of laboratory for students to examine Korean culture.

This class will include approximately 45 minutes of lecture and approximately 25-30 minutes of discussion of each set of readings and topics. Students are expected to come to class having already completed the required readings. They are welcome to have strong opinions about the readings, and to express those opinions. They are welcome to disagree with the readings. They are highly encouraged to put the readings in discussion with each other. Discussion of readings and class topics will occur in smaller groups and discussion will be led by students.

Learning Objectives:

Upon successful completion of this course students will:

1. Have a broad-based understanding of contemporary Korean culture and social issues.
2. Habitually "read" Korean media texts from a perspective of a trained observer of Korean culture and be able to analyze Korean media within the context of contemporary Korean culture and social issues, including understanding shifts in culture over time.
3. Be able to advance structured arguments about Korea, utilizing academic discourse, through several course assignments.

Details of Requirements and Grading:

Textbook

There is no textbook, however, there are many readings on the learning platform. Download the required readings and print them (double-sided) if you prefer a hard copy.

TV Program Options:

- 1) 비밀의 숲 "Forest of Secrets" (or "Stranger" s. 1, not s. 2)
- 2) 아는 건 별로 없지만, 가족입니다 “Unfamiliar Family”
- 3) 김과장 "Chief Kim" (also called "Good Manager")
- 4) 라이브 "Live" (not “Life” but “Live”)
- 5) 이번 생은 처음이라 “Because This Is My First Life”
- 6) 스카이 캐슬 "Sky Castle"
- 7) 밥 잘 사주는 예쁜 누나 "Something in the Rain"
- 8) 미스 함무라비 "Miss Hammurabi"
- 9) 로스쿨 “Law School”
- 10) 검색어를 입력하세요: WWW “Search: WWW”

Course Work and Grading Details

Students will be assigned to a group. Each group will choose one of the 10 dramas above to watch. Students are not required to meet members of the group in person (outside class time), and grades are not really tied to other members of their group—however, if group members cooperate work will be easier. Creating a group chat on a social media platform and cooperating to prepare for class is highly encouraged.

| | | |
|----------------------------------|---------|--|
| Discussion Leading | 20% | Approximately 3xs in the semester |
| Discussion Participation | 25% | Every class starting from _____ [date] |
| Midterm Exam | 15% | Date |
| Either Proposal and Paper | 15+ 25% | Proposal [date] Final paper [date] |
| Or Final Exam | 40% | Exam [date] |

1) Group Discussions

Leading: 20% of grade, any absence will cost you points, so if you must be absent on the day your group is leading, trade with a classmate in another group—then inform the professor.

Participating: 25% of grade, you can be absent 3 times without it impacting your grade.

Every class will spend the last 30 minutes on group discussion on the topic for the day, led by one group that has been designated leaders for the day. The leading group for the day will carefully read the readings (it would be nice to include optional readings) and do any required (and optional viewings) and prepare 6 to 10 questions (if there are two required readings, half of the questions should come from each). They will also prepare a perfect bibliography entry for each of those required readings. They will also prepare a draft answer for each question. They will share the questions, bibliography, and draft answers with the professor the night before class (before 9 pm). When it is discussion time the group leading for the day will divide up and join each of the OTHER groups, and give them the list of questions and bibliography. The students will answer the questions together, orally, while the group leader or a designated note taker types up the answers. Answers must include in-text citations in the format (Bae 2021, 79) or (Bae 2021: 79). At the end of the class the group will upload the answers to the discussion board.

Points: The leading group will be scored based on creating good questions, accurate bibliography, and facilitating a good discussion. The students who showed up and led discussion for the day will probably share the same score, if they all led a good discussion. A good discussion does not mean answering all the questions, it means answering the questions well, demonstrating clear understanding, while actively talking with each other. The participating groups will be scored based on participation in the discussion and proper use of citations demonstrating understanding of the reading for the day. Probably all students who attended for the day will share the same score, so groups should make sure everyone is being accurate in their answers and citation format.

2) In class midterm exam

15% of the grade

The exam will have a variety of types of questions, including even fill in the blank, but there will also be short essay answers required for some questions.

3) Final Paper/Exam

15% for the paper proposal

25% for the paper

==or==

40% of the grade for a final exam

Students can choose to write a paper, which requires some original ideas, and at least some reading beyond assigned reading for the course, or they can study course materials in more depth and take an exam.

Exam Option:

The exam will include long answer and essay questions, and the questions will depend on the drama you watched and the heavy issues contained in that drama that were also discussed in the class. There will also be questions that ask about the readings and ideas in them, and many answers will require in-text citations and students should prepare a bibliography for their exam *in advance* of the exam, because the exam time limit will prohibit making a perfect *Chicago* bibliography.

Paper Option:

Papers will use the student's drama to discuss an issue in contemporary Korean society, or will more deeply analyze a theme or character in the drama.

A. Proposal: Students will craft a strong argument for their paper and briefly outline the paper in bullet point form (approx 1 page single spaced), with a preliminary bibliography (approximately 10 academic entries which the student *plans* to use in their paper) this will be shared with the professor by email and students will be encouraged to also come to office hours to discuss the paper. If the student's initial submission is not that great, they may resubmit for a maximum of 13 out of 15 points. Only students with excellent initial submissions will be able to score 14 or 15 points.

B. Final Paper: The paper, approx 3,000-3,500 words long (please don't go over the limit) with strong academic bibliography (more than 10 entries—bibliography does not count in the word count for the paper). This paper will focus on an issue or a character in the drama you watched: it might analyze the main female lead, or approach a topic in the drama story and connect it to real-life issues in contemporary Korea. Students will be able to choose their topic freely as long as they connect it to the drama they watched. 25% of Student Grade.

Please note: I am very good at finding plagiarism (even when it's from a non-English original source).

Format for Written Work:

Fonts and Spacing

Whenever you're completing written work please choose single-spaced 12 point Times New Roman (font) or 11 point Calibri or Cambria. All documents should be left margin justified.

Citations

Whenever you refer to the readings, you should be making proper *Chicago* style citations. These citations should be in-text (not in footnote or endnotes) and will look like this:

(Maliangkay 2019: 22) –or– (Maliangkay 2019, 22)

Your work will include a written bibliography (also called references) in Chicago. *A guide to Chicago has been uploaded*. Every single mistake (missing comma, forgetting to use *italics*) will be -1.

Asian Name Order

Carefully consider name order and make sure that all names in a single document have been ordered carefully. Generally Chinese and Korean names maintain Chinese and Korean name order (family name first). Hence it is correct to write President Moon Jae-in and Xi Jinping, not Jae-in Moon and Jinping Xi. In Japan, however, in a bid to seem more Western, it is common to write Shinzo Abe instead of Abe Shinzo.

Romanization

Usage of Romanized terms (instead of translations) with an explanation at the first usage is highly encouraged. Romanization should be in the government's Revised Romanization (RR) for Korean, Hepburn for Japanese, and Pinyin for Chinese terms with the exception of some long established Taiwanese names/locations/proper nouns in Wade Giles.

POLICIES

If class is held in person, there will be no use of phones, computers, or tablets during lecture.

Students who need academic accommodations:

Retroactive accommodations are not permitted, so if there is anything that could impact your participation and successful completion of the course, be careful to seek assistance in this regard immediately. Students who plan to be absent for athletics, family obligations, or other similar commitments cannot assume they will be accommodated, and should discuss their commitments with me *before the drop date*.

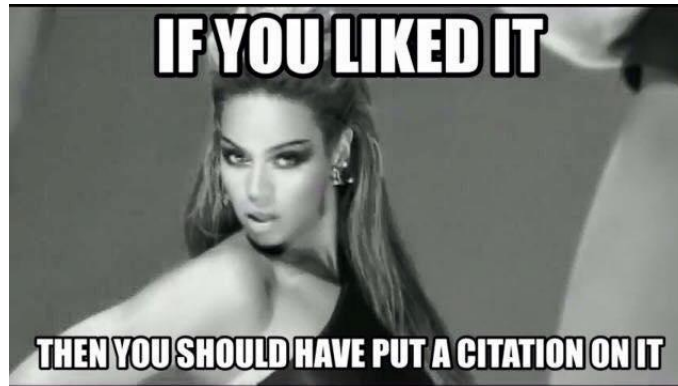
Plagiarism:

What is plagiarism? It is representing anyone else's specific and unique ideas, claims, research, and wording as your own. You can be guilty of plagiarism even if you use "quotation marks" if you do not include a citation that specifies where the quotation was found.¹ You are guilty of plagiarism if you find a source written in another language (such as Korean) and copy the ideas, claiming they are your own. Translation does not make the idea yours.² You can even be guilty of plagiarism if you rephrase the original author. Paraphrasing still needs an in-text citation or a footnote. No exceptions. Here is a website that can help you avoid plagiarism:
<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>.

As a member of this class, you are responsible for contributing to the course objectives through your participation in class and completion of assignments. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instruction team. *If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own.* If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution.

¹ I will upload detailed directions related to how to cite other's ideas to the learning platform. Please refer to these and if you are still confused, speak with me.

² When you translate a comment from the internet, a passage from a printed source, or a quotation from an interviewee you should use "quotation marks" and include a citation. Citations for web sources are usually placed in the footnotes. Citations from articles and books are in text, and citations from interviews can be in text or in the footnotes. All translated quotations or paraphrases should be linked to a footnote that specifies "Translation by the author" or "Translation by my friend Hong Gyeongjin" – if the same translator translates everything or almost everything in a paper you specify "All translations by the author" or "All translations by the author except where otherwise indicated."



Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings which appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, or to have submitted work for which you have already received credit in another course, penalties may follow including **zero for the assignment; zero for the course; suspension from the university; a notation on your permanent record**. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines; attending class and engaging in class activities; guaranteeing that the work you submit for this course has not already been submitted for credit in another course.

Because this course specifies that citations should be according to Chicago (Humanities), please familiarize yourself with this citation format if you have not previously used it. Citations in other formats will be incorrect.

Appeals:

Students should save a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a review of the final grade. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a week of receiving their final grades. A review is not a guarantee of an increase in grade, in fact, reviews that do not reveal a computing error may result in a student's grade being lowered.

Guide to Reading

- Where is the reading? It's on the class Plato site. It should be IN ORDER of the classes, and required and *optional* readings are in two different folders. Sometimes there is a link in the syllabus to find the reading instead of a file in the modules. **[can I do this?]**
- Either required or *optional* reading might be marked [not academic]. There are a lot of readings on this syllabus!!!
- Do you have to read *optional* readings? No, that's why they're *optional*.

- Consider the readings in the syllabus as a great resource for you to learn more. Usually one is marked *optional* because I thought students would like the other one a little more or find it easier, but both required and optional readings are good, or I would not have chosen them.
- Sometimes there are *optional* readings because I want to include a reading with info on a different country than is the focus of the required reading.
- Will pre-lectures go over the content in the readings? No. Pre-lectures are intended to prepare you to understand the required readings, and the readings and ideas in them are what you will primarily discuss in class with your fellows during breakout 1.

Thinking about Reading Critically

Whenever you read a text you should ask yourself the following questions:

- Who is this author? Where do they work? What was the subject of their studies? Did they write this while still a student? After working for thirty years? Did they live in the culture they are writing about at the time of research? What is their knowledge of that culture? Were they born there? Do they speak the language?
- What was the author's basic intent in writing this piece?
- What interests was the author attempting to advance/defend/critique/oppose? To put it another way, what "discourse" do they take part in?
- *Secondary texts*: What position is the author staking out? What earlier scholarly consensus are they agreeing or disagreeing with?
 - What initial questions does the author pose?
 - Why are answers to those questions important?
 - What is the author's central argument and how forcefully is it stated?
 - What types of evidence does the author employ to support his/her argument?
 - Does the author's argument rest on any unarticulated (and thus undefended) assumptions?
 - What are the strengths and weaknesses of the author's argument?
 - Are you persuaded – do you agree with the author's argument? Why, or why not?

Reading well for class does not mean reading every word in every section of the reading, (unless it's a story). Reading academic papers should be done to understand the main points, and does not (necessarily) need to include every word.

Lecture Topics and Reading List³

Reading is marked either Reading for required reading or *Optional* for useful reading that is not required.

Watching the clips, listening to the podcasts, or reading the short non-academic articles will help you to more deeply understand lectures, to participate in discussions, and to understand the readings. Although you cannot refer to them like you would an academic article, they are still sources of information that expose alternative perspectives. If you are serious about this class, begin with those, then read the required readings and put the ideas together as much as you can. Additional questions will be great during lecture or during small group discussion.

³ I retain the right to make small modifications to dates and topics.

9 월 2 일

1.2 Introductory Class: What Can Hofstede Tell Us About Korea?

This lecture will set up some basic themes and ideas that we will explore during the class. In addition we will clarify the requirements and expectations.

9 월 7 일

2.1 Studying Korean Culture through Hallyu Products

What can we learn about Korea through using *hallyu* dramas as a point of reference? How can these dramas reveal something about Koreans and Korea?

Reading: Oh Youjeong, "The Interactive Nature of Korean TV Dramas: Flexible Texts, Discursive Consumption, and Social Media"

Optional: Barbara Wall "Self-mockery of Hallyu in the Korean Drama *My Love from the Star* (Byeol eso on geuda) and the Role of the Seventeenth-century Novel *The Dream of the Nine Clouds* (Gyunmong)"

Optional: Michelle Cho. "Domestic *Hallyu*: K-Pop Metatexts and the Media's Self-Reflexive Gesture"

Optional: Marion Schulze "Korea vs. K-Dramaland: The Culturalization of K-Dramas by International Fans"

Optional: Nissim Kadosh Otmazgin "A New Cultural Geography of East Asia: Imagining a 'Region' through Popular Culture"

9 월 9 일

2.2 Geography

Pre-watching: <https://www.koreaexpose.com/euljiro-sewoon-plaza-redevelopment-innovation-hub-under-threat/>

Pre-listening: <https://www.koreaexpose.com/ke-cast-s2-e5-mixed-legacy-us-military-base-seoul/>

9 월 14 일

3.1 Demographics

Pre-watching: Asian Boss "We Surprised a Grandma Making Less than \$2 Per Day"

https://youtu.be/_xcvPRBIqmM (there is a follow-up to this story, it's less educational)

Pre-watching: CNA Insider, "Discos, Deejays and Dating: South Korea's Active Elderly"

<https://www.youtube.com/watch?v=dt0747W0rDk>

Pre-watching: "Funerary Portraits for Those Who Can't Afford Them"

<https://www.koreaexpose.com/funerary-portraits-elderly-poverty-korea/>

9 월 16 일

3.2 Geography of Korea

You might want to check the map before you come to this class—and then pretend you knew everything about Korea's geography, all along. We should talk both about the geography in basic terms—orienting ourselves—and also talk about the space-poor Korean peninsula as a region where space is constantly being contested. Who can use the space, what space, and how?

Reading: Oh Youjeong, "Spectacular Places: Drama Filming Sites"

Optional: Song Jesook, "Seoul Train Station Square and Homeless Shelters: Thoughts on Geographical History Regarding Welfare Citizenship"

Optional: Kim Hyeonjeong, "Making Korean Modern Museums: Japanese Colonial Buildings as Heritage and Resource"

Discussion Leading Group: _____

9 월 21 일

NO CLASS- CHUSEOK HOLIDAY

9 월 23 일

4.2 Changes to Korean Demographics

Fewer kids, more old people—what's going on with Korean demographics? What impact does this have on Korea, in general?

Reading:

Optional: Jeon Boyoung et al "Disability, Poverty, and the Role of the Basic Livelihood Security System on Health Services Utilization among the Elderly in South Korea"

Optional: Paik Young-gyung, "The Discourse of National Population Crisis and Its Framing of Bioethical Issues in Contemporary South Korea"

Discussion Leading Group: _____

9 월 28 일

5.1 Multiculturalism (and Tokenism) in Korea

Is Korea becoming a multicultural society? Can it become a multicultural society? This class will specifically seek to go beyond the experiences of foreign college students and privileged Westerners working in higher status professions to focus on factory workers and marriage migrants experiences of life in Korea, and the troubling lack of awareness or lack of concern for cultural difference in Korea.

Reading: Seol Donghoon, "Population Aging and International Migration Policy in South Korea"

Pre-watching: <https://www.koreaexpose.com/koryo-saram-4th-generation-redefines-korean-roots/>

Pre-listening: <https://www.koreaexpose.com/ke-cast-s2-e4-joseonjok-identity-ethnic-korean-china/>

Optional: Rhee Jooyeon "Gendering Multiculturalism: Representation of Migrant Workers and Foreign Brides in Korean Popular Films"

Optional: Paik Young-gyung, "'Not Quite Korean' Children in 'Almost Korean' Families"

Optional: Ahn Ji-hyun, "Televising the Making of the Neoliberal Multicultural Family" [this is one chapter in a single author book, so if you cite this you should cite the BOOK not the chapter title]

Discussion Leading Group: _____

9 월 30 일

5.2 Adoptees, Returnees, and Overseas Korean Populations

One of the invisible Korean minority groups are the Koreans who are struggling with their Koreanness—particularly the Korean adoptees and returnees to Korea. In addition overseas Korean populations also have their own struggles around identity and life in or out of Korea. Note that the optional reading also connects well with our topic from the previous class.

Reading: Kwon Junehee, "Rhythms of 'Free' Movement: Migrants' Bodies and Time under South Korean Visa Regime"

Pre-watching: <https://www.koreaexpose.com/single-mother-stigma-korea/> (why single women may give up their child)

Optional: Paul Y. Chang and Andrea Kim Cavicchi "Claiming Rights: Organizational and Discursive Strategies of the Korean Adoptee and Unwed Mothers Movement"

Optional: Kwon Junehee, "The Work of Waiting: Love and Money in Korean Chinese Transnational Migration"

Optional: Ahn Ji-hyun, "From National Threat to National Hero" [this is one chapter in a single author book, so if you cite this you should cite the BOOK not the chapter title]

Discussion Leading Group: _____

10 월 5 일

6.1 DPRK: Refugees from the DPRK

Guest Lecture: Dr. Sandra Fahy, Sophia University "Leaving Home, North Korea's Diaspora"
Dr. Fahy is one of the foremost experts on refugees from the DPRK.

Reading: Stephen Epstein and Christopher Green, "Now on My Way to Meet Who? South Korean Television, North Korean Refugees and the Dilemmas of Representation"

Optional: Han Gilsoo, "'What More Do You Want?' Deserted North Korean Refugees"

Pre-watching: <https://www.koreaexpose.com/north-korea-reporting-in-south-korea-riddled-with-errors-misreporting/>

Pre-reading: "One Nation Dream: Do Younger South Koreans Want Reunification?"

<https://www.koreaexpose.com/younger-south-koreans-still-want-unification/>

Pre-watching: CNA Insider, "A Lighter Side of North Korea?: Days in Pyongyang"

<https://www.youtube.com/watch?v=sWoE9cQjb5Q>

Discussion Leading Group: _____

10 월 7 일

6.2 Money and Class:

Pre-watching: Asian Boss "What Koreans Think of the Wealth Gap in Korea (Korean Air Scandal)"
https://youtu.be/unQAEP_Um14

Money and Class in Korea

How have traditional class systems been changed or preserved in contemporary Korean society?

What are Korean attitudes towards money and consumption?

Reading: Kim Hyejin "'Spoon Theory' and the Fall of a Populist Princess in Seoul"

Optional: Chi, Rhee, and Kwon, "Inequality and Political Trust in Korea"

Optional: Kim Sukyeong "For the Eyes of the North Koreans?: Politics of Money and Class in Boys Over Flowers"

Discussion Leading Group: _____

10 월 12 일

7.1 Politics and the Media in Korea

Do you understand Korea's political system? In this class we'll overview how politics is supposed to work in Korea, with an extra focus on how politics and the media intersect.

Reading: Stephan Haggard and You Jongsung, "Freedom of Expression in Korea"

Optional: Kwon Seung-ho and Joseph Kim "From Censorship to Active Support: The Korean State and Korea's Cultural Industries"

Optional: Kwak Ki-Sung *Media and Democratic Transition in South Korea* (note: this is several chapters from a book, however, books written by one person are cited as a book, even if you only read one chapter)

Optional: Rhee Junewoong, Cho Hangje, Song Hyunjoo and Jung Junehee "South Korean Media System: Toward a Democratization Model"

Discussion Leading Group: _____

10 월 14 일

7.2 Nationalism in Korea

Nationalism is a lens to understanding so much of Korea public behavior. Nationalism in both positive and negative ways has a deep impact on the Korean psyche and Korean cultural output. This lesson will discuss nationalism in general, then nationalism as it manifests in popular cultural products.

Reading: Joo Jeongsuk "Transnationalization of Korean Popular Culture and the Rise of "Pop Nationalism" in Korea"

Optional: Patrick Flamm, "No Country for Blue Helmets: South Korean National Identity on the Screen in 'Descendants of the Sun'"

Pre-watching: <https://www.koreaexpose.com/conscientious-objector-refuse-military-service-korea/>

Discussion Leading Group: _____

10 월 19 일

8.1 Family in Korea

What are the family dynamics in Korea? How are children raised? How do families interact with each other? How are families changing and dissolving? This class continues some of the discussions brought up in the class on demographics.

Reading: Bonnie Tilland, "Save Your K-Drama for Your Mama: Mother-Daughter Bonding in between Nostalgia and Futurism"

Optional: Kim Keuntae, "Trends and Determinants of Premarital Conception: Love in Korea"

Optional: Bonnie Tilland, "Family is Beautiful: The Affective Weight of Mothers-in-Law in Family Talk in South Korea"

Discussion Leading Group: _____

10 월 21 일

8.2 Education

Korea has a famously intensive education system with many quirks compared to Canada. This class will let us review and discuss attitudes towards education in Korea, and how this is changing.

Reading: Kim and Choi "The Irony of the Unchecked Growth of Higher Education in South Korea: Crystallization of Class Cleavages and Intensifying Status Competition" [good overview but....]

Optional: Stephanie K. Kim, " Illegitimate Elites and the Politics of Belonging at a Korean University"

Optional: Abelmann, Park, and Kim "College rank and neo-liberal subjectivity in South Korea: the burden of self-development"

Optional: Kim and Lee, "Private Tutoring and Demand for Education in South Korea"

Required Viewing: "When We Don't Go to College" <https://www.koreaexpose.com/college-south-korea-suneung/>

Discussion Leading Group: _____

Paper Proposals Due [date]

Students who are writing final papers should submit an argument and bullet point outline (relatively short), with a preliminary bibliography (formatted in Chicago, approx 10 academic readings including any from our class) by this date. Proposal files MUST be docx, doc, or rtf. File names must follow this pattern: BaeSuzyProposal.docx Why? Your exam will be in the same alphabetical order as the gradebook. Please do not send a PDF, HWP or PAGES file.

10 월 26 일

9.1

Midterm Exam

Exam files MUST be docx, doc, or rtf. File names must follow this pattern: BaeSuzyMidterm.docx Why? Your exam will be in the same alphabetical order as the gradebook. Please do not send a PDF. And, because I do not use PAGES or HWP, I will not grade exams in those formats.

10 월 28 일

9.2 Protests and Political Change in the Republic of Korea

We are going to examine incidents of street protest in Korea, from democratization activism during the era of dictators, to labor protests, to agriculture related protests, to specific hot button protests related to ex-President Park Geunhye, Mad Cow in 2008, and the schoolgirls in 2002.

Reading: Kang Jiyeon, "Internet Activism Transforming Street Politics: South Korea's 2008 'Mad Cow' Protests and New Democratic Sensibilities"

Reading [non-academic]: "Choi Soon-sil Gate: The Saddest Political Drama Ever Told"

<https://www.koreaexpose.com/choi-soon-sil-gate-sad-political-drama/>

Optional: Nan Kim, "Candlelight and the Yellow Ribbon: Catalyzing Re-Democratization in South Korea"

Optional: Moon Seungsook, "Protesting the Expansion of US Military Bases in Pyeongtaek: A Local Movement in South Korea"

Discussion Leading Group: _____

11 월 2 일

10.1 The Sewol Ferry Disaster and Corruption in Korea

This class will specifically turn to the issue of the Sewol Ferry disaster. How did this accident happen? What has Korea learned from the accident? What does this accident reveal about Korean society and/or Korean culture, if anything? How corrupt is Korea? What should we understand about the business climate in Korea?

Reading: Heo Mansup and Park Jaeyung "Shame and Vicarious Shame in the News: A Case Study of the Sewol Ferry Disaster"

Pre-watching: The New Yorker "What Went Wrong in South Korean Ferry Disaster"

https://www.youtube.com/watch?v=5_A8dq2fA5o

Optional: Suh Jaeyung "The Failure of the South Korean National Security State: The Sewol Tragedy in the Age of Neoliberalism"

Optional: Oh Ingyu "From Credible Threats to Credible Commitments? The Changing Face of South Korean Corruption" [note: chaebol is not correct Romanization → *jaebol* or *chaebŏl* are the only acceptable ways for you to write this word]

Discussion Leading Group: _____

11 월 4 일

10.2 Food & Drink / Korean Public Etiquette

What are the rules for a proper young Korean to follow in order to get along in corporate, social, and educational settings? Many of these are connected to food and drink and their consumption.

Reading: Rhee Jooyeon, "Gender Politics in Food Escape: Korean Masculinity in TV Cooking Shows in South Korea"

Reading: Cakar and Kim, "Korea's Drinking Culture: When an Organizational Socialization Tool Threatens Workplace Well-Being"

Pre-watching: "Dog Meat: Not Your K-Food Poster Child" <https://www.koreaexpose.com/dog-meat-k-food-poster-child/>

Optional: Kim Gwang-eok "Rice Cuisine and Cultural Practice in Contemporary Korean Dietary Life"

Optional: Han Kyung-koo "The 'Kimchi Wars' in Globalizing East Asia: Consuming Class, Gender, Health, and National Identity"

11 월 9 일

11.1 Historical Evolution of Gender Politics in Korea: The Comfort Women Issue

In this class we will examine the sensitive issue of the comfort women and also touch on textbook controversies in East Asia (a topic of entire books).

Reading: Aniko Varga, "National Bodies, the 'Comfort Women' Discourse and Its Controversies in South Korea"

Pre-Watching: Asian Boss "Life as a 'Comfort Woman': Story of Kim Bok-dong"
https://youtu.be/qsT97ax_Xb0

Optional: Comfort Women's stories in translation, edited by Keith Howard (this is hard reading—read it for vivid first person accounts of what being a comfort woman meant, but be warned it is difficult to read)

Optional: Beal, Nozaki and Yang, "Ghosts of the Past: The Japanese History Textbook Controversy" I chose this reading because it addresses the controversy from the Japanese, Korean, and Chinese perspective.

Very Optional: David Kim, "Critical Mediations: *Haewŏn Chinhon Kut*, a Shamanic Ritual for Korean 'Comfort Women'"

11 월 11 일

11.2 Women's Rights and Gender

During this class we will go over women's issues in the ROK. Why is Korea still so far from achieving gender equity? How do ideas about women in Korea impact every other aspect of Korean life?

Reading: Jeong Euisol and Lee Jieun, "We Take the Red Pill, We Confront the DickTrix: Online Feminist Activism and the Augmentation of Gendered Realities in South Korea"

Pre-watching: <https://www.koreaexpose.com/documentary-feminism-reboot-south-korea/>

Pre-watching: "The K-Beauty Nation Begins to Question Its Obsession with Beauty"

<https://www.youtube.com/watch?v=aabyG40WNqE&t=>

Pre-watching: Asian Boss "Koreans React to Spy Cam Porn Epidemic"

<https://youtu.be/TZuebjnTryM>

Pre-watching: "Black Protests' Call for an End to South Korea's Abortion Law"

<https://www.koreaexpose.com/black-protests-abortion-south-korea/>

Optional: Joanna Elfving-Hwang "Cosmetic Surgery and Embodying the Moral Self in South Korean Popular Make-over Culture"

Optional

Optional: Song Jee-eun Regina "The Soy Bean Paste Girl: The Cultural and Gender Politics of Coffee Consumption in Contemporary South Korea"

11 월 16 일

12.1 LGBT in Korea

What is it like to be a sexual minority in Korea today? What policies or attitudes towards sexual minorities can be seen in the Korean population?

Reading: Timothy Gitzen, "Bad Mothers and "Abominable Lovers": Goodness and Gayness in Korea"

Pre-watching: <https://www.koreaexpose.com/2018-seoul-queer-culture-festival-video-lgbt-activists-christian-protest-korea/>

Reading [non-academic]: "Battle over South Korea's Constitutional Reform Focuses on LGBT Rights" <https://www.koreaexpose.com/south-korea-constitutional-reform-lgbt-rights-fight/>

Optional: Bong Youngshik, "The Gay Rights Movement in Democratizing Korea"

Optional: Timothy Rich, "Religion and Public Perceptions of Gays and Lesbians in South Korea"

Discussion Leading Group: _____

11 월 18 일

12.2 Mental Health, Depression, Medical Care, and Living with Physical or Mental Handicaps in Korea

This is a very difficult topic, or a series of difficult topics. But not all Koreans are able-bodied, and mental health care is insufficient.

Reading: Lee Ah-rong et al. "Rapid spread of suicide by charcoal burning from 2007 to 2011 in Korea"

Pre-watching: "Let's Talk about Depression Differently"

<https://www.koreaexpose.com/depression-south-korea-stigma/>

Optional: Saeji et al. "Regulating the Idol: The Life and Death of a South Korean Popular Music Star"

Optional: Park Jung-youn, "Disability Discrimination in South Korea: Routine and Everyday Aggressions toward Disabled People" [very short article, illustrating disability discrimination with a single case study]

Optional: Kim Eunjung, Introduction to her book *Curative Violence*

11 월 23 일

13.1 Gaming, the Internet, Social Media—Online Life

How did Korea's intense online culture develop? What is the history of internet use and adoption in Korea? Why is the problem of internet addiction and gaming particularly fraught? How are Korean netizens and internet culture contributing to contemporary society in Korea?

Reading: Jin Dalyong "Game Studies in the Age of Digital Korea"

Optional: Yang Sunyoung "Networking South Korea: Internet, Nation, and New Subjects"

Optional: Jin Dalyong "Construction of Digital Korea: The Evolution of New Communication Technologies in the 21st Century"

Optional: Jin Dalyong "Hybridization of Korean Popular Culture: Films and Online Gaming"

Optional: Oh Sejong, Kim Youngjae, and Doo Ilchul, "Study of Profit Model of Web-dramas on Portal Sites Using Big Data; Focused on the Web-dramas with the K-pop Singers as the Lead Casts: 'EXO, Next Door' and 'I Order You'"

11 월 25 일

13.2 Tourism, Land Use, and the Environment

Guest Lecture: Dr. Tommy Tran, "Making the Korean Hawai'i"

Reading: Rajesh Rajaguru, "Motion Picture-Induced Visual, Vocal and Celebrity Effects on Tourism Motivation: Stimulus Organism Response Model"

Optional: Park, Lee, Choi, and Yoon "Factors Influencing Social Capital in Rural Tourism Communities in South Korea"

11 월 30 일

14.1 Domestic & International Tourism and The Korean Government's Utilization of Tradition

Tourism, tradition, and heritage will be the focus on class. Think about how historic sites or tourist experiences are developed and promoted in Korea? Where have you been? What could people do there? Who benefited from tourist visitors? Also remember the rural tourism article from our discussion about demographic change.

Reading: Elmer Veldkamp, "Keeping it Real: The Exhibition of Artifact Replicas in National Museums of Korea"

Optional: CedarBough Saeji, "Replacing Faith in Spirits with Faith in Heritage: A Story of the Management of the Gangneung Danoje Festival"

Optional: Hong Kal, Introduction to *Aesthetics Constructions of Korean Nationalism*

Optional: Alison Tokita, "Winter Sonata and the Politics of Memory"

12 월 2 일

14.2 From Dating to Sex Work

Korea could be said to be exploring a small sexual revolution right now. What has led to this point? How are dating practices changing? What about sex work? What about attitudes towards Korean bodies?

Reading: Lee Jinkyung, "Introduction: Proletarianizing Sexuality and Race" [this is a book introduction, the whole book is written by Lee, so if you cited this you would cite the BOOK, not the chapter]

Pre-watching: Asian Boss, "This 45-year old Sex Worker Is Fighting to Keep Her Job"

https://youtu.be/h1_2-1cHMLY

Pre-watching: CNA Insider, "South Korea's Granny Prostitutes"

<https://www.youtube.com/watch?v=G-TxKz6iww>

Optional: Stephen Epstein and Rachael M. Joo "Multiple Exposures: Korean Bodies and the Transnational Imagination" [presentation of masculinity / femininity in Korean media]

Optional: John Lie, "The Transformation of Sexual Work in Twentieth Century Korea" [history of sex work for US soldiers]

Optional: Marion Schulze "Inappropriate Desire and Heterosexuality Negotiated: The Case of Women K-Drama Watchers" [int'l viewers negotiating attraction to (younger) Korean men in K-dramas]

12 월 7 일

15.1

12 월 9 일

15.2 Wrap-up Discussion

Final Papers Due

** This syllabus is the first place you should look for answers to your questions about course requirements, expectations, and policies. By enrolling in this course, you are agreeing to adhere to the requirements, expectations and policies outlined in this syllabus, including sections on academic misconduct. **