



Gender and Social Change in Korea

Spring 2020 | 01:574:310:01

Department of Asian Languages and Cultures

Rutgers University - New Brunswick

Instructor: Haruki Eda | **Contact:** haruki.eda@rutgers.edu

Class:

Tuesdays and Thursdays, 4:30pm-5:50pm
Frelinghyusen Hall A4 (College Avenue)

Office hours:

Tuesdays 2-3pm or by appointment
Scott Hall 340



Yi Yu-t'ae, *Research*, 1944, ink and color on paper, 212 x 153 cm. Courtesy of the National Museum of Modern and Contemporary Art, Korea.

Course Description

How have gender roles and sexual norms in the Korean society shifted over time? How have drastic social transformations shaped the lives of women, men, and non-binary people of Korean descent? How might we understand the past, present, and future of the Korean Peninsula from a gender perspective in transnational contexts? This course examines these questions of gendered belonging and exclusion in Korea with particular attention to the shifting constructions of femininity and masculinity in the transnational history of Korea, from the late 19th century into contemporary times. A gender-based analysis allows us to achieve a deeper understanding of major processes like Japanese colonization, national division, the Korean War, Cold War and U.S. hegemony, dictatorship and democratization, and neoliberal globalization. We will interrogate such issues as family and marriage; education, labor, and employment; colonialism, war, and militarization; sexual violence and human rights; migration and citizenship; division and (re)unification; diaspora and transnational community; consumption, identity, and selfhood; and political engagement. As we disentangle the history and geopolitics of gender relations surrounding the Korean society, we will practice critical thinking rooted in postcolonial feminism to evaluate contentious ideas around sovereign nationhood, cultural traditions, social progress, political solidarity, and human agency.

**This syllabus models after Professor Suzy Kim's 2018 syllabus, particularly its reading list.*

Learning Goals

- ★ Understand modern Korean history with a focus on women's and gender history.
- ★ Examine how gender is constructed in different historical periods, intersecting with other systems of hierarchy such as race, class, nationality, ethnicity, and sexuality.
- ★ Read and interpret texts as sources for the past and present, critically assessing their reliability and credibility.
- ★ Write clearly and concisely, synthesizing multiple texts, to make persuasive and insightful arguments.
- ★ Listen actively and speak effectively in class discussions and presentations.

Course Structure

Participation

Classes will focus on discussions, not lectures. This means that the most important ideas will come from everyone, not just me. We must complete the assigned reading before class and identify two specific passages in the text that we want to bring up in the discussion. Do look up unknown words, concepts, people, and events on the Internet. We are not expected to understand everything, but we should be able to say what we do and do not understand about the reading. Please bring the reading to class (hard copy or laptop/tablet, not smartphone).

Participation will be assessed for UNITS 1, 2, and 3 of the semester separately (see the schedule below). Attendance alone does not earn you points; active participation means contributing to the discussion consistently in every class without disengaging (dozing off, checking your phone, etc.). Each student will co-facilitate the class discussion at least twice throughout the semester. The successful facilitators will 1) briefly summarize the argument and evidence in the text; 2) present discussion questions referring to specific passages; 3) offer a preliminary analysis of the text; and 4) guide the structure of the class discussion with activities for at least 30 minutes. Poor facilitation will result in a deduction of

participation points. I encourage you to briefly discuss your facilitation plans with me in advance. Education is always collective and collaborative – we will help each other out.

Analytical Essays

Throughout the semester, we will write three analytical essays in which we closely analyze and synthesize some of the assigned texts to formulate an original perspective or argument. The task is to contextualize and evaluate different perspectives concerning a problem and to clarify your position with clear textual evidence. Mere summaries of the readings will not pass. I will provide essay open-ended prompts to guide your thinking, and you can select the texts from the assigned readings.

- Essay #1: 500-600 words based on two articles from the first three assigned readings
- Essay #2: 1,500-1,700 words based on six articles from UNIT 1
- Essay #3: 1,500-1,700 words based on six articles, including one optional, from UNIT 2

On the due dates for Essays #2 and #3, we will peer-review our essays (please bring one hard copy), and we may opt to revise and resubmit the essay within a week. Resubmission will not be accepted if the essay is late or incomplete (i.e. below the required word count) on the due date.

Research Teach-in

At the end of the semester, we will hold a teach-in based on individual research projects related to social movements or social change related to Korea. Each student will present for 5 minutes followed by Q&A. We must submit research abstracts outlining the topic, question, findings, and implications in 250-300 words, with a list of at least five sources; at least two of the sources must be academic. Presentations will be assessed for the performance as well as the content. The purpose of a teach-in is to educate each other about important issues that we should all care about. We shall expect logical but passionate discussions.

Assessment and Grading

Participation	30%	10 points each for UNITS 1 through 3
Analytical Essays	50%	10 points for Essay #1 20 points each for Essays #2 and #3
Research Teach-in	20%	5 points for Research Abstract 5 points for the performance 10 points for the content

Assessment policy

- ❖ Absences, late arrivals, and missed work will be assessed on a case-by-case basis as part of the participation grade. Please communicate with me as honestly and early as possible if you have to miss a class.
- ❖ Late or incomplete essay submissions will result in a deduction of 5 points from each assignment. Submission portal will close one week after the due date.
- ❖ Final grades are not negotiable under any circumstance. Please do your work while you can.

Final grade range

A	90 points or more	C+	75-79 points	D	60-69 points
B+	85-89 points	C	70-74 points	F	59 points or less
B	80-84 points				

Participation grading criteria

10 points	Consistently guides and contributes to class discussion by listening and responding thoughtfully to others and frequently offering critical analyses that stimulate the conversation. Effectively performs the facilitator role.
8 points	Occasionally contributes to class discussion by offering ideas but does not fully guide it. Engages fully in small group discussion. Adequately performs the facilitator role.
6 points	Rarely contributes to class discussion. Engages occasionally in small group discussion. Needs improvement in facilitation.
0-5 points	Does not contribute to class discussion or small group discussion. Not prepared for facilitation.

*Actual grade will also reflect attendance and other factors.

Essay grading criteria

A 19-20 points	<p>Articulates a concise, nuanced, and compelling argument based on a thoughtful synthesis of the texts.</p> <p>Body paragraphs unfold a coherent flow of discussion that adds layers of complexity without simply repeating the same point with different examples.</p> <p>Discusses the quotes thoughtfully by emphasizing their logical implications.</p> <p>Concludes with further implications or remaining questions, rather than reiterating the discussion all over again.</p>
B – B+ 17-18 points	<p>Presents a clear original thesis in the beginning and elaborates on it in body paragraphs. The thesis may be shallow, predictable, or fragmented.</p> <p>Each paragraph begins and ends with an original insight derived from analysis of multiple texts. Logical connections between the paragraphs may remain implicit, or the same point may be reiterated with different examples.</p> <p>Explicitly states the logical connections between the quotes within each paragraph, rather than simply pointing out similarities.</p> <p>Includes enough specific details without making vague claims about “people,” “society,” “culture,” etc.</p>
C – C+ 15-16 points	<p>Identifies meaningful passages in the texts and discusses why they are meaningful and what their logical implications are. The interpretations may be shallow or unclear.</p> <p>Paragraphs may lack topic and concluding sentences, and the logical connections between the quotes may remain implicit.</p> <p>Synthesis of the texts is insufficient, and the most important point is buried at the end of the essay.</p> <p>Discusses too many similarities, lacks specificities, and/or makes claims that cannot be defended with concrete evidence.</p>
D 10-14 points	<p>Summary or description of the texts overwhelms the essay, and little original thinking is present.</p> <p>Uses quotes to fill sentences without discussing them, or the quotes focus on simple facts rather than the author’s perspectives.</p> <p>Logical connections between sentences are absent, and the writing sounds more like bullet points than a discussion.</p> <p>Does not incorporate enough assigned readings or otherwise fails to meet the requirements.</p>

Academic Integrity

Please cite your sources properly! Rutgers University has a policy on academic integrity that addresses plagiarism, cheating, fabrication, and so on. Whenever we use someone else's idea in our work, we must acknowledge it. The formal legal procedure outlined in this policy will be followed in the case of a violation, along with a failing grade. Please refer to this link: academicintegrity.rutgers.edu/academic-integrity-policy.

Shared Expectations

Education is emotional

We should acknowledge that education is not only a cognitive process but also an emotional one. Learning about the reality of the world might be uncomfortable or disturbing to some people, while it might be uplifting to others. Keep in mind that we are learning about social issues that literally kill people. Our discomfort may come from our privileges and probably does not save any lives, but it's an important part of collective healing. It's okay to feel uncomfortable with the reality, and we all do. Do not let your fragility hinder your learning. Education is not given, we have to earn it. You're a student, not a customer—take pride in your work.

Respect when it really matters

It's easy to respect someone we admire and agree with, but respect really matters when we encounter doubts and disagreements. Don't give in to the temptation to dismiss them as wrong, offensive, or ridiculous. Instead, we can challenge their assumptions and our own by asking questions. "Can you clarify what you mean by that?" or "Do you have specific examples in mind?" may be a good start. After engaging in such a way, if we find the other perspective to be a flawed argument, we shall generously and patiently explain it how. Conversely, when we are called out for our assumption, we should listen without arguing back defensively. It's okay to say, "I didn't think of it that way, thanks for pointing it out. I'll continue to think through this." In any case, let's assume good intention in others' ideas and questions and be mindful about the impact of our behaviors on others regardless of our intention.

Strive to ask better questions

In this course, it's more important to develop *questioning skills* than *answering skills*. While there are no "stupid" questions (we're all here to learn after all), there are better questions. They bring more to the table with new perspectives, different imaginations, creative interpretations, or practical implications. For instance: "Is XYZ still true for different contexts like ABC?" "Where did this idea originate from?" "Who benefits from spreading this viewpoint?" Don't focus on memorizing things or giving a perfect answer; instead, let's try to pose difficult and challenging questions to both ourselves and others. Meanwhile, we may find ourselves wanting to say something in class but not sure how to articulate it. We're not articulate all the time, and that's okay. Starting with questions will help us think through some difficult ideas together. We are here to help each other out.

Course Policy

- ❖ As a rule, I don't believe in punishment, but I do believe in fairness.
- ❖ I treat all students as professional adults who know how trust and integrity work. Be mindful of your behavior in class.
- ❖ If you can discuss your questions or concerns with me in person, please refrain from emailing me. I appreciate our interactions.
- ❖ If any issue comes up in your life that may prevent you from participating fully in class or completing an assignment, please notify me as soon as possible and contact the Deans of Students. It becomes more difficult to accommodate later in the semester or without proper documentation.
- ❖ I decline requests for letters of recommendation unless I'm confident that I can write a meaningful letter. I encourage students to prioritize working more closely with tenured professors than graduate student instructors, adjunct professors, or assistant professors.

Disability Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: ods.rutgers.edu/students/registration-form.

Academic and Wellness Support

Dean of Students

<http://deanofstudents.rutgers.edu/>

Student Legal Services

<http://rusls.rutgers.edu/>

Counseling, ADAP and Psychiatric Services (CAPS)

rhscaps.rutgers.edu

Violence Prevention and Victim Assistance (VPVA)

vpva.rutgers.edu

Class Schedule and Assigned Readings

UNIT 1: Modernity and Colonialism

Week 1: Introduction

Jan 21 Course Overview

Jan 23 Gender and Social Change in Transnational Contexts

Vera MacKie, "The Language of Globalization, Transnationality and Feminism," *International Feminist Journal of Politics*, 3:2 (August 2001): 180-206

Week 2: Tradition & Modernity

Jan 28 Domesticity

Hyaewool Choi, "'Wise Mother, Good Wife': A Transcultural Discursive Construct in Modern Korea," *Journal of Korean Studies* Vol. 14, No. 1 (2009): 1-34

Jan 30 Marriage & Family

Theodore Jun Yoo, "The 'new woman' and the politics of love, marriage and divorce in colonial Korea." *Gender & History* 17.2 (2005): 295-324.

Essay #1 Prompt Given – Analyze two of the three articles above in 400-500 words

Week 3: Colonialism & Womanhood

Feb 4 New Woman and Japan

Sang Mi Park, "The Making of a Cultural Icon for the Japanese Empire: Choe Seung-hui's US Dance Tours and the "New Asian Culture" in the 1930s and 1940s," *positions* 3 (2006): 597-632

Feb 6 New Woman and North Korea

Ruth Barraclough, "Red Love and Betrayal in the Making of North Korea: Comrade Hō Jōng-suk," *History Workshop Journal* 77 (Spring 2014): 86-102

Essay #1 Due

Essay #2 Prompt Given – Analyze six articles from Weeks 1 through 4 in 1,500-1,600 words

Week 4: Masculinity & Nationhood

Feb 11 New Man

Vladimir Tikhonov, "Masculinizing the Nation: Gender Ideologies in Traditional Korea and in the 1890s-1900s Korean Enlightenment Discourse," *Journal of Asian Studies* 66, no. 4 (2007): 1029-1065

Feb 13 Confucian Ideology

Eunkang Koh, "Gender issues and Confucian scriptures: Is Confucianism incompatible with gender equality in South Korea?" *Bulletin of SOAS* 71, 2 (2008): 345-362

Week 5: Writing Workshops

Feb 18 Essay #1 Feedback

Gerald Graff and Cathy Birkenstein, "Introduction: Entering the Conversation" from *They Say / I Say: The Moves That Matter in Academic Writing*, 3rd edition, (W. W. Norton 2014). Pp. 1-14. (Skim the rest of the book as much as you can)

Feb 20 Essay #2 Due: Peer-Review Day
Please submit your essay on Sakai and bring a hard copy to class.

UNIT 2: War and Division

Week 6: Militarism & War

Feb 25 Wartime Sexual Slavery

Pyong Gap Min, "Korean 'Comfort Women': The Intersection of Colonial Power, Gender and Class," *Gender and Society* 6 (2003): 938-957

[optional]

Mary McCarthy & Linda Hasunuma, "Coalition Building and Mobilization: Case Studies of the Comfort Women Memorials in the United States," *Politics, Groups, and Identities*, 6:3 (August 2018): 411-434.

Feb 27 Military Prostitution

Na Young Lee, "The Construction of Military Prostitution in South Korea during the U.S. Military Rule, 1945-1948," *Feminist Studies* 33:3 (2007): 453-481

[optional]

Katharine Moon, "Resurrecting Prostitutes and Overturning Treaties: Gender Politics in the "Anti-American" Movement in South Korea," *The Journal of Asian Studies* Vol. 66, No. 1 (February 2007): 129-157

Week 7: Geopolitics of Kinship

Mar 3 Aftermath of War

Seong-nae Kim, "Women, mourning, and the ritual for the death of family," in *Gender and Family in East Asia*, eds. Tam, Ching, Wong, and Wang (Routledge, 2014), p. 213-225

[optional]

Sonia Ryang, "Reading Volcano Island: In the Sixty-fifth Year of the Jeju 4.3 Uprising," *Japan Focus: The Asia-Pacific Journal*, 11:36:2 (September 2013). <https://apjif.org/2013/11/36/Sonia-Ryang/3995/article.html>

Mar 5 Refuge Migration

Ji-Yeon Yuh. "Moved by War: Migration, Diaspora, and the Korean War." *Journal of Asian American Studies* 8, no. 3 (2005): 277-291.

[optional]

Tobias Hübinette & James Arvanitakis, "Transracial Adoption, White Cosmopolitanism and the Fantasy of the Global Family," *Third Text* 26:6 (2012): 691-703.

Arissa Oh. "A New Kind of Missionary Work: Christians, Christian Americanists, and The Adoption of Korean GI Babies, 1955-1961." *Women's Studies Quarterly* 33, no. 3/4 (2005): 161-88. Accessed January 17, 2020. www.jstor.org/stable/40004423.

Week 8: Cold War & Its Afterlives

Mar 10 Ideals

Suzy Kim, "The Origins of Cold War Feminism During the Korean War," *Gender & History*, 31.2 (July 2019): 460-479

[optional]

Suzy Kim, "Mothers and Maidens: Gendered Formation of Revolutionary Heroes in North Korea" *Journal of Korean Studies* 19.2 (Fall 2014): 257-289

Mar 12 Ghosts

Grace Cho, "Diaspora of Camptown: The Forgotten War's Monstrous Family," *Women's Studies Quarterly* 34, nos. 1-2 (2006): 309-331

[optional]

Carolyn Choi. "Moonlighting in the nightlife: From indentured to precarious labor in Los Angeles Koreatown's hostess industry." *Sexualities* 20.4 (2017): 446-462.

Essay #3 Prompt Given –Analyze six articles, including one optional, from Weeks 6 through 9 in 1,500-1,600 words

Mar 17

Spring Break

Mar 19

Week 9: Divided States

Mar 24 Limits to Reconciliation

Shine (Shinhyung) Choi, "Love's Cruel Promises," *International Feminist Journal of Politics*, 17:1 (2015): 119-136

[optional]

Jodi Kim, "From Cold Wars to the War on Terror: North Korea, Racial Morphing, and Gendered Parodies in *Die Another Day* and *Team America: World Police*," *The Journal of Popular Culture* 48.1 (2015): 124-138

Mar 26 Limits to Integration

Hae Yeon Choo, "Gendered Modernity and Ethnicized Citizenship: North Korean Settlers in Contemporary South Korea," *Gender & Society*, Vol. 20, No. 5 (October 2006): 576-604

[optional]

Christine Kim, "Figuring North Korean Lives: Reading at the Limits of Human Rights," in Kathy J. Schlund-Vials, Guy Beauregard, & Hsiu-Chuang Lee (eds.), *The Subject(s) of Human Rights: Crises, Violations, and Asian/American Critique* (Temple 2020), p. 217-232.

UNIT 3: Globalization and Desires

Week 10: Political Transitions

Mar 31 Democracy and Women's Movements

Jeong-Lim Nam. "Gender Politics in the Korean Transition to Democracy." *Korean Studies* 24 (2000): 94-112. Accessed January 16, 2020.

[optional]

Seung-kyung Kim & Kyounghee Kim, "Gender Mainstreaming and the Institutionalization of the Women's Movement in South Korea," *Women's Studies International Forum*, 34: 5 (2011): 390-400

Apr 2 Essay #3 Due: Peer-Review Day
Please submit your essay on Sakai and bring a hard copy to class.

Research Teach-in Guidelines Distributed

**Apr 7 Week 11: Sexuality & Neoliberalism
LGBTI Identities and Movements**

Hyun-young Kwon Kim & John Cho, "The Korean Gay and Lesbian Movement 1993-2008," in Gi-Wook Shin and Paul Y. Chang, eds., *South Korean Social Movements: From Democracy to Civil Society* (Routledge, 2011): 206-223.

[optional]

Tari Young-Jung Na, Ju Hui Judy Han, Se-Woong Koo, "The South Korean Gender System: LGBTI in the Contexts of Family, Legal Identity, and the Military," *Journal of Korean Studies* 19.2 (Fall 2014): 357-377

Soo Jin Park-Kim (Park Tong), Soo Youn Lee-Kim (Siro) & Eun Jung Kwon-Lee (Yuri), "The Lesbian Rights Movement and Feminism in South Korea," *Journal of Lesbian Studies*, 10:3-4 (2007): 161-190.

Youngshik Bong, "The Gay Rights Movement in Democratizing Korea," *Korean Studies*, 32 (2008): 86-103

Apr 9 Crisis and Life Course

Jesook Song, "'A Room of One's Own': The Meaning of Spatial Autonomy for Unmarried Women in Neoliberal South Korea," *Gender, Place & Culture*, 17:2 (2010): 131-149

[optional]

John (Song Pae) Cho. 2017. "'Deferred Futures': The Diverse Imaginaries of Gay Retirement in Post-IMF South Korea." *Culture, Theory and Critique* 58 (2): 243-59.

**Apr 14 Week 12: Mobility & Immobility
(Not) Consuming**

Sharon Heijin Lee, "Beauty Between Empires: Global Feminism, Plastic Surgery, and the Trouble with Self-Esteem," *Frontiers*, 37:1 (2016): 1-23

[optional]

Jee Eun Regina Song, "The Soybean Paste Girl: The Cultural and Gender Politics of Coffee Consumption in Contemporary South Korea," *Journal of Korean Studies* 19.2 (Fall 2014): 429-448

Apr 16 (Not) Claiming Rights

Hae Yeon Choo, "The Cost of Rights: Migrant Women, Feminist Advocacy and Gendered Morality in South Korea" *Gender & Society*, Vol. 27, No. 4 (2013): 445-468

[optional]

Minjeong Kim, "South Korean Rural Husbands, Compensatory Masculinity, and International Marriage," *Journal of Korean Studies* 19.2 (Fall 2014): 291-325

Research Abstract Due – Describe your research topic in 250-300 words and list at least five academic or journalistic sources

Week 13: Contested Citizenship

Apr 21 Militarized Citizenship

Seungsook Moon, "Trouble with Conscription, Entertaining Soldiers: Popular Culture and the Politics of Militarized Masculinity in South Korea," *Men and Masculinities* Vol. 8, No. 1 (July 2005): 64-92

[optional]

Insook Kwon, "Gender, Feminism and Masculinity in Anti-Militarism," *International Feminist Journal of Politics* Vol. 15, No. 2 (2013): 213-233

Apr 23 Marketed Citizenship

Eleana Kim, "Wedding Citizenship and Culture: Korean Adoptees and the Global Family of Korea," *Social Text* 74.21(1) (Spring 2003): 57-81

[optional]

John Lie. "Why Didn't "Gangnam Style" Go Viral in Japan?: Gender Divide and Subcultural Heterogeneity in Contemporary Japan." *Cross-Currents: East Asian History and Culture Review* 3.1 (2014): 6-31.

Week 14: Social Movements and Social Change

Apr 28 Research Teach-in: Day 1

Apr 30 Research Teach-in: Day 2

We will form themed panels based on the Research Abstracts. Please upload your PowerPoint file on Drop Box on Sakai before class begins.

Course Completed!
