

Gender and Social Change in Korea

Fall 2019 | 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
Murray Hall 113 (College Avenue)

Office hours:

Tuesdays after class or by appointment

Course Description

This course examines questions of gendered belonging and exclusion in Korea with particular attention to the shifting constructions of femininity and masculinity in the modern history of Korea from the late 19th century into contemporary times. Concepts such as New Woman and Modern Boy surfaced in discourses at the turn of the last century, as gender became one of the primary sites by which notions of “tradition” and “modern” came to be defined. We begin with a brief introduction and critique of the way “traditional” Korea is defined, before moving chronologically through the Japanese colonial occupation of Korea, the liberation and division of Korea, and the subsequent divergent paths of the two Koreas. We will examine how gender intersects with political, social, cultural, and economic developments in modern Korea through multiple media such as film, K-pop, K-drama, and social media, in addition to primary historical sources.

**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 and Fishbowls

Classes will focus on discussions, not lectures. We must complete the assigned reading(s) and prepare preliminary questions regarding two specific passages in the text before class. Do look up words, concepts, people, and things 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 readings. Please bring the readings to class (hard copy or laptop/tablet, not smartphone). Two or three students will be selected randomly each class to participate in a fishbowl discussion, before the rest of the class can speak. We will begin the fishbowl with basic questions: Who is the author? Why did they write this text? What is their core assertion? What evidence do they present? What is worthy about their perspective? Every other class, we will spend the last 10-15 minutes to produce brief weekly reflections on a shared online document to prepare for analytical essays. Participation is defined broadly to mean more than speaking in the fishbowls.

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 different perspectives with one another and evaluate their salience. Mere summaries of the readings will not pass. Outside sources are not permitted, and Essays #2 and #3 must integrate two of the optional readings from Weeks 6-9 and 10-13, respectively. Each essay should be 1,400-1,600 words. Essay prompts and requirements will be distributed two weeks before the due date. On the due date, 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.

Creative Project

At the end of the semester, we will present our individual creative projects in class. We must compose an image and a pairing text that respond to the course content and present them orally. The image must be original but may include photos found in digital archives (i.e. digitized materials in governmental or university archives) as a minor part of it. Otherwise, no image found on the Internet is permitted. The image can be photos, drawings, paintings, or collages. We may present a series of images. The text must also be original but may include quotes from an interview we conduct. It can be a poem, a story, or a speech that accompanies or enhances the image but not explains it. The text should be read aloud or performed and not be part of the image. Please run your ideas with me in person at least once before the final presentation; otherwise, unexpected point deduction may result from insufficient engagement. Presentations should be no longer than 5 minutes each.

Assessment and Grading

Participation and Fishbowls	5 points × 4 fishbowls	20%
Analytical essays (1,400-1,600 words)	20 points × 3 essays	60%
Creative project (image, text, and performance)	20 points	20%

Final grade range

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

Assessment policy

- Up to two absences can be excused without explanation. Third and later absences will each result in 5 points deduction from participation/fishbowl. Six or more absences in total will automatically result in an F regardless of any other points earned.
- Consistent lack of class participation beside the fishbowls will result in up to 10 points deduction from the final grade.
- Consistent failure to produce weekly reflections will result in up to 10 points deduction from the final grade.
- Late or incomplete essay submissions will result in 5 points deduction 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.

Essay grading criteria

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

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

PART 1: Modernity and Colonialism	
Week 1: Introduction	
Sep 3	Course Overview
Sep 5	Gender and Knowledge Sandra Harding, "Is there a feminist method?" <i>Feminism and science</i> (1989): 18-32.
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Week 2: Framing Tools	
Sep 10	De-centering the West Chandra Mohanty, "Under Western Eyes: feminist scholarship and colonial discourses," <i>Feminist Review</i> 30 (Autumn 1988): 61-88
Sep 12	Centering the East Eunkang Koh, "Gender issues and Confucian scriptures: Is Confucianism incompatible with gender equality in South Korea?" <i>Bulletin of SOAS</i> 71, 2 (2008): 345-362
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Week 3: Tradition & Modernity	
Sep 17	Domesticity Hyaeweol Choi, "'Wise Mother, Good Wife': A Transcultural Discursive Construct in Modern Korea," <i>Journal of Korean Studies</i> Vol. 14, No. 1 (2009): 1-34
Sep 19	Marriage & Family Theodore Jun Yoo, "The 'new woman' and the politics of love, marriage and divorce in colonial Korea." <i>Gender & History</i> 17.2 (2005): 295-324.
	Essay #1 Prompt Given
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Week 4: Colonial Modernity	
Sep 24	New Woman Ruth Barraclough, "Red Love and Betrayal in the Making of North Korea: Comrade Hō Jōng-suk," <i>History Workshop Journal</i> 77 (Spring 2014): 86-102 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," <i>positions</i> 3 (2006): 597-632
Sep 26	New Man Vladimir Tikhonov, "Masculinizing the Nation: Gender Ideologies in Traditional Korea and in the 1890s-1900s Korean Enlightenment Discourse," <i>Journal of Asian Studies</i> 66, no. 4 (2007): 1029-1065
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Week 5: Listening, Reading, and Editing	
Oct 1	Lecture by Dr. Wei Jun Chang (Nagoya University) in the Alexander Library, Pane Room at 4:30pm – please arrive promptly Dr. Chang is a scholar of gender, sexuality, and popular culture in Japan and Taiwan. Let's think about gender in East Asia from a cross-cultural framework.

- Oct 3** **Essay #1 Due: Peer-Review Day**
Please submit your essay on Sakai and bring a hard copy to class.

PART 2: War and Division

- Oct 8** **Week 6: Militarism & War**
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 - Essay #2 must integrate at least two of the optional readings from Weeks 6-9 in your analysis.]

Jackie Kim-Wachutka, "When Women Perform Hate Speech: Gender, Patriotism, and Social Empowerment in Japan," *Japan Focus: The Asia-Pacific Journal* Vol. 17 No. 11 Issue 1 (June 1, 2019). <https://apjif.org/2019/11/Kim-Wachutka.html>

- Oct 10** **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]

Katherine 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

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- Oct 15** **Week 7: Geopolitics of Family**
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

- Oct 17** **Transnational Adoption**
Eleana Kim, "Wedding Citizenship and Culture: Korean Adoptees and the Global Family of Korea," *Social Text* 74.21(1) (Spring 2003): 57-81

[optional]

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

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- Oct 22** **Week 8: Temporality of Cold War**
Revolutionaries
Suzy Kim, "Mothers and Maidens: Gendered Formation of Revolutionary Heroes in North Korea" *Journal of Korean Studies* 19.2 (Fall 2014): 257-289

[optional]

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

- Oct 24** **Ghosts**

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

Essay #2 Prompt Given

Oct 29	Week 9: Divided States Limits to Reconciliation Shine (Shinhyung) Choi, "Love's Cruel Promises," <i>International Feminist Journal of Politics</i> , 17:1 (2015): 119-136
Oct 31	Limits to Belonging Hae Yeon Choo, "Gendered Modernity and Ethnicized Citizenship: North Korean Settlers in Contemporary South Korea," <i>Gender & Society</i> , Vol. 20, No. 5 (October 2006): 576-604

PART 3: Globalization and Desires	
Nov 5	Week 10: Masculinity Seungsook Moon, "Trouble with Conscription, Entertaining Soldiers: Popular Culture and the Politics of Militarized Masculinity in South Korea," <i>Men and Masculinities</i> Vol. 8, No. 1 (July 2005): 64-92 [optional - Essay #3 must integrate at least two of the optional readings from Weeks 10-13 in your analysis.] Insook Kwon, "Gender, Feminism and Masculinity in Anti-Militarism," <i>International Feminist Journal of Politics</i> Vol. 15, No. 2 (2013): 213-233
Nov 7	Essay #2 Due: Peer-Review Day Please submit your essay on Sakai and bring a hard copy to class.

Nov 12	Week 11: Consuming the Other "Beautiful" Commodities Sharon Heijin Lee, "Beauty Between Empires: Global Feminism, Plastic Surgery, and the Trouble with Self-Esteem," <i>Frontiers</i> , 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," <i>Journal of Korean Studies</i> 19.2 (Fall 2014): 429-448
Nov 14	"Troubled" Commodities Jodi Kim, "From Cold Wars to the War on Terror: North Korea, Racial Morphing, and Gendered Parodies in <i>Die Another Day</i> and <i>Team America: World Police</i> ," <i>The Journal of Popular Culture</i> 48.1 (2015): 124-138 [optional] Ju Hui Judy Han, "Shifting Geographies of Proximity: Korean-led Evangelical Christian Missions and the U.S. Empire," in McGranahan, Carole, and John F. Collins, eds. <i>Ethnographies of US Empire</i> (Duke University Press, 2018): 194-213.

**Week 12: Gendered Mobility
Citizenship & Human Rights**
Nov 19 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

Nov 21 Migrant Labor
Miliann Kang, "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons," *Gender and Society* Vol. 17, No. 6 (December 2003): 820-839

[optional]

Choi, Carolyn. "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

**Week 13: Sexuality & Society
LGBT Politics**
Nov 26 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

[optional]

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.

Nov 28 Turkey Day – NO CLASS

**Week 14: Korean Wave
Anti-Korean Wave**
Dec 3 Lie, John. "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.

Dec 5 Essay #3 Due: Peer-Review Day
Please submit your essay on Sakai and bring a hard copy to class.

**Week 15: Conclusion
Creative Project Presentations**
Dec 10 Please upload your PowerPoint file via Drop Box on Sakai before class.

Dec 12 Essay #3 Revise & Resubmit by 5pm
