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| **Faculty Information** | **Name** | |  | | | | | | | | |
| **E-mail** | |  | | | | | | | | |
| **Home University** | |  | | | | | | | | |
| **Department** | |  | | | | | | | | |
| **Homepage** | |  | | | | | | | | |
| **Course Information** | **Class No.** | |  | **Course Code** | | |  | | **Credits** | | 3 |
| **Course Name** | | ***East Asian Social and Cultural Studies***  ***(with a Focus on South Korean Society)*** | | | | | | | | |
| **Lecture Schedule** | | **Total Contact Hours** | | | | | 45 hours | | | |
| **Lecture Hour** | | | | | 12:30-15:30, Mon-Fri | | | |
| **Course Description** | | This graduate-level sociology course analyzes the socio-cultural dynamics of contemporary South Korean society, exploring patterns of social stratification, generational interaction, and systemic transformation. Using theoretical frameworks from critical sociology (Bourdieu, Foucault), feminist theory (Connell), and globalization studies, students examine Korea’s unique social formations—including its educational meritocracy, aging demographics, gender relations, and multicultural labor landscapes. The curriculum emphasizes empirical research and policy innovation, integrating analyses of social contradictions with case studies of governance models (e.g., welfare reforms, digital citizenship initiatives). | | | | | | | | |
| **Course Objective** | | • Theorize Korea’s social stratification through Bourdieu’s cultural capital and habitus, analyzing how the meritocratic education system shapes class dynamics.  • Analyze gender dynamics in Korean society, examining the negotiation of workplace norms post-#MeToo movements and the rise of single-person households.  • Evaluate state interventions in demographic transitions—including low fertility trends and aging populations —through comparative welfare state frameworks.  • Analyze the social dynamics of Korea’s digital transformation—encompassing data governance practices and AI-driven policies—using Weberian theories of rationalization.  • Produce a publishable sociological research paper on Korean social innovations, suitable for Journal of Korean Studies or Sociological Research Online. | | | | | | | | |
| **Prerequisite** | | Coursework in sociology, social policy, cultural studies, or related social sciences. | | | | | | | | |
| **Materials/Textbooks** | | **Core Readings:**  • Kim, H.-n., & Song, P. (2007). *Modern Korean Society: its development and prospect*. Center for Korean Studies, Institute of East Asian Studies, University of California. **ISBN: 978-1-55729-086-1**  • Cho, H.-y., Surendra, L., & Cho, H.-j. (2013). *Contemporary South Korean society: a critical perspective*. Routledge. **ISBN: 978-0415691390**  **Supplementary Materials:**  • Reports from the Korean National Statistical Office (KOSIS) on “Social Trends 2030”  • Case studies from the Korean Women’s Development Institute (KWDI) on gender equality policies | | | | | | | | |
| **Daily**  **Lecture Plan** | **Week 1** | **Day** | **Topic** | | **Learning Objectives** | | | | | **Assignment** | |
| Day 1 | Meritocracy and Cultural Capital: The Sociology of College Entrance Exams | | Analyze how higher education pathways reflect class dynamics through Bourdieu’s theoretical lens. | | | | | Activity: Visualize KOSIS data on university enrollment trends by socioeconomic status (2010–2025). | |
| Day 2 | #MeToo Movements and Workplace Culture: Negotiating Gender Norms in Korea | | Compare feminist activism in Korea with global contexts using intersectional frameworks. | | | | | Seminar: Analyze legal cases from the Korean Gender Equality Tribunal (2020–2024) to trace policy impacts. | |
| Day 3 | Fertility Patterns and State Interventions: Rethinking Pro-Natalist Strategies | | Evaluate Korea’s demographic shifts (0.72 fertility rate in 2023) through Esping-Andersen’s welfare regime theory. | | | | | Guest Lecture: Policy analyst on childcare subsidy programs and their socioeconomic impacts. | |
| Day 4 | Technological Care Solutions vs. Migrant Labor: Models of Elderly Support in Korea | | Critique care labor systems using Arlie Hochschild’s emotional labor theory. | | | | | Case Study: Comparative analysis of robotic care facilities in Daegu and migrant caregiver networks. | |
| Day 5 | Irregular Employment and Social Inclusion: Migrant Youth in Urban Korea | | Analyze migrant worker networks (1.3 million individuals) through Castells’ theory of the network society. | | | | | Workshop: Design a cultural integration program for migrant children in Seoul’s educational system. | |
| **Week 2** | Day 1 | Data Practices and Social Control: Digital Platforms in Korean Society | | Assess tech companies’ data governance through Foucault’s panopticon framework. | | | | | Lab: Ethical analysis of Naver’s data policies using international compliance standards (GDPR). | |
| Day 2 | Online Discourse and Generational Dialogue: Youth Narratives in Digital Spaces | | Interpret youth subcultures (e.g., “No Age, No Marriage, No Children”) through Baudrillard’s simulacra theory. | | | | | Assignment: Content analysis of Reddit’s r/Korea discussions on generational relations. | |
| Day 3 | Basic Income Experiments in Busan: Evaluating Welfare Program Efficacy | | Apply Rawls’ difference principle to assess UBI trials (2022–2025). | | | | | Policy Simulation: Draft an evidence-based proposal for expanding UBI to low-income families. | |
| Day 4 | Agri-Tech Cooperatives and Rural Revitalization: New Village Movement 2.0 | | Compare contemporary rural initiatives with 1970s Saemaul Undong development models. | | | | | Virtual Field Trip: Tour a smart farm in Jeollabuk-do with local agricultural innovators. | |
| Day 5 | Innovative Approaches to Korean Social Research | | | Draft a 3-page proposal for studies like “The Sociology of Digital Currency Communities in Korea. ” | | | | Peer Review: Evaluate proposals based on methodological rigor and policy relevance. | |
| **Week 3** | Day 1 | Quantitative and Qualitative Approaches: Studying Migrant Youth in Incheon | | | Design the cultural identity survey using KOSIS research templates. | | | | Activity: Practice qualitative coding of migrant youth interviews with Dedoose software. | |
| Day 2 | Youth Employment Solutions: Partnering with Seoul Metropolitan Government | | | Develop skills-training programs for NEET populations (Not in Education, Employment, or Training). | | | | Deliverable: Cost-benefit analysis for social inclusion initiatives with participation metrics. | |
| Day 3 | Polishing Sociological Arguments on Korean Social Dynamics | | | Revise thesis introductions to integrate structural analysis with policy recommendations. | | | | Instructor Feedback: Ensure alignment with critical sociological theories and empirical data. | |
| Day 4 | Showcasing Korean Social Innovations: Evidence-Based Policy Insights | | | Present research findings in a simulated conference setting. | | | | Rubric: Evaluate presentations on theoretical depth, empirical rigor, and policy applicability. | |
| Day 5 | Final Assessments | | |  | | | |  | |
| **Grading Policy** | **Assessment Component** | | Class Participation | | | | | | | 10% | |
| Strategic Policy Project | | | | | | | 40% | |
| Final Sociological Research Report | | | | | | | 50% | |
| **Total** | | | | | | | **100%** | |
| **Assessment**  **Details** | | **• Final Sociological Research Report**  4,000–4,500 words, focusing on empirical analysis of a Korean social issue (e.g., labor precarity, aging policies).  **• Strategic Policy Project**  15–20-page policy brief + 12-minute pitch, incorporating data from Korean government agencies (e.g., KOSIS, Ministry of Employment and Labor).  **• Class Participation**  Active engagement in discussions, case analyses, and peer feedback sessions, with a focus on applying sociological theories to Korean social problems. | | | | | | | | |