

ASIA 367

Contemporary Korean Culture

(Unofficial title: Reading Korean Culture through Korean Media Products)

Location: Tuesday Buchanan D 222/ Thursday Woodward IRC 3 (9:30-11)
Instructor: CedarBough T. Saeji (Dr. Saeji; University of British Columbia)
Office: Auditorium Annex Building A, Room 244E
Office Hours: Monday, Wednesday (by appointment)
TA:

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. Students are not expected to be deeply familiar with Korean media, history, culture, or language, however, class lectures, activities, and discussions will presume that the average student has some knowledge through previous classes in Asian Studies, following Korean popular culture, or growing up in a Korean family. Despite that previous learning, 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. Through the class you should also come to understand structural links between and among Korean culture and society. In general the earlier weeks focus on class topics that can be characterized as framing (foundational to Korean society) while later classes are issue-based. Because the class addresses a broad range of topics, there is a concern that student assignments would become boring *reports* regurgitating cultural assumptions and common knowledge. In addition, one of my ongoing interests is media literacy. Therefore, in order to improve the focus and uniqueness of the course work, and insure that students examine a topic in detail, students will, in groups, watch and discuss one TV program. This program will be used as a lens through which to examine an aspect of Korean culture. Students' course work will include explanations of how the issue is visible in the program, as well as quotes, and other examples drawn from their TV program. This will encourage students to become more active and discerning media consumers and will serve as a sort of laboratory for students to examine Korean culture.

This class will include approximately 50 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 generally 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.

Format for Written Work:

All written work will be completed in 12 point Times New Roman (font) or 11 point Calibri with single spaced 10 point footnotes (not endnotes), in-text citations (ex. Warnberg 1987: 37, or to prevent confusion with common Korean family names, Kim HR 1987: 37) and a works cited list (using Chicago Humanities). Usage of Romanized Korean terms (instead of translations) with an explanation at the first usage is highly encouraged. Quotations and paraphrasing may be used (should be used), however, *this must be accompanied by a complete and accurately formatted bibliographic entry (using Chicago)*. Korean-language sources will be welcomed, as long as they are properly referenced (including translation and Romanization of the title and name of journal/book and Romanization of the other information (no translation needed). There is a guide to making biblio entries for Korean sources on CANVAS in the "useful files" folder.

Romanization:¹

All student work will adhere to the RR Romanization system (ROK government's system). However, names of famous people may be written in the established and published manner— even though their spelling is not standard (classic example, President Rhee Syngman). If an established non-standard Romanization of a Korean name does not exist, write it in RR Romanization. Names of Korean scholars who *publish in English* will be rendered in that scholar's chosen spelling. *Korean names will be written in the Korean order*, for example Park Jinyoung not Jinyoung Park.

Textbook

There is no textbook, however, there are many readings on canvas. 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" on Netflix)
- 2) 청춘시대 "Age of Youth" (also called "Hello My Twenties") (s. 1 or s. 2, your choice)
- 3) 김과장 "Chief Kim" (also called "Good Manager")
- 4) 미생 "Misaeng" (also called "An Incomplete Life")
- 5) 태양의 후예 "Descendants of the Sun"
- 6) 응답하라 1994 "Reply 1994"
- 7) 밀회 "Secret Affair"
- 8) 38 사기동대 "38 Squad"
- 9) 혼술남녀 "Drinking Solo"

¹ A complete guide to the government's Romanization system has been uploaded to CANVAS. Please read it carefully, do not assume you know how to Romanize Korean words. You will lose points for mistakes.

10) 불후의 명작 "Immortal Classic"

11) 라이브 "Live"

Course Work and Grading Details

Students will assign themselves to a group related to a single TV program or drama. Students are not required to meet members of the group in person (outside class time), and grades are not tied to other members of their group. Groups will have a minimum of 5 people and a maximum of 7. If a TV program or drama cannot attract 4 people, it will be cut from the list and the people interested in that program will have to become part of a group related to another program instead.

1) Blog

Each group will build a blog about the chosen television program. This blog will include the following elements:

a. links

b. a short synopsis of each episode (synopsis can be copied from another site, it should be 5 sentences at most).

c. discussion of each episode.

For every episode you will exchange discussion leaders. One student will have to upload an analysis of one issue or theme in the episode, followed by several questions for other students. Other students in the group will then engage in the discussion that the leader had set up with his/her post. This will keep your discussion focused and therefore more useful.

❖ Every student will lead the blog discussion twice.

❖ Every student will participate in discussion for all episodes of the drama.

You are welcome to add links into your discussion relating what you're saying to other online sources, or to include citations to readings (of course use Chicago for the citations), or to include screen shots from the episode, photos, or gifs as illustrations of your point. If others who are not class members join in on your blog, that's fine. If they say unconstructive or annoying things, delete it, but if they just add to your discussion, then that's fine—you could benefit from some random person joining in—why not? Please remember that this is a public blog, so the language should be respectful to others and thoughtful.

35% of Student Grade - Blog

- 10% for participating in discussion of episodes
- 20% for leading the two discussions (10% each) – your discussion should reflect the sort of deep thought needed to earn 20% of your grade—this is *as important as an exam*.
- 5% for other additions to the blog such as links, photos, and generally making it worth visiting. This 5% does not have to be shared by all members of the group—if you create some cool aspect of the blog, do a bunch of work on it, then send an email and let --- know about it, or if it's an entire new entry, sign it with your name. In the absence of such info we will give all members of the group the same score for this 5%.

2) Leading in-Class Discussion

Each TV program group will be responsible for leading discussion for approximately three topics. The group members split up and each lead discussion with a small group of classmates who are not part of the same TV program group. Discussion leaders are responsible for in-depth reading of the assigned *and* optional reading in advance for their topic. They will present the key points from the optional reading and lead discussions based on their pre-prepared questions about the issues

presented in class and in the readings. TV program groups are welcome to cooperate (online/in person) to understand the readings, to prepare methods to present the information, and to brainstorm excellent discussion questions or techniques (debates, role plays, etc.). The professor and TA will move around to monitor. **20% of Student Grade**

3) Exams or Paper

Students must choose which option to take before the midterm exam begins.

Exam Option: Exams will take multiple topics from class form them into a single question and ask students to answer the questions with reference to class lecture and the readings.

A. "Midterm" Essay: Students will be given a choice of several questions and will answer two of them. The exam will be online and students will be given only three hours to complete the work. **15% of Student Grade**

B. Final Exam: The final exam will include a couple shorter questions and a couple longer essay questions. Again, students will choose which ones to answer. The exam will be online and students will be given several hours to complete the work. **30% of Student Grade**

Both exams require a full Chicago bibliography, and abundant citations.

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. Argument and Outline Check: 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. **15% of Student Grade**

B. Final Paper: The paper, approx 3,200-4,000 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 such as how educational norms in Korea are shown in the drama. Students will be able to be choose their topic freely as long as they connect it to the drama they watched. **30% of Student Grade**

Please note: I am very good at finding plagiarism (even when it's from a non-English original source) and 如果你用電腦翻譯，你就完蛋了。

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

Lecture Topics and Reading List²

9 월 6 일

1 Introductory Class: Studying Korean Culture through Hallyu Products

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

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

Reading: 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"

Optional: Jennifer Kang "Just another Platform for Television?: The Emerging Web Dramas as Digital Culture in South Korea"

9 월 11 일

Framing Korea:

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: Tommy Tran, "Imagining Urban Community: Contested Geographies and Parallax Urban Dreams on Cheju Island, South Korea"

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"

Also: Try to connect an understanding of Korea's geography to what we learned in the first class and the Cho or Wall required reading from Monday (since you probably didn't read them before Monday's class)

9 월 13 일

3 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: 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: Jin Bumsub and Jeong Seongjung "The Impact of Korean Television Drama Viewership on the Social Perceptions of Single Life and Having Fewer Children in Married Life"

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

² I retain the right to make small modifications to dates and topics, however details of grading and due dates will not shift.

9 월 18 일

4 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: Song Jesook, "Family Breakdown and Invisible Homeless Women: Neoliberal Governance during the Asian Debt Crisis in South Korea, 1997-2001"

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

9 월 20 일

5 Food & Drink / Korean Public Etiquette

Now that we've talked about etiquette in speech, what about etiquette beyond speech? 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: Han Kyung-koo "The 'Kimchi Wars' in Globalizing East Asia: Consuming Class, Gender, Health, and National Identity"

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

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

9 월 25 일

6 Language and Etiquette

How is etiquette communicated in Korean language? Let's talk about Korean language, terms of address, verb endings and such to better parse the way characters in dramas and real-life people are talking to each other.

Reading: Yoon Kyungjoo "Not Just Words: Korean Social Models and the Use of Honorifics"

Optional: Lucien Brown, "Korean Honorifics and 'Revealed', 'Ignored' and 'Suppressed' Aspects of Korean Culture and Politeness"

9 월 27 일

7 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: 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"

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

10 월 2 일

8 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: Masaki Tosa "Sport Nationalism in South Korea: An Ethnographic Study"

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

10 월 4 일

9 The DPRK

This class will allow us to briefly bring the DPRK into our classroom, to directly discuss the reclusive society. Most importantly, we should understand how the DPRK is seen and understood in the South.

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"

Optional: Rudiger Frank, "Consumerism in North Korea: The Kwangbok Area Shopping Center"

10 월 9 일

10 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"

10 월 11 일

Society and Social Issues:

11 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"

Paper Proposals Due October 12th

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. It is somewhat acceptable to be slightly late, but you must choose to write the exams or the paper before the midterm exam 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. And, because we do not use PAGES or HWP, we will ignore submissions in those formats.

10 월 16 일

12 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"

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"

10 월 18 일

13 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"

Optional: Suh Jaejung "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 → *jaebeol* or *chaebŏl* are the only acceptable ways for you to write this word]

Midterm Exam October 19th

Before the exam begins, students must choose the exam option or the paper option (if you are doing the paper option you must submit your proposal as directed above). The exam will be in long essay format and will require many of the same skills as the paper, but will give you less choice of topic and will add time stress. The exam will become visible as an announcement on Canvas exactly at 7 pm. Students will have to choose which questions to answer and return the exam to Canvas. 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 we do not use PAGES or HWP, we will not grade exams in those formats.

10 월 23 일

14 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"

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'"

10 월 25 일

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

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

10 월 30 일

16 Dating Practices and Sex, Sex Work, and Desire

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]

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]

11 월 1 일

17 Documentary Viewing

11 월 6 일

18 Multiculturalism 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: 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]

11 월 8 일

19 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"

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]

11 월 13 일

20 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"

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 15 일

21 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"

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

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

11 월 20 일

22 Sports, International Sporting Competitions, and Korea

How has Korea's participation in international sporting competitions, and particularly hosting such competitions marked significant turning points and changes in Korea? Focus on the 1988 Olympics, the 2002 World Cup, and the 2018 Pyeongchang Olympics, Taekwondo, and significant Korean athletes.

Reading: Lee Hyunjung and Cho Younghan, "Performing Nation-ness in South Korea during the 2002 Korea-Japan World Cup"

Optional: Udo Moenig, Cho Sung-kyun, and Kwak Taek-yong, "Evidence of Taekwondo's Roots in Karate: An Analysis of the Technical Content of Early Taekwondo Literature"

Optional: Rachael Miyung Joo, "'She Became Our Strength': Female Athletes and (Trans)National Desires"

11 월 22 일

23 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: 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 Illchul, "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 27 일

24 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"

11 월 29 일

25 Popular Media Representing Korea

What does it mean that popular media is the face of Korea to the world? In this last class I will give a short lecture and we will have a longer group discussion of this issue. Each blog group should read one of the readings, after groups are made remind me to divide up the readings below:

Optional: Han Gilsoo, "K-Pop Nationalism: Celebrities and Acting Blackface in the Korean Media"

Optional: Mary Ainslie "K-dramas across Thailand: Constructions of Koreanness and Thainess by Contemporary Thai Consumers"

Optional: Jin Dalyong and Yoon Kyong "The Social Mediascape of Transnational Korean Pop Culture: Hallyu 2.0 as Spreadable Media Practice"

Optional: Koichi Iwabuchi "Korean Wave and Inter-Asian Referencing"

Optional: Shim Doobo "The Growth of Korean Cultural Industries and the Korean Wave"

Optional: Jang Gunjoo and Paik Won K., "Korean Wave as Tool for Korea's New Cultural Diplomacy"

Optional: Kim Ju-oak and Huang Luling, "The Unscripted Format Trade in a New Era of the Korean Wave: A Comparative Analysis of the Chinese Remaking of the Korean Reality TV Show, *Daddy, Where Are You Going?*"

Optional: Jung Hyeri "Transnational Media Culture and Soft Power of the Korean Wave in the United States"

NOVEMBER 30th 5-11PM ONLINE FINAL EXAM

The exam will become visible as an announcement on Canvas exactly at 4 pm. Students will have to choose which questions to answer and return the exam to Canvas. Exam files **MUST** be docx, doc, or rtf. File names must follow this pattern: ChoiSuhyunFINAL.docx

Why? Your exam will be in the same alphabetical order as the gradebook. And, because we do not use PAGES or HWP, so we will not grade exams in those formats.

Final papers are due on 12/5 (papers are later *only* because I cannot grade both at the same time but a few more days can improve a paper).

* ***This syllabus is a contract between you and the instructor.*** *It 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.* *