

# East Asian Social Comparison

## Instructor:

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## Course Description

This course aims to enhance students' knowledge of East Asian societies and cultivate their ability to analyse social issues and phenomena in these societies through a comparative lens. By comparing the social phenomena in Japan, South Korea, and Taiwan and analysing the causes of and patterns in these phenomena, students are encouraged to explore the distinctions of/between East Asian societies and cultures and theorise back to the Western-centric social theories and concepts.

East Asian Social Comparison is also a foundation course for the Junior Sociologist Workshop jointly designed and held by the Departments of Sociology at Kyoto University, National Taiwan University, and Seoul National University. While taking part in the Junior Sociologist Workshop is not mandatory for students who take this course, they are strongly encouraged to participate in this annual summer workshop.

The Junior Sociologist Workshop is a four-day student-centred event held in either Japan, South Korea, or Taiwan depending on the host University. This year it will be held in South Korea. With careful arrangements of the host university, students conduct two-day fieldwork (mainly on-site observation) to examine local social issues and compare them with those in other East Asian societies. They then present and discuss their research projects in a two-day conference. Eligible students for this workshop should have a major, either as a single major or part of a double major, in Sociology, as the workshop is an academic collaboration at a departmental level.

這是一門介紹東亞社會的課程，旨在培養學生對台灣、南韓和日本三個社會的知識與比較視野，修課同學有機會參與臺大社會系與京都大學、首爾大學社會系合作交流的Junior Sociologist Workshop進行。

特別說明：臺大社會學系每年暑期與京都大學、首爾大學共同舉辦 East Asian Junior Sociologists Workshop。這項以學生為參與主體的學術交流活動，每年輪流在日本(京都)、南韓(首爾)、臺灣(臺北)舉辦。交流活動共4天，前2天由在地學校安排具有社會學研究意義的田野實地觀察，讓學生從田野中了解當地社會議題，並與其他東亞社會做比較。後面2天則為論文研討會，由學生發表論文，進行討論。這項學術交流，2023年夏天將在南韓

舉行。由於此為系級的交流活動，所以有興趣參與的同學，必須具備社會系、或社會系雙修生的身份。本課程鼓勵社會系（含雙主修）的修課學生參與夏天舉行的East Asian Junior Sociologists Workshop，但這並非修課的強制規定。第一次上課請務必出席。

### **Course objectives:**

At the end of this course, students are expected to (1) have a basic understanding of the social phenomena and the forces behind them in Japan, South Korea, and Taiwan, (2) be able to analyse them on a comparative basis, and (3) give an academic presentation in English with full confidence.

在跨國比較的框架下，理解臺日韓三個社會的普遍性與特殊性。本課程也將訓練學生以英文進行簡報。

### **Office hours:**

My office hours are by appointment only via email.

### **Course requirements:**

1. Your attendance at this course and active participation in class discussions are essential to the successful completion of this course.
2. Please read at least **one** of the required readings before attending the class.
3. You have to work with another 3-4 people in this course on a group project, evaluated by **two group presentations (in English only)** and a group report **of 6,000-9,000 words in English or 7,000-12,000 words in Chinese (APA format)**. Please send me the list of your group members and the research topics you will work on **by the 20th of March** (Week 5). Between **Weeks 10 and 12**, all the groups present their research outlines, background, and methods to gather and utilise feedback to refine their project. You have to present project findings in **Week 16 (the 5th of June)** and submit the written report **by the 11th of June**. The written report should include an introduction, research background, your interests/questions, literature review, findings, discussions, and conclusion. I will explain my expectation for your written report and presentations in the first class.
4. **Literature review or memos on International Conference on Continuity and Changes in Families in East Asia/the Kim Koo-NTU lectures:** Please write a literature review on the topic of your group project. The literature review should be between **800 and 1,200 words** (excluding the references/bibliography) if written in English and **between 1,000 and 2,000 words** (excluding the references/bibliography) if written in Chinese. Please use the APA

style and submit the review **by the 11th of June**. Alternatively, you can attend either the **International Conference on Continuity and Changes in Families in East Asia** on March 24-25 or the **Kim Koo-NTU lectures** (talent acquisition policies among Asian countries) held between late May and early June and then write a memo on the event you attend. The memo should include the summary of four conference sessions or four of the lectures and your reflections on these sessions or lectures. The length of the memo should be around 1,000-2,000 words in English or 2,000-4,000 in Chinese, formatted in APA style. Information about the conference can be found at <https://survey.sinica.edu.tw/PSFD2023conference/>.

**5. All the submissions should be done via email (sending to [wychung@ntu.edu.tw](mailto:wychung@ntu.edu.tw)).**

Literature review or lecture/conference memo:	20%
Mid-term presentation:	10%
Final presentation:	20%
A final group report:	25%
Class attendance and participation:	25%

## **Course Outline**

### **Week 1: Introduction**

#### Required reading:

Chua, B. (2015). Inter-Asia referencing and shifting frames of comparison. In C. Johnson, V. Mackie, and T Morris-Suzuki (eds.). *The Social Sciences in the Asian Century*. Australian National University. (pp. 67–80)

#### Optional readings:

Gills, B. K. (2000). The crisis of postwar East Asian capitalism: American power, democracy and the vicissitudes of globalization. *Review of International Studies*, 26, 381–403.

Inter-referencing Asia <https://www.youtube.com/watch?v=Ux9XlIteNuQQ>

Iwabuchi, K. (2014). De-westernisation, inter-Asian referencing and beyond. *European Journal of Cultural Studies*, 17(1), 44–57. <https://doi.org/10.1177/1367549413501483>

### **Week 2: 228 Holidays**

### **Week 3: Compressed modernity in East Asia**

#### Required readings:

Chang, K. and Song, M. (2010). The stranded individualizer under compressed modernity: South

Korean women in individualization without individualism. *The British Journal of Sociology* 64(3), 539–564.

Gills, B. K. (2000). The crisis of postwar East Asian capitalism: American power, democracy and the vicissitudes of globalization. *Review of International Studies*, 26, 381–403.

Wong, J. (2004). The adaptive developmental state in East Asia. *Journal of East Asian Studies*, 4(3), 345–362.

Optional readings:

Hell Joseon: The price of happiness in South Korea | Deciphering South Korea

<https://www.youtube.com/watch?v=M1zoyyj0jMg>

South Korean employees work excessive hours

[https://www.youtube.com/watch?v=l\\_ZFlI9BX9w](https://www.youtube.com/watch?v=l_ZFlI9BX9w)

South Korea's growing household debt | Undercover Asia | Full Episode

<https://www.youtube.com/watch?v=E8cbwbTqmCw>

South Korea inequality: Youth fed up with wealth gap

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

Why does Japan work so hard? | CNBC Explains [https://www.youtube.com/watch?v=9Y-](https://www.youtube.com/watch?v=9Y-YJEtXHeo)

[YJEtXHeo](https://www.youtube.com/watch?v=9Y-YJEtXHeo)

白永瑞，2016，橫觀東亞：從核心現場重思東亞歷史。聯經。(第1–4章)

山田昌宏，方瑜譯，2021，社會為何對年輕人冷酷無情：清貧浪潮與家庭崩壞，向下流動的社會來臨。立緒。

新社會研究院，宋佩芬譯，2016，憤怒的數字：韓國隱藏的不平等報告書。希代多媒體。

Chang, K.S. (2010) *South Korea under compressed modernity: Familial political economy in transition*. New York and London: Routledge.

Jung, M. (2017). Precarious Seoul: Urban inequality and belonging of young adults in South Korea. *Positions: Asia Critique*, 25(4), 745–767.

World Bank. (1993). *The East Asian miracle*.

<https://documents1.worldbank.org/curated/en/975081468244550798/pdf/multi-page.pdf>  
(Overview & Chap. 1-5)

**Week 4: Ethnic relations in East Asia**

Required readings:

Comparing Immigration Policies in Taiwan, South Korea and Japan

<https://www.youtube.com/watch?v=XYINjbLN0n8>

Yu, S. (2020). Gendered nationalism in practice: An intersectional analysis of migrant integration policy in South Korea. *Gender & Society*, 34(6), 976–1004.

Optional readings:

An inside look at Japan's growing immigrant population | CNA Correspondent

<https://www.youtube.com/watch?v=BRr5MI9QCIY&t=556s>

Lesbian factory <https://www.youtube.com/watch?v=5LGiQnb3hEI&t=182s>

South Korea's 'hidden' migrant workers - BBC News

<https://www.youtube.com/watch?v=UdcJaLd62TY>

金賢美，杜彥文譯，2019，我們都離開了家。臺灣商務出版社。

Xiang, B., & Lindquist, J. (2014). Migration infrastructure. *International Migration Review*, 48(1\_suppl), 122–148. <https://doi.org/10.1111/imre.12141>

**Week 5: Gender regimes in East Asia**

**Submit the list of your group members and research topic**

Required reading:

Chang, H. 2020. Do gender systems in the origin and destination societies affect immigrant integration? Vietnamese marriage migrants in Taiwan and South Korea. *Journal of Ethnic and Migration Studies*, 46(14), 2937–2955.

Kennett, P. A., Chan, K., Ngan, L. L. (2016). Global policy paradigms, gender equality and everyday lives in Beijing, Hong Kong, Seoul and Taipei. *Gender, Place & Culture*, 23(9), 1343–1359.

Ninomiya, Shūhei. 2022. In Family Law, Japan becoming the land time forgot.

<https://www.nippon.com/en/in-depth/d00855/>

Optional readings:

From Makeup to Military: The changing Korean male | Deciphering South Korea - Ep 2 | Documentary <https://www.youtube.com/watch?v=wmYMGomeSic&t=978s>

South Korea's gender wars: Trolls, threats and anger online | 101 East

<https://www.youtube.com/watch?v=gy4oFVuNPkg&t=452s>

Deciphering Japan - S1E1: A Woman's role

<https://www.channelnewsasia.com/watch/deciphering-japan/womans-role-1466431>

Why Is Japan's gender gap so wide? | Deciphering Japan | Episode ¼

<https://www.youtube.com/watch?v=5dsD6FWfZHE>

飯島裕子，洪于琇譯，2020，瀕窮女子：正在家庭、職場、社會窮忙的女性。大塊文化。

飯島 裕子，2016，ルポ 貧困女子。岩波新書。

日本 NHK 特別採訪小組（NHK「女性の貧困」取材班），李穎，2021，女性貧困：負債、漂流、未婚單親，陷入惡性循環的貧困女子。寶瓶文化。

NHK「女性の貧困」取材班，2014，女性たちの貧困 “新たな連鎖”の衝撃。

Chung, W. (2022). Gendering distance, gendered housework: examining the gendered power dynamics through housework allocation in Taiwanese homes. *Gender, Place, & Culture*, 29(11), 1594–1645.

Oh, E. (2018). Who deserves to work? How women develop expectations of child care support in Korea. *Gender & Society*, 32(4), 493–515. <https://doi.org/10.1177/0891243218772495>

White, L. (2019). *Gender and the Koseki in contemporary Japan: Surname, power, and privilege*. Routledge.

## **Week 6: The gendered East Asian welfare regimes**

### Required readings:

Brinton, M. C. and Oh, E. (2019). Babies, work, or both? Highly educated women's employment and fertility in East Asia. *American Journal of Sociology*. 125(1), 105–140.

Chung, W., Yeung, W., & Drobnič, S. (2021). Family policies and care regimes in Asia. *International Journal of Social Welfare*, 30(4), 371–384.

Fleckenstein, T., & Lee, S. C. (2017). Democratization, post-industrialization, and East Asian welfare capitalism: The politics of welfare state reform in Japan, South Korea, and Taiwan. *Journal of International and Comparative Social Policy*, 33(1): 36–54.  
<https://doi.org/10.1080/21699763.2017.1288158>

Ninomiya, Shūhei. 2022. In Family Law, Japan becoming the land time forgot.  
<https://www.nippon.com/en/in-depth/d00855/>

Ochiai, E. (2009). Care diamonds and welfare regimes in East and Southeast Asian societies: Bridging family and welfare sociology. *International Journal of Japanese Sociology*, 18(1), 60–78.

Oh, E. and Mun, E. (2022). Compensatory work devotion: How a culture of overwork shapes women's parental leave in South Korea. *Gender & Society*, 36(4), 552–577.

Optional readings:

Deciphering Japan - S1E3: Ageing society

<https://www.channelnewsasia.com/watch/deciphering-japan/ageing-society-1467296>

Deciphering Japan - S1E2: Live to work

<https://www.channelnewsasia.com/watch/deciphering-japan/live-work-1466841>

NHK 特別採訪小組，鄭舜瓏譯，2014，無緣社會：無緣死三萬二千人的衝擊。新雨出版社。

Novak, K. (2015, October 23). 'Forgotten': South Korea's elderly struggle to get by. CNN.

<https://edition.cnn.com/2015/10/23/asia/s-korea-elderly-poverty/index.html>

Kim, Y. and Kim, S. (2020). Relational ethics as a cultural constraint on fathers' parental leave in a Confucian welfare state, South Korea. *Social Policy Administration*, 54, 684–698.

**Week 7: Spring Break**

**Week 8: LGBTQ in East Asia**

The lecture of this week will be given in the form of a pre-recorded video followed by a 45-minute on-line discussion between group members on selected issues as the instructor will be abroad for a conference.

Please watch one of the following video clusters before (virtually) attending this week's class:

- (1) *How Do LGBT See Japanese Society* (<https://www.youtube.com/watch?v=SBJYj31guJU>) + *Being A Gay Couple In Japan* (ft. *TabiEats*) (<https://www.youtube.com/watch?v=8uURruX09Cg>) + *Do Koreans Support LGBTQ+?* ([https://www.youtube.com/watch?v=p\\_vsIEs72p8](https://www.youtube.com/watch?v=p_vsIEs72p8)) + *Meet The Activists Calling For LGBTQ+ Rights In South Korea* (<https://www.youtube.com/watch?v=np11KUwJc30>)

**OR**

- (2) *Taiwan's LGBT Pride Most Asked Questions* (<https://www.youtube.com/watch?v=mLiSgDWXTKM>) + *Born This Way: LGBTQ+ Pride Parade Crowned in Asia* (<https://www.youtube.com/watch?v=X3JBUfecPTQ>)

Required readings:

Chen, C. (2019). Migrating marriage equality without feminism: Obergefell v. Hodges and the legalization of same-sex marriage in Taiwan. *Cornell International Law Journal*, 52, 65–107.

Chung., W. (2021). Same-sex partnership in the family policies of Japan, Singapore, and Taiwan. *International Journal of Social Welfare*, 30(4), 465–477.

Friedman, S. and Chen, C. (2022). Same-sex marriage legalization and the stigmas of LGBT co-parenting in Taiwan. *Law & Social Inquiry*, 0(0), 1–29.

Jung, M. (2019). Challenges and opportunities in East Asia: South Korea, Taiwan, Hong Kong, and Japan. L. R. Mendos (ed.). *State-sponsored homophobia 2019*. Geneva: ILGA, pp.129–131.

Optional reading:

Cheng, N., Henry, M., & Kim, S. (2021). The resilience of East Asia's LGBTQ community. *The Diplomat*. <https://thediplomat.com/2021/09/the-resilience-of-east-asias-lgbtq-community/>

**Week 9: Sexual citizenship in East Asia +Mid-term presentation**

Group presentations on the summary of the discussions in the previous week

**Week 10: Joint lecture led by KU, NTU, and SNU +Mid-term presentation**

Topics and readings to be confirmed

**Week 11: Joint lecture led by KU, NTU, and SNU +Mid-term presentation**

Topics and readings to be confirmed

**Week 12: Joint lecture led by KU, NTU, and SNU +Mid-term presentation**

Topics and readings to be confirmed

**Week 13: Joint lecture led by KU, NTU, and SNU**

Topics and readings to be confirmed

**Week 14: Joint lecture led by KU, NTU, and SNU**

Topics and readings to be confirmed

**Week 15: Joint lecture led by KU, NTU, and SNU**

Topics and readings to be confirmed

**Week 16: Students' final presentations**