



## HS/PO/SO 331 DAILY LIFE AND YOUTH IN KOREA: HISTORY, IDENTITY, AND CHANGE

IES Abroad Seoul Center

### COURSE DESCRIPTION:

This course offers an interdisciplinary approach to understanding South Korean youth by treating everyday life not as background context, but as a critical site where history, power, and meaning intersect. Rather than approaching youth through statistics or abstract demographic categories alone, the course centers young people as lived subjects and meaning-making agents who actively navigate, negotiate, and contest the conditions of “compressed modernity.” Drawing on history, sociology, anthropology, political science, psychology, cultural studies, and media studies, the course examines how major structural forces—colonialism, authoritarianism, democratization, neoliberal restructuring, and globalization—are experienced in intimate and ordinary domains such as education, family, work, romance, beauty practices, religion, digital media, popular culture, and political participation. Topics include exam pressure and shadow education, familism and delayed life transitions, gender conflict and backlash politics, precarious labor and the “Spec Generation,” multiculturalism and belonging, K-pop and global youth culture, and digitally mediated youth activism.

### COURSE OBJECTIVE:

Students engage closely with academic scholarship alongside films, digital media, and site-based observation in Seoul, learning to read youth narratives as windows into broader social structures. Throughout the course, particular attention is paid to how young Koreans articulate aspirations, frustrations, and ethical dilemmas as they seek what many describe as a *livable* or “good” life under conditions of uncertainty. By foregrounding youth narratives, self-reflexive observation, and comparative analysis, the course encourages students not only to understand Korean youth society on its own terms, but also to reflect on their own life choices, values, and visions of human flourishing. Korean cases are placed in dialogue with Japan and other societies as part of the broader Seoul–Tokyo program, allowing students to explore both shared generational pressures and context-specific responses to late modernity. Designed for students from all disciplines, the course combines conceptual rigor with experiential learning, inviting students to treat Korea as a “living textbook” through which to rethink identity, belonging, citizenship, and what it means to aspire to the good life in a rapidly changing world.

**CREDITS:** 3 credits

**CONTACT HOURS:** 45 hours

**LANGUAGE OF INSTRUCTION:** English

**INSTRUCTOR:** Wondong (Andy) Lee, PhD

**PREREQUISITES:** None

**ADDITIONAL COST:** None

### METHOD OF PRESENTATION:

- Short lectures introducing key historical contexts and interdisciplinary analytical frameworks
- Seminar-style discussions grounded in academic readings and shared interpretation of cultural texts
- Guided cultural analysis of films, TV clips, social media, and everyday youth practices
- Field-based instruction during course-related trips in Seoul, linking site-based observation to course concepts
- Student-led cultural analysis of media, everyday practices, and youth narratives and comparative presentations
- Reflective writing that integrates experiential learning, ethnographic observation, and theoretical concepts

### REQUIRED WORK AND FORM OF ASSESSMENT:

- Active Participation & Preparation – 10%
- Team Presentation – 20%
- Individual Research Presentation – 20%
- Individual Research Paper – 50%

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## **COURSE ELEMENT:**

### **Active Participation & Preparation**

Students are expected to complete all assigned readings and media materials prior to each class session and to engage actively in seminar discussions, group activities, and course-related trips. In this course, participation is understood broadly. It includes careful and critical reading of texts, attention to historical context and power relations, thoughtful questioning of how youth experiences are shaped by institutions such as family, education, labor markets, gender norms, nationalism, and digital platforms, and respectful engagement with diverse perspectives. Participation also involves bringing observations from everyday life in Seoul, including public spaces, media, conversations, and site visits, into class discussion. Evaluation emphasizes consistency, depth of engagement, and analytical curiosity rather than the frequency of speaking alone.

### **Team Presentation: Comparative Analysis of Youth in Korea and Japan**

Team presentations are conducted as a comparative analysis of youth in South Korea and Japan, in line with the Seoul–Tokyo program’s shared academic framework. Working in small groups, students select a theme related to youth everyday life, such as education pressure, precarity, gender politics, popular culture, digital media, work, family, or belonging, and examine how it is experienced, narrated, or contested in both national contexts. Presentations (15–18 minutes) should clearly define the theme, explain its relevance to youth studies, apply key course concepts such as compressed modernity, precarity, identity, and aspiration, and draw on readings, lectures, and empirical examples. Visual materials (PowerPoint slides) are required. Assessment focuses on analytical clarity, comparative depth, conceptual integration, and collaborative effort.

### **Individual Research Presentation**

Each student delivers a 12–15 minute presentation based on their final Individual Research Paper. The presentation should introduce the research question, explain why the topic matters for understanding youth and everyday life in contemporary Korea, and situate the analysis within relevant course themes. Students should summarize key arguments or findings and highlight how their case illuminates broader patterns or tensions discussed throughout the course. Presentations are expected to communicate complex ideas clearly, make effective use of visual materials (PowerPoint slides), and connect individual research to wider social, cultural, and political debates addressed in the course.

### **Individual Research Paper**

Students write a 2,500–3,000-word research paper that investigates a specific issue related to daily life and youth in South Korea, treating young people as meaning-making agents navigating structural constraints rather than as abstract data points or demographic categories. Papers must use at least three academic sources from the syllabus and two additional scholarly sources, integrate empirical materials such as media texts, interviews, field observations, or statistics, and develop a clear, sustained argument. Students are encouraged to reflect on how structural forces—such as neoliberalism, nationalism, familism, gender regimes, or digital capitalism—shape youth aspirations and struggles, and what these dynamics reveal about “aspiring to the good life” and possibilities for human flourishing in contemporary Korea. A one-page proposal is due mid-semester for instructor feedback and will be discussed through a *Workshop: Individual Research Project Proposals*. Papers are evaluated on analytical rigor, engagement with course materials, originality, clarity of argument, and the ability to link everyday youth experiences to broader social structures and narratives. The paper is due in the last week of class.

## **LEARNING OUTCOMES:**

By the end of the course, students will be able to:

- Analyze how historical processes—colonialism, authoritarianism, democratization, and compressed modernity—continue to shape daily life and youth identity in Korea.
- Interpret a range of sources (academic texts, films, TV dramas, social media, policy debates, everyday observations) using interdisciplinary analytical lenses.
- Compare Korean youth experiences with those in Japan and other societies, identifying both convergences and context-specific dynamics.
- Evaluate how institutions such as family, school, labor markets, religion, and digital platforms structure opportunity, inequality, and belonging for young people.
- Critically assess representations of Korean youth in popular media, including the Korean Wave, beauty culture, and digital



fandoms.

- Integrate field-based observations from Seoul into written and oral analysis, linking course-related trips and everyday encounters to broader debates about citizenship, peoplehood, and the future.
- Develop and communicate a sustained argument about a specific issue facing Korean youth through written work.

#### **ATTENDANCE POLICY:**

Attendance is mandatory for all class sessions and course-related trips organized by IES Abroad Seoul. One unexcused absence is permitted without penalty. Each additional unexcused absence will lower the final course grade by one-third of a letter grade (e.g., A → A- → B+ → B, etc.). Unexcused absences include travel, oversleeping, non-emergency appointments, or failure to notify the instructor in advance. Only documented illness, family emergencies, or absences approved in advance by IES Abroad Seoul will be considered excused. Arriving more than 10 minutes late or leaving early may be recorded as an absence. Repeated late arrivals or early departures may add up to a full absence. Missed presentations, assignments, or activities during course-related trips cannot be made up without valid documentation and prior communication. After four total absences (excused or unexcused), the student may be referred to the Academic Program Manager and Center Director at IES Abroad Seoul, and the home institution may be notified. Students are responsible for monitoring their own attendance and communicating proactively with the instructor and IES Abroad Seoul staff.

## CONTENT:

| Session                   | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1 - Session 1</b> | <p><b>From “Miracle on the Han” to “Hell Joseon”: Why Study South Korea’s Youth Everyday Life?</b></p> <ul style="list-style-type: none"> <li>Understand why “youth everyday life” matters politically, historically, and analytically</li> <li>Grasp Korea’s transition from “Miracle on the Han” to “Hell Joseon” as a generational rupture</li> <li>Learn core analytical concepts for the course, including compressed modernity and precarity</li> <li>Compare global images of Korean youth with lived realities of pressure, inequality, and aspiration</li> <li>Reposition youth discourse as social critique rather than moral failure</li> </ul> | <p>Readings:</p> <ul style="list-style-type: none"> <li>Anderson, Bryce. 2025. “Hell Joseon.” In <i>The Dark Side of Our Society: An Ethnography of Suicide, Mental Health, and Education in (Post-) COVID South Korea</i>, 68–89. Routledge.</li> <li>Cho, Haejoang, and Jeffrey Stark. 2016. “South Korean Youth Across Three Decades.” In <i>Routledge Handbook of Korean Culture and Society</i>, edited by Youna Kim, 119–133. Routledge.</li> </ul>                                                                                                    |
| <b>Week 1 - Session 2</b> | <p><b>Compressed Modernity and Family Transformation: Why Family Matters for Understanding Korean Youth</b></p> <ul style="list-style-type: none"> <li>Understand compressed modernity as a lived social condition of simultaneity and acceleration</li> <li>See the family as a key mediating institution between state, market, and individual</li> <li>Trace family transformation under rapid development, urbanization, and neoliberalization</li> <li>Analyze gendered inequality within family change and uneven redistribution of care</li> <li>Link family change to youth precarity, delayed transitions, and emotional insecurity</li> </ul>    | <p>Readings:</p> <ul style="list-style-type: none"> <li>Chang, Paul Y. 2020. “The Evolution of the Korean Family: Historical Foundations and Present Realities.” In <i>Korean Families Yesterday and Today</i>, edited by Hyunjoon Park and Hyeyoung Woo. University of Michigan Press.</li> <li>Finch, John, and Seung-kyung Kim. 2016. “The Korean Family in Transition.” In <i>Routledge Handbook of Korean Culture and Society</i>, edited by Youna Kim, 134–148. Routledge.</li> </ul>                                                                  |
| <b>Week 1 – Session 3</b> | <p><b>Education Pressure, Parental Involvement, and the Shadow Education System</b></p> <ul style="list-style-type: none"> <li>Understand Korean education as a family-centered project and moral obligation</li> <li>Analyze shadow education (<i>hakwon</i>) as a parallel institution and marketized safety net</li> <li>Trace how exam regimes discipline time, aspiration, and youth subjectivity</li> <li>Link education pressure to social inequality, class reproduction, and stratification</li> <li>Reframe educational intensity beyond moral judgment toward structural analysis</li> </ul>                                                    | <p>Readings:</p> <ul style="list-style-type: none"> <li>Kim, Yong-Chan. 2016. “High School Years.” In <i>Shadow Education and the Curriculum and Culture of Schooling in South Korea</i>, 125–152. Palgrave Macmillan.</li> <li>Kim, Young Chun, Jae-seong Jo, and Jung-Hoon Jung. 2024. “Beyond Tiger Parenting: Korean ‘Bear’ Mom’s Educational Sacrifices for Their Children’s Success.” In <i>South Korean Education and Learning Excellence as a Hallyu: Ethnographic Understandings of a Nation’s Academic Success</i>, 168–181. Routledge.</li> </ul> |

| Session            | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Week 2 – Session 4 | <b>Session 4. Kkondae Culture, Power Distance, and Mental Health</b> <ul style="list-style-type: none"> <li>Understand “kkondae” as a generational power structure and moral authority</li> <li>Analyze language, speech norms, and hierarchy as tools of social control</li> <li>Link generational conflict and power distance to youth distress and burnout</li> <li>Examine mental health stigma alongside institutional gaps in support systems</li> <li>Situate youth suffering within broader conditions of anomie, fatalism, and precarity</li> </ul>                      | Readings: <ul style="list-style-type: none"> <li>Anderson, Bryce. 2025. “The Kkondae: Social Expectations and the South Korean Boomer.” In <i>The Dark Side of Our Society: An Ethnography of Suicide, Mental Health, and Education in (Post-) COVID South Korea</i>, 41–67. Routledge.</li> <li>Anderson, Bryce. 2025. “Mental Health and Support Systems in the South Korean Context.” In <i>The Dark Side of Our Society: An Ethnography of Suicide, Mental Health, and Education in (Post-) COVID South Korea</i>, 115–140. Routledge.</li> </ul> |
| Week 2 – Session 5 | <b>Beauty, Plastic Surgery, and the Moral Body in Contemporary Korea</b> <ul style="list-style-type: none"> <li>Understand cosmetic surgery as biopolitics and self-governance, not mere vanity</li> <li>Analyze “Gangnam-style beauty” as a localized global aesthetic, beyond Western imitation</li> <li>Examine beauty as a form of moral performance and social responsibility</li> <li>Link appearance management to class mobility, employability, and social legitimacy</li> <li>Critically assess the paradox of normalization, excess, and aesthetic pressure</li> </ul> | Readings: <ul style="list-style-type: none"> <li>Leem, So Yeon. 2017. “Gangnam-Style Plastic Surgery: The Science of Westernized Beauty in South Korea.” <i>Medical Anthropology</i> 36 (7): 657–671.</li> <li>Elfving-Hwang, Joanna. 2013. “Cosmetic Surgery and Embodying the Moral Self in South Korean Popular Makeover Culture.” <i>The Asia-Pacific Journal</i> 11 (24), no. 2.</li> </ul>                                                                                                                                                      |
| Week 2 – Session 6 | <b>Choosing Love in an Age of Uncertainty: Marriage and Youth in Korea</b> <ul style="list-style-type: none"> <li>Reframe marriage as a “gateway” to life planning, not a guarantee of stability</li> <li>Analyze marriage as an ethical–economic negotiation under uncertainty</li> <li>Understand the individualization of love, commitment, and marital choice</li> <li>Examine gendered tensions shaping marriage expectations and decisions</li> <li>Situate non-marriage as an active and strategic life choice</li> </ul>                                                  | Readings: <ul style="list-style-type: none"> <li>Lee, Hyunhee. 2025. “Changing Meanings of Love and Marriage in South Korea.” In <i>Changing Cultural Landscapes of South Korea</i>, edited by Niki Alsford and Nora Kim, 73–95. Palgrave Macmillan.</li> <li>Landgraf, Carolin. 2021. “Designing and Planning Marriage.” In <i>Aspiring to the Good Life in Seoul: Ethics and Economics in the Narratives of Young South Koreans</i>, 141–164. Göttingen University Press.</li> </ul>                                                                |

| Session                | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 3 –<br>Session 7  | <b>Feminism, Backlash, and Gender War Politics in Contemporary Korea</b> <ul style="list-style-type: none"> <li>Examine youth attitudes toward social minorities, including Muslim and LGBTQ+ persons</li> <li>Analyze conditional acceptance and forms of “selective tolerance” toward these minorities</li> <li>Understand the role of familism, moral order, and heteronormativity in shaping responses to difference</li> <li>Explore backlash politics, moral panic, and culture-war narratives surrounding minority visibility</li> <li>Situate minority youth issues within broader social, cultural, and generational transformations</li> </ul>         | Readings: <ul style="list-style-type: none"> <li>Jung, Gowoon, and Minyoung Moon. 2024. “‘I Am a Feminist, But . . .’: Practicing Quiet Feminism in the Era of Everyday Backlash in South Korea.” <i>Gender &amp; Society</i> 38 (2): 216–243.</li> <li>Lee, Young-Im. 2025. “Blaming Feminists, Claiming Pain: Anti-Feminist Discourse and Electoral Mobilization by New Men’s Solidarity in South Korea.” <i>Women’s Studies International Forum</i> 112: 103159.</li> </ul> |
| Week 3 –<br>Session 8  | <b>Course-Related Trip 1: National Museum of Contemporary History of Korea</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 3 –<br>Session 9  | <b>Course-Related Trip 2: National Museum of Korea Democracy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 4 –<br>Session 10 | <b>Workshop: Individual Research Project Proposals</b><br><i>* A proposal (approx. 1 page) is due for feedback.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 4 –<br>Session 11 | <b>Negotiating Difference: Youth, Minorities, and Cultural Conflict in Korea</b> <ul style="list-style-type: none"> <li>Examine youth attitudes toward social minorities, including Muslim and LGBTQ+ persons</li> <li>Analyze conditional acceptance and forms of “selective tolerance” toward these minorities</li> <li>Understand the role of familism, moral order, and heteronormativity in shaping responses to difference</li> <li>Explore backlash politics, moral panic, and culture-war narratives surrounding minority visibility</li> <li>Situate minority youth issues within broader social, cultural, and generational transformations</li> </ul> | Readings: <ul style="list-style-type: none"> <li>Yang, Sungeun. 2021. “Young Generation’s Perceptions of Same-Sex Sexuality and Attitudes Toward Same-Sex Marriage in South Korea.” <i>SAGE Open</i> 11(3): 1–9.</li> <li>Yuk, Joowon. 2025. “The Protestant Right and the Rise of Islamophobia in South Korea.” <i>Anthropology of the Middle East</i> 20(2): 44–63.</li> </ul>                                                                                               |

| Session                | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 4 –<br>Session 12 | <b>Rethinking Koreanness: Multiculturalism, Education, and the Politics of Belonging in South Korea</b> <ul style="list-style-type: none"> <li>Define the “politics of belonging” in South Korea as a contested process of inclusion, exclusion, and recognition</li> <li>Trace the historical making of ethnic nationalism and <i>danil minjok</i> ideology</li> <li>Explain Korea’s “emerging multiculturalism” amid demographic and policy change</li> <li>Analyze teachers as gatekeepers of national identity and multicultural norms</li> <li>Connect discourse on Koreanness to power, institutions, and everyday governance</li> </ul> | Readings: <ul style="list-style-type: none"> <li>Lim, Timothy C. 2025. “South Korea and the Politics of Ethnic Nationalism.” In <i>South Korea and the Politics of Ethnic Nationalism</i>, edited by Timothy C. Lim, 1–18. Lynne Rienner Publishers.</li> <li>Kim, EunJung. 2025. “Between Ethnic Nationalism and Multiculturalism: South Korean Teachers’ Perspectives in the Emerging Multicultural Society.” In <i>Belonging in Culturally Diverse Societies: Official Structures and Personal Customs</i>, edited by Ingrid Muenstermann, 119–133. IntechOpen.</li> </ul>            |
| Week 5 –<br>Session 13 | <b>K-pop, Dance, and Resonant Identity in a Global Youth Culture</b> <ul style="list-style-type: none"> <li>Understand K-pop and dance as affective and embodied media</li> <li>Analyze resonance as relational connection rather than representation</li> <li>Examine dance as a universal, bodily communicative form</li> <li>Explore participatory meaning-making through performance and imitation</li> <li>Link global resonance to youth identity formation and self-recognition</li> </ul>                                                                                                                                              | Readings: <ul style="list-style-type: none"> <li>Oh, Chuyun. 2022. “K-pop Cover Dance as Intercultural Performance.” In <i>K-pop Dance: Fandoming Yourself on Social Media</i>, 101–122. Routledge.</li> <li>Kim, Victoria. 2025. “Meaning-making of the Korean Wave for Asian American College Students.” In <i>Korean Culture in the Global Age: K-Pop, K-Drama, K-Film, and K-Literature</i>, edited by Joanne Miyang Cho and Lee M. Roberts, 114–133. Routledge.</li> </ul>                                                                                                          |
| Week 5 –<br>Session 14 | <b>“Not Korean Enough”: North Korean Youth, Belonging, and Identity Negotiation</b> <ul style="list-style-type: none"> <li>Interrogate the paradox of shared ethnicity and unequal belonging</li> <li>Analyze habitus, accent, and everyday forms of exclusion</li> <li>Examine strategies of concealment, adaptation, and self-disciplining</li> <li>Explore cosmopolitan aspiration, social mobility, and future orientation</li> <li>Understand inter-Korean identity formation beyond binary nationalism</li> </ul>                                                                                                                        | Readings: <ul style="list-style-type: none"> <li>Jung, Kyungja. 2025. “ ‘Not Korean Enough’: North Korean Defectors and Their Struggle for Identity.” In <i>South Korea and the Politics of Ethnic Nationalism</i>, edited by Timothy C. Lim. Lynne Rienner Publishers.</li> <li>Kim, Hagyun, and Kwanghyuk Kim. 2023. “North Korean Refugee Students’ Strategy of School Engagement and Its Impact on Identity in South Korea: ‘Aspiration towards an Inter-Korean Identity through a Process of Being One of Them.’” <i>Multicultural Education Review</i> 15 (4): 288–309.</li> </ul> |

| Session                | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 5 –<br>Session 15 | <b>Work, Precarity, and the Spec Generation in Contemporary South Korea</b> <ul style="list-style-type: none"> <li>Understand the Spec Generation as a product of compressed neoliberalism and intensified competition</li> <li>Analyze youth as human capital under market-driven valuation regimes</li> <li>Examine English as a deferred promise of mobility and security</li> <li>Explore precarity as a subjective and lived condition, not only an economic status</li> </ul> <p>Question what counts as a “livable life” under unstable work and future uncertainty</p> | Readings: <ul style="list-style-type: none"> <li>Cho, Haejoang. 2015. “The Spec Generation Who Can’t Say ‘No’: Overeducated and Underemployed Youth in Contemporary South Korea.” <i>positions: asia critique</i> 23 (3): 437–462.</li> <li>Park, Joseph Sung-Yul. 2021. “Becoming Precarious Subjects: The Unfulfilled Promise of English.” In <i>In Pursuit of English: Language and Subjectivity in Neoliberal South Korea</i>, 141–164. Oxford University Press.</li> </ul> |
| Week 6 –<br>Session 16 | <b>Team Presentation (Part I): A Comparative Analysis of Youth in Korea and Japan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Week 6 –<br>Session 17 | <b>Team Presentation (Part II): A Comparative Analysis of Youth in Korea and Japan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Week 6 –<br>Session 18 | <b>Course Wrap-up &amp; Individual Research Presentations</b> <p style="text-align: center;">* Individual Research Paper due</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

#### COURSE-RELATED TRIPS (SUBJECT TO CHANGE):

- Course-Related Trip 1: National Museum of Contemporary History of Korea
- Course-Related Trip 2: National Museum of Korea Democracy

#### REQUIRED READINGS:

- Anderson, Bryce. 2025. “Hell Joseon.” In *The Dark Side of Our Society: An Ethnography of Suicide, Mental Health, and Education in (Post-) COVID South Korea*, 68–89. Routledge.
- Anderson, Bryce. 2025. “Mental Health and Support Systems in the South Korean Context.” In *The Dark Side of Our Society: An Ethnography of Suicide, Mental Health, and Education in (Post-) COVID South Korea*, 115–140. Routledge.
- Anderson, Bryce. 2025. “The Kkondae: Social Expectations and the South Korean Boomer.” In *The Dark Side of Our Society: An Ethnography of Suicide, Mental Health, and Education in (Post-) COVID South Korea*, 41–67. Routledge.
- Chang, Paul Y. 2020. “The Evolution of the Korean Family: Historical Foundations and Present Realities.” In *Korean Families Yesterday and Today*, edited by Hyunjoon Park and Hyeyoung Woo. University of Michigan Press.
- Cho, Haejoang, and Jeffrey Stark. 2016. “South Korean Youth Across Three Decades.” In *Routledge Handbook of Korean Culture and Society*, edited by Youna Kim, 119–133. Routledge.
- Elfvig-Hwang, Joanna. 2013. “Cosmetic Surgery and Embodying the Moral Self in South Korean Popular Makeover Culture.” *The Asia-Pacific Journal* 11 (24), no. 2.
- Finch, John, and Seung-kyung Kim. 2016. “The Korean Family in Transition.” In *Routledge Handbook of Korean Culture and Society*, edited by Youna Kim, 134–148. Routledge.
- Jung, Gwoon, and Minyoung Moon. 2024. “‘I Am a Feminist, But . . .’: Practicing Quiet Feminism in the Era of Everyday Backlash in South Korea.” *Gender & Society* 38 (2): 216–243.
- Kim, Yong-Chan. 2016. “High School Years.” In *Shadow Education and the Curriculum and Culture of Schooling in South Korea*, 125–152. Palgrave Macmillan.

- Kim, Young Chun, Jae-seong Jo, and Jung-Hoon Jung. 2024. "Beyond Tiger Parenting: Korean 'Bear' Mom's Educational Sacrifices for Their Children's Success." In *South Korean Education and Learning Excellence as a Hallyu: Ethnographic Understandings of a Nation's Academic Success*, 168–181. Routledge.
- Landgraf, Carolin. 2021. "Designing and Planning Marriage." In *Aspiring to the Good Life in Seoul: Ethics and Economics in the Narratives of Young South Koreans*, 141–164. Göttingen University Press.
- Lee, Hyunhee. 2025. "Changing Meanings of Love and Marriage in South Korea." In *Changing Cultural Landscapes of South Korea*, edited by Niki Alsford and Nora Kim, 73–95. Palgrave Macmillan.
- Lee, Young-Im. 2025. "Blaming Feminists, Claiming Pain: Anti-Feminist Discourse and Electoral Mobilization by New Men's Solidarity in South Korea." *Women's Studies International Forum* 112: 103159.
- Leem, So Yeon. 2017. "Gangnam-Style Plastic Surgery: The Science of Westernized Beauty in South Korea." *Medical Anthropology* 36 (7): 657–671.

#### **INSTRUCTOR BIOGRAPHY:**

Wondong (Andy) Lee is a Research Professor at the Center for International Studies at Inha University and a visiting professor at Myongji University's Bangmok College of General Education. He received his Ph.D. in Political Science from the University of California, Irvine. His research focuses on religion and politics, narratives of peoplehood, and identity-based movements in contemporary Korea, including youth politics, public diplomacy, and culture wars around gender and sexuality. He has published on Korean conservative Christianity, inter-Korean relations, and anti-LGBTQ+ movements, and is currently leading a project titled *South Korean Conservative Evangelicals' Transnational Culture War: The Global Politics of Anti-Gender Discourse*. In the classroom, he combines field-based learning with close reading of texts, inviting students to treat Korea as a "living textbook" through which to rethink their own values, identities, and visions of a good life.