

## **Course Introduction**

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-centered event held in either Japan, South Korea, or Taiwan depending on the host University. This year it will be held in Kyoto, Japan. 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.

## **Course Goal**

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.

## **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 March 18 (Week 5). On March 25 (Week 6), all the groups present their research outlines, background, and methods to gather and utilize feedback to refine their project. You have to present project findings on June 3 (Week 16) and submit the written report by June 11. 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. A Memo on one of the international conferences on Asia: Please choose and attend a panel that interests you in the conferences “The Transformation of East Asian Welfare States in the Post-Covid19 Era” on March 15-16 or “ Youth and Student Movements in East and Southeast Asia” on April 12. Then write a memo on the panel you attend. The memo should include the summary of the panel presentations and your reflections on these presentations and the following Q&A and discussions. The length of the memo should be around 600-1,200 words in English or 1,000-3,000 in Chinese, formatted in APA style. The submission date is April 15 (Week 9). Information about the conferences will be released in class and at NTU bulletins soon.

## **Grading**

### **20% Panel memo**

Please choose and attend a panel that interests you in the conferences “The Transformation of East Asian Welfare States in the Post-Covid19 Era” on March 15-16 or “ Youth and Student Movements in East and Southeast Asia” on April 12. Then write a memo on the panel you attend.

The memo should include the summary of the panel presentations and your reflections on these presentations and the following Q&A and discussions. The length of the memo should be around 600-1,200 words in English or 1,000-3,000 in Chinese, formatted in APA style. The submission date is April 15 (Week 9). Information about the conferences will be released in class and at NTU bulletins soon.

### **10% Mid-term project presentation**

Please send me the list of your group members and the research topics you will work on by March 18 (Week 5). On March 25 (Week 6), all the groups present their

research outlines, background, and methods to gather and utilize feedback to refine their project.

### **20% Final presentation**

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). You have to present project findings on June 3 (Week 16).

### **25% Final group report**

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). The due date of this written report is June 11. 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.

### **25% Class attendance and participation**

## **Schedule**

### 第 1 週

#### 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)

### 第 2 週

#### 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.

### 第 3 週

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.

### 第 4 週

Gender regimes in East Asia

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/>

### 第 5 週

The gendered East Asian welfare regimes

Submit the list of your group members and research topic

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.

## 第 6 週

Midterm project presentation

## 第 7 週

LGBTQ in East Asia

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.

## 第 8 週

Midterm exam week (Break)

## 第 9 週

Sexual citizenship in East Asia

## 第 10 週

Joint lecture led by KU, NTU, and SNU (Topics and readings to be confirmed)

第 11 週

Joint lecture led by KU, NTU, and SNU (Topics and readings to be confirmed)

第 12 週

Joint lecture led by KU, NTU, and SNU (Topics and readings to be confirmed)

第 13 週

Joint lecture led by KU, NTU, and SNU (Topics and readings to be confirmed)

第 14 週

Joint lecture led by KU, NTU, and SNU (Topics and readings to be confirmed)

第 15 週

Joint lecture led by KU, NTU, and SNU (Topics and readings to be confirmed)

第 16 週

Students' final presentations