

# Understanding Diversity in Contemporary Korea

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Google classroom: TBA

**Purpose of this course:** This course aims to introduce students to different ethnic groups and subcultures in contemporary Korea, exploring the presence of different national and ethnic groups in both their original and local Korean context, along with subculture groups within the dominant Korean culture, as a way to explore Korea as a culturally diverse and globalized space.

In this course, students will learn to read and analyze texts and media related to culture; explore different cultural groups and traditions; learn about the various cultural groups resident in Korea; explore and learn about subcultures in Korea; experience different cultures firsthand by visiting relevant sites; learn to theorize about globalization and multiculturalism in Korean context.

## Required texts:

This course will rely on a course reader, drawing from a variety of academic and mainstream sources. I will provide students with copies of all required articles, which are also available through KHU library, JSTOR, and other online archives.

## Grading:

Attendance/Participation – 20%

Weekly Quizzes – 40%

Group Presentation – 40%

**Please note the importance of the group presentation** – this will be a piece of self-directed field research. Students should expect to devote time and resources to this project, which may include traveling to different locations in and around Seoul for fieldwork, taking detailed notes, and using them to create a new and unique piece of ethnographic analysis focusing on a subculture or ethnic group present in contemporary Korea.

**Attendance Policy and Late Work:** Attendance, discussion, and participation are vital and students are asked not to miss class. Students must inform the professor of conflicts or absences at one class prior to class they will miss, and no more than 3 excused absences are allowed. Unexcused absences, or more than three absences total, will have a negative impact on your participation grade. Because of its negative impact on the class, lateness also has a negative impact on participation grades, and every three (3) instances will be treated as one (1) unexcused absence. I will only grant an excused absence if provided with an official note certifying you were ill or involved in an academic activity. I do not accept excusals for sports events, job interviews, or other non-academic activities.

Work must be completed and turned in on time or early, in the case of a pre-arranged absence. If a student is ill, they should inform the professor as soon as possible by email, and follow up on any missed homework or readings before the next class. Late submissions will be penalized 5% per day (with the exception of the final group presentation, which has a firm deadline). **It is the student's responsibility to keep informed and prepared for class.**

### **Course Schedule:**

Week 1: Introduction to course

Week 2: Ethnicity

Reading: [AAA Perspectives chapter on Race and Ethnicity](#)

Week 3: Ethnicity (cont.) and Subcultures

Reading: [Grinnel College Intro](#) and/or Yinger

Week 4: Subcultures (cont.)

Week 5: Field Research Methods: Observation

Reading: [AAA Perspectives chapter on Fieldwork](#)

Week 6: Field Research Methods: Interviews & Field Research Methods

Week 7: Field-trip

Week 8: Multicultural Korea

Week 9: Multicultural Korea (cont.)

Week 10: Migrant Workers and Ethnicized Labor

Week 11: Immigration and Visa Laws and their Effects

Week 12: Diaspora, Adoption, and Return

Week 13: North Koreans, Gender, and Media

Week 14: Invisible Others: Disability, LGBTQIA, and Liminal Groups

Week 15: Subcultures of Korea, Presentations

Week 16: PRESENTATIONS

**The course schedule is tentative and subject to change.**

**Please note:** While the class is conducted entirely in English, grading and evaluation does not focus entirely on English ability, and students will not receive lower grades for spelling, grammar, and other problems so long as their meaning is clear and understandable. However, students will need to be competent enough to understand lectures and readings in university-level English, as well as complete tests and assignments in English.