Study Sheet for Midterm

The midterm is Tuesday, April 26th during class. Bring a blue (or green) book. It will be all-essay. The midterm will have three parts:

I. A short answer/definition section will ask you to write a 3-4 sentence paragraph defining a term listed either in this study sheet or on your other handouts (foreign terms, unless specifically listed on handouts are not required, but you are allowed to use them). You will have to define 5 terms out of a choice of 10. (20 points)

II. A single descriptive essay (choice of two) in which you will be asked to describe a phenomenon or social institution that has been described in the readings and class. (15 points)

III. A single interpretive essay (choice of two) in which you will be asked to formulate an argument about a point of interpretation discussed in class. There will be no single right or wrong answer for this question. (15 points)

The best exams will integrate class lecture with the readings. In the descriptive and interpretive essays I will look for specific references to the readings as I grade the answers, and will not give a 4.0 on any question that lacks specific references to the readings (page number not required, of course). Thus, as you study make sure you remember the name of each author in the readings so that you can mention what that author specifically said.

You will not be required to know East Asian words unless they are listed on this sheet, or handouts 1-3. Foreign words in square brackets [ ] are suggested but not required. Those of you who know Asian languages are free to use foreign words in any script in your exam, but you have to use them properly and will be penalized if you use them improperly (either because you misspelled them, wrote the wrong character, used them in the wrong context, or with the wrong meaning). There is no advantage in using foreign words, but some of you may find them convenient.

Concepts to know: (be sure to be aware of which countries each term is relevant for)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Terms</th>
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<tbody>
<tr>
<td>Parliamentary system</td>
<td>Prime Minister, Cabinet</td>
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<tr>
<td>Presidential system</td>
<td>President, Prime Minister</td>
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<tr>
<td>Leninist system (Democratic Centralism)</td>
<td>Party Chair, Central Committee, Prime Minister</td>
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<td>Special Administrative Region (SAR)</td>
<td>Hukou system</td>
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<td>38th parallel</td>
<td>State sector/cooperative sector</td>
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<td>Typological versus genetic language</td>
<td>Work unit (danwei)</td>
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<td></td>
<td>Family responsibility system (baochan daohu)</td>
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<td></td>
<td>Geographical race</td>
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<td></td>
<td>Pristine state</td>
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<td>Contact state</td>
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Ethnonationalism
Taehan versus Chosŏn
Jiaohua 教化
Lost territory versus independent nation
Dagongmei 打工妹
Nuclear/Stem/Joint family
Corporate family
Joint family system
hypergamy versus homogamy
bride price
dowry
indirect dowry
patrilocality
uxorilocality
neolocality
(family) partition (be able to distinguish
Chinese from Korean family on this
dimension)
uterine family
family versus lineage ancestor worship
One child policy
Filial piety
Special Economic Zone (SEZ)
Overseas Chinese (huaqiao 华侨)
temporary workers (in Guangdong SEZs)
Pearl River Model of development
Wenzhou Model of development
Chosŏnjok
Stem family system
Primogeniture
Standard Korean (Han’guk P’yunjŏ) versus
Cultured Language (Chosŏn Munhwaŏ)
3-D jobs
Korean Wind

(1) Know the material on handouts 1 & 2

(2) Be able to list and rank-order the countries of East Asia by the dimensions listed on handout #1, including form of government. Be able to use this information to characterize the significance of Japan, South Korea, North Korean, the PRC, Taiwan, or Vietnam in the current world system.

(3) Be prepared to describe the similarities and differences of China, Japan, Korea, and Vietnam in terms of civilizational influences, language family, ethnic origin, and ecological region (main crops and domestic animals), and current boundaries.

(4) Be prepared to discuss the concept of corporate family, and how this concept is related to the Chinese and Korean family cycles (being sure to distinguish the two) through expansion, fission, and replacement (nuclear, stem, possibly joint). In this context be prepared to discussion marriage, partition, and inheritance as related to sibling relations and care for the elderly.

(5) Be prepared to discuss how hypergamy, homogamy, bride price and dowry may affect male and female marriage strategies. What are the critical roles in the Chinese family according to Freedman and/or Wolf?

(6) Be prepared to discuss how post-marital residence patterns differ between rural and urban residents of both China and Korea, and how these residence patterns affect female life course for Dagongmei and/or Chosŏnjok wives. Does hukou registration in China and its lack in South Korea make a difference?

(7) Be prepared to compare and contrast the Pearl River, Wenzhou, and Chosŏnjok models of economic change as China has opened up. Who is eligible to gain urban hukou and how does this affect these different streams of migrants?
(8) How do we explain the M-shaped labor participation curve (by age) in Korea and Japan?

(9) Why do Koreans perceive there to be a demographic crisis in South Korea? Why are rural bachelors especially hard hit by this? How does this effect labor and marriage migration from China and Southeast Asia?

(10) Why did the South Koreans change their nationality law to recognize dual citizenship? Who is eligible for this? How do South Korean visa practices discriminate against ethnic Korean citizens of the PRC and Russia?

(11) How did Northeast China acquire ethnic Korean citizens? How long have they been there, and what different dialect groups are represented in China? How is this affected by Chinese language policy?

(12) What are the push factors that make (some) Chosŏnjok look to migration to South Korea? (i.e. what “problem” are they trying to solve). What are the pull factors that make Chosŏnjok look toward South Korea? How are Chosŏnjok naïve about South Korea, and South Koreans naïve about Chosŏnjok? What do South Korean men find burdensome about Chosŏnjok brides, and what do Chosŏnjok brides find burdensome about South Korean marriages?

(13) To what extent do Chosŏnjok brides have agency, and to what extent are their actions structured by gender, visa rules, and third party middle-men?

(14) How does Chosŏnjok migration destabilize both South Korean and Chosŏnjok ethnic and national identity?

(15) How would one compare gender relationships in China and Korea as perceived by Chosŏnjok migrants? Is housewification a fundamentally oppressive process?

(16) What social problems does Freedman mention when Chosŏnjok mothers or fathers migrate to South Korea? Are Chinese “astronaut families”, South Korean “wild geese families”, Philippine “martyr mothers” and Taiwanese “parachute kids” all the same phenomenon, or would you distinguish the socioeconomic causes and consequences of each of these patterns?