1. Course Aims

This course aims to investigate society and culture in contemporary Korea and Brazil through comparative sociological perspective. It will specifically address discussions about how modernity takes place in both countries. Modernity is a notion that presupposes certain social processes and a number of institutions. However, historically the dynamics of modernity did not unfold at the same time and in the same way throughout the world. In order to approach Korean and Brazilian modernities, we must begin by addressing broader discussions about modernity and, on that basis, outline the configurations of social and cultural modernity as they have been shaped and have evolved in the two countries.

2. Course Questions

The following questions will be addressed by this course: (1) What is modernity? (2) Is modernity always one and the same in different places? (3) To what extent are Korea and Brazil modern countries? (4) How are the questions of cultural “permanence” or “heritage” to be dealt with? (5) What are the particularities of modernity in Korea and Brazil? (6) What are the dilemmas and contradictions of modernity in Korea and Brazil?

3. Course Justification

Korea and Brazil are countries from the global semi-periphery that underwent processes of industrialization during the 20th century that deeply and rapidly altered their societies. They were host to “modernizing” military dictatorships that started and ended by the same time (from the early 1960s to the second half of the 1980s), they eventually developed democracies, and by the 1990s/2000s, they became global players acquiring economic and political power in the international arena. Nevertheless, along with these processes, throughout the 20th century and the beginning of the 21st, social scientists have argued that Korea and Brazil are marked by patrimonial and personalist relations. The two countries therefore possess a number of similarities, which are worth of exploring in a comparative perspective. The course assumes that, besides important comparisons regarding the macroeconomic aspects of their development, it is also fundamental to understand, from a sociological perspective, the social and cultural backgrounds the two countries possess as well as the transformations they have
experienced. Indeed, the sociocultural environment is responsible for the directions that these modernizing transformations took, to the extent that (1) old structures and forms of conscience are supposed to co-exist and intertwine with new ones, (2) interactions between the local and the global take place, and (3) contradictions arise from these interplays.

4. Course Approach and Outcomes

This course should, in first place, provide the graduate students with a critical view of the dynamics of modernity at a global level, leading them to understand its distinct configurations in different civilizational contexts. Comparing two different countries from two different world regions, Korea and Brazil – which nonetheless present many similarities –, will make it possible to demonstrate that the world historical process of modernity is not an abstract one but indeed takes place through a permanent interaction of global capitalist dynamics and local determinants. In terms of world history, modernity is one; at the same time, its concrete realization is multiple. The course will bring in different theoretical frameworks in order to analyze these issues, and will explore accounts rendered by social scientists dealing with Brazil and Korea. After the course, students will be able to better understand the dilemmas Korean and Brazilian societies face within globalization and to better evaluate perspectives for the two countries in terms of their further development and positioning in the world order. For this reason, this course should be of interest of students of GSIS Korean Studies and Area Studies Programs, but of those of the International Development & Cooperation and International Commerce Programs as well. It intends to contribute to the broader aims of GSIS of preparing students to play key roles in the international community and of enabling them to face pressing issues of the contemporary world by providing them a solid analytical framework through the opportunity of comparing two leading emerging countries.

5. Course Requirements

Students are expected to attend all classes and do all required readings. The course will take place in English (readings, presentations, discussions) and its requirements are as follows:

4.1 Presentation
The topic to be discussed in the meeting will be presented by one or two (a group of two) students.

4.2. Participation and Discussion
After the presentation, a discussion about the topic and the readings will be proposed, in which all the students are expected to participate actively and make contributions. Each student should pre-prepare and pose at least one question on the topic to be discussed in each meeting.

4.3. Examinations
A shorter mid-term essay (5-7 pages) and a longer final paper (10-12 pages) are required. The mid-term essay must address one of the topics covered in the Part 1 or one of the first two topics of Part 2 of the course. The final paper may address any of the topics covered in the course and in it a more in-depth approach is expected.
6. Evaluation

- Presentation: 30%
- Participation: 20%
- Examinations: 50%
  - Mid-Term Essay: 20%
  - Final Paper: 30%

7. About the Lecturer

Ricardo Pagliuso Regatieri is Research Professor at Korea University. He holds a PhD in Sociology (University of São Paulo, Brazil / Goethe University Frankfurt, Germany). His main interest and research areas are: Social Theory, Comparative Sociology, Civilizational Analysis, Critical Theory and Cultural Studies. He also has experience working for development agencies in Brazil.

8. Course Contents and Schedule:

**September 2 (First Meeting)**

**Course Presentation**

Presentation of the course (its sociological approach, topics, requirements and evaluation methods) and sharing of the seminars among the students or group of students.

**Part 1 – Modernity: Theoretical Approaches**

**September 9 (Second Meeting)**

1.1. Sociology and the Conceptualization of Modernity: An Introduction)


Peter Wagner (2011). “Modernity: understanding our present time”. In: Lychnos, 5: 90-95

**September 16: Chuseok (추석). There will be no class on this day.**

**September 23 (Third Meeting). Class will exceptionally start at 8:00am and finish at 11:00am on this day.**

1.2. Multiple and Entangled Modernities Approaches)


September 30 (Fourth Meeting)

1.3. Post-Colonial and Decolonial Approaches


Part 2 – Modernity in Latin America and East Asia

October 7 (Fifth Meeting)

2.1. Latin America in the Global Modernity


October 14 (Sixth Meeting)

2.2. East Asia in the Global Modernity


October 21 (Seventh Meeting). 

2.3. The Debate about Ideas and their Place in Brazil


Maria Sylvia de Carvalho Franco (1976). “As ideias estão no lugar”. In: Cadernos de Debate, 1: 61-64 (translation into English will be provided: “The ideas are in their place”)

Mid-term essay is due for this date.

October 28 (Eighth Meeting)

2.4. Modernity and Modernization Discourses in Korea


November 4 (Ninth Meeting)

2.5. Brazil: Under the Shadow of Patrimonialism and Personalism?


November 11 (Tenth Meeting)

2.6. Korea: Under the Shadow of Patrimonialism and Personalism?


November 18 (Eleventh Meeting)

2.7. Brazil and South Korea: From Dictatorship to Democracy


November 25 (Twelfth Meeting)

2.8. Contemporary Korea: Dilemmas, Challenges and Perspectives


December 2 (Thirteenth Meeting)

2.9. Contemporary Brazil: Dilemmas, Challenges and Perspectives


Part 3: Closing of the Course

December 9 (Fourteenth Meeting)
Final Discussion

December 16
Delivery of the final paper
9. Suggestions for Further Reading:

9.1. Brazilian History and Society

9.2. Korean History and Society
Seth, Michael J. (2010). A Concise History of Modern Korea: From the Late Nineteenth Century to the Present. Lanham: Rowman & Littlefield

9.3. General Literature


Preyer, Gerhard (2007). “Multiple Modernities: The Basic Framework and Problematic” and “The Dialogue between Cultures or between Cultural Interpretations of Modernity—Multiple Modernities on the Contemporary Scene”. In: Protosociology , 24: 20-72


