EALC 199/HIST 108/KOR 197: Introduction to East Asian History - Korea

Lectures: MWF 11:00-11:50 (CST) @ 294 Van Hise/4057 Lincoln; 12:00-12:50 (EST) @ 7 Sparks
Instructor: Dr. Charles Kim
Electronic Office Hours (on Google Chat): Tuesdays, 1:00-2:00 and by appt.
Google ID: c.ron.kim@gmail.com (for electronic office hours only)
In-Person Office Hours: Thursdays, 1:00-2:00 and by appt.
Office: Humanities 4122
Email: ckim45@wisc.edu
Phone: (608) 263-1831

Grader: MeeSun Kim
Email: mkim342@wisc.edu

PSU Proctor: Gabe Williams
Email: gww5086@psu.edu

UIUC Proctor: Chaehyun Lee
Email: clee133@illinois.edu

Course Description:

Korea has a long and rich history that provides a unique vantage point for understanding major processes in East Asia and the world. This course provides an introduction to Korean history from the fourteenth century to the present. In the first part of the semester, we will delve into key topics from the Chosŏn Dynasty (1392-1910), including Confucian statecraft and Confucianization, collective (or “proto-national”) identity, and the Tonghak religion and rebellions. In the second part of the semester, we will explore politics, culture, and society under Japanese colonial rule (1910-1945). For the third part of the semester, we will turn to the contemporary era (1945 to present) in North Korea and South Korea. National division, the Korean War, democratization, and globalization are among the topics that will be covered.

Course Objectives:

1) Learn about major patterns, events, and issues in Korean history, 1392 to present.

2) Learn about the relevance of the past to the present.

3) Gain an understanding of the ways in which Korea’s history fits into regional and global history.

4) Create a forum for students to engage in informed and well-considered dialogue about course readings and topics.
Korean Studies e-School:

This course is part of the CIC (Committee on Institutional Cooperation) e-school for Korean Studies, which currently consists of ten core universities located in the Midwest and the Mid-Atlantic regions. It is a relatively new program that began operation during the 2012-13 academic year. This semester, the e-school is offering six courses at nine CIC campuses. I will teach this course primarily from a video conferencing classroom (294 Van Hise) located at the University of Wisconsin-Madison that will link students at that campus to students at Penn State University (7 Sparks) and the University of Illinois at Urbana-Champaign (4057 Lincoln). I will teach a session from the University of Illinois on Feb. 21 and from Penn State on Feb. 26.

Required Text:


Films will be made available for students to view electronically.

All other readings will be in the Course Reader, unless indicated otherwise. The Reader will be available for purchase at:

- Illinois: Notes n Quotes (502 E John St, 217-344-4433)
- Penn State: Copy Central (Penn State Bookstore, 814-863-2988)
- Wisconsin: L&S Copy Center (1650 Humanities, 608-263-1803)

Course Requirements:

1) Attendance & class participation: 15%
2) Midterm examination: 15%
3) Eight response papers (250-400 words each): (8 x 2.5% = ) 20%
4) One short essay (1,000-1,250 words): 25%
5) Final examination: 25%

Course Regulations:

1) Because class participation is a significant portion of your final grade, attendance is mandatory. Consistent failure to take part in class discussions, unexcused absences, tardiness, and/or early departures will result in a poor participation grade. Get into the habit of reading the required readings and giving yourself enough time to think and raise questions about them. This is the basic level of preparation expected of each student for every class meeting.
In order to encourage reading (and, by extension, to facilitate better class contributions), I may administer pop quizzes on occasion. Your performance on these quizzes will be calculated into your attendance and class participation grade. The lowest grade will be dropped. There will be no make-up pop quizzes.

Finally, be sure to bring the assigned readings to every class meeting.

2) Submit response papers to Dropbox on the course page at Learn@UW in one of the following formats: doc, docx, pdf, rtf, or ppt. The lowest score of the nine total response papers will be dropped when calculating the final course grade. You have the option of skipping one of the nine response papers.

3) Late paper submissions (response papers and short essay) will receive a deduction of half a letter grade for each late day.

4) Laptops and tablets may only be used during lecture for note-taking or viewing the PowerPoint presentation. Please do not surf the Internet, use social media, or do something else unrelated to this course because it can be quite distracting to your fellow students, as well as the course instructor. If you have your eyes glued to the screen or are clicking away on your mouse, then a proctor or I may check in to make sure that you’re on task. Mobile phones should be turned off and put away throughout each class session.

5) Plagiarism will not be tolerated in any assignment for this course. It’s perfectly fine to draw on academic work done by others, as long as you cite their work. However, it’s unacceptable to use other people’s work, while giving the impression that it is your own original work. For more on what constitutes plagiarism and how to avoid it, see the UW Writing Center’s “Writer’s Handbook”: http://writing.wisc.edu/Handbook/QuotingSources.html.

**Academic Accommodations for Students:**

Please let me know at the start of the semester if you have a need for an accommodation in his course. If you have any questions about this or require any assistance, feel free to contact me, Disability Resources & Educational Services (Illinois), the Office of Disability Services (Penn), or the McBurney Disability Resource Center (Wisconsin).

**A Note on the Syllabus**

I intend to stick closely to the contents of this syllabus, but, as we progress through the course, I may make some adjustments in readings and assignments. If I do so, it will be to improve the learning experience. I will do my best to make adjustments in as democratic a manner as possible, and to let you know ahead of time.
Course Schedule:

Since each university has a slightly different academic calendar, I have made adjustments to the course schedule so that the course can accommodate all three campuses. These adjustments will especially be apparent at the start of the semester, during spring break period in March, and the end of the semester, as well as with the length of the semester. I will refer below to the three universities respectively as PSU, UIUC, and UW.

Week 1

Mon., 1/20 – Martin Luther King, Jr. Day – No Class

Wed., 1/22 – Course Introduction

PSU & UIUC STUDENTS: If you have not received an email with a username and login instructions for Learn@UW, be sure to email the course instructor so that he can request access for you on Learn@UW. Since the process can take several days, it is best that you do this right away.

Fri., 1/24 – Korea in Global and Regional Perspective

Read this syllabus carefully so that you understand my expectations of you and how the course will work.


Watch on YouTube:

“Taste of Harmony (Bibimbap)”
http://www.youtube.com/watch?v=J-pCwoEn75E

“Experience BCD Tofu House!”
http://www.youtube.com/watch?v=NLQy8QncVoF

“Maangchi meetup in LA, 2010”
http://www.youtube.com/watch?v=7jZptV1_3qQ

Questions to think about before class:

*The three YouTube clips show brief glimpses of (South Korean) governmental, entrepreneurial, and grassroots efforts to promote Korean culture to people outside Korea. What qualities of Korean food are emphasized to promote it among the uninitiated? Are the clips persuasive? Why or why not? In what ways do you think these clips reflect Korean culture in the present context?*
I. The Chosŏn Era (1392-1910)

Week 2

Mon., 1/27 – Conceptions of History


Wed., 1/29 – Founding the Dynasty

Kyung Moon Hwang, A History of Korea, 60-70 (HEREAFTER “HWANG”)


Response Paper 1 (250-400 words), due by 12 a.m. (CST) on Learn@UW Dropbox (https://learnuw.wisc.edu/)

Based on a close reading of “King T’aeho: Founding Edict,” “Admonition to the New King,” “Kwŏn Kŭn: On Royal Action,” “Ch’ŏng Tojŏn: On the Prime Minister,” and “Yang Sŏngji: Discussion on the Kingly Way,” answer the following questions: What were the powers and responsibilities of the king of Chosŏn? What were the limitations on his power and influence?

Fri., 1/31 – Confucian Reforms

Hwang, 71-79


Week 3

Mon., 2/3 – East Asian Inter-state Relations

Hwang, 80-98
Wed., 2/5 – Women in Chosŏn Korea


**Response Paper 2, due by 12 a.m. (CST) on Dropbox**

*Duncan focuses on social context and individual agency in his interpretation of Queen Sohye’s Naehun. Explain how his analysis sheds new light on the place of women in Chosŏn Korea.*

Fri., 2/7 – Questioning Neo-Confucianism

Hwang, 99-108


**Week 4**

Mon., 2/10 – Popular Culture in Chosŏn Korea

Hwang, 109-117


Wed., 2/12 – The Tonghak Movement & 19th-Century Peasant Protest

Hwang, 129-137


Fri., 2/14 – New Conceptions of History

Hwang, 138-149


Response Paper 3 Due by 12 a.m. (CST)

Review your notes from “Conceptions of History” (Jan. 27). After reading the Hwang and Em readings, explain some of the ways in which Sin Ch’aeho’s introduction represents a major departure from traditional modes of history-writing in Korea. What is the significance of conceiving of history in terms of “the struggle between the ego and nonego?”

Week 5

Mon., 2/17 – Midterm Review

Wed., 2/19 – Midterm Exam

II. The Colonial Era

Fri., 2/21 – The Colonization of Korea

Hwang, 150-160


Instructor will teach this session from UIUC.

Week 6

Mon., 2/24 – The March First Movement & “Cultural Rule”

Hwang, 161-171


Wed., 2/26 – “New Women”

Hwang, 172-182


Instructor will teach this session from PSU.

Fri., 2/28 – The Asia-Pacific War 1: Koreans in the Japanese Military

Hwang, 183-194

FILM: My Way (dir. Je-kyu Kang, 2011, 137 min.)

Response Paper 4 Due by 12 a.m. (CST)

War always pits a “friend” and an “enemy” against each other in clear-cut ways. Who is the “friend” and the “enemy” in this film? Is the poor treatment of ethnic Korean soldiers a smart strategy for mobilizing non-Japanese to serve in the Japanese imperial army?

Week 7


Listen to audio clips that appear in the introduction at:


III. The Contemporary Era

Wed., 3/5 – National Division & the North Korean Revolution

Hwang, 195-204

Anna Louise Strong, “In North Korea: First Eye-Witness Report” (read in and bring the reading to class)

Fri., 3/7 – The U.S. Military Government & Establishing Separate Korean States


**Response Paper 5 Due by 12 a.m. (CST)**

*Choinski was a US intelligence officer stationed in South Korea during the US occupation. Identify the responses and counter-responses that Korean political leaders and groups made with respect to the controversial UN-sponsored elections of 1948. What measures did he take as a high-ranking intelligence officer? Were they justified?*

---

**Week 8 (Spring Break for PSU)**

Mon., 3/10 – The Korean War (UIUC & UW)

Hwang, 205-212


Wed., 3/12 – Korean War Memories (UIUC & UW)

FILM: *Welcome to Dongmakgol* (dir. Kwang-Hyun Park, 2005, 133 min.)

**Response Paper 6 Due by 12 a.m. (CST) (UIUC & UW)**

*Dongmakgol is a fictional village untouched by the ideological conflict of the 1945-1950 period. What do the villagers of Dongmakgol symbolize? What kind of alternate vision of post-1945 Korean history does the film recommend?*

---

Fri., 3/14 – No Class

**Week 9 (Spring Break for UW)**

3/17-21 – No Classes

**Week 10 (Spring Break for UIUC)**

Mon., 3/24 – The Korean War (PSU)

Hwang, 205-212

Wed., 3/26 – Korean War Memories (PSU)

FILM: Welcome to Dongmakgol (dir. Kwang-Hyun Park, 2005, 133 min.)

Response Paper 6 Due by 12 a.m. (EST) (PSU)

Dongmakgol is a fictional village untouched by the ideological conflict of the 1945-1950 period. What do the villagers of Dongmakgol symbolize? What kind of alternate vision of post-1945 Korean history does the film recommend?

Fri., 3/28 – No Class

Week 11 – RESUME THREE-CAMPUS MEETINGS

Mon., 3/31 – The North Korean Partisan State

Hwang, 213-224

Heinz Insu Fenkl, trans., The Great General Mighty Wing, 1-55

Access at: http://www.heinzinsufenkl.net/mw/mightywing.htm

Wed., 4/2 – South Korea, the Vietnam War & Economic Development

Hwang, 225-235

Watch on YouTube:

“The Miracle of the Han River – Park Chung Hee”
http://www.youtube.com/watch?v=UAq2mb3d3x0

“ROK Military in Viet Nam Tribute”
http://www.youtube.com/watch?v=dgGf-HQibNY

“Barbaric act of the Korean military during the Vietnam War”
http://www.youtube.com/watch?v=q-JSoKUoPyA

“The Miracle of the Han River – Park Chung Hee”
http://www.youtube.com/watch?v=cRC7AqbTq5Y

Fri., 4/4 – The Yusin Era in South Korea

Hwang, 236-248

Suh Sung, Unbroken Spirits: Nineteen Years in South Korea’s Gulag (Lanham, MD: Rowman & Littleman Publishers, 2001), vii-x, 1-29 (CR 174-192)

Week 12

Mon., 4/7 – South Korea’s Democracy Movement

Hwang, 261-269

Short Essay Due in Class

**Essay Prompt:** What were the key political and geopolitical forces responsible for the eruption of the Korean War? In a well-organized essay with a clear thesis statement, identify the forces responsible for the eruption of the Korean War and explain how each factored into the event. Length: 1,000-1,250 words.

Wed., 4/9 – Globalization & South Korea: An Overview

Hwang, 270-280


Both *New York Times* articles are in CR 193-197. For images, see:


http://www.nytimes.com/2008/03/30/world/asia/30brides.html?pagewanted=all

Watch on YouTube:

“Unite and Resist! Migrant and Irregular Workers in Korea,”
http://www.youtube.com/watch?v=AfxYnLwiiYE
“Multicultural Support Policies in Korea [Korea Today],”
http://www.youtube.com/watch?v=v5zSiIVl9aY

Fri., 4/11 – Gender in Contemporary South Korea


FILM: Sunny (dir. Hyeong-Cheol Kang, 2011, 124 min.)

Response Paper 7 Due by 12 a.m. (CST)

After reading the Cho article, place the main adult characters depicted in Sunny in historical perspective. Are they “postmodern” women (by Cho’s definition)? Why or why not? In what ways do the women’s contemporary (i.e., 21st-century) recollections of their childhood support Cho’s point about historical changes?

Week 14: Spotlight: Politics in Contemporary South Korea

Mon., 4/14 – Student Activism in Contemporary South Korea

Guest Lecture by David Armiak (UW-Madison)

Reading TBA

Wed., 4/16 – The North Korea Issue in South Korea

Guest Lecture by Cheehyung Kim (Duke University)

Reading TBA

Fri., 4/18 – Contemporary South Korean Politics

Guest Lecture by Sun-Chul Kim (Emory University)

Reading TBA
Week 13

Mon., 4/21 – Globalization & South Korean Pop Culture


Watch the first two episodes of Secret Garden (2010), available on Drama Fever.

Link to site:

http://www.dramafever.com/

Direct link to Secret Garden:

http://www.dramafever.com/drama/3875/1/Secret_Garden/?ap=1

Response Paper 8 Due by 12 a.m. (CST)

Does Secret Garden fit into Ryoo’s notion of “cultural hybridization”? Why or why not? Do you see signs of “quasi-cultural imperialism” in the drama? If so, explain.

Wed., 4/23 – North Korean Politics Today

Reading TBA

Fri., 4/25 – Contemporary North Korea

Reading TBA

Week 14

Mon., 4/28 – North Korea’s Unofficial Economies


Wed., 4/30 – North Koreans in South Korea


Response Paper 9 Due by 12 a.m. (CST)
Typical North Korean defectors must embark on a perilous, open-ended odyssey. What were your impressions of the Lankov and Harden readings? What steps might be taken to lessen the difficulties of North Korean refugees and defectors?

Fri., 5/2 – Epilogue/Review for Final Exam

Week 15

The final exam will be administered during the week of May 5 – time & date TBD.
**Simplified Chronology of Korean History**

**Paleolithic Age:** ≈ 400,000 – 10,000 BCE

**Neolithic Age:** ≈ 6000 – 1000 BCE

**Bronze/Iron Ages** ≈ 1000 BCE – 300 CE

- Old Chosôn ≈ 2333 – 108 BCE
- Jin ≈ 3rd – 2nd centuries BCE
- Okchô = 2nd century BCE – 5th century CE
- Puyö (Ch. Fuyu) ≈ 2nd century BCE – 494 CE
- Tongye ≈ 150 BCE – 400 CE
- Samhan (Mahan, Chinhan, Pyŏnhan) = 1st century BCE – 4th century CE

**Three Kingdoms Era:** 57 BCE – 668 CE

- Kaya States: 42 – 562 CE
- Koguryô Kingdom: 37 BCE – 668 CE
- Paekche Kingdom: 18 BCE – 660 CE
- Silla Kingdom: 57 BCE – 668 CE

**Unified Silla Era:** 668 – 935
- Parhae (Ch. Bohai) Kingdom: 698 – 926

**Koryô Era:** 918/935 – 1392

**Chosôn Era:** 1392 – 1910

**Colonial Era:** 1910 – 1945

**Contemporary Era:** 1945 – present
- North Korea (Democratic People's Republic of Korea): 1948- present
- South Korea (Republic of Korea): 1948 - present