

University of Wisconsin-Madison

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HIST 335/KOR 498/LANG 3506

The Koreas—The Korean War to the 21st Century

Professor Kim/Fall 2020

Lectures: Tuesdays 11:00 am-12:15 pm CST/12:00-1:15 pm EST

Discussion Section 1: Thursdays 11:00 am-12:15 pm CST/12:00-1:15 pm EST

Discussion Section 2: Thursdays 2:30-3:45 pm CST/3:30-4:45 pm EST

Email: charles.kim@wisc.edu

Office Hours on Zoom: Mondays, 2:30-4:00 pm CST/3-5 pm EST: [Schedule appt](#)

Phone: (608) 563-9016

Course Description:

Korea has always been part and parcel of key trends and phenomena in East Asia and the world. Students who take this course will explore the transformations, the setbacks, and the dynamism that have characterized modern Korean history, with a focus on post-1945 South Korea and North Korea. By exploring culture and society, we will delve into the resilience of Korean people as they lived through a turbulent political history marked by colonialism, the Korean War, decolonization, Cold War antagonism, and globalization.



The Cheonggye Stream in Seoul: From the turn of the 20th century to the early 21st century.

Course Learning Outcomes:

- Gain a strong understanding of how Korean culture and society have changed, together with the key political developments of the post-1945 era;
- Explore how world history has shaped and been shaped by Korean history, with emphasis on the Cold War, decolonization, and cultural globalization;
- Enhance your ability to analyze and write about historical documents and films;
- Participate in informed intellectual discussions about course topics.

Required Materials:

- Nearly all readings, films, and other course materials will be available electronically on UW Canvas: <https://learnuw.wisc.edu>.
- Access to a Netflix account will be needed during the first 2 weeks of the semester.

Course Requirements:

- 1) Participation: 15%
- 2) Homework assignments: 12% (Your lowest Homework score will be dropped)
- 3) Lecture engagement on VoiceThread: 8%
- 4) Prep sheets: 4%
- 5) Scene analysis (750-1000 words): 10%
- 6) Take-home midterm (1000-1250 words): 12%
- 7) Midterm film analysis (1250-1500 words): 15%
- 8) Final film analysis/historical reflection essay (1750-2000): 24%

Course Guidelines:

- 1) This syllabus provides an overview of the course and lays out my expectations of students. Please read it carefully; it constitutes a semester-long agreement between you and me.
- 2) This course will be conducted synchronously. After we get settled into the semester, we will experiment with doing small-group work asynchronously, before selected class sessions. In these cases, the selected class session will be shortened.
- 3) Participation is central to this course, so aim for perfect attendance, come prepared to every session, and participate regularly. Three or more unexcused absences will have an adverse effect on your participation score because they would reduce your participation in the course.

- 4) Please email me directly (charles.kim@wisc.edu) if you need an excused absence or a deadline extension on an assignment, due to illness, the need to self-quarantine, a difficult personal situation, or a family emergency. The sooner you let me know the better.
- 5) We will be using [Piazza](#) for course announcements and for course questions.
- 6) Please have readily accessible and easily readable copies of the assigned readings, as well as any written assignments, for every class meeting.
- 7) Late submissions for essays will receive a deduction of half a letter grade for each late day.
- 8) Plagiarism – the use of another person’s words or ideas without citation – will not be tolerated in any assignment for this course. All the work you submit for this class must be your own. If you wish to draw on ideas, quotes, etc. of another person in a written assignment, be sure to acknowledge where the ideas, quotes, etc. came from.

For more on how to avoid plagiarism, see the statement on “[Defining and Avoiding Plagiarism](#)” on the Council of Writing Program Administrators website.

Grading Scales:

UW students

A = 93-100%; AB = 88-92.9%; B = 83-87.9%; BC = 78-82.9%;
C = 70-77.9%; D = 60-69.9%; F = below 60%

U of M and UMD students

A = 93-100%; A- = 90-92.9%; B+ = 87-89.9%; B = 83-86.9%; B- = 80-82.9%; C+ 77-79.9%;
C = 73-76.8%; C- = 70-72.9%; D+ = 67-69.9%; D = 63-66.9%; D- = 60-62.9%; F = below 60%

Academic Accommodations:

Please let me know at the start of the semester if you need any accommodations for this course. I am happy to work with you and the disability resources center at your university to implement them.

Writing Resources:

The History Lab at UW is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff is here, along with your professors and teaching

assistants, to help you sharpen your skills and become a more successful writer. [Sign up](#) for a one-on-one consultation.

The [UW Writing Center](#) is another terrific place to receive guidance on your written work.

MODULE 1: Historical Background, the Decolonizing Nationalist Perspective, and Memory

Module Objectives

- *Explore the late Joseon era and the colonial era—with a focus on class-based differences and nationalist politics—in order to establish the historical background for later modules;*
- *Learn the basics of nationalism and of decolonization in modern East Asia, with a focus on Korea;*
- *Acquire an understanding of how historical films—even those that contain imprecise elements—can enrich our understanding of the past; and*
- *Learn some methods to analyze historical films.*

DATE	TOPIC	ASSIGNMENTS
T 9/1	Course Introduction - UMD students (U of M students welcome)	
R 9/3	Course Introduction - UW students (U of M students welcome)	
T 9/8	The Late Joseon Era - All 3 campuses from here on out	^ Kyung Moon HWANG, "1894, A Fateful Year," 111-118 ^ Yi Töngmu, "Small Manners for Scholars," 60-66 ^ <i>Mr. Sunshine</i> , ep. 1-2 (KIM Eun-sook, 2018)
R 9/10	Nationalism and Decolonization in Asia/Korea	^ Matthew LINLEY, "Nationalist attitudes among mass publics in East Asia," 116-132 ^ "Provisional Constitution of the Korean Government in Exile," 339-341 ^ "Platform of Action of the Korean Communist Party," 359-360 ^ "Founding Statement of the Youth Alliance of the Democratization Movement," 201-202 ^ Asian Boss, " Why Koreans Are Boycotting Japan "
M 9/14		Homework 1 due by 9 pm
T 9/15	Historical Film	^ Alison LANDSBERG, "Memory, Empathy, and the Politics of Identification," 221-229 ^ View commercials (links on Canvas)

R 9/17	Colonial Era (1)	^ Michael D. SHIN, "The Japanese Occupation Period," 112-125 ^ Jeff KINGSTON, <i>Nationalism in Asia: A History Since 1945</i> 147-148, 158-162 ^ HONG Ŭlsu, "A Map Changed My Life," 24-36 ^ Asian Boss, " How Do Japanese Feel About South Korea "; " How Do Koreans Feel About Japan "
M 9/21		^ Homework 2 due by 9 pm
T 9/22	Colonial Era (2)	^ <i>Mal-Mo-E: The Secret Mission</i> (dir. EOM Yu-na, 2019) ^ Karen GOCSIK et al., "Cultural Analysis," 55-61
R 9/24	Scene Analysis Prep	^ Karen GOCSIK et al., "Formal Analysis," 35-44 ^ "Mise-en-scene: Introduction to Film Analysis " ^ "Bicycle Thieves: Mise-en-scene " ^ Scene analysis prep sheet due by the start of your section
M 9/28		^ Scene analysis due on Canvas by 9 pm

MODULE 2: National Division & the Korean War

Module Objectives

- *Build connections from the previous module by identifying legacies of the late Joseon era and the colonial era that led to Korea's division into North Korea and South Korea (1945-1948) and to the Korean War (1950-1953);*
- *Learn about the three levels of the Korean War: civil war, international war, and the war against ordinary people;*
- *Gain an understanding of how the Korean War played a key role in the emergence of the global Cold War; and*
- *Enhance your ability to analyze historical documents.*

***Asterisked readings for this module are primary sources that may appear in the take-home midterm.**

DATE	TOPIC	ASSIGNMENTS
T 9/29	The Korean War as Civil War	^ Kyung Moon HWANG, "The Liberation Period, 1945-1950" and "The Korean War," 166-182 ^ *Kyung-sook PAK, "The Mountain People," 1-11
R 10/1	The Korean War as a War Against the People	^ Heonik KWON, "Korean War Traumas" ^ * <i>Grandmother's Flower</i> (dir. MUN Jeong-hyun, 2007), selected clips ^ * YI Sobang, "I Survived Communist Seoul," 8-22

T 10/6	The Korean War as International War	^ Jian CHEN "China's Strategies to End the Korean War, 1950-1953," 85-117 ^ *"This I Think Now," Interview with Chinese POW ^ *Truman speech
R 10/8	Take-home midterm prep session	^ Midterm prep sheet due by the start of your section
M 10/12		^ Take-home midterm due by 9 pm

MODULE 3: Institutional and Extra-institutional Decolonization in the Koreas, 1945-1990

Module Objectives

- *Explore how the North Korean and South Korean regimes developed and implemented official (state) nationalist programs of decolonization--both of which resulted in mixed successes.*
- *Tackle the central question of why South Korea was able to democratize and North Korea was not.*
- *Write an essay that features a sustained, historically nuanced analysis of one of the module's two films.*

DATE	TOPIC	ASSIGNMENTS
T 10/13	Institutionalized Decolonization (1): North Korea, 1945-1990	^ Vijay PRASHAD, Introduction to <i>The Darker Nations: A People's History of the Third World</i> , xv-xix ^ Kyung Moon HWANG, "Early North Korea," 183-192 ^ Suzy KIM, <i>Everyday Life in the North Korean Revolution, 1945-1950</i> , 71-84 and 132-139
W 10/14		Homework 3
R 10/15	Decolonization on the Big Screen	^ <i>When We Pick Apples</i> (dir. KIM Yong-ho, 1971) ^ Hyangjin LEE, "The development of North Korean film," 30-44
T 10/20	Institutionalized Decolonization (2): South Korea, 1945-1990	^ Kyung Moon HWANG, "1960s South Korea," 193-202 ^ Andrew Eungi KIM and Gil-sung PARK, "Nationalism, Confucianism, Work Ethic and Industrialization in South Korea," 37-49 ^ <i>Parade of Wives</i> (dir. IM Kwon-taek, 1974), selected clips
W 10/21		Homework 4
R 10/22	Beyond Institutions: Democratization/ Decolonization in South Korea	^ <i>1987: When the Day Comes</i> ^ Kyung Moon HWANG, "South Korean Democratization," 226-234
T 10/27	Essay Prep Session	^ Essay prep sheet due at the start of class

R 10/29	No Class: Work on essay	
M 11/2		^ Essay due by 9 pm

MODULE 4: Nostalgic Memories in South Korea and Beyond

Module Objectives

- Grasp Boym's theorization of restorative and reflective nostalgia;
- Learn about key processes of modern Korean social history, including militarization; gender inequality; and diaspora, through engagement with films, secondary sources, and fiction;
- Write an essay that uses at least one course reading to engage in a sustained, historically nuanced analysis of nostalgia and memory as it appears in one of the module's four films depicting ordinary people's experiences during the turbulent post-1945 era.

DATE	TOPIC	ASSIGNMENTS
T 11/3	North Korea Today	^ Readings TBD
R 11/5	Restorative & Reflective Nostalgia	^ Svetlana BOYM, "Nostalgia and Its Discontents," 1-18 ^ KIM Seung-kon, "Too much nostalgia is a disease," <i>Korea Herald</i> (2012): http://www.koreaherald.com/view.php?ud=20120612000725 ^ Daniel TUDOR, "Nostalgia is Korea's new zeitgeist," <i>Korea JoongAng Daily</i> (2013): https://koreajoongangdaily.joins.com/news/article/article.aspx?aid=2967668 ^ KIM Ki-chan photos
T 11/10	Development & Its Discontents, South Korea (1)	^ Kyung Moon HWANG, "South Korean Democratization," 226-234 ^ KWON Insook, "A Feminist Exploration of Military Conscription," 26-54
W 11/11		Homework 5
R 11/12	Development & Its Discontents, South Korea (2)	^ <i>Peppermint Candy</i> (dir. LEE Chang-dong, 1999) ^ J.J. SUH, "Introduction: Sinking the Sewol, Drowning Korea?," 19-26
T 11/17	Gender under Cold War Authoritarianism	^ KIM Min-suk, "Scarlet Fingernails," 79-114 ^ <i>Grandmother's Flower</i> (dir. MUN Jeong-hyun, 2007), selected clips
W 11/18		Homework 6
R 11/19	Gender after the Authoritarian Era	^ <i>Sunny</i> (dir. KANG Hyeong-cheol, 2011) ^ Dayoung SONG, "Family Transitions and Family Policy in South Korea," 236-252

T 11/24		^ <i>Tae Guk Gi: The Brotherhood of War</i> (2004), or <i>Ode To My Father</i> (2014)
R 11/26	Thanksgiving	
T 12/1	Zainichi Koreans	^ Readings TBD
W 12/2		Homework 7
R 12/3		^ <i>Pacchigi!</i> (dir. Kazuyuki IZUTSU, 2004)
T-R 12/8-10	Final Paper Prep Sessions	^ Essay prep sheet due at start of class
F 12/18		^ Final Essay due

Note regarding credit hours and student workload: This 3-credit course has 3 hours of group meetings per week (each 75-minute segment of lecture counts as 1.5 hours according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2.5 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 7.5 hours per week for reading, writing, preparing for discussions, and/or studying for exams for this class.

Lecture Engagement Criteria

In preparation for many of the class sessions (both Tuesdays and Thursdays) this semester, I will record a brief lecture (links will be available on Canvas, but you will view the lecture on [VoiceThread](#)). Students will engage with every recorded lecture by adding comments, making observations/analyses, and raising questions.

Engagement with lectures should be: **substantive, connected, accurate/plausible, and on-time:**

- Substantive engagement is something meaningful to the content of the lecture, class meeting, and module. Asking a question or adding in a trivial fact (such as a person's year of birth or birthplace) is not substantive. But asking about or considering when or where a historical figure was born -- and reflecting on the significance does count as substantive engagement. Another example of substantive engagement is indicating that a historical event in Korea happened at about the same time as a similar event in another part of the world, and explaining why you think this is significant. Yet another example of substantive engagement is identifying how and why a historical text shown on a slide contains interesting wording or ideas.
- Connected engagement can be either connected to the lecture/class meeting/module, OR to engagements of classmates. You can certainly pick up on an idea or ideas from others and go from there.
- Accurate/plausible engagement is straightforward. It means that what you contribute in your engagement is at least reasonably accurate or plausible, and that you're not just making stuff up (for those of us from the olden days, no [Cliff Clavins](#), please.)
- On-time means that you do your lecture engagement before the start of class.

Lecture engagement will be scored in the following way:

- E - excellent (100%). Three or more substantive, relevant, accurate/plausible, and on-time engagements are recorded on a VoiceThread lecture.
- S - satisfactory (85%). Two substantive, relevant, accurate/plausible, and on-time engagements are recorded on a VoiceThread lecture.
- U - unsatisfactory (70%). One substantive, relevant, accurate/plausible, and on-time engagement is recorded on a VoiceThread lecture.
- N - no score (0%). No engagement.

Your three lowest lecture engagement scores will be dropped. The remaining scores will be averaged.

Note: This is my first time using VoiceThread, and so we will get the hang of this together. The aim of the lecture engagement requirement is to ensure that you watch and engage with recorded lectures before each class. It's not necessary for you to do extra work (for example, looking up facts/connections) to leave a comment or raise a question. Just be engaged, thoughtful, creative and so on.

You will receive an email soon that contains a link for joining VoiceThread,

Participation Grading Criteria

***Note:** *Serving as a scribe in small-group work counts as 2 contributions to a shared Google Doc. Serving as a small-group spokesperson counts as 2 contributions to full-group discussion.*

A participation: very good or superb

An A participation grade is for people who, based on meticulous pre-class preparation, participate actively in small group work (at least 3 contributions to a shared Google Doc each lecture or section), and make 3 or more contributions to full-group discussions each week. Their class participation is consistent throughout the semester.

B participation: good, or pretty good

A B participation grade is for people who, based on good (but uneven) pre-class preparation, take active part in small group work (at least 2 contributions to a shared Google Doc each lecture of section) and make at least 2 contributions to full-group discussions each week.

C participation: deficient

A C participation grade is for people who, lacking preparation, are not able to take part in small group work that is relevant to the class session. They occasionally contribute to full-group discussions.

D participation: abysmal

A D participation grade is for people who, lacking preparation, are not able to take part in small group work that is relevant to the class session. They might not ever contribute to full-group discussions during the semester.

F participation: An F participation grade is that much worse than a D.

Essay Grading Criteria

A essay: very good or superb

An A essay has: a title that aptly captures the main ideas of the essay; a clear, well-articulated thesis in the first paragraph; and an argument that supports the thesis effectively. It should also: follow the instructions of the essay assignment; have claims that are soundly supported by the assigned textual or visual source(s); and displays careful and thoughtful reading/viewing of the source material. Finally, the essay has: excellent English grammar and usage; a clear and sensible organization that includes an introduction, body sections, and a conclusion; correct citations for all sources; and no (or minimal) proofreading oversights.

B essay: good, or pretty good

A B essay has: an uninformative title; a decent thesis articulated in the first paragraph; and an argument that supports the thesis in a reasonable fashion. It follows nearly all of the instructions of the essay assignment; makes claims that are decently supported by textual/visual sources indicates reading/viewing of the source material; and displays some engagement with and thought about the material. The essay mostly uses correct English grammar and usage; has decent organization; has adequate citations for all sources; and more than three proofreading oversights.

C essay: deficient

A C essay has: a generic title (or not title; an unclear thesis is unclear; and only the semblance of an argument. It fails to follow three or more of the instructions; makes claims that are not well supported by the sources; displays cursory reading/viewing or misunderstanding of the sources; contains unnecessary digressions or baseless generalizations. The essay contains numerous grammar and usage errors in grammar or usage; has a confusing organization; has inadequate source citations; and has many proofreading oversights

D essay: poor

A D essay lacks: a title; a thesis; and an argument. It fails to follow more than half of the instructions; does not make claims based on the sources; and makes it apparent that the writer has not completed reading/viewing or sources. The essay is riddled with grammar and usage errors; has not been organized; does not cite sources; and has not been proofread.

F essay: An F essay is that much worse than a D essay.

Goals of the History Major:

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

- Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
- Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
- In-depth understanding of a topic of their choice through original or creative research.
- The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

Skills Developed in the Major

Define Important Historical Questions

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

Collect and Analyze Evidence

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.

2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

Present Original Conclusions

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

Contribute to Ongoing Discussions

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.