

HIST 335-ASIAN 335-EALC 367-KOR 38000
The Koreas—The Korean War to the 21st Century

UW-Madison CourseShare with Purdue University and the University of Illinois

Professor Charles Kim/Fall 2021

Synchronous Class Meetings on Zoom: Tuesdays-Thursdays, 11:00 am-12:15 pm CT/12:00-1:15 pm ET

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Office Hours: Tuesdays 3:00-4:30 pm CT/4:00-5:30 ET and by appointment

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Course Description:

Korea has shaped, and has been shaped by, key trends and phenomena in East Asian and world history. Students who take this course will explore the primary transformations in post-1945 South Korea and North Korea, with a focus on: the formation of rival Korean nation-states and the Korean War (1945-1953), Cold War nation building (1950s-1980s), South Korea's democratization (1960s-1980s), and neoliberal globalization (1980s-recent times). In particular, this course uses the lens of cultural memory in order to understand from a present-day perspective the complex experiences of Korean people in this dynamic but turbulent history.



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

Course Requisite: Sophomore standing

Course Designation: General education

Course Objectives:

- 1) Gain a solid understanding of how South Korea's culture and society have changed together with the key historical developments of the post-1945 era.
- 2) Explore how post-1945 global history has shaped and has been shaped by the Korean experience, with emphasis on the first "hot" war of the Cold War era, Cold War decolonization, and neoliberal globalization.
- 3) Learn the basics of cultural memory studies.
- 4) Participate in informed intellectual discussions and group work with your classmates.

Required Materials:

- Nearly all readings, films, and other course materials will be available electronically on UW's course learning management system, Canvas: <https://learnuw.wisc.edu>.
- If I'm not able to make a film available for no-cost viewing, then you may have to rent or purchase it online.

Course Requirements:

- 1) Participation: 20%
- 2) Homework Assignments: 10% (= 5 x 2%)
- 3) Note-taking (one class): 5%
- 4) Fishbowl discussion (one class): 10%
- 5) Two short essays: 15% (= 2 x 7.5%)
- 6) Group project, prep assignments: 5%
- 7) Group project, peer evaluations: 5%
- 8) Group project: 30%

How to Succeed in This Course

To do well in this course, start from your own interest in and enthusiasm for course topics. Read/view assigned materials before each class, and come ready to share your questions, ideas, and observations. Think through the insights that you have made and picked up through engagement with materials and discussions, and bring them together in well-considered, nicely crafted written assignments. Listen to, be respectful of, and engage with the viewpoints of others, whether in assigned materials or in class discussion. Maintain good communication with me, in case you are in need of something--constructive feedback on an assignment, further explanation on a course topic, an extension on an assignment, etc.

For those of you who would like additional guidance on your written assignments, **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 online: <http://go.wisc.edu/hlab>.

The UW Writing Center is another terrific place to receive guidance on your written work. For details, see: <http://www.writing.wisc.edu>.

Course Guidelines:

- 1) This syllabus provides an overview of the course and lays out my expectations of students. Please read it carefully, and consider it to be a semester-long agreement between you and me.
- 2) This is a synchronous class. Since in-class discussion is an important part of the course, you're expected to attend the Zoom sessions, prepared and ready to participate.
- 3) You are allowed a total of three excused absences over the course of the semester. Late arrivals and early departures will be counted as partial absences. Exceeding three excused absences will probably have an adverse effect on your course grade.
- 4) Please let the instructor know if illness or a family emergency arises. In certain cases, additional excused absences may be granted.
- 5) Please have readily accessible and easily readable copies of the assigned readings, as well as any written assignments, for every class meeting.
- 6) Late submissions for essays will receive a deduction of half a letter grade for each late day. Late submissions of weekly assignments will not be accepted.
- 7) I generally respond to emails within two days, but there are cases when I do need more time. Give yourself ample time for a response, especially if you are emailing me on an important, time-sensitive subject (for example, an essay that will be due soon).

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to

students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the [McBurney Center](#) or the disability resource center on your campus to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

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 = 0-59.9

Purdue and UIUC students

93-100%	A	80-82.9%	B-	67-69.9%	D+
90-92.9%	A-	77-79.9%	C+	63-66.9%	D
87-89.9%	B+	73-76.9%	C	60-62.9%	D-
83-86.9%	B	70-72.9%	C-	Below 60	F

MODULE 1: Preliminaries

Module Objectives

- *Start to build your understanding of cultural memory studies, and of the South Korean nation narrative.*
- *Gain a multi-level understanding of the Korean War: as a civil war focused on decolonization, an international/global war, and a war against the people.*
- *Learn about the parallel, Cold War programs of state-led decolonization in 1960s-1970s North and South Korea, with a focus on nation building; do this with a focus on early national memories in North and South Korea.*

DATE	TOPIC	ASSIGNMENTS
R 8/24- 9/9	Course Introduction	
T 8/31-9/ 14	Cultural Memory: An Introduction	^ VoiceThread presentation ^ *Yael ZERUBAVEL, “The Dynamics of Collective Memory,” 3-12 ^ <i>Mal Mo E</i> (dir. EOM Yu-na, 2019)
W 9/15		^ Homework 1 due by midnight CT
R 9/16	The Korean War: An Overview	^ <i>Memory of Forgotten War: Four Deeply Personal Accounts of the War</i> (2013) ^ *Allan MILLETT, “Introduction to the Korean War,” 921-935

		^ World History Project, “Decolonization and the Cold War through an Asian Lens,” https://www.youtube.com/watch?v=LoAolxAmsew
M 9/20		^ Homework 2 due by midnight CT
T 9/21	Nation Building in North Korea: The Bountiful Years Under Kim Il Sung, 1950s-1970s	^ Charles ARMSTRONG, <i>The Koreas</i> , 57-75 ^ KIM Yong-ho (dir.), <i>When We Pick Apples</i> (1971) ^ KIM Il Sung, “Let Us Consolidate and Develop the Great Results of the Pukchong Meeting,” 111-124
R 9/23	Nation Building in South Korea: The Park Chung Hee Era, 1961-1979	^ VT presentation ^ *Andrew KIM and Gil-sung PARK, “Nationalism, Confucianism, and Work Ethic,” 37-49 ^ IM Kwon-taek (dir.), <i>Parade of Wives</i> (1974)
M 9/27		^ Homework 3 due by midnight CT
T 9/28	Short Essay Prep (1)	^ Video clips TBD

MODULE 2: Countermemory and Democratization

DATE	TOPIC	ASSIGNMENTS
R 9/30	The Other Korean War	^ *Heonik KWON, <i>After the Korean War: An Intimate History</i> , 1-8 ^ “The Jeju April 3rd Incident,” <i>Hankyoreh</i> , selected articles ^ Review Y. Zerubavel on countermemory, 10-12
F 10/1		^ First short essay due by midnight CT
T/ 10/5	The Gwangju Uprising (1980) & South Korea’s Democracy Movement	^ Kyung Moon HWANG, “South Korean Democratization,” 226-234 ^ *Namhee LEE, “Minjung, History, and the Crisis of Historical Subjectivity,” 40-55 ^ SEO Hye-gyoung, “What Is the Most Important Thing?,” 217-227 ^ YU Si-min, “Grounds for Appeal: Why Did I Become a Problem Student?,” 228-232
R 10/7	After the June 1987 Democracy Struggle	^ *Jiyeon KANG, “Exuberant Politics on the Internet,” 4118-4137 ^ Video clips of 2008 demonstrations ^ <i>Yongsan</i> (dir. MOON Jeong-hyeon, 2009) ^ “Rehashing the Old Uncertainties in New Times,” <i>Chosun ilbo</i> : http://english.chosun.com/site/data/html_dir/2007/06/11/2007061161019.html ^ “June 1964, 1988, 2008,” <i>Chosun ilbo</i> :

http://english.chosun.com/site/data/html_dir/2008/06/04/2008060461016.html

MODULE 3: Korean War Blockbusters & Cultural Nostalgia

- Learn the fundamentals of South Korea’s democracy movement (1980s). With a focus on the minjung movement.
- Understand the role of counter-memory in the minjung movement.
- Delve into post-authoritarian cultural memories of democratization and the Korean War.
- Learn about mediality and nostalgia to broaden your framework for analyzing cultural memory.

DATE	TOPIC	ASSIGNMENTS
M 10/11		^ Homework 4 due by midnight CT
T 10/12	“Planet Hallyuwood”	^ Hyunseon LEE, “The South Korean Blockbuster and a Divided Nation,” 259-264 ^ *Theodore HUGHES, “Planet Hallyuwood: Imaging the Korean War,” 197-212
R 10/14	Tae Guk Gi	^ KANG Je-kyu (dir.) <i>Tae Guk Gi: The Brotherhood of War</i> (2004) ^ “Who Won the Korean War,” <i>Chosun ilbo</i> , July 30, 2013. http://english.chosun.com/site/data/html_dir/2013/07/30/2013073001311.html ^ “Willful Ignorance of Korean War Must Stop,” <i>Chosun ilbo</i> , March 26, 2010. http://english.chosun.com/site/data/html_dir/2010/03/26/2010032600996.html
M 10/18		^ Homework 5 due by midnight CT
T 10/19	Mediality & Cultural Memory	^ Astrid ERLI, “Literature, Film, and the Mediality of Cultural Memory,” 389-398 ^ *Youngmin CHOE, <i>Tourist Distractions</i> , 166-196
R 10/21	The Park Chung Hee Syndrome	^ *Namhee LEE, “Social Memories of the 1980s,” 17-45 ^ “The Secret of South Korea’s Success,” <i>Chosun ilbo</i> , August 14, 2008. http://english.chosun.com/site/data/html_dir/2008/08/14/2008081461016.html ^ Video clips
M 10/25		^ Homework 6 due by midnight CT
T 10/26	Restorative and Reflective Nostalgia	^ *Svetlana BOYM, “Nostalgia and Its Discontents,” 1-18 ^ *Hong KAL, “Flowing Back to the Future: The Cheongye Stream Restoration and the Remaking of Seoul,” 1-22 ^ 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 ^ Video clips TBD
R 10/28	Short Essay Prep (2)	
M 11/1		^ Short Essay 2 due by midnight CT
T 11/2	Nostalgic & Social Issues	^ <i>Miss Granny</i> (dir. HWANG Dong-hyuk, 2014) ^ CHOE Sang-hun, “As Families Change, Korea’s Elderly Are Turning to Suicide” ^ Se-Woong KOO, “Korea, Thy Name is Hell Joseon” ^ Vladimir TIKHONOV, “‘Hell Joseon’ – a country where sleepless toil brings no mobility” ^ Jeongmin KIM, “Why Young Koreans Love to Splurge”

MODULE 4: Preparing for Group Projects

Module Objective

- Create an insightful and rigorous group project with your fellow group members.

DATE	TOPIC	ASSIGNMENTS
R 11/4	Korea, Japan, Asia: It’s Complicated	^ *Emilia HEO, “When National Narratives Clash in Multinational Classrooms” https://apjif.org/2021/5/Heo.html ^ VT presentation ^ Video clips TBD
T 11/9	Group Project Prep	^ Material(s) TBD: For 11/9-11/23, these will be brief readings, video clips or exercises on methodology and the Korean context that will help prepare you for your projects.
R 11/11	Group Project Prep	^ Material(s) TBD
T 11/16	Group Project Prep	^ Material(s) TBD
R 11/18	Group Project Prep	^ Material(s) TBD

T 11/23	Group Project Prep	^ Material(s) TBD
R 11/25	Thanksgiving - no class	
T 11/30	Group Presentations	
R 12/2	Group Presentations	
T 12/7	Group Presentations	
F 12/17		^ Group Projects due by midnight CST

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.

Regular and Substantive Student-Instructor Interaction.

This course meets the requirement for regular and substantive student-instructor interaction through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content. Regular interaction will take place every week in the Tuesday and Thursday class sessions (11:00 am-12:15 pm Central Time), by email, on Canvas and in office hours.

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, [Rights & Responsibilities](#)

Diversity & Inclusion

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Calendar & Religious Observances

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.