

Fall 2021
Modern History of Korea

BTAA Korea e-School CourseShare
H725 (Wisconsin) / ALC 16:217:555 (Rutgers)
HIST 492-0-22 (Northwestern) / HIS 7401-23480 (Ohio)

Thursdays 3:45-5:45 PM CT / 4:45-6:45 PM ET Online thru Zoom

Instructors:

Professor Charles Kim (Wisconsin-Madison) Email: charles.kim@wisc.edu Office: Humanities Building 4122 Office Hours: Tuesdays 3:00-4:30 pm CT & by appt.	Professor Suzy Kim (Rutgers) Email: suzykim@rutgers.edu Office: Scott Hall 336 Office Hours: Tuesdays 4:30-6:00 pm ET & by appt.
---	--

Course Description

Designed as a discussion-driven seminar, we will examine emerging scholarship and major debates in modern Korean history dealing with a variety of topics that include historiography, gender and women’s history, colonial modernity, the Korean War, and postwar developments in both North and South Korea. The course treats Korea beyond its geographic borders to include transnational movements of people, culture, and capital, such as the Korean diaspora and the Korean Wave. While questioning hegemonic concepts such as “modern” as opposed to “tradition,” modern Korean history conventionally refers to the “opening” of Korea in the late 19th century to the present. Readings will be drawn from a variety of disciplines and topics depending on recent publications in the field, but a solid grounding in historical methodology will drive analysis and discussion, in order to facilitate the completion of a final research project. (Note: the seminar is being offered as part of the Big Ten Academic Alliance course share, allowing graduate students from multiple campuses to interact remotely)

Course Goals

- Critique historical methodology and current debates in modern Korean history.
- Understand key theoretical concepts in historical analysis.
- Complete substantive research project, not only analyzing and synthesizing multiple primary sources, but articulating a persuasive and innovative argument of one’s own.

Course Structure

Classes will be led seminar-style with each member of the class taking turns leading the discussion in groups of two or three. Each week, every class member is responsible for submitting a written response (~300 words) **by roughly midnight the day before class**, which should lay out a critical reading and analysis of the readings, and 1-2 questions or issues to bring up for discussion.

Assessment & Grading (based on a maximum of 100 points)

Participation including fishbowls and paired-notetaking (1 point per activity) 20 Points
Seminar leaders 20 Points
Weekly responses (~300 words) (10 weeks x 2 points each) 20 Points
Draft project and peer review 10 Points
Final project 30 Points

Course Logistics

- *Academic Integrity*: All written work should be composed in one's own words and the ideas of others should be properly cited. It is everyone's responsibility to know and adhere to the academic policy on plagiarism. Violations include cutting/pasting from online sources, fabrications, and facilitating violations of academic integrity. These are serious violations that could lead to expulsion from the university. If there are any questions concerning this policy or about documentation of sources for work in the course, please ask rather than inadvertently violating the policy.
- *Assignments*: All readings should be done before class, and brought to class to consult during discussion. If there are emergencies, medical or otherwise, please contact the instructors as soon as possible to make appropriate arrangements.
- *Attendance*: Regular class attendance is expected. More than 2 absences may adversely impact your performance, so please plan accordingly.
- *Etiquette*: Please be respectful in all forms of communication, and be considerate to others. This includes physical distancing, masking, and following university rules and guidelines at each respective campus.
- *Grading*: Grades will be based on the grading system at each respective campus.
- *Gadgets*: All phones should be put away and turned off for the duration of the class. Laptops and electronic readers are only allowed to access readings and take notes.
- *Emails*: Instructors field a lot of emails each day. We may not be able to respond to your email right away. Please send your email well in advance, or better still, address questions or concerns in person during class or office hours.
- *Disabilities*: Students with disabilities who are seeking consideration for services or accommodations should contact the disabilities office at the respective campuses.

Note: This syllabus may be modified throughout the semester, so please keep up to date of any announcements made in class.

Ongoing Course Tasks

Fishbowls and Notetaking

Classes will focus on discussions, not lectures. Please complete the assigned reading(s) before class and be prepared to discuss them by having the readings on hand during class to consult as needed. Two or three members of the seminar will be selected randomly in each class to participate in a fishbowl discussion, before the rest of the seminar joins in. Those chosen for the fishbowl will open the discussion by introducing the readings with the following: Who is the author? Why did they write this text? What is their core assertion? What evidence do they present? What is significant about their perspective? Two other members of the seminar will be chosen randomly to take notes for the class in a shared Google doc that can be edited and updated as needed by the rest of the class.

Weekly Responses

Please choose ten weeks on which to submit your weekly response. Post your response in the Google doc (links to be shared by the instructors), including the following components:

1. Do *not* summarize, but engage with the reading by following the questions from tips on critical reading at the end of the syllabus.
2. Pose one or two questions you would like to raise for discussion.
3. Identify terms and concepts that you would like to explore.

Your responses will be given points on a scale of 0 to 2 based on timely and insightful completion. Your responses should be posted online **roughly by midnight before class**.

Required readings and additional sources, available online:

CLASS SCHEDULE

Week 1, Sept. 2: Introductions

- Contemporary debates
- Resources at local libraries and archives
- Sign-up for week to lead seminar

Week 2, Sept. 9: Colonial Modernity

- Gi-Wook Shin and Michael E. Robinson, "Introduction: Rethinking Colonial Korea," *Colonial Modernity in Korea*, 1-20
- Carter Eckert, *Offspring of Empire: The Koch'ang Kims and the Colonial Origins of Korean Capitalism, 1876-1945* (Washington, 1996), ch. 1 (1-26), ch. 2 (27-63), ch 8 (224-252), conclusion (253-259)

Additional sources:

- Hyaeweol Choi, *New Women in Colonial Korea: A Sourcebook* (Routledge, 2012)
- Christopher Hanscom, Walter Lew, Youngju Ryu, *Imperatives of Culture: Selected Essays on Korean History, Literature, and Society from the Japanese Colonial Era* (Hawaii, 2013)
- Hildi Kang, *Under the Black Umbrella*
- Dae-Sook Suh, *Documents of Korean communism, 1918-1948* (Princeton, 1970)

Week 3, Sept. 16: Liberation & Division

- Suzy Kim, *Everyday Life in the North Korean Revolution, 1945-1950* (Cornell, 2013), Introduction, chapters 2, 3, 5
- Primary source:
 - Kim Yongjeung, "A Korean 'White Paper'," 1-31.

Additional sources:

- Henry Em, *The Great Enterprise*, chapter 5 ("Divided Sovereignty and South Korean Historiography")

Week 4, Sept. 23: Korean War - Guest Speaker: Monica Kim

- Monica Kim, *Interrogation Rooms of the Korean War*
- Primary source: *We Accuse* (Women's International Democratic Federation, 1951)

Additional sources:

- Bruce Cumings, *The Korean War: A History* (Modern Library, 2011); *Origins of the Korean War* (2 vols.) (Princeton, 1981, 1990)
- Hajimu Masuda, *Cold War Crucible: The Korean Conflict and the Postwar World* (Harvard, 2015)
- Suzy Kim, "Origins of Cold War Feminism during the Korean War," *Gender & History* 31, no. 2 (July 2019): 460-479
- Deann Borshay Liem and Ramsay Liem (dirs.), *Memory of Forgotten War*, 2013

Week 5, Sept. 30: Cold War

- Heonik Kwon, *After the Korean War* (Cambridge, 2020), selected chapters
- Primary source: Kim Min-suk, "Scarlet Fingernails"

Additional sources:

- Kim Dong-won (dir.), *Repatriation*, 2003
- Mun Jeong-hyun (dir.), *Grandmother's Flower (Halmaekkot)*

Week 6, Oct. 7: South Korea's Developmental Capitalism

- Byung-Kook Kim & Ezra F. Vogel, *The Park Chung Hee Era: The Transformation of Korea* (Harvard, 2011), introduction, chapter 12, conclusion
- Bruce Cumings, "Colonial Formations and Deformations: Korea, Taiwan, and Vietnam," in *Parallax Visions* (Duke, 1999), 69-94
- Vivek Chibber, "Building a Developmental State: The Korean Case Reconsidered," *Politics and Society* 27, no. 3 (1999): 309-346
- Primary source: Im Kwon-taek (dir.), *Parade of Wives*, 1974

Additional sources:

- Lee Byeong-cheon, ed., *Developmental Dictatorship and the Park Chung Hee Era*
- Jason Petruilis, "'A Country of Hair': A Global Story of South Korean Wigs, Korean American Entrepreneurs, African American Hairstyles, and Cold War Industrialization," *Enterprise and Society* 22, no. 2 (June 2021): 368-408.

Week 7, Oct. 14: Mass Politics in South Korea

- Charles Kim, *Youth for Nation: Culture and Protest in Cold War South Korea* (Hawai'i, 2017), Intro, Ch. 5, Epilogue
- Hwang Byeong-ju, "The Ruling Discourse and Mass Politics of the Park Chung Hee Regime," *Review of Korean Studies* 12:3 (September 2009), 11-40
- Namhee Lee, "A Theory of Mass Dictatorship: A Re-examination of the Park Chung Hee Period," *Review of Korean Studies* 12, no. 3 (2009): 41-69
- Primary source: Yi Manyol, *Our Twisted Hero* (1987)

Additional sources:

- Youngju Ryu, ed. *Cultures of Yusin: South Korea in the 1970s* (Michigan, 2018)
- Youngju Ryu, *Writers of the Winter Republic: Literature & Resistance in Park Chung Hee's Korea* (Hawai'i, 2016)
- Namhee Lee and Kim Won, *The South Korean Democratization Movement: A Sourcebook* (2016)

Week 8, Oct. 21: North Korea's Developmental Socialism - Guest: Cheehyung Harrison Kim

- Cheehyung Harrison Kim, *Heroes and Toilers: Work as Life in Postwar North Korea, 1953-1961* (Columbia, 2018)
- Andre Schmid, "Historicizing North Korea: State Socialism, Population Mobility, and Cold War Historiography," *The American Historical Review*, Volume 123, Issue 2 (2018): 439-462

Additional sources:

- [Kevin Gray and Jong-Woon Lee](#), *North Korea and the Geopolitics of Development* (Cambridge, 2021)

Week 9, Oct. 28: Mass Politics in North Korea

- Tessa Morris-Suzuki, *Exodus to North Korea: Shadows from Japan's Cold War* (Rowman & Littlefield, 2007)

Additional sources:

- Yang Yong-hi (dir.), *Dear Pyongyang*
- Kim Yong-ho (dir.), *When We Pick Apples*

Week 10, Nov. 4: Politics of Protest

- Namhee Lee, *The Making of Minjung: Democracy and the Politics of Representation in South Korea* (Cornell, 2006), 1-241

Additional sources:

- Sunyoung Park, ed. *Revisiting Minjung: New Perspectives on the Cultural History of 1980s South Korea* (Michigan, 2019)
- Charles Kim, Jungwon Kim, Hwasook Nam, Serk-Bae Suh, eds., *Beyond Death: The Politics of Suicide and Martyrdom in Korea* (Washington, 2019)

Week 11, Nov. 11: Korean Diaspora - Guest: Eleana Kim

- Eleana Kim, *Adopted Territory: Transnational Korean Adoptees and the Politics of Belonging* (Duke, 2010)

Additional sources:

- Deann Borshay Liem, dir. [Geographies of Kinship](#). 2019.
- Deann Borshay Liem, dir. [In the Matter of Cha Jung Hee](#), 2010
- Deann Borshay Liem, dir. [First Person Plural](#), 2000

Week 12, Nov. 18: What's the Latest? Suggestions?

Possibilities:

- [Hwasook Nam](#), *Women in the Sky: Gender and Labor in the Making of Modern Korea* (Cornell, 2021)
- [Benjamin Young](#), *Guns, Guerillas, and the Great Leader: North Korea and the Third World* (Stanford, 2021)

Week 13, Nov. 25: Turkey Day - No Class

Week 14, Dec. 2: Proposals & Peer Review

- Project Proposals DUE
- Presentations: Peer + Own + Feedback

FINAL RESEARCH PROJECT DUE - details and deadlines to come for each campus

Tips on Critical Reading

Whenever you read a text you should ask yourself the following questions:

1. What kind of text is it?
2. What was the author's basic intent in writing it? What's the point/argument?
 - What questions does the author pose?
 - Why are answers to those questions important?
 - What is the author's central position?
3. What types of evidence does the author use to support their position?
4. Does the author's position rest on any unsupported assumptions?
5. What are the strengths and weaknesses of the author's position?

Course Requisite: Graduate student standing

Course Designation: Graduate level

Note regarding credit hours and student workload: This 3-credit course has 3 hours of group meetings per week (the weekly 115 minutes of seminar counts as 3 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 synchronous online 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 participating in discussion of course content. Regular interaction will take place every week in the Thursday seminars sessions (3:30-5:25 pm), by email, on Canvas, in Google Docs, 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](#)