

University of Wisconsin–Madison  
**History 340 – Cultural History of Korea:**  
**Korean Food Cultures: Past and Present**

*Dr. Charles Kim/Spring 2022/5255 Humanities/Wednesdays, 3:30–5:25 pm*

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Office Hours on Google Meet: [Tuesdays, 1:30–3:30](#) and by appointment

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*Gwangjang Market in Seoul, South Korea (2018)*

## **Course Description**

This course is an exploration of Korean foods and foodways of Korea that uses food as a lens for understanding the modern history and cultures of the Koreans. We will delve into questions such as: How have Korean foods changed in concert with central processes of global history from the late 19th century to the present? What meanings do people attach to foods, and what do these meanings reveal? How can food be a source of social unity—or of social

division? How do people engage with food and in foodways? To answer these and other questions, we will explore a range of topics as they connect to the eating, making, and the representation of foods, including:

- the effects of capitalism, imperialism, and colonialism;
- decolonization and nation building;
- the construction of national dishes and cuisines;
- diaspora and multiculturalism;
- globalization and media.

Throughout the semester, you will actively engage with these questions through discussions, readings, video clips, and other materials. Class activities will include preparing and sharing dishes in the Food Application Laboratory in Babcock Hall.

## Learning Outcomes

- Through the lens of food, build your understanding of the culture, history, and ideologies of modern Korea;
- Learn about how and why Korean foods and foodways have changed together with the locally inflected, global changes that have taken place since the 19th century;
- Learn about social and cultural tactics and the ways in which ordinary people use them in their everyday lives, in relation to Korean food; and
- Improve oral, written, and food-based communicative skills.

## Course Requirements

- [Seminar leader](#) for a weekly topic: 20 points
- “Fish” in the [fishbowl discussion](#): 10 points (5 points x 2)
- [Notetaking](#): 10 points (10 points x 2)
- Weekly discussion posts (400–500 words): 24 points (3 points x 6)
- Food Place Project proposal and prep assignments: 6 points
- Project presentation: 20 points
- Food Place Project Write-up: 10 points
- Total: 100 points

## Course Materials

For this course, you will need to get access to these two books:

- Han Kang, *The Vegetarian: A Novel* (Hogarth, 2015)

- Grace M. Cho, *Tastes Like War: A Memoir* (Feminist Press, 2021). [Available as an e-Book through UW Libraries.](#)
- The above two books will be available at College Library Course Reserves. All other course materials will be available on Canvas.

## 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) Participation is central to this course, so aim for perfect attendance, come prepared to every session, and participate regularly. Two or more unexcused absences will probably have an adverse effect on your participation score.
- 3) Please email me ([charles.kim@wisc.edu](mailto: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, or a personal emergency.
- 4) Please have readily accessible and easily readable copies of the assigned readings, as well as any written assignments, for every class meeting.
- 5) Late assignments may receive up to a 5% score deduction for each late day.
- 6) Plagiarism – the use of another person’s words or ideas without citation – will not be tolerated in any assignment for this course. Please remember that all the work that 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, you are welcome to. Just be sure to cite from whom the ideas, quotes, etc. came.

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

## Grading Scale

A = 92-100%; AB = 88-91.9%; B = 82-87.9%; BC = 78-81.9%;  
C = 70-77.9%; D = 60-69.9%; F = below 60%

## 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.

## 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 McBurney Disability Resource Center to implement them.

## Writing Resources

**The History Lab** at UW is a resource center where PhD students can help you with your history papers, including your weekly discussion posts.. No matter your stage in the writing process, the History Lab staff is here to help you sharpen your skills and become a more successful writer. [Sign up](#) for a one-on-one consultation.

### January 26: Getting Started

### February 2: Korean Culinary Nationalism

- Priscilla Ferguson, "Culinary Nationalism," 102-109
- Cheryl-Ho Lee and Moonil Lee Kim, "History of Fermented Foods in Northeast Asia," 1-16
- Kyung-Koo Han, "The 'Kimchi Wars' in Globalizing East Asia," 149-166
- Chi-Hoon Kim, "Kimchi Nation: Constructing *Kimjang* as an Intangible Korean Heritage," 39-53
- Gaik Cheng Khoo, "The *Hansik* Globalization Campaign: A Malaysian Critique," 65-76
- UNESCO, "[Tradition of kimchi-making in the DPRK](#)"
- Arirang Issue, "[North Korean-style Kimchi - Eodimchae](#)"
- Fork the System, "[What does food tell us about North Korea?](#)"

### February 9: Frameworks

- Anne Allison, "Japanese Mothers and *Obentōs*," 154-177
- Uma Narayan, "Eating Cultures," 67-68, 75-87
- Leda Cooks, "You Are What You (Don't) Eat? Food, Identity, and Resistance," 94-110
- Katharine Bradley and Hank Herrera, "Decolonizing Food Justice: Naming, Resisting, and Researching Colonizing Forces in the Movement," 97-114

### February 16: Ideology, Culture & the State

- Tae-ho Kim, "Making Miracle Rice: Tongil and Mobilizing a Domestic 'Green Revolution' in South Korea," 189-208

- Maria Ostoreva, “The State Leader as Inventor of Food Traditions in the DPRK,” 303-334
- Tatiana Gabroussenko, “Well-Nourished Beauty Culinary Symbolism in the Mass Culture of North Korea, 1960-2014,” 232-247
- Kim Il Sung, “On Improving the Supply of Consumer Goods to the Working People,” 217-233
- DPRK 360 videos, TBD

## **February 23: Ideology, Culture & the Media**

- Maria Ostoreva, “Young Men in Chef Uniforms and Suffering Mothers in *Hanbok*,” 63-81
- Hojin Song, “A Korean Mother’s Cooking Notes,” 1428-1445
- Eunice Lim Ying Ci and Lew Kai Khiun, “Her Hunger Knows No Bounds: Female-Food Relationships in Korean Dramas,” 176-192
- Yeran Kim, “Eating as a transgression: Multisensorial performativity in the carnal videos of mukbang,” 107-122
- Watch mukbang videos of your own choosing for class discussion

## **March 2: Transgressing Ideology: *The Vegetarian***

- Han Kang, *The Vegetarian*

## **March 9: Restaurant Visit: Cooking Demonstration & Meal**

- Readings TBD
- Class will be held in 5 Star Korean BBQ (605 E. Washington Ave.)

## **March 16: Spring Break**

## **March 23: No Class**

- Food Place Project Proposals due on Canvas

## **March 30: *Tastes Like War***

- Grace M. Cho, *Tastes Like War*
- Byung-Chul HAN, “Fragrant Crystal of Time,” 42-48

## **April 6: Beef, Modernity & Globalization**

- Katarzyna Cwiertka, *Modern Japanese Cuisine*, 13-34
- Sjur Kasa, “Globalizing Unsustainable Food Consumption,” 151-163
- Sangmee Bak “McDonald’s in Seoul,” 136-160
- Jiyeon Kang, “Internet activism transforming street politics,” 750-761

- Colin Tudge, “How to Raise Livestock—And How Not To,” 9–21

**April 13:** Food Place Project Prep Session

**April 20, April 27, May 4:** Presentations and food sampling in the Food Application Lab, Babcock Hall

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## **PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES**

See information about [privacy of student records and the usage of audio-recorded lectures](#).

### **Usage of Audio Recorded Lectures Statement**

Lecture materials and recordings for History 200: East Asian Food Cultures - Past & Present are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)**

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

### **UW-MADISON [BADGER PLEDGE](#)**

### **UW-MADISON [FACE COVERING GUIDELINES](#)**

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

### **Face Coverings During In-person Instruction Statement (COVID-19)**

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

### **QUARANTINE OR ISOLATION DUE TO COVID-19**

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

### **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 feedback is important to me. I strongly encourage you to participate in the course evaluation.

#### **Digital Course Evaluation (AEFIS)**

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

### **ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES**

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT**

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 (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

### **DIVERSITY & INCLUSION STATEMENT**

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.

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### 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*

Pose a historical question and explain its academic and public implications.

Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.

Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

### *Collect and Analyze Evidence*

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

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.

Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

### *Present Original Conclusions*

Present original and coherent findings through clearly written, persuasive arguments and narratives.

Orally convey persuasive arguments, whether in formal presentations or informal discussions.

Use appropriate presentation formats and platforms to share information with academic and public audiences.

### *Contribute to Ongoing Discussions*

Extend insights from research to analysis of other historical problems.

Demonstrate the relevance of a historical perspective to contemporary issues.

Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.