University of Wisconsin-Madison
Department of History

HIST:725: Historiography of Modern Korea
(HIST:7622: Readings in Modern Korean History @ U. of Iowa)

Spring 2025
Tues 3:30-5:25 pm CST: Synchronous, online (Zoom)

Instructors

Professor Alyssa Park Office: 174 Schaeffer Hall Email: alyssa-park@uiowa.edu Tel: (319) 335-2329 Office Hours: TBD	Professor Charles Kim Office: 4122 Humanities (UW)/Zoom Email: charles.kim@wisc.edu Tel: (608) 563-9016 Office Hours: Wednesday, 2-4 pm CST

Course ICON site: To access the course site, log into Iowa Courses Online (ICON) using your Hawk ID and password.

Course Designation: Breadth: Humanities or Social Science; Level: Elementary; L&S Credit: Counts as Liberal Arts and Science credit; Requisites: None.

Course Description

In this discussion-based seminar, students will explore emerging scholarship and major debates in the English-language historiography of modern Korea, from the late nineteenth century to the present. From the vantage points of sovereignty, decolonization, transnationality, structure/agency, and thought and culture the course will delve into topics that include: Korea's transition into global capitalist modernity; colonial modernity; national division; the Korean War; and Cold War Korea. No previous knowledge of Korean history or language is necessary, but basic knowledge of twentieth century East Asia is helpful. Readings may be drawn from outside the discipline of history, but a solid grounding in historical methodology will drive analysis and discussion.

This synchronous online seminar is a Big Ten Academic Alliance CourseShare, offered through the e-School for Korean Studies. This semester, our class will have students from the University of Iowa, University of Wisconsin-Madison, the Ohio State University, Indiana University, and Rutgers.

Learning Objectives

- Gain a critical understanding of key issues in the historiography of modern Korea.
- Position the history of Korea within global history and East Asian regional history.

- Develop your framework for how to teach about and/or conduct research on modern Korea through weekly topics and a final project.

Textbook/Readings
All readings will be made available on the Univ of Iowa's ICON site and/or Google Docs.

The following textbooks can be used as general references.
- Michael Robinson, *Korea's Twentieth Century Odyssey* (University of Hawaii Press, 2007)
- Kyung Moon Hwang, *A History of Korea* (Bloomsbury, 2022)

Academic Honesty and Misconduct
All students in CLAS courses are expected to abide by the CLAS Code of Academic Honesty. Undergraduate academic misconduct must be reported by instructors to CLAS according to these procedures.

Note on Plagiarism
Plagiarism is absolutely prohibited. Plagiarism is the presentation of someone else's work as if it were your own, whether done intentionally or unintentionally. You must include a citation after paraphrasing or quoting his/her work. If you are unsure whether you are plagiarizing, it is best to ask the Teaching Assistant or someone in the History Department's Writing Center. See also this guide about plagiarism, written by the Writing Center. Per the University of Iowa's website, any student who registers for courses in the College of Liberal Arts and Sciences has, in essence, agreed to the value of learning and thus to the importance of the College's Code of Academic Honesty, saying *"I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others, nor will I help fellow students to violate the Code of Academic Honesty."*

Note on Artificial Intelligence Tools
This course assumes that work submitted by students—all process work, drafts, low-stakes writing, final versions, and all other submissions—will be generated by the students themselves, working individually. This means that the following would be considered violations of academic integrity: a student has another person/entity do the writing of any substantive portion of an assignment for them, which includes hiring a person or a company to write essays and drafts and/or other assignments, research-based or otherwise, and using artificial intelligence tools like ChatGPT.

Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact me.

Grading System
Final grades will be awarded based on the following ranges (Iowa, OSU, Rutgers):

A	**B**	**C**	**D**	**F**
A+ 98-100	B+ 87-89	C+ 77-79	D+ 67-69	F < 59
A 93-97	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

At UW: 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%

Course Grades
Final course grades will be assessed based on your performance in the following activities:

Participation (class participation + weekly discussion questions) = 30%; Anatomy cards = 20%; Two oral presentations + discussion facilitation = 10%; Final project = 40%

Further explanation of grading elements:

Participation: 30%

- Post 3 discussion questions on ICON by the **Monday before seminar at 5pm (CST)**. Set up each question with an explanation of how or why you came to it.
- You are expected to actively engagement in seminar discussion. Participation will be scored on a 2-point scale (2 = highest).
- Your 11 weekly participation score will be based on your active engagement in classroom discussion **and** the quality of the discussion questions you submit weekly. Your lowest participation score will be dropped.

Anatomy Cards (12 total): 20%

- Anatomy Cards are half-page digital or printed index cards that you will prepare for each assigned work that is marked with an asterisk (*). The 12 Anatomy Cards are due on ICON on the **Monday before seminar at 5 pm (CST).**
- Your lowest Anatomy Card score will be dropped.
- Your cards will detail the "anatomy" of the book and should include concise answers (2-3 short sentences) to each of the following questions:
    1. What is the work's author, full title, date & place of publication?
    2. What is the work's main argument?
    3. What historiographical or scholarly intervention does the author seek to make?
    4. Identify the types of sources that are used in the article/chapter? How are the sources analyzed and interpreted in support of the main argument? When multiple chapters from the same book have been assigned, please choose 1 body chapter of the book.
    5. How is the book/article organized? With what intents–and effects–did the author organize the book in this way?

Two Oral Presentations + Discussion Facilitation: 10%

- For at least 2 weekly sessions, you and a colleague will prepare a short oral presentation (approximately 10 minutes) that covers the 5 anatomy questions; assesses the persuasiveness of the work's/various works' central claims; and poses 3-5 discussion questions that are geared toward the week's readings as a whole. (You may draw from/adapt discussion questions that you or someone else posted on ICON.)
    - Do not summarize the assigned readings.
    - Following the presentation, the presenters will guide the discussion for the day.
    - The 2 presenters will equally share the time allotted for the presentation (5 minutes each)

Final Project (due May 6): 40%

- For the final project, you can choose between a historiographic essay and an undergraduate syllabus with essay. An initial project proposal is due on March 4, and a final proposal is due on April 8. You are expected to consult with at least one of the instructors before each proposal. Through the initial and final proposals, we will track the degree of preparation that you invest in your final project. Together, the 2 proposals will make up 10% (5% each) of your final grade.
- ***Historiographic essay option*** (3750-5000 words including footnotes but not bibliography): Choose a topic, issue, or concept in modern Korean history that is related to your own research interests. Identify 7-10 secondary sources (minimum: 5 historical monographs) that you would like to analyze and position in relation to each other. The sources can be chosen from among the works that we read in this class; but you should also plan on incorporating works that fall outside our seminar readings. Starting from the 5 anatomy questions, consider the sources and identify a central historiographical question around which to structure your essay. Secondary questions can also be built onto your central question.
- ***Syllabus with essay option***: Design an undergraduate course with at least 50% modern Korean history content. Your course should have a chronological scope and thematic focus that are appropriate for a one-semester undergraduate class. The syllabus should contain the following elements: course description; learning outcomes; course requirements; required course materials; and a detailed course schedule (that includes assigned readings and due dates for required work.) You will also write an essay (1000-1250 words) that explains the scope and focus of your course; your learning outcomes; course requirements and a general sense of how these requirements will be evaluated; and the course schedule.

Attendance Policy

Students are expected to attend all seminar meetings. Topics build on each other week by week, so missing one or more sessions will adversely affect learning.

If you are unable to attend class, please notify **both** instructors in advance. (alyssa-park@uiowa.edu and charles.kim@wisc.edu).

The following are examples of an excused absence: (1) illness; (2) religious holy days; (3) military service obligations; (4) truly unavoidable circumstances (not a family vacation or work obligation); (4) conflicts with University-sponsored activities.

Academic Accommodations:

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 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 of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center 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.

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.

Academic calendars

First day of classes	***Spring break***	***Last day of classes***	***Finals week***
Jan. 6 OSU Jan. 8 Michigan Jan. 13 Indiana Jan. 21 Iowa, Rutgers, Wisconsin	March 3-7 Michigan March 10-14 OSU March 17-21 Iowa, Rutgers, Indiana March 24-28 Wisconsin	May 2 Wisconsin, Indiana May 5 Rutgers May 9 Iowa	May 4-9 Wisconsin, Indiana May 8-14 Rutgers May 12-16 Iowa

Course Credits:
This is a 3-credit course. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with course learning activities (at least 45 hours per credit), which include: reading class materials; preparing weekly anatomy cards and discussion questions; preparing for the final project. Please plan to allot an average of 7 hours per week for these course learning activities.

Regular & Substantive Student-Instructor Interaction
This class meets the guidelines for regular and substantive student-instructor interactions through:

- weekly synchronous class meetings in which the co-instructors provide direct instruction and participate with students in group discussions
- the co-instructors' provision of assessment and feedback on student coursework, as well information and responses to questions about the content of the course and its learning outcomes
- instructor office hours that are held weekly and by and appointment, and that are open to all students in the class.

COURSE READINGS SCHEDULE

Week 1: January 21
Workshop on How to Read

Kim, H. Yumi. Handout, "How To Read for Academia."

Schmid, Andre. "Colonialism and the 'Korea Problem' in the Historiography of Modern Japan: A Review Article." *Journal of Asian Studies* 59, no. 4 (Nov 2000): 951-976.

I. Korea at the Center of Empires

Week 2: January 28
Producing Sovereignty in Empire and Nation

*Schmid, Andre. *Korea Between Empires: 1895-1919.* New York: Columbia University Press, 2003, Introduction, Chap 1-5

Wang, Yuanchong. *Remaking the Chinese Empire: Manchu-Korean Relations, 1616-1911.* Ithaca, NY: Cornell University Press, 2018, Introduction (pp 1-9; bottom of 15-18), Chap 4-5

Week 3: February 4
Claiming Migrants and Territory: Borderlands

*Park, Alyssa M. *Sovereignty Experiments: Korean Migrants and the Building of Borders in Northeast Asia, 1860-1945.* Ithaca, NY: Cornell University Press, 2019, Introduction, Chap 1-4, Chap 5 (pp 153-55, 172-182)

Song, Nianshen. "The Journey towards 'No Man's Land': Interpreting the China-Korea Borderland within Imperial and Colonial Contexts." *The Journal of Asian Studies* 76, no. 4 (2017): 1035-58.

Schmid, Andre. "Rediscovering Manchuria: Sin Ch'aeho and the Politics of Territorial History in Korea." *Journal of Asian Studies* 56, no. 1 (1997): 26-46.

II. Colonial Korea

Week 4: February 11
Geographies of Capital

*Eckert, Carter J. *Offspring of Empire: The Koch'ang Kims and the Colonial Origins of Korean Capitalism, 1876-1945.* Seattle: University of Washington Press, 1991, Preface, Chap 1-4, 6, 8

*Shin, Gi-Wook "Agrarian Conflict and the Origins of Korean Capitalism." *The American Journal of Sociology* 103, no. 5 (1998): 1309-51.

Optional (for historical overview):
Moon, Kyung Moon. *Rationalizing Korea: The Rise of the Modern State, 1876-1945.* Berkeley: University of California Press, 2016, Chap 4

Week 5: February 18
Gender and Labor

*Park, Soon-Won. *Colonial Industrialization and Labor in Korea: The Onoda Cement Factory.* Cambridge, MA: Harvard University Asia Center, 1999

*Nam, Hwasook. *Women in the Sky: Gender and Labor in the Making of Modern Korea.* Cornell University Press, 2021, Introduction, Chap 1-3

Week 6: February 25
The Migration Effect

Palmer, Brandon. *Fighting for the Enemy: Koreans in Japan's War, 1937-1945* Seattle, WA: University of Washington Press, 2013, Chap 4

Kramer, Derek J. "'We Go on Our Own Boats!': Korean Migrants and the Politics of Transportation Infrastructure in the Japanese Empire." *International Review of Social History* 67, no. 2 (2022): 295-316.

Shepherd, Hannah. "Cities into Empire: Fukuoka, Pusan, and Japan's Imperial Urbanization." PhD Dissertation, Harvard University, 2018, Introduction (skim), Chap 5

*Choi, Deokhyo. "The Empire Strikes Back from Within: Colonial Liberation and the Korean Minority Question at the Birth of Postwar Japan, 1945–47." *American Historical Review* 126, no. 2 (Sept. 2021): 555-84.

Week 7: March 4
Race, Culture, and Everyday Life in Empire: Korea and Japan

Due: Draft proposal for final project

Oh, Se-Mi. "Consuming the Modern: The Everyday in Colonial Seoul, 1915-1937." PhD Dissertation, Columbia University, 2008, Introduction, Chap 1-2

Kim, Gyewon. "Faces that Change: Physiognomy, Portraiture and Photography in Colonial Korea." In *The Affect of Difference: Representations of Race in East Asian Empire*. Honolulu: University of Hawaii Press, 2016.

Lim, Sungyun. “Affection and Assimilation: Concubinage and the Ideal of Conjugal Love in Colonial Korea, 1922-1938.” *Gender & History* 28, no. 2 (August 2016): 461-479.

Park, Sang Mi. “The Making of a Cultural Icon for the Japanese Empire: Choe Seung-Hui’s U.S. Dance Tours and ‘New Asian Culture’ in the 1930s and 1940s.” *positions: east asia cultures critique* 14, no. 3 (Winter 2006): 597-632.

III. Decolonization, Division, and Historical Trajectories

Week 8: March 11
Transwar North Korea: Revolution and Industrialization

Armstrong, Charles. *North Korean Revolution, 1945-1950*. Ithaca, NY: Cornell University Press, 2003, Chap 1

*Kim, Suzy. *Everyday Life in the North Korean Revolution, 1945-1950.* Ithaca, NY: Cornell University Press, 2013, Introduction, Chap 1-4

Miller, Owen. “War, the State and the Formation of the North Korean Industrial Working Class, 1931-60.” *Third World Quarterly* 37, no. 10 (2016): 1901-20.

Kim, Cheehyung Harrison. “North Korea’s Vinalon City: Industrialism as Socialist Everyday Life.” *positions: asia critique* 22, no. 4 (2014): 809-36.

March 18:
Spring Break: No Class

Week 9: March 25
Transwar South Korea: Postcolonialism’s Discontents

Cheon Junghwan. “Street Politics and the Production of Representations,” In *Toward Democracy: South Korean Culture and Society, 1945-1980*, edited by Hyunjoo Kim, Yerim Kim, Boduerae Kwon, Hyeryoung Lee, and Theodore Yoo, 15-39. Berkeley: University of California Press, 2020.

*Nam, Hwasook. *Building Ships, Building a Nation: Korea’s Democratic Unionism under Park Chung Hee.* Seattle: University of Washington Press, 2009, Introduction, Chap 1-4

*Moon, Yumi. “Imperial Shift: Rice and Revolution in Transwar Korea, 1939-1949.” In *Transwar Asia: Ideology, Practices, and Institutions, 1920-1960*, edited by Reto Hoffman and Max Ward, 17-48. London: Bloomsbury Academic, 2022.

Kim, Seong Bo. “South Korea’s Land Reform and Democracy.” *Seoul Journal of Korean Studies* 26, no. 1 (2013): 47-74.

Week 10: April 1
Mirrors of Postcolonialism: Narrating the Nation in South Korea

Kim, Charles R. *Youth for Nation: Culture and Protest in Cold War South Korea.* Honolulu, HI: University of Hawai'i Press, Introduction, Chap 3, 5, Epilogue

*Lee, Namhee. *The Making of Minjung: Democracy and the Politics of Representation in South Korea.* Ithaca, NY: Cornell University Press, 2007, Introduction, Chap 1-3

Yang, Sungik. "An Old Right in New Bottles: State Without Nation in South Korean New Right Historiography." *The Journal of Asian Studies*, Vol. 80, No. 4 (November 2021): 889–909.

Week 11: April 8
North Korea and Postcolonial Possibilities

Due: Proposal for final project

*Schmid, Andre. *North Korea's Mundane Revolution: Socialist Living and the Rise of Kim Il Sung, 1953-1965.* Oakland, CA: University of California Press, 2024, Introduction, Chap 1-5 (128 pp)

Kramer, Derek J. "An Atomic Age Unleashed: Emancipation and Erasure in Early Korean Accounts of the Hiroshima and Nagasaki Bombings." *The Journal of Asian Studies* 82, no. 2 (May 2023): 144-62.

Kief, I Jonathan. "Reading Seoul in Pyongyang: Cross-Border Mediascapes in Early Cold War North Korea." *Journal of Korean Studies* vol. 26 no. 2 (October 2021): 325-348.

Week 12: April 15
TBD

Week 13: April 22
Work on final projects

> **Friday, April 25: Student Presentations at UW-Madison**
> The BTAA Korean Studies e-School, UW-Madison, and University of Iowa will provide support for air travel to/from and lodging in Madison

Week 14: April 29
Work on final projects

Week 15: May 6

Due: Final projects