

KORE 362 – HIST 387 Modern Korean History

Fall 2023

Instructor: Sang Mee Oh

Email: soh44@gmu.edu

Class Hours: Tue 3:00-4:15 (G208)

Office Hours: TR 11:45 am-1:15 pm (#G643)

(Please make an appointment using this link or use the QR code:

<https://mason360.gmu.edu/meetings/4249330/sangmeeoh>)



COURSE DESCRIPTION

KORE 362 Modern Korean History covers Korean history from the late nineteenth century to the present. While focusing on Korea's historical experience, it takes a broader and comparative perspective to look at historical changes in modern East Asia together. It examines how Korean history was intertwined with and helped shape modern East Asian history, by comparing Korea's historical experience with those of Japan and China, and the shared historical contexts. It also looks at how Korean history was influenced by global changes such as imperialism and the Cold War.

As a survey course, the class will cover major historical events in modern Korean history, ranging from the premodern-to-modern transformation, including the changing worldviews and relationship with China and Japan, colonization, liberation, national division, the Korean War, authoritarian rule, democratization, and globalization.

While exploring these topics, this course also provides an immersive learning experience for students as the course is offered at Mason Korea. Students will learn Korean history as a lived experience of Korean people by reading biographical readings and visiting the museums to hear the firsthand accounts of Korean people who lived through this time. During the semester, students will go on two field trips to the historical sites related to class topics.

The course emphasizes a self-driven, proactive study where students explore their own topic of interest related to modern Korean history by writing a research paper or producing a documentary film. This course fulfills the Korean minor and major elective requirements and is a Mason Core course.

LEARNING GOAL

The course aims to provide students with a perspective to examine East Asian history, and by extension, global history from the perspective of the Korean historical experience which has been underrepresented in the historical narrative of East Asian history. Students will have a broader and richer understanding of East Asian history, including the Korean people's historical experience.

COURSE DELIVERY

The course will be delivered in a hybrid format which optimally realizes a flipped classroom model. In other words, students are responsible for reading and completing assignments asynchronously before coming to their in-person class, so that they are ready to participate in class activities and discussions actively. In specific, students should watch the lecture video, finish online quizzes, read the mandatory readings assigned for the week, complete the weekly reading analyses, and finish the online discussion activities asynchronously before coming to class on Thursday for face-to-face discussion.

STUDENT LEARNING OUTCOME

By the end of this course, the students will be able to:

1. Demonstrate an understanding of the intertwined and interconnected nature of East Asian history by looking at the shared history of the three East Asian states as well as comparing and contrasting their historical experiences to analyze how they developed their historical patterns.
2. Develop a broader global historical perspective that looks at Korean history as part of global history and examines how the perspective gained by learning Korean history can contribute to the understanding of larger global history.
3. Explore and develop critical perspectives in understanding various ongoing historical controversies and the context of their development articulate their stance and develop a sense of collective and individual responsibility as global citizens to look for peaceful reconciliation.
4. Identify and articulate students' values as global citizens and human beings living in the twenty-first century as they explore how people in history fought to protect important values such as human decency, human dignity, and human rights throughout history.
5. Explore Korean history through experimental learning such as visiting historical sites to understand how elements of space integrate into different historical events and their outcomes.
6. Develop how to express one's articulated stance through research writing, and historical analysis of primary and secondary sources.

REQUIRED TEXTS

Hwang Kyung Moon. *A History of Korea 3rd Edition*. New York: Palgrave and MacMillan, 2021. The textbook is put on reserve in the IGC Library.
Kindle edition (e-book) available on Amazon.



Peter Lee, Wm. Theodore de Bary, Yongho Ch'oe and Hugh H.W. Kang, *Sources of Korean Tradition*, vol 1 (New York: Columbia University Press, 1997) Excerpts from this book will be posted as PDFs on Blackboard.

All other readings listed in the syllabus will be available as PDF files on Blackboard.

RECOMMENDED WEBSITE FOR SELF-STUDY

- AKS Korean Studies English Glossary Dictionary <http://glossary.aks.ac.kr>
- Korean History Database: <http://db.history.go.kr>
- History Net by National Institute of Korean History:
<http://contents.history.go.kr/front/eng/main.do?lang=en>
- **Database for academic journals**
DBpia (Korean) <https://www.dbpia.co.kr>
Jstor (English) <https://www.jstor.org>
- George Mason University Library <https://library.gmu.edu>

RECOMMENDED HISTORICAL SITES FOR FIELD TRIP

- National Museum of Korea <https://www.museum.go.kr/site/eng/home>
- National Museum of Korean Contemporary History
<https://www.much.go.kr/en/mainen.do>
- Incheon Open Port Museum <https://www.icjg.go.kr/eng/cttu0101a04>
- Deoksugung Palace <http://deoksugung.go.kr/en/c/about/1>
- Paichai Museum <https://appenzeller.pcu.ac.kr/appenzeller>
- War and Women's Human Rights Museum
<https://womenandwarmuseum.net/guide/en-information-for-visitors>

GRADING AND EVALUATION

Lecture Video	15%
Weekly Reading Analyses	15%
Weekly Discussion Questions	15%
Weekly Class Discussion	15%
Field Trip Report	10%
Research Paper/Documentary	30%

GRADING SCALE

A+: 98-100%	A: 94-97%	A-: 90-93%
B+: 88-89%	B: 84-87%	B-: 80-83%
C+: 78-79%	C: 74-77%	C-: 70-73%
D+: 68-69%	D: 64-67%	D-: 60-63%
F: Under 59% (<i>failing grade</i>)		

A. Lecture Video (15%)

Students are expected to watch all lecture videos uploaded on Blackboard. The lecture videos will be made available every week after the in-class discussions on Tuesday, and students should watch all lecture videos by midnight on Sunday. Students are strongly encouraged to plan their schedule to watch the lecture videos and watch them early ahead if possible, as they need to make sure to leave time to work on and submit the Weekly Lecture Notes Discussion Questions, and the Weekly Reading Analyses before midnight Sunday, which should be done AFTER watching all lecture videos.

Blackboard traces students' viewing records and students should have a record of watching all videos before midnight Sunday to receive full points for the lecture videos. Depending on the percentage of watching the lecture videos, students may receive "incomplete" for the week. If students watch less than 40% of the lecture videos for the week, students will lose 1 point out of 15 points assigned for the lecture video grade. Once open, the lecture videos will remain open throughout the semester for students who want to review.

B. Weekly Reading Analyses (15%)

Students are expected to read all mandatory readings for the week and complete a reading analysis. Students should find 5 quotes (mostly a sentence or two) that they find relevant and useful for in-class discussions, and list them along with full bibliographic information including the author's name, the title of the document, book, volume, and page number. Please include a brief explanation (1-2 sentences per quote) of why you think it is relevant to our discussion of the topic of the week. The reading analyses should be submitted to Blackboard by midnight Sunday. Late submissions are accepted if submitted before the Tuesday class but will receive a 2-point deduction out of 10 for the week. Late submission after the beginning of the Tuesday class is not accepted.

C. Weekly Discussion Questions (15%)

After watching the lecture videos and completing reading analyses, students should bring 2 critical discussion questions and submit them to the Blackboard discussion board. The discussion questions should be questions that invite multiple opinions among classmates, not factual questions. When posting, students should read other discussion questions posted and make sure that their questions do not overlap with other students' questions – if

someone already posted the question you wanted to discuss, simply put a reply that you would like to discuss that question, too, but bring another discussion question that you think is good. The discussion questions could be from either lectures or readings. The discussion questions are due by midnight Sunday. Students will lose 2 points (out of 10 for the week) if the questions are submitted after the due date, and if submitted after the beginning of the Tuesday class, they won't be accepted.

D. Weekly In-Class Discussion (15%)

Students should come to class every Tuesday for an in-class discussion. The instructor will call the roll at the beginning of each class, and students should be present when calling the roll. If a student is not present during this time, that student will be marked as "absent." Students who are late for classes are responsible for coming to the instructor after class to change this "absence" to "late." Two "lates" will be regarded as one "absence" and negatively affect the Weekly In-class Discussion grades. If a student misses a class, the student will lose one point out of 15 points designated for the in-class discussion grades as the student could not participate in the discussion that day. Students who miss more than 4 classes will automatically fail the class.

Even if students are present for the in-class discussion, it does not mean that they will automatically receive full discussion points. Students should come to class fully prepared to participate in the discussion. This means that they should have watched the lecture videos, read the readings, submitted the Weekly Reading Analyses, posted 2 discussion questions to the Blackboard, and brought a copy of the readings and lecture notes to the class (either digital or hard copy is fine). Students are also expected to remain attentive throughout the class discussion, respectfully listening to their peers and actively participating in discussions without being distracted. If students do not pay attention during the discussion, are distracted, or do not actively participate - and if this attitude continues even after the instructor's warning - students may lose some discussion points for that day.

The discussion activities will be carried out both in small groups and as a whole class depending on each discussion topic. The instructor will provide a list of questions each week, including the discussion questions posted by students. After each discussion class, students will be asked to post their discussion report on the Blackboard discussion board which is due by the end of the class. Students' participation will be graded based on the observation by the instructor and discussion report submitted by students. The In-class Discussion grades will be graded by the end of the semester.

E. Field Trip Reports (10%)

Students will go on two field trips led by the instructor to historical sites during the semester. The field trips are designed to supplement the topic students are learning – Field Trip 1 is to the War and Women's Human Rights Museum related to the "Comfort Women" Controversy and Field Trip 2 is to the National Museum of Korean Contemporary History which exhibits the artifacts related to Modern Korean History. The field trips will be on

Saturdays and the specific dates will be announced earlier in the semester so that students can clear their schedule.

After the field trips, students will submit a one-page report of their field trip experience that includes the following. (1) Things that you learned in class and could review through the museum exhibitions, (2) things that you newly learned, (3) any critical thoughts, impressions, feelings, or ideas you had throughout your field trip. If the field trip helped you learn the topic in certain ways, write about them, too. The field trip reports should be submitted by midnight Sunday of the week of the field trip. Late submissions are accepted without penalty, but students are encouraged to write their reports while their memories are fresh. The report should be approximately one page, single-spaced, 12pt, Times New Roman with 1-inch margin.

Students who do not wish to visit the museum with the whole class have the option to visit the museum individually. Please note that students will have to pay the admission fee for the War and Women's Human Rights Museum (5,000 KRW) if they go individually. There is no admission fee for the National Museum of Korean Contemporary History. Students who visit the museums individually should take a selfie and include it in their field trip report. Specific guidelines will be distributed in class.

F. Research Paper or Documentary (30%)

Students have a choice to either write a research paper or make a documentary film on a topic of their interest related to modern Korean history. Students are encouraged to visit the instructor during office hours throughout the semester to discuss their projects.

(1) A Research Paper

The research paper should include an original thesis, a literature review on the topic utilizing secondary scholarly sources, as well as a critical analysis of the primary sources. Students should be able to discuss the significance of the topic and how their new findings can add to the previous understanding of the topic in academia. The length of the research paper should be approximately 1500 words including the title and the reference page, double-spaced, with 12-point fonts, and a 1-inch margin. The APA format is recommended – please refer to <https://writingcenter.gmu.edu/guides/apa-style-quick-guide>.

(2) A Documentary Film

The documentary should include an original thesis, brief research on how the topic is discussed in academia utilizing secondary scholarly sources, and a critical analysis of the topic. It also requires at least one field trip and interviews. Students should use the consent forms for the interviewees uploaded on Blackboard when doing an interview. The length of the documentary film should be approximately 8-10 minutes and should be edited in a way that delivers the main thesis effectively. The topic should be related to modern Korean history and all bibliography used for the documentary should be listed and presented at the end of the video. The video

should be submitted to YouTube with its visibility unlisted – the link should be submitted through BB.

The documentary should not be a mere video recording of a historical site and information but should have an original and critical thesis supported by your analysis and observations. For example, if you visit a museum site, instead of merely introducing what is in exhibitions, you'll be expected to critically analyze the historical interpretations reflected in the exhibition – what they're memorializing, what they're trying to emphasize or erase, and why you think so. You'll also need to find some articles – not necessarily related to the specific museum per se, but about memorializing or other museum exhibitions to learn how other scholars analyzed museums. This will add a good case study to the literature.

Students can either work on a research paper/documentary project individually or team up with 1 or 2 other students who are interested in the same topic. Students who work on one research paper/documentary need to make sure that the ideas in the paper are consistent throughout, and that all members of one team will receive the same grade. Please discuss with the instructor if you're working with other students.

Students will come up with their initial research/documentary topic by Week 6. The initial research/documentary proposal including the basic outline and bibliography should be submitted by week 8. The initial draft with a thesis and basic analysis of sources (2-3 pages) should be submitted by Week 12. After receiving feedback from the instructor and peers, the final draft should be submitted by week 16. All submissions are due by midnight Sunday. Specific guidelines for the research/documentary projects will be distributed in class.

G. Extra credit – Class Reading (1 point)

This is not a mandatory assignment, but we have a class reading. The book is called *Who Ate Up All the Singa?* (1992) written by Park Wan-suh. It is a biographical novel of the author who experienced as a child the end of the colonial period, the Pacific War, liberation, and the Korean War and tells an account of first-hand experience of these historical times.

Students who complete reading the book by the end of the semester and submit a one-page report about what they thought and felt as they read the story will receive extra credit up to 1 point depending on the quality of the report. Make sure to focus on your thoughts rather than summaries or historical facts from the book to receive the full points. Students can also read the original book in Korean, but the report should be submitted in English. This is due midnight Sunday of week 16.

Park Wan-suh, *Who Ate Up All the Shinga?* New York: Columbia University Press, 2009. – e-book versions can be found in the Amazon Kindle Store.

ACADEMIC INTEGRITY STATEMENT

It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this Honor Code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Please read the Honor Code in the University Catalog. <https://oai.gmu.edu>

More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found on the Committee of Academic Integrity’s website. <https://masonkorea.gmu.edu/resources-and-services/cai/overview>.

NOTICE OF MANDATORY REPORTING OF SEXUAL ASSAULT, INTERPRETIVE VIOLENCE, AND STALKING

As a faculty member, the instructor is designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason Korea’s Deputy Title IX Coordinator under University Policy 1202 and 1412. If you would like to speak confidentially with the Mason Korean counselor, please see <https://masonkorea.gmu.edu/resources-and-services/counseling-and-wellness> for more information. For more information about what Title IX is, please see <https://masonkorea.gmu.edu/resources-and-services/title-ix>.

CRITICAL INCIDENT MANAGEMENT

George Mason University Korea expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and inhibits students’ ability to learn.

A NOTE ON DIVERSITY

The instructor intends that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be reviewed as a resource, strength, and benefit. The instructor intends to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Students’ suggestions are encouraged and appreciated. Please let the instructor know ways to improve the effectiveness of the course for students personally or other students. In addition, if any of our class meetings conflict with students’ religious events, please let the instructor know so that she can arrange alternative assignments for the students.

DISABILITY SUPPORT SERVICE (DSS) STATEMENT

If students have a physical, psychological, medical, or learning disability that may impact their coursework, please contact the Department of Student Affairs. They will determine with you what accommodations if any, are necessary and appropriate. All information and documentation are confidential.

OFFICE HOURS AND COMMUNICATIONS

Students are encouraged to make use of office hours to ask the instructor about the course. Please make an appointment using the following link.

<https://mason360.gmu.edu/meetings/4249330/sangmeeoh>

If students cannot come to office hours due to a schedule conflict, please email to make a separate appointment.

In addition to face-to-face communication in class and during office hours, email will be the major means of communication. Emails from the instructor will be sent out to the students throughout the semester. Students are responsible for checking their email daily, as there can be instructions or additional readings.

COURSE SCHEDULE

Week 1 Introduction

Topics: Introduction

Feb 20 (Tue) Introduction to the class

Week 2 Why Study Korean History?

Topics: The Basic Outline of Korean History, Various Ways of Framing Korean History.

Feb 27 (Tue) In-class Discussion: Setting up the ground rules for the discussion.

Readings: [recommended, not mandatory] Hwang, Ch 11

Week 3 Western Approach and the Opening of the Ports in the Global Context

Topics: Nineteenth-Century Unrest and Opening of the Ports: Comparison of Korea, Japan, and China

Mar 5 (Tue) In-class Discussion

Readings: Hwang, Ch 13

Yi Hangno, "Sinify the Western Barbarians," 140.

Hwang Sayŏng, "An Appeal for Aid," 135.

- Additional Readings

Week 4 Reform Efforts and Sino-Japanese War

Reform Efforts in the 1880s, Conservative and Radical Reactions to the Changes, Changing Relations with China, Sino-Japanese War, Kabo Reform, 1894 Tonghak Peasant Uprising

Mar 12 (Tue) In-class Discussion

Reading: Hwang, Ch 14

Kim Okkyun, "Kapsin Reform Edict," 255.

"Twelve Reforms Proclaimed by the Tonghak Overseer's Office," SKT, pp. 265-266,

"Kabo Reform Edicts," SKT, pp. 273-275.

- Additional Readings
Yi Manson, "Memorials Submitted by Ten Thousand Men," 242.
"The Beginnings of Medical Work in Korea," *Korean Repository*, vol. 1, (Dec 1892):

353-358;
 Sinwoo Lee, "Blurring Boundaries: Mixed Residence, Extraterritoriality, and Citizenship in Seoul, 1876-1910," *Journal of Asian Studies* 21-2 (Spring 2016): 71-100.
 Pak Chehyong, "Conflicts with the West," 222.
 Kim Okkyun, "Memorial," 256.
 Ch'oe Cheu, "On Learning Truth," 232.
 "Interrogation of Chon Pongjun, First session, 1895," 267-272.

Week 5 Taehan Empire

Topics: Taehan Empire, Civilization and Enlightenment Discourse, Rise of Nationalism

Mar 19 (Tue) In-class Discussion

Reading: Hwang, Ch 15
 Yu Kilchun, "Levels of Enlightenment" 248.
 Excerpts from Andre Schmid, *Korea Between Empires, 1895-1919*. (Columbia, 2002).
 (Specific pages will be posted later)

- Additional Readings:
 Andre Schmid, *Korea Between Empires, 1895-1919*. (Columbia, 2002).
 "Inaugural Message of *The Independent*," SKT, p.279-280,
 Sin Ch'aeho, "What is History? What Shall We Study in Korean History?" 317.

Week 6 Rise of Nationalism and Japanese Takeover of Korea

Topics: Russo-Japanese War, Age of Newspapers, Japanese Takeover, Military Rule

*Research paper topic due (Midnight Sunday)

Mar 26 (Tue) **How to Find Academic Resources (Library Session)** + In-Class Discussion

Reading: Hwang, Ch 16
 Chang Chiyŏn, "Manifesto of the Korean Association for Self-Strengthening," SKT, p.306.
 Chang Chiyŏn, "We Wail Today," 312.

- Additional Readings:
 Henry Em, *The Great Enterprise: Sovereignty and Historiography* (Duke, 2013).
- Additional Readings
 Hildi Kang, *Under the Black Umbrella: Voices from Colonial Korea, 1910-1945*. (Cornell, 2001).
 Alexis Dudden, *Japan's Colonization of Korea: Discourse and Power*. (Hawaii)
 Todd A. Henry, "Sanitizing Empire: Japanese Articulation of Korean Otherness and the Construction of Early Colonial Seoul, 1905-1919." *The Journal of Asian Studies*

64-3 (Aug 2005): 639-675.

Christine Kim, "Politics and Pageantry in Protectorate Korea (1905-1910): The Imperial Progresses of Sunjong," *The Journal of Asian Studies* 68-3 (Aug 2009): 835-859.

Week 7 The First Decade of Colonial Rule + March First Movement

Topics: March First Movement, Three Different Strategies of Independence, The Global Context of the Korean Independence Movement

April 2 (Tue) In-class Discussion

Reading: Hwang, Ch 17 – only the section on the March First Movement

"Declaration of Independence," SKT, pp.336-339.

"Strategies for Regaining National Independence," pp.340-349.

"Manifesto of Korean Communist Party in Shanghai," 354.

- Additional Reading

Dae-sook Suh, *Documents of Korean Communism, 1918-1948* (Princeton, 1970).

"Declaration of Korean Fatherland Restoration Army in Manchuria," 361.

Week 8 Emergence of New Women and Cultural Rule

Topics: New Women, Modern Girl, Gender Issues in Colonial Korea

*Research Outline + Bibliography Due (Midnight Sunday)

April 9 (Tue) **Spring Recess (No Class)**

Reading: Hwang Ch 17 -the rest of the chapter except for the March First Movement
Na Hyesŏk, "The Ideal Women," In *New Women in Colonial Korea*, edited by Hyaeweol Choi, pp.28-29.

Ch'oe Hak-song, "A Symbol of Decadence: The Great Debate on Modern Girl, Modern Boy," In *New Women in Colonial Korea*, edited by Hyaeweol Choi, pp.78-80.

- Additional Readings

Hyaeweol Choi, *New Women in Colonial Korea: A Sourcebook* (Routledge, 2012)

Hwasook Nam, *Women in the Sky: Gender and Labor in the Making of Modern Korea* (Cornell, 2021).

Week 9 Colonial Modernity and Everyday Life in Colonial Korea

Topics: Radio, Expression Within Limits, Life in Colonial Korea, Colonial Modernity.

April 16 (Tue) In-class Discussion (New Women + Colonial Modernity), **Peer Review**.

Reading: Hwang Ch 18.

Gi-Wook Shin and Michael Robinson, "Introduction: Rethinking Colonial Korea,"
Colonial Modernity in Korea, 1-20.

Week 10 Japanese Expansion to the Continent and the Wartime Mobilization

Topics: Japanese Expansion and Wars, Wartime Mobilization in Korea, Forced Labor

*Field Trip 1 to War and Women's Human Rights Museum, April 27th (Sat)

April 23 (Tue) **Replaced by Field Trip 1 (No In-class Discussion)**

Reading: Hwang, Ch 19

Week 11 "Comfort Women" Controversy 1

Topics: Comfort Women Controversy, Women's Human Rights, War Crime

April 30 (Tue) **Make-up Day (No Class)**

Reading: Yi Okpun, "Taken Away at Twelve," in Keith Howards, ed., *True Stories of the Korean Comfort Women* (London: Cassel, 1995), pp.95-123.

Week 12 "Comfort Women" Controversy 2

Topics: Comfort Women Controversy, Women's Human Rights, War crime

*Research Initial Draft Due (Midnight Sunday) – 2-3 pages with thesis + evidence/sources

May 7 (Tue) In-class Discussion on "Comfort Women"

Readings: TBD.

Week 13 The Emerging Cold War Politics: Liberation Space and Korean War

Topics: Changing Cold War Dynamics, Liberation of Korea, Establishment of Two Korean Governments, Korean War

May 14 (Tue) In-class Discussion + **Peer Review on Research Draft**

Reading: Hwang Ch 20, 21

"The Constitution of the Republic of Korea, 1948." 382.

- Additional Readings

Mark Caprio, "The Politics of Trusteeship and the Perils of Korean Reunification," *Seoul Journal of Korean Studies* (2019):263-291.
 Bruce Cummings, *The Korean War: A History* (Modern Library, 2011)
 Bruce Cummings, *Origins of the Korean War* 2 vols. (Princeton 1981, 1990)
 Heonik Kwon, *After the Korean War* (Cambridge, 2020)
 Kim Min-suk, "Scarlet Fingernails."
 Yun Heung-Gil, "The Rainy Spell," pp.153-203.
 Janice Kim, "Pusan at War: Refuge, Relief, and Resettlement in the Temporary Capital, 1950-1953," *Journal of American-East Asian Relations* (2017): 103-127.
 Park Wan-suh, *Who Ate Up All the Shinga?* New York: Columbia University Press, 2009.
 "President Syngman Rhee's inaugural address (1948)," 384.
 Kim Il-Sung, "On the Establishment of the Worker's Party of North Korea and the Question of Founding the Worker's Party of South Korea." (1946)

Week 14 Authoritarian Regime and the "Miracle of Han River"

Topics: Dictatorship, Military Coups, Economic Development, Culture under the Yusin Regime, Suppression of the labor movements

*Field Trip 2 to the National Museum of Korean Contemporary History (May 25th, Sat).

May 21 (Tue) In-class Discussion

Reading: Hwang Ch 23, 24

Namhee Lee, "A Theory of Mass Dictatorship: A Re-examination of the Park Chung Hee Period," *Review of Korean Studies* 12-3 (2009):41-69.

*Additional Readings:

Park Chung Hee, "To Build a Nation," 396.

Byung-Kook Kim & Ezra F. Vogel, *The Park Chung Hee Era: The Transformation of Korea* (Harvard, 2011), introduction, ch 12, conclusion.

Youngju Ryu, ed. *Cultures of Yusin: South Korea in the 1970s* (Michigan, 2018).

Vivek Chibber, "Building a Developmental State: The Korean Case Reconsidered," *Politics and Society* 27-3 (1999): 309-346.

Steven Hugh Lee, "Development without Democracy: The Political Economy of the U.S-South Korea Relations, 1958-1961," *Transformation in 20th Century Korea*, eds. Chang Yuh-shik, (Routledge, 2006): 155-185.

Jason Petrus, "A Country of Hair: A Global Story of South Korean Wigs, Korean American Entrepreneurs, African American Hairstyles, and Cold War Industrializations," *Enterprise and Society* 22 (June 2021): 368-408.

Meredith Woo-Cummings, "The State, Democracy, and the Reform of the Corporate Sector in Korea," in *The Politics of the Asian Economic Crisis* (Cornell, 2018).

Week 15 Democratization and Globalization in South Korea

Topics: Democratization Movements in South Korea, Kwangju Massacre of 1980, Globalization in South Korea

May 28 (Tue) In-class Discussion

Reading: Hwang Ch 26, 27

“Declaration of the Seoul National University Students Association, April 1960,” 393.

Yu Si-min, “Grounds for Appeal,” in *Sourcebook of the South Korean Democratic Movement* (Seoul: Academy of Korean Studies, 2016), 1-7,

Tim Shorrock, “Kwangju Diary: The View from Washington.”

*Additional Reading

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

Heo Uk and Terence Roehrig, “Inter-Korean Relations and the North Korean Nuclear Crisis,” in *South Korea since 1980* (Cambridge, 2010): 129-156.

Week 16 Closing

*Final Research Paper Due (Midnight Sunday)

June 4 (Tue) Replaced by Field Trip 2 (No In-class Discussion)

Course Schedule with Dates

- * There can be changes to the following schedule depending on the pace of the class and other circumstances.
 * Two of the discussion classes can be replaced by a class field trip to the museums. The event will be held on Saturday. A specific date and time will be announced in class.

W	Date		Topic and Reading	Notes
1	2.20 (Tue)	In-Class	Introduction	
		Online	Lesson 1 Introduction for Newly Enrolled Students Lesson 2-1 Why Study Korean History? Lesson 2-2 A Brief Outline of Korean History	
2	2.27 (Tue)	In-Class	Discussion on Lesson 2 + Setting Up Ground Rules for Discussion	
		Online	Lesson 3-1 Korea in the 19c Lesson 3-2 Opening of the Ports Reading: Hwang Ch 13 + primary sources	
3	3.5 (Tue)	In-Class	Discussion on Lesson 3	
		Online	Lesson 4-1 Reforms in the 1880s Lesson 4-2 What Happened in 1894 Reading: Hwang Ch 14 + primary sources	
4	3.12 (Tue)	In-Class	Discussion on Lesson 4	*Research Project guideline distributed
		Online	Lesson 5 –Taehan Empire Reading: Hwang Ch 15 + primary sources	
5	3.19 (Tue)	In-Class	Discussion on Lesson 5	
		Online	Lesson 6 Japanese Takeover of Korea Reading: Hwang, Ch 16 + primary sources	
6	3.26 (Tue)	In-Class	Discussion on Lesson 6 + How to find academic resources for research	*Research topic due
		Online	Lesson 7 The First Decade of Colonial Rule and March First Movement Reading: Hwang Ch 17 (section on March First) + primary	
7	4.2 (Tue)	In-Class	Discussion on Lesson 7 + Research topic discussion	
		Online	Lesson 8 Cultural Rule and New Women Reading: Hwang Ch 17 (rest of the section) + primary sources	
8	4.9 (Tue)	In-Class	Spring Recess (No Class)	*Research outline+ Bibliography due (midnight Sunday)
		Online	Lesson 9 Colonial Modernity Reading: Hwang Ch 18 + “Rethinking Colonial Korea”	
9	4.16 (Tue)	In-Class	Discussion on LV 8 + 9, Peer Review	
		Online	Lesson 10 – Japanese Expansion and Wartime Mobilization Reading: Hwang Ch 19	
10	4.23 (Tue)	In-Class	Replaced by Field Trip 1 (No In-class Discussion)	*Field Trip 1 (April 27 th , Sat)
		Online	Lesson 11 – Comfort Women Controversy 1 (No lecture) Reading: “Taken Away at Twelve”	

11	4.30 (Tue)	In-Class	Make-up Day (No Class)	
		Online	Lesson 12 Comfort Women Controversy 2 No readings	
12	5.7 (Tue)	In-Class	Discussion on Lesson 10 + 11 + 12	*Research initial draft due (midnight Sunday)
		Online	Lesson 13-1 Liberation Space Lesson 13-2 Korean War Reading: Hwang Ch 20, Ch 21	
13	5.14 (Tue)	In-Class	Discussion on Lesson 13 + Peer Review on Research Draft	
		Online	Lesson 14 Authoritarian Regimes and “Miracle of Han River” Reading: Hwang Ch 23, Ch 24 + “Theory of Dictatorship”	
14	5.21 (Tue)	In-Class	Discussion on Lesson 14	*Field Trip 2 (May 25 th , Sat)
		Online	Lesson 15-1 Democracy in South Korea Lesson 15-2 Globalization + Closing Lec Reading: Hwang Ch 26, Ch 27 + primary sources	
15	5.28 (Tue)	In-Class	Discussion on Lesson 15	
		Online	No lecture video	
16	6.4 (Tue)	In-Class	Replaced by Field Trip 2 (No In-class Discussion)	*Research paper due (midnight Sunday)