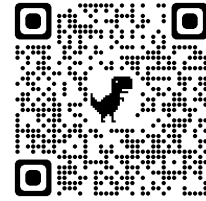


HIST 387/KORE 300 Global Korean History

Spring 2023

Instructor: Sang Mee Oh
Email: soh44@gmu.edu
Class Hours: T 4:30-5:45 pm (G204)
Office Hours: MW 3:30-4:30, T 2-4,
or by appointment. (Office: G 643)
(Please make an appointment using this link or use the QR code:
<https://mason360.gmu.edu/meetings/4249330/sangmeeoh>)



COURSE DESCRIPTION

This course surveys Korean history from ancient to the present while looking at how it is related to global history. Challenging the view that often regards Korean history as an isolated history of a “hermit kingdom,” this course focuses on how Korean history was influenced by global changes, and how it contributed to East Asian history, and by extension, global history. While focusing on Korea, the class takes a broader and comparative perspective to look at the historical changes in East Asia together; it compares Korean historical experiences with those of Japan and China and pays attention to the intertwined nature of their historical experiences.

While taking this macro view that looks at Korean history along with the global changes, it will also focus on the lived experience of people at a more micro level; how Korean people experienced and interacted with these historical changes, and how they exerted their agency. For this effort, the course will blend in many works of literature, mostly short novels and popular films based on Korean history. These materials will help students understand Korean history as a story of people that is more relatable.

This course is a hybrid course that consists of both online and offline course materials. Students should watch the asynchronous lecture videos, read the assigned weekly readings, and complete the online discussion activities before coming to class. The weekly face-to-face class will be 75 minutes and students will discuss in small groups and together as a whole class. This course is targeted at students without any background knowledge of Korean history. No prerequisite.

LEARNING GOAL

This course aims to teach the basic information and flow of Korean history while connecting the Korean historical experience to the larger context of global history. Students will also learn various historical interpretations and critical issues related to Korean history, including the ongoing historical controversies in East Asia and their historical contexts, and explore ways of possible reconciliation. By learning Korean history, students will learn that the perspective they gained while studying Korean history will help them understand global history and the current global community better.

STUDENT LEARNING OUTCOME (SLO)

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

- 1) Demonstrate an understanding of the general flow of Korean history as well as important issues that have been the focus of global debates in Korean history.
- 2) Demonstrate an understanding of how the process of globalization made Korea interconnected to the global society and East Asian societies.
- 3) Identify and articulate one's values and how these values influence their interpretation and response to ongoing historical controversies in East Asia and explore possible reconciliation as a responsible global citizen.
- 4) Explore individual and collective responsibilities within a global society through critical analysis of the controversial issues in Korea and East Asia and their historical context.
- 5) Develop logical and analytical thinking through analysis of primary sources in Korean history and express one's logical and informed opinion about historical issues.
- 6) Develop critical perspectives that enable students to analyze historical representations in popular films and short novels, through self-investigation and critical analysis.

CLASS MATERIALS

Hwang Kyung Moon. *The 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. The purchase of the textbook is not mandatory.

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 the course website.

All other supplementary materials will be provided by the instructor in class.

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>
- IGC Library <https://lib.igc.or.kr>
- George Mason University Library <https://library.gmu.edu>

RECOMMENDED FIELD TRIP SITES

- 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>
- National Folk Museum of Korea: <https://www.nfm.go.kr/english/index.do>
- National Palace Museum of Korea: <https://www.gogung.go.kr/fore/main.do?pLng=en>
- Incheon Open Port Museum <https://www.icjg.go.kr/eng/cttu0101a04>

- Gyeongbokgung Palace http://www.royalpalace.go.kr:8080/html/eng_gbg/main/main.jsp
- Deoksu Palace <http://deoksugung.go.kr/en/c/about/1>
- War and Women's Human Rights Museum <https://womenandwarmuseum.net/guide/en-information-for-visitors>

GRADING AND EVALUATION

Lecture Video	15%
Weekly Quizzes	15%
Weekly Online Assignments	15%
Weekly Class Discussion	15%
Presentation + Peer Review	20%
Final Analytical Essay Exam	15%
Field Trip Report	5%

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 Videos (15%)

Students will watch three lecture videos each week uploaded on Blackboard. The lecture videos for the week will be made available each week after the in-class discussion on Tuesday, and students should watch all lecture videos before **midnight Sunday**. However, students are strongly encouraged to finish watching the lecture videos early ahead to secure enough time to take the Weekly Online Quizzes and submit the Weekly Online Assignments which should be done AFTER watching all three lecture videos.

Blackboard traces students' viewing records and students should have a record of watching the full videos to receive full points for the lecture videos. If students fail to watch one lecture video, students will receive an "incomplete" for the video. Three "incompletes" will result in the deduction of one point out of the 15 points assigned for the lecture video. Once open, the lecture videos will remain open throughout the semester for the students who want to review.

B. Weekly Online Quizzes (15%)

After watching the lecture videos, students should take weekly online quizzes on Blackboard. The quizzes are supposed to be **submitted before midnight Sunday. There is no late submission for the quiz.** Any quiz that is submitted after the due date will not be graded and will not be included in the final grades. A typical quiz consists of 4-5 questions including but not limited to multiple-choice questions, true or false questions, matching questions, and short answers where students can answer with 1-2 brief sentences. The quiz is an open-book test which means that students can refer to their lecture slides and notes when taking the quiz. Multiple attempts are allowed until the quiz is closed at midnight Sunday.

C. Weekly Online Assignments (WOA) (15%)

After watching the lecture videos and finishing the quizzes, students will (1) complete Weekly Online Assignments (WOA) on Blackboard. The Weekly Online Assignments usually involve short reading passages – mostly primary sources related to the topic students learned that week - and will ask students to analyze the passages or discuss their opinions on a given topic in a paragraph-length essay. (2) After posting this essay, students should post 2 discussion questions related to the topics of that week on the Blackboard discussion forum. **This should be done by midnight Sunday**. There is no late submission, so any postings that appear after midnight Sunday will not be graded and marked as “not submitted.” Students whose questions were good enough to be used in Tuesday’s in-class discussion frequently can apply for the possible extra credit at the end of the class. This assignment will be graded altogether by the end of the semester based on the overall quality of their work.

D. Weekly In-class Discussion participation (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 “late.” Three “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 the 15 points designated for the in-class discussion grades as the student could not participate in the discussion that day. All students are allowed to miss one class - students can use this right when they got Covid-19 or other sicknesses, participate in other programs, do job interviews, or rest. Please use this excused absence wisely. Students who misses more than one-third of the in-class discussion will automatically fail the class.

Even if students are present for the in-class discussion, it does not mean that they will automatically gain participation 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, completed the discussion activities, and brought the readings to the class (either digital or hard copy is fine). Students are also expected to remain attentive throughout the class, respectfully listening to their peers and actively participating in discussions without being distracted. All members are required to participate and speak up during the discussion.

The discussion will be done 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 the students each week. After each discussion class, students will submit their discussion report which is due by the end of the class. Students’ participation in the discussion will be graded based on the observation of the instructor and the discussion report submitted by students. This assignment will be graded by the end of the semester.

E. Presentation Video (15%) + Teammate Assessment (5%)

Students will make a presentation video on a popular film related to Korean history as a team of 3-4 students. The instructor will bring the list of movies and students will be randomly assigned by the end of week 3. The presentation video will be shown in class replacing one of the lecture videos for the week starting from Week 5 to Week 14, with exception of Weeks 7 and 8.

The presentation video should provide basic information about the film, a plot summary, investigations of the historical background, fact checks, and three critical discussion questions related to the historical representation of the movie. The video should be approximately 20 minutes and should be uploaded on YouTube with download protection. Students should submit the link to

the video and ppt slides in a PDF format to the instructor **by midnight Sunday, a week before their presentation week**. Specific guidelines for the presentation will be distributed during the semester.

After the video submission, students will submit a teammate assessment where they write about a fair assessment of their teammates' contribution including themselves. Write how the workload was divided, your observation of how your teammates contributed to the project, and what are some to-dos and not-to-dos for the productive contribution to the project. Teammate assessments should be uploaded on Blackboard by **midnight Sunday of the week their presentation is shown**.

F. Final Analytical Essay Exam (20%)

Students will write two short analytical essays on a given topic in class. Each essay should have a clear thesis statement based on one's opinion, and analyses with 2-3 pieces of evidence from the lecture materials and readings to logically support the thesis. Each essay should be 300-350 words. The essays should demonstrate that students can make use of the knowledge gained throughout the semester to argue their opinions logically and critically. Students will be given overall 75 minutes to complete their essays and will have access to their lecture notes, readings, discussion board on Blackboard, as well as dictionaries on the internet. Students' essays will be graded by the following criteria: thesis, analysis, contents, and clarity. The rubric is uploaded on Blackboard.

Students also have the option to write a research paper instead. In this case, students should discuss the topic with the instructor at least before Week 8 and come up with the outline by week 10. The length of the paper should be approximately 1,500 words including the title and reference pages, double-spaced, with 12-point font. The APA format is recommended – please refer to:

<https://writingcenter.gmu.edu/guides/apa-style-quick-guide>.

A specific guideline will be distributed in class.

G. Field Trip Report (5%)

Students will go on a mandatory field trip to one of the historical sites during the semester led by the instructor. It will be on one of the weekends (Saturday) during the semester and the date will be given earlier in the semester so that students can clear their schedule early ahead. A specific date and place will be announced in class. This trip is mandatory, but students have a choice to visit the place on their own time if there is a schedule conflict. After the field trip, students should write a short report of their observations and impressions and submit it through Blackboard. A specific guideline will be distributed in class.

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

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

As a faculty member, I'm 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 pursuant to 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/or inhibits students' ability to learn.

A NOTE ON DIVERSITY

It is my intent 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. I intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

DISABILITY SUPPORT SERVICE (DSS) STATEMENT

If you have a physical, psychological, medical, or learning disability that may impact your 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 you 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, an email will be the major mean 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.

VIOLATION OF COPYRIGHTS

Please be reminded that saving, recording, or redistributing the lecture videos are against the copyrights, and violation of these terms is legally responsible for the intellectual property law. Please do not capture the images from the lecture videos or other students' presentation videos. Do not record (or voice-record) or save the videos even for your own use. Do not share the videos with any other person and do not upload the video or the link to another website. All you're allowed to do with the lecture videos or the presentation videos is to stream the video during the designated time by yourself.

Please do not use or distribute the PPT slides outside of the classroom. Students may use it for their own studies throughout the semester, but may not change, distribute, or upload the course materials to another website.

COURSE SCHEDULE

* There can be changes to the following schedule depending on the pace of the class and other circumstances.

* One of the discussion classes can be replaced by a class field trip to a museum. The event will be held on Saturday. A specific date and time will be announced in class.

W	Date	Topic and Reading	
1	2.21 (Tue)	Tuesday Class	Introduction
		Online Learning	Week 1 Introduction 1) Introduction to the Course 2) Why Study History? 3) Korea Before the History (Prehistoric Times)
2	2.28 (Tue)	Tuesday Class	Discussion on W1 Why Study History + Building a safe classroom
		Online Learning	Week 2 The Three Kingdoms – Histories and Controversies 1) The Tales of the Ancient Kingdoms 2) Three Kingdoms – History 3) Three Kingdoms – Controversy
3	3.7 (Tue)	Tuesday Class	Discussion on W2 Three Kingdoms *Presentation guidelines distributed
		Online Learning	Week 3 Transition from Silla to Koryŏ 1) Silla’s Unification 2) Later Three Kingdoms 3) Koryŏ Dynasty
4	3.14 (Tue)	Tuesday Class	Discussion on W3 Silla to Koryŏ – Yi Sŭngjang’s tomb inscription Activity
		Online Learning	Week 4 Koryŏ and Early Chosŏn 1) Koryŏ and the Mongol Empire 2) Establishment of Chosŏn 3) Early Chosŏn Society. *Presentation 1 due midnight Sunday
5	3.21 (Tue)	Tuesday Class	No Tuesday Class (TBD)
		Online Learning	Week 5 Mid-Chosŏn + Presentation (1) 1) Confucianization in Mid-Chosŏn 2) The Great Invasions 3) Presentation (1) Masquerade. *Presentation 2 due midnight Sunday
6	3.28 (Tue)	Tuesday Class	Discussion on W5 Mid-Chosŏn
		Online Learning	Week 6 Changes in Late Chosŏn + Presentation (2) 1) Changing Ideas in Late Chosŏn 2) Changing Economy and Culture in Late Chosŏn 3) Presentation (2) The Throne
7	4.4 (Tue)	Tuesday Class	Discussion on W6 Changes in Late Chosŏn
		Online Learning	Week 7 Nineteenth Century Unrest 1) Nineteenth Century Unrest 2) Opening of the Ports 3) Truths and Myths in Korean History
8	4.11 (Tue)	Tuesday Class	Discussion on W7 Nineteenth Century Unrest. *Paper topic due

		Online Learning	Week 8 Modern Transition at the Turn of the Century 1) Reform Efforts in the 1880s 2) What Happened in 1894 3) Taehan Empire * Presentation 3 due midnight Sunday
9	4.18 (Tue)	Tuesday Class	Discussion on W8 Turn of the Century
		Online Learning	Week 9 Japanese Colonization of Korea + Presentation (3) 1) Russo-Japanese War and Japanese Takeover 2) Military Rule and the March First Movement 3) Presentation (3) Anarchist from Colony * Pt 4 due midnight Sunday
10	4.25 (Tue)	Tuesday Class	Discussion on W8 Japanese colonization of Korea
		Online Learning	Week 10 Colonial Modernity in Korea + Presentation (4) 1) Cultural Rule and New Women 2) Colonial Modernity 3) Presentation (4) Modern Boy * Pt 5 due midnight Sunday
11	5.2 (Tue)	Tuesday Class	No Tuesday Class (Spring Recess)
		Online Learning	Week 11 Wartime Mobilization + Presentation (5) 1) Japanese Expansion and Wartime Mobilization 2) Comfort Women Controversy 3) Presentation (5) Assassination. * Pt 6 due midnight Sunday
12	5.9 (Tue)	Tuesday Class	Discussion on W11 Wartime Mobilization
		Online Learning	Week 12 Liberation Space + Presentation (6) 1) Liberation Space 2) “Rainy Spell” 3) Presentation (6) Dongju * Pt 7 due midnight Sunday
13	5.16 (Tue)	Tuesday Class	Discussion on W12 Liberation and Korean War
		Online Learning	Week 13 Dictatorship and Economic Takeoff + Presentation (7) 1) Korean War 2) Dictatorship and Economic Takeoff 3) Presentation (7) Ode to My Father * Pt 8 due midnight Sunday
14	5.23 (Tue)	Tuesday Class	Discussion on W13 Dictatorship and Economic Takeoff
		Online Learning	Week 14 Democratization in South Korea + Presentation (8) 1) Détente and Democratization in 1980s 2) Globalization, 1990-2010s + Closing Lecture 3) Presentation (8) Taxi-Driver
15	5.30 (Tue)	Tuesday Class	Discussion on W14 Democratization + Globalization *Final Paper Due
		Online Learning	TBD
16	6.6 (Tue)		Memorial Day (No Class)