

**CONF 399: (Special Topics in Conflict Analysis and Resolution)
Historical Revisionism, and its relationship to Identity Formation and Nationalism:
How does this lead to Conflicts?**

(Case of China's Claim to the Korean Koguryo Kingdom)

George Mason University Korea

24 Jun-3 July Summer 2019

Room: G105 (new building)

Instructor: Dr. Roland B. Wilson
Office: Room 616
E-mail: rwilso13@gmu.edu

Summer Office Hours:
by appointment

Welcome to CONF 399, also referred to as “Special Topics in Conflict Analysis and Resolution.” This is an undergraduate upper elective course. This class will look at the increasing problem of historical revisionism, its relationship to identity formation, culture and most of all, dangerous forms of nationalism, and how this can lead to increased conflicts. In order to do this, we will explore the very relevant case of China's claim to the Korean Koguryo Kingdom.

The ultimate purpose of this course is to provide you with the knowledge and skills on nationalism, identity-formation and historical revisionism needed to help mitigate, manage, transform and resolve complex conflicts. Most of these explanations and theories are designed to apply generally across all types of conflicts, regardless of region. However, for this course, the readings and lectures will primarily examine the origins and effects of nationalism and identity-formation in China and Korea.

The course will be conducted using an *interactive* workshop format over eight days 24 Jun-3 July (Monday - Friday 24-28 Jun and 1-3 July 2019) 1000-1540. Since this is a three-credit class offered over the course of eight days, please be aware of the long, but very interactive days. It is imperative for you to be in class every day.

The course will be covered in four parts: (I) (Day 1-4) overview of theories and foundation (II) (Day 5) Blog and Paragraph Work; (III) (Day 6-7) examining East Asian cases in detail; and (IV) (Day 8) group case presentations and way-ahead for future research in this area. Each day, there will be lectures, robust discussions and presentations. All days are equally important, and you are required to attend them all. You are also required to complete the readings assigned and do assigned work. Finally, bring your computers to class for group work!

Note: You will need your computers for this class for individual and group work.

Course Goal:

At the end of the course, you should be able to identify the major theories used to understand historical revisionism, identity and nationalism, and apply them to help analyze, understand, transform and eventually resolve conflicts at different levels of society.

Student Learning Outcomes:

1. Define and understand what identity, identity formation and nationalism are.
2. Recognize the range of interpretation in the discipline (historical revisionism) and comprehend the varying arguments, voices, inferences, etc. within primary and secondary historical texts.
3. Demonstrate an understanding of the concept of historical revisionism.
4. Understand how narrative and discourse affect history.
5. Explore how historical revisionism, identity and nationalism can lead to Conflicts.
6. Explore how conflict resolution tools can be used to transform and resolve conflicts caused by historical revisionism.

Required Books:

All material for this class will be provided on Blackboard, by links given on the syllabus or in journal articles that you can download:

Course Policies and Information:

Diversity Statement: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not

limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected. Please see <http://ctfe.gmu.edu/professional-development/mason-diversity-statement/> for the full GMU diversity statement.

Participation and Attendance: Like many social science and humanity classes, this is a very interactive class and will be run in a workshop style format with an emphasis on discussions, participation and group work. This will also be a fun no-stress atmosphere. However, please be to class and in your seat prior to the start time. **Due to the length of the days, there will be sufficient breaks including breaks for lunch and a snacks. If you want to bring food and drinks to class, please do so.** Also, I encourage you to bring your laptops. Participation in this class includes: completing readings and assignments on time; actively engaging course materials; coming to class regularly and on time; making short presentations in class; doing online work; and listening and engaging attentively to discussions made in class. Active participation based on thoughtful consideration of the literature and experience in class discussions will be expected. Some of the questions you should be asking yourself as you read for class or prepare a group exercise include: What are the authors' main concerns? Are their arguments logically compelling? How can we relate their arguments to the field of conflict analysis and resolution? How might they help us to better understand particular conflicts and their transformation? What might be left out of a particular analysis that it would be important to explore? How will these theories help us to understand and analyze various conflicts at different levels of society?

Unexcused absences will adversely affect your final grade, especially when there are only four in-person meetings, and you will not be able to make up work, due to these absences. An absence is excused when it is due to serious illness, religious observance, participation in university activities at the request of university authorities, or compelling circumstances beyond your control. To claim an excused absence, you must provide proper proof within three calendar days of your return from that absence. In cases where you know you will be missing class, please let

me know before the absence. You are responsible for all announcements, group work, assignments, materials and date changes covered or made in class while you are absent.

During each class session, **TAKE NOTES!** As needed, I will also provide brief outlines or PowerPoints on Blackboard. It is your responsibility to be alert and aware in order to benefit from this class. I also *highly* urge you to bring detailed notes of your reading assignments to class each day and to be ready to actively discuss them.

Readings: Students are required to read everything assigned for that day/week prior to class. Some days have additional suggested readings; they are not required but encouraged. Your work will be based on the required readings, and class discussions.

Class Discussion: Students will lead many discussions in this class, especially on assigned readings. All questions and vigorous discussion and debate are encouraged in this course, with the expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. In our class we deal with sensitive and sometimes controversial materials, images and ideas. I expect that you approach our class with seriousness, critical thinking, cultural awareness and sensitivity, and respect for your peers, our guests, the material and myself. Above else, have fun and enjoy the interaction and vigorous debates.

Writing Guidelines: Your written assignments for this class will be graded according to the following criteria. The relative weight given to each of these categories will vary depending on the nature of the assignment, and separate rubrics will be given as needed. (*Note: Everyone needs help from time-to-time. If you need writing/grammar assistance, make an appointment with the writing center. I will not excessively fix any grammar issues.*)

1. Clear and sound content and clarity of argument including: a well-stated thesis, related points to support that thesis, and applicable, logically presented, and specific evidence.
2. Depth of engagement with ideas, originality, seriousness of thought, and conceptual complexity.

3. Well-organized structure including: text that “flows” with coherent and effective transition between and among ideas; and appropriate voice, tone, and style for audience (e.g. no slang or contractions).
4. Sufficiently and consistently cited and documented; Chicago style citation used throughout the paper; references adequate number and appropriate type of sources; and proper use of indirect and direct quotations and references.
5. Correct mechanics including grammar, syntax, spelling, and punctuation.
6. The proper use of good academic/scholarly citations (both from your own research and from authors/theories given in class. Wikipedia, dictionary.com and other sites are NOT scholarly!

All papers should be thoroughly proofread before being handed in, and will be marked down for excessive typographical errors. Quality of writing is critical because if the writing is poor, then you are likely to be unable to communicate clearly an argument that is clear and carefully supported.

All papers will be in Microsoft Word format and double spaced; have one-inch margins on all four sides; use 12in Times New Roman Font; and use Chicago style in-paragraph citations with bibliography. All presentations will be in PowerPoint format with notes inserted on the note pages below the slide. An excellent source on how to write papers, properly site and use a bibliography is at <https://owl.english.purdue.edu/owl/>. I also highly suggest you download and use Zotero citation software (<https://www.zotero.org>) and with Firefox web browser in order to help you properly save and cite sources. You are required to submit all papers and other work electronically via blackboard by the due date on the syllabus. (More details to follow.)

Communication: My door is always open to talk with and assist you. However, please bring any questions and concerns you may have to me in a timely manner. Do not hesitate to ask for guidance and clarification, whatever the issue is. If you need additional assistance for assignments, or are having any other issues, let me know. I will assume that the class is comfortable and satisfactory and the material I present is clear **unless I hear from you otherwise.**

Electronic Devices: Before each class, please remember to silence or turn off (not vibrate!) any electronic devices, especially cell phones. No calls or texting during class. If you must use your cell phone during class time for a personal emergency, please leave the room without disturbing the class. You may use your laptops or tablets to take notes and look up information pertinent to our class topics. You may NOT use this opportunity to complete tasks that are not related to our classroom, play games, surf the internet or chat with your friends on social media or elsewhere. In the event that this opportunity is abused, you will be asked to leave the classroom immediately. During all quizzes and exams, you *will* leave your cell phones and all other electronic equipment and bags at the front of the classroom.

Email Policy: In compliance with a University-wide initiative, our correspondence will be only through GMU assigned email accounts. Please check your email account regularly for updates and important announcements. This also means that you must use blackboard. Please check the syllabus before emailing me regarding course matters, and contact a classmate for notes if you miss class. I will not respond to email inquiries that arise from a lack of attention to the syllabus (i.e. office location, office hour times, due date for assignments, etc.) or class absence. I am happy to respond to clarification requests on assignments, though I strongly prefer to address these matters during class time.

Academic Accommodations: If you are a student with a documented disability and need academic accommodations or assistance, please see me at the beginning of the semester. Even if the disability is not documented, speak with me right away so I can get you the assistance you need.

Important Dates: <http://masonkorea.gmu.edu/academic-calendar/>

Honor Code: You are expected to abide by George Mason University's Honor Code while preparing all work for this class. The principle of academic integrity is taken very seriously and violations are treated gravely.

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at <http://oai.gmu.edu/the-mason-honor-code-2/>. All violations of the Honor Code will be reported to the Honor Committee for review. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. All material used from other authors must also be cited, using Chicago format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me before submitting something. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with me before submitting any work.

Course Requirements, Evaluation and Grading

The class will be divided into groups on the first day and these groups will be required to give short mini presentations and lead some discussions. You will also be required to participate in blackboard activities.

Active participation: Because this is a workshop style class, participation is key and a high percentage of your grade will be based on it. Active participation means arriving to class on time with notes on the readings and questions/comments prepared for discussions. Occasionally, you may be asked to bring short responses to readings to class. ***Bring your computers, you will need them in class every day!***

Short Presentations: You will be required to give short presentations on the readings and group work in class. More information on this will be given in class.

Short Paper: You will be assigned a short (~1,000 word) paper based on the readings. The paper requires that you to take one of the assigned articles for day three, summarize it and compare it to the historical conflict with China. The paper will be sent to me via Blackboard under assignments on 27 Jun 2019 by 11:30pm, Korean Time. A copy will also be loaded on blackboard under group discussions and each student must respond to the other student papers (one short ~100 word paragraph response) on 28 Jun 2019 by 11:30pm Korea Time. More information on this paper will be given in the first day of class.

Blackboard Work: You will be required to respond to readings using blackboard discussions. More details on this will be given in class.

Final Group Presentations. You will have a final group presentation to be given on the last day of class, 3 July 2019. This presentation will be a group assignment, and be based on the case given by the professor. I will provide more information in class.

Grading Rubric:

Participation and Class Discussions:	35%
Short Daily Presentations	15%
Blackboard work	10%
Short Paper: Approximately 1000 with Citations	15%
Final Group Presentations	25%

Grading scale:

Points Accumulated	Grade	GPA	Points Accumulated	Grade	GPA
97-100	A+	4.0+	80-82	B-	2.67
93-96	A	4.0	78-79	C+	2.33
90-92	A-	3.67	74-77	C	2.00
87-89	B+	3.33	70-73	C-	1.67
83-86	B	3.00	60-69	D	1.00
			0-59	F	0.00

Schedule

Day One, Monday, 24 Jun 2019:

Class Overview and Structure

Concepts, Definitions and Theories

Note: Not all of these readings below will be required for students to have ready for class.

Morning Theme: What is Culture?

“Primordial the Study of Nationalism:” John Coakley, in *The Multicultural Dilemma: Migration, Ethnic Politics, and State Intermediation*, Ch 10 (BB) (**READ before Class**)

Kwame Anthony Appiah, “Against National Culture,” *English in Africa*, Vol. 23, No. 1 (May, 1996), pp. 11-27 (BB)

History, Evolutionism, and Functionalism: Three Types of Interpretation of Culture Leslie A. White, *Southwestern Journal of Anthropology*, Vol. 1, No. 2 (Summer, 1945), pp. 221-248 (GMU Library)

National Culture and Cultural Nationalism, GEETI SEN, Source: *India International Centre Quarterly*, Vol. 29, No. 3/4, India: A National Culture? (GMU Library Website).

Andreatta, *Elements of Culture*, “the concept of culture,” Ch2 (BB)

LeBaron, *Culture and Conflict*, CR Info 2003 (BB)

Afternoon Theme: What is Identity?

Avruch, Context and pretext in CR, *Culture Identity*, Ch4 (BB) Ernest Gellner, *Nations and Nationalism* (Ithaca: Cornell University Press, 1983), p. 1-18. (BB) (**READ before Class**)

Frederik Barth, “Introduction,” in Frederik Barth, ed. *Ethnic Groups and Boundaries* (Boston: Little Brown, 1969), 9-38.

Karina V. Korostelina, Identity Saliency as a Determinant of the Perceptions of the Other, Ch5 (BB)

David D. Laitin, “A Theory of Political Identities,” in *Identity in Formation: The Russian-Speaking*

Day Two Tuesday, 25 Jun 2019:

Morning Theme: What is narrative and historical narrative?

White, Hayden V. *Clio, The Structure of Historical Narrative*.

<https://search.proquest.com/openview/6f3a97fb00874e410e59b6141caca26e/1?cbl=1816412&pg-origsite=gscholar> (**READ before Class**)

Labov, William Waletzky, Joshua, Narrative analysis: Oral versions of personal experience. *Journal Article Database: PsycINFO* <https://psycnet.apa.org/record/1997-39195-001>

Sara Cobb, Narrative Braiding and the Role of Public Officials in Transforming the Publics Conflicts. <https://journals.gmu.edu/NandC/article/view/428>

Hayden White, The Question of Narrative in Contemporary Historical Theory. https://www.jstor.org/stable/2504969?seq=1#page_scan_tab_contents

Afternoon Theme: What is discourse?

Hazel Dicken-Garcia, The Internet and Continuing Historical Discourse. <https://journals.sagepub.com/doi/abs/10.1177/107769909807500105>

Day Three Wednesday, 26 Jun 2019:

Morning Theme: What is Nationalism?

Ernest Gellner, *Nations and Nationalism* (Ithaca: Cornell University Press, 1983), p. 1-18. (BB) (READ before Class)

“Explaining Nationalism,” Ch 9, in John Coakley, *Nationalism, Ethnicity and the State* 2012, P. 193-218, (BB)

Ernest Renan, “What is a Nation?” in Omar Dahbour and Micheline R. Ishay (eds) *The Nationalism Reader* (Atlantic Highlands, NJ: Humanities Press, 1995), 143-155. (BB)

Coakley, *The Social Origins of Nationalist Movements*, Ch1, 1992 (BB).

Karl W. Deutsch, “Social Mobilization and Political Development,” *The American Political Science Review*, Vol.55, No.3, (September 1961), only 493-502.

Ernest Gellner, *Nations and Nationalism* (Ithaca: Cornell University Press, 1983), p.19-62, 137-143. (BB)

Gellner, What is a Nation, Nations and Nationalism Ch5

Afternoon Theme: Nationalism, History and Conflict

Norton, Ch1 “Nationalism and Historians: Some Reflections” in *The Formation of National(ist) Historiographical Discourse Nationalism, Historiography and the (Re)Construction of the Past*, 1-21 (BB).

Toward a Synthesis of Conflict and Integration Theories of Nationalism, Author(s): Chong-Do Hah and Jeffrey Martin (Available on GMU Library Website).

Robert Wiebe, “Humanizing Nationalism,” *World Policy Journal*, Vol. 13, No. 4 (Winter, 1996/1997), pp. 81-88; available online through the library’s subscription to JSTOR

Kelman HC. The role of national identity in conflict resolution: Experiences from Israeli-Palestinian problem-solving workshops. In: In R.D. Ashmore, L. Jussim, & D. Wilder (Eds.), *Social identity, intergroup conflict, and conflict reduction*. Oxford and New York: Oxford

University Press; 2001.

https://scholar.harvard.edu/files/hckelman/files/Role_of_National_Identity_in_Conflict_Resolution.pdf

Group Work on Culture, Identity and Nationalism

In your assigned group, you will come up with working definitions of Culture, Identity, National Identity and Nationalism as it pertains to Asia using scholarly research and citations. Present them in class.

Possible Movie in Class

Day Four Thursday, 27 Jun 2019:

Morning Theme: What is Historical Revisionism/Distortionism (negationism)?

Duffek, Politics of the Past: The Use and Abuse of History, pp 15-27 (BB) (**READ before Class**)

“Nationalism and History,” Ch 5 in John Coakley, Nationalism, Ethnicity and the State 2012, P. 94-114, (BB)

Kopecek, *Past in the Making Historical Revisionism in Central Europe After 1989*, 2007, Ch1-2 (BB)

“REFUTATION,” Book Title: The Historiographic Perversion, Book Author(s): MARC NICHANIAN, Published by: Columbia University Press. (2009)

Cattini, Historical Revisionism, The reinterpretation of history in contemporary political debate 1-10, (BB)

Faversham STOA, Philosophy Discussion Group, *Historical Revisionism* (negationism) p 2-8 (BB)

Like Japan's, Chinese Textbooks Are Adept at Rewriting History,

<http://articles.latimes.com/2005/may/08/world/fg-history8>

The Economist Rewrites Mao's History, <http://www.newsmax.com/George-J-Marlin/Economist-short-mao/2013/12/12/id/541433/>

Afternoon Theme: History of the Goguryeo Kingdom

The History of Koguryo, <https://www.nahf.or.kr/eng/gnb05/snb02.do> (**READ before Class**)

Goguryeo Ghosts: China's History Dilemma and the Future of Sino-Korean Relations, http://uskoreainstitute.org/wp-content/uploads/2014/04/Washburn_YB2012.pdf

Korea and China's Clashing Histories, <http://thediplomat.com/2014/07/korea-and-chinas-clashing-histories/>

Is Goguryeo Chinese or Korean? <https://koreanology.wordpress.com/2013/01/23/was-goguryeo-%E9%AB%98%E5%8F%A5%E9%BA%97-gaogouli-korean-or-chinese-draft-ideas/>

China, Korea in conflict over ancient kingdom, http://www.nzherald.co.nz/world/news/article.cfm?c_id=2&objectid=11177148

The Koguryo controversy, national identity, and Sino-Korean relations today, <http://link.springer.com/article/10.1007/s12140-005-0001-y>

Nationalism and the Net: Online discussion of Goguryeo history in China and South Korea, <http://cin.sagepub.com/content/25/1/61.short>

Journal of Contemporary Korean Studies, Vol 2, No 2, Dec 2015, https://www.google.co.kr/url?sa=t&ret=j&q=&esrc=s&source=web&cd=5&cad=rja&uact=8&ved=0ahUKEwis0oCzr-MAhXJsJQKHZJBakAQFgg1MAQ&url=http%3A%2F%2Fwww.much.go.kr%2Fcmms%2FfileDown.do%3Bjsessionid%3D1fEhmwPqqnVqySaI8rx0g6MzPhoeF5OOXNPBob8n1AGHUEqKQLiaMWfZV58eAipt.mus-web01_servlet_engine1%3FatchFileId%3DFILE_00000000004852%26fileSn%3D1&usg=AFQjCNGB06Kn3BIMRI0nt6CrViMpEP2x7g&sig2=6c7TIBnQSGIswDiGPRQzWw

Group work on Goguryeo Kingdom

In your assigned groups, you will come up with working definitions of history and historical revisionism, and a summary analysis of the history of the Goguryeo History using scholarly research and citations. You must also give a definition of Historical Revisionism. Then present them in class.

Possible Movie in Class

Day Five Friday, 28 Jun 2019:

Responses to papers: Readings and Comments

Students will be assigned one of the following articles (approximately 1-1,500 words with citations). They must summarize it and tell the reader how this relates to historical revisionism, culture, identity, and nationalism. The paper will be sent to me via Blackboard under assignments by 11 July at 10am. A copy will also be loaded on blackboard under group discussions by 11 July 10am and each student must respond to the other students' articles by 11 July at midnight (more from the professor on this):

Timothy Snyder, "The Ethnic Cleansing of Western Ukraine, 1939-1945," Chapter 8 in *The Reconstruction of Nations: Poland, Ukraine, Lithuania, Belarus, 1569-1999* (New Haven: Yale University Press, 2003), p. 154-178. (???????)

Amir Weiner, "Integral Nationalism in the Trial of War" Chapter 5 in *Making Sense of War: The Second World War and the Fate of the Bolshevik Revolution* (Princeton, NJ: Princeton University Press, 2001), p. 239-297. (?????????)

Laura Silber and Allan Little, *Yugoslavia: Death of a Nation* (New York: Penguin Books, 1997), 25-91 (?????????)

Philip G. Roeder, "Soviet Federalism and Ethnic Mobilization," *World Politics* 43 (January 1991): 196-232. (?????????)

Loring M. Danforth, *The Macedonian Conflict: Ethnic Nationalism in a Transnational World* (Princeton, NJ: Princeton University Press, 1995), 12-78. (?????????)

Sex Slaves: (?????????)

Poland

Germany in WWII

Dokdo: (?????????)

China and South China Sea (7dash line): (?????????)

Holocaust, a Call to Conscience <http://www.projetaladin.org/holocaust/en/history-of-the-holocaust-shoah/the-nazi-regime.html> (?????????)

Russia and Ukraine or George

Japan and WWII

Turkey Christians

Day Six, Monday, 1 July 2019:

Morning Theme: What is a Conflict and Conflict Resolution?

Interactive Problem Solving: Informal Mediation by the Scholar-Practitioner, Herbert Kelman.

http://www.cfm-kongress.de/pdf/Kelman_Interactive_Problem_Solving.pdf (**READ before Class**)

Comparing a Problem-Solving Workshop to a Conflict Assessment Framework: Conflict Analysis Versus Conflict Assessment in Practice, Lisa J. Freeman & Ronald J. Fisher.

<https://www.tandfonline.com/doi/pdf/10.1080/15423166.2012.719358?needAccess=true>

Kenneth Allan, *The Social Lens: An Invitation to Social and Sociological Theory*, Ch7 (BB)

Ramsbotham, et al, *Contemporary Conflict Resolution* Ch 1, Concepts and Terms (BB)

Afternoon Theme: Japanese and Chinese Nationalism

The Real Threat of Chinese Nationalism, <http://nationalinterest.org/blog/the-buzz/the-real-threat-chinese-nationalism-13729> (**READ**)

The Many Facets of Chinese Nationalism, <https://chinaperspectives.revues.org/2793>

How Significant is Nationalism as a Cause of War?, <http://www.e-ir.info/2012/06/19/how-significant-is-nationalism-as-a-cause-of-war/>

Rising Nationalism a Threat to Asia, http://www.huffingtonpost.com/daniel-wagner/rising-nationalism-a-threat-to-asia-b_7534358.html

Rising Nationalism in Asia, <https://chellaney.net/2007/02/27/rising-nationalism-in-asia/>

Japan-China: Nationalism on the rise - Editorials & Commentary - International Herald Tribune, http://www.nytimes.com/2006/08/15/opinion/15iht-edchell.2492316.html?_r=0

China's Own Historical Revisionism, <http://www.wsj.com/articles/SB112370720480510111>

China set to distort Korean history via completion of project, <http://english.donga.com/List/3/all/26/402938/1>

Competing Nationalisms: The mobilisation of history and archaeology in the Korea-China wars over Koguryo/Gaogouli, <http://apjif.org/-Yonson-Ahn/1837/article.html>

Class Video: <https://www.youtube.com/watch?v=GIJNVpgeHNU>

Sung Nam Kim, Sinocentrism, Koguryo: Kingdom or Empire (BB)

Group work and discussions on Nationalism in East Asia and how it Affects Korea

In your assigned group, come up with working definitions of nationalism in East Asia and how this affects Korea, both historically and now. Present them in class.

Day Seven Tuesday, 2 July 2019:

Morning Theme: Why do Historical Motivated Conflicts Happen?

James H. Liu and Denis J. Hilton, How the past weighs on the present: Social representations of history and their role in identity politics.

<https://onlinelibrary.wiley.com/doi/abs/10.1348/014466605X27162>

Donald Horowitz, *Ethnic Groups in Conflict* (Berkeley: University of California, 2000), 105-135, 141-184.

Rogers Brubaker, *Nationalism Reframed: Nationhood and the National Question in the New Europe* (New York: Cambridge University Press, 1996), 13-22

Mark R. Beissinger, "From the Impossible to the Inevitable," in *Nationalist Mobilization and the Collapse of the Soviet State* (New York: Cambridge University Press, 2002), 1-102 (esp 12-34)

Elie Podeh, History and Memory in the Israeli Educational System: The Portrayal of the Arab-Israeli Conflict in History Textbooks (1948-2000).

https://www.jstor.org/stable/10.2979/HIS.2000.12.1.65?seq=1#page_scan_tab_contents

Group Work (afternoon)

Day Eight Wednesday, 3 July 2019:

Group Final Presentations

Final Presentations will be on historical revisionism, and China's attempt to change the history of the Koguryo Kingdom. Each group must compare this case to one other case of historical revisionism (either in or outside of Asia). Provide historical perspectives from both sides, use appropriate theories and then explain how to possibly transform or resolve it. You can compare (your case comparison to the conflict with Japan over Dokdo, China and Japan's conflict over the Rhuku Islands, Russia and Japan's conflict over the Northern Islands, Israel-Palestine, or any other historical conflict in the world approved by the professor. More details in class.