Description
This course introduces Korea’s history, culture, and civilization from the nineteenth century to the present. Through an exploration of a wide range of themes from sublime philosophies to bloody wars, from the organization of the family to the structure of today’s giant business conglomerates, the course sheds light on important issues such as the definition of what it means to be “Korean” and how this definition has changed over time. No prior knowledge of or experience in Korea is required.

TA Information
Name: Kara Priday
Email: karapriday@gmail.com

Texts & Materials

<table>
<thead>
<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the Black Umbrella: Voices from Colonial Korea, 1910-1945</td>
<td>BYU</td>
<td>$18.95</td>
<td>$14.25</td>
</tr>
<tr>
<td>By Hildi Kang</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ISBN: 9780801472701</td>
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<tr>
<td>Korea’s Twentieth-Century Odyssey: A Short History</td>
<td>BYU</td>
<td>$25.00</td>
<td>$18.75</td>
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<tr>
<td>By Michael E. Robinson</td>
<td></td>
<td></td>
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<tr>
<td>ISBN: 9780824831745</td>
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<tr>
<td>Nothing to Envy: Ordinary Lives in North Korea</td>
<td>BYU</td>
<td>$16.00</td>
<td>$12.00</td>
</tr>
<tr>
<td>By Barbara Demick</td>
<td></td>
<td></td>
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<td>ISBN: 9780385523912</td>
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Learning Outcomes

- Historical Knowledge of Korea 1850 to Present
  Students will be able to describe the most significant aspects of the polity, economy, society and ideology of Korea from 1850 to the present.
- Critical Analysis
  Students will be able to recognize and analyze change over time in East Asia
- Research Literature
  Students will be able to evaluate and apply primary source texts to broad historical themes
- Research Methods
  Students will be able to conduct individual research and situate it in the broader historical context

Grading Scale

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<th>Percentage</th>
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<td>A</td>
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<tr>
<td>B</td>
<td>83-86</td>
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**Mid-term and final exams**

I: When and where?
--The mid-term exam will be held in the Testing Center during the period October 13-15. You are responsible to inform yourself of Testing Center hours and policies and to schedule your time so as to be able to devote adequate time to completing the exam (recommended time: three (3) hours)
--The final exam will be held in class on Thursday, December 15 from 11:00 am to 2:00 pm. Do NOT purchase a plane ticket or make other plans that will conflict with this time and date!

II: What to bring?
--Blue Book (or two). **All** answers (even the “nuts and bolts”) must be written in your Blue Book).
--A pen (or two).**
--Nothing else (both exams are closed book, closed notes, closed electronic devices etc.).

III: Format:
--**“Nuts and Bolts”** (10%): Twenty (20) questions on basic geography (don’t forget the map quiz terms), chronology, etc. Format will be multiple choice, matching, listing in chronological order etc. (same format as the “nuts and bolts” section of the quizzes).
--**Identification** (40%): You will be given a list of twelve identification terms and will be required to identify and indicate the significance of eight (8) of them. The terms will be taken from the list of terms we have been studying for the quizzes.
--**Two Essays** (30% each) drawn from the list below. You will be given a choice of two (or perhaps three) questions for each essay.

**Mid-term Exam essay questions**

How have Korea’s foreign relations changed over the period 1850-1910? How have these changes influenced the course of Korea’s history?

Why did Chosón Korea fall into Japanese colonial rule? Could this fate have been avoided? Why or why not?

In what ways did Korean society change in the period 1850-1950? Be as specific and precise as you can.

In what ways did the Korean economy change in the period 1850-1950? Be as specific and precise as you can.

Assess the impact of Japanese colonial rule on Korea. Was this impact, on balance, beneficial or detrimental? Explain and defend your answer.

**Final Exam essay questions**

Why are there two Koreas? Why does this arrangement still exist in 2011?

Choose two of the following four areas—polity, economy, ideology, or society—and explain continuity and change in them over the course of the twentieth century Korean history.

Explain the origins, outcome, and legacies of the Korean War.

Explain the South Korean economic “miracle.” Why and how did it happen when and how it did?

Explain how, when, and why South Korea was able to be transformed from a military dictatorship into a fully functioning democracy.

Both North Korea (DPRK) and South Korea (ROK) claim to be the legitimate government of Korea and representative of the Korean people. Which side’s claim to legitimacy is more convincing to you? Explain your answer.

What challenges does contemporary North Korea pose to East Asia and the United States? How does an understanding of Korean history help us understand these challenges and their potential solutions?

Be sure that your essay is or does the following (in descending order of importance):

--**answers the question(s).** Everything in the essay should speak directly to answering the question(s) posed. Don’t simply list everything you know about the topic unless you can demonstrate why and how it helps answer the question. Make it easy for the reader by concisely stating your answer to the question (in no more than a sentence or two) in the introduction to the essay.
--**is well- and thoroughly-supported by specific evidence and your own analysis.** In most if not all cases, there is no single “correct” answer to these questions. There are, however, well-supported and not-so-well-supported answers. Whether your essay is persuasive will largely depend on the degree to which you can mobilize evidence and your own thought and reasoning to support your conclusions. The more specific and precise you can be in terms of names, dates, events and phenomena etc. the better.
--**is clearly organized with an introduction (that states your main thesis or argument), main body and conclusion.**
--**is grammatically and syntactically correct.** Take your time to avoid distracting mistakes.
You are welcome to form study groups to consider and discuss possible answers to these questions. Remember, however, that you are responsible for the validity and accuracy of your own answers.
Assignment Descriptions

Quizzes:
Quizzes will be held on a roughly weekly basis (see course schedule for details). The lowest quiz score is automatically dropped; no questions asked.

Quizzes may include the following elements

A) “Nuts and bolts”: Multiple-choice, true-false, matching or fill-in-the-blank questions about basic concepts, chronology etc.

B) Short response questions: Answer the required question(s) as specifically and precisely as possible in a paragraph or two based on assigned readings and class lectures. Evaluation of your answers will heavily emphasize your analysis and use of evidence, although grammatically and syntactically correct sentences are always welcome.

C) Identification terms. Be able to recognize and briefly identify and indicate the significance of designated terms. A perfect answer will include all of the following
   --a single sentence (or two at most) that clearly identifies the term (indicating, whenever appropriate, time, location, etc.).
   --a single sentence (or two at most) that demonstrates the significance of the term.
   --supporting and/or additional detail (maximum of six (6) elements).

In all cases, sentences that are precise, detailed (including dates!) and descriptive are vastly preferred. Full sentences are not required (e.g. “bullet form” answers are acceptable). You should devote considerable time and energy to crafting sentences/phrases that are as precise, descriptive, and engaging as possible.

Example: George Washington

“Resolute commander of the Continental Army (1775-1783) and revered first President of the United States (1789-1797)”

is much better as an identifying sentence than

“Revolutionary War general and American President”

which, in turn, is better than either

“Gentleman farmer at Mt. Vernon”

or

“Important American leader”

Similarly,

“Inspirational leadership (Valley Forge) and daring tactics (crossing the Delaware) helped defeat the British. Decision to step down after two terms strengthened the republican foundation of the United States.”

is vastly preferable as an expression of significance to

“Regarded as ‘father’ of the United States.”

Once you complete the identification and significance portions of your answer, then it is time for you to demonstrate your vast store of knowledge by providing supporting and additional detail (Mt. Vernon, French and Indian War, wooden teeth (but not really), surveyor as a youth, warned against entangling alliances etc. etc.). The more of this you can provide (up to the maximum limit of six elements), the better.
**Quiz Terms** note that knowledge of terms is cumulative.

**Map and Chronology Quiz (QUIZ #1)**
Manchuria
China
Japan
Yellow Sea
Sea of Japan (East Sea)
Yalu River
Taedong (Daedong) River (대동강; 大同江)
Han River (한강; 汉江)
Naktong/Nakdong River (낙동강; 洛東江)
Mt. Paektu (Baekdu) (백두산; 白頭山)
Seoul/Sŏul (서울)
P'yŏngyang (Pyeongyang) (평양; 平壤)
Kaesŏng (Gaeseong) (개성; 開城)
Kyŏngju (Gyeongju) (경주; 慶州)
Pusan (Busan) (부산; 釜山)
Wŏnsan (Weonsan) (원산; 元山市)
Yŏngbyŏn (Yeongbyeon) (영변; 慶邊郡)
Cheju Island (Jeju) (제주도; 濟州島)
Kanghwa Island (Ganghwa) (강화도; 江華島)
Tsushima Island (데마도; 対馬島)
Tokdo (Dokdo)/Takeshima Islets (독도/獨島; たけしま/竹島)
**Chronology**

Chosón Kingdom (1392-1910)

--Open Port Period (1876-1910)

Japanese Colonial Rule (Chosen) (1910-1945)

--Military Rule (1910-1919)

--Cultural Rule (1919-1931)

--Wartime Mobilization (1931-1945)

Liberation and Division (1945-1948)

Republic of Korea (1948-1953)

Democratic People's Republic of Korea (1948-1991)

Korean War (1950-1953)

**QUIZ #2: Imperialism and reform**

*General Sherman Incident*

Low-Rodgers Expedition (辛未洋擾: 신미양요)

Taewon’gun (Daewongun) (大院君: 대원군)

King Gojong (Gojong) (고종: 고종)

Queen Min (민비: 閔妃)

Yuan Shikai (袁世凱)

Treaty of Kanghwa (Ganghwa) (江華島條約: 강화도조약)

Ino soldiers’ mutiny (壬午軍亂: 경오군란)

Kapin (Gapin) coup attempt (甲申政變: 임오군란)

Independence Club (獨立協會: 독립협회)

Tonghak Rebellion (東學農民運動: 동학농민운동)

Sino-Japanese War (清日戰爭: 청일전쟁)
Russo-Japanese War (일로전쟁; 日露戦争)
“Righteous Armies” (일의병; 義兵)
Taf-Tatsura Agreement (가쯔라-테프트밀약; 桂・タフト協定)

**QUIZ #3: Japanese colonial period**
Meiji Restoration (1868) (명치유신; 明治維新)
“Military Rule” (budan seijō) (武斷世辞)
March First Movement(삼일운동; 三一運動)
“Cultural rule” (bunba seijō) (文化世辞)
*Nisei isai* (“Japan and Korea are one”) (日鮮一體)
Yi Sŏng-man (Yi Seungman; Syngman Rhee) (이승만; 李承晚)
Kim II-song (Kim Il Sung) (김일성; 金日成)
Kim Ku (Kim Gu) (김구; 金九)
Wartime Mobilization
Manchukuo (満洲國)
*Kominka movement* (皇民化運動; 皇民化運動)
“Comfort women”

**QUIZ #4: Division and war**
Thirty-eighth parallel
Trusteeship
Korean People’s Republic (KPR) (조선인민공화국; 朝鮮人民共和國)
Yŏ Un-hyŏng (Yeo Unhyeong) (여운형; 呂運亨)
Cheju (Jeju) Rebellion(제주도 반란; 濟州島反亂)
Pak Hŏn-yŏng (Bak Heonyeong) (박원영; 朴憲永)
John R. Hodge
Douglas MacArthur
Inch’ŏn (Incheon) Landings
Battle of Chosin Reservoir
*Nogŭn-Ri Incident*
QUIZ #5: South Korea (I)
Chang Myŏn (Jang Myeon) (장면; 張勉)
Park Chung Hee (Pak Chong-hŭi) (朴正熙; 朴正熙)
Chun Doo Hwan (Chŏn Tu-hwan) (전두환; 全斗煥)
Roh Tae Woo (노태우; 盧泰愚)
Kim Young Sam (Kim Yong-cham; 金泳三)
Kim Dae Jung (김대중; 金大中)
Roh Moo-hyun (노무현; 盧武鉉)
Lee Myung-bak (이명박; 李明博)

QUIZ #6: North Korea
Kim Chŏng-il (Kim Jong Il) (김정일; 金正一)
Kim Chŏng-un (Kim Jong Un) (김정恩; 金正恩)
Cult of Personality
Chuch’e (Juche) (주체; 主體)
Ch’ŏllima (Cheollima) (千里馬)
Sŏngbun (Seongbun) (先軍)
Agreed Framework (also known as Framework Agreement)
Sŏngun (Seongun) (Military First)
Six-party talks
Sunshine policy

QUIZ #7: South Korea (II) and contemporary Korea(s)
April Revolution (사일구운동; 四一九運動)
Chaebŏl (Jaebeol) (재벌)
"Miracle on the Han"
Kwangju incident (광주민주화운동; 光州民主化運動)
Great Uprising of 1987 (6월민주항쟁)
Asian Financial Crisis
“Korean Wave” (한류; 韓流)
Term Research Paper:

A ten-to-fifteen (10-15) page, (double-spaced) research paper on a topic of your choice. All written work should strictly adhere to “Requirements for written work.”

September 23 Deadline for topic submission (1 point)

Submit a one-paragraph summary of your paper topic (hard copy and electronic version). You must make an appointment to see me before this date to discuss a topic.

October 21 Historiography essay/annotated bibliography due (7 points)

This assignment has two parts:

1) A 3-5-page essay that introduces and describes the current state of scholarship regarding your chosen topic.

The essay must at minimum consult and cite three (3) survey texts. All the texts on the list below have been placed on 2-hour reserve in the HBL Library. Consult at least three of them and examine the relevant sections that deal with your selected topic.

- Cumings, Korea’s Place in the Sun (2005)
- Griffis, Corea: The Hermit Nation (1894)
- Han, Tusi ch’annūn uri yōksa (1998)
- Hulbert, History of Korea (1962)
- Peterson, A Brief History of Korea
- Robinson, Korea’s Twentieth-century Odyssey (2007)
- Rutt and Gale, James Scarth Gale and His History of the Korean People (1972)
- Seth, A Concise History of Korea (2006)
- Seth, A Concise History of Modern Korea (2010)

As appropriate, you may also consult other Korea/Asia history survey texts or general topical survey texts (economic history, history of women etc.), but this may be done only after consulting with me.

Three (3) texts that specifically focus on your chosen topic. These may include scholarly monographs (books) or articles published in peer-reviewed journals. Do NOT use reference works (encyclopedia etc.) or non-peer-reviewed materials, either in paper or electronic form (this includes Wikipedia!).

The purpose of this essay is to introduce the “state of the field” in your chosen topic. How is your topic described and discussed in the relevant literature? Is there consensus or even unanimity about key questions or issues? Or, is there some disagreement? Laying out the “state of the field” will enable you to more clearly and productively determine the specific course of your own research and argument. You should also at least tentatively declare what your single, focused research question will be.

2) An annotated bibliography of sources you have in your possession that you plan to use for this paper. This list will obviously include the six (at minimum) sources used to write the historiography essay but can also include many more sources as appropriate. Citations should religiously follow the bibliography format found in Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations or the Chicago Manual of Style (you may also use another generally accepted citation format but only after consulting with me). In addition to a complete listing (alphabetical by author’s surname) of your sources, briefly annotate each source. Annotations should include the following:
--a brief description of the source. Indicate whether this source is primary or secondary. This generally requires only a single sentence.
--a brief indication of how you expect to use the source in your paper. Again, this generally requires only a single sentence.

October 24-Dec 2  Individual consultations  (2 points)

Meet with me at least once during the period October 21 and December 2 to consult on your paper, its progress and challenges you face. Meetings can either during regular office hours or by appointment. At minimum, we will discuss your argument, its significance, your sources, and any other issues you wish to discuss.

You are more than welcome to meet with me more than once during this period (or during other times). You are also welcome to consult the TA, writing experts at the FHSS Writing Lab and other writing-related resources across campus.

November 16  Paper draft due  (Optional)

Submit a complete draft of your paper. This includes full source citations! Draft should follow all “Requirements for written work.”

Submit two hard copies of your draft. One copy will be distributed to a colleague for criticism and review.

December 7  Final Draft Due  (30 points)

Hard copies are due in class. As always, send an electronic version to me as well. Late papers will be penalized

Term papers will be graded according to the following criteria (in descending order of importance)

--Argument: first and foremost, does the paper make one? If so, is it significant (e.g. does the author make a strong case for why we should care about the argument)? Is it clear (does the reader know exactly what it is? Why or why not)? Is it well defended with evidence and logical reasoning?

--Organization: is the paper clearly and simply organized? Does each paragraph have a clear thesis/idea? Do the paragraphs taken together support the larger points/arguments of the paper? Is most of the paper devoted to making and defending an argument (as opposed to introductions, "background" material, tangential ramblings etc.)?

--Sources: does the paper make use of sufficient sources to support its argument? Are they properly cited?

--Grammar and syntax: does the paper follow proper rules of grammar, syntax etc.? Be especially vigilant of the items listed in the handout "Guidelines for written work"

--Style: is the paper written in an interesting and compelling manner?

Plagiarism will result in a failing grade for the paper and may result in failing the course (or worse). One university defines plagiarism as follows:

3) Plagiarism - intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information. (http://www.gwu.edu/~ntegrity/code.html#definition).

Don’t do it! Please see me if you have any questions or concerns about this issue.
Requirements for Written Work:

1) Submission guidelines
   --All assignments must be submitted in paper form in class on the due-date. In addition, send an electronic copy of the same assignment to me via e-mail (kwlarsen67@gmail.com) before submitting the paper copy in class. Late submissions will be penalized.
   --Document title: All electronic submissions should use the following format in the electronic title of the document (in other words, when you click "save" or "save as"): Full last name, First initial of first name. Brief title of paper/assignment, Name of course, Date (optional).

2) Format
   --All written assignments must be typewritten and double-spaced with reasonable fonts and formats.
   --Assignments of multiple pages should be bound together with a staple or paper clip.
   --Assignments of multiple pages should be paginated.
   --All written assignments (both paper and electronic versions) should include the name of the author, name of course, and date.
   --All written assignments should have a title.
   --Omit extra spaces between paragraphs, headings etc. Extra white space gives the impression that you are trying to fill up space rather than convincingly convey an argument. Note to Microsoft Word 2007 users (and perhaps others): this requires changing the default spacing before and after paragraphs to "0."
   --Avoid "orphan" sentences or headings (e.g. single lines of a heading or a new paragraph at the bottom of the page).
   --Avoid page-long (or longer) paragraphs. Paragraphs of this length generally tell me that you aren’t exactly sure what the main point of your paragraph is.

3) Sources and citation
   --Any time you use a fact, figure, word, phrase or idea that is not your own, you need to let the reader know you are doing this by properly citing your sources.
   --Proper source citation is required for two reasons (among others):

1) Adhering to the BYU Honor Code by avoiding plagiarism. Plagiarism is defined in the BYU Honor Code (http://sxas.byu.edu/catalog/2009-2010ucat/GenerInfo/HonorCode.php?HCOfficeInvovement) as follows:

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another’s words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

2) Following proper scholarly conventions by acknowledging sources of information (and, therefore, helping the reader distinguish between the words, phrases and ideas of others and your original contributions) and enabling the reader to locate your sources on his or her own.

   --When citing sources from edited volumes, be sure to indicate the actual author and article/chapter title rather than citing only the title of the book and its editor. For example, the chapter written by Peter C., Perdue “A frontier view of Chineseness” in the book The Resurgence of East Asia: 500, 150 and 50 year perspectives edited by Giovanni Arrighi, Takeshi Hamashita and Mark Selden, should be cited under Perdue’s name with the title of his chapter first:


   --Be vigilant to ensure that works cited/bibliography match what is cited in footnotes or parenthetical citations in the paper text.

   --The titles of publications should be italicized or underlined (e.g. New York Times, or Korea Old and New). Titles of articles or chapters contained within those publications should be placed within quotation marks. For example:


   --Whenever humanly possible, specific page numbers should be cited!

   --"Block quotes," quotations that are four or more lines in length, should be indented, single-spaced, and avoided if at all possible. Generally the message a block quote sends to me is that you are trying to fill space and have little or nothing to say.
4) **Grammar, syntax, and spelling** (with many thanks to W.B. Hauser, M.B. Knox et al).

Formal academic writing at the collegiate level can and should be completely free of grammatical, syntactical and spelling errors. Please note the following areas of particular focus and emphasis.

a) Possessive

Please memorize the following distinctions.

SINGULAR: king SINGULAR POSSESSIVE: king's

PLURAL: kings PLURAL POSSESSIVE: kings'

Be especially careful of "it." The possessive of "it" is "its." NO APOSTROPHE!

IT'S is a contraction of "it is," and is unacceptable in formal writing. Therefore if you see "it's"—with an apostrophe—it must be wrong!

b) Agreement

Do not mix singular subjects and plural verbs or pronouns (or vice versa).

"Japan felt the agreement should be made on their terms." [The syntax is wrong; Japan is singular, their is plural.] "Japanese leaders felt the agreement should be made on their terms," is correct, as is "Japan felt the agreement should be made on its terms."

c) **Use of pronouns without a clear antecedent.**

Be careful of sentences or paragraphs that begin with "this." For example: "This reflected Japan's determination to protect itself from foreign domination." What is "this?" How is the reader to know?

d) Tenses

The only appropriate tenses for dealing with past events are the PAST tenses. If you find yourself writing a history paper in the present tense, you are doing something wrong. Different disciplines (i.e. Literature or Biology) use different conventions for tenses.

e) **Constructions, Colloquialisms, Jargon**

Constructions (can't, won't, it's, etc., and the like) are unacceptable in formal writing. DO NOT USE THEM. Colloquialisms and slang are equally out of place. Avoid redundancies such as "time period," phrases such as "At that time" [be specific - use the date instead], "awesome" or "for sure" [vacuous].

**ERROR SEARCH LIST FOR WORD PROCESSORS:**

Before submitting a piece of written work, you will be well served to search for (and correct when needed) the following:

--it's (a contraction; the possessive of "it" is "its")

--them, their (check pronoun agreement)

--this (check for clear antecedent)

--like (if you are comparing, use "as" for "like")

--quote (must be a verb; the noun is quotation)

--lead (make sure you do not mean led)

--capital (unless you are referring to the famous domed building in Washington DC, you probably mean “capital”).
--“thrown” (I am perennially surprised at how many students use this word when referring to a monarch’s chair (throne).

--“populous” means heavily populated or crowded; it does NOT mean “all the inhabitants of a place” (e.g populace).

--“tenant” (someone who pays rent for land) is not the same as “tenet” (“An opinion, doctrine, or principle held as being true by a person or especially by an organization”).

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>W - Aug 31</td>
<td>Barbarians at the Gate</td>
<td>Robinson, <em>Korea’s Twentieth-Century Odyssey</em>, 1-35</td>
<td>-</td>
</tr>
<tr>
<td>F - Sep 2</td>
<td>Barbarians at the gate (cont.)</td>
<td>Selections from I.B. Bishop, <em>Korea and Her Neighbors</em> (London: KPI, 1897), 23-48.</td>
<td>Is Isabella Bird Bishop sympathetic to Korea and the Koreans? Why or why not? Based on Bishop’s account, what are the main challenges Chosŏn Korea faced in the late 19th century? What advantages and limitations does Bishop have as an observer of Korea?</td>
</tr>
<tr>
<td>M - Sep 5</td>
<td>Labor Day</td>
<td>-</td>
<td>No class</td>
</tr>
</tbody>
</table>
| W - Sep 7  | Imperialism and Reform         | Selections from Yun Chi’-ho’s *Diary*: Vol. 1, 407; Vol. 3, 179-228.                           | Quiz #1: Map Quiz  
  Compare and contrast Yun’s opinions of the United States, Japan, China, and Korea. What accounts for the differences? What does Yun see as the main problems or challenges facing Chosŏn Korea? What does he see as the solutions to these challenges? Who is most sympathetic to Korea and the Koreans, Yun Chi’-ho, Isabella Bird Bishop, or James Palais? Explain your answer. |
<p>| F - Sep 9  | Imperialism and Reform (cont.) | -                                                                                                | -                                                                          |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>W - Sep 14</td>
<td>The Fall of Chosôn Korea</td>
<td>-</td>
<td>leaders, what are the key components of the Korean nation? How did these components differ from those emphasized during most of the Chosôn period?</td>
</tr>
<tr>
<td>F - Sep 16</td>
<td>Annexation and Military Rule</td>
<td>Robinson, <em>Korea’s Twentieth-Century Odyssey</em>, 36-55.</td>
<td>Quiz #2: Imperialism and Reform</td>
</tr>
<tr>
<td>W - Sep 21</td>
<td>Cultural Rule</td>
<td>Robinson, <em>Korea’s Twentieth-Century Odyssey</em>, 56-75</td>
<td>-</td>
</tr>
<tr>
<td>F - Sep 23</td>
<td>Cultural Rule (cont.)</td>
<td>Kang, <em>Under the Black Umbrella</em>, 24-86</td>
<td><strong>Deadline for topic submission</strong>. (1 point)</td>
</tr>
<tr>
<td></td>
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<td>• Submit a one-paragraph summary of your paper topic (hard copy and electronic version). You must make an appointment to see me before this date to discuss a topic.</td>
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<td></td>
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<td><strong>Reading Questions</strong>: How reliable and representative are the respondents in Kang’s book? In what ways does Kang’s book reinforce and/or challenge the prevailing notions concerning the period of Japanese Colonial rule (e.g. the primacy of anti-Japanese sentiment; nationalism vs. collaboration; the idea that the period was on of unrelenting Korean suffering etc.) What does Kang’s book reveal about change over time in Korea’s ideology and society?</td>
</tr>
<tr>
<td>M - Sep 26</td>
<td>Wartime Mobilization</td>
<td>Robinson, <em>Korea’s Twentieth-Century Odyssey</em>, 76-99.</td>
<td>-</td>
</tr>
<tr>
<td>W - Sep 28</td>
<td>Wartime Mobilization (cont.)</td>
<td>Kang, <em>Under the Black Umbrella</em>, 87-148</td>
<td>Richard Kim, &quot;Lost Names,&quot; 87-</td>
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<td>Why did the boy’s parents go to the cemetery? What did they do there? How did the boy react to</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Notes</td>
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<tr>
<td>F - Sep 30</td>
<td>Liberation and Division</td>
<td>Robinson, <em>Korea's Twentieth-Century Odyssey</em>, 100-120</td>
<td>Quiz #3: Japanese Colonial Rule</td>
</tr>
<tr>
<td>M - Oct 3</td>
<td>Liberation and Division (cont.)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>W - Oct 5</td>
<td>The Korean War</td>
<td>Selections from Halladay and Cumings, <em>Korea: The Unknown War</em>. (London: Penguin, 1990), 71-97, 103, 107, 112-118.</td>
<td>Who started the Korean War? Why do Halladay and Cumings argue that this is the wrong question to ask? Select and explain four moments or events in the Korean War during the period 1950-51 that are most significant to our understanding of the war and its course.</td>
</tr>
<tr>
<td>W - Oct 12</td>
<td>Wrapping up (mid-term review)</td>
<td>-</td>
<td>Quiz #4: Liberation, Division, and War</td>
</tr>
<tr>
<td>F - Oct 14</td>
<td>Mid-term exam</td>
<td>-</td>
<td>Mid-term exam (Testing Center)</td>
</tr>
<tr>
<td>M - Oct 17</td>
<td>ROK Overview</td>
<td>Robinson, <em>Korea's Twentieth-Century Odyssey</em>, 121-145</td>
<td>-</td>
</tr>
<tr>
<td>W - Oct 19</td>
<td>ROK Overview (II)</td>
<td>-</td>
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<thead>
<tr>
<th>Date</th>
<th>Reading Material</th>
<th>Analysis/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>W - Oct 26</td>
<td>DPRK</td>
<td>Selections from Choi In-su, <em>Kim Jong Il: The People's Leader</em> (1985), 74-78, 106-125.</td>
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<td>M - Oct 31</td>
<td>DPRK</td>
<td>-</td>
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<td>W - Nov 2</td>
<td>DPRK</td>
<td>Demick, <em>Nothing to Envy</em>, 74-197</td>
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<td>F - Nov 4</td>
<td>DPRK</td>
<td>-</td>
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<td>M - Nov 7</td>
<td>DPRK</td>
<td>Demick, <em>Nothing to Envy</em>, 198-294</td>
</tr>
<tr>
<td>W - Nov 9</td>
<td><em>North Korea: A Day in the Life</em></td>
<td>-</td>
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<tr>
<td>Date</td>
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<td>Reading Material</td>
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<td>F - Nov 11</td>
<td>North Korea: A Day in the Life (cont.)</td>
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<td>M - Nov 14</td>
<td>ROK: The South Korean Economic &quot;Miracle.&quot;</td>
<td>Mark Clifford, “Chaebol” Troubled Tiger (1998) 113-127.</td>
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<tr>
<td>W - Nov 16</td>
<td>ROK: Economic Modernization (cont.)</td>
<td>Hwang Sogyong, “A Dream of Good Fortune” in Marshall Phil, Bruce Fulton, and Ju-Chan Fulton, eds., and trans., Land of Exile: Contemporary Korean Fiction (1993) 115-149.</td>
</tr>
<tr>
<td>T - Nov 22</td>
<td>ROK: Social Change and Transformation</td>
<td>Commentary on Korean pop culture Laurel Kendall, “Korean Shamans and the Spirits of Capitalism.”</td>
</tr>
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>W - Nov 23</td>
<td>Thanksgiving Break</td>
<td>-</td>
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<td>F - Nov 25</td>
<td>Thanksgiving Break</td>
<td>No class</td>
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<td>M - Nov 28</td>
<td>ROK: Social Change (cont.)</td>
<td>-</td>
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<tr>
<td>W - Nov 30</td>
<td>Contemporary Korea</td>
<td>Robinson, <em>Korea’s Twentieth-Century Odyssey</em>, 182-189 Browse a few of the headlines and stories from the Korean Central News Agency (<a href="http://www.kcna.co.jp/index.e.htm">http://www.kcna.co.jp/index.e.htm</a>). What do the KCNA stories reveal about contemporary North Korea? How do the KCNA account differ from those of outside media? What explains these differences?</td>
</tr>
<tr>
<td>F - Dec 2</td>
<td>Contemporary Korea (cont.)</td>
<td>-</td>
</tr>
<tr>
<td>M - Dec 5</td>
<td>Contemporary Korea (cont.)</td>
<td>-</td>
</tr>
<tr>
<td>W - Dec 7</td>
<td>Wrapping up.</td>
<td>Quiz #7: ROK (II) and Contemporary Korea Final paper due.</td>
</tr>
<tr>
<td>F - Dec 9</td>
<td>Exam Preparation Day</td>
<td>No class</td>
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