

History 226-10
History of Korea in Northeast Asia
Abhishek Nanavati
(DRAFT SYLLABUS)

Summer 2021
 Session Dates: Jun 7 to Jul 9, 2021
 Schedule: MTWR 3:15PM – 5:15PM EST
 Location: TBA

Office: TBA
 Student Hours: TBA
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Course Abstract

In this course, we will explore the global and regional processes that have shaped modern Korea, as well as how the history of the Korean peninsula has shaped the world we live in today. This class is suitable for all levels and it will help students develop a skillset applicable to a variety of fields, such as history, international relations, political science, and anthropology. The first half of the course will focus on waves of foreign intervention during the nineteenth and twentieth centuries. The Chosŏn era reforms and revolutions and the traumatic experiences of Japanese colonization shaped society, politics, and culture in profound ways that persist to this day. The second half of the course will explore nation building and division during a hot global Cold War, the relationship between authoritarianism, modernization, and democratization, the evolution of gender relations, and globalization of Korean popular culture. Through scholarly writings, primary source documents, fiction, and films, this course will give students a strong foundation to evaluate the historical trajectories of both Koreas and assess the challenges of re-unification—as well as a deeper appreciation for Korean history and culture.

Requirements:

Task	Percentage
Participation	15%
Collaborations	15%
Paper Prospectus	20%
Paper Draft & Peer Review	20%
Final Paper	30%
Total	100%

Due Dates:

Collaborations	Every Friday
Paper Proposal	June 18
Paper Draft & Peer Review	July 2 & 5
Final Paper	July 9

Grading:

Letter Grade	Range	
A	94%	100%
A-	90%	93%
B+	87%	89%
B	84%	86%
B-	80%	83%
C+	77%	79%
C	74%	76%
C-	70%	73%
D+	67%	69%
D	64%	66%
D-	60%	63%
F	59%	0%

I. Course Description

The lives of Korean people faced wide spectrum of transformations from the nineteenth century to the present. We will explore the global and regional processes have shaped modern Korea, as well become aware of the Korean peninsula's historical role in shaping the world we live in today. The first half of the course will cover the responses to waves of foreign intervention during the nineteenth and twentieth centuries. The Chosŏn era reforms and revolutions (1800-1910) and sweeping and traumatic experiences of colonization (1910-1945) shaped the structures of Korean society, politics and culture— even the basic question of what it meant to be “Korean”— in fundamental ways that persist to this day.

The second half covers nation creation/division within the “hot” global Cold War (1945-1973), industrialization and authoritarian integration into global capitalism and communism (1948-1980), the struggle for democracy in the South (1960-1987), ideological solidification and national atrophy in the North (1980-1997), as well as globalization and finding the past in the contemporary two Koreas. The major themes in our course are the relationship between modernity, imperialism/colonialism, and the formation of national identity; development of gender relations; state-society relations, globalization of popular culture, as well as everyday life in the two Koreas and among their diasporas. Through scholarly writings, primary documents, fiction, and films, we will explore how Koreans within and beyond the peninsula rejected, adapted, and even embraced various manifestations of being “Korean” on the path to creating a modern sense of Korean identity.

II. Learning Outcomes/Goals

Our specific goals of this course are to (1) gain a historical literacy of social, political, and cultural developments on the Korean peninsula from 1800 to the present, which includes identifying major figures and events, and (2) an understanding of the global context of Korean history and how that influenced and was influenced by other people and nations. In other words, an appreciation of how history does not respect political borders particularly when it comes to the relationships between imperial/colonial expansion, nationalist movements, authoritarianism/democratization, and identity formation.

More broadly, this course will help us:

- To recognize how history connects not only to your life experiences but also to the lives of others, and appreciate places, cultures, and peoples beyond our own from different perspectives.
- Think critically about change over time. “The past” is not an unchanging set of facts but an ongoing conversation about what that means to us. It is an argument about how we should interpret events with the available evidence while remaining sensitive to the contexts of the time and our own biases.
- Access and use library resources, databases, journals, books, and digital media to identify and analyze primary sources and use them critically as evidence for building historical interpretations.
- Articulate ideas critically and concisely both verbally and in writing. You will be able to articulate a thesis-driven argument supported with evidence documented in standard citation formats.

- Read critically and reflect thoughtfully on texts, and carefully assess their claims and biases.

III. Course Format

This is a seminar-based course that thrives off of our thoughts and creativity. I invite you to take intellectual risks, to challenge yourselves and your colleagues, and to make valuable mistakes. Appreciate the work involved in taking risks and be respectful of each other's time and contributions. If you anticipate obstacles to your participation in the course that myself and/or your colleagues can help alleviate, please reach out.

The basic structure of each week will combine discussion and collaborative write-ups on Canvas. Each week, I will provide context with slides if necessary. The slides will also be posted to Canvas. We will use part of each Zoom session to review the slides and answer questions. We will spend the remainder of our Zoom sessions discussing primary sources and additional readings. Students unable to participate in a Zoom session should contribute their thoughts on the readings in the Canvas collaboration.

These are difficult times. The Georgetown University community is currently operating in different time zones and locations, and with different degrees of access to digital technology and stable internet connections—not to mention basic needs for health, security, and human connection. None of us is experiencing this COVID-19 pandemic in the same way. This course is designed with both synchronous and asynchronous components to accommodate various learning styles and degrees of access. No student will be penalized if they are unable to attend synchronous sessions, but you should attend as many as possible. Whenever you are unable to do so, you should notify me and view all the materials. Likewise, if at any time you have concerns about meeting deadlines, completing assignments, or otherwise engaging in the course, please reach out so I can support you in succeeding in the course.

IV. Course Requirements & Grade Breakdown

Completing all required components of the course is necessary to pass the course. In addition to weekly collaborations, you will be assigned a series of exercises introducing you to tools and practices to write a research paper—your final project. These are scaffolded to ensure that you are working steadily towards the finished product throughout the course. The end result will be a product of your own intellectual curiosity and feedback from your peers, allowing you to make the course as relevant as possible to your interests. I hope you use this course to explore your individual passions.

- **Participation (15%)**

Attendance will not be taken in the Zoom sessions. If you are in a time zone permitting, you should attend and try to keep your camera on whenever possible. I understand that some of us do not have cameras, have distractions, need to take a break, or just have messy environments (I have to “organize” before every class!), please feel free to turn it off. Participation grades will be based on useful contributions to discussion in the Zoom sessions. Everyone will have a baseline grade (equivalent to a B) for showing up. Above that, any constructive contributions, including questions, will improve the grade. Well-informed and insightful contributions will improve it more. I understand the stresses of an

online format and the reality of a global pandemic make it uniquely difficult to be a college student at this time. If you anticipate having any specific difficulties, please send me an email, and we will work something out.

- **Collaborations (15%)**

We will divide the class into assigned discussion groups or teams based on last-name order in the roster. Your team will co-create a running Google Doc of your discussions. Collaborations will be graded collectively, and contributors to the write-up will receive the same grade. For this reason, you should each make sure that you are satisfied with the write-up as a whole. Each week you will select a team scribe, a different person from the previous week, and produce a write-up engaging in (1) an original question(s) generated in response to the week's readings and lecture content, and/or (2) a response to interesting themes covered in discussion. The scribe will receive an "A" for the week for fulfilling the duty of scribe.

Your team should co-produce a write-up that articulates some main points of the assigned reading and point readers to key passages in the text where the author's points are expressed. It will also pose one or two questions that team feels are key to answer in order to understand the relationship of the text to other readings, to concrete events, or to move the conversation forward. The question(s) might be an objection to the author's main argument or might be based on some relevant event. Please submit your responses on **Fridays by 11:59pm EST.**

Alternative:

Instead of a discussion post, your team may submit a VoiceThread presentation to me via Canvas by **Friday 11:59pm EST.** In brief, VoiceThread allows a person to present materials, such as images or a PowerPoint presentation, and non-presenting students are able to comment. VoiceThread focuses on audio and video, not the written word. I will go over how to use VoiceThread, how to comment effectively, and how to engage in class. While it may be more engaging or fun, VoiceThread does require more preparation.

Regardless of the method used, responses will be graded for completion— as long as your submissions make a good faith effort to engage the material and are submitted before the weekly deadlines, you will receive full credit for them. Late submissions (within 48 hours of the weekly deadline) will receive half credit. I hope that you will engage with the concepts we discuss in class and that you will push yourself and your colleagues to look critically at the material. I also expect that we leave room for everyone to contribute as well as having a rewarding experience. I welcome you to contact me if you have questions or extenuating circumstances. We will find a solution together.

- **Paper Proposal (20%)**

In preparation for the final research paper, you will write a short 3-page research proposal consisting of (1) a research question related to a theme/issue covered our course, (2) a brief literature review of two scholarly articles—from a platform like JSTOR or Project MUSE, which I will introduce in class—specific to the topic and broadly relevant

(context, theory etc.), (3) an annotated bibliography that briefly discusses 3-6 primary sources. This is the first step towards your final paper which will address a topic of historical/current significance that you feel deserves further examination. I will provide recommended materials alongside each week/topic, which will help you choose useful sources. **Due June 18 by 7pm EST**

- **Paper Draft & Peer Review (20%)**

To prepare you to revise your proposal into a 5–7-page rough draft of your final paper. You will then workshop the draft with a peer in your discussion group via Canvas. Your peer review will include direct feedback on your partner’s draft and a 500-word letter to your partner explaining what you found effective and elaborating on your suggestions for revision. You will be graded for thoughtful, productive feedback on your peer’s work. This task will help you learn how to evaluate primary sources, to write clearly and concisely, to construct a focused argument, and to provide feedback like a historian. **Due July 2 & July 5 by 7pm EST**

- **Final Paper (30%)**

In the final research paper, you will provide an evidence-based answer to the research question you posed in your prospectus or draft. Your 8–10-page essay is an opportunity to develop a historical interpretation of your own. Your revised work will be graded both on its own merits and on how well you address the issues that were raised during your draft workshop. Remember to address all areas of improvement that you received in feedback or justify why you did not or could not. **Due July 9 by 7pm EST**

V. Policies

Remaining in this course means that you understand and accept the course and university policies as described below.

- **Accommodations**

Students with documented physical, psychological, or learning disabilities should register with the Academic Resource Center (ARC). They will help you arrange for reasonable accommodations under Georgetown University policies and the Americans with Disabilities Act. Those who are not registered with the ARC or who do not comply with its procedures are not entitled to accommodations. Any student with a chronic condition that affects their performance in class should contact the ARC about possible accommodations on future coursework. See: <https://academicsupport.georgetown.edu/>

- **Sexual Assault and Harassment**

There is a zero-tolerance policy for sexual harassment and misconduct in this course. As a member of the Georgetown University community, I am committed to supporting the survivors of relationship violence, sexual assault, sexual harassment, and other forms of sexual misconduct. You should know that university policy requires me to report any disclosures about sexual misconduct to the Title IX Coordinator. Georgetown University does provide several professional confidential resources that can provide support and assistance to survivors of sexual misconduct. For more information about campus resources, please visit: <http://sexualassault.georgetown.edu/>.

- **Honor Code**

We are all required under the Georgetown University Honor Code to uphold academic honesty in all aspects of this course. Plagiarism is not just copying someone else's writing. Any time we present ideas without correctly citing them, even unknowingly, you are committing plagiarism. Different cultures and professions often have their own ideas about what constitutes "plagiarism." We will discuss how US-based historians define and approach plagiarism in class. If you have any questions about the use of others' words or if you are overwhelmed, stressed, and at your wits' end about a deadline do not hesitate to contact me *before* you hand in any work. As an instructor I have the responsibility to uphold the Honor System and report all cases of academic dishonesty. Consult the university's standards of conduct here: <http://honorcouncil.georgetown.edu/>.

- **Course Copyright**

All Georgetown University lectures and course materials, including PowerPoint and course readings made available on Canvas, are protected by U.S. copyright law and University policy. These materials may not be reproduced or circulated for public distribution in any form without express prior written permission from the instructor. Materials may only be used by students enrolled in the course. You may take notes and make copies of course materials for your own use and share those materials with another student who is enrolled in or auditing the course. You may not reproduce, distribute, or display (post/upload) lecture notes or recordings or course materials in any other way without express prior written consent from the copyright owner. If you do so, you may be subject to discipline via the Georgetown Honor System. Information about copyright can be found through the library: <https://www.library.georgetown.edu/copyright/>. Information about acceptable computer use and intellectual property can be found here at: <https://security.georgetown.edu/it-policies-procedures/computer-systems-aup/>.

- **Recorded Course Content**

Due to the ongoing COVID-19 situation this course is designed for the virtual classroom. All lectures and section activities will be recorded via Zoom and shared on the course Canvas page for asynchronous access. Please see "Course Copyright" policy above for information on the restrictions around sharing recorded course content. By remaining in this course, you are consenting to the potential recording of your likeness and voice, which will then be accessible to your peers and instructors for educational purposes only.

- **Zoom Etiquette and Student Code of Conduct**

Please treat our shared Zoom spaces as you would a classroom learning environment. You should use your Zoom settings, video, and audio features professionally. If your video is on, be sure that your appearance is appropriate for a professional space. You may use digital backgrounds if that makes you more comfortable but use one you would have in a classroom. If your video is off, the expectation is that you are still engaged in course activities. When you are not speaking, please mute your microphone to minimize distractions. You are expected to abide by Georgetown University's Code of Student conduct found at: <https://studentconduct.georgetown.edu/code-of-student-conduct/>.

- **Mental Health**

We are living in a challenging time. You may be affected by the pandemic's impact on your community, family, and/or friends. You may be adversely affected by conditions and structures in our society beyond the pandemic. If you find yourself in need of support or would like a simple "tune up" or mental checkup, I encourage you to reach out to Student Health Services and our Counseling and Psychiatric Services (CAPS) at: <https://studenthealth.georgetown.edu/mental-health/>.

VI. Shared Expectations

- **Education is Emotional**

Learning is not only a cognitive exercise but an emotional process as well. Learning about particular events or conditions may be uncomfortable or disturbing to some people, while simultaneously enriching others. We are learning about historical and social issues that have and continue to harm and kill people. In part, our discomfort may come from our various privileges (for some) and our fortune to learn about such things in a classroom. It is okay to feel uncomfortable, we all do. If you are feeling overwhelmed do not hesitate to reach out to me. At the same time, we should cultivate resilience toward such reactions. Our job in this classroom (virtual as it may be) is to learn. Let's take pride in our work.

- **Respectful Critique**

Approach disagreements with respect. Challenge each other's assumptions, and our own biases, by asking helpful questions such as: "Can clarify what you mean?" or "Do you have specific examples in mind?" If after hearing our partner's argument we still find it to be flawed, we should kindly and patiently explain how and why. In the same way, if we are called out for our assumptions, we should take a breath to avoid reacting defensively and listen without arguing. It is okay to say, "I didn't think of it that way, thanks for pointing it out. I'll continue to think through this." We all have gaps in our knowledge and our limited by our perspectives. Lastly, let's assume the best of intention in others' ideas and questions while being mindful about the impact of our behaviors on others regardless of our intention.

- **Asking Better Questions**

While there are no stupid questions there are better questions. Better questions move us to work through new perspectives, creative interpretations, and unseen implications. Asking the "meta" questions: "Where did this idea originate?" or "Who benefits from this viewpoint?" or "Why did the writer see it in this way?" are crucial to making a course work for ourselves. Asking challenging, but not necessarily complex, questions to ourselves and others will help us expand our knowledge and worldview. Lastly, we are not 100% articulate 100% of the time. It is okay. Let's start with simple questions to help work through difficult ideas together. We are all in this together after all.

- **Our Expectations**

We will write our class' particular expectations here on the first day of class.

A Note on Names:

In class, I will refer to the readings for this course by authors' family names. It will be easier to keep in mind that the material we read was written by real people. In Korea and Japan family

names ordinarily precede personal names. There are exceptions, however, and the convention is not consistently followed in English-language publications. To avoid confusion, I have indicated all family names of all authors in capital letters on this syllabus.

Course Schedule

Be prepared to discuss the readings on the day they are listed. While recommended sources are optional, if you have the time, I encourage you to take a brief look.

Please Note: This course schedule is a draft. We may revise it at any point before or during the session.

Week 1 – Precolonial & Colonial

June 7 (M): Introduction & Chosŏn Korea?

- Secondary:
 - HWANG, Kyung Moon, Chapters 11-12, in *A History of Korea* (Palgrave, 2000), 85-101
- Primary:
 - SHIN Michael D., ed. “A Typical Day and Year in the Life of the Peasantry,” and “The Merchants of Seoul” in *Everyday Life in Joseon-Era Korea*, 47-59, 83-92.

June 8 (T): Reformists, Rebels, and Revolutionaries 1864-1894

- Secondary:
 - HWANG, Kyung Moon, Chapters 13 & 14, in *A History of Korea* (Palgrave, 2000), 102-28.
 - CHANG, Gordon H., “Whose ‘Barbarism’? Whose ‘Treachery’? Race and Civilization in the Unknown United States-Korea War of 1871, 1,” *Journal of American History* (March 2003), 1331-65.
- Primary:
 - *Sources of Korean Tradition (SKT)*, 245-53 (Learning from the West); 254-60 (Kapsin Coup); 262-76 (Tonghak Uprising & Reforms from Above); 277-88 (Independence Club)
- Optional Audio/Visual:
 - “War of the Arrows” (Ch’woejong pyŏnggi hwal, dir. Kim Han-min, 2011)

June 9 (W): Colonization: Military Rule and March First 1895-1919

- Secondary:
 - HWANG, Kyung Moon, Chapter 15 & 16, in *A History of Korea*, 119-138.
 - DUDDEN, Alexis “Introduction,” & “Illegal Korea,” in *Japan’s Colonization of Korea: Discourse and Power*. University of Hawai’i Press, 1-26.
- Primary:
 - KANG, Hildi *Under the Black Umbrella: Voices from Colonial Korea, 1910-1945 (UBU)*. Cornell University Press, 17-23.
 - *SKT*, 336-339 (Declaration of Independence); (An Appeal to America) 341–343; 354-357 (Manifest of the Korean Communist Party in Shanghai).
- Optional Audio/Visual:
 - TBA

June 10 (Th): Colonization: Cultural Rule and Assimilation, 1920-1931

- Secondary:
 - HWANG, Kyung Moon, Chapter 18, in *A History of Korea*, 147-155.

- SHIN, Gi-Wook and Michael ROBINSON, “Rethinking Colonial Korea,” in *Colonial Modernity in Korea*. Harvard University Asia Center, 1-18.
- Primary:
 - *UBU*, “Business Ventures and Adventures,” in *UBU*, 61-74.
- Optional Audio/Visual:
 - TBA

Week 2

June 14 (M) Colonization: Wartime Mobilization, 1932-1945

- Secondary:
 - ROBINSON, Michael E, *Korea’s Twentieth-Century Odyssey*. Honolulu: University of Hawai’i Press, 2007. (Selections)
 - PALMER, Brandon. “Imperial Japan’s Preparations to Conscript Koreans as Soldiers, 1942—1945.” *Korean Studies* 31 (January 1, 2007): 63–78.
- Primary:
 - *UBU*, “The War Effort,” 130-138.
 - CHANG, Chi-rak, and Nym WALES. *Song of Ariran: A Korean Communist in the Chinese Revolution*. San Francisco: Ramparts Press, 1972. (Selections)
- Optional Audio/Visual:
 - *Angels on the Streets* (1941; 73 minutes)

June 15 (T) Liberation: Old Homes in New Lands, 1945-1950

- Secondary:
 - KIM, Michael, “The Lost Memories of Empire and the Korean Return from Manchuria, 1945- 1950: Conceptualizing Manchuria in Modern Korean History,” in *Seoul Journal of Korean Studies* 23. 2 (December 2010): 195-223.
- Primary/Literature:
 - YI, T’aejun, “Before and After Liberation – A Writer’s Memoir (1946)” in *On the Eve of the Uprising and other Stories from Colonial Korea* (235-73)
- Optional Audio/Visual:
 - *Hurrah! For Freedom* (1946)

June 16 (W) Setting the Cold War

- Secondary:
 - ARMSTRONG, Charles, “The Cultural Cold War in East Asia, 1945-1950,” *The Journal of Asian Studies* 62:1 (Feb. 2003): 71-99
- Primary:
 - *SKT*, 367-395.
- Optional Audio/Visual:
 - TBA

June 17 (Th) Soviet Occupation & the North Korean Revolution

- Secondary:
 - KIM, Suzy. *Everyday Life in the North Korean Revolution, 1945-1950*, 2013 (Selections)
 - ARMSTRONG, Charles, *The North Korean Revolution, 1945-1950*. Ithaca: Cornell University Press, 2002, 1–12, 38– 70, 166–190, 240–245.
- Primary/Literature:
 - STRONG, Anna-Louise, *Inside North Korea: An eyewitness report* (1949)
 - DEMICK, Barbara *Nothing to Envy: Ordinary Lives in North Korea* (3-26)

- Audio/Video:
 - *Order #027* directed by Ki Mo Jung and Eung Suk Kim; DPRK 1986.

Paper Proposal Due June 18 by 7pm EST

Week 3

June 21 (M) U.S. Occupation & “Gifting” Democracy

- Secondary:
 - ROBINSON, Michael. *Korea’s Twentieth Century Odyssey*, Ch. 5, 100-14.
- Primary/Literature:
 - KANG, Sök-kyöng, “Days and Dreams” in *Words of Farewell: Stories by Korean Women Writers* (1-27)
 - HWANG, Sunwön, “Booze,” in *Lost Souls: Stories*, Bruce and Ju-Chan Fulton, trans. (Columbia, 2013), 133-57.
 - *SKT*, 393-95 (“Declaration of University Students”)
- Optional Audio/Visual:
 - *The Women Outside: Korean Women and the US Military* (1995; 52 minutes)
 - *Me and an Owl* (2019)

June 22 (T) Division & War

- Secondary:
 - MORRIS-SUZUKI, “Introduction” & “A Fire on the Other Shore?: Japan and the Korean War Order” in *The Korean War in Asia*, 1-38
 - LANKOV, Andrei, “Korean Civilians North and South, 1950-1953,” in Stewart LONE, ed., *Daily Lives of Civilians in Wartime Asia* (Greenwood Press, 2007), 191-218.
- Primary/Literature:
 - SHIN, H.K., *Remembering Korea 1950*, 14-59; 60-113
 - Readings on the No Gun Ri Bridge Massacre: Pulitzer.org (1999)
 - Korean War Veterans History Project, Library of Congress: <http://www.loc.gov/vets/stories/ex-war-korea.html>
- Optional Audio/Visual:
 - *The DMZ* (1965; 61 minutes)

June 23 (W) Nation Re-Building

- Secondary:
 - ARMSTRONG, Charles, “The Destruction and Reconstruction of North Korea, 1950-1960,” *The Asia-Pacific Journal* Vol.8, Issue 51, No 2, December 20, 2010.
 - KIM, Charles, *Youth for Nation: Culture and Protest in Cold War South Korea* (Selections)
- Primary:
 - *SKT*, 419-25 (Kim Il Sung, “Juche Speech of 1955”)
 - *SKT*, 393-95 (“Declaration of University Students”).
 - DEMICK, Barbara *Nothing to Envy: Ordinary Lives in North Korea* (57-89)
- Optional Audio/Visual:
 - *Game of Their Lives* (2002)

June 24 (Th) – Miracle on the Han or Saved by Vietnam?

- Secondary:

- PAIK, Nak- Chung. “How to Think about the Park Chunghee Era.” In *Reassessing the Park Chung Hee Era 1961–1979*, edited by Hyung-A KIM and Clark W. SORENSON, 85–94. Seattle: University of Washington Press, 2011.
- BRAZINSKY, Gregg. *Nation Building in South Korea : Koreans, Americans, and the Making of a Democracy*. Chapel Hill: University of North Carolina Press, 2007. (Selections)
- ARMSTRONG, Charles “America's Korea, Korea's Vietnam” 527-540
- Primary/Literature:
 - A letter to Jimmy Carter by Kim Daejung, Yun Poson, and Hahm Sokhon (Critical Oral History)
 - AHN, Junghyo. “*White Badge: A Novel of Korea*” (Selections)

Week 4 – Nation & Citizen

June 28 (M) Kwangju

- Secondary:
 - LEE, Namhee. *The Making of Minjung : Democracy and the Politics of Representation in South Korea*. Ithaca: Cornell University Press, 2007. Chapter 1
 - SHORROCK, Tim “Kwangju: Turning Point in the Cold War in Asia”:
○ http://timshorrock.com/?page_id=334
- Primary:
 - TBA
- Optional Audio/Visual:
 - Documentary: The Dynamic Development of Korean Democracy (YouTube/45min.)

June 29 (T)

- Secondary:
 - Gi-Wook Shin, et al. “The Korean Democracy Movement: An Empirical Overview,” in Gi-Wook Shin and Paul Y. Chang, *South Korean Social Movement: From Democracy to Civil Society*, 21 – 40.
- Primary:
 - Kim Il Sung “On Socialist Construction in the Democratic People’s Republic of Korea and the South Korean Revolution” (1965)
- Optional Audio/Visual:
 - TBA

June 30 (W) 90s Koreas

- Secondary:
 - FAHY, Sandra, “Famine Talk: Communication Styles and Socio-Political Awareness in 1990s North Korea,” *Food, Culture, and Society* 15.4 (2012): 535-555.
 - HOWARD, Keith, “Coming of Age: Korean Pop in the 1990s,” in Keith Howard, ed., *Korean Pop Music: Riding the Wave*.
- Primary:
 - TBA

July 1 (Th) – Beyond the Peninsula

- Secondary:
 - ARMSTRONG, Charles *The Koreas*, chapter 4: “The Korean Diaspora”
 - MORRIS-SUZUKI, Tessa, *Exodus to North Korea*, 3-12, 41-69

- KIM, Eleana, “Our Adoptee, Our Alien,” from *Adopted Territory: Transnational Korean Adoptees and the Politics of Belonging*, 172 - 208
- Primary/Literature:
 - LEE, Min Jin, *Pachinko*, Book 2 chapters 10-20, 237-321

Paper Draft Due July 2

Week 5 – Contemporary/Present/Student Interest

July 5 (M)

- Secondary:
 - KIM, Nora Hui-jung, “Korea: Multiethnic or Multicultural?” in John Lie, ed. *Multiethnic Korea?* 58 - 78
 - PARK, Jung-Sun. “*The Korean Wave: Transnational Cultural Flows in East Asia.*” In *Korea at the Center: Dynamics of Regionalism in Northeast Asia*, edited by Charles K. ARMSTRONG et al. 244–56. M.E. Sharpe, 2006.
- Primary:
 - TBA
- Optional Audio/Visual:
 - Film: “A Schoolgirl’s Diary” (2006)

Paper Feedback Due July 5 by 7pm

July 6 (T) – Paper Workshop

- For this class there is no assigned reading. Students will bring a primary source they are using in their paper that they feel is particularly important. In class we will discuss each source’s significance to the themes of our class. We will then arrange the various sources in chronological order, and discuss what kind of history it highlights, and what it obscures.

July 7 (W) Memory/War/Colonialism

- Secondary:
 - MOON, Yumi. *Populist Collaborators the Ilchinhoe and the Japanese Colonization of Korea, 1896-1910*. Ithaca: Cornell University Press, 2013. (Introduction)
 - MIN, Pyong Gap. “*Korean ‘Comfort Women’: The Intersection of Colonial Power, Gender, and Class.*” *Gender and Society* 17, no. 6 (December 1, 2003): 938–57.
- Primary/Oral History:
 - HOWARD, Keith, ed. *True Stories of Korean Comfort Women*. Translated by Young Joo LEE. London: Cassel, 1995. (Selections)
 - YAJIMA, Tsukasa, “Women of No Return: Military Sexual Slavery Under Japan’s Empire (Photo Essay),” *positions politics: eikon*: <http://positionspolitics.org/women-of-no-return-tsukasa-yajima/>

July 8 (Th) Legacies

- Secondary:
 - McCANN, David. “Our Forgotten War: The Korean War in Korean and American Popular Culture.” In *America’s Wars in Asia: A Cultural Approach to History and Memory*, 65–83.

- Primary/Literature
 - KOH, E. J. The Magical Language of Others: A Memoir. Portland, Oregon: Tin House Books, 2020.
- Audio/Visual:
 - Samgakji Virtual History: Mapping the Red Light District
<http://samgakjistories.yongsanlegacy.org/>

July 9 (F) Final Paper Due