

ANS 302D:
INTRODUCTION TO KOREAN CULTURE AND HISTORY
Unique #32295
Fall 2018

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Overview: This course is designed as an introductory overview of Korean history, culture, and society from ancient times to the present. It aims also to encourage students to locate their knowledge about Korea in relation to perspectives from other disciplines, while thinking critically about how history, culture, and society are understood. This class has no prerequisites.

Note: some of you may have studied Korean history in middle or high school. Do not let this make you complacent. To put it bluntly, knowing the facts and the standard narrative of Korean history will not be enough if you can't critically analyze perspectives and interpretations. This is what separates college history from high school history.

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States.

Class lectures will be supplemented with films, slides, and other visual materials. You are responsible for material discussed in class, and you should take notes and secure notes for any meetings you miss. I will post Powerpoint outlines, but these are NOT substitutes for notes you yourself take.

Assignments/Grading: Your grade will be based on

- Reading/lecture comprehension questions (Canvas): 16% total
- 1 map quiz (as noted on syllabus; 4% of total grade)
- 2 tests during the term (20% of total grade each for a total of 40%)
- 1 final exam (30% of total grade)
- 2 short reaction papers (1-2 pp. or so each; 5% each for 10% total)

My general assumption is that you will complete the readings for each date listed on the syllabus prior to the class session in question and will attend lectures. After some lectures—that is, on some Tuesdays and Thursdays—I will post on Canvas comprehension questions pertaining to both reading and lecture content that will require a short response, from a word or two to a few sentences. Responses to questions posed on a Tuesday will be due by Friday (12 noon); those to questions posed on a Thursday will be due by the following Tuesday (12 noon). Since the whole point is that you should be reading along and coming to lecture (or getting class notes if you miss lecture), there will be no makeups or extensions for these comprehension questions.

Individual comprehensive questions will be given a grade of 1, ½, or 0 points. At the end of the course, I will drop ONE low score for each student and will otherwise

average these assignments and assign a weight as noted above to create a reading/lecture comprehension questions grade.

The map quiz is a distinct event. It will be administered on an assigned date early in the term; you will have a review sheet in advance to prepare.

The two tests during the term will involve ID (identification) questions requiring a one paragraph response. A good answer will not only identify a given term, but explain its significance in some depth (we will discuss this further in class). The final exam will consist of both IDs and one or two essay questions. ID QUESTIONS USED ON EXAMS WILL BE DRAWN FROM A LIST OF KEY CONCEPTS I WILL POST APPROXIMATELY EACH WEEK, AND WILL BE BASED ON BOTH READINGS AND LECTURE. If you use these posted documents as guides for study and preparation, you should do fine on exams.

The two tests during the term will be based only on a portion of the Key Concepts. The final exam, however, is CUMULATIVE. Don't be surprised come December.

Each of the two short reaction papers (assigned throughout the term; 1-2 pp. each) will ask you briefly to consider a specific issue and present an argument. Grading will be based on the quality of your argument, your ability to support it (where appropriate), and your writing.

These papers must be submitted to Canvas by the beginning of class on the date indicated. Late papers will not be accepted without prior consultation. Likewise, I will not accept email submissions without prior permission and a good reason. After papers have been returned and grades posted, it is your responsibility to inform me if yours is missing ASAP.

I will make use of plus/minus grading. Generally, I regard averages ≥ 92 (rounded) as an A, 89-91 as an A-, 87-88 as a B+, 82-86 as a B, and so on at equivalent points down the scale.

Cell phones: Cell phones and other communication devices should be turned off or (if you truly need to be in contact) set for silent/vibration mode. During exams, I will insist that they be completely off. If you need to make or receive a call, please leave the room before you begin talking. Don't ask, just go. Likewise if you need to use the bathroom (during exams, I will allow only one person to leave at a time, and without his/her belongings). Please do not abuse this policy.

Also, please do not be text messaging your friends during class. If I see your hands fiddling beneath the desk, I will assume the worst.

Laptop computers in the classroom are likewise a growing issue in higher education circles. They can be very useful in taking notes—many of you, I'm sure, type faster than you write—but put to other uses they can be an immense distraction to you and others around you. Let me put it this way: if I look, or if a TA looks, at your laptop screen during class, I had better see note taking (rather than internet surfing, games, social media, studying for another class, or catching up on reading you didn't do). If not, you will lose the privilege of using a computer in class for the rest of the term.

During tests no electronics (beyond dumb wristwatches) will be permitted on your desks. This, unfortunately, goes for electronic dictionaries as well.

University Notices and Policies

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Documented Disability Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. If you require special accommodations, you will need to obtain a letter that documents your disability from Services for Studies with Disabilities. Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. No later than five business days before an exam, you should remind me of any testing accommodations you will need. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or www.utexas.edu/diversity/ddce/ssd.

Religious Holidays

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

If you require assistance to evacuate, inform me in writing during the first week of class.

In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office

Readings: The reading load for this class is variable. Read intelligently. For some people, studying Korea can present a morass of unfamiliar details. The reason I will give you key concepts weekly is not only towards tests and exams, it is also to help you pick out what is important while doing the reading to begin with.

The following book has been ordered and is available at the Coop. A copy is also on reserve at PCL. Please let the Coop (and me) know if a book that you need is out of

stock. I recommend that you buy relatively early in the term, since the Coop sometimes returns books to their publishers on short notice:

Seth, Michael, *A Concise History of Korea: From Antiquity to the Present* (ideally the second edition of 2016; the first edition of 2011 is acceptable and differs primarily in chapters 15-16).

Seth has written several Korean history textbooks. This is a version with 16 overall chapters, 588 pages in my edition. Do not confuse it with his shorter volumes covering only “premodern” or “modern” history, each of which cut this larger book in half.

Other readings (as well as course documents such as weekly lists of key concepts, the map quiz review, etc.) will be placed on Canvas, which can be accessed via the website courses.utexas.edu with your UT EID and password. These are .pdf copies of articles and the like; you can read them on screen or (my recommendation) print them so you can mark them up.

Schedule:

8/30 Introduction and course concepts - IMPORTANT

Read the document “Map Quiz Review” on the Canvas site for this class

9/4 Beginnings?: The Korean? Peninsula? in Ancient Times

Seth, *Concise History of Korea*, Intro and ch. 1.

Lee, Peter H., *Sourcebook of Korean Civilization*, vol. 1, pp. 6-7 {“Tangun”} and pp. 8-9 {“Yü Huan: Ancient Korea and Yen”}

9/6 The Three Kingdoms (first century B.C.-935 A.D.)

Map Quiz (in class, 5 minutes)

Seth, chs. 2-3.

Lee, *Sourcebook*, vol. 1, pp. 24-35 {“Founders of Tribal Federations”}

O’Rourke, Kevin, *The Book of Korean Poetry: Songs of Shilla and Koryô* (Iowa City: U Iowa Press, 2006), pp. 10-21. {on *hyangga*}

9/11 Koryô (918-1392)

Seth, chs. 4-5.

Lee, *Sourcebook*, vol. 1, pp. 414-419 {“Chinul: Straight Talk on the True Mind” and “Chinul: Secrets on Cultivating the Mind”}

Lee, *Sourcebook*, vol. 1, pp. 428-438 {especially pp. 436-439 “Monk Myoch’ông’s Use of Geomancy”}

Lee, *Sourcebook*, vol. 1, pp. 373-77 {“Pak Ch’o: Anti-Buddhist Memorial”}

9/13 *Discussion: Ancient History, Modern Debates*

- Grayson, James H., "Mimana, a Problem in Korean Historiography." *Korea Journal* 17(8)[1977]: 65-69
- Ch'oe, Yông-ho, "Reinterpreting Traditional History in North Korea," *Journal of Asian Studies* 40(3)[1981]: 503-523.
- Gries, Peter Hays, "The Koguryo Controversy, National Identity, and Sino-Korean Relations Today," *East Asia* 22(4)[2005]: 3-17.

9/18 *Mongol Rule: Korean and Global Perspectives*

- Janet Abu-Lughod, *Before European Hegemony*, chs. 1, 5.

9/20 **Test 1 (in class)**

9/25 *Early Chosôn (1392-1592)*

- Seth, chs. 6-7.
- Chun, Hae-jong, "Sino-Korean Tributary Relations in the Ch'ing Period," in John K. Fairbank, ed., *The Chinese World Order* (Cambridge: Harvard, 1968), pp. 90-111.
- Wagner, Edward W., "The Ladder of Success in Yi Dynasty Korea," *Occasional Papers on Korea* 1: 1-8.

9/27 *Confucianization as Ideological Process: The Making of "Traditional" Korea*

- Haboush, JaHyun Kim, "The Confucianization of Korean Society," in Gilbert Rozman ed., *The East Asian Region: Confucian Heritage and Its Modern Adaptation*, pp. 84-110.
- Hejtmanek, Milan, "The Familiar Dead: The Creation of an Intimate Afterlife in Early Chosôn Korea," in Michael Pettid and Charlotte Horlyck eds., *Death, Mourning and the Afterlife in Korea* (Honolulu: U Hawaii, 2014), pp. 155-169.

10/2 *Han'gûl and Rice: Transformative Technologies of Everyday Life*

- Kim-Renaud, Young-Key, ed. *King Sejong the Great: The Light of 15th Century Korea* (Washington: International Circle of Korean Linguistics, 1992), pp. 9-12, 21-24, 43-50, and 53-60 {i.e. articles by Don Baker, Milan Hejtmanek, S. Robert Ramsey, and Pokee Sohn}.
- Lee, *Sourcebook*, vol. 1, pp. 519-20 {Ch'oe Malli's dissent}
- Braudel, Fernand, "Preface," in *The Structures of Everyday Life*, vol. 1, pp. 27-29.
- Bray, Francesca, "Introduction," in *The Rice Economies: Technology and Development in Asian Societies*, pp. 1-7.
- Yi Ch'un-yông, "A Historical Survey of Agricultural Techniques in Korea," *Korea Journal* 14(1): 21-27.

10/4 **Film Interlude:** *Ch'unhyang* (Im Kwŏn-taek, 2000) (selections)

See brief plot summary here: <https://en.wikipedia.org/wiki/Chunhyangjeon>

10/9 *Late Chosŏn (1592-ca. 1800): The Imjin War and Its Aftermath*

Seth, ch. 8.

Yŏngho Ch'oe, Peter H. Lee, and Wm. Theodore de Bary, eds., *Sources of Korean Tradition*, vol. 2 (New York: Columbia, 2000), pp. 26-27 ("Chŏng Yagyong: The Roots of Royal Authority"), 70-88 ("Reform Proposals: Land Reform") and 181-188 ("Culture and National Identity: New Perspectives on History").

10/11 *Tales of the Base and the Exalted: The Problem of Korean Slavery, and a Lady's View on a Royal Mystery*

Lee, *Sourcebook*, vol. 1, pp. 327 {"Inheritance of Slave Status" – on Koryŏ}

Wagner, Edward W., "Social Stratification in Seventeenth-Century Korea: Some Observations from a 1663 Seoul Census Register," *Occasional Papers on Korea* 1: 36-54. {Especially the first four pages and the conclusion.}

Palais, James B., "A Search for Korean Uniqueness," *Harvard Journal of Asiatic Studies* 55(2): 409-425.

Ch'oe, Yŏngho, et al., *Sources*, vol. 2, pp. 159-61 {"Yu Hyŏngwŏn: Slaves"}

Haboush, JaHyun Kim, *The Memoirs of Lady Hyegyŏng*, pp. 241-336 ("The Memoir of 1805"). Other sections (particularly pp. 6-35) optional.

Reaction paper 1 assigned

10/16 *The Nineteenth Century*

Seth, ch. 9.

10/18 *Some Elite and Popular Responses*

Ch'oe, Yŏngho, et al., *Sources*, vol. 2, pp. 140-42 {"Yi Hangno: Sinify the Western Barbarians"}

Schmid, Andre, "Decentering the 'Middle Kingdom': The Problem of China in Korean Nationalist Thought, 1895-1910," in Brook and Schmid, eds., *Nation Work: Asian Elites and National Identities* (Ann Arbor: U. Michigan, 2000), pp. 83-107.

The Independent (newspaper), selections from 1896 (April 7, April 30, August 22, September 5, October 22).

Ch'oe, Yŏngho, et al., *Sources*, vol. 2, pp. 228-35 and 262-72 (on Tonghak).

Reaction paper 1 due

10/23 *Japanese Colonialism in Korea (1905-1945)*

Seth, ch. 10.

Ch'oe, Yôngho, et al., *Sources*, vol. 2, pp. 336-39 {"Declaration of Independence"}

10/25 *Civilization and Culture in Contest*

Annual Report on the Administration of Chosôn 1923-4 (selections on Blackboard).
Komatsu Midori, "The Old People and the New Government," *Transactions of the Korea Branch of the Royal Asiatic Society* 4(1), 1912, pp. 1-12.

Sin Ch'aeho, "What is History? What Shall We Study in Korean History?", in
Ch'oe, Lee, and de Bary, *Sources*, vol. 2, pp. 317-319.

Allen, Chizuko T., "Northeast Asia Centered Around Korea: Ch'oe Nam-sôn's View
of History," *Journal of Asian Studies* 49(4), 1990, pp. 787-806.

10/30 *Complex Stories: Some Colonial Experiences*

Kang, Hildi, *Under the Black Umbrella*, ch. 5 (pp. 49-60) and chs. 11-12 (pp. 111-129).

Kim San and Nym Wales, *Song of Ariran* (New York: John Day, 1941), Chs. I (pp. 3-10), XVI (pp. 140-146), XVII (pp. 147-151), and XXV (pp. 211-216).

Yi Sang, "Wings," in Peter H. Lee, ed., *Flowers of Fire* (Honolulu: University of Hawaii, 1974), pp. 34-57.

Howard, Keith, ed., *True Stories of the Korean Comfort Women* (London: Cassell, 1995), pp. 41-49 {"Kim Tôkchin"} and 95-103 {"Yi Okpun"}.

Yang, Hyunah, "Re-membling the Korean Military Comfort Women: Nationalism, Sexuality, and Silencing," in Elaine H. Kim and Chungmoo Choi, eds., *Dangerous Women: Gender and Korean Nationalism* (New York: Routledge, 1998), pp. 123-139.

11/1 **Test 2 (in class)**

11/6 *The Post-Liberation Cauldron and the Origins of Korean Division (1945-50)*

Seth, ch. 11.

11/8 *The Korean War (1950-53) and its Aftermath*

Watch on YouTube: Bruce Cumings, "Apocalypse, Amnesia—and Kim Jong Il: Why the Korean War is 'Forgotten'" (taped at U Michigan Nam Center for Korean Studies; approx. 50 minutes).

Chôn Kwangyong, "Kapitan Ri," in Marshall Pihl and Bruce and Ju-chan Fulton, eds., *Land of Exile: Contemporary Korean Fiction*, pp. 58-83.

Kang Sôk-kyông, "Days and Dreams," in *Words of Farewell: Stories by Korean Women Writers* (Seattle: Seal Press, 1989).

Reaction paper 2 assigned

11/13 *South Korean Industrialization*

Seth, ch. 13.

Park Chung Hee, *The Country, The Revolution, and I* (Seoul: Hollym, 1970[1962]), pp. 165-179 {"What We Should Do and How"}.

11/15 *The Political Context: South Korean Authoritarianism and the Democratic Movement*

Seth, ch. 14.

Jang Jip Choi, "Political Cleavages in South Korea," in Hagen Koo, ed., *State and Society in Contemporary Korea* (Ithaca: Cornell, 1993), pp. 1-50.

Ch'oe, Yôngho, et al., *Sources*, vol. 2, pp. 401-11 {"Kim Chiha: 'Five Bandits'"}.

Reaction paper 2 due

11/20 *Memory, History, and the Minjung*

Linda S. Lewis, *Laying Claim to the Memory of May*, pp. 3-71

Nancy Abelmann, *Echoes of the Past, Epics of Dissent* (Berkeley: California, 1996), pp. 20-38 {"The *Minjung* Imaginary"}.

Namhee Lee, "The South Korean Student Movement: Undonggwon as a Counterpublic Sphere," in *Korean Society*, Charles Armstrong ed. (London: Routledge, 2002), pp. 132-164.

11/22 **Thanksgiving**

11/27 *North Korean Politics and Society*

Seth, chs. 12, 15.

Kim Ilsông, "On Eliminating Dogmatism and Formalism and Establishing Juche in Ideological Work," in Ch'oe, Lee, and de Bary eds., *Sources*, vol. 2, pp. 420-425.

Andrei Lankov, *North of the DMZ*, parts 4, 8, 18, and "In Lieu of a Conclusion." (pp. 66-76, 125-140, 305-330)

11/29 *Contemporary South Korea: Politics and Society*

Seth, ch. 16.

Sunhyuk Kim, "Civil Society in South Korea: From Grand Democracy Movements to Petty Interest Groups?" *Journal of Northeast Asian Studies* 15(2): 81-97

Jamie Doucette, "The Occult of Personality: Korea's Candlelight Protests and the Impeachment of Park Geun-hye," *Journal of Asian Studies* 76(4): 851-860 (2017).

12/4 *Contemporary Korean Film (Guest lecture: Rubi Sanchez)*

Readings TBA

12/6 *South Korea amidst Globalization: Migration, Hallyu, and Pop Culture in Transition*

Maliangkay, Roald, "The Popularity of Individualism: The Seo Taeji Phenomenon of the 1990s." In Kyung Hyun Kim and Youngmin Choe, eds., *The Korean Popular Culture Reader* (KPCR), pp. 296-313.

Epstein, Stephen with James Turnbull, "Girls' Generation? Gender, (Dis)Empowerment, and K-Pop." In KPCR, pp. 314-336.

Cwierotka, Katarzyna J., "The Global *Hansik* Campaign and the Commodification of Korean Cuisine." In KPCR, pp. 363-384.

Final Exam Saturday, 12/15, 9:00 am-12:00 noon, location TBA (tentative)