

**Title: Cultural and Social History of Twentieth Century Korea**

**History 2165B 570**

**Time, Date and Location: Monday, 1:30-3:30 in Broughdale Hall 112.**

**Description:** A social and cultural history of Korea in the twentieth century. The course will focus on the early 20th century Japanese colonialism, the Korean war, and post war Korea.

**Background:** When this class was first offered at King's, there were no other classes on Korean history available in the UWO family. Because there are now classes on Korean twentieth-century history taught on main campus, i have redesigned the course to focus on cultural history, and especially history related to art and literature.

Please note that lecture locations can change with very little notice before the beginning of term.

So be sure to check again before class begins.

**Instructor:** Dr. Adam Bohnet, Associate Professor, Department of History. **Office:** South Annex 059. E-mail: abohnet@uwo.ca. **Office Hours:** Thursday, 13:30-14:30, or by appointment.

**Prerequisites: None.**

**Office Hours and E-mail:** My office is South Annex 059. I will be there during my office hours on Thursday, 13:30-14:30. I will often be there at other times as well, and will usually be willing to talk to students (especially if my door is already open). If I am too busy right then, I will ask you to come by later - so it doesn't hurt to ask!

I will also respond to student questions by e-mail. I will try to respond promptly within a day, but students should allow for two days for a response.

Do be sure to make it clear in the subject line that you are a student in my course. It also helps to hint at the matter at hand in the subject line also – i.e., if you want a letter of reference, or have a question about the essay, please don't send me an e-mail with the subject line "How are things?" as that will likely end up in my "to be read later" file, but with a subject line like "Student of Modern Korean History: Request for Letter of Reference" or "Korean History: Question about Essay." Please note that non-UWO e-mail may go missing.

I will do my best to assist students in all matters academic, but for those matters which exceed my professional competence, please note that King's has an extensive array of services available to help students with personal and academic issues. Please make full use of these services - you are paying for them anyway! For information, see [www.kings.uwo.ca/current-students/student-services](http://www.kings.uwo.ca/current-students/student-services).

**Textbooks:** Michael E. Robinson, *Korea's Twentieth-Century Odyssey: A Short History* (Honolulu: University of Hawai'i Press, 2007).

This is an enjoyable and well-written textbook to twentieth-century Korean history. You will find it useful for filling in inevitable gaps in my lectures.

**OWL:** All students in this class must sign up for the OWL page. Certain assignments have to be submitted via the OWL page. I will make announcements on OWL which you may find useful.

**Internet Sources:** There are a number of on-line sources which students may find useful. I will provide a list of such resources during class. However, do not rely on unapproved Internet resources - including Wikipedia, tourism websites, and government information sheets - for assignments and exams.

**Language:** The only language students need for this class is English, which is the language of the lectures and the readings, but I also encourage students to make full use of all their talents, including knowledge of languages other than English.

I endeavor to make my classes accessible both to unilingual English-speakers with little knowledge of East Asian history and to those who speak English as a foreign language but who have considerable experience of the world outside of London.

It is my experience that students who are enthusiastic to learn about East Asian history do much better than students who think they know it all. It is also my experience that students who struggle to write good essays in English frequently write better essays than those who think that they can rely on their native fluency in English.

**Computer Use:** I receive regular complaints from my students that their fellows are distracting them by checking facebook during class. Be aware that the **only** electronic devices that may be in use during lectures under any circumstances are **laptop computers**, and that only after receiving special permission, and on the strict understanding that those computers will be used **exclusively for taking notes. I am very likely to limit laptop use in the front-rows of the classroom to protect students in backrows from being distracted.**

Students are informed that there has been significant research that the use of computers for note-taking that has revealed that computers are less effective for taking notes than are pen and paper. A recent paper [posted to your OWL] is Pam A. Mueller and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25, no. 6 (2014): 1159-1168.

### **Marking Scheme:**

1. 30% - Midterm – in-class, February 26.
2. 10% - Reading Journal – via OWL Link
3. 40% - Final Exam. In final exam period.
4. 20%: Film Review: Due, via OWL link at end of term.

### **Tests and Exams:**

There are two tests/exams in this class. The **midterm**, on February 26, is designed to check student comprehension of the material discussed in the early part of the course. It will be two hours long. It may be made up of short written responses, fill-in-the-blank questions, and perhaps a short essay. It is worth 30%.

The second, a final exam, will be similar in format, and will be during final exam period. It is worth 40%.

***Reading Journal (10%):***

Every week a link will be provided to students to comment on the week's readings. Each entry to the reading journal should be approximately 250 words. It should refer to one or all of the readings, and should be written in full-sentences.

Each reading response is worth 2.5 points. Thus, students only need to complete 4 reading responses to get the full 10 points. Because students can finish their reading journal entries any time during term, absolutely no extensions will be granted for *any* reason. I will also not except reading responses in any form other than posted to OWL.

I generally am very generous when grading the reading journal, and where at all possible give full marks, provided that students respond in some form to one of the week's readings. However, students should note that I do give part marks or even 0s for **a)** extremely short responses **b)** responses that make no reference to the readings, and **c)** responses that are written in point-form.

Reading journal entries are also to be written by students themselves, and **not plagiarized from elsewhere**, and I am as quick to report a 1% reading journal entries for plagiarism as a 30% essay. If nothing else, plagiarizing a 1% reading journal entry suggests a very limited aptitude for cost-benefit analysis.

Nearly all reading journal entries are due on Monday before class.

*Short written assignment:*

Students are to write a very short film analysis, of between 5 to 6 pages..

Further details to be announced.

Vital for success in this assignment will be a good handle of the material in the textbook, plus a certain amount of additional research.

Note also that, in accord with the regulations of the Department of History, all assignments will be penalized 5% for the first day late, and 1% for each following day. No assignment will be accepted a week after the due date.

Finally, please note that students are encouraged to use the Writing Centre at King's, if they do so they should include the name of the writing centre teacher who helped with writing. This is acceptable because the Writing Centre only helps students improve their writing, and leaves the student's voice unfiltered. However, (and this is important): **Students must not have their papers edited.** I much prefer to read slightly clumsy English to reading something that doesn't sound like the student wrote it at all.

### **Reading Schedule:**

**1. January 8: Intro to class. Reading (after class) –** Michael Robinson, "Introduction" 1-7.

**2. January 15: China, Japan and Korea – the rise of nationalism. Reading: (1)** Michael Robinson, 8-35; **(2)** Vladimir Tikhonov, "Social Darwinism as History and Reality: "Competition" and "the Weak" in Early Twentieth-Century Korea," *Critical Asian Studies* 48, no. 3 (2016): 315-337.

**3. January 22: Japanese colonialization of Korea. Reading: (1)** Michael Robinson, 36-77; **(2)** Yung-Hee Kim, "From Subservience to Autonomy: Kim Wŏnju's "Awakening, " *Korean Studies* 21 (1997): 1-21.

**4. January 29: Arts and music during the Japanese colonial period. Reading: (1):** Sangmi Park, "The Making of a Cultural Icon for the Japanese Empire: Choe Seung-hui's U.S. Dance Tours and "New Asian Culture" in the 1930s and 1940s," *positions* 14.3 (Winter 2006): 597-632; **(2)** Michael Robinson, 78-100;

**5. February 5: Cultural Ferment and Political Strife – the Liberation Space and the Korean War. Readings: (1)** Michael Robinson, 101-120; **(2)** Review artwork by Yi Chungsoop from the Leejungsop Art Gallery. The explanations are in Korean, so just check out the pictures: Click the link.

**6. Feb 12:- Remembering atrocity – the Nogun-ri Archive. Readings (1)** Donghee Sinn, "Room for Archives? use of Archival Materials in no Gun Ri Research," *Archival Science* 10, no. 2 (2010): 117-140; **(2)** Dong Choon Kim, "Forgotten War, Forgotten Massacres-the Korean War (1950-1953) as Licensed Mass Killings," *Journal of Genocide Research* 6, no. 4 (2004): 523-544.

**7. February 26: Midterm.**

**8. March 5: 1960 and new political trends. Readings: (1)** Michael Robinson, 121-145; **(2)**

Young-jun Lee, "Sovereignty in the Silence of Language: The Political Vision of Kim Suyŏng's Poetry," *Acta Koreana* 18, no. 1 (2015): 233-263; **(3)** Samples of Kim Suyŏng's poetry.

**9: March 12: Militarized Modernity and Gender. Viewing:** Yongja ui chonsong sidae

(Yeong-Ja's Heydays, 1975). Note that you will have to sign in to Google to view this film.

**Reading: (1)** Molly Hyo Kim, "Genre Conventions of South Korean Hostess Films (1974–1982): Prostitutes and the Discourse of Female Sacrifice," *Acta Koreana* 17, no. 1 (2014): 455-477.

**10. March 19: Student Culture and Student Protest. Reading:(1)** Nam-hee Lee, "Between

Indeterminacy and Radical Critique: Madang-Guk, Ritual, and Protest," *Positions: East Asia Cultures Critique* 11, no. 3 (2003): 555-584; **(2)** Michael Robinson, 167-181;

**11. March 26: South Korea in the 2000s: Democracy, Authoritarianism, and Geopolitical**

**Shifts. Reading: (1)** John Lie, "The Wreck of the Sewol: The Sinking South Korean Body

Politic 1," *Georgetown Journal of International Affairs* 16, no. 2 (2015): 111- 121; (2) Nan Kim, "Candlelight and the Yellow Ribbon: Catalyzing Re-Democratization in South Korea," *The Asia-Pacific Journal: Japan Focus* 15.5 (2017): 1-17; (3) Michael Robinson, 182-190.

**12. April 2: Understanding North Korea: Reading:** (1) Martin Petersen, "Patriots behind Enemy Lines: Hyperreality and the Stories of Self and Other in Recent North Korean War-Theme Graphic Novels," *The Journal of Korean Studies* 18, no. 2 (2013): 371-402; (2) Michael Robinson, 167-181.

**13. April 9: Wrap up and Review. Film Analyses Due.**