Overview & Syllabus

HISTORY 399: KOREAN CIVILIZATION
Fall 2013

Lecture time: MW 9:30 – 10:45
Discussion time: 1 hour per week, TBA
Room: URBAN 303
Course Instructor: John B. Duncan
Email: duncan@humnet.ucla.edu
PSU Instructor of record: Thomas Luckett, email: lucketttt@pdx.edu

COURSE DESCRIPTION
This is a 'real time' distance learning course, offered via live, 2-way, interactive video conference, taught by a UCLA professor in the UCLA Korean Studies Program. This survey course examines Korean history and culture from prehistoric times to the present. We will focus on such issues as the position of Korea in East Asia and the world, the historical development of Korean identity, and the dynamism of contemporary Korean society and culture.

COURSE OBJECTIVES
By the end of the course, you should be able to:
- recognize and explain basic terms, key figures, and general concepts in Korean history
- analyze the major developments of Korean history
- discuss and problematize issues in the methodology of Korean studies
- read critically to question an author's perspective and main points

COURSE WEBSITE
Please refer to the course website regularly for important course-related information. Log on to www.my.ucla.edu and click on the link for our class. You will then have to click the Login link again in the upper right corner, then go to the Private Class Website (not Public Information Page) to access course documents.

REQUIRED TEXTS
- Carter Eckert et al., Korea Old and New: A History (Seoul: Ilchokak for Korea Institute, Harvard University, 1990)
- Other works to be placed on electronic reserves on our course website; you are expected to print out, read, and bring the reserve readings to lecture and discussions.

GRADING POLICY
50%: Section assignments and participation in section and lectures
20%: Quizzes in lectures
30%: Final exam

COURSE REQUIREMENTS
Final Examination
The final exam will be a combination of True/False and/or multiple-choice questions, identification problems and an essay question. There are no extensions for the final examination. Any medical emergencies must be documented and will be verified.
Discussion section assignments
You will be required to write a one-page critical summary of the readings assigned for sections for weeks one, three, four, five, seven, eight, and nine. The summaries are due at the beginning of each week’s section. Extensions are not permitted. You will be expected to come to sections prepared to discuss the implications of the assigned readings, both the textbook and the section readings.

In-lecture quizzes
There will be surprise 5-minute quizzes in lecture, usually at the beginning of class. No make-ups are permitted, and no time extensions are given for late arrivals.

Preparedness and Participation
You are expected to attend lectures and discussion sections on time, and ready to engage in meaningful discussion of the course materials. Section performance is based on preparedness and participation in discussion sections. Keep in mind that if you are absent or tardy, you cannot demonstrate your insights into and enthusiasm for the materials. In order to maximize your learning experience, it is imperative that you attend the section in which you are enrolled. You are responsible for submitting all work on time. Late assignments will not be accepted.

COURSE POLICIES
Cheating and plagiarism
You are required to produce your own work for this course. You are committing plagiarism if you borrow text from a book, article, website or other work by another author without properly citing the source. If you borrow or buy someone else’s work product and pass it off as your own, you are cheating. Neither is permissible under any circumstance. Cheating on examinations will be dealt with strictly and severely.

Email communication and course website
We will regularly send email to the entire class. You are responsible for checking your email daily, and for responding to messages that require your participation. The course website is a 24/7 resource for our class. Please check it often for announcements, changes to the syllabus, useful links, and discussion of pertinent issues.

SCHEDULE

Week 1

M 9/30    Introduction to Course
Why Korea? What were the origins of civilization in Korea?
- Carter J. Eckert, Korea Old and New, pp 1-23

W 10/2    The Three Kingdoms Period and the First (?) Unification
Was Silla the first to unify the Korean peninsula? What does that claim mean for North-South relations?
- Carter J. Eckert, Korea Old and New, pp 24-56

- Sections: Koguryo and Silla
How was Koguryo society different from that of Silla? Does that imply that Koguryo was not Korean?
What do the stories of Ulchi Mundok and the Account of the Silla-T’ang War tell us about relations between kingdoms in Korea and empires in China?
- “Ondal: Hunting Expedition on the Third Day of the Third Month”
- “Social Structure”
- “King Hungdok’s Edict” “Sol Kyedu”
- “Ulchi Mundŏk”
- “Unification of the Three Kingdoms”
- “Account of the Silla-T’ang War”

**Week 2**

M 10/7  The Second (?) Unification and the 29 Wives of Wang Kŏn
How did Koryŏ unify the peninsula and consolidate its power?
- Carter J. Eckert, *Korea Old and New*, pp 57-85

W 10/9  Military Rule and Mongol Invasions
How did the period of military rule and Mongol invasions impact Koryŏ?
  - Sections:  Koryŏ and the Mongols
    How did Koryŏ’s relations with the Mongol Yuan dynasty differ from its relations with the Chinese Song (Sung), Khitan Liao, and Jurchen Jin (Chin) dynasties?
    Why did Koryŏ willingly accept foreigners into its ruling class? What does that imply about Korean ethnic identity in the Koryŏ period?
    -“Yi Chehyŏn, Opposition to Yuan Policies”
    - Peter Yun, “Mongols and Western Asians in the Late Koryŏ Ruling Stratum,” pp 51-68.

**Week 3**

M 10/14  The Founding of the Chosŏn
How did the founders of the Chosŏn seek to create a stable political and social system?
- Carter J. Eckert, *Korea Old and New*, pp 100-131

W 10/16  Ideology, Political Conflict, and War
What role did Confucianism play in Chosŏn politics?
- Carter J. Eckert, *Korea Old and New*, pp 132-154
  - Sections:  Confucian Propriety
    What were the expected norms of behavior for the yangban class? How did these norms serve to distinguish yangban from commoners? In what ways do Yi Tŏngmu’s admonitions suggest that even yangban did not fully accept Confucian social mores?
    - “Yi Tŏngmu: Small Manners for Scholars (Sasojŏl)
    - “Song Siyŏl, Instructions to My Daughter”

**Week 4**

M 10/21  Economic Growth and Intellectual Change After the Wars
How did Chosŏn society and culture change in the 17th and 18th centuries?
- Carter J. Eckert, *Korea Old and New*, pp 155-177

W 10/23  In-law Government and Popular Discontent in the 19th Century
What were the causes of popular uprisings in the early and mid-19th century?
- Carter J. Eckert, *Korea Old and New*, pp 178-192
  - Sections:  Social Satire in the Late Chosŏn
How were attitudes toward the yangban changing? Why do you think such changes were arising? What do those changes imply about late Chosŏn society?
- Pak Chiwŏn, “The Story of a Yangban”

Week 5

M 10/28 The Opening of Korea
How did the arrival of Western imperialism affect Korea in the 19th century?
- Carter J. Eckert, Korea Old and New, pp 192-230

W 10/30 The Demise of the Chosŏn Dynasty
What were the dangers facing Korea at the turn of the 20th century? How did Koreans seek to deal with the situation?
- Carter J. Eckert, Korea Old and New, pp 231-253

- Sections: Reforms From Above, 1894-1895
In what ways did Korean elites try to reform society and politics? Do you think they were responding to the demands voiced by the Tonghak (Eastern Learning) rebels? Which of the 21 Kabo edicts do you think were the most important reforms? Why?
- “Reforms From Above, 1894-1895”

Week 6

M 11/4 The Early Colonial Experience: Military Rule
Why was the decade of the 1910s known as the “Dark Period”?
- Carter J. Eckert, Korea Old and New, pp 254-275

W 11/6 The 1920s: Cultural Policy and Nationalism
How did colonial rule change after the March First Movement?
- Carter J. Eckert, Korea Old and New, pp 276-304

- Sections: Korean under Colonial Rule: Resistance, Active and Passive
What was the significance of the March 1st Movement? How does the Declaration of Independence give voice to Korean nationalist aspirations? Why did Christian and other religious groups play a central role? How does “On National Reconstruction” reflect a more passive approach in the wake of Japanese suppression of the March 1st movement? Was Yi Kwangsu a nationalist or a collaborationist, or both? Can one be both a nationalist and a collaborator?
-Son Pyŏngŭi and others, “Declaration of Independence”

Week 7

M 11/11 Holiday

W 11/13 1931-1945: How did Japanese wartime expansion and mobilization affect Korea? How did that experience contribute to the division of Korea? Who was primarily responsible for the division: the Japanese, the Americans and Russians, or the Koreans themselves? Was the Korean War a civil war or an international conflict?
- Carter J. Eckert, Korea Old and New, pp 305-346
What was the nature of the Korean Communist movement during the colonial period? Was it simply a puppet of the USSR or did it have significant nationalist overtones? What are the implications of this question for our understanding of the Korean War?

- “Manifesto of the Korean Communist Party in Shanghai”
- “Slogans of the Korean Communist Party”

Week 8

M 11/18 South Korea: Anti-Communism and Military Rule
What was the nature of authoritarian rule in South Korea? Why did the U.S. support such undemocratic regimes?
- Carter J. Eckert, Korea Old and New, pp 347-375

W 11/20 The struggle for democracy in South Korea.
How and why did the democratization movement change over time?
- Carter J. Eckert, Korea Old and New, pp 375-387

- Sections: Democratization in South Korea
Was democratization in South Korea simply a political reform? In what ways were anti-Communism, oppression of the working class, and gender discrimination linked together in the years of military dictatorship?
- Lee Sang-moon, “Enemy”

Week 9

M 11/25 “The Miracle on the Han”
How did South Korea attain rapid economic development?
- Carter J. Eckert, Korea Old and New, pp 388-418

W 11/27 The North Korean Political System
How did Kim Il Sung achieve and maintain political control in North Korea?

- Sections: No sections; Thanksgiving Holiday

Week 10

M 12/2 North Korea in Crisis
What are the factors behind the economic troubles and nuclear issue in North Korea?
- Adrian Buzo, The Making of Modern Korea, pp 162-170

W 12/4 Prospects for the Third (?) Unification
Reunification: Inevitable, impossible, or even desirable?
- Bruce Cumings, Korea’s Place in the Sun, pp 487-495

Sections: The Juche Ideology
What are the main features of North Korea’s Juche ideology? Why is there so much stress on Chajusong (autonomy)? How is that a reaction to Korea’s experiences of colonial rule and foreign-imposed division? Can Juche contribute to reunification, or is it an obstacle to be overcome? What are the limits of the Juche idea in a globalizing world?