

**ASCL 10.02.01/HIST 05.04.01**  
**Introduction to Korean Culture**  
(Fall 2020)

**Class time:** J hours TTh 10:20 am–12:10 pm, x-period: F 4:00 pm–4:50 pm

**Professors Soyoung Suh** ([soyoung.suh@dartmouth.edu](mailto:soyoung.suh@dartmouth.edu)) and **Professor Sunglim Kim** ([sunglim.kim@dartmouth.edu](mailto:sunglim.kim@dartmouth.edu))

### **Course Description**

This course provides an introduction to Korean culture and history from the pre-modern age to the twentieth century. What are the origins of Korean national and cultural identities? How have Korean claims of cultural distinctiveness been manifested and modified over time? Tracing answers to these questions simultaneously helps us consider how and why Korea has entered America's consciousness. As Korea matters to the US not simply as a fact but as a project, this course avoids portraying Korea through any generalized statements or uncritical categories. Rather, students are encouraged to explore novel perspectives on Korea and thereby unravel their own prejudices and agendas. No prior acquaintance with the Korean language is required.

### **Grading**

A 100-95 A- 94-91  
B+ 90-87 B 86-84 B- 83-81  
C+ 80-77 C 76-74 C- 73-71  
D+ 70-67 D 66-64 D- 63-61 F 60 & below

### **Part 1 (Professor Suh)**

#### **Grading (50%)**

Class Participation: 15%  
Two Essays: 25%  
Oral Presentation of Mini Research: 5 %

### **Course Requirements**

1. I recognize that we have been facing very unusual circumstances since the spring term. While I have provided options for synchronous and asynchronous participation, you may find yourself in a situation that makes it challenging to keep up with the course material or participate in any fashion. If such a situation arises, please reach out to me as soon as possible so we can find a solution. I'll be more than happy to work with you to find an avenue for participation that works for your situation.

2. Course materials will be made available and assignments will be submitted via [Canvas](#). Class meetings and office hours will be held via [Zoom](#). If you have any difficulties accessing these technologies or are unsure of how to use their necessary features, please reach out.
3. Students are required to post **TWO responses weekly**: In your **lecture response**, you are expected to answer questions about the lecture content or primary sources. You're welcome to raise any questions about the contents, too. Your lecture response should be rendered in 300–400 words. Your **reading response** should include a brief assessment of ALL readings and two or three discussion questions in less than 500 words. Detailed guidelines for submitting the two responses on Canvas will be provided during our first Zoom meeting.
4. You are required to respond to four weekly themes, which involves the submission of eight responses altogether (four themes x two weekly responses = eight responses).
5. During the one of the weekly Zoom meetings, I will address your questions about my lectures, deliver a short lecture, and discuss primary sources. In the other weekly Zoom meeting, a student (or a team of students) will be in charge of leading the class discussion. The student will be responsible for collating and summarizing the class's submitted criticisms of and questions about the assigned readings. Active participation in class discussions is required.
6. The midterm exam will consist of two essays of up to 1,200 words each. The exam paper(s) must include proper citations and a bibliography.

### **Guidance on Class Participation**

1. Come to class prepared (e.g., complete the assigned response), be respectful of others, engage in thoughtful conversation about the material and discussion topics, and encourage others to contribute.
2. *Please keep your microphone muted unless you are talking.* This will limit intrusions of local environmental noise and audio feedback.
3. If you have the necessary equipment and internet access to do so, *please turn on your video during class.* This will make it easier to track who is talking and help us maintain a sense of community at a distance.
4. *Whenever possible, please try to limit multi-tasking,* such as scrolling on your phone or navigating out of the Zoom call and into other programs or windows, unless it is directly relevant to what we're doing in class.
5. When you are unable to join live class Zoom meetings, please talk to me as soon as possible. I'll assign additional work, such as watching the recorded class session and then posting your reflections on Canvas.

### **Part 2 (Professor Kim)**

## **Grading (50%)**

Class Attendance and Participation: 20%

Response papers and Movie Reflections: 20%

Final paper and Presentation: 10 %

Class Attendance (10%) and Participation (10%): Class will be mainly delivered synchronously online and your attendance and active participation is mandatory. Class lecture PPT will be uploaded before class hours on Canvas. Occasional pop quizzes will be given during class hours to check your understanding on important concepts and takeaway messages.

Response Papers and Movie Reflections (20%): Students will upload response papers on assigned readings every Monday and Wednesday by 9 PM (EST). Each response paper should be a maximum of 500 words and include a couple of questions. Prompts will be sometimes given (instead of a daily response paper) and students will also be asked to write their response to classmates' responses. Students will watch two assigned movies and upload their reflections before class meetings, so that we can have active and meaningful class discussions.

Final Paper and Presentation (10%): Students will select any topic in Korean culture and history, from the colonial period to today, on which to conduct research and write a research paper. Students need to make an individual appointment for a Zoom meeting with me to discuss their choice and receive approval (1%). Students will have their PPTX presentation for five minutes (5%) and upload their final paper and two multiple choice questions from their final presentation (submit your questions and answers only to me via e-mail by 9 PM (EST) on Wednesday, Nov. 11) (3%). Students will have a final "exit" exam on these collected questions on final presentations (1%).

## **Honor Principle**

All academic activities will be based on student honor. Students should re-familiarize themselves with the Academic Honor Principle on the Dartmouth website:

<http://www.dartmouth.edu/~uja/honor/students.html>

## **Student Accessibility Needs**

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to contact me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (Carson Hall 125, 646-9900, [Student.Accessibility.Services@Dartmouth.edu](mailto:Student.Accessibility.Services@Dartmouth.edu)). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, you should contact the SAS office. All inquiries and discussions will remain confidential.

## **Student Wellness**

We recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: your undergraduate dean(603-646-2243) (<http://www.dartmouth.edu/~upperde/>), Counseling and Human Development (603-646-9442) (<http://www.dartmouth.edu/~chd/>), and the Student Wellness Center (<http://www.dartmouth.edu/~healthed/>). We encourage you to reach out the [Dartmouth Health Service](#) (603-646-9400 or Secure Message in DartHub), as well. Please come speak with me in order to take care of yourself throughout the term.

## **Religious Observances**

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

## **Academic Skills Center (<http://www.dartmouth.edu/~acskills/>)**

The Academic Skills Center (603-646-2014) is open to the entire Dartmouth Community. Here are some common reasons why you might visit the ASC:

- You're getting B's, but you want to get A's
- You don't feel comfortable talking in class
- You're attending class regularly, but you feel like you're missing important points
- You feel like you're a slow reader
- You're having trouble completing tests in the allotted time
- You're spending hours studying for foreign language but still not "getting it"
- You feel like you don't have enough time to get everything done
- You're not sure how to take notes
- You want to sign up for a tutor or study group
- You're not sure if you should get tested for a learning disability

## **The Research Center for Writing, and Information Technology**

(RWiT: <http://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/rwit>) Located in [Berry 183](#), RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media. Through informal dialogue, RWIT tutors assist writers in developing better compositions and more effective composing strategies. A collaboration between the Institute for Writing and Rhetoric, the Library, and Academic Computing, RWIT brings together faculty, administrators, staff, and students to focus on the art and science of composition.

All academic activities will be based on student honor. Every work submitted for this course must be the independent work of the enrolled student. For more information about plagiarism and how to avoid it, please see: [www.dartmouth.edu/~writing/sources](http://www.dartmouth.edu/~writing/sources).

### **Books to Purchase:**

Kyung Moon Hwang, *A History of Korea*, (Palgrave and Macmillan, 2010).

### **Schedule**

#### **Introduction**

Sep 15 (T) Course Introduction by Professors Kim and Suh

#### **1. Ancient Korea**

Sept 17 (Th) When Did Koreans Become Korean?

Sept 22 (T) Discussion 1

#### Readings

Hwang, *A History of Korea*, 1–32.

Michael D. Shin, *Korean History in Maps: From Prehistory to the Twenty-First Century* (Cambridge: Cambridge University Press, 2014), 4–20.

Kidong Lee, “The Indigenous Religions of Silla: Their Diversity and Durability,” *Korean Studies* 28 (2005), 49–74.

Evelyn S. Rawsky, “The Northeast Frontier in Chinese History” in *Early Modern China and Northeast Asia: Cross-Border Perspectives* (Cambridge: Cambridge University Press, 2015), 21–33.

#### Primary Sources

“The Foundation Myth” and “The Hwarang,” in Peter H. Lee et al. eds, *Sources of Korean Tradition (SKT hereafter)* Vol.1 (New York: Columbia University Press, 2001), 3–6, 54–56.

#### Due

Lecture Response by 9 pm September 16 (W)

Reading Response by 9 pm September 20 (S)

#### **2. The Koryŏ Dynasty**

Sep 24 (Th) Korean Identity, Cosmopolitanism, and the Mongol Invasion

Sep 29 (T) Discussion 2

### Readings

Hwang, *A History of Korea*, 33–70.

Martina Deuchler, “Connoisseurs and Artisans: A Social View of Korean Culture,” in Yun Yong-I (edited by Regina Krahl), *Korean Art* (Cambridge: Cambridge University Press, 2005), 3–11.

Peter I. Yun, “Popularization of Mongol Language and Culture in the Late Koryo Period,” *International Journal of Korean History* 10 (December 2006), 25–41.

Peter I. Yun, “Koryŏ-Khitān Relations and Khitān Cultural Influence in the Eleventh and Twelfth Centuries,” *Journal of Central Eurasian Studies* 3: (2012), 69–83.

Donald Baker, “Monks, Medicine, and Miracles: Health and Healing in the History of Korean Buddhism,” *Korean Studies* 18 (1994), 50–75.

### Primary Sources

“Founding of Koryŏ,” SKT Vol. 1, 151–156.

### Due

Lecture Response by 9 pm September 23 (W)

Reading Response by 9 pm September 27 (S)

## **3. The Chosŏn Dynasty I**

Oct 1 (Th) Neo-Confucianization and the Creation of the *Yangban* Society

Oct 6 (T) Discussion 3

### Readings

Hwang, *A History of Korea*, 71–79, 88–108.

Sun Joo Kim, “My Own Flesh and Blood: Stratified Parental Compassion and Law in Korean Slavery,” *Social History* 44:1 (2019), 1–25.

John B. Duncan, “Examinations and Orthodoxy in Chosŏn Dynasty Korea,” in Benjamin A. Elman, John B. Duncan, and Herman Ooms, ed., *Rethinking Confucianism: Past and Present in China, Japan, Korea, and Vietnam* (Los Angeles: UCLA Asian Pacific Monograph Series, 2002), 65–94.

John B. Duncan, “*Naehun* and the Politics of Gender in 15th Century Korea,” in Kim-Renaud, Young Key, ed., *Creative Women of Korea* (New York: M.E. Sharpe, 2004), 26–57.

### Primary Sources

Shin Jae-hyo, translated by Cho Ryong Chul, *The Tale of Chun Hyang* (Silk Pagoda, 2010).

## Due

Lecture Response by 9 pm September 30 (W)

Reading Response by 9 pm Oct 4 (S)

### **4. The Chosŏn Dynasty II**

Oct 8 (Th) Two Wars and the Chosŏn Korea's Foreign Relations

Oct 13 (T) Discussion 4

## Readings

Hwang, *A History of Korea*, 80–87, 118–128.

Kenneth Swope, "Beyond Turtleboats: Siege Accounts from Hideyoshi's Second Invasion of Korea, 1597-1598," *Sungkyunkwan Journal of East Asian Studies* 6-2 (2006) 177–206.

Kirk W. Larsen, "Pre-Nineteenth-Century Sino-Korean Relations," *Tradition, Treaties, and Trade: Qing Imperialism and Chosŏn Korea, 1850-1910* (Cambridge Massachusetts: Harvard University Press, 2008), 23–42.

Anderson Karlsson, "Challenging the Dynasty: Popular Protest, Chŏnggammok and the Ideology of the Hong Kyŏngnae Rebellion," *International Journal of Korean History* 2 (2001). 255–277.

## Film

*The Fortress* (by Hwang Dong-hyuk, 2017)

*The Admiral: Roaring Currents* (by Hanmin Kim, 2014)

## Due

Lecture Response by 9 pm Oct 7 (W)

Reading Response by 9 pm Oct 11 (S)

### **Oct 15 (Th) Student Presentation**

### **5. Korea Under Colonial Rule (1910–1945) and Korean War (1950–1953)**

Oct. 20 (T) East Asia in the 19<sup>th</sup> century and Korea's Colonization

## Readings

Hwang, *A History of Korea*, 129–194.

Bruce Cummings, "The Legacy of Japanese Colonialism in Korea," in Ramon H. Myers and Mark R. Peattie eds., *The Japanese Colonial Empire, 1895–1945* (Princeton: Princeton University Press, 1984), 478–496.

Hildi Kang, *Under the Black Umbrella: Voices from Colonial Korea, 1910–1945* (Ithaca: Cornell University Press, 1984), 478-496.

Michael Robinson, “Broadcasting, Cultural Hegemony, and Colonial Modernity in Korea, 1924–1945,” in Gi-Wook Shin et al. eds., *Colonial Modernity in Korea* (Cambridge, MA: Harvard University Asia Center, 2001), 52–69.

Oct. 22 (Th) Korean War: Its Origin, Ceasefire, and Aftermath

### Readings

Hwang, *A History of Korea*, 195–212.

Dong Choon Kim, “Forgotten War, Forgotten Massacres-The Korean War as Licensed Mass Killings,” *Journal of Genocide Research* 6:4 (2004): 523–544.

Seunghui Clara Hong, “Silenced in Memoriam: Consuming Memory at the Nogunri Peace Park,” *Cross-Currents: East Asian History and Culture Review* 4:1 (2015): 126–150.

### Due

Reading Response by 9 pm Oct 19 (M)

Reading Response by 9 pm Oct 21 (W)

## **6. North Korea: The Kim Family, Ideology, and Pyongyang**

Oct. 27 (T) Kim Il Sung and Juche Ideology

### Readings

Hwang, *A History of Korea*, 213–224.

Jane Portal, “Politics and Society Since 1953” and “The Kim Cult,” *Art Under Control In North Korea* (London: Reaktion Books, 2005), 53–104.

Oct. 29 (Th) Pyongyang: City and Monuments

### Readings

Hwang, *A History of Korea*, 249–260.

Portal, “The Production and Consumption of Art,” *Art Under Control*, 124–169.

Ahn Chang-mo, “Korean Architecture: Urban and Architectural History in Pyongyang,” *Architectural and Cultural Guide: Pyongyang*, edited by Philipp Meuser, vol. 2 (2012): 84–137.

### Due

Reading Response by 9 pm Oct 26 (M)

Reading Response by 9 pm Oct 28 (W)



## 7. Korea's Road to Democratization (1960s–Today)

Nov. 3 (T) Dictatorship, Revolution, and Democracy

### Readings

Hwang, *A History of Korea*, 225–248 and 261–269.

Ezra F. Vogel, “Nation Builders: Mustafa Kemal, Ataturk, Lee Kuan Yew, Deng Xiaoping, and Park Chung Hee, in Byung-Kook Kim and Vogel eds., *The Park Chung Hee Era: The Transformation of South Korea* (Cambridge, MA: Harvard University Press, 2013), 513–541.

### Film

*A Taxi Driver* (by Jang Hoon, 2017)

Nov. 5 (Th) Sewol Ferry Incident and Impeachment

### Readings

Kim Ki-ho, “The State and Civil Society in South Korea, 1987–1999: Civil Movement and Democratic Consolidation,” *Asian Perspective* 25, no. 1 (2001): 229–248.

Brian Padden, “Impeached South Korean President Sentenced to 24 Years in Prison,” *VOA* (April 6, 2018)

John Lie, “The Wreck of the Sewol: The Sinking South Korean Body Politic,” *Georgetown Journal of International Affairs* vol. 16, no. 2 (Summer/Fall 2015): 111–121.

### Youtube

Democracy in South Korea: <https://m.youtube.com/watch?v=Bamd-GpJvdo>

Foreign Correspondence: <https://m.youtube.com/watch?v=BMIUoZCrfCM>

### Due

Movie Reflections by 9 pm Nov. 2 (M)

Prompt Response by 9 pm Nov. 4 (W)

## 8. Korea's Globalization and Student Presentations

Nov. 10 (T) Korea in the 21<sup>st</sup> century: K-Pop, K-Film, E-Sports, and more.

### Readings

Hwang, *A History of Korea*, 270–280.

Jin Dal Yong, *New Korean Wave: Transnational Cultural Power in the Age of Social Media*  
(Urbana-Champaign, IL: University of Illinois Press, 2016)

Nov. 12 (Th) Students Presentations

Due

Final Research Paper by 9 pm Nov. 11 (W)  
Presentation Response by 9 pm Nov. 13 (F)

**9. Student Presentations and Wrap-up**

Nov. 17 (T) Students Presentations and “Exit” exam

Due

Presentation Response by 9 pm Oct 18 (W)