North and South Korean Cultures and Society

**KOR 3813-EE (30901), INTA 3813-TQ (31008)**

**Skiles 314**

**3 Credits**

**T/R, 12:00-1:15PM**

**Instructor Information**

|  |  |  |
| --- | --- | --- |
| Instructor | Email | Office Hours & Location |
| Thomas Quartermain | thomas.quartermain@modlangs.gatech.edu | 9AM-12PM, 3-5PM – T/TH 307D, Savant Building |

**General Information**

**Description**

Taught entirely in English, the course will provide students with introductory knowledge of the Korean Peninsula from 1945 to the present day. In particular, students will examine the social, cultural, economic, and political foundations of the two Korean states and their growing connections to world politics and economics. The course will also analyze regional actors and their influence on both North and South Korea, which include the United States, China, Japan and Russia. By the end of the course, students should be proficient in using their new knowledge to explain the influence of contemporary culture and politics through a variety of theoretical lenses. Readings will focus on modern history and contemporary affairs, but the course will also include additional media such as dramas, film and music.

## Pre- &/or Co-Requisites

No prerequisites are required to take this course.

## Course Goals and Learning Outcomes

At the end of the course, students will ‐‐

* become familiar with North and South Korea cultures and societies;
* develop advanced analytical skills to survey the Koreas;
* be familiar with specific terms, dates and people that impact(-ed) past and current events.
* Learning outcomes also include the following goals and objectives:

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| --- | --- |
| ML Learning Outcome 1: Demonstrate in-depth knowledge of a specific target country or region. | KOR 3823: Students will be able to comprehend North and South Korean cultural and social issues through presentations and assigned reading materials. |
| ML Learning Outcome 2: Demonstrate the ability to analyze an issue from target-culture perspective(s). | **KOR 3823**: Students will be prepared to analyze North and South Korea-related information contained in newspapers, books, articles, news and entertainment. |
| ML Learning Outcome 3: Demonstrate critical reflection on cultural complexity and context. | **KOR 3823**: Students will be prepared to understand and explain a variety of North and South Korea-related subjects from multiple viewpoints using competing theories. |

**Course Requirements & Grading**

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| Assignment | Date(s) | Weight (Percentage, points, etc.) |
| Quizzes | January 22nd, February 5th, February 19th, March 12th, April 2nd | 5% x 5 = 25% of Final Grade  Each quiz counts for 5% of the final grade. In total, 25% of Final Grade. Extra credit is given on some quizzes, but no student can score above 100% on any quiz. |
| Written Report and Presentation (Video) | Posters due February 7th / Written Paper due March 14th/ Presentations or videos on April 16th and 18th | 20% of Final Grade (Topic of your choice) - 5% for the poster (reasons for topic choice and 250 words) - 7% for 1,000-word paper on topic (review books and articles) - 8% for a final 8-10-minute presentation |
| Attendance | January 8th – April 23rd | After the third absence, one (1) percentage point from the final grade will be deducted each time you miss class. In addition, coming late three (3) times will count as one absence. |
| Participation | January 8th – April 23rd | 20% of Final Grade. |
| Midterm Exam | February 28th, 12-1:15PM | 15% of Final Grade |
| Final Exam | May 2nd 11:20AM- 2:10PM | 20% of Final Grade |

**Extra Credit Opportunities**

Extra credit opportunities may be presented during the semester at the instructor’s discretion. Students will be notified of opportunities during class and via e-mail.

**Description of Graded Components**

There are four graded components and one non-graded component to the course.

1. Quizzes form the first graded component and collectively count for 25% of the total grade. The quizzes will include multiple choice and short essay/answer questions that cover the content covered during the previous weeks’ classes. The quizzes should serve as an academic barometer for the students to prepare them for the midterm and final exams. Quizzes will be given on the dates indicated in the calendar.
2. The individual poster, written report and presentation (video optional) form the second graded component and collectively count for 20% of the total grade. Students should first choose a broad topic based on a subject that compares both North and South Korea. You may change your topic during the semester. However, it is advised that you choose a topic and keep to that topic throughout the semester as each stage will reinforce and help the next project. Once a topic has been selected by a student, that student will have the rights to that subject and no other student can chose exactly the same subject material. Options for students may include, but are not limited to, the following:
   1. North and South Korean Weapons;
   2. North and South Korean Animation;
   3. North and South Korean Daily Life;
   4. Women in North and South Korean politics;
   5. Music in North and South Korea.

**The poster project will be graded on the following criteria:**

1. Has the student chosen a subject that matches or enhances the course content?\* (10%);
2. Do the selected images help convey any core meaning(s) related to the chosen topic?\*\* (30%);
3. Does the 250-word overview of the project introduce elements of the student’s project clearly to the audience and hint at the student’s next steps, own questions, interests and themes to appear in the 1,000-word paper? (40%);
4. Do the images, title and the 250-word overview work together to enhance the total meaning and impact of the poster? (10%);
5. Is the poster free of grammatical errors and typos? Is the written section 250 words in total (+/-20 words) (10%);

The instructor will assign the final grade after comparing the posters to the above-mentioned criteria. However, fellow students must also read through, comment upon and grade the poster projects as the comments given by students will be taken into account by the instructor.  
\*Awarded after approval for proposed project by the instructor.  
\*\*If images are not owned by the student, the student must cite where and when the images were retrieved.

**The 1,000-word paper will be graded on the following criteria:**

1. Has the student implemented changes to their project after reviewing feedback from the instructor and fellow students? (10%);
2. Does the paper properly introduce the topic, have a thesis (argument), analyze the topic effectively and have a conclusion? In addition, is the paper focused and free of unnecessary information? (40%)
3. Do the selected images, video(s) or other media enhance the written text and reader’s understanding or appreciation of the topic?\* (20%)
4. Has the student used and correctly cited secondary literature in context? (30%)
5. Is the paper free of grammatical errors and typos? Is the paper 1,000 words in total (+/-50 words) (10%);

The instructor will assign the final grade after comparing the posters to the above-mentioned criteria.  
\*If images, videos or other media are not owned by the student, the student must cite where and when the images were retrieved.

**The final presentation will be graded on:**

1. Has the student reviewed and implemented changes to their project after reviewing feedback from the instructor? (20%);
2. Does the presentation properly introduce the topic, have a thesis (argument), analyze the topic effectively and have a conclusion? In addition, is the presentation focused and free of unnecessary information? (40%)
3. Do the selected images, video(s) or other media enhance the audience’s understand of the topic?\* (20%)
4. Has the student mentioned and cited other scholars’ works in context? (10%)
5. Is the presentation presented within the allotted time of 8-10 minutes? (10%);

The instructor will assign the final grade after comparing the posters to the above-mentioned criteria. However, fellow students must also listen to, make notes, comment upon and grade the presented projects as the comments given by students will be taken into account by the instructor. Final Presentations’ contents will also be included on the Final Examination.

\*If images are not owned by the student, the student must cite where and when the images were retrieved.

1. Participation forms an important part of the course and forms 20% of the final grade. Students are expected to come to class prepared to discuss their readings, present their own thoughts and explain their ideas to their instructor and fellow students. Students will be graded on their preparation, contributions to class discussions, behavior and respect of others’ opinions. It advised that students not only read and watch the assigned homework, but also take steps to expand their understanding and contributions to class by reading Korea-related articles. These include, but are not limited to:
   1. Search-engine based news services (Google, Apple, Yahoo!, Flipboard, etc.);
   2. Newspapers (such as the New York Times, Wall Street Journal, Associated Press, etc.)
   3. Articles and papers on Korea-related subjects from the GT Library website;
   4. Video services (YouTube, Vimeo, etc.)
   5. In addition, reading articles in Foreign Affairs, The Diplomat, NK News, 38 North and South Korean newspapers in English (such as Choson Ilbo, Chungang Ilbo and Hankyoreh) will broaden your perspective.

Student participation will be evaluated and posted weekly to Canvas.

1. The Midterm and Final Exams are the only comprehensive exams for the class and count for 35% of the final grade (15% and 20% respectively). The Midterm and Final can consist of true/false, multiple choice, short answer, image identification, timeline, map and essay questions. The contents of the Midterm and Final will reflect the course content materials studied up to the test date from the lectures and reading materials. Students will also be given the opportunity to ask questions concerning the Midterm and Final examinations to the instructor the week before the exams.
2. Attendance is the only non-graded component of the course. However, failure to attend class on a regular basis or arrive late to class will result in the student losing points from their final grade (see above). Students are expected to attend regularly, arrive on time and maintain their presence in class for the duration of the class.

**Grading Scale**

Your final grade will be assigned as a letter grade according to the following GT grading scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**Course Materials**

**Course Textbook**

Adrian Buzo. ***The Making of Modern Korea*** (3rd edition)(New York: Routledge, 2017).

You may purchase the textbook at a number of retailors both in brick-and-mortar stores (Barnes and Noble, etc.) or online (Amazon, etc.) either new or used. The book will also be uploaded to Canvas as a PDF.

## Additional Materials/Resources (Book Report and Presentation Options)

You may use the program of your choice to create, write and record your reports, but I recommend the following as they are free for students to use and can be accessed on computer, tablet and smartphone.

The Poster Project consists of creating a poster with the greatest visual impact with should include a 250 word summary of your project. For the poster project I recommend using **Adobe Spark Post**. You can easily create a poster, add content and experiment with any idea wherever you are located. However, you may use whichever program you wish including Adobe Illustrator, Adobe Photoshop, or other programs.

The second stage of the project consists of writing a 1,000-word paper that combines the images used in the poster project (or other collected images or recordings). For the 1,000-word paper, I recommend using **Adobe Spark Page**. I have limited the paper to a 1,000 words so that you may focus not only on the content but also on collecting images, videos, audio recordings, etc. to add extra depth to your project. The collection on images and video can also be useful when creating the presentation. However, you may use whatever program you wish including Tumblr, WordPress, Word or any other content-supporting programs.

For the 8-10 minutes presentation, you are given the option to either present the topic in class as a presentation (with or without slides) or to record your video and present the video in class. A video with most smartphones will suffice but ensure that you practice before recording the final take. Ensure your voice is clear, that the subject of the video is adequately illuminated, and that the argument and images flow together well. If you require a camera, the library also lends out DSLRs with tripods and microphones. However, I recommend that you use **Adobe Spark Video** to create your video presentation, but you may use whatever program you wish including iMovie or Movie Maker Filmmaker.

## Course Website and Other Classroom Management Tools

The instructor will use Canvas to distribute additional readings, update the syllabus and communicate with students.

**Course Expectations & Guidelines**

I expect every student to give respect to their fellow students and the instructor by abstaining from any disruptive behavior including use of electronic devices, taking calls and texting during class. We will treat each other with respect by listening to questions and ideas, never interrupting another person when they are speaking, and never disparage anything another person has to say. For laptop/notebook users, I expect that you do not surf the internet, work on homework, or otherwise doodle on your computer during class, other than taking notes. No recording (audio or video) is allowed in class.

## Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit http://www.catalog.gatech.edu/policies/honor-code/ or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

## Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

## Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. Course instructors are responsible for establishing reasonable deadlines and/or make-up materials for the missed work, and for clearly communicating this information to the relevant student(s), when absences for Institute activities are approved. <http://catalog.gatech.edu/rules/4/>

Late work should be turned in by no later than one week after the due date. 10% will be deducted per day until the assignment is submitted.

No late work will be accepted after one week. There is no corrections and feedback given for late work. If you don’t take quizzes and mid-term and final exams on time, you will be given 75% of total scores if you make them up on the same day, 50% by the next class. No make-up opportunity will be given after the next class unless sufficient reason and evidence is provided.

## Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

## Statement of Inclusion

At Tech, we embrace and leverage diversity in all its manifestations. We are proud that we are one of the most diverse universities in the world, with students who represent every state in the nation and more than 100 countries. In the years ahead, our goal is to continue to build a campus culture of collegiality, close collaboration, global perspective, intercultural sensitivity, respect, and thoughtful interaction among a diverse community of students, employees, and alumni. We realize that, in order to achieve our vision for Georgia Tech as a leader in influencing the major technological, social, and policy decisions in the twenty-first century, we must recruit and retain faculty, staff, and students from a wide array of backgrounds, perspectives, interests, and talents. In doing so, we will create a community that exemplifies the best in all of us---our intellectual pursuits, our diversity of thought, and our personal integrity. Our mission to achieve inclusive excellence means unleashing the full potential of Tech's human capacity to create a better, sustainable future for us all. You are invited to join us on the journey of creating and sustaining a future that builds upon the talents of all members of our community in addressing the major challenges of this and future generations.

**Course Schedule**

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| Date (Week) | Class Topic | In-Class Goal | Homework (Due on date) | Check |
| Tuesday (1):  January 8 | Overview of Course, Expectations and Outcomes | Review syllabus, goals for course and course books | **Register for Class**  **Purchase/Download Textbook** |  |
| Thursday:  January 10 | Chosŏn Society, Global Imperialism and Korea: 1876-1910 | Understand the turbulent end to pre-modern Korea | **Read Buzo: 1-16** |  |
| Tuesday (2):  January 15 | Japanese Imperialism and Korean Occupation: 1910-1945 | Survey key political and economic events during the Japanese occupation that later influenced the Koreas | **Optional (Read Buzo: 17-84)** |  |
| Thursday: January 17 | Korea’s Division: 1945-1950 | Understand the origins of the Koreas division | **Read Buzo: 85-111** |  |
| Tuesday (3)  January 22 | The Korean War: 1950-1953 | Analyze the course of the Korean war and the decisions taken by the Koreas and foreign actors | **Read Buzo: 111-125 QUIZ 1** |  |
| Thursday  January 24 | Korean Society and Change: 1910-1953 | Review the key social and cultural changes in the Koreas from Japanese Occupation to the Korean War | **Watch “Red Star Rising” (Video 3 of the Cold War- Part 1) on Kanopy.** |  |
| Tuesday (4)  January 29 | Kim Il-sung’s Consolidation of Power: 1953-1960 | Understand how Kim Il-sung managed to maintain power after ‘winning’ the Korean War | **Read Buzo: 126-130** |  |
| Thursday  January 31 | Syngman Rhee’s Southern State and the Second Republic: 1953-1961 | Understand the key events that shaped the first and second South Korean Republics | **Read Buzo: 136-145** |  |
| Tuesday (5)  February 5 | Equal Emphasis and Militarization in North Korea: 1960-1970 | Survey the changes in North Korean society and economy | **Read Buzo: 130-136 QUIZ 2** |  |
| Thursday  February 7 | Park Chung Hee’s Rise to Power: 1961-1971 | Understand how Park focused on creating the export economy | **Read Buzo: 145-155 POSTERS DUE** |  |
| Tuesday (6)  February 12 | The Rise of Kim Jeong-Il: Terrorism, Nuclear Weapons and Destabilization in North Korea - 1970-1980 | Understand how Kim Jeong-il rose and consolidated political power | **Read Buzo: 157-163** |  |
| Thursday  February 14 | The Fall of Park Chunghee: 1972-1979 | Understand how Park Chung-hee was undone by his own policies | **Read Buzo: 163-170** |  |
| Tuesday (7)  February 19 | North: Society and Culture, 1953-1980 | Survey the changes to Korean life, society and culture in North Korea | **Read Buzo: 173-176 QUIZ 3** |  |
| Thursday  February 21 | South: Society and Culture, 1953-1979 | Survey the changes to Korean life, society and culture in South Korea | **Read Buzo: 170-173** |  |
| Tuesday (8)  February 26 | **Prepare for the Midterm** |  | **Bring Questions to review Midterm** |  |
| Thursday  February 28 | **Midterm Examination** |  | **Prepare for Midterm Examination** |  |
| Tuesday (9)  March 5 | Terrorism and Economic Mismanagement: North Korea, 1980-1994 | Understand the failed attempts at reform in North Korea | **Read Buzo: 177-185** |  |
| Thursday  March 7 | Fifth Republic Dictatorship to Sixth Republic Democracy: South Korea, 1980-1992 | Understand how South Korea finally became a working democracy | **Read Buzo: 185-203** |  |
| Tuesday(10)  March 12 | Divine Death and Rebirth: North Korean Leadership and Famine, 1994-2007 | Review the near collapse of the DPRK and the roots of its redevelopment | **Read Buzo: 204-214 QUIZ 4** |  |
| Thursday  March 14 | Economic Sunset and Diplomatic Sunshine: South Korea, 1993-2002 | Understand the events that shaped the presidencies of Kim Yongsam and Kim Daejung | **Read Buzo: 214-222 1,000 WORD PAPER DUE** |  |
| Tuesday(11)  March 19 | Spring Break | **No Class** | **(None)** |  |
| Thursday  March 21 | Spring Break | **No Class** | **(None)** |  |
| Tuesday(12)  March 26 | The Family Business: Kim Jeong-il to Kim Jeong-un | Understand the events leading to and following the second transition of power in the DPRK | **Read Buzo: 234-247** |  |
| Thursday  March 28 | South Korean Growth and Politics: 2003-2016 | Understand the events that shapped the presidencies of Roh Muhyun, Lee Myungbak and Park Geunhye | **Read Buzo: 222-232, 247-252** |  |
| Tuesday(13)  April 2 | Kim Jeong-Un’s New Era: 2016-2019 | Review the continued reign and control of the Kim dynasty in the DPRK | **Watch the film “JSA: Joint Security Area” on Kanopy. QUIZ 5** |  |
| Thursday  April 4 | New Faces, Old Politics: South Korea, 2016-2019 | Understand the fall of the ROK conservative party and Moon Jaein’s politics | **Watch the documentary “South Korea: Success At All Costs” on Kanopy.** |  |
| Tuesday(14)  April 9 | Global Interests in the Korean Peninsula | Survey the continued confrontation between world powers over the Korean peninsula | **Read Buzo: 253-257** |  |
| Thursday  April 11 | Modern North and South Korean Society: Art, Music, & Religion | Understand the development and current social trends in North and South Korea | **Read Buzo: 258-265** |  |
| Tuesday(15)  April 16 | Presentations | The student(s) present on a final topic of their choice for 8-10 minutes | **Final Presentations** |  |
| Thursday  April 18 | Presentations | The student(s) present on a final topic of their choice for 8-10 minutes | **Final Presentations** |  |
| Tuesday(16)  April 23 | Final Class | Mock Final Exam | **Bring Questions Review Buzo 218-227** |  |
| Thursday(17)  May 2 | Final Exam | 11:20AM – 2:10 PM | **Prepare for Final Examination** |  |