Modern Korean History and Society Syllabus

**Special Topics 91068 – KOR 3823: Also (92549 - HTS 3823-D) (92429 - INTA 3803-TQ)**

**3 Credits**

**MWF, 11:15AM-12:05PM, Swann 206**

**Instructor Information**

|  |  |  |
| --- | --- | --- |
| Instructor | Email | Office Hours & Location |
| Thomas Quartermain | thomas.quartermain@modlangs.gatech.edu | 13:00-15:00, 307D, Savant Building, MWF |

**General Information**

**Description**

The course will provide students with introductory knowledge of the Korean Peninsula from the nineteenth century to the present day using English language materials. In particular, students will examine the social, cultural, economic, and political foundations of the two states and their growing connections to the world political and economic spheres. The course will look at 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 history and geography on contemporary culture and politics. Readings will focus on the presentation of modern history and contemporary affairs. The instructor will also provide additional materials during the semester when required.

## 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 ‐‐

* be familiar with modern Korean history and develop advanced reading and analytical skills;
* have better understanding about Korean history and political developments, through selected well-known readings;
* be familiar with vocabulary, dates and people who influence(d) 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 find and  comprehend cultural and social issues through advanced reading materials. |
| ML Learning Outcome 2: Demonstrate the ability to analyze an issue from target-culture perspective(s) | **KOR 3823**: Students will be able to identify what is implied after reading articles about any topics related to Korea. |
| ML Learning Outcome 3: Demonstrate critical reflection on cultural complexity and context. | **KOR 3823**: Students will be able to have a  presentation and write about political,  economical, educational and South-North Korean  issues. |

**Course Requirements & Grading**

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| Assignment | Date | Weight (Percentage, points, etc) |
| Quizzes | August 27th, September 17th, October 10th, October 29th, November 12th | 4% x 5 = 20%  Each quiz counts for 4% of the final grade. In total, 20% of Final Grade. |
| Book Report/Presentation | Book Choices Due October 5th/ Written Book Report Due November 26th/ Presentations on November 28th, 30th | 20% of Final Grade. 10% for the written material and 10% for the presentation. |
| Attendance | August 20th – December 13th, 2018 | After the third absence, one (1) percentage point from the final grade will be deducted each time you miss class. Approved absences can only be used twice (2) during the semester. In addition, coming late three (3) times will count as one absence. |
| Participation | August 20th – December 13th | 10% of Final Grade. |
| Midterm Exam | October 12th, 11:15AM – 12:05PM | 20% of Final Grade |
| Final Exam | December 7th, 11:20AM-2:10PM | 30% of Final Grade |

**Extra Credit Opportunities**

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

**Description of Graded Components**

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

1. Quizzes form the first graded component and collectively count for 20% of the total grade. The quizzes will include multiple choice and short essay/answer questions that cover the content covered during the previous week’s class. 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 Mondays on the dates shown above.
2. The book report and presentation form the second graded component and collectively count for 20% of the total grade. Students will select one book from Additional Materials/Resources, write a ten-page book report (10% of the final grade) and present a fifteen (15) minute presentation on the book (10% of the final grade). The instructor will select the books with the students so that all books are read by the class, and that equal numbers of students read the options. The written book report should be double spaced, include one (1)-inch margins and use MLA or Chicago citation styles. The presentation should 1) overview and introduce the book to the other students in the classroom; 2) have a focus chosen by the student, and; 3) connect the book’s contents to information from the course. A list of potential writing and presentation topics for each book will be discussed on October 5th, 2018.
3. Participation forms an important part of the course. Students are expected to come to class prepared to discuss their readings, present their own thoughts. Students will be graded on their preparation, contributions to class discussions, behavior and respect of others’ opinions.
4. The Midterm and Final Exams are the only comprehensive exams for the class and count for 50% of the final grade (20% and 30% respectively). The Midterm and Final will consist of true/false, multiple choice, short answer, 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 examination to the instructor the week before the exams.
5. 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 a percentage of their final grade. 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 scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**Course Materials**

**Course Text**

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

There are two options to obtain this book:

1. Purchase from a bookstore: On Amazon for $39.74
2. The book may also be uploaded as a PDF to Canvas by the instructor.

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

1. Peter Duus. *The Abacus and the Sword: the Japanese Penetration of Korea, 1859-1910*. (Berkeley: University of California Press, 1995). Online access available on Georgia Tech Library Website (Via EBSCO): 438 Pages.
2. William Whitney Stueck. *The Korean War: An International History* (Princeton, N.J.: Princeton University Press, [1997], 1995). Online access available on Georgia Tech Library Website (Via EBSCO): 484 Pages.
3. Shin Gi-wook. *Ethnic Nationalism in Korea: Geneology, Politics and Legacy* (Stanford, CA. Stanford University Press. 2006). Available from the Emory Library (Robert W. Woodruff Library Book Stacks DS917.27.S47 2006): 328 Pages.
4. Hyung-A Kim. *Korea’s Development Under Park Chung Hee: Rapid Industrialization, 1961-79*. (London; New York : RoutledgeCurzon, 2004). Online access available on Georgia Tech Library Website (Via EBSCO): 280 Pages.
5. Andrei Lankov. *The Real North Korea: Life and Politics in the Failed Stalinist Utopia* (Oxford: Oxford University Press, 2013). Online access available on Georgia Tech Library Website (Via EBSCO): Also available from the Emory Library (Robert W. Woodruff Library Book Stacks DS935.774 .L36 2013): 302 Pages.

## 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

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 | Check |
| Mon (1): 8/20 | Introductions/Course Outline/ Early Korean History | Review Syllabus, Goals for Course and Textbook | **Read Buzo pages 1-16;**  **Purchase/download book.** |  |
| Wed: 8/22 | The Fall of the Old East Asian Order | Review the threat of the West and changes in 19th century East Asia | **Read Buzo pages 17-45.** |  |
| Fri: 8/24 | The Rise of the Japanese Empire and Fall of the Korean Empire | Review how Japan came to occupy the Korean Peninsula | **Read Buzo pages 46-70**  **Prepare for Quiz #1** |  |
| Mon (2): 8/27 | Japanese Occupation (1) | **Quiz #1:**  Review the first decade of Japanese Occupation | **Read Buzo pages 71-84** |  |
| Wed: 8/29 | Japanese Occupation (2) | Review the second decade of Japanese Occupation | **Read “Class over Nation: Naisen ittai and the Korean Bourgeoisie” in Carter J. Eckert, *Offspring of Empire: The Koch’ang Kims and the Colonial Origins of Korean Capitalism, 1876-1945*, p. 224-252 (Online – GT Library)** |  |
| Fri: 8/31 | Korea and the Second World War | Review Korea’s role in Japan’s war aims | **Read Buzo 85-105** |  |
| Mon (3): 9/3 | Labor Day | No Class | **Bruce Cumings, “The Southern System” in Bruce Cumings, *The Origins of the Korean War, Vol. II*, (Princeton, NJ: Princeton University Press, 1990), p. 185-236 (Printout available on Canvas)** |  |
| Wed: 9/5 | The Development of the Southern State | Understand America’s role in creating the southern Korean state | **READ Charles Armstrong, “Liberation, Occupation, and the Emerging New Order” in Charles K. Armstrong, *The North Korean Revolution: 1945-1950*, (Ithaca, NY: Cornell University Press), 38-70 (Online – GT Library)** |  |
| Fri: 9/7 | The Development of the Northern State | Understand the Soviet Union’s and the China’s roles in creating the northern Korean state | **Read Bruce Cumings, “The Corporate State in North Korea” in Hagen Koo (ed.), *State and Society in Contemporary Korea* (Ithaca, NY: Cornell University Press, 1993), p. 197-230 (Printout available on Canvas)** |  |
| Mon (4): 9/10 | The Korean War 1950-1951 | Understand the background and first year of the war | **Read Buzo 106-125** |  |
| Wed: 9/12 | The Korean War 1951-1952 | Understand second year of the war | **Read Bruce Cummings, “Collision, 1948-1953” in Bruce Cummings, *Korea’s Place in the Sun: A Modern History*, (New York: W.W. Norton & Co., 1997), p. 237-298 (Printout available on Canvas)** |  |
| Fri: 9/14 | The Korean War 1952-1953 | Understand the third year of the war | **Read “The Rebuilding of Two Korean States and Continued Enmity” in Peter Lowe, *The Korean War* (New York: St. Martin’s Press, 2000), p. 101-122 (Printout available on Canvas - Emory)** |  |
| Mon (5): 9/17 | Post-War Reconstruction and World Powers | **Quiz 2**:  Understand the international fallout of the Korean War | **Read Buzo 126-156** |  |
| Wed: 9/19 | Post-War Reconstruction in the North | Understand the reconstruction and redevelopment of North Korea | **Read Charles K. Armstrong, “ ‘Fraternal Socialism’: The International Reconstruction of North Korea, 1953-1962”, *Cold War History*, Vol. 5. No.2 (May 2005), p. 161-187 (Online – GT Library)** |  |
| Fri: 9/21 | Post-War Reconstruction in the South | Understand the reconstruction and redevelopment of South Korea | **READ Steven Hugh Lee, “Development without Democracy: The Political Economy of US-South Korea Relations, 1958-1961” in Chang Yun-shik and Steven Hugh Lee (eds.), *Transformations in 20th Century Korea* (London: Routledge, 2006), p. 155-185 (Printout available on Canvas – Emory Library)** |  |
| Mon (6): 9/24 | North Korea and Juch’e | Focus on the political ideology of North Korea | **READ Dae-Sook Suh, “After the War” in *Kim Il-Sung: The North Korean Leader* (New York: Columbia University Press, 1988), p. 137-157. (Printout available on Canvas – Emory Library)** |  |
| Wed: 9/26 | North Korean Political Developments | Focus on political developments inside North Korea | **READ Han S. Park, “The Advent and Evolution of *Juche* Philosophy” in Han S. Park, *North Korea: The Politics of Unconventional Wisdom* (Boulder, CO: Lynne Rinner Publishers, 2002), p. 17-30 (Online – GT Library)** |  |
| Fri: 9/28 | The Family State | Focus on development of one-family rule in North Korea | **READ Kim Hyung-a, “The Eve of the Military Coup” in Kim Hyung-a, *Korea’s Development under Park Chung-hee: Rapid Industrialization* (London: Routledge Curzon, 2004), p. 39-65 (Online – GT Library)** |  |
| Mon (7): 10/1 | The Rise and Fall of the Second Republic | Focus on the fall of Syngman Rhee and the second republic | **READ “The Origin and Growth of the *Chaebôl*, 1948-1979” in Yeon-ho Lee, *The State, Society and Big Business in South Korea*, (London: Routledge, 1997), p. 18-28. (Printout available on Canvas – Emory Library)** |  |
| Wed: 10/3 | The Corporate State | The development and power of big business in Korea | **READ “The State and the Remaking of the *Chaebol* (1960s)” in Eun Mee Kim, *Big Business, Strong State: Collusion and Conflict in South Korean Development, 1960-1990*, (Albany: SUNY Press, 1997), p. 97-133 (Online – GT Library)** |  |
| Fri: 10/5 | The Rise of South Korean Industry | The development and power of big business in Korea and effects on politics | **Review for the Midterm Exam** |  |
| Mon (8): 10/8 | Fall Recess | No Class | **Review for the Midterm Exam** |  |
| Wed: 10/10 | Review of Reading Materials for Midterm Examination | **Quiz #3:**  The Development of the Korean States, and; Prepare to ask questions about the midterm. | **READ AND WATCH THE PREVIOUS READINGS. REVIEW HISTORICAL EPISODES, INDIVIDUALS, POLICIES, AND DISCUSSIONS FROM CLASS.** |  |
| Fri: 10/12 | Midterm | Take Examination | **Read Buzo, 157-176** |  |
| Mon (9): 10/15 | Authoritarianism in the Koreas | Review Midterm and discuss Authoritarian governments | **READ Adrian Buzo, “Setbacks to Socialism, 1970-1980” in Adrian Buzo, *The Guerilla Dynasty*, (London: I.B. Tauris, 1999), p. 80-104 (Printout available on Canvas)** |  |
| Wed: 10/17 | Park Chung-Hee and the Yushin Government | Focus on Park’s hold on power and the democracy movement | **Hyung Baeg Im, “The Origins of the *Yushin* Regime: Machiavelli Unveiled” in Byung-kook Kim & Ezra F. Vogel (eds.), *The Park Chung-Hee Era: The Transformation of South Korea*, p. 233-261 (Online – GT Library)** |  |
| Fri: 10/19 | Economic and Military Directions in North Korea | Focus on the development of South Korea’s military and links to the economy | **Read “The Rough Road to Compromise” in Manwoo Lee, *The Odyssey of Korean Democracy: Korean Politics, 1987-1990*, (New York: Praeger Publishers, 1990), p. 19-44 (Printout available on Canvas – Emory Library)** |  |
| Mon(10): 10/22 | The Ending of Military Rule in Korea | Understand how South Korea became a democratic nation | **Read Sunhyuk Kim, “Civil Society and Democratization” in Charles K. Armstrong (ed.), *Korean Society: Civil Society, Democracy, and the State*, (London: Routledge, 2002), p. 92-108. (Printout available on Canvas – Emory Library)** |  |
| Wed: 10/24 | Transition to Democracy | Understand the process of democracy in South Korea | **Read Buzo, 177-203** |  |
| Fri: 10/26 | Democratization in South Korea | **WITHDRAWL DEADLINE (10/27)**  Understand the process of democratic change in South Korea | **Read “Korea: Crisis, Reform, and Recovery” in Shalendra D. Sharma, *The Asian Financial Crisis*: *Crisis, Reform, and Recovery* (Manchester: Manchester University Press: 2003), p. 180-251 (Online and in library – GT Library)** |  |
| Mon(11): 10/29 | The End of the Cold War | **Quiz #4**:  Dictators and Democracy, and; The End of the Cold War from the Korean Perspective | **Read C. Kenneth Quinones, “Reconciling Nuclear Standoff and Economic Shortfalls” in Young Whan Kihl and Hong Nack Kim (eds.), *North Korea: The Politics of Regime Survival* (Armonk, NY: M.E Sharpe, 2006), p. 75-96. (Online and in library – GT Library)** |  |
| Wed: 10/31 | The IMF Crisis in South Korea | Understand the causes and effects of the 1997 Financial Crises in South Korea | **Read “Inter-Korean Relations and the North Korean Nuclear Crisis” in Uk Heo and Terence Roehrig, *South Korea since 1980* (Cambridge, UK: Cambridge University Press, 2010), p. 129-156 (Printout available on Canvas)** |  |
| Fri: 11/2 | The North Korean Nuclear Crisis | Understand the development of energy and weapons in North Korea | **Read Scott Snyder, “Patterns in North Korea’s Negotiating Style and Tactics” in Scott Snyder, *Negotiating on the Edge: North Korean Negotiating Behavior*, (Washington, D.C: United States Institute of Peace Press, 1999), p. 65-96. (Printout available on Canvas – Emory Library)** |  |
| Mon (12): 11/5 | Inter-Korean Relations: The Koreas | Review the history and current relations of the Koreas | **Read Rüdiger Frank, “Socialist Neo-Conservatism and North Korean Foreign Policy” in Kyung-ae Park (ed.), *New Challenges of North Korean Foreign Policy* (New York: Palgrave Macmillan, 2010), p. 3-41 (Printout available on Canvas – Emory Library)** |  |
| Wed: 11/7 | Inter-Korean Relations: The Allies | Perspective of Inter-Korean Relations form the US, PRC and Russian Perspectives | **Read “Political Change in North Korea” in Marcus Noland, *Korea after Kim Jong-il* (Washington, D.C: Institute for International Economics), p. 1-19. (Printout available on Canvas).** |  |
| Fri: 11/9 | Inter-Korean Relations: The World | Perspective of Inter-Korean Relations from Japan, NATO and the World | **Read “The Economy of Everyday Life” in Ralph Hassig and Kongdan Oh, *The Hidden People of North Korea* (Lanham, MD: Rowman & Littlefield, 2009), p. 95-132 (Printout available on Canvas – Emory Library).** |  |
| Mon (13): 11/12 | Future Challenges and Opportunities for North Korea | Quiz #5:Post- Cold War Koreas and Inter-Korean Relations | **Read Hahm Chaibong, “South Korea’s Miraculous Democracy”, *Journal of Democracy*, Vol. 19, No. 3 (July 2008), p. 128-142 (Online – GT Library)** |  |
| Wed 11/14 | Future Opportunities and Challenges for South Korea |  | **Buzo 204-233** |  |
| Fri 11/16 | The Prospects for Reunification |  | **Buzo 234-257** |  |
| Mon (14): 11/19 | American North Korean Policy |  | **Finish Writing Book Report and prepare for the presentations** |  |
| Wed: 11/21 | No Class | Student Recess | -- | -- |
| Fri: 11/23 | No Class | Thanksgiving Break | -- | -- |
| Mon (15): 11/26 | Trump and North Korean Policy | Turn in 10-page book report |  |  |
| Wed: 11/28 | Book Presentations | Class Presentations |  |  |
| Fri: 11/30 | Book Presentations | Class Presentations |  |  |
| Mon (16): 12/3 | Read, Review and Prepare Questions concerning Final Exam | Final Class | **Review for Final Exam**  **Read Buzo 266 -286** | -- |
| Wed: 12/5 | No Class | Reading Period | **Self Study for Final Exam** | -- |
| Fri: 12/7 | Final Exam Preparation | **Final Examination** | **Time 11:20AM-2:10PM** | -- |