Korean Civilization
L03 East Asia 223C

Instructor: Daniel Pieper
Location: Duncker 101
Time: M-W-F, 11:00-11:50
Email: dopieper@wustl.edu
Office Hours: Friday 2-4, Busch 222

- Course Objectives and Description

What are the roots of the Korean nation? Who created the Korean script and why? What are the origins of the current tensions on the Korean peninsula, and how might the dispute be resolved? This course explores these and related issues by providing an overview of Korean history and culture from ancient times until the present day. The course will utilize both primary and secondary readings about pre-modern Korea to build a foundation of knowledge that will set the stage for understanding the emergence of modern and contemporary Korea. No previous knowledge of Korean history, culture, or language are required; students are encouraged to apply previous knowledge, insights, and understandings from their own background and experience to information acquired through the course. Subjects explored include religion and politics in pre-modern Korea, Confucianism and education, enlightenment and modernization, relations between North and South Korea, Christianity in Korea, ideology, dictatorship, globalization, and popular culture.

In order to build a comprehensive view of Korean civilization, the course adopts a chronological progression with assigned textbooks to form a core organizational structure. Various genres of writing will be incorporated into the course, including transcripts of interviews, translations of primary sources, scholarly articles, and journalistic points of view. In addition, diverse media will be introduced, including feature films, texts, documentary films, and music videos. While written assignments and exams will carry the most weight in assigning course grades, each assignment is designed to address different learning styles of individual students and to give
the student equal chance to excel through responses to a variety of topics—historical, political, cultural, and linguistic. Key themes in this class will include:

1) Identity: What defines “Korean” culture in the pre-modern and modern periods? Who is considered “Korean” and who is considered “foreign,” and who determines this identity? How has the definition of Korea(n) changed from the pre-modern period to the contemporary era?

2) Language: How do we understand works in Classical Chinese (Hanmun), vernacular Korean, and standardized modern Korean in view of modern concepts of language and the national state? What is the relationship between Korean language and identity? How has this changed over time? How has the written language itself changed over time?

3) History and Memory: How did war and colonial government influence Koreans who experienced them? What are the modes and mediums through which such events are remembered today? How does ideology effect the way that history is represented?

4) Modern, anti-modern, and pre-modern: What is “modern” for Koreans? What were Korean responses to modernity? How are these responses reflected in Korean literature and art?

• Prerequisites

There are NO prerequisites for this course. Previous knowledge of Korean language and history, though helpful, are not required. There will be a substantial amount of Korean historical material also presented in class. However, this material will be thoroughly reviewed during lectures, and so those attending on a regular basis should have no trouble digesting the course readings.

Required Readings

1) Seth, Michael J. A Concise History of Korea: From Antiquity to the Present (SETH)
2) Kang, Hildi. Under the Black Umbrella (UBU)
3) Assigned readings on Canvas

COURSE REQUIREMENTS AND EVALUATION

**Students will be expected to complete weekly responses (about one paragraph) to readings, sit for one midterm and one final examination, and attend weekly class meetings, participating in class discussion.**

1. Weekly Responses (25%): Write a total of twelve (12) one-paragraph responses (250-350 words) to weekly readings, to be posted on Canvas no later than Thursday evening at 10 pm. These responses will begin in week 3 and extend until week 14. You may respond to one or all of the week’s readings. To get full credit, however, you must respond to/discuss at least one of the assigned readings for that week. Give your impressions of the reading(s) and try to offer some fresh perspective or evidence of creative and/or critical thinking. These should not be summaries of the readings, but rather the student should report
from the text what they found to be new, interesting, or surprising. Students are also encouraged to relate these readings to their own background and experiences. **At the end of each response, pose two of your own discussion questions.** Proper citation, formatting, grammar, etc. is not as important in these assignments as the quality of the ideas and arguments you put forth.

Because these responses will be integrated into Friday discussions, they are of little use if posted late, so **late assignments will receive no credit.** (If you miss one, don’t sweat it, it’s only 2 points!). If the post is reasonably within the word range (250-350 words) and submitted punctually, the student will receive full credit (2 points). Posting significantly below the word range (ie less than 200) will first result in a warning, then ½-point deductions, depending on the degree below the word range. Failure to post two discussion questions will result in a half-point deduction. Students must discuss directly at least one of the assigned readings for the week. Failure to discuss the readings will result in a 1-point deduction.

2. **Mid-term exam (25%)**: The midterm will be multiple choice, fill in the blank, true or false, and (very) short answer format. All material will be drawn from readings, lectures, and Powerpoints, the latter which will be provided for students on Canvas.

3. **Final Examination (Includes essays 40%)**: The final exam will be based on the weekly readings and discussions that we cover in class. The exam will be fill in the blank, short answer, multiple choice, and essay-based, administered in class, closed-book.

4. **Participation and Attendance (10%)**:  

** Students are expected to attend every class, having read assigned readings for that class. There will be no review of material for students who miss class. Any unexcused absences above 3 will result in a 1-point reduction in the final mark. When absent it is the student’s responsibility to keep up with readings and to be prepared for the next meeting. Attendance will not be taken for the first two weeks. If you must be late or absent, please give 24 hours advance notice and provide a reason and documentation. **

Five points is allotted for participation, and five for attendance. Students who have perfect attendance, come prepared to every class, and regularly participate in class discussion can expect 10/10. Those who rarely or never talk in class but attend every day can expect 6 or perhaps 7/10. Those who attend every day but regularly sleep in class or use devices can expect 5/10. This policy will be explained in more detail in the first week of class.

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<tr>
<td>Participation &amp; Attendance</td>
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<tr>
<td>Weekly Responses</td>
<td>25 %</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td><strong>TOTAL:</strong></td>
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1. There will be **NO** make-up exams unless you provide official proof of absence/illness (e.g. note from the doctor, court, etc. with appropriate date).

**Note on the use of technology:**

**The use of laptops, smart phones, and other devices will not be permitted during class. The student is expected to read the articles before class, and so there is no need to access readings during class time. Should a student want to reference a certain part of a reading during class, I encourage you to make a note in a notebook or print out the article. Participation points will be deducted for those repeatedly using devices in class. If you are unsure about a term, make a note to Google it later, or raise your hand to ask.**

**E-mail Policy:**

- E-mail is convenient but it should be the last option for communicating problems or questions to the Instructor or TA. If your syllabus does not have an answer to your question, please talk to me after class or during office hours.
- Students may email in Korean or English.
- Please remember to put your name as it appears in the student roster in the email, as well as a subject in the subject line.
- E-mails should contain your student number and full name somewhere in the body or subject line.

**Romanization**

Some of the readings use the South Korean government system of romanization (Revised Romanization, RR), while other use McCune Reischauer (MR). Because MR is the standard for North American academia, this will be used in all PPT slides, unless it is the name of an established Korean persona or term (ie Park Chan-wook, kimchi). Students may use either system, but be consistent. A guide to romanization will be provided on Canvas.

**Course Schedule**

**Week 1: Introduction, Contemporary Korea (August 26, 28, and 30)**

**Monday**
- Overview, logistics, syllabus, Romanization systems

**Wednesday**

**Friday**
- CANVAS: *New York Times* on South Korea and North Korea; Simon Winchester, “Introduction.”
Week 2: Ancient Korea and the Three Kingdoms (September 4 and 6)
Monday
**LABOR DAY, NO CLASS** Read SETH, Chapter 1 “The Origins,” 9-28.
Wednesday
Friday
Selections from *Sources of Korean Tradition 1*: 3-6; 19-26.

Week 3: Unified Silla (September 9, 11, and 13)
Monday
Wednesday
In-class screening: “Does the Japanese Imperial Family Have Paekche Blood?”
Friday
CANVAS: Selected readings from *Sources of Korean Tradition 1* on Silla: 57-59; 61-67; 78-82; 109-116.

Week 4: Koryŏ Part I (September 16, 18, and 20)
Monday
SETH, Chapter 4, “Koryŏ, 935-1170,” 83-109
Wednesday
CANVAS: Selected Readings from *Sources of Korean Tradition 1* on the Koryŏ; 139-142; 151-156; 176-189.
Friday
CANVAS: Hansi (Classical poetry) by Yi Kyubo (1169-1241 AD)
Discussion section

Week 5: Koryŏ Part II (September 23, 25, and 27)
Monday
SETH, Chapter 5, “Military Rulers and Mongol Invaders, 1170-1392,” 111-134.
Wednesday
CANVAS: Selected Readings from *Sources of Korean Tradition 1* on the Koryŏ: 190-196; 200-215; 240-258.
Friday
Discussion Section

** Korean Film Screening: September 25 (WED) 7 pm, Masquerade (2013) **

Week 6: Chosŏn Part I—The Neo-Confucian Revolution: Cosmopolitan Language and Education (September 30, October 2 and 4)

Monday
SETH, Chapter 6, “The Neo-Confucian Revolution and the Chosŏn State, 1392-the Eighteenth Century,” 135-166.

Wednesday
CANVAS: Selections from Sources of Korean Tradition 1 on early Chosŏn; 271-274; 279-281; 286-292; 293-306; 342-345.

Friday
Discussion section

Week 7: Chosŏn Part II (October 7, 9, and 11)

Monday
SETH, Chapter 8, “Late Chosŏn, Early Eighteenth Century to 1876,” 201-239.

Wednesday
Selections from Sources of Korean Tradition 1 on Chosŏn; 316-320; 327-335.
Selections from Sources of Korean Tradition 2 on Chosŏn: 20-26; 34-42; 46-52; 70-73; 84-104.

Friday
Discussion section

Week 8: The Twilight of the Chosŏn Era (October 16 and 18)

Monday
** FALL BREAK, NO CLASS ** Read SETH, “Korea in the Age of Imperialism, 1876 to 1910,” 241-282.

Wednesday
CANVAS: Selections from Sources of Korean Tradition 2 on Chosŏn: 124-140; 157-161; 221-226; 235-244; 245-260; 261-266; 272-275.
Selections from Redemption and Regret by James Scarth Gale and Daniel Pieper.

Friday
MIDTERM EXAMINATION
Week 9: Emerging Modernity (October 21, 23, and 25)
Monday

Wednesday
CANVAS: Kim Tongni, “The Shaman Painting” (Munyŏdo, 1936); Bruce Fulton, Introduction (1 page)
Kang, Under the Black Umbrella (UBU), Ch. 1-4 (6-48).

Friday
Discussion Section

** Korean Film Screening: October 23 (WED) 7 pm, Blue Swallow (2009)**

Week 10: Colony and Nation (October 28 and 30, November 1)
Monday
SETH, Chapter 10, “Colonial Korea, 1910 to 1945,” 283-325.
UBU, Ch. 5-7 (49-83)

Wednesday
Selections from Sources of Korean Tradition 2 (Colonial period); 321-325; 333-351; 352-358.
Selections from The Korea Review (Pro-independence paper), 1919-1921

Friday
Discussion section

Week 11: Colonial Modernity (November 4, 6, and 8)
Monday
Shin and Robinson, Colonial Modernity in Korea, “Introduction,” 1-20 (available as e-book on Washu Library site)

Wednesday
UBU, Ch. 11-14 (111-147).

Friday
Selections from Thriving Chōsen (Japanese government publication)
Discussion Section
Week 12: Ideological Divide and War (November 11, 13, and 15)

Monday
CANVAS: Selections from *Sources of Korean Tradition* 2: 380-393.

Wednesday
CANVAS: Kim Tongni, “The Hŭngnam Evacuation” (1955)

Friday
Discussion section

Week 13: North Korea: From Vanguard Republic to Global Pariah (Nov. 18, 20, and 22)

Monday
CANVAS: Selections from *Sources of Korean Tradition* 2: 419-425.

Wednesday

Friday
Discussion Section

Week 14: Authoritarianism to Democratization in the South (November 25)

Monday
** In-class film screening: *When the Day Comes* (1987) (2017) **
Read SETH, Chapter 13, “South Korea: From Poverty to Prosperity, 1953 to 1997.”

Wednesday

Friday
THANKSGIVING BREAK, NO CLASS

Week 15: Authoritarianism to Democratization in the South (December 2, 4, and 6)

Monday
** Continue in-class film screening **
CANVAS: Ross King, “North and South Korea,” 200-234.

Wednesday
Selections from *Sources of Korean Tradition* 2: 395-411; 425-438.

Friday
Last discussion sections and wrap-up

** FINAL EXAM: TBA **

**Academic Integrity and Responsibility**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your written and other work and projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others’ work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person’s permissible contribution.

Academic communities depend on their members’ honesty and integrity in representing the sources of reasoning, claims, and wordings which appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others’ work as your own, or to have submitted work for which you have already received credit in another course, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean’s Office, where it will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean’s Office. After an interview in the Dean’s Office, your case may be forwarded to the President’s Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members’ living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines; attending class and engaging in class activities; guaranteeing that the work you submit for this course has not already been submitted for credit in another course. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

**Academic Accommodation for Students with Disabilities**

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with Access & Diversity. A&D will determine that student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with
Access and Diversity should the accommodations affect the essential learning outcomes of a course.

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising or your home Faculty’s Advising Office. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates.

**Conflicting Responsibilities**

The University recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the military; or observing a religious rite. They may also include a change in a student’s situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term. Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising) and can request academic concession. Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised.

Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed. Religious observance may preclude attending classes or examinations at certain times. In accordance with the University Policy on Religious Holidays, students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.

**Lectures and Intellectual Property**

The lectures I give in this course, and the slides I use in support of the lectures, are my intellectual property, and as such are protected by law. That protection applies to the slides themselves, and your transcription (e.g. copying word-for-word) of the slides (whether or not you’ve added annotations).

Permission to make recordings falls within my discretion as the instructor as informed by instructional purposes, classroom order, property interests and other reasonable considerations arising in the academic context. If I do authorize you to record a lecture, the recording may only be used for the purpose of individual or group study, or for other noncommercial purposes that reasonably arise from your membership in this class.

Lecture slides and recordings of this class may not be exchanged for any commercial purpose, for compensation, or for any purpose other than your personal study. Unless authorized by me in advance and explicitly, any other commercial or any non-personal use of slides or recordings constitutes a misuse of my intellectual property and is a breach of the Student Code of Conduct. I reserve the right to report students who misuse my intellectual property, and such students may be subject to disciplinary measures.