Asian Studies 173/ History 173: Korea and Its Culture

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Winter Term, 2006  
MWF 11:00—11:55  
Pettigrew 200

O Yun (1946-1985), “Grandmother” (1983), woodblock, 51 x 36.6 cm.

Course description:

The subject matter of the course is the distinctive evolution of Korean civilization within the East Asian cultural sphere, from its myths of origin through its struggles to survive amidst powerful neighbors, down to the twentieth-century challenges of colonial domination and its poisonous legacies, civil war and division, and the puzzles of redefining a hierarchical Neo-Confucian state in the context of global capitalism.

The course follows a roughly chronological sequence. We read both primary and secondary texts, including documentary materials, narrative history, fieldwork reports and literature.

Place in the curriculum:

Asian Studies 173/ History 173 is a cousin to History 171 (China) and History 172 (Japan), which are the foundation of the history curriculum on East Asia at Bates.
Grading:

* Attendance & Participation
These two are quite distinct, though often misunderstood by students, and even confused with each other.

“Attendance” means that you arrive on time, remain awake, at least seem to be focused on what’s officially occurring in the classroom, and don’t drift in and out of the room attending to personal business. Coming late, dozing, chatting with your neighbor, allowing your cell phone or PDA to go off in class, wandering out of the room, etc., can move you into the “did not attend” category, even if you left some of your DNA in the room that day.

“Participation” means that you took advantage of at least some of your opportunities to advance the classroom discussion of the assigned reading material. This can be relatively simple and short, so long as it is done in good faith and reflects an actual encounter with the assignment. Merely glorying in the sound of your own voice, unmediated by any honest encounter with the course work, does not qualify, unless you are extremely clever indeed.

* Short Reaction Papers
You will have plenty of opportunities to write very short papers in this course, responding to the assigned readings. They will be graded by triage: check-plus, check, check-minus, corresponding to “you did a good job,” “you did an okay job,” and “you fell short of what I expected.”

The rules governing these assignments are strict:
(1) They will be wordprocessed (one page [clearly more than ½ a page, but not more than a full page], either 1-1/2 line or double spaced, either 12 or 14 point type in a normal font, with one-inch margins, on white paper).
(2) They will be turned in as paper copies, not submitted electronically. (No E-mailed papers will be counted, unless you have advance permission to be sending in material from out of town.)
(3) On the day they are due, I will bring a big envelope, already containing any early submissions, and accept papers at the beginning of class. If your paper isn’t in that envelope by the time class gets underway, you have no guarantee of receiving any credit for it.

There is no expectation that you will do every single paper assignment. There are seven paper topics on the syllabus. You are supposed to do five. If you do more than that, I will, at the very least, count your five best at the end of the term for grading purposes. Please note that this is a trap for the thoughtless – official permission not to write seven papers can easily shade into a relaxed willingness to write few, if any, papers. Down that road lies disaster.

* Midterm, Term Paper, Final Exam
None of these exists in this course. That is both the good news and the bad news. Good news, presumably, in that few of you are likely to love such forms of accountability for what you have learned. Bad news, perhaps, in that accountability remains, and is measured with instruments that you may not be accustomed to taking seriously. If you assume that only the traditional Big Three grades matter, you will certainly fail this course.

Precisely what final balance will be struck, for grading purposes, between attendance, participation, and short papers, grows out of your level of commitment to the course, so there is no way I can assign strict percentages in advance. Ignoring any one of them will have significant consequences.
Class schedule

Week One
Wed 04 Jan C1 Introduction
Fri 06 Jan C2 McCann, pp. 1-10 & Part 1, pp. 11-45

Week Two
Mon 09 Jan C3 Cumings, Chapter 1 (part 1, pp. 19-46)
Wed 11 Jan C4 SKT, v. 1, Parts I & II, pp. 34-35, 78-82, 87-89, 101-103, 139-156, 212-213
Fri 13 Jan No class

Week Three
**Mon 16 Jan Martin Luther King, Jr. Day [campus workshops]**
Wed 18 Jan C5 McCann, Part 1, pp. 47-96
Fri 20 Jan C6 Cumings, Chapter 1 (part 2, pp. 46-85)

Week Four
Mon 23 Jan C7 SKT, v. 1, Part III, pp. 261-276, 293-310
**Wed 25 Jan** C8 SKT, v. 2, Part IV, pp. 3-12, 34-73, 99, 107-116
**Paper #1: Late traditional education**
Fri 27 Jan C9 Cumings, Chapter 2

Week Five
**Wed 01 Feb** C11 Cumings, Chapter 3
**Paper #2: Colonialism**
Fri 03 Feb C12 SKT, v. 2, Part V, Sections 33-35, pp. 315-366

Week Six
Mon 06 Feb C13 Fulton, stories #1, #2, #3, #4 and #5
**Wed 08 Feb** C14 Fulton, stories #6, #7, #8 and #9
**Paper #3: “Wings” (#6) & colonialism**
Fri 10 Feb C15 Hahn, pp. 1-7 & Book I, pp. 15-67

Week Seven
Mon 13 Feb C16 Hahn, Book I, pp. 68-144
Wed 15 Feb C17 Hahn, Book II, pp. 145-206
Fri 17 Feb C18 Hahn, Book II, pp. 207-270 & Epilogue, pp. 271-273

Winter Recess Week (18—26 Feb)
Week Eight
- **Mon 27 Feb**  C19  Cumings, Chapters 4 & 5
- **Wed 01 Mar**  C20  Cumings, Chapter 6
  - **Paper #4: The Korean War**
- **Fri 03 Mar**  C21  Fulton, stories #10, #11, #12 and #13

Week Nine
- **Mon 06 Mar**  C22  Fulton, stories #14, #15 and #16
- **Wed 08 Mar**  C23  Cumings, Chapter 7
  - **Paper #5: Asian democracy**
- **Fri 10 Mar**  C24  Lewis, pp. xv-xxi & Part 1, pp. 1-71

Week Ten
- **Mon 13 Mar**  C25  Lewis, Part 2, pp. 73-95
- **Wed 15 Mar**  C26  Lewis, Part 3, pp. 97-162
  - **Paper #6: Historical memory**
- **Fri 17 Mar**  C27  Cumings, Chapters 8 & 9

Week Eleven
- **Mon 20 Mar**  C28  Hoare, pp. ix-xii & Part 1, pp. 1-64
- **Wed 22 Mar**  C29  Hoare, Part 1, pp. 65-138
  - **Paper #7: North Korea**
- **Fri 24 Mar**  C30  Hoare, Parts 2 & 3, pp. 139-225

Week Twelve
- **Mon 27 Mar**  C31  Fulton, stories #17, #18, and #19
- **Wed 29 Mar**  C32  Fulton, stories #20, #21 and #22
- **Fri 31 Mar**  C33  Cumings, Chapter 10

Week Thirteen
- **Mon 03 Apr**  C34  Headlines
Required readings

_The major sourcebook for Korean historical materials in translation exists in two forms, a larger hardcover edition (Sourcebook of Korean Civilization), and a slightly abridged paperback version (Sources of Korean Tradition). You want the paperback:_

Lee, Peter H. & Wm. Theodore de Bary, eds.,
Sources of Korean Tradition, v. I [Early Through 16th c.]

Ch’oe, Yong-ho, Peter H. Lee & Wm. Theodore de Bary, eds.,
Sources of Korean Tradition, v. II [17th c. to Modern]

_Basic narrative history:_

Bruce Cumings,
Korea’s Place in the Sun: A Modern History (updated edition, 2005)
_Avoid the 1998 first edition!

_Supplemental texts:_

McCann, David R., Early Korean Literature

Hahn Moo-Sook, And So Flows History

Lewis, Linda S., Laying Claim to the Memory of May:
A Look Back at the 1980 Kwangju Uprising

J. E. Hoare and Susan Pares, North Korea in the 21st Century:
An Interpretative Guide

Bruce Fulton and Youngmin Kwon, eds., Modern Korean Fiction: An Anthology

### Template for Short Papers

<table>
<thead>
<tr>
<th>History 173</th>
<th>FirstName LastName</th>
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<tbody>
<tr>
<td>Winter, 2006</td>
<td>Date due</td>
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**Paper Title**

assignment: pp. XXX-XXX

**TOPIC:** ____________________________________________________________

Text of short paper, ranging from a long paragraph to a full page. Any reference to a book assigned in the course should be in parenthetical author-page style, for example (Cumings 284).

Do not run over onto another page, even by a word or two. I would much rather have you revise the content in light of the available space. (The one page only rule does not apply to any endnotes or bibliography you regard as necessary, which should have their own page.)

Establish the topic of the paper in the first sentence. One-page papers generally work best if divided into three logical paragraphs -- (a) introduction, (b) development, (c) conclusion. This rule is sometimes sarcastically described as the doctrine of "Tell the readers what you're going to tell them, tell them, tell them that you've told them." Such a form can become a mechanical exercise, but if you're going to abandon it, be sure that you know what you are replacing it with.

Wordprocessed papers are now the minimum acceptable standard. The technology makes possible a number of options that you should take full advantage of. Spellchecking should eliminate common typographical errors, but remember that most software has no sense of context, and that names will escape correction. Microsoft WORD, for example, a sophisticated piece of software, cannot correct any of the errors in:

*Thus pauper reviles the bear fax abbot Mow Seadung*

to a more reasonable:

*This paper reveals the bare facts about Mao Zedong.*

There is no substitute for human proofreading. Many software packages also support specific citation styles. No one method can deal with all the challenges posed by scholarly documentation, but I recommend that you familiarize yourself with the citation guides on the library’s webpage (getting a copy of the latest edition of your favorite from the bookstore is not a bad idea). Various pathologies that wordprocessing makes possible should be shunned: printers whose output is so light that the text is unreadable (if your paper won't photocopy clearly on a mediocre copier, it is too pale), font sizes that are too small or foolishly large and font styles that are silly looking or hard to read. Such rules aren't quibbles, and observing them is a basic courtesy.