

Introduction to Korean Culture (01:574-210) Fall 2011

MW 1:10-2:30 Scott 102

Professor: **Young-mee Yu Cho**

Office Hours: **Mon. 10:20-11:20** & by appointment

Office: **Scott Hall 339** (932-732-5603)

Textbooks:

Seth, M. (2010) *A Concise History of Modern Korea*. Lanham: Rowman & Littlefield.

Shin, K-S. (2011) *Please Look After Mom*. New York: Alfred A. Knopf.

Readings on sakai

Course Description

Incorporating feature films, documentaries, novels, and original sources in translation, this introductory course provides an overview of Korean culture and history with an emphasis on the major changes and continuities in Korea in the modern period (1876 to the present). We will explore particular themes relevant to understanding Korea such as Confucianism, modernization, colonialism, nationalism, industrialization, democratization, gender relations, US-Korea relations, and popular culture in contemporary Korea.

Course Goals

- Understanding of Korean culture and history, leading to critical reflection on contemporary issues surrounding the peninsula.
- Ability to read and interpret texts as historical sources for the past and the present, i.e. understand the difference between primary and secondary sources, critically assessing their reliability and credibility
- Ability to write synthesizing multiple texts to make persuasive and insightful arguments, written clearly and concisely.

Core Curriculum Learning Goals Met by this Course:

H: Social Science & History – Understand the bases and development of human and societal endeavors across time and place.

K: Historical Analysis – Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science.

O: Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.

S2: Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision.

U: Evaluate and critically assess sources and use the conventions of attribution and citation correctly.

V: Analyze and synthesize information and ideas from multiple sources to generate new insights.

Department Learning Goals Met by this Course:

Acquire in-depth knowledge of at least one East Asian language (Chinese, Japanese, or Korean) and the literature and culture of one or more of these countries; effectively use tools (reference works, etc.) and technology appropriate to learning an East Asian language; and analyze issues concerning East Asia and relate them to other areas in the humanities and social sciences following an interdisciplinary approach.

Course Structure

Classes will include combinations of lectures, slides, films, and discussions. Each week, you are responsible for submitting written responses no later than 3:00 AM the day of class, which should lay out your critical understanding and analysis of the readings, and 1-2 questions or issues that you would like to raise for discussion. You should be prepared to present these in class to facilitate discussion. During some weeks, you will create wiki entries based on the reading and additional research. We will also spend some weeks playing a role-playing game, which requires the writing of “memorials.” More detailed directions will be given out before these particular assignments.

Requirements & Grade Distribution

Class Attendance & Participation 10%

Weekly Written Responses (1 page minimum) 15%

Mid-term Exams: 20% x2=40%

Oral Presentation 10%

Final Paper (5-6 double-spaced pages) 25% [Due on Dec. 19 (Mon), 2011. 5 pm]

Course Policy

- *Plagiarism*: All written work should be composed in the student’s own words and the ideas of others should be properly cited. It is the responsibility of all students to know and adhere to the university’s policy on plagiarism. If you have any questions concerning this policy or about documentation of sources in work you produce in this course, feel free to ask me.
- *Assignments*: All reading and written assignments are required and should be done before class. Late assignments will be deducted a full letter grade for each late day (i.e. A to a B, B to a C...).
- *Attendance*: Regular class attendance is mandatory. More than 4 absences can result in a failing grade for the course.
- *Gadgets*: All communication devices must be turned off for the duration of the class, and laptops may be used only to take notes.
- *Disabilities*: Students with disabilities who are seeking consideration for services or accommodations should immediately contact the Office of Disability Services at (732) 932-2848, 151 College Ave.
- *Final note*: This syllabus may be modified throughout the semester, and it is the responsibility of each student to keep up to date of any and all announcements made in class.

GUIDE TO CRITICAL READING

Whenever you read a text you should ask yourself the following questions.

1. Is the text a primary or a secondary source?
 - In important ways you read the two types of text differently.
2. What was the author’s basic intent in writing it?
 - **PRIMARY**: What interests was the author attempting to advance / defend / critique / oppose? Put another way, what “discourse” was s/he taking part in?
 - **SECONDARY**: What position is the author staking out? What earlier scholarly consensus is s/he agreeing or disagreeing with?

3. What initial questions does the author pose?
4. Why are answers to those questions important?
5. What is the author's central argument and how forcefully is it stated?
6. What types of evidence does the author employ to support his/her argument?
7. Does the author's argument rest on any unarticulated (and thus undefended) assumptions?
8. What are the strengths and weaknesses of the author's argument?
9. Are you persuaded – do you agree with the author's argument? Why, or why not?

GUIDE TO WRITTEN RESPONSES

Post your response on Sakai under Discussions for the corresponding week, including the following components:

- Do NOT summarize, but demonstrate that you did the reading by engaging with some of the main themes and issues that you found interesting and/or problematic. In other words, share your comments, critiques and reactions by addressing:
 - What are the main arguments / points of the reading you found interesting?
 - Are there any problems with the arguments, and if so, what are they?
- Posit one or two questions or issues you would like to raise for discussion.
- Identify terms, concepts or words that you did not understand (even after using a dictionary) and would like to go over in class.

Class Schedule

Mon.	Wed. 9/7 & 9/8 (Thurs.)
	Introduction
9/12 Politics of History	9/14 Politics of History
9/19 Korean Language	9/21 Korean Language
9/26 Native and Adopted Beliefs	9/28 Native and Adopted Beliefs
10/3 Confucianism	10/5 Confucianism
10/10 Encounter with the West	10/12 Encounter with the West
10/17 Japanese Colonialism	10/19 Japanese Colonialism
10/24 Midterm 1	10/26 'Koreanness'?
10/31 Liberation and Korean War	11/2 Liberation and Korean War
11/7 Industrialization	11/9 Democratic Movement

11/14 Individual meetings	11/16 Contemporary Issues
11/21 US-Korea Relations	11/23 Thanksgiving Recess
11/28 Midterm 2	11/30 Presentations
12/5 Presentations	12/7 Presentations
12/12 Presentations	

Week 1 (9/7 & 9/8): Introduction

- Seth (2006): Introduction (1-5), Seth (2010): Introduction (1-8)
- Cumings (2005) *Korea's Place in the Sun*: Preface (7-14)

Week 2 (9/12 & 9/14): Politics of History, Foundation Myths

- Hyung Il Pai (XX): *Constructing 'Korean' Origins*, Formation of Korean Identity (1-21)
- Sourcebook of Korean Civilization (vol. 1) (1993): Origins of Korean Culture (3-7)

Week 3 (9/19 & 9/21): Korean Language & Literature

- Yu Cho (2002): Diglossia in Korean Language and Literature: A Historical Perspective (3-23)
- Standards for Korean Language Learning (2011): Introduction (14 pages)
- Kim, K. (1996): Notes on P'ansori. *An Introduction to Classical Korean Literature* (197-208)
- In-Class: Film "Ch'unhyang" (2000)

Week 4 (9/26 & 9/28): Native and Adoptive Beliefs

- Buswell, R. (1992) : *The Zen Monastic Experience* (69-106)
- Clark, D. (1997): *History and Religion in Modern Korea: the case of Protestant Christianity* (169-195)

Week 5 (10/3 & 10/5): Culture & Politics of Confucianism

- Fairbanks and Craig (1989): *Yi Dynasty Korea: A Model Confucian Society* (300-323)
- Duncan, J (1997): *Confucian Social Values in Contemporary South Korea* (49-60)
- Yu, J. (1980): *The Relationship* (17 pages)

Week 6 (10/10 & 10/12): Encounters with the West

- Seth: Chapter 1 (9-41)
- Sourcebook (vol. 2) (1996): Reforms (381-385), Patriotic Movements (387-393, 401-405), The Nationalist Movement (428-435, 491)

Week 7 (10/17 & 10/19): Japanese Colonialism

- Seth: Chapter 2 (43-81)
- Robinson, M. (1994): *Mass media and popular culture in 1930s Korea* (60-82)
- Toshiyuki (1995): *The Clan Records* (7-46)

Week 8:

10/24 (Monday): Midterm 1

10/26 Is there 'Koreanness'?

- Nelson, L. (2008): Is "Korean" an ephemeral quality?: Anthropological perspectives on Korean social and cultural dynamism (26 pages)
- Seth: Chapter 8 (239-269)
- Film: "My Heart"(2001)

Week 9 (10/31 & 11/2): Liberation and Korean War

- Seth Chapters 3 (83-115), 4 (117-148)
- Shin (2010): Chapters 1 (1-60)

Week 10 (11/7 & 11/9): Development & Industrialization/ Democratic Movement

- Seth Chapter 5 (149-180), Chapter 6 (181-212)
- Shin: Chapters 2, 3 (61-164)
- Film: "South Korea: The Struggle for Democracy"(1998)
"South Korea: From Illiteracy to Affluence"(1998)

Week 11 (11/14 & 11/16): Contemporary Issues

- Seth Chapter 7 (North Korea: 213-237)
- Shin: Chapter 4, Epilogue (165-237)
- Park, J-S. (2008): *Hanryu* (the Korean Wave): Transnational Flows of South Korean Popular Culture (10 pages)

Week 12 (11/21): US-Korea Relations

- Cummings (2005): Chapter 9 (434-455), Chapter 10 (456-495)
- Film: "Arirang I"(2002) "Arirang II"(2002)

Week 13:

11/28 (Monday) Midterm 2

Week 13-15: Oral Presentations