

HIEA 150 – Modern Korea, 1800-1945: The Peninsula in an Age of Empire (Winter 2010)

Tuesday and Thursday, 5:00-6:20 PM
Center Hall, Room 222

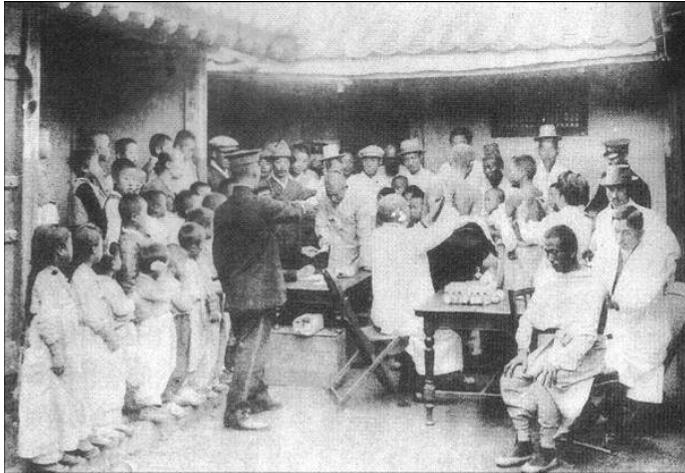
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Office: Humanities and Social Sciences (H&SS), Room 3008

Office Hours: Tuesday and Thursday 3:00-4:00 PM, or by appointment

Course Description



One way of understanding Korea's entrance into the world of nation-states is to study how *imperialism* influenced the development of *modernity* on the peninsula. In this course, we will examine how a wide spectrum of Koreans walked the perilous path of "becoming modern" amidst waves of foreign interventions during the nineteenth and early twentieth centuries.

Through a broad range of textual and audio-visual sources, we will focus on specific encounters where Korean actors rejected, deflected,

and even embraced various manifestations of Empire (missionary Christianity, Qing imperialism, Japanese colonialism and, finally, American militarism) in the creation of their own modernity. As interpretations of imperialism from this period continue to be contested and debated in the present, students will be asked to consider how historical events discussed in this course have been interpreted and continue to have a profound impact on contemporary issues.

Books for Purchase and Other Readings

Peter H. Lee, *Sources of Korean Tradition, Vol. 2: From the Sixteenth to the Twentieth Centuries*

Hildi Kang, *Under the Black Umbrella: Voices from Colonial Korea, 1910-45*

Other readings are available online at <http://reserves.ucsd.edu/eres/coursepage.aspx?cid=15250>

Grading (IN BOLDFACE TYPE BELOW)

Classroom Preparation/Participation (Includes discussion questions and pop quizzes)	15%
Short Paper 1 (4-6 pages on part I; Due in class on 2/2)	25%
Short Paper 2 (4-6 pages on part II; Due in class on 2/23)	25%
Final Paper Project (7-9 page media analysis on part III; Due in my office on 3/18)	35%

Notes: All written assignments are to be *printed out* and *submitted in class*. No unauthorized email submissions will be accepted. **Plagiarism** is a serious offense and will be treated as such. Students found guilty of plagiarism will receive a failing grade for the assignment at hand. As the History Department's statement on plagiarism explains, the "most obvious form of plagiarism is the verbatim copying of words, sentences, paragraphs or entire sections or chapter without quotation and proper attribution... You must use quotation marks even if you only borrow several words in sequence from a source." All students should read the History Department's statement on plagiarism: <http://history.ucsd.edu/ugrad/current/academic-integrity.html>. If you are unclear about any aspect, you should ask the instructor for clarification *before* completing assignments.

Class Expectations

I expect that you read and reflect on the assigned materials (approximately 100 pages per week) *before* you come to class. The “study question(s)” are designed to guide you as you read. At a minimum, you should be able to respond to these questions in class by making direct reference to secondary scholarship [marked with an asterisk (*) below] and primary source materials [marked with a plus (+) below]. For this reason, I expect that you bring all assigned course materials to each class, including electronic reserve articles as marked printouts and be ready to make use of them in discussions. Periodically, pop quizzes on assigned readings will be administered at the beginning of class to ensure that students are adequately preparing for class discussions. Those who arrive to class late will not be given additional time to take quizzes. As part of your preparation/participation grade, students will also be required to discuss secondary and primary readings with team members two times during the quarter to design three to four discussion questions, to be emailed to the instructor by 10 PM on the Monday or Wednesday *before* class. Unless authorized, laptop computers and other electronic devices may not be used in the classroom, as they tend to distract from individual and group learning. Students should also refrain from unnecessary chatting, late arrivals/early departures, and other disruptive behavior.

Some Media Sources to Regularly Monitor (Not an Extensive List)

Many topics covered in this course have contemporary reverberations; some of them are regularly covered in the media, both in the Koreas and elsewhere. The take-home project will require you to use some internet sources to link a legacy of Empire to its historical antecedents. You can begin to familiarize yourself with these issues by following the news on some of the web sites listed below. Please be sure to monitor at least three Korean and three non-Korean sources. A short assignment on your initial findings is due in class on Tuesday, January 12.

South Korea

The Chosun (Chosŏn) Ilbo	http://english.chosun.com/
The Donga-a (Tonga) Ilbo	http://english.donga.com/
JoongAng (Chung’ang) Daily	http://joongangdaily.joins.com/
The Hankyoreh (Hangyŏrye)	http://english.hani.co.kr
The Korea Times	http://www.koreatimes.co.kr/
The Korea Herald	http://www.koreaherald.co.kr/
The Seoul Times	http://theseoultimes.com/
Yŏnhap News	http://english.yonhapnews.co.kr/

North Korea

Korean Central News Agency of DPRK	http://www.kcna.co.jp/index-e.htm
Naenara News (*Requires registration)	http://www.kcckp.net/en/

Japan

Asahi Shimbun	http://www.asahi.com/english/english.html
Yomiuri Shimbun	http://www.yomiuri.co.jp/dy/

China

The China Daily	http://www.chinadaily.com.cn/home/index.html
The People’s Daily	http://english.peopledaily.com.cn

Taiwan

The China Post	http://www.chinapost.com.tw
Taipei Times	http://www.taipeitimes.com/News

United States

New York Times	http://nytimes.com
The Washington Post	http://washpost.com
The Los Angeles Times	http://latimes.com
Japan Focus	http://japanfocus.org

PART I: KOREA(NS) BETWEEN EMPIRES

Week 1: Establishing Connections, Setting the Scene (47 pages)

1. Introduction to the Course (1/5)

♪ In Class Film Clip: *Modern Boy* (2008)

2. Late Chosŏn in the East Asian World Order (1/7)

* Takemichi Hara, "Korea, China, and Western Barbarians: Diplomacy in Early Nineteenth-Century Korea," *Modern Asian Studies* vol. 32, no. 2 (1998): 398-430
+ "Pak Chega: On Revering China," *Sources of Korean Tradition* (101-4)
+ "Criticism of Catholicism," *Sources of Korean Tradition* (124-33)

Study Questions: What was late Chosŏn's relationship with Qing China?
How did this relationship affect Koreans' stance toward the world outside East Asia?

→ IN CLASS DISTRIBUTION OF PRELIMINARY MEDIA FINDINGS ASSIGNMENT

Week 2: Korea's "Opening" and its Aftermath (98 pages)

3. Gunboat Diplomacy and its Discontents (1/12)

* Kirk Larsen, "Nineteenth-Century Challenges and Changes," "Treaties and Troops" in *Tradition, Treaties, and Trade: Qing Imperialism and Chosŏn Korea, 1850-1910* (43-94)
+ "The Defense of Confucian Orthodoxy," *Sources of Korean Tradition* (235-44)

Study Questions: What was the Japanese system of monopolistic privileges?
How different was it from the Chinese system of multilateral imperialism?

** PRELIMINARY MEDIA FINDINGS DUE IN CLASS **

4. The Kapsin Coup (1/14)

* Ch'oe Yong-ho, "The Kapsin Coup of 1884: A Reassessment," *Korean Studies* no. 6 (1982): 105-24
+ "Development of Enlightenment Thought," *Sources of Korean Tradition* (245-60)

Study Questions: What were the aims of the leaders of the Kapsin coup?
Why were they unsuccessful and what were the consequences of this failure?

Week 3: Society and Politics in an Age of Modern Empires (98 pages)

5. The Tonghak Rebellion and the Kabo Reforms (1/19)

* Susan Shin, "Tonghak Thought: The Roots of Revolution," *Korea Journal* vol. 19, no. 9 (Sept. 1979): 11-20
* Sukman Jang, "The Politics of Haircutting in Korea: A Symbol of Modernity and the 'Righteous Army Movement' (1895-1896)," *The Review of Korean Studies* no. 1 (Sept 1998): 26-52
+ "The Tonghak Uprising and the Kabo Reforms," *Sources of Korean Tradition* (259-76)

Study Questions: What factors motivated the adherents of Tonghak? Why did some Koreans vociferously oppose the haircutting decree as part of the Kabo reforms?

6. Demoting an “Uncivilized” China (1/21)
* Andre Schmid, “Decentering the Middle Kingdom and Realigning the East” in *Korea between Empires, 1895-1910* (55-100)
+ “The Independence Club and the People’s Assembly,” *Sources of Korean Tradition* (277-88)

Study Questions: What impelled Korean writers to distance themselves from China in the late 1800’s? What particular strategies did they use to demote this “Middle Kingdom”?

→ IN CLASS DISTRIBUTION OF PAPER 1 TOPICS

Week 4: The Road to Colonization (125 pages)

7. The Perilous Path of Modernization (1/26)
* Andre Schmid, “Engaging a Civilizing Japan” in *Korea between Empires, 1895-1910* (101-38)
* Choi Sook-Kyung, “Formation of Women’s Movements in Korea: From the Enlightenment Period to 1910,” *Korea Journal* vol. 25, no. 1 (Jan. 1985): 4-15
+ “Syngman Rhee: The Spirit of Independence,” *Sources of Korean Tradition* (299-305)

Study Questions: Why did some Korean intellectuals use Japanese ideas as an inspiration for strengthening their own society? What risks did they run in borrowing from Japan? How did Korean women figure in these movements for “enlightenment”?

8. The Legality of Annexation (1/28)
* Alexis Dudden, *Japan’s Colonization of Korea: Discourse and Power* (1-26)
* Yi T’ae-jin, “The Annexation of Korea Failed to Come into Being: Forced Treaties and Japan’s Annexation of the Great Han Empire,” *Seoul Journal of Korea Studies* no. 18 (2005): 1-41

Study Questions: What arguments did Japanese policymakers make in justifying their annexation of the peninsula? Did Koreans accept the legality of these arguments?

♪ In Class Film Clip: *YMCA Baseball Team* (2002)

PART II: KOREA(NS) UNDER JAPANESE RULE

Week 5: Colonial Discipline and Resistance (106 pages)

9. Norms of Rule (2/2)
* Lee Chulwoo, “Modernity, Legality, and Power in Korea under Japanese Rule” in *Colonial Modernity in Korea* (21-51)
+ Hildi Kang, *Under the Black Umbrella* (xi-xv, 1-14)

Study Questions: Why is the question of Korea’s modernization/modernity so contested in the study of the colonial period? How did the Japanese system of laws enhance disciplinary power over colonized Koreans?

** PAPER 1 DUE IN CLASS **

10. Forms of Resistance (2/4)

- * Frank Baldwin, "Participatory Anti-Imperialism: The 1919 Independence Movement," *The Journal of Korean Studies* no. 1 (1979): 123-162.
- + "The Nationalist Movement," *Sources of Korean Tradition* (333-40)
- + Hildi Kang, *Under the Black Umbrella* (15-23)

Study Questions: How have scholars explained the outbreak and spread of the 1919 movement for Korean independence? Who made up the movement's leadership and how did they mobilize popular support?

Week 6: Politics and Society under "Cultural Rule" (123 pages)

11. The Politics of Colonial Nationalism (2/9)

- * Michael Robinson, "Ideological Schism in the Korean Nationalist Movement, 1920-1930: Cultural Nationalism and the Radical Critique," *The Journal of Korean Studies* no. 4 (1982-1983): 241-268
- + "The Communist Movement," *Sources of Korean Tradition* (352-360)
- + Hildi Kang, *Under the Black Umbrella* (24-48)

Study Questions: How did Korean writers use the printed word to express visions for the Korean nation during the period of "cultural rule"? What were these visions?

12. The Place of Gender in Colonial Society (2/11)

- * Theodore Jun Yoo, "The 'New Woman' and the Politics of Love, Marriage and Divorce in Colonial Korea," *Gender & History* vol. 17, no. 2 (August 2005): 295-324
- + Hildi Kang, *Under the Black Umbrella* (49-83)

Study Questions: Who was the "New Woman" and what did she represent? How did this figure question the colonial and patriarchal structures which sought to dominate her life?

♪ In Class Film Clip: *Sweet Dreams* (1936)

Week 7: Pan-Asianism as Warfare (125 pages)

13. The "Imperialization" Movement (2/16)

- * Wan-yao Chou, "The Kōminka Movement in Taiwan and Korea: Comparisons and Interpretations" in *The Japanese Wartime Empire, 1931-45* (42-68)
- + Hildi Kang, *Under the Black Umbrella* (84-122)

Study Questions: What forms did the "imperialization" movement take? How effective was it in "Japanizing" Korean men, women, and children during the wartime period?

♪ In Class Film Short: *Chosŏn's Patriotic Day* (1940)

→ IN CLASS DISTRIBUTION OF PAPER 2 TOPICS

14. Military and Sexual Labor (2/18)

- * Naitou Hisako, "Korean Forced Labor in Japan's Wartime Empire" in *Asian Labor in the Wartime Japanese Empire: Unknown Histories* (90-100)
- * Utsumi Aiko, "Japan's Korean Soldiers in the Pacific War" in *Asian Labor in the Wartime Japanese Empire: Unknown Histories* (81-89)

- + D. Kim-Gibson, "I Would Rather Die Than..." in *Silence Broken: Korean Comfort Women* (12-31)
- + Hildi Kang, *Under the Black Umbrella* (123-47)

Study Questions: How did the leaders of the Japanese Empire mobilize Koreans for total war? What role did the militarization of late colonial society play in this process?

PART III: KOREA(NS) IN A POST-COLONIAL ERA

Week 8: American Interventions in Post-Liberation Korea (118 pages)

15. Cold War Politics and National Division (2/23)

- * Charles K. Armstrong, "The Cultural Cold War in Korea, 1945-50," *The Journal of Asian Studies* vol. 62, no. 1 (2003): 71-99

Study Questions: What position did American culture occupy in post-liberation Korea? How did US policymakers' stance toward Koreans change as the Cold War in Asia intensified and what were Koreans' reactions to these developments?

**** PAPER 2 DUE IN CLASS ****

→ IN CLASS DISTRIBUTION OF FINAL PAPER PROJECT

16. Sex Work around US Camp Towns in South Korea (2/25)

- * Sandra Pollock Sturdevant and Brenda Stoltzfus, "The Southern Part of Korea" in *Let the Good Times Roll: Prostitution and the U.S. Military in Asia* (176-239)
- + Kang Sök-kyöng, "Days and Dreams" in *Words of Farewell: Stories by Korean Women Writers* (1-27)

Study Questions: How has the continued presence of the US military in South Korea drawn sex workers into camp towns? What are the struggles of these women?

Week 9: Legacies of Empire - The West (57 pages)

17. Racial Politics: Amerasians (3/2)

- * Margo Okazawa-Rey, "Amerasian Children in GI Town: A Legacy of US Militarism in South Korea," *Asian Journal of Women's Studies* vol. 3, no. 1 (1997): 71-102

Study Questions: What have been the experiences of mixed blood children in South Korea? To what degree has their presence altered notions of Korea's ethno-racial purity?

♪ In Class Documentary: *Camp Arirang* (1995)

18. Bibliographic Politics: Royal Booty (3/4)

- * Hyung Il Pai, "The Creation of National Treasures and Monuments: The 1916 Japanese Laws on the Preservation of Korean Remains and Relics and Their Colonial Legacies" *Korean Studies* vol. 25, No. 1 (2001): 72-95

Study Questions: How did the history of imperialism on the peninsula affect how cultural properties are managed in South Korea today? What are some remaining challenges?

♪ In Class Documentary Clips: *Coréen 2495* (2005)

Week 10: Legacies of Empire – Japan (45 pages)

19. Sexual Politics: The “Comfort Women” Question (3/9)

* Hyunah Yang, “Re-membering the Korean Military Comfort Women: Nationalism, Sexuality, and Silencing” in *Dangerous Women: Gender and Korean Nationalism* (123-39)

Study Questions: Under what conditions did the colonial period phenomenon of military sexual slavery re-emerge as a contentious issue in post-colonial Korea? What role did testimonials provided by former “comfort women” play in this ongoing debate?

♪ In Class Documentary: *Breaking the History of Silence* (2001)

20. Shrine Politics: Custodianship over Deceased War Spirits (3/11)

* Tetsuya Takahashi, “The National Politics of the Yasukuni Shrine” in *Nationalisms in Japan* (155-80)

Study Questions: How did state Shintō transform the emotional outlook of wartime subjects of the Japanese Emperor? Why is the wartime practice of forced shrine worship still an unresolved issue for contemporary Koreans and other former (colonial) subjects?

♪ In Class Documentary Clip: *Annyōng, Sayonara* (2005)

**** FINAL PAPER PROJECT DUE IN INSTRUCTOR’S OFFICE (H&SS 3008)
BETWEEN 5 AND 6 PM ON THURSDAY, MARCH 18 ****