

**HIEA 151 – The Two Koreas, 1945-Present:
A Contemporary History (Winter 2014)**

Tuesday and Thursday, 9:30-10:50 AM
Peter 103

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Office Hours: Tuesday and Thursday 11:00 AM-12:00 PM, or by appointment

Course Description



This course focuses on the politics, socio-economics, and cultures of the two Koreas. Beginning with an introduction to the legacies of Japanese rule (1910-45), we will first trace the domestic and international processes resulting in a fratricidal war that divided the peninsula at the 38th parallel. Through scholarly writings, primary documents, fiction, and films, we will then examine the emergence of the Republic of Korea (South Korea) and the Democratic People's Republic of Korea (North Korea) as competing regimes within the global context of the Cold War. We will pay close attention to the ideological, socio-economic, and cultural differences separating these two regimes. At the same time, students will also explore the unexpected similarities experienced by the inhabitants of these mutually antagonistic nation-states. The final weeks will examine the question of everyday life in the two Koreas and among their overseas communities. By the end

of the course, students will be able to evaluate the historical trajectories of North and South Korea and the challenges of re-unification.

Books for Purchase and Other Readings

Michael E. Robinson, *Korea's Twentieth Century Odyssey: A Short History*

H. K. Shin, *Remembering Korea 1950: A Boy Soldier's Story*

Barbara Demick, *Nothing to Envy: Ordinary Lives in North Korea*

Additional readings will be available online on TED.

Requirements/Grading

Classroom Preparation/Participation

(Includes group discussion question work and periodic pop quizzes) 15%

A maximum of 2 extra credit assignments (one-page write-ups) can improve this grade

[For more information on UCSD's new **Program in Transnational Korean Studies**, see our website at <http://koreanstudies.ucsd.edu/>]

Short Paper 1

(4-6 pages on part I; Due in class on 2/4) 25%

Short Paper 2

(4-6 pages on part II; Due in class on 3/4) 25%

Final Exam

35%

(On *Nothing to Envy* and parts I-II; In class on Tuesday, March 18, 8:00-11:00 AM)

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. 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. You should be prepared to discuss *all* materials listed for each class session. 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 online articles (preferably, as marked printouts, or as PDFs on your laptop) 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 *in person* (not over email) with *all* team members during the quarter to design three to four discussion questions, to be emailed to the instructor (with all names of participants) by 10 PM on the Monday or Wednesday *before* class. Laptops should *only* be used to take notes and to view class-related materials. Cell phones and other social networking devices may not be used during class time, 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.

PART I:
POST-LIBERATION TRIBULATIONS (1945-60)

Week 1: Setting the Scene

1. Introduction to the Course (1/7)
2. Late Colonial Korea(ns) in Japan's Wartime Empire (1/9)
* Michael E. Robinson, *Korea's Twentieth Century Odyssey* (56-99)

♪ In class film: *Angels on the Streets* (1941; 73 minutes)

Study Questions: How does Michael Robinson characterize the development of the Korean economy and society under Japanese rule? How can you relate the film *Angels on the Streets* (1941) to the era of wartime mobilization (1931-45)?

Week 2: Post-Liberation Politics

3. Colonial "Liberation" and its Explosive Aftermath (1/14)
* Michael E. Robinson, *Korea's Twentieth Century Odyssey* (100-10)
+ Yi T'aejun, "Before and After Liberation – A Writer's Memoir (1946)" in *On the Eve of the Uprising and other Stories from Colonial Korea* (235-73)
+ H. K. Shin, *Remembering Korea 1950* (vi-xi, 1-13)

♪ In class film clip: *Hurrah! For Freedom* (1946)

Study Question: How are we to understand the discordant relationship between Hyōn and Kim in "Before and After Liberation – A Writer's Memoir (1946)"?

4. The Cold War Geo-Politics of Post-WWII East Asia (1/16)
* Charles Armstrong, "The Cultural Cold War in East Asia, 1945-1950," *The Journal of Asian Studies* 62:1 (Feb. 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?

Week 3: The Korean War and National Division

5. The Korean War: A Civil and International Battle (1/21)
* Michael E. Robinson, *Korea's Twentieth Century Odyssey* (111-120)
* Kim Dong Choon, "Forgotten War, Forgotten Massacres-The Korean War (1950-1953) as Licensed Mass Killings," *Journal of Genocide Research* 6:4 (2004): 523-544
+ H. K. Shin, *Remembering Korea 1950* (14-59)

Study Questions: How are we to understand the intra-ethnic and cross-ethnic violence that characterized the Korean War? Do you agree that these instances of violence constitute a case for genocide, ethnocide, or “policide”?

6. Individual Meanings of National Division (1/23)
+ H. K. Shin, *Remembering Korea 1950* (60-113)

♪ In class film: *The DMZ* (1965; 61 minutes)

Study Questions: What did national division mean to the various characters in *Remembering Korea 1950*? How did factors such as region, generation, sex, and/or class influence their experiences of war’s aftermath?

→ IN CLASS DISTRIBUTION OF PAPER 1 TOPICS

**Extra credit lecture* by Sohn Han-kyu: Jan. 22, 5-7 PM, Sanford Consortium*

**Extra credit lecture* by Kim Dong Choon: Jan. 23, 4-5:30 PM, Price Center Green Rm*

Week 4: US Militarism and Early South Korean State-Society Relations

7. The Reign of Syngman Rhee, 1948-60 (1/28)
* Michael E. Robinson, *Korea’s Twentieth Century Odyssey* (121-127)
+ H. K. Shin, *Remembering Korea 1950* (114-63)
+ “The Constitution of the Republic of Korea, 1948” and “President Syngman Rhee’s Inaugural Address, 15 August 1948” in *Sources of Korean Tradition, Volume Two* (382-87)

Study Questions: What were the political goals of the new Republic of Korea? To what degree did the US presence in post-liberation Korea influence the contours of the new political (and socio-economic) system?

8. The Development of Military Camp Towns (1/30)
* Bruce Cumings, “Silent But Deadly: Sexual Subordination in the U.S.-Korean Relationship” in *Let the Good Times Roll: Prostitution and the U.S. Military in Asia* (169-75)
+ Kang Sŏk-kyŏng, “Days and Dreams” in *Words of Farewell: Stories by Korean Women Writers* (1-27)

♪ In class documentary: *The Women Outside: Korean Women and the US Military* (1995; 52 minutes)

→ BRING PAPER 1 THESIS TOPIC TO CLASS FOR DISCUSSION

Study Questions: How has the continued presence of the US military in South Korea drawn female sex workers into camp towns? How has race affected the experiences of those people living on or near American bases?

Extra credit lecture by Adam Johnson: Jan. 30, 5-7 PM, IR/PS Auditorium

Week 5: Kim Il-Sung's North Korean Revolutions

9. Creating a Korean-Style Communist State (2/4)
 - * Michael E. Robinson, *Korea's Twentieth Century Odyssey* (146-153)
 - * Barbara Demick, *Nothing to Envy: Ordinary Lives in North Korea* (3-56)

♪ In class film clip: *Miles along the Railway* (1984)

Study Questions: How do the individuals in *Nothing to Envy* recall the formation of North Korea's communist state? How did they navigate these new political forces in the pursuit of their own interests, whether political, economic, or romantic?

** PAPER 1 DUE IN CLASS **

10. Early North Korean Cultural Production (2/6)
 - * Charles Armstrong, "The Origins of North Korean Cinema: Art and Propaganda in the Democratic People's Republic," *Acta Koreana* 5:1 (Jan. 2002): 1-20
 - + Han Sorya, "Jackals" in Brian Myers, *Han Sorya and North Korean Literature: The Failure of Socialist Realism in the DPRK* (157-88)

♪ In class documentary clip: *Choi Seunghee: The Story of a Korean Dancer* (1998)

Study Questions: How does Armstrong characterize the content and style of cultural production the early stages of the Democratic People's Republic of Korea? To what degree does Han's "Jackals" fit within these parameters?

PART II:

RECENT CONVERGENCES AND DIVERGENCES (1961-PRESENT)

Week 6: South Korea's Compressed Modernization and its Consequences

11. Authoritarian Development (2/11)
 - * Michael E. Robinson, *Korea's Twentieth Century Odyssey* (127-145)
 - + Park Chunghee, *Our Nation's Path: Ideology of Social Reconstruction* (iii-vi, 1-33, 199-247)

Study Question: What are the main strategies of economic development espoused by Park Chung Hee? What were the consequences of his model for South Korea's modernization?

12. The Road to Kwangju (2/13)

* Ahn Jong-chul, “*Simin’gun: The Citizens’ Army during the Kwangju Uprising*” in *Contentious Kwangju: The May 18 Uprising in Korea’s Past and Present* (11-22)

+ Kim Chung Keun, “Nights and Days on the Streets” in *The Kwangju Uprising: Eyewitness Press Accounts of Korea’s Tiananmen* (3-17)

+ Kim Dae Jung, “An Editor’s Woes” in *The Kwangju Uprising: Eyewitness Press Accounts of Korea’s Tiananmen* (133-41)

♪ In class documentary: *The Kwangju Uprising* (1998?; 30 minutes)

Study Questions: How do the people recall the events leading up to the Kwangju Massacre of 1980? What role did the press play in what people knew at the time?

Week 7: The Ideology and Reality of North Korean “Self-Reliance”

13. *Chuch’e*: Going it Alone (2/18)

* Michael E. Robinson, *Korea’s Twentieth Century Odyssey* (153-163)

+ Kim Il Sung, *Let Us Embody the Revolutionary Spirit of Independence, Self-Sustenance, and Self-Defence More Thoroughly in All Fields of State Activity* (1-89)

Study Questions: Why does Kim Il Sung call for a focus on *chuch’e* (self-reliance) and how does he recommend it be pursued?

14. Challenges to Self-Reliance (2/20)

* Barbara Demick, *Nothing to Envy: Ordinary Lives in North Korea* (57-89)

♪ In class documentary clip: *The Game of Their Lives* (2002)

Study Question: What do the lives of the characters in *Nothing to Envy* tell us about the lived reality of *chuch’e* ideology?

→ IN CLASS DISTRIBUTION OF PAPER 2 TOPICS

Week 8: The Emergence of Civil Society in Contemporary South Korea

15. The *Minjung* (People’s) Movement (2/25)

* Michael E. Robinson, *Korea’s Twentieth Century Odyssey* (167-181)

* Hagen Koo, “The State, *Minjung*, and the Working Class in South Korea” in *State and Society in Contemporary Korea* (131-162)

* Choi Chungmoo, “The *Minjung* Culture Movement and the Construction of Popular Culture in Korea” in *South Korea’s Minjung Movement: The Culture and Politics of Dissidence* (105-18)

♪ In class film clip: *A Single Spark* (1995)

Study Questions: How did the various strands of the *minjung* (people's) movement come to challenge the assumptions of the South Korean state and its associates?

**Extra credit lectures* by “Cultures of Hot War Korea” Symposium Participants (3):
Feb. 24, 12:45-4:45 PM, Place TBD*

16. The Middle Class Family and Bourgeois Education (2/27)

* Laura Nelson, “South Korean Consumer Nationalism: Women, Children, Credit and Other Perils” in *The Ambivalent Consumer: Questioning Consumption in East Asia And the West* (188-208)

* So Jin Park and Nancy Abelmann, “Mother’s Management of English Education in South Korea: Class and Cosmopolitan Striving,” *Anthropological Quarterly* 77:4 (Fall 2004): 645-672

♪ In class film clip: *Please Teach me English* (2003)

→ BRING PAPER 2 THESIS TOPIC TO CLASS FOR DISCUSSION

Study Questions: How has the emergence of the middle-class family re-defined South Korean society and culture since the 1980's? What role did the acquisition of English-language skills play in this transformation?

Week 9: Society and Culture in Contemporary North Korea

17. Apocalypse Now?: The Nuclear Threat and the Great Famine (3/4)

* Michael E. Robinson, *Korea's Twentieth Century Odyssey* (163-166)

* Bruce Cumings, “The Nuclear Crisis: First Act and Sequel” in *North Korea: Another Country* (43-102)

Guest Lecture by Dr. Stephen Haggard, Lawrence and Sallye Krause Professor of Korea-Pacific Studies at UCSD; Director of the Korea-Pacific Program (KPP) at IR/PS

Study Questions: According to Cummings, which parties are to blame for the most recent nuclear crises? Do you agree with this view? Why or why not?

** PAPER 2 DUE IN CLASS **

→ IN CLASS DISTRIBUTION OF FINAL EXAM GUIDE

18. Everyday Life in Today's DPRK (3/6)

* Barbara Demick, *Nothing to Envy: Ordinary Lives in North Korea* (90-159)

♪ In class film: *Our Fragrance* (2003; 80 minutes)

Study Question: In what ways does Demick's account of everyday life in North Korea depart from media accounts you have read about the DPRK?

Week 10: Korea(ns) in Today's Globalizing World

19. Diasporic Koreans in/between Postwar Japan and the DPRK (3/11)
* Tessa Morris-Suzuki, "A Dream Betrayed: Cold War Politics and the Repatriation of Koreans from Japan to North Korea," *Asian Studies Review* 29 (Dec. 2005): 357-381
- * Sonia Ryang, "The North Korean Homeland of Koreans in Japan" in *Koreans in Japan: Critical Voices from the Margin* (32-54)
- ♪ In class documentary clip: *Dear Pyongyang* (2005)
- Study Questions: Why did some Koreans living in post-WWII Japan choose "repatriation" to North Korea? What has been the fate of those DPRK-affiliated Koreans who remained in Japan?
20. South Korea's Cultural "Wave" [and Final Exam Review] (3/13)
* Michael E. Robinson, *Korea's Twentieth Century Odyssey* (182-189)
* Doboo Shim, "The Growth of Korean Cultural Industries and the Korean Wave" in *East Asian Pop Culture: Analysing the Korean Wave* (15-31)
* Yoshitaka Mōri, "Winter Sonata and Cultural Practices of Active Fans in Japan: Considering Middle-Aged Women as Cultural Agents" in *East Asian Pop Culture: Analysing the Korean Wave* (127-41)

♪ In class drama clip: *Winter Sonata* (2002)

Study Questions: What effect has South Korea's "wave" had upon the country's position in the world? Do you think that *Winter Sonata* bodes for a more amicable relationship between Japan and South Korea? Why or why not?

FINAL EXAM: Tuesday, March 18, 8-11 AM