

**HIEA 150 – Modern Korea, 1800-1945:  
The Peninsula in an Age of Empire (Winter 2015)**

Cognitive Science Building (CSB) 4  
Tuesday and Thursday, 9:30-10:50 AM

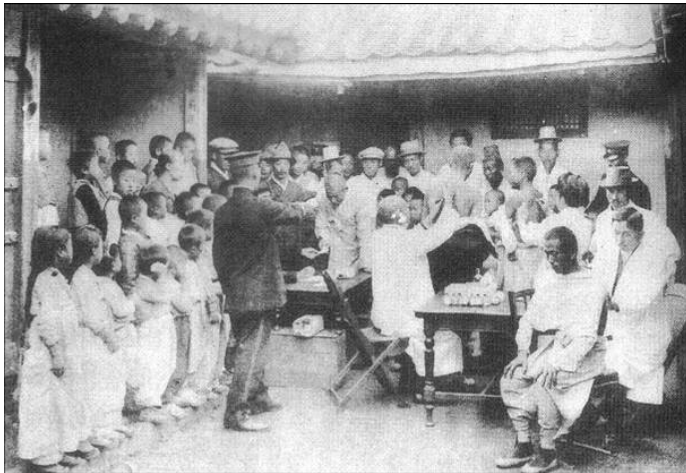
Instructor: Todd A. Henry, PhD

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

Office Hours: Tuesday and Thursday 11:00 AM-12:00 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 Korean men, women, and children 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.

Books for Purchase and Online Materials

Peter H. Lee, *Sources of Korean Tradition: From the Sixteenth to the Twentieth Centuries*  
Hildi Kang, *Under the Black Umbrella: Voices from Colonial Korea, 1910-45*

All other course materials can be accessed online through TED.

Requirements/Grading

Classroom Preparation/Participation (Includes group discussion questions and pop quizzes)	15%
Short Paper 1 (4-6 pages on part I; Due in class on 2/3)	25%
Short Paper 2 (4-6 pages on part II; Due in class on 3/3)	25%
Final Exam (Primarily on parts II and III; In class on 3/17)	35%

**\*\* Extra Credit Analysis of Lectures by Korean Studies Speakers \*\***

- 1) Bruce Fulton, "Odd and Ominous Feelings: The Psychotic in Cotemporary Korean Fiction" (Friday, Jan. 23, 3-5 PM, in Literature Building Rm. 155 (De Certeau Rom)
- 2) Hae Yeon Choo, "Maternal Guardians: Intimate Labor and the Pursuit of Gendered Citizenship among South Korean Volunteers" (Thursday, February 12, 4:00-5:30 PM, location TBD)

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/undergrad/resources.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 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 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 during the quarter to design three to four discussion questions, to be emailed to the instructor by 9 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: KOREA(NS) BETWEEN EMPIRES

### **Week 1: Setting the Scene** (47 pages)

1. Introduction to the Course (1/6)
2. Late Chosŏn in the East Asian World Order (1/8)
  - \*Takemichi Hara, "Korea, China, and Western Barbarians: Diplomacy in Early Nineteenth-Century Korea," *Modern Asian Studies* 32:2 (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?

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

3. "Gunboat Diplomacy" and its Discontents (1/13)  
\*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?

4. The Kapsin Coup (1/15)  
\*Yŏng-ho Ch'oe, "The Kapsin Coup of 1884: A Reassessment," *Korean Studies* 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** (96 pages)

5. The Tonghak Rebellion and the Kabo Reforms (1/20)  
\*Susan Shin, "Tonghak Thought: The Roots of Revolution," *Korea Journal* 19:9 (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* 1 (Sept 1998): 26-52  
+"The Tonghak Uprising and the Kabo Reforms," *Sources of Korean Tradition* (261-76)

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

6. Demoting an "Uncivilized" China (1/22)  
\*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** (131 pages)

7. The Perilous Path of Modernization (1/27)  
\*Andre Schmid, "Engaging a Civilizing Japan" in *Korea between Empires, 1895-1910* (101- 38)

\*Hyaewol Choi, "Gender Equality, A New Moral Order" in *Gender and Missionary Encounters in Korea: New Women, Old Ways* (21-44)  
+ Se-mi Oh, "Letters to the Editor: Women, Newspapers, and the Public Sphere in Turn-of-the-Century Korea," *Epistolary Korea: Letters in the Communicative Space of the Choson, 1392-1910* (157-67)

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?

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

8. The Legality of Annexation (1/29)

\*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* 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: *The Korean Peninsula* (2006)

## PART II: KOREA(NS) UNDER JAPANESE RULE

### Week 5: Colonial Discipline and Resistance (72 pages)

9. Norms of Rule (2/3)

+Hildi Kang, *Under the Black Umbrella* (xi-xv, 1-14)

Study Questions: What memories do the Koreans in "First Encounters" present of the changes they faced from the late Chosŏn period into the first decade of Japanese rule (1910-19)?

\*\* PAPER 1 DUE IN CLASS \*\*

10. Forms of Resistance (2/5)

\*Frank Baldwin, "Participatory Anti-Imperialism: The 1919 Independence Movement," *The Journal of Korean Studies* 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 (2/10)

\*Michael Robinson, "Ideological Schism in the Korean Nationalist Movement, 1920-1930: Cultural Nationalism and the Radical Critique," *The Journal of Korean Studies* 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 (2/12)

\*Theodore Jun Yoo, “The ‘New Woman’ and the Politics of Love, Marriage and Divorce in Colonial Korea,” *Gender & History* 17:2 (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 Dream* (1936)

**Week 7: Popular Culture in the Context of Colonial Modernity** (108 pages)

13. Modern Seoul as Colonial City (2/17)

\*Hong Kal, “Seoul and the Time in Motion: Urban Form and Political Consciousness,” *Inter-Asia Cultural Studies* 9:3: 359-74  
\*Todd A. Henry, “Material Assimilation: Colonial Expositions on the Kyōngbok Palace Grounds,” *Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-1945* (92-129)

Study Questions: How did Koreans respond to the modernization of Seoul made under Japanese rule? How are we to make sense of the role that expositions played in the city’s “colonial modernity”?

14. The Spectacular Case of Choi Seung-hui (2/19)

\*Kim Young-Hoon, “Border-Crossing: Choe Seung-hui’s Life and the Modern Experience,” *Korea Journal* 46:1 (Spring 2006): 170-97  
\*Sang Mi Park, “The Making of a Cultural Icon for the Japanese Empire: Choe Seung-hui’s U.S. Dance Tours and ‘New Asian Culture’ in the 1930s and 1940s,” *Positions: East Asia Culture Critiques* 14:3 (Winter 2006): 597-632

Study Questions: How did Choi Seung-hui become a spectacular, female icon of modernity? What does her popularity suggest about the relationship of colonial Korea to the Japanese Empire, and of the latter to the West during the 1930s and early 1940s?

□In Class Documentary: *Choi Seunghee: The Korean Dancer* (1998; 52 minutes)

**Week 8: Pan-Asianism as Warfare** (125 pages)

15. The “Imperialization” Movement (2/24)

\*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 Newsreel Clip: *Chosŏn: Our Rear Base* (1938)  
☪ IN CLASS DISTRIBUTION OF PAPER 2 TOPICS

16. Military and Sexual Labor (2/26)

- \*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 9: The Continuing Issues of Erotic Labor and Female Sexuality** (116 pages)

17. Sex Work around US Camp Towns in South Korea (3/3)

- \*Saundra 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)

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?

☐ In Class Documentary: *Camp Arirang* (1995; 28 minutes)

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

☪ IN CLASS DISTRIBUTION OF FINAL EXAM GUIDE

18. The “Comfort Women” Question (3/5)

- \*Chin Sung Chung, “The Origin and Development of the Military Sexual Slavery Problem in Imperial Japan,” *Positions: East Asia Culture Critiques* 5:1 (Spring 1997): 219-53
- \*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 an issue in post-colonial Korea? What role did testimonies provided by former “comfort women” play in this debate?

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

**Week 10: Wartime Experiences of the Post-Colonial Present** (93 pages)

19. Custodianship over Deceased War Spirits (3/10)

\*John Nelson, "Social Memory as Ritual Practice: Commemorating Spirits of the Military Dead at Yasukuni Shinto Shrine," *Journal of Asian Studies* 62:2 (May 2003): 443-68

\*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)

20. Post-Colonial Justice and Reconciliation [and Final Exam Review] (3/12)

\*Soon-Won Park, "The Politics of Remembrance: The Case of Korean Forced Laborers in the Second World War" in *Rethinking Historical Injustice and Reconciliation in Northeast Asia: The Korean Experience* (55-74)

\*Chiho Sawada, "Pop Culture, Public Memory, and Korean-Japanese Relations" in *Rethinking Historical Injustice and Reconciliation in Northeast Asia: The Korean Experience* (192-215)

Study Questions: Why are Korean claims against Japan as a former colonial regime so contested and controversial? In what ways does popular culture alleviate and/or exacerbate the post-colonial quest for reconciliation?

FINAL EXAM

Date: Tuesday, March 17

Time: 8:00-11:00 AM

Place: Cognitive Science Building (CSB) 4

\*\*If, for some reason, this exam time interferes with a final for another class, please advise instructor well in advance in order to schedule a make-up\*\*