This course aims to understand the principles, logic, and dynamics that have constituted the contemporary divided Korea. The postcolonial era in Korea soon led to the Korean War and then the Cold War, which took the two Koreas down dramatically different pathways. South Korea achieved rapid and dramatic economic development, eventually witnessing exemplary democratization movements emerge from the fight against dictatorial government, class inequality, and sexual discrimination. Despite an earlier start on economic development following its socialist revolution, North Korea has suffered from a poor economy and a repressive regime. Paying attention to Developmental regime and Cold War politics as a major influence in creating and sustaining the two Koreas, we explore three primary themes in the history of contemporary Korea: 1) Colonial Korea, 2) Cold War Korea 3) Global Korea. We will read primary cultural texts, ethnographies and histories, and view films that deal with these three themes, exploring how they emerge from the tension between capitalist/economic development and economic democratization.

Why are you required to take this class? The Korean peninsula is not only a retainer of the recent international political contention stemming from the mounted military tension between North and South Korea. It is also a very place that reflects the continuous cold war politics and intensive competition for the interests of global capitalism. In other words, the Korean peninsula problems have been always inter/national and global. This class leads students to understand the culture and history that contextualizes the contemporary Korea in this particular way through the integrative global perspective and to eventually be able to make better connections and critical engagement with other contexts and cultures in the future. The questions we explore are: 1. In what ways did the Korean peninsula relate to the new global order in the 20th century? 2. In what ways were two Koreas built and differently evolved? 3. What kinds of nationalism and economic plans were executed by the two Korea? 4. In what way are the “Korean problems” global problems? Through the lectures and recitations, students will engage with these questions by writing weekly papers, panel presentations, two analytical essays, and a final research paper.
ASSIGNMENTS

Students are NOT allowed to use any electronic devices in class. Please print out reading materials, bring the printed documents to class, and take notes on your notebook if needed. I have to require this policy because the random use of electronic device is a huge distract not only to instructor, but also to other classmates who want to be focused on class. If you do not keep the common courtesy for this seminar class, you are asked to leave.

1. Attendance (Lecture 10%+ Recitation 10%=20%): Mandatory. You will lose 0.3 point for lecture and 0.6 for recitation respectively if you miss a class: No exception. If you miss more than six lectures, you will not pass this class. If you miss more than three recitation sessions, you will not pass. Every student is supposed to read all the reading materials assigned in each week and prepare to discuss, debate and develop new veins of questions. Please take advantage of the recitation sessions to develop your critical thinking and ability to engage discussions.

2. Weekly Paper (15%): Students are asked to write around 500 words weekly papers that should be uploaded by **Thursday NOON**. The late paper is not accepted. The paper includes reading notes on the materials assigned on Tuesday and Thursday. The notes will be read by and discussed with your TAs in the recitation sessions. This practice is to encourage students to have an opportunity to rearticulate what they have read and prepare for the Friday recitation with critical engagement. The weekly paper summarizes main concepts and arguments of the assigned materials and suggests at least two questions that you would like to push further.

3. Panel Discussion+ Panel Report (5%): Four students will be in a group that raises questions and facilitates further discussion for 15 min in each lecture. The panel members are supposed to read and discuss assigned materials prior to the lecture class and explore interesting, surprising, and strange points by framing a form of discussion questions. These questions will be used for recitation discussion questions. After the panel discussion, each student in the group will be given a week to write up a 500 word short essay by answering the questions your group has raised.

4. Three Exams (20% x 3=60%): The exam questions will be given to students three days prior to the deadline. This essay requires students to write solid and critical understanding of assigned materials in a clear and coherent writing style. This is a straightforward question-answer exam on the basis of what you read. The length will be around 1200 word. You are free and encouraged to discuss class materials with your classmates. But any plagiarism found in your exam will lead to no credit for the assignment and further report to the university level.
**WEEK1: Decentering East Asia**
September 5: What constitutes “Contemporary Korea”?

September 7:
Andre Schmid (2002), Chapter 2. Decentering the Middle Kingdom and Realigning the East; in *Korea Between Empires*

**PARTI. COLONIAL KOREA**

**WEEK2: Nation between Empires**
September 12:
Film Showing: *Assassination* (암살), 140min. 2015

September 14:
Bruce Cumings, Chapter 3. Eclipse 1905-1945, in *Korea’s Place in the Sun*

**WEEK3: The Birth of Capitalism**
September 19:

September 21:

**WEEK4: Rationalization**
September 26:
Kyung Moon Hwang, Chapter 6. Public Schooling, in *Rationalizing Korea: The Rise of Modern State, 1894-1945*

September 28:

**WEEK5: Gender and Colonial Modernity**
October 3:

October 5:
WEEK 6: Colonial Migration
October 10:
Hyun Ok Park (2005), Chapter 1. The Politics of Osmosis: Korean Migration and the Japanese Empire

October 12: Jun Uchida (2005), Chapter3. Building an Empire of Harmony, Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945

FIRST ESSAY EXAM DUE BY OCTOBER 15 SUNDAY MIDNIGHT

PARTII. COLD WAR KOREA

WEEK7: Contention in the Korean Peninsula
October 17:
Bruce Cummings, 2005, Chapter5. Collision, 1948-1953, Korea’s Place in the Sun

October 19:

WEEK8: Developmental State
October 24: Hyung-A Kim, Chapter 6. Saemaeul Movement from Top down Rural Development to Yusin Reform, Korea’s Development under Park Jung Hee

October 26: Eunmee Kim and Gilsung Park, Chapter 9. Chaebol, in The Park Jung Hee Era

WEEK9: Military and Gender
October 31:
Katharine Moon (1997), Chapter 1(p17-47); Chapter 4(p.84-103) in Sex Among Allies: Military Prostitution in U.S-Korea Relations.

November 2:
Donna Alvah (2010), US Military Families abroad in the Post-Cold War Era and the “New Global” Posture, in Over There: Living with the US Military Empire from the World War Two to the Present

WEEK11: Citizen/Social Movement
November 7:

November 9:
Film Showing: 26 Years (135min), 2012

SECOND ESSAY EXAM DUE BY NOVEMBER 12 SUNDAY MIDNIGHT

PARTIII. GLOBAL KOREA
WEEK12: Memories/Trauma I

November 14:

November 16:

WEEK13: Memories/Trauma II: (NO WEEKLY PAPER)

November 21:
Film: Murmuring 2

November 23: Thanksgiving Recess

WEEK 14. Digital Korea

November 28:
Jin Dal Young, 2017, Chapter 3. Neoliberal Transformation of Mobile Telecommunication Systems in Smartland Korea

November 30:
Jiyeon Kang, 2017, Internet activism transforming street politics: South Korea’s 2008 ‘Mad Cow’ protests and new democratic sensibilities

WEEK15: Korean Diaspora

December 5:
Guest Speaker: Hyun Gwi Park, 2017, Koreans in Russia, TBD

December 7:

WEEK16: North Korea and the US

December 12:
Jae Jung Suh, Chapter1. Making Sense of North Korea: Juche as institution, in The Origin of North Korea’s Juche

December 14:
Bruce Cummings, America’s Koreans, in Korea’s Place in the Sun

THIRD ESSAY EXAM DUE BY DECEMBER 17, SUNDAY MIDNIGHT