



## Korean Civilization: From Antiquity to Present

Daniel Pieper, Washington University in St. Louis

### SHORT COURSE DESCRIPTION

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What are the roots of the Korean nation? Who created the Korean script and why? What are the origins of the current tensions on the Korean peninsula, and how might the dispute be resolved? This course explores these and related issues by providing an overview of Korean history and culture from ancient times until the present day. The course will utilize both primary and secondary readings about pre-modern Korea to build a foundation of knowledge that will set the stage for understanding the emergence of modern and contemporary Korea. No previous knowledge of Korean history, culture, or language are required; students are encouraged to apply previous knowledge, insights, and understandings from their own background and experience to information acquired through the course. Subjects explored include religion and politics in pre-modern Korea, Confucianism and education, enlightenment and modernization, relations between North and South Korea, Christianity in Korea, ideology, dictatorship, globalization, and popular culture.

### READING MATERIALS

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- Seth, Michael J. *A Concise History of Korea: From Antiquity to the Present*, Third Edition. Lanham: Rowan and Littlefield, 2019.
- Kang, Hildi. *Under the Black Umbrella: Voices from Colonial Korea, 1910-1945*. Ithaca: Cornell University Press, 2003.
- Ch'oe, Yŏng-ho, Peter H. Lee and William Theodore de Bary, editors. *Sources of Korean Tradition Volume 1: From Early Times through the Sixteenth Century*. New York: Columbia University Press, 1997. **(Selections)**
- Ch'oe, Yŏng-ho, Peter H. Lee and William Theodore de Bary, editors. *Sources of Korean Tradition Volume 2: From the Sixteenth to the Twentieth Centuries*. New York: Columbia University Press, 2000. **(Selections)**
- Hansi (Classical poetry) selection by Yi Kyubo
- Kim-Haboush, Ja-Hyun. *The Memoirs of Lady Hyegyŏng (1-15; Introduction 1-4)*.
- Gale, James Scarth Gale, Daniel Pieper, editor. *Redemption and Regret: Modernizing Korea in the Writings of James Scarth Gale*. Toronto: University of Toronto Press, 2020. **(selections)**.
- Schmid, Andre. "Decentering the Middle Kingdom and Realigning the East." In *Korea Between Empires, 1895-1919*. New York: Columbia University Press, 2002, **55-72**.
- Kim Tongni. "The Shaman Painting" [Munyŏdo] translated by Daniel Pieper. 2009 (1936). **(approximately 18 pages)**
- *The Korea Review* (Pro-independence paper), 1919-1921 **(selections)**.
- Shin, Gi-wook and Michael Robinson. "Introduction," in *Colonial Modernity in Korea*, edited by Shin Gi-Wook, **1-18**. Cambridge: Harvard University Asia Center, 1999.
- *Thriving Chōsen* (Japanese Government publication, 1935) **(selections)**
- Cummings, Bruce. "The Legacy of Japanese Colonialism in Korea," in *The Japanese*

*Colonial Empire*, edited by Ramon Myers and Mark Peattie, 478-496. Princeton: Princeton University Press, 1984.

- Kim Tongni. "The Hŭngnam Evacuation" [Hŭngnam ch'ŏlsu] translated by Daniel Pieper. In *Island Ablaze and Other Stories: The US Empire in North and South Korean Literatures*. Ithaca: Cornell East Asian Series. Forthcoming. (22 pages).
- King, Ross. "North and South Korea," in *Korea Briefing: Toward Reunification*, edited by David McCann, 200-234. Abingdon: Routledge, 2015.

## COURSE REQUIREMENTS AND GRADING

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**\*\* Students will be expected to complete four weekly responses (about 2 pages each) to readings, sit for three quizzes and one final examination, and attend weekly class meetings, participating in class discussion. \*\***

1. **Weekly Responses (20%):** Write a total of four (4) two-page responses (about 600-700 words) to weekly readings, to be submitted no later than **10 pm Wednesday evening (10 pm Sunday evening for the first week)**. You may respond to one or all of the week's readings. **To get full credit, however, you must respond to/discuss at least one of the assigned readings for that week.** Give your impressions of the reading(s) and try to offer some fresh perspective or evidence of creative and/or critical thinking. These should NOT be summaries of the readings, but rather the student should report from the text what they found to be new, interesting, or surprising. Students are also encouraged to relate these readings to their own background and experiences. **At the end of each response, pose two of your own discussion questions.** Proper citation, formatting, grammar, etc. is not as important in these assignments as the quality of the ideas and arguments put forth.

Because these responses will be integrated into class discussions the final meeting of each week, they are of little use if posted late, so **late assignments will receive no credit**. If the post is reasonably within the word range (600-700 words) and submitted punctually, the student will receive full credit (5 points). Posting significantly below the word range (ie less than 500) will result in 1-point deductions, depending on the degree below the word range. Failure to post two discussion questions will result in a one-point deduction. Students must discuss directly at least one of the assigned readings for the week. Failure to discuss the readings will result in a 2-point deduction.

2. **Thee Quizzes (15%):** These will take place on the last meeting of weeks 2 and 3 (Wednesday of Week 4) and cover any information from the readings or lectures that week. The format will be multiple choice, fill in the blank, and short answer.
3. **Final Examination (Includes essays 50%):** The final exam will be based on the weekly readings and discussions that we cover in class. The exam will be fill in the blank, short answer, multiple choice, and essay-based, administered in class, closed-book.
4. **Participation and Attendance (15%):**

\*\* Students are expected to attend every class, having read assigned readings for that class. There will be no review of material for students who miss class. When absent it is the student's responsibility to keep up with readings and to be prepared for the next meeting. If you must be late or absent, please give 24 hours advance notice and provide a reason and documentation. \*\*

Eight points are allotted for participation, and seven for attendance. Students who have perfect attendance, come prepared to every class, and regularly participate in class discussion can expect 15/15. Those who rarely or never talk in class but attend every day can expect 11 or perhaps 12/15. Those who attend every day but regularly sleep in class or use devices can expect 6 or 7/15..

### **Point Breakdown**

<b>Participation &amp; Attendance</b>	<b>15 %</b>
<b>Weekly Responses</b>	<b>20 %</b>
<b>Three Quizzes</b>	<b>5 x 5 = 15%</b>
<b>Final Exam</b>	<b>50 %</b>
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<b>TOTAL:</b>	<b>100 %</b>

### **Note on the use of technology:**

\*\*The use of laptops, smart phones, and other devices will not be permitted during class. The student is expected to read the articles before class, and so there is no need to access readings during class time. Should a student want to reference a certain part of a reading during class, I encourage you to make a note in a notebook or print out the article. Participation points will be deducted for those repeatedly using devices in class. If you are unsure about a term, make a note to Google it later, or raise your hand to ask. \*\*

### **Academic Integrity and Responsibility**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your written and other work and projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings which appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, or to have submitted work for which you have already received credit in another course, penalties may follow, including a zero for the assignment and/or the entire course.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines; attending class and engaging in class activities; guaranteeing that the work you submit for this course has not already been submitted for credit in another course. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor before the deadline or before your absence.

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## COURSE SCHEDULE

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### – WEEK I –

**Thursday (25 June): Overview, logistics, syllabus, Romanization systems, Contemporary South Korea**

Readings: SETH, "Introduction," 1-7; "Contemporary South Korea, 1997-2015," 499-537.

**Friday (26 June): Ancient Korea and the Three Kingdoms**

Readings: SETH, Chapter 1 "The Origins," 9-26; SETH, Chapter 2, "The Period of the Three Kingdoms," 27-49; Selections from *Sources of Korean Tradition 1*: 3-6; 23-26.

### – WEEK II –

**Monday (29 June): Unified Silla**

Readings: SETH, Chapter 3, "Late Silla, 676-935," 51-78; *Sources of Korean Tradition 1* on Silla: 57-59; 61-67; 78-82.

**Tuesday (30 June): Koryŏ Part I**

Readings: SETH, Chapter 4, "Koryŏ, 935-1170," 79-104; *Sources of Korean Tradition 1* on the Koryŏ; 151-156; 176-189; *Hansi* (Classical poetry) by Yi Kyubo (1169-1241 AD)

**Wednesday (1 July): Koryŏ Part II**

Readings: SETH, Chapter 5, "Military Rulers and Mongol Invaders, 1170-1392," 105-129; *Sources of Korean Tradition 1* on the Koryŏ: 190-196; 200-215; 240-258.

**Thursday (2 July): Chosŏn Part I—The Neo-Confucian Revolution: Cosmopolitan Language and Education**

Readings: SETH, Chapter 6, "The Neo-Confucian Revolution and the Chosŏn State, 1392-the Eighteenth Century," 131-163; SETH, Chapter 7, "Chosŏn Society," 165-199.

## QUIZ # 1

– WEEK III –

**Monday (6 July): Chosŏn Part II (1600~)**

**Readings:** SETH, Chapter 8, “Late Chosŏn, Early Eighteenth Century to 1876,” 201-241; Ja hyun Kim Haboush, excerpt from “The Memoir of Lady Hyegyŏng,” 1-15; Introduction, 1-4; *Sources of Korean Tradition 1* on Chosŏn; 316-320; 327-335; Selections from *Sources of Korean Tradition 2* on Chosŏn: 20-26; 34-42; 46-52.

**Tuesday (7 July): The Twilight of the Chosŏn Era**

**Readings:** SETH, “Korea in the Age of Imperialism, 1876 to 1910,” 243-283; *Sources of Korean Tradition 2* on Chosŏn: 124-140; 157-161; 221-226; 235-244; 245-260; 272-275. Selections from *Redemption and Regret* by James Scarth Gale, edited by Daniel Pieper.

**Wednesday (8 July): Emerging Modernity**

**Readings:** Schmid, Andre. “Decentering the Middle Kingdom and Realigning the East.” In *Korea Between Empires, 1895-1919*. New York: Columbia University Press, 2002, **55-72**; Kim Tongni, “The Shaman Painting” (Munyŏdo, 1936); Kang, *Under the Black Umbrella* (UBU), Ch. 1-4 (6-48).

**Thursday (9 July): Colony and Nation (Colonial Korean Part I)**

**Readings:** SETH, Chapter 10, “Colonial Korea, 1910 to 1945,” 285-326; UBU, Ch. 5-7 (49-83); *Sources of Korean Tradition 2* (Colonial period); 321-325; 333-340; 352-358; Selections from *The Korea Review* (Pro-independence paper), 1919-1921

**QUIZ #2**

– WEEK IV –

**Monday (13 July): Colonial Modernity (Colonial Korean Part II)**

**Readings:** Shin and Robinson, *Colonial Modernity in Korea*, “Introduction,” 1-18; Bruce Cummings, “The Legacy of Japanese Colonialism in Korea,” 478-496; UBU, Ch. 11-14 (111-147); Short selections from *Thriving Chōsen* (Japanese government publication)

**Tuesday (14 July): Ideological Divide and War**

**Readings:** SETH, Chapter 11, “Division and War, 1945-1953,” 327-361; *Sources of Korean Tradition 2*: 380-393; Kim Tongni, “The Hŭngnam Evacuation” (1955).

**Wednesday (15 July): North Korea: From Vanguard Republic to Global Pariah**

**Readings:** “North Korea: Recovery, Transformation, and Decline, 1953-1993,” 363-398; *Sources of Korean Tradition 2*: 419-425.

## QUIZ #3

**Thursday (16 July): Authoritarianism to Democratization in the South**

**Readings:** SETH, Chapter 13, “South Korea: From Poverty to Prosperity, 1953 to 1997,” 399-431; Ross King, “North and South Korea,” 200-234.

**\*\* In-class film screening: *When the Day Comes* (1987) (2017) \*\***

**Friday (17 July): Conclusion**

Final Examination