

SYLLABUS TEMPLATE FOR A COMMON CORE WCGI COURSE

EAST 132: CIVILIZATION OF KOREA

General Information:

Queens College

Classical, Middle Eastern, and Asian Languages and Cultures (CMAL)

EAST 132-01, EAST 132-02

Day & Time: Mondays & Wednesdays 9:15 a.m. – 10:30 a.m. (Spring 2022)

Location: Queens Hall 345G

Professor Namhee Han

E-mail Address: namhee.han@qc.cuny.edu (Students can expect an email response within 24 hours.)

Office Phone: 718-997-5574

COURSE DESCRIPTION

“The idea of a civilization came to mean not simply a system of political and social organization, but also *particular ways of thinking and believing, particular styles of art, and other facets of culture.*”

— John P. McKay, et al., *A History of World Societies* (2012), 36.

What was or is civilization in modern Korea? How have the ideas and experiences of civilization been conceived and articulated in cultural practices and aesthetic works? How has the process of civilization both shaped and been shaped by modern technology? This course, EAST 132 Civilization of Korea, provides an overview of Korean civilization and culture from the early twentieth century to the present, incorporating primary sources, films, literary works, and digital media. A particular emphasis is on the intersection of civilization, culture, and technology in Korean society and their interactions with Asian regions and the world. Students explore major themes relevant to understanding modern Korean civilization, including colonial modernity, national division and psychological warfare, the developmental state and industrialization, North Korean Juche ideology, democracy movements, and transnational Korean digital culture. Classes will combine interactive lectures, readings, discussions, group presentations, and film viewings.

I have contributed to the mission of Queens College and The City University of New York by developing and offering courses in the fields of Korean Studies and Asian Studies and becoming an engaging and empathetic teacher. I put into practice my strong belief in student-centered learning by fostering students' sense of collaboration, teamwork, and mutual respect through a variety of teaching and learning methods that include in-class and online discussions, pre-class reading or viewing reports, post-class reviews, individual and group presentations, group projects, and individual research papers.

This course, EAST 132 Civilization, has enhanced diversity, equity, and inclusion. It emphasizes inclusive and diverse perspectives by shedding light on the uniqueness of modern Korean civilization through the exploration of transnational and interregional approaches that address the unevenness and asymmetry in practicing civilizations as well as social and cultural flows among Asian countries and between Asia and the world. The students interpret readings and apply their learning to their everyday lives and develop their academic interest in world civilizations. All course materials and activities are strategically incorporated with diverse assignments to develop and strengthen students' reading, writing, analytical, presentation, and critical thinking skills.

Textbook Information:

- All readings and DVDs are on reserve at the Rosenthal Library or available on the course website.
- Required Tools and Accounts: Internet access
- Recommended texts/books:
 - Bruce Cumings, *Korea's Place in the Sun* (New York, London: Norton, 2005)
 - Kyung Moon Hwang, *A History of Korea* (New York: Palgrave Macmillan, 2010)

Attendance Policy:

Regular class attendance is important to college success, and students' active participation is essential part of the course. Students who are unlawfully absent more than six times will not be able to earn full points (10) in "Active Class Participation."

Discipline/Course Specific Learning Objectives:

Students will:

- **LO 1:** recognize and explain key terms, figures, critical concepts, and related vocabulary in Korean and East Asian Studies.
- **LO 2:** understand modern Korean civilization by developing an interdisciplinary approach to modern and contemporary Korean cultural practices and works.
- **LO 3:** discuss and problematize methodological issues in Korean Studies.

CUNY COMMON CORE

(Do not modify the below statement – this statement must be included on all QC WCGI courses)

All Flexible CORE Courses must meet the following three learning outcomes:

FC 1: Gather, interpret, and assess information from a variety of sources and points of view.
FC 2: Evaluate evidence and arguments critically or analytically.
FC 3: Produce well-reasoned written or oral arguments using evidence to support conclusions.

In Addition, all WCGI courses must satisfy at least three of the following learning outcomes:

WCGI 1: Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
WCGI 2: Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
WCGI 3: Analyze the historical development of one or more non-U.S. societies.
WCGI 4: Analyze the significance of one or more major movements that have shaped the world's societies.
WCGI 5: Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
WCGI 6: Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

This course, EAST 132 Civilization of Korea, addresses Learning Outcomes FC 1, FC2, FC3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, and WCGI 5.

Course Grade:

The final course grade will be calculated based on the following assignments and activities:

Assessment		Percentage of Final Grade
Active Class Participation		10%
Individual Project: Critical Reading Response + Presentation		10%
Group Project: Annotated Bibliography + Presentation		20%
Ten Pre-class Reading or Viewing Reports (Weekly Assignments)		20%
Ten Post-class Reviews (Weekly Assignments)		10%
Final Essay Exam		30%
		Total: 100%
Grade	Percentage	
A	90-100% A+: 97-100, A: 93-96, A-: 90-92	
B	80-89% B+: 87-89, B: 83-86, B-: 80-82	
C	70-79% C+: 77-79, C: 73-76, C-: 70-72	
D	60-69% D+: 67-69, D: 60-66	
F	0-59%	

Description of Assignments & Exam:

In the following learning activities, students develop robust written and oral arguments by applying logical reasoning to make convincing points, as well as compiling evidential materials to support their arguments. The course uses a grading rubric to evaluate the students' progress in developing analytical and critical thinking skills. [Please see **Attachment 2** for a grading rubric.]

All questions set with the pre-class reading or viewing reports, and in the post-class review tasks for students, are designed to enhance their understanding of world cultures, global issues, cultural diversity, and the historical development of both North and South Korean societies.

● **Pre-class Reading or Viewing Reports:** Each student is required to post a 200- to 250-word response to the assigned weekly readings on the discussion board of the course's Blackboard site ten times during the semester. The questions based upon the readings are provided. The assignment is due on every Saturday at 10 p.m. and should not merely consist of a general opinion of the reading. It can take the form of a thoughtful

question, a comment, a brief analysis of a particular paragraph from the reading or a response to other students' responses. It may also mention previous readings and class discussions.

Pre-class reading or viewing reports satisfy Learning Outcomes FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 2, and LO 3.

● **Post-class Reviews:** Each student is required to post a 150- to 200-word post-class review after a synchronous online class meeting. The review questions are provided. The review should be uploaded every Saturday by 10 p.m. In their reviews, students should demonstrate their fair or good understanding of the weekly topic, readings, and core concepts by applying what they have learned to additional course materials, which include YouTube videos, films, and newspaper articles.

Pre-class reading or viewing reports satisfy Learning Outcomes FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 2, and LO 3.

● **Individual Project: Critical Reading Response & Presentation**

Each student is required to post a 3–4 paragraph response to a reading once during the semester. The student is allowed to choose his or her assigned reading and does not necessarily have to conduct additional research. The student should upload a critical reading response in an MS WORD format and PowerPoint document to the course's Blackboard site and make them available to students by 11:59 p.m. on Saturday. The critical reading response should include a summary and main argument of an article, the student's own critique, and one or two well-informed discussion questions. In preparing for the assigned article, the student should consider the following questions: Is the essay clearly written? Is the main argument convincing and appropriately supported? What are the shortcomings of the argument? What else is present in the film aside from the argument made in the required reading?

Individual Project satisfies Learning Outcomes FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 2, and LO 3.

● **Group Project: Annotated Bibliography & Presentation** [Please See **Attachment 1** for the details.]

The detailed guidelines will be provided on February 16, 2021.

Teamwork is often required in academic and professional settings. The purpose of this assignment is to help students develop their teamwork skills and build a learning community. In Group Project II: Annotated Bibliography, students will work as part of a team of three or four students to write an annotated bibliography. Each group should select a topic in the field of modern Korean civilization to research. Students can choose one of the topics we have examined throughout the course or develop their own topic. Each student in the group is responsible for independently annotating two or three pieces of academic or research text, such as journal articles or book chapters. They should first complete their own work, then the group's larger annotated bibliography should be compiled by bringing all of those together.

Group Project satisfies Learning Outcomes FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 2, and LO 3.

● **Final Essay Exam**

The final essay exam will take place on the date and time announced in the CUNYFirst system and allows students to choose one of the three essay questions.

This essay exam has two purposes: First, it asks students to demonstrate your knowledge and comprehension of the course materials, including readings, films, and works in other media that examine major events and issues in modern Korean civilization. Second, it helps students to thoroughly reflect on and synthesize your understanding of your chosen materials.

The essay exam will be graded for argument, organization, clarity, and content.

Course Calendar:

Class Meeting	Day & Date	Topic	Readings/Assignments	Objectives/ Criteria Met
1	Mon., Jan. 31, 2022	Introduction		
2	Wed., Feb. 2, 2022		-Colonial Korean Newsreels - <i>YMCA Baseball Team</i> (KIM Hyun-seok, 2002, 104 min., South Korea) - Post-class Review: Clips from colonial Korea	-WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 2 -FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO1, LO 2
3	Mon., Feb. 7, 2022	How to see Civilization in Modern Korea	- Pre-class Reading Report: Younghan Cho, "Colonial Modernity Matters?," <i>Cultural Studies</i> 26.5 (2012): 645–669.	-FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, LO 1, LO 2, LO 3
4	Wed., Feb. 9, 2022		- Post-class Review: Michael Robinson, "Broadcasting, Cultural Hegemony, and Colonial Modernity in Korea" in <i>Colonial Modernity in Korea</i> , 52–69. -Clips from <i>Radio Dayz</i> (HA Ki-ho, 2008, 111 min., South Korea)	-FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO 1
5	Mon., Feb. 14, 2022	New Women: Embodying Colonial Modernity	- Pre-class Reading Report: NA Hye-sök, "Kyönghui" (경희, 1918), <i>Korean Studies</i> 26.1 (2002): 61–86.	-FC 1, FC 2, FC 3, WCGI 5, LO 3
6	Wed., Feb. 16, 2022		- Post-class Review: Hyaewool Choi, ed., "New Women, Old Women" & Cartoons in <i>New Women in Colonial Korea: A Source Book</i> , 28–47.	-FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 3
7	Wed., Feb. 23, 2022	Group Project (Annotated Bibliography) Session I		FC 1, FC 3, WCGI 1, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 3
8	Mon., Feb. 28, 2022	Invention of Tradition I: Korean Shamanism	- Pre-class Reading Report: KIM Tongni, "The Shaman Painting" (무녀도, 1936) in <i>A Moment's Grace</i>	-FC 1, FC 2, FC 3, WCGI 5, LO 2, LO 3
9	Wed., Mar. 2, 2022		- Post-class Review: <i>Manshin: Ten Thousand Spirits</i> (PARK Chan-gyeong, 2013, 104 min., South Korea)	FC 1, FC 2, FC 3, WCGI 5, LO 2, LO 3
10	Mon., Mar. 7, 2022	National Division and Psychological Warfare	- Pre-class Viewing Report: <i>The Hand of Destiny</i> (HAN Hyöngmo, 1954, 85 min., South Korea)	-FC 1, FC 2, FC 3, WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO 2
11	Wed., Mar. 9, 2022		- Post-class Review: Hyun Seon Park, "Postwar Korean Cinema's Bodily Encounter with the	-FC 1, FC 2, FC 3, WCGI 1, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 2

			Cold War," <i>Review of Korean Studies</i> (June 2015): 103–126.	
12	Mon., Mar. 14, 2022	The Developmental State and Industrialization	-Pre-class Reading Report: Kyung Moon Hwang, "1960s South Korea" and "Culture and Politics in 1970s South Korea" in <i>A History of Korea</i> , 193–214.	-FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 5, LO 1, LO 3
13	Wed., Mar. 16, 2022		-Post-class Review: Molly Hyo Kim, "Film Censorship Policy During Park Chung Hee's Military Regime (1960-1979) and Hostess Films," <i>IAFOR Journal of Cultural Studies</i> 1.2 (Autumn 2016): 37–50.	-FC 1, FC 2, FC 3, WCGI 2, WCGI 3, WCGI 5, LO 1
13	Mon., Mar. 21, 2022	Invention of Tradition II: Juche Ideology and Gender Politics	-Pre-class Reading Report: Kyung Ae Park, "Women and Revolution in North Korea," <i>Pacific Affairs</i> 65.4 (Winter 1992-1993): 527–545.	-FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 3
14	Wed., Mar. 23, 2022		-Post-class Review: <i>Hong Kil Dong</i> (KIM Kil-in, 1986, 108 min., North Korea)	-FC 1, FC 2, FC 3, WCGI 2, WCGI 3, WCGI 5, LO 3
15	Mon., Mar. 28, 2022	Democracy Movements	-Pre-class Reading Report: IM Ch'ur-u, "The Red Room" (붉은 방, 1988) in <i>The Red Room: Stories of Trauma in Contemporary Korea</i> , Section 1-8, 123–190.	-FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 5, LO 1, LO 2
16	Wed., Mar. 30, 2022		-Post-class Review: Namhee Lee, "The Undongkwön as a Counterpublic Sphere" in <i>The Making of Minjung</i> , 147–186.	-FC 1, FC 2, FC 3, WCGI 1, WCGI 3, WCGI 5, LO1
17	Mon., Apr. 4, 2022	North Korea as Global Image	-Pre-class Viewing Report: <i>A State of Mind</i> (Daniel Gordon, 2004, 95 min., U.K.)	-FC 1, FC 2, FC 3, WCGI 2, WCGI 3, WCGI 5, LO 2
18	Mon., Apr. 6, 2022	Group Project (Annotated Bibliography) Session II		FC 1, FC 3, WCGI 1, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 3
19	Wed., Apr. 11, 2022	Digital Technology and Korean Waves	-Pre-class Reading Report: Youna Kim, "Korean Wave Pop Culture in the Global Internet Age: Why Popular? Why Now?" in <i>The Korean Wave: Korean Media Go Global</i> , 75–92.	-FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 4, WCGI 5, LO1, LO 2
20	Wed., Apr. 13, 2022		-Post-class Review: Kent A. Ono and Jungmin Kwon, "Re-worlding Culture?: YouTube as a K-pop Interlocutor" in <i>The Korean Wave</i> , 199–214.	-FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 5, LO 1, LO 3

21	Mon., Apr. 25, 2022	Virtual North Korea	-Pre-class Reading and Viewing Report: Bernhard Seliger and Stefan Schmidt, "The Hermit Kingdom Goes Online... Information Technology, Internet Use and Communication Policy in North Korea," <i>North Korean Review</i> 10.1, (Spring 2014): 71–88.	-FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, LO 1, LO 2
22	Wed., Apr. 27, 2022		-Post-class Review Dean J. Ouellette, "The Tourism of North Korea in the Kim Jong-un Era," <i>Pacific Focus</i> 31.3 (December 2016): 421–451.	
23	Mon., May 2, 2022	Alternative Public Sphere	-Pre-class Reading Report: Jiyeon Kang, "Ch. 5. Internet Activism Transforming Street Politics" in <i>Igniting the Internet: Youth and Activism in Postauthoritarian South Korea</i> (2016), 109–130.	-FC 1, FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 5, LO1, LO 2
24	Wed., May 4, 2022	Group Project (Annotated Bibliography) Session III		FC 1, FC 3, WCGI 1, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 3
25	Mon., May 9, 2022	Group Project Presentations I		FC 1, FC 3, WCGI 1, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 3
26	Wed., May 11, 2022	Group Project Presentations II		FC 1, FC 3, WCGI 1, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 3
27	Mon., May 16, 2022	Course Review		FC 1, FC 2, WCGI 1, WCGI 2
	Tue., May 17- Fri., May 20, 2022	Final Essay Exam		FC 2, FC 3, WCGI 1, WCGI 2, WCGI 3, WCGI 4, WCGI 5, LO 1, LO 2, LO 3

ATTACHMENT 1. GUIDELINES FOR A GROUP PROJECT

ANNOTATED BIBLIOGRAPHY

- Your group paper is due by 11 p.m. on **Saturday, May 7, 2022**. (Please upload your paper to the Blackboard course web site.)
- Your group paper should be **minimum 1,000 words** in length, double-spaced, in Times New Roman/Arial/Calibri/Cambria 12-point font, with standard 1-inch margins, and in a Word format.
- Type all group members' names on the first page of your paper, and number all of your pages.
- Please use MLA-Style citation rules.
- Proofread your writing.

ANNOTATED BIBLIOGRAPHY: Guidelines

Assignment Objectives: Teamwork is often required in academic and professional settings. By completing this assignment, students can build a learning community and develop their teamwork skills and collaborative and cooperative learning skills.

In this project, you will work as part of a team of three or four students to write an annotated bibliography. Your group should select a topic in the field of modern Korean civilization to research. Your group can choose one of the topics we have examined throughout the course or develop your own topic. *You may use this annotated bibliography to prepare for your final essay exam, in which you should demonstrate your understanding of major topics, issues, debates, and research methods and methodologies in the study of modern Korean civilization.*

You can organize your bibliography by sub-topics. Your group should first collect a range of articles, second categorize the articles, and finally format them into one annotated bibliography.

These sources must be articles from a scholarly location (not reviews) that are at least ten pages long, not including the works cited page. They may come from books, anthologies, or journals. The annotated bibliography will help you know what arguments scholars have made in Korean Studies, what scholars agree on, how discussions have changed over time, and what different types of theoretical frameworks are used to examine major topics, issues, and debates in the study of modern Korean civilization.

In a **brief introduction**, your group should describe the significance of the topic and provide an overview of it. **The body** should enumerate scholarly works related to the topic, providing brief summaries of the works and succinct assessments of the effectiveness of their main arguments. **The conclusion** should include suggestions or research questions for future studies on the topic.

CRITERIA FOR EVALUATION

Your annotated bibliography should follow these guidelines:

I. Include a brief, **one-paragraph introduction** of your topic. This introduction in some ways acts as a summary of key issues and debates that your group has identified, but its primary purpose is to introduce the sources your group has annotated and to explain how they relate to each other as well as the topic.

II. The bibliography includes **annotations for eight to ten sources**, and you might use them in your final essay

exam.

- The sources must be scholarly journals, books, or book chapters.
- Provide bibliographic information for each source, just as you would in the references section of a paper. Use MLA-Style for these citations.
- Summarize **each source** in a one-paragraph annotation (**100-120 words**). These annotations should provide brief overviews of the sources, and each annotation should answer the following: what are the key points addressed in the source?

III. Remember that your primary purpose is to explain **major topics, issues, and concerns in the study of modern Korean civilization**. You might find it necessary to **compare and contrast your sources, highlighting agreements and dissonance**. When you note disagreement, you might choose to evaluate the sources to determine which source you think best addresses the concern. Later in your final essay exam, you will have an opportunity to add to this conversation in detail.

A. Pre-class Reading or Viewing Report

Points	Criteria
20-19	The student demonstrates solid understanding of the major themes of the course, course readings, and course materials. The student accurately defines key concepts and places his or her argument within specific weekly course themes.
18-17	The student's argument is stated, reflecting course readings and materials. However, the use of them does not demonstrate the student's accurate understanding of key concepts or weekly course themes.
16-15	The student's response contains an argument, discussing course readings and materials. However, the argument is not supported by the evidence. The student shows limited understanding of key concepts or weekly course themes.
14-13	The student's response has a vague argument or is missing a major component of the evidence requested. Course readings are only mentioned, with no clear understanding of the relationship between course readings and course themes.
12	The student's response does not have any argument or answers only some parts of the questions. The student merely summarizes course readings or describes course materials without any interpretation.
F	The student does not provide any responses to course readings and materials.

B. Post-class Review

Points	Criteria
10	The student demonstrates solid understanding of the major themes of the course, course readings, and course materials. The student accurately defines key concepts and places his or her argument within specific weekly course themes.
9	The student's argument is stated, reflecting course readings and materials. However, the use of them does not demonstrate the student's accurate understanding of key concepts or weekly course themes.
8	The student's response contains an argument, discussing course readings and materials. However, the argument is not supported by the evidence. The student shows limited understanding of key concepts or weekly course themes.
7	The student's response has a vague argument or is missing a major component of the evidence requested. Course readings are only mentioned, with no clear understanding of the relationship between course readings and course themes.
6	The student's response does not have any argument or answers only some parts of the questions. The student merely summarizes course readings or describes course materials without any interpretation.
F	The student does not provide any responses to course readings and materials.
