**20170723**



**Korean 120**

**‘Korean Society and Culture’**

**2017 Second Semester**

Lectures: Tuesdays 10am-12pm

Tutorial (1): Tuesdays 1pm-2pm

Tutorial (2): Tuesdays 3pm-4pm

Coordinator: Dr. Changzoo Song

Office: Arts 2 Building, Room 426 (Level 4, 18 Symonds St.)

### Office Hours: Tuesdays 2-3pm & Wednesdays 2-3pm

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Tutor: Ms. Clara Choi

Office: Arts 2 Building, Room 313C (Level 3, 18 Symonds St.)

Office Hours: Tuesdays 3-4pm fortnightly from Week 2, or by appointment

E-mail: [jcho199@aucklanduni.ac.nz](mailto:jcho199@aucklanduni.ac.nz)

**I. Purpose and Goals of the Course**

Korea is a fascinating country in many respects. Located at the eastern tip of the Eurasian Continent and on the coast of North Pacific Ocean, the Korean peninsula connects the continent and the ocean. Bordering with China and Japan (and Russia), Korea occupies the heart of Northeast Asian civilization. Koreans, while having interacted with their neighbors, developed a unique culture and tradition. Indeed, Korea’s relationship with its traditional neighbors of China, Mongolia, Manchuria and Japan shaped its history and culture. In modern day its relationship with China, Russia, Imperial Japan, and the USA has also influenced on the country’s contemporary politics, economy, society, and culture.

Though once known as the ‘Hermit Kingdom’, today Korea is characterized by its dynamic economy, vibrant society, and interesting popular cultural products. South Korea is the world’s thirteenth largest economy and its experiences of rapid economic development and political democratisation serve as a model for many other developing countries. South Korean society, which used to be one of the most homogeneous societies in the world, has been much more multicultural after the 1990s with increasing number of foreign residents, including migrant workers and international brides. The South Korean population is rapidly aging and the country records one of the lowest birth rates in the world.

North Korea, which has been competing with the South for political legitimacy and hegemony, has followed an interesting and unusual development path. The country’s economy seriously declined after the 1980s, but has maintained a strong military with nuclear weapons and long-range missiles. What will happen to these two Koreas as the conventional power balance in Northeast Asia is changing and the powerful neighbors of China, Japan, Russia and the US are involved?

This course is to provide students (who have minimal or no prior knowledge on Korea) with key features of Korean society, culture, and politics. Taking topical and comparative approaches, this course will focus on: (1) how the modern Korean nation has developed; (2) Korea’s relationship with its neighbors, China, Japan, Russia and the US in terms of both culture and politics; (3) religious and philosophical traditions in Korea; (4) the economic development and social changes of South Korea between the 1960s and 2000s; (5) National division and the development of North Korean regime; (6) democratization of South Korea in the last few decades; (7) challenges of globalization and demographic changes in South Korea; (8) the inter-Korean relationship and future of the Korean Peninsula; and (9) Korean diaspora. To help understand Korean culture, society and history in a broader regional and global context, Korea will be compared with China, Japan, and Taiwan where such comparisons are useful.

At the end of the semester students are expected to have a solid knowledge of the key features and issues in Korean society, culture, history, and international relations. They should have deeper knowledge on the topics that they focused through their essays. Upon completing this course, students will be ready to take higher level courses on Korea and/or on Asian countries.

**II. Texts and Resources**

Our main textbook is Charles K. Armstrong’s *The Korea.* New York & London: Routledge (2nd edition 2014). Other academic journal articles, book chapters, documentaries and feature films (as listed in the course schedule will be used as texts of this course). Students should read the **Essential Readings** marked in the Course Schedule before they come to each class.

Students are also encouraged to follow current events of Korea by reading major newspapers including the *Korea Herald*<http://www.koreaherald.co.kr/> and the *Korea Times*<http://www.koreatimes.co.kr/>.

**Helpful sites for information on Korea:**

<http://www.korea.net/> Gateway to Korea with news and helpful resources in English

<http://koreanstudies.com/>(Frank Hoffman’s Korean Studies site)

<http://www.nl.go.kr/english/index.jsp> (The National Library of Korea)

The National Library of Korea runs the “Korean Wisdom” where interesting resources on carton, textbooks, and other popular cultural materials are stored. See <http://collection.nl.go.kr/english/e_main.html>

<http://www.hawaii.edu/korea/> (University of Hawaii Korean Studies Center)

<http://intl.aks.ac.kr/english/portal.php> (Academy of Korean Studies)

<http://www.hanbooks.com/enofkocu.html> (Encyclopedia of Korean Culture)

<http://memory.loc.gov/frd/cs/krtoc.html> (Library of Congress)

<http://www.libraries.iub.edu/index.php?pageId=1654> (Indiana University Korea

Facts)

<http://www.bok.or.kr/index.jsp> (The Bank of Korea site)

<http://koreanliteraturenow.com/> (information on Korean literature)

<http://asianz.org.nz/sites/asianz.org.nz/files/South%20_Korea_Report.pdf>(NZ Asia Foundation Report: “NZ Business Opportunities in South Korea” 2009)

The Gateway to Premodern Korean Studies, designed with a fresh new look, updated with the latest Korean History Glossary. The website is dedicated to gathering useful resources for researching and teaching Premodern Korean studies. <http://projects.iq.harvard.edu/gpks>.

The Korean Film Archive has a very good collection of Korean films with subtitles and they update it monthly. See <http://www.youtube.com/user/koreanfilm?feature=results_main>  
Pictori Australian National University’s Korean Studies offers thousands of pictures on Korea of the twentieth century <http://www.pictori.net/>

<http://www.oldKorea.henny-savenije.pe.kr>Old Korea in pictures

**For Korean data base (academic papers published in Korea):**

The University of Auckland subscribes Korea’s RISS (Research Information Search

Service) database which contains millions of texts and bibliographic records in

Korean. Visit Library Homepage <http://www.library.auckland.ac.nz/> and look for

RISS International in Database.

Other helpful resources are available from the organizations listed below

<http://www.riss4u.net/index.jsp> (Korea Education and Research Information Service)

<http://www.e-koreanstudies.com/> (Korean Studies Data Base)

<http://www.earticle.net/> (Electronic Education Research Information Service)

<http://dbpia.co.kr/> (Korean data base)

<http://db.history.go.kr/> and <http://wwwe.history.go.kr/> operated by the National Institute of Korean History

**Academic journals on Korea:**

*Acta Koreana*<http://www.actakoreana.org>(Keimyung University)

*Asian Journal of Women's Studies* (Ewha Women’s University)

*Asian Ethnicity* <http://www.tandfonline.com/loi/caet20>

*Asian Perspective* (The Institute for Far Eastern Studies, Kyungnam University)

*Asian Survey* (University of California)

*Critical Asian Studies* (Routledge)

*Economic Bulletin* (Korea Development Institute)

*International Journal of Korean History* (Korea University)

*International Review of Korean Studies* (University of New South Wales)

*Journal of Korean Studies* (University of Washington) <https://muse.jhu.edu/journal/515>

Digital copies are available through Project Muse through our university library: <http://muse.jhu.edu/journals/journal_of_korean_studies/>

*KoreaFocus*<http://www.koreafocus.or.kr/design2/index.asp>

*Korean Histories* (Centre for Korean Studies, Leiden University)

*Korea Journal* (UNESCO) <http://www.ekoreajournal.net>

*Korea Policy Review* (Harvard University)

*Korean Studies* (University of Hawaii)

*Modern Asian Studies* (University of Cambridge)

*North Korean Review*(The Institute for North Korean Studies and McFarland)

*Pacific Affairs* (University of British Columbia)

*Positions* (Duke University)

*Review of Korean Studies* (Academy of Korean Studies) – available on web:

<https://www.dbpia.co.kr/Journal/IssueList/PLCT00001396>

*The Journal of Asian Studies* (Association for Asian Studies)

*Seoul Journal of Korean Studies* (Seoul National University)

*Sungkyun Journal of East Korean Studies* (Sungkyunkwan University)

*Transactions of the Royal Asiatic Society Korea Branch*

**On North Korea or North Korean sites:**

<http://www.nknews.org/>NKNews.org. News on North Korea.

<http://www.korea-publ.com/>(Korea Publication) North Korean publications

<http://www.libraries.iub.edu/index.php?pageId=1653>(Indiana University on Korea)

<https://kcnawatch.co/> (Korean Central News Agency) North Korean

government-owned news agency

<http://1stopkorea.com/index.htm?nk-trip10-mangyongdae.htm~mainframe>(Travel

guide to North Korea written by foreigners)

<http://www.youtube.com/watch?v=KnBuzVOaMIw>A New Zealander (Helen Kibby from Taranaki) taught at the Pyongyang University of Science and Technology (PUST) as a volunteer.

**Other useful sites:**

<http://www.shanghaibang.com/shanghai/index.php> (Internet newspaper by South Koreans in Beijing)

<http://www.koreanfilm.org/>(Darcy’s Korean film page – useful information on

Korean film)

<http://www.moyiza.com/> (various information on Korean Chinese in Korea and China)

**Korean Films at the Audio-Visual Library of the University:**

<http://librarysearch.auckland.ac.nz/primo_library/libweb/action/search.do?srt=date&srtChange=true&dscnt=0&scp.scps=scope%3A%28Standard_record%29%2Cscope%3A%28Combined_record%29&tab=search_library&dstmp=1394136383527&ct=Next%20Page&mode=Advanced&indx=31&vl%281UIStartWith0%29=exact&vl%28freeText0%29=%20Feature%20films%20--%20Korea%20%28South%29&vl%2814401389UI0%29=sub&vid=UOA2_A&fn=search&vl%2814401387UI2%29=all_items>

**III. Course Requirements, Assignments and Grading**

This course, as with any other course at the University of Auckland, requires an average of ten hours’ work per week. Students are required to attend 2 hours of lecturers and 1 hour of tutorial each week and are required to finish assigned readings before each class. They are also encouraged to participate in the class ‘actively’ by preparing his/her class well and participating in class discussions.

The final grade of the course is based on Course Work (50%) and Final Examination (50%). The course work part of the grade is comprised of Review (10%), Presentation (10%) and Research Essay (30%).

**1. Review (10%): 600 words (minimum 550 words, maximum 650 words)**

Review question(s) and Guidelines will be given to students by the second week of the semester.

All essays should use Times Roman 12 font and by double-spaced. Prior to submitting the hard copies of essays, students should submit their essays through **Turnitin** before they submit hard copies.

**2. Research Essay (30%):1,500 words (minimum 1,300 words, maximum 1,700 words)**

Essay question(s) and Guidelines will be given to students by the third week of the semester. All essays should use Times Roman 12 font and by double-spaced. Prior to submitting the hard copies of essays, students should submit their essays through **Turnitin** before they submit hard copies.

For all essays, either MLA (http://www.cite.auckland.ac.nz/index.php?p=quickcite&style=2) or the Chicago Style Author-Date citation system should be used. Refer to the **Chicago-Style Author-Date System Citation Quick Guide** provided. Refer to the following web page: <http://www.chicagomanualofstyle.org/tools_citationguide.html>. Students should be consistent in the style throughout their writing. If you want to use notes, please use Footnotes instead of Endnotes.

**4. Presentation (10%)**

Student will choose any topic of their interest (the same topics they work on for their Essays are possible) and conduct research and present it in class. The presentation must be with PowerPoint document (7-10 slides including pictures) and the Power Point document should be sent to the TUTOR 24 hours before the planned presentation date. Students should sign up for the presentation by the second week of the semester.

**5. Final Examination (50%)**

The 2-hour Final Examination covers all the lectures and primary readings covered in this course.

Refer to the University website where all information about examinations may be found: Current Students>Academic Information> Examination information

<https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results.html>

**IV. Assignment Cover Sheet and Submission Process**

Canvas-generated electronic covers should be used for all essays. Hard-copies of assignments should be submitted to the Arts Assignment Centre (Level 3, Arts 1 Building) and electronic copies should be submitted to **Turnitin** before midnight on the due date.

To submit essay through turnitin, please directly go to [www.turnitin.com](http://www.turnitin.com/) or access it from the [www.library.auckland.ac.nz](http://www.library.auckland.ac.nz).

For the Turnitin Class IDs and Enrolment Passwords of the 2017 Korean 120, please refer to the table below.

|  |  |
| --- | --- |
| **Class ID** | **15306616** |
| Enrolment Key | Korea |

If you are not familiar with Turnitin, please watch instructional videos on the University website, which explain the basic processes for using Turnitin. The videos are located at: University home » Teaching and learning » Academic honesty and plagiarism » Turnitin for students

<http://www.auckland.ac.nz/uoa/home/about/teaching-learning/honesty/tl-turnitin-for-students>

**V. Extensions, Deadlines, and Penalties**

TIME MANAGEMENT

Time management is essential to academic success, and it is the responsibility of students to manage their time so all assignments can be submitted on or before the due dates.

HOW TO SEEK/ REQUEST/APPLY FOR AN EXTENSION

In *serious circumstances\** beyond the student’s control (see below), s/he may request an extension from the course convenor.

The request should…

* be made by email at least 2-3 days BEFORE the due date for the assignment
* provide an explanation of the circumstances
* be supported by a satisfactory medical certificate or other documentation

If an extension is granted, you will be given a new due date.

Only ONE extension can be granted to a student per assignment.

Only in extreme circumstances will late requests for extensions be considered.

*\*Serious circumstance*s means sudden illness (in the case of in-class tests etc.) or long-term illness (for essays etc. done over a week or more). It does NOT mean time management difficulties, wanting to go on holiday, relatives visiting from overseas, computer breakdowns, etc.

SUBMISSION OF ALL ASSIGNMENTS

Unless indicated otherwise by the Course Convenor, hard-copies of assignments should be posted in the appropriate assignment box on 3rd floor Arts 1 building before 4 pm on the due date. Assignment boxes are cleared at 4 pm and any assignment handed in after 4 pm will not be date-stamped till the next working-day. "Where submission is only by electronic copy to Turnitin, the assignment should be uploaded to Turnitin before midnight on the due date. Penalties for lateness (see below) apply from midnight on the due date for Turnitin assignments, and from 4pm on the due date for assignments that do not use Turnitin.

The Reception Area is not open on Saturday or Sunday or during public holidays.

DEADLINES & PENALTIES FOR LATENESS

**Any work submitted *after* the due date and *without* an extension form** or permission in writing from the Course Convenor will be treated as overdue and **penalties will apply** (*see below*).

The mark given to an overdue assignment will be reduced by **up to 10 per cent (at the discretion of the Course Convenor) of the total possible marks for that assignment for each day that it is late up to 5 days** (e.g. for an assignment marked out of 20, deduct up to 2 marks per day up to a total of 10 marks). Assignments which are due on Friday, or the day before a university holiday, but are not received until the next working day will be counted as TWO days late.

Overdue assignments that are submitted **more** than five days late will **not be marked**; nor will assignments be marked if submitted after the assignment has been marked and returned. Unmarked assignments will be held by the marker until the end of the semester, and in cases where the final grade for the student is borderline (D+), the marker may choose to award a minimal completion mark. **For this reason, it is better to hand in an assignment late than not at all.**

OUT-OF-CLASS ASSESSMENT (i.e. take-home essays/projects/assignments etc.)

When a staff member grants an extension they will set a *new due date*. The completed assignment must be submitted on or before the *new* due date **together with** the medical certificate and other documentation. **If an assignment is submitted after the new due date, penalties for lateness apply as above.**

IN CLASS TESTS, ELECTRONIC TESTS AND ORAL PRESENTATIONS ETC.

When serious circumstances (e.g. sudden serious illness or a car accident) cause a student to miss an in-class test/assessed presentation~~s~~ or electronic test it is expected that the student will notify the course convenor at the earliest possible opportunity, if possible *before* the scheduled test or presentation takes place. If the student or their representative makes no contact within five days of the scheduled test/presentation, they will be awarded a zero grade for that piece of assessment.

Extreme cases will be judged by the course Convenor on their own merits. Documentation may be required.

**VI. Grade Descriptions for Essays**

The following grade descriptors/schedules will be used to assess the merits of the essays handed in for this course.

**A: Excellent (80-100)**

The essay is based on wide reading (properly acknowledged through footnotes and bibliography) that shows excellent knowledge and understanding of the subject matter. The work offers a well-constructed argument and clear grasp of the major issues. The essay addresses the question directly and ideas put forward are supported by relevant facts. Outstanding pieces of work also exhibit independent and creative thinking and individual flair in expressing complex ideas. They observe the conventions of prose style appropriate to academic writing.

**B: Good/Competent (65-79)**

The essay is clearly structured and where the well-supported argument leads to a logical conclusion. The work is based on adequate reading (properly acknowledged through footnotes and bibliography) and a good to strong grasp of the major issues raised in the readings. Its meaning is generally expressed through clear, conventional prose.

**C: Satisfactory (50-64)**

The essay which shows a reasonable knowledge of the subject matter and attempts to answer the question but displays one or more of the following faults:

* inadequate reading,
* misunderstanding of the sources,
* confused argument and/or structure,

weakness of expression,

* inadequate attention to footnotes and bibliography.

**D: Fail (0-49)**

The essay displays serious failings in the aspects noted under ‘C’.

**VII. Plagiarism and Use of ICT Technology**

Students need to be aware of University regulations with regard to plagiarism and the use of information, communication technology.

PLAGIARISM

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

Students may not translate work from another source without proper acknowledgment and referencing. The use of translation machines to translate and copy texts into the target language of an assignment constitutes academic dishonesty.

The penalties for plagiarism are severe and can range from gaining no marks for the assignment to disciplinary action under the terms of the Examination Regulations.

For further information and advice on University regulations and how to reference appropriately, see:

<https://www.auckland.ac.nz/en/about/teaching-learning/academic-integrity/tl-about-academic-integrity.html>.

This webpage provides links and information about various aspects of academic integrity: sources of information and advice (e.g. Referen©ite) as well as University regulations (the Student Academic Conduct Statute), and Turnitin.

All students entering the University are required to complete the **Academic Integrity Module.**

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (E.G. CLASS FACEBOOK PAGES)

If students in any course wish to set up a Facebook page for the course or to use any other form of ICT, they need to be aware that the University of Auckland Information and Communications Technology (ICT) Statute sets out rules governing use of any ICT hardware or software at or for University activities. It forbids using ICT “to store, display or communicate… files containing any text, image that is deceptive or misleading, is abusive or defamatory, contravenes anyone’s privacy… or that reproduces all or part of any work in breach of the Copyright Act 1994”. The Statute refers students to the relevant University Disciplinary Statute and the penalties that may apply. It can be found at: <https://policies.auckland.ac.nz/student-undergraduate.aspx>

**VIII. Other Information**

For references and styles regarding writing essays:

<http://www.library.auckland.ac.nz/services/referencing>

For University’s policy on plagiarism and academic honesty, please refer to: <https://www.auckland.ac.nz/en/about/teaching-learning/academic-integrity.html>

Information for the application for aegrotat or compassionate consideration can be found at:

<https://www.auckland.ac.nz/en/for/current-students/cs-academic-information/cs-examination-information/cs-aegrotat-and-compassionate-consideration.html>

Complaint procedures: follow the University’s procedures. @ <https://www.auckland.ac.nz/en/for/current-students/cs-academic-information/cs-regulations-policies-and-guidelines/academic-disputes-and-complaints.html>

In case if students want to romanise Korean (Hangul) words, it is recommended that they would use McCune-Reischauer system even though there are also other systems including the Revised Romanisation System of the South Korean government (“Ministry of Culture and Tourism system” or Mungwangbu System). In the West McCune-Reischauer system is more widely used while in South Korea the Mungwangbu System is used. For example, the Library of Congress references are all in McCune-Reischauer system and so are almost all libraries elsewhere in the West. In this course we should be able to use both systems especially because Korean customers including the government, prefers its own system to McCune-Reischauer system. Either of the system is convertible to another system using online resources such as the<http://roman.cs.pusan.ac.kr/input_eng.aspx> .

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| **FINAL GRADE COMPONENT** | | |
| Weighting | Description | Date Due |
| 10% | Review (600 words) | Week 6 (August 29 Tue) |
| 10% | Presentation (7-10 PowerPoint Slides including pictures) | Each Week from Week 4 |
| 30% | Essay (1,500 words) | Week 11 (Oct 17 Tue) |
| 50% | Final Exam (2 hrs) |  |

Mark Schedule for Korean 120

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| --- | --- |
| A+ 90-100  A 85-89  A- 80-84  B+ 75-79  B 70-74  B- 65-69 | C+ 60-64  C 55-59  C- 50-54  D+ 45-49  D 40-44  D- 0-39 |

**Korean 120 Course Schedule**

**Second Semester 2017**[[1]](#footnote-1)\*

**Week 1: Introduction Korea in Global & East Asian Context**

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| **Week 1**  July 25  Tue | **Purpose and Goals of the Course**  About this Course and the Team  Course Requirements, Grading and Marks  Expected Results  Presentation Schedule and sign-up  Class Representative for the Course  Seoul in 2011  <http://vimeo.com/23402375>  Seoul in 2014  <http://vimeo.com/89848106> Changgwang Kindergarten  <https://www.youtube.com/watch?v=LPW6yiyZjb8>  NK Mass Games  <https://www.youtube.com/watch?v=67T9-43hb5I>  **Korea in Global & east Asian Context**  Comparative method in studying culture & society  Comparing Asia with Europe  East Asia or Northeast Asia  Comparing Korea with China and Japan  **Texts/Readings**  [Armstrong, Charles K.](http://en.wikipedia.org/wiki/Charles_K._Armstrong) 2014. Chapter 1 “Korea in the World” In *The Koreas* (2nd edition). London & New York: Routledge.pp.1-13. |
|  | No tutorial this week |
| Aim & Expected Results |  |

**Week 2: Religious Traditions in Korea: Pre-Confucianism Religious Traditions & Confucianism**

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| **Week 2**  August 1  Tue | **(1) How Koreans Think Differently from Westerners?**  Video Kim, Myung-jin. 2009. East and West. Streaming Video. Educational  Broadcasting System Documentary <https://www.youtube.com/watch?v=ZoDtoB9Abck>  **(2) Religious Traditions in Korea: Shamanism, Buddhism, and Confucianism**  Shamanism, Buddhism, Confucianism  Seonbi (literati; Confucian gentleman)  Ancestor worship  Christianity  Shamanism in Korea (18 mns) <https://www.youtube.com/watch?v=A3rRIXOSxog>  Invitation to Korean Buddhism (2012; 15 minutes)  <https://www.youtube.com/watch?v=9SXf_V18wQU>  Culture of Studying in South Korea (4 mns)  <https://www.youtube.com/watch?v=sZ5hOaXD6Oc>  **Texts/Readings**  Ahn, Byung-ook. 2003. “Dominant ideologies and thoughts that shaped Korean history” *Korea Journal* 43/4: pp.5-9.  Duncan, John. 1997. “Confucian Social values in Contemporary South Korea” in Lewis R. Lancaster & Richard K. Payne *Religion and Society in Contemporary Korea*. Berkeley: Institute of East Asian Studies, 1997: 49-74.  **Further Readings**  Schmid, R. E. 2002. “Asians, Americans Show Perceptual Divide” *Proceedings of the National Academy of Sciences*.  Nam, Dong-shin. 2003. ‘Buddhism in medieval Korea’ *Korea Journal* 43/4: pp.30-58.  Buswell, Robert E., Jr. (ed.) 2007. *Religions of Korea in practice*. Princeton: Princeton University Press.  Religion/philosophy in Korea in Asian Info <http://www.asianinfo.org/asianinfo/korea/religion.htm>  Lim, H.S. 2010. “A religious analysis of education fever in modern Korea” *Korea Journal* 47(2): 71-98.  Ito, A. 1990. “Religion and Social Integration in Korea” Japanese Civilization in the Modern World VI: Religion *Senri Ethnological Studies* 29: 87-96. <http://www.minpaku.ac.jp/research/activity/publication/other/ses/029>  Na, Hee La. 2003. “Ideology and religion in ancient Korea.” *Korea Journal* 43/4: 10-29.  Koh, Young-jin. 2003. ‘Neo-Confucianism as the dominant ideology in Joseon’ *Korea Journal* 43/4: pp.59-86.  Deuchler .1992. *The Confucian transformation of Korea : a study of society and ideology* . Cambridge, Mass.: Council on East Asian Studies, Harvard University.  Korean Confucianism: Bridging the Past and Present (2014; 20 minutes)  <https://www.youtube.com/watch?v=cPSGxnMC3qw>  Hahm, Hanhee. 2003. *“*Korean Culture Seen through Westerners' Eyes” *Korea Journal* 43/1: 106-128.  Han, Geon-su. 2003. “African Migrant Workers' Views of Korean People and Culture” Korea Journal 43/1: 154-173.  Kim, Uichol. 1995. Individualism and collectivism: a psychological, cultural and ecological analysis. Copenhagen S, Denmark : NIAS Books.  Fischer, S. Roger. 2001.“The East Asian ‘Regenesis’” in Steven R. Fisher. *A History of Writing*. London: Reaktion: 166-210. |
|  | Tutorial 1  Tutorial Worksheet |
| Aims & Expected Results |  |

**Week 3: Korean National Myths and Korean Identity**

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| **Week 3**  August 8  Tue  (Clara) | **The Korean nation & Korean identity**  Founding Myths of China, Japan and Vietnam  Tangun Myth, Yamato Myth, Hung Vuong Myth of Vietnam  The development of the Korean Nation  Theories on Nationalism and National Identity  Language, Writing System and National Identity  The Invention of Hangeul  The Use of Hangeul in Modern History  DVD ‘Hangul’ (30 mins.)  **Samurai, Daimyo, Matthew Perry and Nationalism: Crash Course World History #34**  [**https://www.youtube.com/watch?v=Nosq94oCl\_M**](https://www.youtube.com/watch?v=Nosq94oCl_M)  **Explaining Nationalism very constructive and describes with history as well**  **Texts/Readings**  Duncan, John. 1998. “Proto-nationalism in Pre-modern Korea” in Sang-Oak Lee &Duk-soo Park (eds.) Perspectives on Korea. Sydney: Wild Peony: 198-221.  Guibernau, Montserrat. 2004. “Anthony D. Smith on nations and national identity: a critical assessment” Nations and Nationalism 10/1-2: 125-141  [Volume 10, Issue 1-2,](http://onlinelibrary.wiley.com/doi/10.1111/nana.2004.10.issue-1-2/issuetoc)pages 125–141, January 2004. DOI: 10.1111/j.1354-5078.2004.00159.x  **Further Readings**  Han, Kyung-Koo. 2007. “The Archaeology of the Ethnically Homogeneous Nation-State and Multiculturalism in Korea” *Korea Journal* 47/4:8-31.  Hahm, Hanhee. 2005. “Rice and Koreans: Three identities and meanings” *Korea Journal* (Summer): 89-106.  Shin, Gi-Wook. 2006. “Origins and Development” Ethnic Nationalism in Korea. Stanford: Stanford University Press, pp. 21-57. ISBN 080475408.  Palais, James B. 1998. “Nationalism: Good or Bad?” Hyung Il Pai& Timothy R. Tangherlini (eds.) *Nationalism and the Construction of Korean Identity* (Berkeley: Institute of East Asian Studies, University of California, 1998): 214-28. ISBN 1557290628.  Kim, Kyongju. 2006. “National identity, nationalism and nation building in Korea” in Kyongju Kim *The development of Modern South Korea: State formation,*  *capitalist development and national identity*. New York: Routledge.  The Japan-South Korea Identity Clash: East Asian Security and the United States <https://www.youtube.com/watch?v=it0yCOjg8VQ> by Scott Snyder (24 mins) |
|  | Tutorial 3  Tutorial Worksheet |
| SSCM | 10-11am Room 207-314 |
| Aim & Expected Results |  |

**Week 4: National Division and Two Koreas**

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| **Week 4**  August 15  Tue  (Clara) | **National Division and Two Koreas**  Establishment of North Korea  Kim Il Sung  The Korean War  North Korea-China/Russia Relations  Juche Ideology  North Korea after the Collapse of the Soviet Union  Korea: A History Of The North-South Split  <http://news.sky.com/story/korea-a-history-of-the-north-south-split-10449691>  Why Korea Split Into North and South **Korea**<https://www.youtube.com/watch?v=l0E9Kel8BtE>  **Readings**  Cumings, Chapter 5 “Collision, 1948-1953” pp. 237-298.  [Armstrong, Charles K.](http://en.wikipedia.org/wiki/Charles_K._Armstrong) 2014. “North Korea: The Logic and Limits of ‘Self-Reliance’” In *The Koreas* (2nd edition). London & New York: Routledge. Pages 40-61.  **Further Readings**  Cumings, Chapter 8 “Nation of the Sung King: North Korea, 1953-present” pp. 404-447.  Quinones, C. Kenneth & Joseph Tragert. 2003.“The Korean War”. In *Understanding North Korea.* (The Complete Idiot’s Guide to Series). Indianapolis: Alpha Books, 240-255.  Boag, Stuart ed. *Ice and Fire: New Zealand and the Korean War, 1950-1953*.Wellington N.Z.: Agenda, 2000.  DVD [North Korea: beyond the DMZ. Directed and produced by J.T. Takagi and Hye-Jung Park.](http://librarysearch.auckland.ac.nz/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=uoa_voyager1914965&indx=16&recIds=uoa_voyager1914965&recIdxs=15&elementId=15&renderMode=poppedOut&displayMode=full&frbrVersion=3&dscnt=0&onCampus=false&query=any%2Ccontains%2CCharles+Armstrong&loc=local%2Cscope%3A%28Standard_record%29%2Cscope%3A%28Combined_record%29&tab=search_library&dstmp=1344463161237&lang=eng&mode=Basic&fromLogin=true&bulkSize=20&vl(78265423UI0)=any&group=guest&vl(freeText0)=Charles+Armstrong&vid=UOA2_A&institution=UOA)  New York, N.Y. : Third World Newsreel, 2003. Available at AUDIOVISUAL LIBRARY (DVD-V LD09-1071 )  Armstrong, Charles K. *The North Korean Revolution, 1945-1950*. Ithaca: Cornell University Press, 2003.  Cha, Victor. 2012. The impossible State: North Korea, Past and Future. New York :Ecco, .  GENERAL LIBRARY (Call Number: 951.93 C42)  Secrets of War: Korea (2014; 52 mns)  [**https://www.youtube.com/watch?v=HkWoXvgErIU&list=PLdO1m6dMyeyTYipviObfCWmbqgadAxL\_7&index=16**](https://www.youtube.com/watch?v=HkWoXvgErIU&list=PLdO1m6dMyeyTYipviObfCWmbqgadAxL_7&index=16)  DVD “The Korean War in Color” (45 mins)  North Korea Undercover | National Geographic | Discovery Channel | History Channel  **Published on Mar 20, 2015 (50 minutes)**  <https://www.youtube.com/watch?v=cPsqKzRvujs>  NK Power and Money (NHK documentary “Hidden Economy”) 1 hour 7 minutes  <http://www.theguardian.com/books/2015/jun/01/true-or-false-kooky-north-korea-stories> |
|  | Tutorial 3  Presentations(7) |
| Aims & Expected Results |  |

**Week 5: Economic Development of South Korea: From 1960s to Post-2000s**

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| **Week 5**  August 22  Tue | **Economic Development of South Korea**  Syngman Rhee’s Economic Policy  Post-War South Korea and the US policy General Park Chung Hee and military coup  Five-Year Economic Development Plans  The Impact of the Vietnamese War on Korea  Saemaul Movement (New Village Movement)  The “Miracle of the Han River”  South Korean Economic Development Model  Confucian culture and economic development  The 1997 Financial Crisis  Middle-income Trap  DVD “Secrets Behind Korea’s Economic Success” (24 minutes)  <https://www.youtube.com/watch?v=bJ0hMr5TSkI>  Conquering a crisis: The IMF's role in helping Korea overcome the Asian crisis (2002; 18 minutes)  [**https://www.youtube.com/watch?v=JojX7rEx1LI**](https://www.youtube.com/watch?v=JojX7rEx1LI)  **Texts/Readings**  Vogel, Ezra F. 1991. “South Korea” in Ezra Vogel. *The Four little Dragons*. Cambridge: Harvard University Press, 42-65.  **Further Readings**  Cumings, Chapter 6 “Korean Sun Rising: Industrilization, 1953-present” pp. 299-341.  Shin, Kwang-Yeong. 2012. “The Dilemmas of Korea’s New Democracy in an Age of Neoliberal Globalization” Third World Quarterly 33/2: 293-309.  Amsden, Alice  H. 1989. *Asia's Next  Giant: South  Korea and Late Industrialization*, New York: Oxford University Press,  The World Bank. 1993.*The  East Asian Miracle: Economic Growth and Public Policy*, Oxford:  Oxford University Press. Overview: the Making of a Miracle, 1-26.  Kim, Andre E. & Gil-sung Park. 2003“Nationalism, Confucianism, Work Ethic and Industrialization in South Korea” *Journal of Contemporary Asia* 33/1: 37-49. |
|  | Tutorial 4  Tutorial Sheet |
| Aims & Expected Results |  |

**Week 6: Social Changes and Democratisation in South Korea**

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| **Week 6**  August 29  Tue | **Social Changes and Democratisation in South Korea**  The Growth of Middle-Class  Student Movements, Labour Movements  Gwangju Democratic Uprising (1980)  Changes in culture and value system  Gender role changes  The Dynamic Development of Korean Democracy (45 mns)  <https://www.youtube.com/watch?v=jUbuykLagps>  5/18 Remembering history of May 18 Democracy Movement  <https://www.youtube.com/watch?v=33n83NaLXzU>  0:48 – 1:29 gives good brief explanation of Gwangju Democratic Uprising  **Readings**  [Armstrong, Charles K.](http://en.wikipedia.org/wiki/Charles_K._Armstrong) 2014. “South Korea: The Rise to Globalism” In *The Koreas* (2nd edition). London & New York: Routledge.pp. 14-39.  **Further Readings**  Kim, U., Helgesen, &Ahn, B. M. 2002. “Democracy, trust, and political efficacy: Comparative analysis of Danish and Korean political culture” *Applied Psychology: An International Review*, 51(2), 317-352.  Cumings, Chapter 7 “The Virtues II: The Democratic Movement, 1960-present” pp. 342- 403.  Lie, John. 1998. “Developmental Contradictions and Political Democratization”. In *Han Unbourd: The Political Economy of South Korea*, Stanford: Stanford Univ. Press: 119-169.  DVD “The Petal” (feature film)  Cho, Uhn. 2004.[“Gender Inequality and Patriarchal Order Re-examined”](http://www.ekoreajournal.net/issue/index_iframe2.htm?Idx=404) *[Korea Journal](http://www.ekoreajournal.net/issue/index_iframe2.htm?Idx=404)* [44/1: 22-41.](http://www.ekoreajournal.net/issue/index_iframe2.htm?Idx=404)  Kim, Moon-Kyum. 2005. [“The 1997 Financial Crisis and Changing Patterns of Consumption and Leisure in Korea” *Korea Journal* 54/3: 58-85.](http://www.ekoreajournal.net/issue/index_iframe2.htm?Idx=410)  Diamond, Larry &Byungkuk Kim (eds.). 2000. *Consolidating Democracy in South Korea*, Boulder: Lynne Rienner Publishers.  Lee, Hwa Yong &Ji Young Moon. 2006.[“Comparing Korean Liberalism with British Liberalism in Their Respective Roles in the Evolution of Democracy”](http://www.ekoreajournal.net/issue/index_iframe2.htm?Idx=413) *[Korea Journal](http://www.ekoreajournal.net/issue/index_iframe2.htm?Idx=413)* [46/2 : 184-207.](http://www.ekoreajournal.net/issue/index_iframe2.htm?Idx=413)  Kim, Eleana. 2014. “Beyond Motherlands and Mother Love: Locating Korean Adoptees in Global Korea” in John Lie (ed.) *Multiethnic Korea?: Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea*. Berkeley: Institute of East Asian Studies, University of California, (Ch.8) 165-183.  Kim, Hee – Kang. 2012. “Marriage migration between South Korea and Vietnam: a gender perspective” *Asian Perspective* 36/3: 531-564.  Jung, Jin-Heong. 2014. “North Korean Migrants in South Korea: From Heroes to Burdens and First Unifiers” in John Lie (ed.) *Multiethnic Korea?: Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea*. Berkeley: Institute of East Asian Studies, University of California, (Ch.7) 142-164.  Choo, Hae Yeon. 2014. “The Needs of Others: Revisiting the Nation in North Korean and Filipino Migrant Churches in South Korea” in John Lie (ed.) *Multiethnic Korea?: Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea*. Berkeley: Institute of East Asian Studies, University of California, (Ch.6) 119-141. |
|  | Tutorial 6  Tutorial Sheet |
| Aims & Expected Results |  |

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| **Mid-semester Break: 4 September – 16 September** |

**Week 7: Post-1990s South Korean Society: Demographic and Cultural Changes**

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| **Week 7**  September 19  Tue | **Post-1990s South Korean Society**  1997 Financial Crisis  Ageing and Population Changes  Social and Cultural Changes  Challenges for Youth    Low Birthrate Shrinks South Korea's Youth Population (2014; 3 mns)  <https://www.youtube.com/watch?v=tXGfNjVC2RU>  Economist. 2015. “South Korea is under threat from its ageing population” (3 mns)  <https://www.youtube.com/watch?v=yt4QGNcKfX8>  Youth unemployment, ageing population hindering South korea’s economic growth (2015; 5 minutes)  [**https://www.youtube.com/watch?v=wzAawObt8ek**](https://www.youtube.com/watch?v=wzAawObt8ek)  **Readings**  Eun, Ki-Soo. 2008. “[Population Aging and Social Strategies for Aging Problems in Korea”*Korea Journal* 48/4: 5-34.](http://www.ekoreajournal.net/issue/index_iframe2.htm?Idx=423) (New material needed in 2017)  **Further Reading**  Lowe-Lee, Florence. 2009. “Is Korea Ready for the Demographic Revolution?” The World’s Most Rapidly Aging Society with the Most Rapidly Declining Fertility Rate” Washington, D.C.: Korea Economic Institute.  Hiroo, Kamiya & Chul Woo Lee. 2009 "International Marriage Migrants to Rural  Areas in South Korea and Japan: A Comparative Analysis." *Geographical Review of*  *Japan Series B* 81, no. 1: 60-67.  Lee, Mary. 2008. “Mixed Race Peoples in the Korean National Imaginary and Family” *Korean Studies* Vo.32: 65-71. |
|  | Tutorial 6  Tutorial Worksheet |
| Aims & Expected Results |  |

**Week 8: Challenges of Globalisation: Multiculturalism, and Overseas Koreans**

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| **Week 8**  September 26  Tue | **Challenges of Globalisation: Multiculturalism, and Overseas Koreans**  Foreign Workers and Migrant Brides  From Ethnic Homogeneity to Multiculturalism  Globalization and Korean Identity  Korean Government Policies Toward Overseas Koreans  From Ethnic Homogeneity to Multiculturalism  For foreigners in Korea, quality of life hasn't kept pace with population growth (2014; 5 mns)  <https://www.youtube.com/watch?v=GRzChMbpClQ>  **Readings**  Lee, Jack Jin Gary & John D. Skrentny. 2014. “Korean Multiculturalism in Comparative perspective” in John Lie (ed.) *Multi-ethnic Korea?: Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea*. Berkeley: Institute of East Asian Studies, University of California. (Ch.13) 301-329.  [Armstrong, Charles K.](http://en.wikipedia.org/wiki/Charles_K._Armstrong) 2014. “Chapter 4. The Korean Diaspora”. *The Koreas* (2nd edition). London & New York: Routledge.pp.62-87.  **Further Reading**  Yamanaka, Keiko. 2014. “Diverging Paths, Converging Ends: Japan’s and Korea’s Low-Skilled Immigration Policies, 1990-2010” in John Lie (ed.) *Multiethnic Korea?: Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea*. Berkeley: Institute of East Asian Studies, University of California, (Ch.9) 184-207.  [Armstrong, Charles K.](http://en.wikipedia.org/wiki/Charles_K._Armstrong) 2014. “One Korea, Many Koreas” In *The Koreas* (2nd edition). London & New York: Routledge.pp.111-114.  Kim, Andrew Eungi. 2009 "Global Migration and South Korea: Foreign Workers, Foreign Brides and the Making of a Multicultural Society." *Ethnic and Racial Studies* 32/1 : 70 - 92.  Moon, Katharine H.S. 2000. “Strangers in the Midst of Globalization: Migrant Workers and Korean Nationalism” in Samuel Kim (ed.) *Korea’s Globalization*. Cambridge:  Cambridge University Press, 147-169.  Hiroo, Kamiya & Chul Woo Lee. 2009 "International Marriage Migrants to Rural  Areas in South Korea and Japan: A Comparative Analysis." *Geographical Review of*  *Japan Series B* 81, no. 1: 60-67.  Lee, Mary. 2008. “Mixed Race Peoples in the Korean National Imaginary and Family” *Korean Studies* Vo.32: 65-71.  Lie, John. 2014. “Introduction: Multiethnic Korea” in John Lie (ed.) *Multiethnic Korea?: Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea*. Berkeley: Institute of East Asian Studies, University of California, (Ch.1) 1-27.  Kim, Nora Hui-Jung. 2014. “Korea: Multiethnic or Multicultural?” in John Lie (ed.). Berkeley: Institute of East Asian Studies, University of California, (Ch.3) 58-78. |
| October 3  Tue | Tutorial 7  Tutorial Worksheet |
| Aims & Expected Results |  |

**Week 9: Popular Culture of Korea**

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| **Week 9**  October 3  Tue | **Korean Popular Culture**  Media in South Korea  Import ban of Japanese popular culture (until 1998)  Economic development and consumer culture  Culture industry  *Hallyu* (the Korean wave)  Government policy toward the popular culture  South Korean TV drama and film  Youth culture in South Korea  Globalisation of K-food project  Soft power  Hallyu to North Korea  Korean pop's popularity continues to grow worldwide  <http://www.bbc.co.uk/news/business-13204533>  Globalisation of Korean Food (2014; 50 mns)  [**https://www.youtube.com/watch?v=jXka3PuvvW8**](https://www.youtube.com/watch?v=jXka3PuvvW8)  K-Pop movement sweeps Australia (2011; 4.5 mns)  [**https://www.youtube.com/watch?v=TfMNoY-xOnE**](https://www.youtube.com/watch?v=TfMNoY-xOnE)  K-pop Boot camp (2012; 3 mns)  [**https://www.youtube.com/watch?v=xlfr2G-4Gfs**](https://www.youtube.com/watch?v=xlfr2G-4Gfs)  Behind the scenes K-Pop industry: How stars are born  (2014; 10 mns)  <https://www.youtube.com/watch?v=xlfr2G-4Gfs>  **Readings**  Parc, Jimmyn and Moon, Hwy-Chang (2013) “Korean Dramas and Films: Key Factors for Their International Competitiveness”, *Asian Journal of Social Science* 41(2): 126-149.  Ravina, Mark (2009). "Introduction: Conceptualizing the Korean Wave". *Southeast Review of Asian Studies* 31: pp.3-9. <http://www.uky.edu/Centers/Asia/SECAAS/Seras/2009/02_Ravina_2009.pdf>  **Further Readings**  Nye, Joseph (2009) ["South Korea's Growing Soft Power"](http://belfercenter.ksg.harvard.edu/publication/19694/south_koreas_growing_soft_power.html) Project Syndicate  <https://www.project-syndicate.org/print/south-korea-s-growing-soft-power>  Korean Culture and Information Service (2011). ["K-Drama: A New TV Genre with Global Appeal"](https://books.google.com.au/books?id=hhhqBgAAQBAJ&pg=PA23&lpg=PA23&dq=korean+dramas+nepal&source=bl&ots=I7nfellBqs&sig=e8KE5zcHCfUbRcrhve0NiWBHqXA&hl=en&sa=X&ved=0ahUKEwjo7eqQlJLKAhXDNJQKHeDCAHYQ6AEIQDAG#v=onepage&q&f=false)  Choi, Jinhee (2010). *The South Korean Film Renaissance: Local Hitmakers, Global Provocateurs*. [Wesleyan University Press](https://en.wikipedia.org/wiki/Wesleyan_University_Press).  James Russel, Mark (2012). ["The Gangnam Phenom"](http://www.foreignpolicy.com/articles/2012/09/27/the_gangnam_phenom). [*Foreign Policy*](https://en.wikipedia.org/wiki/Foreign_Policy) September 27, 2012  <http://foreignpolicy.com/2012/09/27/the-gangnam-phenom/> |
|  | Tutorial 8  Tutorial Sheet |
| Aims & Expected Results |  |

**Week 10: North Korean Nation & Nationalism**

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| **Week 10**  October 10  Tue | | **North Korea: History and Nation-Building**  Kim Il-Sung and his Anti-Japanese Guerilla Activities  Kim Il-Sung’s Ideology  “Nation” for North Korea  Anti-Americanism  Our Nation First, Juche Philosophy  Kim Jung-Il, Kim Jung-Un and Kim Family Worship  “Arduous March” and the “Military-First” Policy  DVD “North Korea: A Day in Life” (52 mins)  NK National anthem (2015; 2 minutes)  <https://www.youtube.com/watch?v=7pYhl8gtBug>  In the days of nation building - The Voice of Korea (North Korea; 2012; 5.5 minutes)  <https://www.youtube.com/watch?v=ZBOCSi024G0>  What do North Koreans Think of Their Country? (2007; 20 minutes)  [**https://www.youtube.com/watch?v=MSMQrMV5vcM**](https://www.youtube.com/watch?v=MSMQrMV5vcM)  **Readings**  Cumings, Bruce. 2004. “Daily Life in North Korea” in Bruce Cumings. North Korea. New York: The New Press: 128-154.  Armstrong, Charles. 2003. “Chapter 6 Constructing Culture” in Charles Armstrong. *The North Korean revolution, 1945-1950*. Ithaca : Cornell University Press: 166-190.  **Further Reading**  Shin, G., J. Fred & G. Yi. 1999. “The Politics of Ethnic Nationalism in Divided Korea”  *Nations and Nationalism* 5/4 (1999): 465-484.  Jonsson, Gabrile. 2006. “Inter-Korean Relations”. In *Towards Korean Reconciliation: Social-Culture Exchange and Cooperation*. Aldershot, UK: Ashgate, 49-96.  BBC Documentary 2015 North Korea Undercover: Inside the World's Most Secret State Full Documentary (31 minutes)  <https://www.youtube.com/watch?v=o_iiRlhNbsY>  BBC Life inside North Korea  <https://www.youtube.com/watch?v=cNuTNftZk2o>  North Korean Documentary - North Korean Cannibals? BBC Reveals How Families Really Survive!  <http://www.dailymotion.com/video/x22wa3y> **(2013; 20 minutes)** |
|  | Tutorial 9  Tutorial Sheet | |
| Aims & Expected Results |  | |

**Week 11: Korea’s Relations with Its Neighbors**

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| **Week 11**  October 17 | **Korea’s Relations with its neighbours: china, japan, russia & the usa**  Korea and the Four Superpowers  China-Korea-Japan  Korea-China-North Korea  Korea-USA  Korea-Japan  Korea-Russia  Inter-Korean Relations  Prospects for the Unification of the two Koreas  East Asian regionalism  China-Japan-Korea: Regionalism Like Europe? (2013; 47 mns)  <https://www.youtube.com/watch?v=CKrkuodgwA4>  Sharing Memories and Moving Forward to Harmony: China, Korea, Japan (2014; 52 mns) <https://www.youtube.com/watch?v=fxngEKcSVmU>  What Do Young Japanese People Think of Korea (2015; 4 mns)  <https://www.youtube.com/watch?v=rGdrKatuosc>  How Koreans Think of Japan (2015; 10 mns)  <https://www.youtube.com/watch?v=JqgXFFcdZc0>  Korea, China & Japan The History that Unlocks the Future (2013; 47 minutes)  <https://www.youtube.com/watch?v=XI-WEMkZrzs>  Korea-China-Japan: the Future Leader (2013; 4 minutes)  <https://www.youtube.com/watch?v=J8WHRAfS90w>  **Texts/Readings**  [Armstrong, Charles K.](http://en.wikipedia.org/wiki/Charles_K._Armstrong) 2014. “The Korean Crisis” pp88-110.  Chung, Jae Ho & Myung-Hae Choi. 2013. “Uncertain allies or uncomfortable neighbours? Making sense of China–North Korea Relations, 1949–2010” *The Pacific Review* 26/3: 243-264.<http://dx.doi.org/10.1080/09512748.2012.759262>  **Further Readings**  South Korea-China Relations (2014; 25 mns)  <https://www.youtube.com/watch?v=jeyukhOML1w>  Recent History of Japan and Korea  <https://www.youtube.com/watch?v=soZ6cYyiU9M> |
|  | Tutorial 10  Tutorial Worksheet |
| Aims & Expected Results |  |

**Week 12: The Future of Korea and East Asia**

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| **Week 12**  October 24  Tue | The Future of the Korean Peninsula  Understanding Inter-Korean Politics  SK Policy Toward NK (Anti-communism to Sunshine Policy)  Korea as Northeast Asian Hub  Changes in North Korea  Unification of the two Koreas?  The prospect for the Development of North Korea’s Northeastern Border Areas  East Asian Community  What Do Young South Koreans Think Of North Korea? (2016; 4 mns)  <https://www.youtube.com/watch?v=TBql1ETM0Bk>  Future Prospects of Northeast Asian Ties in Inter-Korean Relations 2015 (12 minutes)  <https://www.youtube.com/watch?v=ZQHDwNzIRKg>  **Readings**  The Future Korea (2013; 7 minutes)  <https://www.youtube.com/watch?v=7z0OQ1aBFbc>  **Further Reading**  Armstrong, Charles. 2014. “One Korea, Many Koreas” in Charles Armstrong. The Koreas. pp. 111-114.  New Zealander who taught at the Pyongyang University of Science and Technology (PUST)  <https://www.youtube.com/watch?v=KnBuzVOaMIw>  DVD “The Future of the Korean Peninsula” |
| Oct 24 Tue | Tutorial 11  Tutorial sheet  (Essay Due) |
| Aims & Expected Results |  |

1. \*Subject to change – check on Cecil for any changes. [↑](#footnote-ref-1)