HISTORY OF PREMODERN KOREA
AEAK/AHST 376 (class #9702 or 9704)
Fall 2019
MWF 12:35–1:30 PM, ES245

Instructor:
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Department of East Asian Studies
University at Albany, SUNY

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Office Phone Number: 518-442-4124

Office Hours & Location:
W 4:30-5:30, Fri 1:45-2:45 PM and by appt, Humanities 240

I. COURSE DESCRIPTION
This course will introduce students to premodern Korea, from earliest recorded history to the Chosŏn dynasty (1392-1897), while also examining the roles played by China and Japan in shaping Korean history. The class will explore social, political, economic, intellectual, and cultural dimensions of the premodern period. Topics will include: traditional social structures, local society and culture, religions and ideology, governing institutions, foreign relations, gender and family, encounters with Western civilization, marginalized groups, and indigenous reforms for social and economic development. No knowledge of Korean language is required. There are no prerequisites.

General Education:
This course fulfills the International Perspectives general education category.

General Education courses:
1. offer explicit understandings of the procedures and practices of disciplines and interdisciplinary fields.
2. provide multiple perspectives on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.
3. emphasize active learning in an engaged environment that enables students to become producers as well as consumers of knowledge.
4. promote critical thinking about the assumptions, goals, and methods of various fields of academic study and the interpretive, analytic, and evaluative competencies central to intellectual development.

General Education International Perspectives Learning Objectives:
International Perspectives courses “enable students to demonstrate a knowledge and understanding of the history, cultures and/or traditions of any region, nation, or society beyond the United States; and how that region, nation, or society relates to other regions of the world.”
In addition, this course also enables students to demonstrate:
1. an understanding of the variety of cultures, societies, and countries that make up the region studied.
2. an understanding of a region or culture from the perspective of its people(s).
3. an ability to analyze and contextualize cultural and historical materials relevant to a region.
4. an ability to locate and identify distinctive geographical features of a region.
5. an ability to use the analytic tools of a specific discipline to engage in comparative and/or historical analyses of cultures, nations, and regions.

For more details on the International Perspectives category, see: https://www.albany.edu/generaleducation/international-perspectives.php

II. REQUIREMENTS OF CLASS PARTICIPATION & CLASSROOM DECORUM
Participation in classroom activities is an important requirement of the course. To demonstrate your engagement, you must conform to the following ground rules:
1. Arrive on time.
2. Refrain from leaving the room once class has begun, except in unavoidable emergencies.
3. Actively participate in class exercises and discussions.
4. Remove earphones and ear buds from your ears.
5. NO computers, tablets or phones are to be used during class unless specifically required.
6. Unauthorized reproduction of any course material or uploading it to any website is a violation of academic integrity.
7. Students must inform the instructor prior to class if they need to miss a class. A student’s final grade in the class will be penalized by a third of a grade (e.g., from B to B-) after his or her fourth unexcused absence, and an additional third of a grade with each unexcused absence thereafter.

III. GRADING POLICIES

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<tr>
<th>Categories</th>
<th>Grading</th>
<th>Dates (subject to change)</th>
<th>Instructions</th>
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<td>1. Lecture Attendance (10%) + Discussions (10%)</td>
<td>20%</td>
<td>Attendance will be taken every day.</td>
<td>Instruction requires more than passive listening, observing and memorization, although these modalities are also important. Students must actively participate to receive full credit for the course. No extensions, substitutions, make-ups, etc., will be allowed, except in extremely unusual circumstances or serious illness (verified in writing by a licensed physician or approved health provider). Students must inform the instructor in advance if they need to miss class. If it is necessary to miss class for medical reasons, see the University at Albany Medical Excuse Policy: <a href="http://www.albany.edu/health_center/medicalexcuse.shtm">http://www.albany.edu/health_center/medicalexcuse.shtm</a> For absence due to religious observance, please see the UAlbany Religious Accommodations for Students and Employees: <a href="https://www.albany.edu/registrar/registrar_assets/Religious_Accommodations_for_Students_and_Employees.pdf">https://www.albany.edu/registrar/registrar_assets/Religious_Accommodations_for_Students_and_Employees.pdf</a></td>
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<td>2. Quizzes</td>
<td>20%</td>
<td>Reading assignments must be completed before each class.</td>
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3. Class Presentation 10% See course schedule below
In the first two weeks of class, students will be asked to select one topic of interest on pre-modern/traditional Korea.

Each student will be asked to do a 15-minute presentation (10-min PPT presentation + 5 min for discussion), either individually or in groups (at least 2 people), that will explore selected topics.

Grading will be based on the following criteria: (1) effective presentation of the academic contents of the topic; (2) visual aid and artistic factors in the PowerPoint Presentation or creative performance; (3) preparation of 2-3 discussion questions based on your presented material; (4) use of proper citations.

4. Midterm 20% Monday, 10/14 A one-hour midterm exam will take place in class.
Alternatively, in consultation with instructor, any student may propose a creative project based on rigorous historical research and argument.

5. Final Exam 30% Friday, 12/14 The final will be divided into two parts:

1. One Take-home FINAL Essay (25% of total grade):
   - The written exam will consist of an analytical essay of 5-6 double-spaced pages in length
   - Students must submit final essays as email attachments with file name, “yourlastname_EAK376.doc(x),” to pbkwon@albany.edu, by 8 PM on Friday, 12/14.

2. Team Debate (5% of grade) in classes on 12/5 and 12/7:
   - A historical debate will be assigned, and students will be asked to cover both sides of the debate issue in a balanced presentation.
   - The class will be divided into different teams for an in-class debate.

For any exam submitted late, from the final score, a penalty will be deducted as follows: one-third of a grade per every 24 hours or portion thereof past the due date and time (i.e., A to A-, B+ to B). Thus, for example, an “A” paper that is submitted at 9:00 PM on Friday (12/14) would receive an A-: a paper submitted at 9 PM on Saturday (12/15) would receive a “B+” (down two-thirds of a grade). Please see instructions below under “Guidance on Writing Papers and Citing Sources.”

GUIDANCE ON WRITING PAPERS AND CITING SOURCES:
- All papers, including your final take-home essays, should be printed with an essay cover page, should use a 12-point font (TIMES NEW ROMAN), be double-spaced, and have a 1-inch margin.
- Footnotes should follow the Chicago-Style Citation Quick Guide and a bibliography of works cited in the footnotes should be appended. For guidance on citations, see https://www.albany.edu/eas/writing%20papers%20in%20east%20asian%20studies.pdf

Letter grades are assigned according to the following scale:

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<th>Letter Grade</th>
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Work never turned in counts as a zero (0).

- Students must complete all work on time. No extensions, substitutions, make-ups, etc., will be allowed except in extremely unusual circumstances or serious illness (verified in writing by a doctor or relevant authority).
- There will be no extra-credit assignments and no grading curves. A grade of "Incomplete" can be considered only for absolute emergencies (death in the family, extreme illness, etc.).

**Extra Credit Opportunities:** We will have a couple of guest speakers for my AEAK170: Korean Culture and Heritage course (MW 2:45-4:05 PM, HU109). Students who want extra credit must attend the events, remain through the entire presentations/lectures, and submit a 500-word summary/feedback documenting the academic offerings of each event.

**III. ACCOMMODATIONS:**

- **STUDENTS WITH DISABILITIES:** I ask any student with a documented disability requiring academic accommodations or other adjustments to speak with me privately at the start of the semester. All such discussions will remain confidential. For further information, please visit Disability Resource Center (http://www.albany.edu/disability/index.shtml).
- **STUDENT ATHLETES:** Read the 3-page document on regulations at the link below: http://www.albany.edu/ncaa/files/Intercollegiate_Athletic_Missed_Class_Policy.pdf

**IV. ACADEMIC INTEGRITY**

- “Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013) http://www.albany.edu/undergraduate_bulletin/regulations.html

- What is plagiarism? “Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Some examples of plagiarism include copying, paraphrasing, or summarizing without acknowledgment, submission of another student's work as one's own, the purchase/use of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. Students are responsible for understanding legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness.”

  https://www.albany.edu/undergraduateeducation/academic_integrity.php

- Please note that plagiarism will result, at minimum, in a failing grade for the assignment, and possibly for the whole course.

**V. READING MATERIALS**

- The following books are required for the course:

- Other readings will be distributed via Blackboard.
- Note: Textbooks can be expensive. If there are financial or other reasons for difficulty purchasing required texts, please arrange to speak with me. All conversations will remain confidential.
COURSE SCHEDULE (subject to revision)
UAlbany Fall 2019 Academic Calendar: https://www.albany.edu/registrar/fall-2019-academic-calendar.php

WEEK 1: Introduction

How did civilization originate in the Korean peninsula?
Mon, 8/26: Korea’s Geography and Environment
Wed, 8/28: Origins of Korean Civilization (I)
  • Seth, A Concise History of Korea, pp. 1–27 (Ch. 1: The Origins).
Fri, 8/30: Origins (II)
  • Sources of Korean Tradition, vol. 1, pp. 3–17 (Origins of Korean Culture).

WEEK 2: Korea’s Ancient Ties with Japan and China

How should we approach ancient Korean-Japanese-Chinese relations? Was there a distinct sense of “Korea” and “Japan” in the respective regions? Was ancient Korea a “colony” of Lelang (China)?
Mon, 9/2 (No class; Labor Day)
Wed, 9/4: China-Korea Connections
Fri, 9/6: Japan-Korea Ancient Ties & Debates in Historiography

WEEK 3: Three Kingdoms / Introduction of Buddhism

How did Confucian and Buddhist ideas tie into Korean state formation during the Three Kingdoms period? Describe the role/function of kingship in the Three Kingdoms.
Mon, 9/9: The Three Kingdoms
  • Seth, A Concise History of Korea, pp. 29–51 (Ch. 2: The Period of the Three Kingdoms, Fourth Century to 676).
Wed, 9/11: Introduction of Buddhism
  • Sources of Korean Tradition, vol. 1, pp. 34-56 (Introduction of Buddhism).
Fri, 9/13: Discussion

WEEK 4: Unified Silla and Hwarang

How should we characterize the ruling system in Unified Silla? What was the character of kingship in Three Kingdoms and in Unified Silla Korea (from Weeks 3 and 4)? How did the function and character of kingship change over time? What was Hwarang?
Mon, 9/16: Late Silla and Unification War
  • Seth, A Concise History of Korea, pp. 53-81 (Ch. 3: Late Silla, 676 to 935).
Wed, 9/18: Hwarang (“The Flower Knights”)
Fri, 9/20: Primary source reading: Silla’s bone rank system
  Discussion Questions: Two evident tropes in Korean history are a high degree of social stratification and a high emphasis on blood ties. Did the Silla bone and head-rank systems have a lasting social and institutional legacy?
  • Kolp’um (Bone Rank) regulations, pp. 59-69.
WEEK 5: Koryŏ Dynasty

How did Koryŏ unify the peninsula and consolidate power? Can we identify Koryŏ as a "Buddhist” state? Was there an emerging national consciousness during Koryo?

Mon, 9/23: Koryŏ


Wed, 9/25: The State and Buddhism in the Koryŏ Period / The Ten Injunctions

- Selections from *Sources of Korean Tradition*, vol. 1, pp. 154-156 (Wang Kôn: Ten Injunctions); 156-167 (Development of Confucian Polity I); 167-168 (Ch’oe Sungno: On Buddhism); 216–244 (Buddhism and other religions).

Fri, 9/27: Discussion /Koryŏ’s Foreign Relations:

- Selections from *Sources of Korean Tradition*, vol. 1, pp. 161–63 (Ch’oe Sûngno: On Current Affairs); 170-171 (Koryo’s Foreign Relations); 171–74 (Sŏ Hŭi: Arguments on War); 174–75 (Kim Puŭi: Relations with Chin); 175 (Memorial on Relations with Sung).

WEEK 6: Military Revolt and Mongol Invasions

What caused the rise of civil-military conflict in Koryŏ? How did the period of military rule and Mongol invasions impact Koryŏ?

Mon, 9/30: Military Rule

- Seth, *A Concise History of Korea*, pp. 111–118 (beginning of Ch. 5).
- Selections from *Sources of Korean Tradition*, vol. 1, pp. 193–194 (The 1170 military Coup); 194-196 (Ch’oe Ch’ung-hon: The Ten Injunctions); 198-200 (Civilians under Military Rule).

Wed, 10/2: Mongol Invasions

- Seth, *A Concise History of Korea*, pp. 118-133 (Ch. 5, read from “The Mongol Invasions” to the end of the chapter).

Fri, 10/4: Class Presentation I

WEEK 7: Koryŏ-Chosŏn Dynastic Change: A Social Revolution?

What led to the fall of the Koryŏ? What explains the decline of Buddhism in late Koryŏ? Was there an influx of “social newcomers” into the elite circles during the Koryŏ-Chosŏn transition?

Mon, 10/7: Change or Continuity?


Wed, 10/9: Late Koryŏ / The Rise of a New Dynasty

- *Sources of Korean Tradition*, vol. 1, pp. 205-215 (Late Koryŏ Reforms); pp. 382–387 (“Buddhism” and Kihwa’s “Treatise on Manifesting Righteousness”).
- Seth, *A Concise History of Korea*, only pp. 135–139 (beginning of Ch. 6: The Neo-Confucian Revolution and the Chosŏn State, 1392 to the Eighteenth Century).

Fri, 10/11: Review Session for Midterm Exam

WEEK 8: MIDTERM WEEK

Mon, 10/14: Class suspended (fall break)

Wed, 10/16: Midterm

Fri, 10/18: Documentary Film (Korean shamans)
WEEK 9: The Chosŏn Government and Politics

What was the relationship between the monarchy and bureaucracy in Chosŏn Korea? What was the influence of Neo-Confucian ideology in Chosŏn’s state formation and politics?

Mon, 10/21: State Formation (1)
- Seth, A Concise History of Korea, pp. 140–150 (Ch. 6, read from “Chosŏn State”).

Wed, 10/23: State Formation (2)

Fri, 10/25: Class Presentation II
- Seth, A Concise History of Korea, pp. 150-163 (Ch. 6, read from “Military and Foreign Affairs”).

WEEK 10: Neo-Confucian Transformation of the Chosŏn Korea

What explains the efflorescence of Neo-Confucian ideology and tradition in Chosŏn? How did Neo-Confucianism influence Chosŏn’s relations with China? Was Chosŏn truly a “hermit kingdom”?

Mon, 10/28: The Confucianization of Korean society
- Seth, A Concise History of Korea, pp. 163-165 (Ch. 6, “Korea in Global Perspective: Chosŏn as an ideological driven state”); pp. 167-168 (beginning of Ch. 7).
- Sources of Korean Tradition, vol. 1, pp. 251–256 (Neo-Confucianism).

Wed, 10/30: Neo-Confucianism and Social Change

Fri, 11/1: Chosŏn Korea under Neo-Confucian World Order / Class Presentation III

WEEK 11: Chosŏn Society, Social Stratification, and Marginalization

What was yangban and how this group distinguish itself from commoners? What was the extent of "marginalization" in late Chosŏn Korea? Was Chosŏn Korea a “yangban society” or “slave society”? What are the implications of the terms?

Mon, 11/4: Chosŏn society
- Seth, A Concise History of Korea, pp. 168-200 (Ch. 7: Chosŏn Society).

Wed, 11/6: Slavery in Chosŏn

Fri, 11/8: Class Presentation IV

WEEK 12: Family and Gender in Chosŏn

How useful is the term “Confucian patriarchy” for describing Chosŏn society?

Mon, 11/11: The impact of Confucianization on Gender/Family

Wed, 11/13: The p’ansori heroine: Ch’unhyang

Fri, 11/15: Primary Source Reading:
**WEEK 13: Korean Spirituality / Encounter with Christianity**

What is unique about the Korean indigenization of Buddhism, Confucianism, and Catholicism? What explains the Chosŏn state's virulent resistance to Catholicism?

Mon, 11/18: Religious Traditions in Korea
  *In class reading of Miam Ilki, “Geomancy and Other Folk Customs”

Wed, 11/20 Encounter with the West

Fri, 11/22: **Class Presentation V**

**WEEK 14: Social and Economic Changes/Rebellions**

What problems did the Chosŏn Dynasty face in the late 19th century? What types of economic and social changes were occurring? What were the causes of popular uprisings?

Mon, 11/25: Late Chosŏn *The prompt for the Final exam/ debate will be distributed to students in class.*
- Seth, *A Concise History of Korea*, pp. 201–235 (Ch. 8: Late Chosŏn, Early Eighteenth Century to 1897).

Wed, 11/27: (No class; Thanksgiving Break)

Fri, 11/29: (No class; Thanksgiving Break)
*Please read over the break:*
- *Sources of Korean Tradition*, vol. 1, pp. 327–341 (Ch. 17: Economy).
- Sun Joo Kim, “Manifestos During the Hong Kyŏngnae Rebellion of 1812,” pp. 141–151.

**WEEK 15: Debate**

Mon, 12/2: Final Review / Team Meetings

Wed, 12/4: Debate I (Team A vs. B)

Fri, 12/6: Debate II (Team C vs. D)

**WEEK 16: Final Week**

Mon, 12/10 (Last Day of class): **Course Review and Reflections**

Fri, 12/14: **TAKE-HOME FINAL PAPER DUE AT 8:00 PM.** *Submit your paper as an email attachment with the file name, “yourlastname_376.doc(x),” to the instructor. Please also submit a hardcopy in the wall folder next to my office in Humanities, room 240.*