

HIGR 219 A/B: Research Seminar in Modern Korean History
“Marginalization and Marginality” (Spring-Fall 2018)

Tuesday, 10:00 AM-12:50 PM
Humanities and Social Sciences, Rm. 6008

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Office Hours: By appointment

Course Description

This two-quarter seminar will introduce graduate students to historical and history-oriented narratives of modern Korea (primarily, from the early twentieth century to our contemporary moment) as the basis for conducting primary research with at least some Korean- and other non-English language sources. The aim of the course is to produce an original and innovative piece of writing that can eventually be presented and published in an academic or public forum. For students who do not read Korean and/or are only taking 219A in spring as an independent study, you may opt for a final paper that engages with secondary/conceptual scholarship in English or other languages on a topic of your choice.

To provide a collective framework and learning experience for all students, I have chosen the rubrics of marginalization and marginality to structure this year’s seminar. With these terms, I hope to encourage you to think about/modern Korea as a way of examining the structural processes of subordination (i.e., exclusion, injury, and poverty) as well as agentive forms of survival (i.e., resistance, compromise, and community building). A variety of themes (i.e., patriarchies/feminisms, military occupation/diasporic adoption, post-colonial nationalism/student protests, capitalist exploitation/labor movements, city elites/countryside subalterns, ableism/disability, heteronormativity/queer, and pure bloodism/multi-ethnicity) and disciplines (i.e., women’s studies, history, anthropology, sociology, literature, disability studies, queer studies, and ethnic studies) will be paired with conceptual readings to help students explore theoretical inspirations for intellectual arguments. Through reading, writing, and speaking assignments (see “grading” below), students will be encouraged to push their thinking in critical directions.

Grading

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| Regular attendance and active participation | 22% |
| Seven reaction papers (three pages, double-spaced) and one in class presentation (6% each) | 48% |
| [For specific guidelines, see “writing reaction papers” handout] | |
| Research project proposal or final think piece (12-15 pages, double-spaced) | 30% |

Required Books

Elaine H. Kim and Chungmoo Choi (eds.), *Dangerous Women: Gender and Korean Nationalism* (London: Routledge, 1998).

Arisa H. Oh, *To Save the Children of Korea: The Cold War Origins of International Adoption* (Stanford: Stanford University Press, 2015).

Charles Kim, *Youth for Nation: Culture and Protest in Cold War South Korea* (Honolulu: University of Hawai'i Press, 2017).

Ruth Barraclough, *Factory Girl Literature: Sexuality, Violence, and Representation in Industrializing Korea* (Berkeley and Los Angeles: University of California Press, 2012).

Nancy Abelmann, *Echoes of the Past, Epics of Dissent: A South Korean Social Movement* (Berkeley and Los Angeles: University of California Press, 1996).

Eunjung Kim, *Curative Violence: Rehabilitating Disability, Gender, and Sexuality in Modern Korea* (Durham and London: Duke University Press, 2017).

Todd A. Henry (ed.), *Queer Korea* (Durham and London: Duke University Press, 2019) [PDF copy]

John Lie (ed.), *Multiethnic Korea? Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea* (Berkeley, CA: Institute of East Asian Studies, 2014).

All other readings are available as PDFs on TritonED

**If you are unfamiliar with Korean history, I suggest that you peruse Michael E. Robinson's *Korea's Twentieth Century Odyssey: A Short History* (Honolulu: University of Hawai'i Press, 2007).

Course Plan

Week 1 (April 3) – Course Preliminaries and Film Provocation

Week 2 (April 10) – Patriarchies, Nationalisms, and Feminisms

Conceptual Reading:

Partha Chatterjee, "The Nation and its Women," in *The Nation and its Fragments: Colonial and Postcolonial Histories* (Princeton: Princeton University Press, 1993), 135-157.

Main Reading:

Elaine H. Kim and Chungmoo Choi (eds.), *Dangerous Women: Gender and Korean Nationalism* (London: Routledge, 1998).

Week 3 (April 17) – Cold War Militarism and Population Dispersion

Conceptual Reading:

Laura Briggs, “Mother, Child, Race, Nation: The Visual Iconography of Rescue and the Politics of Transnational and Transracial Adoption,” *Gender and History* 15:2 (Aug 2003): 179-200.

Main Reading:

Arisa H. Oh, *To Save the Children of Korea: The Cold War Origins of International Adoption* (Stanford: Stanford University Press, 2015).

Week 4 (April 24) – Post-Colonial Nationalism, Wholesome Modernization, and Student Activism

Conceptual Reading:

William H. Sewell Jr., *Logics of History: Social Theory and Social Transformation* (Chicago: University of Chicago Press, 2005), 124-151.

Main Reading:

Charles Kim, *Youth for Nation: Culture and Protest in Cold War South Korea* (Honolulu: University of Hawai'i Press, 2017).

Week 5 (May 1) – Industrial Capitalism, Female Labor, and Literary Representations

Conceptual Readings:

Patricia E. Johnson, *Hidden Hands: Working-Class Women and Victorian Social-Problem Fiction* (Athens: Ohio University Press, 2001), 1-15.

Paula Rabinowitz, *Labor and Desire: Women's Revolutionary Fiction in Depression America* (Chapel Hill: University of North Carolina Press, 1991), 1-16.

Main Reading:

Ruth Barraclough, *Factory Girl Literature: Sexuality, Violence, and Representation in Industrializing Korea* (Berkeley and Los Angeles: University of California Press, 2012).

Week 6 (May 8) – Protest Ethnography and Social Movements

Conceptual Reading:

Arturo Escobar, “Imagining a Post-Development Era? Critical Thought, Development and Social Movements,” *Social Text* 31/32 (1992): 20-56.

Main Reading:

Nancy Abelmann, *Echoes of the Past, Epics of Dissent: A South Korean Social Movement* (Berkeley and Los Angeles: University of California Press, 1996).

Week 7 (May 15) – Gender/Sexuality and Disability

Conceptual Reading:

Alison Kafer, *Feminist, Queer, Crip* (Indianapolis: Indiana University Press, 2013), 25-46.

Main Reading:

Eunjung Kim, *Curative Violence: Rehabilitating Disability, Gender, and Sexuality in Modern Korea* (Durham and London: Duke University Press, 2017).

Week 8 (May 22) – Heteronormativity and Queerness

Conceptual Reading:

Petrus Liu, *Queer Marxism in Two Chinas* (Durham and London: Duke University Press, 2015), 1-33.

Main Reading:

Todd A. Henry (ed.), *Queer Korea* (Durham and London: Duke University Press, 2019).

Week 9 (May 29) – Ethnic Diversity and Cultural Contestations of the Nation

Main Reading:

John Lie (ed.), *Multiethnic Korea? Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea* (Berkeley, CA: Institute of East Asian Studies, 2014).

Week 10 (June 5) – Launching Writing Projects

In Class:

Visit to Geisel Library to examine Korean Studies resources at UCSD and beyond

Research paper or think piece proposals due for in class discussion

Exam Week (June 12) – Submission of Final Writing Assignment

In Class:

Final project presentations over in class breakfast