

The Korean War: An International Perspective History 4780-001

Instructor: Edward J. Davies, II

Office: 367 CTIHB

Hours TH 12:20-1:20 pm & By Appointment

Email: e.davies@utah.edu

Class Meeting Room: BehS 101

Class Meeting Days & Times: TH, 10:45 am – 12:05 pm

REQUIRMENTS

Two Examinations: A midterm in-class and a take-home Final. The Final examination must be at least 10 typed pages.

Two Books Reviews from Assigned Readings: These should provide a critical commentary on each book.

Attendance: class will meet at assigned time and days unless otherwise notified. Students are expected to be present for every class unless exceptional circumstances prevent them from attending. While in class, cell phones must be turned off. Students are also expected to be on time and remain seated until the class formally ends.

Code of Behavior: Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating. Definitions can be found in the Student Code at <http://www.regulations.utah.edu/academics/6-400.html>

COURSE OBJECTIVES AND LEARNING OUTCOMES

Until 1876 Korea, known as the Hermit Kingdom, had remained outside of the international community with profound consequences for its peoples. Student will learn of the impact of state policies on the course of a society's development. In the case of Korea, its political leaders attempted to navigate among the great powers contending for domination in the peninsula. Korea stood at the center of major power rivalry in the 1890s. Eventually Korea came under Japan's sway by the end of the 1890s and a formal colony by 1910. As such, it joined foreign ruled Vietnam, Malaysia, Burma and Indonesia (or the Dutch East Indies) as formal colonies of industrial powers. This aspect will form the early part of the course that considers the larger historical context of Korea. Students will also come to understand the implications of international rivalry on individual states. History cannot be ignored! If so we fail to grasp the impact of current decisions on our own society, we risk the outcomes so disastrously experienced in the Korean peninsula.

The end of wars also brings dramatic changes to its participants. Asian War brought the United States into Korea and removed Japan as the dominating power.. The War was actually just one of several conflicts that raged in the late 1940s and into the 1950s and beyond. The British confronted communist insurgency in Malaysia and the French faced a similar challenge in Vietnam. Similarly, the Dutch returned to their once occupied colony in Indonesia to find a national movement underway. In all these cases, the European powers were attempting to re-impose their rule after years of Japanese occupation and growing national demands.

The wars of liberation that raged in Southeast create the potential for comparisons with the Korean War of the early 1950s where the United States attempted to keep the Southern part of the peninsula free of communist rule. Unlike Southeast Asia where colonial rulers returned to assume their former positions as rulers, the United States entered the war as part of the larger Cold War. Yet, in both cases, issues such as former collaborators with the Japanese, national factions including communist-led one, fierce competition among these groups for leadership, and the presence of foreign powers creates the potential for comparative study. Wars always transform participants. The U.S. fought its second war in Asia and would continue its military presence for many decades after the 1945. Students should become aware that wars, including the recent ones engaged by the United States affect everyone and every family as well as a state's international position and financial fortunes.

Students will also be expected to prepare well-written and well-argued essays. The instructor will review the elements of good writing and analysis at the beginning of the term. The instructor will use the first book review to evaluate students writing and analytical abilities. Students are encouraged to meet with the instructor to discuss these skills.

REQUIRED TEXTS

Hildi Kang, *Under the Black Umbrella*

Helie Lee. *Still Life With Rice*

Carter Eckert, *Old and New Korea: A History*

Halberstam, *The Coldest Winter: America and the Cold War*

Readings on reserve in the Marriott / Second Floor

University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

COURSE OUTLINE

Weeks 1 & 2

Northeast Asia in Historic and Strategic Perspective 1890-1910

The Age of Imperial Powers: Japan and the United States

Isolated Polities and Responses to Imperial Powers: Tokugawa Japan and Choson Korea

Japanese and U.S. Colonialism: Korea and the Philippines Compared

Creating a Colonial Order: Japan in Northeast Asia / The U.S. and the Western Pacific

Governing Subject Peoples: Language, Administration and Race

Assignment: Eckert, *Korea*, pp. 107-177, Kang, *Under the Black Umbrella*

Week 3

Resistance to Colonial Rule: The Korean State and Japan / The U.S. and the Filipino War World on Fire: The Russian Revolution, Imperial Power and Uprisings in Asia & The

Southeast Asia

Assignment: Eckert, *Korea*, pp. 178-253 Kang, *Under the Black Umbrella*, pp. 37-87

Week 4

Ruling Colonial Peoples: The Interwar Years, 1920-1937

Assignment: Kang, *Under the Black Umbrella*, pp. 87-129 Eckert, *Korea*, pp. 254-305

Lee, *Still Life With Rice*, pp. 1-105

Week 5 & 6

World War II: Korea's Economic Role as a Colony of Japan The Philippines as a Battleground

World War II: The Japanese Recruit Laborers & Soldiers The U.S. and Japanese Internment

World War II: The Japanese recruit Korean Women for the Empire: The Comfort Women

Agony, Despair and Forgetting

Assignment: Lee. *Still Life With Rice* Carter J. Eckert, "Total War and Wartime Mobilization" in *The Japanese Wartime*

Week 7

The Impact of Surrender on Korea

The Scramble for Power in Postwar East Asia and the Pacific

Assignment: *The Japanese Wartime Empire, 1931-1945*, editors, Peter Duus, Ramon H. Myers and Mark Peattie, pp. 3-39. (reserve in Marriott Library)

Eckert, *Korea*, pp. 305-326

Kang, *Under the Black Umbrella*, pp. 136-149

Week 8

The Impact of Surrender and the International Context: The USA and the USSR

Lee, *Still Life With Rice*, pp. 170-185

Week 9

The Revolution in the North

Creating South Korea **Assignment:** Lee, *Still Life With Rice*, pp. 185-247

Week 10

The Outbreak of the Korean War: The Immediate Causes and the Larger Context of the War

Planning a war The First Days: North Korean Victories The Push to Pusan

Assignment: Eckert, *Korea*, pp. 327-340 Halberstam, *The Coldest Winter*

Week 11

Recovery: The Inchon Landing The Push North to the Yalu The People's Republic Enters the War

Assignment: Eckert, *Korea*, pp. 340-352 Thompson, *Cry Korea: The Korean War: A Reporter's Notebook*

Week 12

Using Allies: Japan and the Korean War Using the United Nations

Assignment: Lee, *Still Life With Rice*, pp. 240-320

Week 13

Stalemate: Limited War

The U.S. and the Propaganda War Eisenhower and peace

Week 14

The Impact of the Korean War on the USA Domestic and Military

The War Torn Korean Peninsula

Assignment: Eckert, *Korea*, pp. 389-410

Week 15

Conclusion: The Korean War in Historic Memory

Americans with Disabilities Act (ADA) Statement

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Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

Veterans Center

If you are a **student veteran**, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.