**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>College/School</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department/School</th>
<th>School of International Letters &amp; Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>KOR</td>
<td>Number:</td>
<td>457</td>
</tr>
<tr>
<td>Number:</td>
<td></td>
<td>Title:</td>
<td>Premodern Korea in a Global Context</td>
</tr>
<tr>
<td>Units:</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Course description: This course is aimed at increasing awareness of the long but under-represented history of pre-modern Korea, which was often referred to as a Hermit Kingdom in the West. The course offers a comprehensive outline of its literary and cultural traditions from historical and cross-cultural perspectives.

Is this a cross-listed course? Yes
If yes, please identify course(s): SLC 457, KOR/SLC 598

Is this a shared course? No
If so, list all academic units offering this course:

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, each topic requires an individual submission, separate from other topics.

**Requested designation:** Global Awareness-G

**Mandatory Review:** No

**Eligibility:** Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019
For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

**Contact information:**

Name: Sookja Cho
E-mail: scho37@asu.edu
Phone: 314-600-2305

**Department Chair/Director approval:** (Required)

Chair/Director name (Typed): Nina Berman
Date: 8/27/2020
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✓</td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
<tr>
<td>✗</td>
<td>✓</td>
<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td>✗</td>
<td>✓</td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
</tr>
<tr>
<td>✓</td>
<td>✗</td>
<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAMPLE:</strong> 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1: Studies composed of varied subject matter that contributes to understanding of the world outside the US.</td>
<td>The course centers on the historical, cultural, religious, and literary history of Korea as well as her interactions with other East Asian countries.</td>
<td>The first several weeks focus on Korean history and important works of Korean literature. The remainder of the course uses a range of readings to present important events in Korea's history and culture along with a modern interpretation of those events. Students learn to critically analyze central themes and issues in pre-modern Korean history, literature, and culture and to discuss them in a comparative context. These discussions focus particularly on the relationship between these topics and vital issues in contemporary Korean and East Asian society and culture. Students are expected to design and conduct an individual research project on a topic which links the past and the present in Korea and East Asia.</td>
</tr>
<tr>
<td>2a: In-depth study of area studies, concerned with culture-specific information.</td>
<td>The course uses an examination of the lasting cultural contributions of Korea's historical interactions with her neighbors, such as China and Japan, as a means of understanding contemporary people and cultures of Korea and East Asia.</td>
<td>Week 7 and 12 and Module 2 examine how Korean religions, philosophy, and technological advancement were affected by Koreans' official and unofficial travels to China. Weeks 7-10 and Module 3 discusses the historical importance of the 1592 Toyotomi Invasion (Imjin War) in transmitting Catholicism and Western materials to Koreans.</td>
</tr>
</tbody>
</table>
Unless otherwise noted, all on-campus, in-person fall classes will include class sessions that you will attend in-person and/or class sessions you will attend remotely, through ASU Sync. ASU Sync is a technology enhanced and fully interactive remote learning experience using Zoom. Learn more about ASU Sync.

KOR 457 - Premodern Korea in a Global Context

Course Description
Offers a comprehensive outline of the literary and cultural traditions of premodern Korea from historical and crosscultural perspectives. Targets both undergraduate and graduate students. Gives students an opportunity to read a variety of texts ranging from literary works, historical, philosophical and religious documents, diaries and travelogues, to important recent scholarly works in the field. Identifies representative literary works and terms. Discusses important topics and issues on premodern Korean literature and the cultural exchange between Korea and Japan, and Korea and China, bringing to bear students' own thoughts and ideas which are articulated in their final research papers. All readings are available in English translation.

Enrollment requirements
Prerequisite(s): minimum 45 hours; Credit is allowed for only KOR 457 or SLC 457 or KOR 494 (Pre-modern Korean Literature and Cultural Exchange) or SLC 494 (Pre-modern Korean Literature and Cultural Exchange) OR Visiting University Student

Offered by
The College of Liberal Arts and Sciences

Additional Class Details
General Studies: No
Units: 3
Repeatable for credit: No
Component: Lecture
Combined with: SLC 457 (92453), KOR 598 (95887), SLC 598 (95888)

Important Deadlines
Last day to enroll: August 26, 2020
Drop deadline: August 26, 2020
Pre-modern Korea in a Global Context

In-Person/ASU Sync

FALL 2020
KOR/SLC 457; KOR/SLC 598

General Studies Designation: G, HU [TBA]

Class: Tu, Th. 12:00–1:15 pm (DH 206)
Instructor: Sookja Cho
Office: DH 305A
Office phone: 480-965-1264
Email: scho37@asu.edu
Zoom meeting link: https://asu.zoom.us/j/8928898427
Office hours: by appointment; please schedule a meeting at https://calendly.com/sookjacho. If my office hours presented at calendly.com are not convenient for you, we can set up an appointment outside those times. You can contact me via email for appointments or for other questions and problems.

COURSE DESCRIPTION

This course is aimed at increasing awareness of the long but under-represented history of pre-modern Korea, which was often referred to as a Hermit Kingdom in the West. The course offers a comprehensive outline of its literary and cultural traditions from historical and cross-cultural perspectives.

Credits: 3 credit hours

Prerequisites: minimum 45 hours; Credit is allowed for only KOR 457 or SLC 457 or KOR 494 (Pre-modern Korean Literature and Cultural Exchange) or SLC 494 (Pre-modern Korean Literature and Cultural Exchange) OR Visiting University Student

COURSE OBJECTIVES

The course has two goals: 1) to help students acquire essential knowledge of major historical events, cultural issues, and important literary works; 2) to help students engage in broader literary and cultural traditions beyond Korea and East Asia by locating pre-modern Korea in trans-disciplinary and transnational contexts.

To accomplish these goals, students will be given an opportunity to read a variety of texts, ranging from literary works (poetry and fiction), historical, philosophical, and religious documents, diaries, and travelogues, to important recent scholarly works in the field. Students are also required to read literary and cultural theories to help them formulate their own questions and arguments, and implement logical analysis in their writing. The course also utilizes TV shows, films, and other visual materials, as well as non-Korean literary works that are significant in understanding the interconnected relationships between Korea, China, and Japan.
LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1) identify major historical events, representative figures and documents related to them, and literary and cultural terms of pre-modern Korea;
2) demonstrate their ability to close read both original works (in translation) and secondary articles;
3) discern the differences in style, theme, and form of major literary forms;
4) critically analyze important topics and issues in pre-modern Korean history, literature, and culture and discuss them in a comparative context, particularly in relation to topics and issues in contemporary Korean and East Asian society and culture;
5) design and conduct an individual research project on a topic relating to Korea and East Asia in the present and past;
6) apply and link their knowledge and understanding of Korea to their study of other East Asian countries and beyond;
7) articulate their original thoughts and research outcomes in an academic manner.

COURSE FORMATS

The class will combine lecture and discussion formats. All students are expected to participate in discussion regularly; all students will be assigned the responsibility of formulating discussion questions in rotation.

COURSE TIME COMMITMENT

Students should expect to spend roughly 10 hours each week preparing for and actively participating in this course.

COURSE REQUIREMENTS

The requirements of the course will consist of regular assigned readings in secondary works and primary materials, either in the original or in English translation, and of occasional viewing of video clips both in class and at other times. There will be a few short assignments, in-class quizzes and examinations, and a final paper (10–15 pages.)

(1) Attendance, class participation, and weekly reading responses: 30%

Every three absences will lower your grade by one full letter. Students must complete all required readings before coming to class and bring those readings to class with them to actively and effectively engage in class discussion. Students are also required to post their feedback on each assigned reading on the Discussion Board.

(2) In-class (on Canvas) quizzes and examinations: 30%

There will be quizzes and exams (midterm and final) on the key terms and major issues covered in class. Detailed guidelines for these exams will be given in class. You can reschedule a quiz or an exam only if you have a valid reason for absence from the regular exam.

(3) In-class Presentation: 10%
Students are required to present to the class on an assigned topic. Presenters are expected to read extensively outside of class, offer their own insights on the topic and texts, and suggest discussion points to the class. Each student should consult with the instructor at least one week in advance of their presentation.

(4) Final paper: 30%

The final paper should be ca. 3500 words (10-15 pages, not including the list of references). The topic of the paper should be approved by the instructor. Students are required to submit and present a draft sketch in class. Final paper due date: December 6 (no late papers will be accepted.)

Grades will be assigned based on the following scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>100-97</td>
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<tr>
<td>96-94</td>
<td>A</td>
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<tr>
<td>93-90</td>
<td>A-</td>
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<tr>
<td>89-87</td>
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<td>86-84</td>
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<td>C</td>
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<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59-0</td>
<td>E</td>
</tr>
</tbody>
</table>

TOPICS

Defining Premodern Korea: People, Land, and Language
Historical Overview: Premodern Korea in East Asia and the World
Foundation Myths and Cosmology
Silk Road and Cultural Exchange
Korean Villages in China
Korean Diasporas in Japan
Vietnamese in Koryo Korea
Westerners’ Travels to Chosôn Korea
Chinese Space in Korean Literature and Arts
Premodern Korea in Chinese and Western Literature
Premodern Korea in Contemporary Popular Culture and Drama

TEXTBOOKS

All required readings and audiovisual materials are available on Canvas. Students must bring reading materials (either hard copy or electronic copy) to class.

COURSE POLICIES

(1) Attendance:

Students who cannot physically be on campus due to travel restrictions or personal health concerns can attend classes via ASU Sync; please contact the instructor in advance.

All students will be required to wear a face cover while in ASU buildings.
Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions.

No absences will be allowed except under the following special circumstances:

- Hospitalization
- Family emergency
- Accommodations for Religious Practices (ACD 304-04)
- University sanctioned events/activities (ACD 304-02)
- Job/scholarship interviews (prior permission is required)
- Sports-related absences with a note from the Athletic Department (prior permission is required)

Students may be asked to provide written verification for these absences. Advanced notice of absence is required.

2) Use of Mobile Devices:

Students must bring a mobile device (laptop, iPad/Chromebook, smartphone) to class. A laptop is the recommended device. If students do not have one of these devices, please request one from the ASU Library.

Use of such devices in class should be limited to Zoom, reading assigned texts, and note taking (i.e. no web-browsing or email checking). Violation of this policy will adversely affect your grade.

3) Expected Classroom Behavior:

Students should keep course discussion posts focused on the assigned topics. Inappropriate discussion posts may be deleted by the instructor.

During the discussion sessions, students should respect their peers’ opinions, regardless of differences in perspectives and interpretations. The free expression of ideas is the essence of academic discourse. It is important that we maintain an atmosphere in the classroom that does not inhibit such expression. Disagreement and debate is allowed (even encouraged), but students must respect the right of their peers to express and defend an opinion.

Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper, will not be tolerated.

If students are asked to attend classes via Zoom, students are expected to use their web cameras so they can be seen. Students should ensure that background noises and distractions are removed (food, TVs, music, other people in the room). Students should dress appropriately for this academic meeting. They should remember that any inappropriate distracting behavior via a virtual meeting will be dealt with in the same manner as in the physical classroom.

4) Incompletes:

NO incompletes will be issued without extraordinary and documented reasons. Permission for Incompletes is very rare. Students hoping to receive an Incomplete MUST see the instructor well in advance.

5) Copyrighted Materials:

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

6) Plagiarism and Academic Integrity:

Under the ASU Student Academic Integrity Policy:

“Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties,
course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.” For more information, see https://provost.asu.edu/academic-integrity.

(7) Policy against Threatening Behavior:

Under the ASU’s policy against threatening behavior (Student Services Manual SSM 104–02 “Handling Disruptive, Threatening or Violent Individuals on Campus”):

“All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.”

(8) Accommodating Students with Disabilities:

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

(9) Reporting Title IX Violations:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, https://goto.asuonline.asu.edu/success/online-resources.html.

(10) Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

(11) Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.
Students must refrain from uploading or submitting material that is not the student’s original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

(12) Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course Canvas often.
A COMPLETE LIST OF READINGS

A. Required Readings


Bishop (Bird), Isabella L. Korea and Her Neighbors; A Narrative of Travel, with an Account of the Vicissitudes and Position of the Country. London: J. Murray, 1905.


B. Recommended Readings


Modules:

0 https://scalar.usc.edu/works/book1-12/introduction?path=index
1 https://scalar.usc.edu/works/book1-12/chapter-1?path=index
2 https://scalar.usc.edu/works/book1-12/chapter-2?path=index
3 https://scalar.usc.edu/works/book1-12/chapter-3?path=index
4 https://scalar.usc.edu/works/book1-12/chapter-4?path=index

Other sources:

*Korean History: Fresh Perspectives* (20 DVDs). KBS Co., Korea

*Window on Korean Culture*, Korea Foundation, 2010-2013.

*Korean Film Archive*. 
## WEEKLY SCHEDULE

### Week 1
**Defining Pre-modern Korea**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH</td>
<td>08/20</td>
<td>Introduction</td>
</tr>
</tbody>
</table>

### Week 2
**Premodern Korea, A Hermit Kingdom?**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| TU  | 08/25| [Required for Discussion]  
E. J. Schultz, “Korea, A Hermit Nation”;  
[Video clip] “Old Chosŏn Korea, the Secret Kingdom” in *Korean History: Fresh Perspectives* |
| TH  | 08/27| [Required for Discussion]  
“Introduction,” *A Brief History of Korea* (BHK);  

[Recommended]  
[Video clips]: “Window on Korean Culture” on Canvas Page or Module 1: [https://scalar.usc.edu/works/book1-12/introduction?path=index](https://scalar.usc.edu/works/book1-12/introduction?path=index)  
Lee, Ch 1 “Language, forms, prosody, and themes,” HKL, 15–38 (esp. 22–30) |

[Quiz 2] (Study key terms and issues presented on Page in Canvas)

### Week 3
**Ancient Korean Culture and Society**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| TU  | 09/01| [Required for Discussion]  
“Origins of Korean Culture,” *Sources of Korean Tradition* (SKT);  

[Video clip showing]  

[Recommended]  
Lee, Ch 2 “From Oral to Written Literature,” HKL |

| TH  | 09/03| [Required for Discussion]  
Ch 1 “Early Settlements,” BHK; |
[Video clip] “How Did People Live in the Old Chosŏn Period?” in Korean History: Fresh Perspectives

[Quiz 3] (Study key terms and issues presented on Page in Canvas)

Week 4
TU 09/08

Silla and Koryŏ; Buddhism and Aristocratic Society

[Required for Discussion]
Ch 2 “Unified Silla and Koryŏ,” BHK; “Hyangga,” AKL, 17–21; Ch 3 “Hyangga,” HKL;

[Video clip]
TV show: “The Great Queen Seondeok” (2009)

[Quiz 4] (Study key terms and issues presented on Page in Canvas)

TH 09/10

[Required for Discussion]
Biographies,” AKL, 22–36; “Changga,” AKL, 43–50; Ch 5 “Koryŏ song,” HKL; “Prose Essays” and “Poetry in Chinese” and “by Zen Masters,” AKL, 51–69; Ch 6 “Koryŏ writings in Chinese,” HKL

[Recommended]
[Video clip] “Bulguk Temple, The Secret Behind Its Name,” in Korean History: Fresh Perspectives

[Quiz 5] (Study key terms and issues presented on Page in Canvas)

Week 5
TU 09/15

Kingdom of Confucian Literati: Chosŏn

[Required for Discussion]
Ch 3 “Early and Middle Chosŏn,” BHK; “Songs of Flying Dragon,” AKL 73–78;

[Recommended]
Ch 7 “Early Chosŏn Eulogies,” HKL
[Video clip] “Hangul (Window on Korean Culture); “The Korean Script Was Not Made at the Jiphyeonjeon” in Korean History: Fresh Perspectives

[Quiz 6] (Study key terms and issues presented on Page in Canvas)

TH 09/17

[Required for Discussion]
[Video clip showing]
Film & TV show: “Hwang Jini” (2007)

[Recommended]
Ch 12 “Chosŏn poetry in Chinese,” HKL;
Ch 8 “Early Chosŏn sijo” and Ch 10 “Late Chosŏn sijo,” HKL
Lee, trans. and intro., *Pine River and Lone Peak*

[Quiz 7] (Study key terms and issues presented on Page in Canvas)

**Week 6**

TU 09/22

[Required for Discussion]
*Ancient Japan and Korea:*
“Husband Yono and Wife Seo”;  
James H. Grayson, “Susa-no-o: a culture hero from Korea”  
*Ancient India and Korea;*
“Samguk Yusa: Kara-guk”;  
“The Indian Princess Who Became a South Korean Queen”

[Video clip showing]
“Animated films on Indian Princess and on Yono’s couple”

[Recommended]
“Introduction,” *Samguk Yusa*

**Week 7**

TU 09/29

[Required for Discussion]
*Silk Road, and Arabic Culture:*
Kim, “King Midas Tale in Ancient Korea”;  
Lee, “Early Korea-Arabic Maritime Relations”

[Video clip showing]
“Silla and the Silk Road”

[Required for Discussion]
“Monks who traveled to India” in *Samguk Yusa;*
“Silla Monk Hye Ch’o,” in *Korean Travel Literature;*
Excerpts from *Hye Ch’o’s Diary: Memoir of the Pilgrimage to the Five Regions of India*

[Video clip showing]
“The Journey of Hyech’o”

[Recommended]
[Video clip] “Bulguk Temple, The Sacred Behind Its Name,” in Korean History: Fresh Perspectives

TH 10/01

[Required for Discussion]
“Koreans in China,” in Edwin Reishauer, Ennin’s Travels in T’ang China

[Video clip showing]

[Recommended]
“Ennin’s Diary”; “Life in T’ang China,” in Ennin’s Travels in T’ang China

Week 8 Koryô vs Yuan: Merchants, Pax Mongolica, and Cultural Exchange

TU 10/06

[Required for Discussion]
Yun, “Popularization of Mongol Language and Culture in the Late Koryo”

[Video clip showing]

TH 10/08

[Required for Discussion]
Lee, “Foreign Merchant’s visit to the Korean peninsula; 13-14th centuries”

[Video clip showing]
“Mongol Invasions of Korea”

[Recommended]

SU 10/11 Exam 1 (Takehome) due

Week 9 East Asian War (1592-98) and Cultural Exchange: Korea and Japan

TU 10/13

[Required for Discussion]
Module 3, “Imjin War (Korea-Japanese War) and Cultural Exchange”:
https://scalar.usc.edu/works/book1-12/chapter-3?path=index
Samuel J. Hawley, “The Imjin War.”
[Film] “Admiral: Roaring Currents” (2014)

[Recommended]
[Video clip]: “Yi Sunsin: A Hero’s Choice, facing the Storm,” in *Korean History: Fresh Perspectives*

**TH 10/15**

[Required for Discussion]
Ha, “War and Cultural Exchange”
Choi, “War in Korea and Japan Literature”

[Recommended]
Turnbull, “Samurai Invasion: Japan’s Korean War, 1592-1598”
Lee, trans. and intro. *The Record of the Black Dragon Year* (Imjinnok)

**Week 10**

**East Asian War (1592-98) and Cultural Exchange II: Korea and the West**

**TU 10/20**

[Required for Discussion]
Cheong and Lee, “Sixteenth Century Western Books on Korea”;
Cory, “Gregorio De Cespedes, “Korea’s First European Visitor””;
Module 3, “Imjin War (Korea-Japanese War) and Cultural Exchange”:
https://scalar.usc.edu/works/book1-12/chapter-3?path=index

[Video clip showing]
Film: “Silence” (2016)

[Recommended]
Gompertz, “Notes on Earliest Western Contacts with Korea”

**TH 10/22**

[Required for Discussion]
Cho Kwang; Timothy S. Lee, trans., “Human Relations as Expressed in Vernacular Catholic Writings of the Late Chosón Dynasty,” in *Christianity in Korea*, 29–37;
Donald Baker, “The Martyrdom of Paul Yun”

[Video clip showing]
Film: “Untold Scandal” (2003)

[Recommended]

**Week 11**

**Across East Asia: War, Family, and Travels in Seventeenth Century Novels**

**TU 10/27**

[Required for Discussion]
War, Family, and Travel: Sookja Cho, “Tale of Ch’oe Chŏk” (pp.132–149)

[Recommended]
John Meskill, *Ch’oe Pu’s Diary: A Record of Drifting Across the Sea*
Etsuko Hae Jin Kang, “Korea’s Sade-Kyorin Diplomacy with the Rise of Ch’ing China”
[Required for Discussion]
Sookja Cho, "Tale of Ch'oe Chǒk" (pp.149–161); Ch'oe Chǒk's travel routes and maps: https://scalar.usc.edu/works/book1-12/chapter-4?path=index

[Recommended]
"Ch'i," in Taewŏnjii (The instructor’s translation manuscript will be distributed); Kwŏn P'il; Janet Y. Lee, trans., "Student Chu" in Anthology of Traditional Korean Literature; Sookja Cho, trans., “Part One” of The Tale of Cho Ung

Week 12

TU 11/03

[Required for Discussion]
Ledyard, “Korean Travelers in China over Four Hundred Years, 1488–1887”

TH 11/05

[Required for Discussion]

SU 11/08

Exam 2 (take-home) due

Week 13

TU 11/10

[Required for Discussion]

[Recommended]

TH 11/12

Contemporary Films on Premodern Korea;
[Student Presentations]
Week 14

TU 11/17

[Required for Discussion]
Ledyard, *The Dutch come to Korea* (Hendrick Hamel's Journal)

[Video clip showing]
“The Hendrick Hamel Museum”; “First European Description of Life in Korea: 1668 Hamel’s Journal”

[Recommended]
Vibeke Roeper and Boudewijn Walraven, *Hamel’s World: A Dutch-Korean Encounter in the Seventeenth Century*
Walraven, “Reluctant Travelers: Shifting Interpretation of the Observations of Hendrik Hamel and his Companions”
Robert Neff, “Korea’s Inhospitalable Shores: Shipwrecks of Cheju Island”
J.S. Gale Trans, “A Shipwreck (Korean) in 1636 A.D.”

TH 11/19

[Required for Discussion]
Swartout, “Journey to Old Korea: The 1886 Diary of Gertrude Hall Denny”
Hawley, “Journey in Korea: The 1884 Travel Diary of George C. Fouk”

[Video clip showing]
TV show: “Mr. Sunshine” (2018)

[Recommended]
Schmid, Introduction to *Korea Between Empires 1985-1919*

Week 15

TU 11/24

[Required for Discussion]
isabella Bishop, *Korea and her Neighbors*, esp. 23-65; 445-49;
Koen De Ceuster, “The World in a Book: Yu Kilchun’s ‘Soyu kyonmun’”

[Video clip showing]
“Images of Early Twentieth Korea”

[Recommended]
James H. Grayson, “Traveling for Her Health: The Extraordinary Life of Isabella Bird Bishop”;
Rutt, “An Early Koreanologist Eli Barr Landis, 1865-1898”

TH 11/26

no class (Thanksgiving)

SU 11/29

Exam 3 [take-home] due
Week 16

**Conclusion: Korea and Globalization**

**TU 12/01**

[Required for Discussion]
“United-States-in Korea”;
Elizabeth Underwood, “Travel in Korea: Missionary Encounters at the Turn of the Twentieth Century”;
Homer Hulbert Biography;

[Recommended]
Swartout, “United States Ministers to Korea, 1882-1905: The Loss of American Innocence”;
Duan, “Chosŏn-Western Discourse”;
Neff, “Two Early Articles about Korea”

**TH 12/03**

[Required for Discussion]
M. Seth, “Premodern Korea in a Global Context”

[Student Presentations]

[Recommended]
Lee, “Korea in Foreign Textbooks”;
Underwood, “Occidental Literature on Korea”;
Gompertz, “Western Literature on Korea from the Earliest Times Until 1950”

**SU 12/06** Final paper due
KOR/SLC 457 Premodern Korea in a Global Context

List of Required Readings/Books:

All primary and secondary sources are listed on the syllabus (pp. 7-9).
ANTHOLOGY OF KOREAN LITERATURE

From Early Times to the Nineteenth Century

COMPILED AND EDITED
BY PETER H. LEE

UNIVERSITY OF HAWAII PRESS
HONOLULU
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EDITED BY

PETER H. LEE

CAMBRIDGE UNIVERSITY PRESS
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