

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of International Letters & Cultures
Prefix:	KO	Title:	Premodern Korea in a Global Context
	R	Units:	3
Number:	457		

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

*Note- a **separate** proposal is required for each designation.*

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

Chair/Director (Signature): 

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			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	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.	
<input type="checkbox"/>	<input type="checkbox"/>	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."	

Page 3 of 4

Course Prefix	Number	Title	Designation
KOR	457	Premodern Korea in a Global Context	Global Awareness (G)

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: 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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1: Studies composed of varied subject matter that contributes to understanding of the world outside the US.	The course centers on the historical, cultural, religious, and literary history of Korea as well as her interactions with other East Asian countries.	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.
2a: In-depth study of area studies, concerned with culture-specific information.	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.	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.

! 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

100-97	A+
96-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-70	C
69-60	D
59-0	E

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 Chosŏn 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

- Baker, Donald N. "The Martyrdom of Paul Yun: Western Religion and Eastern Ritual in Eighteenth Century Korea." *Transactions of Korean Branch of the Royal Asiatic Society* 54 (1979): 33–58
- Baihui, Duan. "Subtle Changes in the Joseon's Everyday Life Based on the Westerners' Discourses (1800-1880)." *The Review of Korean Studies* vol. 22, no.1 (June 2019): 285–310.
- 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.
- Cheong, Sung-hwa and Kihan Lee. "A Study of 16th-Century Western Books on Korea: The Birth of an Image." *Korea Journal* vol. 40, no. 3 (Autumn 2000), 255–83.
- Cho, Sookja. *The Tale of Cho Ung: A Classic of Vengeance, Loyalty, and Romance*. New York: Columbia University Press, 2018.
- Cho, Sookja. "The Tale of Ch'oe Chök," in *Premodern Korean Literary Prose: An Anthology*, ed. Michael J. Pettid, Gregory N. Evon, and Chan E. Park, Columbia University Press, 132–61, 2018.
- Choi, Gwan. "The Imjin Waeran in Korean and Japanese Literature," in *The East Asian War, 1592-1598: International Relations, Violence, and Memory*, ed. James Lewis, 340–56, 2015,
- Cory, Ralph. "Some notes on Father Gregorio de Cespedes, Korea's First European Visitor." *Transactions of the Korea Branch of the Royal Asiatic Society* 26 (1937):1–55.
- Gale, J.S. "A Shipwreck (Korean) in 1636 A.D." *Transactions of the Korea Branch of the Royal Asiatic Society* 15 (1924): 3–32.
- Gompertz, G. St. G. M. "Some Notes of the Earliest Western Contacts with Korea." *Transactions of the Korea Branch of the Royal Asiatic Society* 33 (1957): 41–54.
- Gompertz, G. St. G. M. "Bibliography of Western Literature on Korea from the Earliest Times Until 1950, Based on Horace H. Underwood's "Partial Bibliography of Occidental Literature on Korea." *Transactions of the Korea Branch of the Royal Asiatic Society* 40 (1963): 1–263.
- Grayson, James Huntley. *Myths and Legends from Korea: An Annotated Compendium of Ancient and Modern Materials*. Richmond: Curzon, 1999.
- Grayson, James Huntley. "Susa-no-o: a culture hero from Korea." *Japan Forum* vol.14, no.3 (Nov 2002): 465–87.
- Grayson, James Huntley. "The Myth of Tan'gun: A dramatic Structural Analysis of a Korean Foundation Myth." *Korea Journal* vol. 37, no. 1 (Spring 1997): 35–53.
- Grayson, James Huntley. "Traveling for Her Health: The Extraordinary Life of Isabella Bird Bishop." *Transactions of the Korea Branch of the Royal Asiatic Society* 58 (1983): 35–51.
- Ha, Tae-hung, trans. and Grafton Mintz, ed. *Samguk Yusa: Legends and History of the Three Kingdoms of Ancient Korea*. Seoul: Yonsei University Press, 1972.
- Ha, Woo Bong. "War and Cultural Exchange," in *The East Asian War, 1592-1598: International Relations, Violence, and Memory*, ed. James Lewis, 323–39, 2015.
- Hawley, Samuel J. "Journey in Korea: The 1884 Travel Diary of George C. Foulk." *Transactions of the Korea Branch of the Royal Asiatic Society* 80 (2005): 59–86.
- Hawley, Samuel J. "The Imjin War." *Transactions of the Korea Branch of the Royal Asiatic Society* 78 (2003): 35–56.
- Kim Dal-yong, trans. *Overlooked Historical Records of the Three Korean Kingdoms*. Seoul: Jimoondang, 2006; Iryön. *Samguk Yusa*.
- Kim, T'ae-jun. *Korean Travel Literature*. Ewha Womans University Press, 2006.
- Kim, Wook-Dong. *Global Perspectives on Korean Literature*. Springer Singapore: Palgrave Macmillan, 2019.
- De Ceuster, Koen. "The World in a Book: Yu Kilchun's 'Soyu kyonmun,'" in *Korea in the Middle: Korean Studies and Area Studies: Essays in Honour of Boudewijn Walraven*. Edited by Remco E. Breuker, 47–96. Leiden: CNWS Publications, 2008.
- Korean National Commission for UNESCO, ed. *Korean Literature: Its Classical Heritage and Modern Breakthroughs*. Seoul and Elizabeth, N.J.: Hollym, 2003.

- Ledyard, Gari. "Korean Travelers in China over Four Hundred Years, 1488-1887." *Occasional Papers on Korea*, no.2 (March 1974): 1-42.
- Ledyard, Gari. "Hong Taeyong and his Peking Memoir." *Korean Studies*, vol.6, no.1 (1982): 63-103.
- Ledyard, Gari. *The Dutch come to Korea*. Seattle: The University of Washington Press, 1971.
- Lee, Gilsang. Guest Editor's Introduction: "Korea in Foreign Textbooks: Lack of History and Culture." *The Review of Korean Studies*, vol.10, no. 4 (December 2007): 207-09.
- Lee, Hee-soo. "Early Korea-Arabic Maritime Relations: Based on Muslim Sources." Manuscript.
- Lee, Kang Hahn. "Foreign Merchant's visit to the Korean peninsula; 13-14th centuries." *The Review of Korean Studies* 19.2 (December 2016): 47-87.
- Lee, Peter H., ed. *Anthology of Korean Literature: From Early Times to the Nineteenth Century* [=AKL]. Honolulu: The University Press of Hawaii, 1981.
- Lee, Peter H., ed. *A History of Korean Literature* [=HKL]. Cambridge: Cambridge University Press, 2003.
- Lee, Peter H., trans. and intro. *Lives of Eminent Korean Monks: the Haedong Kosŭng Chŏn*. Cambridge, Mass.: Harvard-Yenching Institute, 1969.
- Lee, Peter H., trans. and intro. *Songs of Flying Dragons: A Critical Reading*. Cambridge: Harvard University Press, 1975.
- Lee, Peter H. and Donald Baker. *Sourcebook of Korean Civilization*, volumes 1. New York, NY: Columbia U Press, 1993.
- Lee, Peter H. et al. *Sources of Korean Tradition*. New York: Columbia University Press, 2000.
- Meskill, John. *Ch'oe Pu's Diary: A Record of Drifting Across the Sea*. Tuscon: The University of Arizona Press, 1965.
- Neff, Robert. "An Expedition to Korea to Rescue the Crew of the Narwal in April 1851." *Transactions of the Korea Branch of the Royal Asiatic Society* 83 (2008): 27-72.
- Neff, Robert. "Korea's Inhospitable Shores: Cheju island Shipwrecks." *Transactions of the Korea Branch of the Royal Asiatic Society* 82 (2007): 53-88.
- Neff, Robert. "Two Early Articles about Korea." *Transactions of the Korea Branch of the Royal Asiatic Society* 85 (2010): 37-55.
- Peterson, Mark and Phillip Margulies. *A Brief History of Korea* [=BHK]. New York: Facts On File, Inc., 2010
- Pore, William F. "The Inquiring Literatus: Yi Sugwang's Brush-Talks with Phung Khdc Khoan in Beijing in 1598." *Transactions of the Korea Branch of the Royal Asiatic Society* 82 (2008): 1-26.
- Reischauer, Edwin O. *Ennin's Travels in T'ang China*. Ann Arbor: University of Michigan Press, 1983.
- Roeper, Vibeke and Boudewijn Walraven, eds. *Hamel's World: A Dutch-Korean Encounter in the Seventeenth Century*. Amsterdam: Sun, 2003.
- Rutt, Richard. "An Early Koreanologist Eli Barr Landis, 1865-1898." *Transactions of the Korea Branch of the Royal Asiatic Society* 54 (1979): 59-100.
- Schmid, Andre. *Korea Between Empires 1985-1919*. New York: Columbia University Press, 2002.
- Schultz, Edward J. "Korea: A Hermit Nation?" Keynote Speech. World Congress of Korean Studies, 2006.
- Swartout, Robert R. "Journey to Old Korea: The 1886 Diary of Gertrude Hall Denny." *Transactions of the Korea Branch of the Royal Asiatic Society* 61 (1986): 35-68.
- Swartout, Robert R. "United States Ministers to Korea, 1882-1905: The Loss of American Innocence." *Transactions of the Korea Branch of the Royal Asiatic Society* 52 (1982): 29-40.
- Turnbull, Stephen. *Samurai Invasion: Japan's Korean War, 1592-1598*. London: Cassell, 2002.
- Underwood, Elizabeth. "Travel in Korea: Missionary Encounters at the Turn of the Twentieth Century." *Transactions of the Korea Branch of the Royal Asiatic Society* 78 (2003): 3-20.
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- Walraven, Boudewijn. "Reluctant Travellers: Shifting Interpretation of the Observations of Hendrik Hamel and his Companions." *Sungkyun Journal of East Asian Studies*, 7.1 (2007): 19-32.

- Yang, Han-sung et al. *Hye Ch'o's Diary: Memoir of the Pilgrimage to the Five Reigions of India*. Berkeley: Asian Humanities Press, 1985.
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B. Recommended Readings

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- Buswell, Robert E. *Currents and Countercurrents: Korean Influences on the East Asian Buddhist Tradition*. Honolulu: University of Hawai'i Press, 2007.
- Buswell, Robert E. and Timothy S. Lee, ed. *Christianity in Korea*. Honolulu: University of Hawai'i Press, 2006.
- Chang, Tök-sun. *Humour in Korean Literature*. Seoul: International Cultural Foundation, 1970.
- Cho, Sookja. "Elegy on a Virtuous Mind: An Introduction and Translation of the Seventeenth Century *Chŏn'gi* Tale," "Yu Sorang chŏn." *Acta Koreana* (December 2018): 575–92.
- Cho, Sookja. *Transforming Gender and Emotion: The Butterfly Lovers Story in China and Korea*. Ann Arbor: University of Michigan Press, 2018.
- Clark, Donald N. "Yun Ch'i-ho (1864-1945): Portrait of a Korean Intellectual in an Era of Transition." *Occasional Papers on Korea*, no. 2 (September 1975): 36–75.
- Ebrey, Patricia, Anne Walthall, and James Palais. *Pre-Modern East Asia: To 1800*. Boston and New York: Houghton Mifflin Company, 2008.
- Kang, Etsuko Hae-Jin. *Diplomacy and Ideology in Japanese-Korean Relations: From the Fifteenth to the Eighteenth Century*. Palgrave McMillan, 1997.
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- Lee, Peter H., trans. and intro. *Pine River and Lone Peak: An Anthology of Three Chosŏn Dynasty Poets*. Honolulu: University of Hawaii Press, 1991.
- Lee, Peter H., trans. and intro. *The Record of the Black Dragon Year* (Imjinnok). Seoul: Institute of Korean Culture, Korea University, 2000.
- Pak, No-chun. "Bak Ji-won: Satirist of Aristocratic Society," in *Korean Literature: Its Classical Heritage and Modern Breakthroughs*. Edited by Korean National Commission for UNESCO, 247-58, 2003.
- Pettid, Michael J., Gregory N. Evon, and Chan E. Park, eds. *Premodern Korean Literary Prose: An Anthology*. New York: Columbia University Press, 132–161, 2018.
- Yoh, Suk-kee. "Laughter in the Korean Traditional Drama," in *Humour in Korean Literature*. Edited vt Chang, Tök-sun, 83–98, 1970.

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

TH 08/20

Introduction

Week 2

Premodern Korea, A Hermit Kingdom?

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***[Quiz 1]**

"Syllabus"

"Chronology"

[Lecture clip] Duncan, "Myths and Truths about Premodern Korea" (2014)

TH 08/27

[Required for Discussion]"Introduction," *A Brief History of Korea* (BHK);Lee, "Introduction," *A History of Korean Literature* (HKL)**[Recommended]**

[Video clips]: "Window on Korean Culture" on Canvas Page or Module 1:

<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

TU 09/01

[Required for Discussion]"Origins of Korean Culture," *Sources of Korean Tradition* (SKT);

James H. Grayson, "The Myth of Tan'gun: A dramatic Structural Analysis of a Korean Foundation Myth"

[Video clip showing]

TV show: "Jumong" (2006)

[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

Silla and Koryŏ; Buddhism and Aristocratic Society

TU 09/08

[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

Kingdom of Confucian Literati: Chosŏn

TU 09/15

[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]

Ch 4 "Late Chosŏn," BHK;
 "Poetry in Chinese I & II," AKL, 148–160; 290–293;
 "Sijo I" & "Sijo II," AKL, 92–118, 177–191

[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**Silk Road and Cultural Encounters in Earlier Narratives**

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*

TH 09/24

[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"

Week 7**Pilgrimages, Diaries, and the Influence of Foreign Culture in Medical Korea**

TU 09/29

[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 Reigions of India*

[Video clip showing]

"The Journey of Hyech'o"

[Recommended]

[Video clip] "Bulguk Temple, The Secred 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]

TV show: "Spirit of Korea Jang Bogo" (2016) and "Emperor of the Sea" (2004)

[Recommended]

"Ennin's Diary"; "Life in T'ang China," in *Ennin's Travels in T'ang China*

Lee, trans. and intro. *Lives of Eminent Korean Monks: the Haedong Kosŭng Chŏn*.

Week 8

Koryŏ vs Yuan: Merchants, Pax Mongolica, and Cultural Exchange

TU 10/06

[Required for Discussion]

Yun, "Popularization of Mongol Language and Culture in the Late Koryŏ"

[Video clip showing]

Film: "Mongol: The Rise of Genghis Khan" (2007)

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]

Sookja Cho, "Introduction," *Transforming Gender and Emotion: The Butterfly Lovers Story in China and Korea*.

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 Chosŏn Dynasty," in *Christianity in Korea*, 29-37;

Donald Baker, "The Martyrdom of Paul Yun"

[Video clip showing]

Film: "Untold Scandal" (2003)

[Recommended]

Baker, "Korean Christianity," in *Korean Spirituality*.

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 Chök" (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"

TH 10/29

[Required for Discussion]

Sookja Cho, "Tale of Ch'oe Chök" (pp.149–161);

Ch'oe Chök's travel routes and maps:

<https://scalar.usc.edu/works/book1-12/chapter-4?path=index>**[Recommended]**"Ch1," in *Taewŏnji* (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****Official Travels, Brush Talks, and Cultural Exchange between Chosŏn Korea and Qing China**

TU 11/03

[Required for Discussion]

Module Chapter: "Korean Envoys and Sino-Korean Exchange":

<https://scalar.usc.edu/works/book1-12/chapter-2?path=index>

Ledyard, "Korean Travelers in China over Four Hundred Years, 1488–1887"

TH 11/05

[Required for Discussion]

William F. Pore, "Yi Sugwang's Brush-Talks with Phung Khdc Khoan in Beijing in 1598";

Ledyard, "Hong Taeyong and his Peking Memoir";

Kim Chong-jik, "On a Parrot Presented by the Liu-ch'iu Envoy" and Kim Hŭn, "On my Trip to

Tsushima," AKL, 149–51;

Kim In-gyŏm, "Grand Trip to Japan," AKL, 193–94

SU 11/08 Exam 2 (take-home) due**Week 13****Money, Romance, and Class: Changes in Late Chosŏn Society and Culture**

TU 11/10

[Required for Discussion]

Chŏng Yagyong, "On Dismissing a Servant," "The Story of Master Hŏ," and "The Story of a Yangban," AKL, 213–27

[Recommended]No-chun Pak, "Bak Ji-won: Satirist of Aristocratic Society," in *Korean Literature: Its Classical Heritage and Modern Breakthroughs*, 247–58;Suk-kee Yoh, "Laughter in the Korean Traditional Drama," in *Humour in Korean Literature*, 83–98

TH 11/12

Contemporary Films on Premodern Korea;

[\[Student Presentations\]](#)

Week 14

Westerners' Travels to Late Chosŏn Korea

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 Inhospitable 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. Foulk"

[Video clip showing]

TV show: "Mr. Sunshine" (2018)

[Recommended]

Schmid, *Introduction to Korea Between Empires 1985-1919*

Week 15

Westerners' Travels to Chosŏn Korea II

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

Contents

PREFACE xvii

INTRODUCTION xix

Three Kingdoms and Unified Silla (57 B.C.–A.D. 935)

FOUNDATION MYTHS 3

Tangun 4

Pak Hyökköse, the Founder of Silla 5

The Lay of King Tongmyöng 6

King Suro, the Founder of Karak 12

Husband Yöno, Wife Seo 16

OLD KOREAN POETRY: *HYANGGA* 17

Kwangdök (*fl.* 661–681)

Prayer to Amitābha 17

Siro (*fl.* 692–702)

Ode to Knight Chukchi 18

Sinch'ung (*fl.* 737–742)

Regret 18

Master Wölmyöng (*fl.* 742–765)

Requiem 19

Master Ch'ungdam (*fl.* 742–765)

Ode to Knight Kip'a 19

Hüimyöng (*fl.* 742–765)

Hymn to the Thousand-Eyed Goddess 20

Priest Yöngjae (*fl.* 785–798)

Meeting with Bandits 20

Ch'öyong (*fl.* 875–886)

Song of Ch'öyong 21

Great Master Kyunyō (917–973)
from *Eleven Devotional Poems* 21

BIOGRAPHIES 22

Ondal 22
Tomi 25
Wōn'gwang 26
Wōnhyo 31
Ŭisang 33

POETRY IN CHINESE 37

Ch'oe Ch'i-wōn (857–?)
On the Road 37
At the Ugang Station 38
In Autumn Rain 38
Night Rain in a Postal Station 38
On Seeing a Fellow Villager Off in Shan-yang 38
Inscribed at the Study on Mount Kaya 39

Koryō Dynasty (918–1392)

KORYŌ SONGS: *CHANGGA* 43

The Turkish Bakery 43
Ode on the Seasons 44
Song of P'yongyang 46
Song of Green Mountain 47
Winter Night 48
Will You Go? 48
Spring Overflows the Pavilion 49
Song of the Gong 49

PROSE ESSAYS 51

Yi Kyu-bo (1168–1241)
On Demolishing the Earthen Chamber 51
Questions to the Creator 52

Monk Sigyōngam (fl. 1270–1350)

A Record of the Bamboo in the Bamboo Arbor of the Wōltūng
Monastery 54

Yi Che-hyōn (1287–1367)

Descriptions of the Cloud Brocade Tower 56

POETRY IN CHINESE 58

Chōng Chi-sang (d. 1135)

Parting 58
After Drinking 58

Ch'oe Yu-ch'ōng (1095–1174)

Harmonizing with Secretary Chōng on the Ninth Day 59
Upon First Returning Home 59

Yi Il-lo (1152–1220)

Cicada 59
On the River on a Spring Day 59
Mountain Dwelling 60
Written on the Wall of the Ch'ōnsu Monastery 60
Transplanting Bamboo on Bamboos-Are-Drunk Day 60

Yi Kyu-bo (1168–1241)

The Cock 61

Yi Che-hyōn (1287–1367)

Ancient Airs (Four Poems) 61

Yi Sae (1328–1396)

A Returning Sail at Chinp'o 63
Moon Viewing at Cold Cove 63

Chōng Mong-ju (1337–1392)

Spring Mood 63

Sōng Sōng-nin (1338–1423)

To a Monk Going to the Diamond Mountains 64

Chōng To-jōn (1342–1398)

Plum 64

Yi Ch'ōm (1345–1405)

In Retirement 64

Kil Chae (1353-1419)

Impromptu 65

POEMS IN CHINESE BY ZEN MASTERS 66

National Preceptor Chin'gak (1178-1234)

Like the Sun 66

Night Rain 66

Master Paegun (1299-1375)

Clay Oxen 67

In the Mountain 67

To a Friend Seeking Potalaka 67

National Preceptor T'aego (1301-1382)

Nothingness 68

Herding the Ox in the Himalayas 68

At Deathbed 68

Royal Preceptor Naong (1320-1376)

In the Mountains 69

Yi Dynasty (1392-1910)

SONGS OF FLYING DRAGONS (1445-1447) 73

EARLY YI ROMANCE 79

Kim Si-sŭp (1435-1493)

Student Yi Peers Over the Wall 79

SŬJO, I 92

U T'ak (1262-1342) 93

Yi Cho-nyŏn (1269-1343) 93

Chŏng Mong-ju (1337-1392) 94

Hwang Hui (1363-1452) 94

King Sŏngjong (1457-1494) 94

Kim Chŏng-gu (fl. 1495-1506) 95

Song Sun (1493-1583) 95

Yi Hwang (1501-1571) 96

Yu Hui-ch'un (1513-1577) 96

Hwang Chin-i (c. 1506-1544) 97

Kwŏn Ho-mun (1532-1587) 98

Sŏng Hon (1535-1598) 98

Chŏng Ch'ŏl (1537-1594) 98

Yi Wŏn-ik (1547-1634) 100

Im Che (1549-1587) 100

Myŏngok (late sixteenth century) 100

PROSE PORTRAITS 101

Ŏ Suk-kwŏn (fl. 1525-1554)

from *The Storyteller's Miscellany* 101

KASA, I 104

Chŏng Ch'ŏl (1537-1594)

The Wanderings 105

Hymn of Constancy 110

Little Odes on Mount Star 112

Hŏ Nansŏrhŏn (1563-1589)

A Woman's Sorrow 116

A TALE OF ADVENTURE 119

Hŏ Kyun (1569-1618)

The Tale of Hong Kiltong 119

POETRY IN CHINESE, I 148

Great Master Hamhŏ (1367-1433)

Rice Cooked with Pine Bark 148

Ŏ Pyŏn-gap (1380-1434)

Written on the Wall of My House 148

Ŏ Se-gyŏm (1430-1500)

Chrysanthemum 149

Kim Chong-jik (1431-1492)

On a Parrot Presented by the Liu-ch'iu Envoy 149

Kim Hün (1448–1492)	
On My Trip to Tsushima	150
Ō Mu-jōk (late fifteenth century)	
Upon Seeing Someone Felling Plum Trees	151
Linked Verse	
Upon Listening to the Flute	152
Hwang Chin-i (c. 1506–1544)	
Taking Leave of Minister So Se-yang	154
Yi Hyang-gūm (1513–1550)	
To a Drunken Guest	155
Great Master Sōsan (1522–1604)	
On the Southern Sea	155
The Dozing Monk	155
In Praise of the Portrait of My Former Master	155
Great Master Chōnggwan (1533–1609)	
At the Moment of My Death	156
Sōng Hon (1535–1598)	
By Chance	156
Yi I (1536–1584)	
In the Mountain	156
Yu Yōng-gil (1538–1601)	
A Girl Pounding Grain	157
Yi Sun-sin (1545–1598)	
In the Chinhae Camp	157
Im Che (1559–1587)	
A Woman's Sorrow	157
Yu Mong-in (1559–1623)	
A Poor Woman	158
Great Master Soyo (1562–1649)	
Wondrous Truth	158
Hō Nansōrhōn (1563–1589)	
Poor Woman	158
Kwōn P'il (1569–1612)	
Upon Reading Tu Fu's Poetry	159

Cho Hwi (fl. 1568–1608)	
In Peking to a Woman with a Veil	159
Yi Tal (fl. 1568–1608)	
Mountain Temple	160
Great Master Chungwan (fl. 1590)	
Upon Reading Chuang Tzu	160

LATER YI ROMANCE 161

Kim Man-jung (1637–1692)	
A Dream of Nine Clouds	162

SIJO, II 177

Cho Chon-sōng (1553–1627)	177
Yi Tōk-hyōng (1561–1613)	178
Kim Sang-yong (1561–1637)	178
Shin Hūm (1566–1628)	179
Kim Kwang-uk (1580–1656)	179
Yun Sōn-do (1587–1671)	
from <i>Dispelling Gloom</i>	180
Sunset	180
Songs of Five Friends	181
To My Friend	182
from <i>The Angler's Calendar</i>	183
Yi Myōng-han (1595–1645)	186
King Hyojong (1619–1659)	186
Nam Ku-man (1629–1711)	187
Yi T'aek (1651–1719)	187
Chu Ŭi-sik (1675–1720)	187
Kim Su-jang (1690–1769)	188
Yi Chōng-bo (1693–1766)	188
Kim Ch'ōn-r'aek (c. 1725–1776)	189
Yun Tu-sō (eighteenth century)	189
An Min-yōng (fl. 1870–1880)	189
Anonymous <i>Sijo</i>	190

KASA, II 192

Kim In-gyŏm (1707-?)

Grand Trip to Japan 193

An To-wŏn (fl. 1777-1800)

An Exile's Life 195

Chŏng Hag-yu (fl. 1835-1849)

The Farmer's Works and Days 202

SATIRICAL STORIES 212

Pak Chi-wŏn (1737-1805)

The Story of Master Hŏ 213

The Story of a Yangban 222

Chŏng Yag-yong (1762-1836)

On Dismissing a Servant 225

Anonymous

The Story of a Pheasant Cock 227

WOMEN WRITERS 237

Princess Hyegyŏng (1735-1815)

from *A Record of Sorrowful Days* 238

Lady Ŭiyudang

Viewing the Sunrise 245

Anonymous

Lament for a Needle 247

The Dispute of a Woman's Seven Companions 249

THE ART OF THE SINGER: P'ANSORI 252

Shin Chae-hyo (1812-1884)

The Art of the Singer 253

Yun Kyŏng-sun

Preface to *Songs of the Kwanghan Pavilion* 255

The Song of a Faithful Wife, Ch'unhyang 257

SASŎL SIJO 285

Chŏng Yun-gyŏng

Preface to *Songs of Green Hills* 285

Sasŏl Sijo 287

POETRY IN CHINESE, II 290

Monk Ch'ŏnghak (1570-1654)

Yearning 290

Yi Shik (1584-1647)

Newly Returned Swallows 290

Ch'oe Myŏng-gil (1586-1647)

In the Shen-yang Prison Harmonizing with a Poem

by Kim Sang-hŏn 291

Yun Sŏn-do (1587-1671)

Exiled to the North 291

Kim Ch'ang-hyŏp (1651-1708)

Mountain Folk 292

Nŭngun (dates unknown)

Waiting for My Love 292

Kim Pyŏng-yŏn (1807-1863)

A Song for My Shadow 293

Pyŏn Wŏn-gyu (fl. 1881)

To a Friend 293

GLOSSARY 295

BIBLIOGRAPHY 305

INDEX 311

A BRIEF HISTORY OF KOREA

MARK PETERSON

WITH PHILLIP MARGULIES

CONTENTS

List of Illustrations	iv
List of Maps	v
Introduction	vii
1 From Early Settlements to the Silla Unification of Korea (Prehistory–668)	1
2 Unified Silla (668–935) and Koryo (918–1392)	32
3 The Early and Middle Choson (1392–1636)	74
4 Late Choson (1636–1910)	104
5 The Japanese Colony (1910–1945)	141
6 Liberation, Division, and the Korean War (1945–1953)	179
7 South Korea's Long Road to Democracy (1953–2009)	209
8 North Korea (1945–2009)	245
Conclusion	276
Appendixes	
1 Basic Facts: North Korea	281
2 Basic Facts: South Korea	284
3 Chronology	287
4 Bibliography	295
5 Suggested Reading	302
Index	314

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Contents

<i>List of illustrations</i>	page x
<i>List of contributors</i>	xi
<i>Preface</i>	xiii
<i>Note on the text</i>	xvi
<i>Korean dynasties</i>	xix
<i>Glossary</i>	xxi
 Introduction	 I
<i>Peter H. Lee</i>	
1. Language, forms, prosody, and themes	15
<i>Ho-Min Sohn and Peter H. Lee</i>	
2. From oral to written literature	52
<i>Peter H. Lee</i>	
3. <i>Hyangga</i>	66
<i>Peter H. Lee</i>	
4. Silla writings in Chinese	87
<i>Peter H. Lee</i>	
5. Koryŏ songs	99
<i>Peter H. Lee</i>	
6. Koryŏ writings in Chinese	118
<i>Peter H. Lee</i>	
7. Early Chosŏn eulogies	148
<i>Peter H. Lee</i>	
8. Early Chosŏn <i>sijo</i>	168
<i>Peter H. Lee</i>	

9.	Early Chosŏn <i>kasa</i> <i>Peter H. Lee</i>	189
10.	Late Chosŏn <i>sijo</i> <i>Peter H. Lee</i>	203
11.	Late Chosŏn <i>kasa</i> <i>Peter H. Lee</i>	228
12.	Chosŏn poetry in Chinese <i>Kim Hŭnggyu</i>	250
13.	Chosŏn fiction in Chinese <i>Kim Hŭnggyu</i>	261
14.	Chosŏn fiction in Korean <i>Kim Hŭnggyu and Peter H. Lee</i>	273
15.	<i>P'ansori</i> <i>Kim Hŭnggyu</i>	288
16.	Folk drama <i>Kim Hŭnggyu</i>	303
17.	Literary criticism <i>Peter H. Lee</i>	316
18.	Early twentieth-century poetry <i>Peter H. Lee</i>	336
19.	Early twentieth-century fiction by men <i>Kwŏn Yŏngmin</i>	390
20.	Early twentieth-century fiction by women <i>Carolyn So</i>	406
21.	Late twentieth-century poetry by men <i>Peter H. Lee</i>	420
22.	Late twentieth-century poetry by women <i>Kim Chŏngnan</i>	457
23.	Late twentieth-century fiction by men <i>Kwŏn Yŏngmin</i>	468
24.	Late twentieth-century fiction by women <i>Ch'oe Yun</i>	481

25. Literature of North Korea	497
<i>Kwŏn Yŏngmin</i>	

<i>Bibliography</i>	512
<i>Suggestions for further reading</i>	543
<i>Index</i>	551