ANS 361
(CROSS-LISTED AS ANT 324L/AAS 325/GOV 360N/HIS 364G):
THE TWO KOREAS AND THE UNITED STATES
Uniques #31690/31280/35930/38715/39625
Spring 2017

Meets: TuTh 2:00-3:30, MEZ 2.118
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Office Hours: Tu 12:30-2:00, Th 3:30-5:00 or by appointment

Description:

Drawing on history, anthropology, and political science, this course will focus on the relationship between North and South Korea, and between the Koreas and the United States, since 1945. It aims to conceptualize the Korean War and Korean division as possessing political, social, and cultural dynamics that have had complex ramifications across space and time; in effect, it considers Korean division as a “total social fact.” This is thus also a course in thinking about, and across, borders. In the process, it finally seeks to understand the historical development of North Korea and, through doing this, aims to contextualize present political crises relating to human rights and nuclear security.

This course carries the Global Cultures flag.

Assignments:

A) A and B class presentations (A=5%, B=5%): Each student will be required to give one A presentation and one B presentation over the course of the term. A presentations should be in the 5-10 minute range (NOT more than that). Please offer an overview of the main points and arguments of the reading or readings for that day’s class; please do NOT attempt a full summary. B presentations should be 5 minutes, tops. Please present three questions arising from the readings for that day’s class as a basis for beginning class discussion. Open-ended, comparative, or conceptual questions tend to be better than closed-ended, factual questions.

We will sign up for presentations in the first few classes. Note that not every class meeting will have presentation slots.

B) In class writing (5% total). Please bring paper (scrap or notebook) to class every day. I will sometimes ask you to write something down—a sentence to a paragraph—to further class discussion. Sometimes this may pertain to the readings assigned for a given day, in which case it will likely pay to have done them. At the end of class I will collect these and grade them on a full, ¾, ½, ¼, or 0 basis—of course if you are not present, without a prior good reason, that is a 0, so there is an attendance aspect built in. (I will drop the lowest grade for everyone, to allow for the occasional absence, but not beyond that.)
C) Paper 1 (2-3 pp., double spaced) (10%) Assignment and due dates are listed on the syllabus, as is the general topic, though you should wait for a detailed prompt.
D) Paper 2 (4-5 pp.) (15%). Ditto.
E) Paper 3 (4-5 pp.) (15%). Same deal.
F) Paper 4 (6-8 pp.) (20%). This is a final paper, due in reading week.
G) Group Position Paper, Debate, and Group Evaluation (15%): The final day of class will be a “Model Six (Actually, Five) Party Talks” debate/discussion—sort of like a Model UN—in which the class will be divided into groups representing five different nations: the US, North Korea, South Korea, China (PRC), and Japan. Each group will also be asked to prepare in advance a group position paper (probably 4-5 pages overall) realistically laying out your country’s perspective, priorities, goals, etc., according to a more detailed prompt to be given on the date listed. Note that some research may be necessary in the course of this preparation, so you should certainly arrange to meet as a group, pass versions of your document back and forth, divide tasks, etc. Finally, each group member individually and confidentially will be asked to submit a paragraph-long group evaluation—did your group agree, but just as importantly, do you feel the workload and responsibilities were divided fairly?
H) Class participation (10%). Both your attendance and your active engagement with class readings count. If you are really, really shy about talking in class, you might consider sending me emails BEFORE class sessions with some issues of interest to you in those readings. Attendance can matter here as well.

On reading drafts: I will happily read and comment on short sections of your papers (e.g. a thesis paragraph, or another paragraph where you have a specific problem) if you submit them to me by email sufficiently in advance of the due date (a week= good, 4-5 days=OK, 1 day=bad). I will not read full drafts if you simply send them to me—too often, students who do this are simply looking for a step-by-step guide to what will get an A, rather than actively trying to figure out what will make a better paper. If you have questions about the whole of a paper, you should instead come to talk to me during office hours, bringing what you’ve written, and I’ll work with you on it. Let me also remind you of the existence of the Undergraduate Writing Center, which can be very helpful in putting papers together.

I will make use of plus/minus grading. Generally, I regard averages >=92 (rounded) as an A, 89-91 as an A-, 87-88 as a B+, 82-86 as a B, and so on at equivalent points down the scale.

Academic Dishonesty/Cheating can result in automatic course failure and a report to the appropriate Dean. This is a collaborative course, but that does not extend to someone else (or an online site) writing your paper for you. Also, you should cite sources (I don’t care in what format) when you make use of them.

University Notices and Policies

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, you are responsible for
reading your email for university and course-related information and announcements. You are responsible to
keep the university informed about changes to your e-mail address. You should check your e-mail regularly
and frequently to stay current with university-related communications, some of which may be time-critical.
You can find UT Austin's policies and instructions for updating your e-mail address at

Documented Disability Statement
The University of Texas at Austin provides upon request appropriate academic accommodations for
qualified students with disabilities. If you require special accommodations, you will need to obtain a letter
that documents your disability from Services for Studies with Disabilities. Present the letter to me at the
beginning of the semester so we can discuss the accommodations you need. No later than five business
days before an exam, you should remind me of any testing accommodations you will need. For more
information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or
www.utexas.edu/diversity/ddce/ssd.

Religious Holidays
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of
observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a
project in order to observe a religious holy day, I will give you an opportunity to complete the missed work
within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line
to discuss by phone your concerns about another individual's behavior. This service is provided through a
partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC),
the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call
512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire
alarm is activated or an announcement is made. Please be aware of the following policies regarding
evacuation:
- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest
  exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a
  building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or
  the Fire Prevention Services office

Readings:
Five books have been ordered for this class, and should be available at the Coop, on
Amazon, and/or found on reserve at PCL. They are:

Cumings, The Korean War
Klein, Cold War Orientalism
Brazinsky, Nation Building in South Korea
Cheng, On the Move for Love
Kim, Suk-Young, DMZ Crossing

Other readings will be available on Canvas.

Class Schedule:
1/17 Introduction

1/19 A Starting Point: The Korean War

Cumings, The Korean War, Intro-Ch. 3

1/24 Knowledge and Power


2/2 Robin, ch. 5


KOREAN WAR LEAFLETS (group work in class)

2/7 Memory and Reconciliation

Paper 1 (Korean War and Memory) Assigned


Kim, Seong-Nae, “Mourning Korean Modernity in the Memory of the Cheju April Third Incident,” Inter-Asia Cultural Studies 1(3) [2000]: 461-476.


2/14 *Korea and American Cold War Cultures*


2/16 A B

**Paper 1 (Korean War and Memory) Due**


Englehardt, Tom, *The End of Victory Culture*, Ch. 1.4 (pp. 54-65).

2/21 A B

Klein, *Cold War Orientalism*, Intro-Ch. 2

2/23 A B

**Paper 2 (Cold War Cultures) Assigned**

Klein, Chs. 3-4.

2/28 A B

Klein, Chs. 5-6 and Conclusion.

3/2 *The U.S. and South Korean Development* A B

Brazinsky, *Nation Building in South Korea*, Intro and Chs. 1-2

3/7 A B

**Paper 2 (Cold War Cultures) Due**

Brazinsky, Chs. 3-4

3/9 A B

Brazinsky, Chs. 5-6

**SPRING BREAK**
3/21  
Brazinsky, Chs. 7-8 and Conclusion

3/23  *Movement within the Military Archipelago*  

3/28  
**Paper 3 (Alliance and Division Systems) Assigned**
Cheng, Chs. 4-5

3/30  
Cheng, Chs. 6-8 and Conclusion

4/4  *Artifacts of Division*  
Kim, Nan, *Memory, Reconciliation, and Reunions in South Korea*, Chapters TBA.

4/6  
Kim, Suk-Young, *DMZ Crossing*, Intro-Ch. 1

4/11  
**Paper 3 (Alliance and Division Systems) Due**
Kim, *DMZ Crossing*, Chs. 2-3

4/13  
Kim, *DMZ Crossing*, Chs. 4-5

4/18  *What is To Be Done? Human Rights*  
**Paper 4 (What Is To Be Done?) AND Group Position Papers Assigned**

Lee, Karin and Adam Miles “North Korea on Capitol Hill,” from ibid.

4/20  *Provocations Present and Past*  
Williams, Brad, and Erik Mobrand, “Explaining Divergent Reactions to the North Korean Abductions Issue in Japan and South Korea,” *Journal of Asian Studies* 69(2) [2010]: 507-536.


4/25  *Nuclear Issues: The 1994 Moment*  
Oberdorfer, Don, *The Two Koreas*, Chs. 11-14 (pp. 249-368).

The 1994 Agreed Framework Between the U.S. and the DPRK. {found at [http://www.kedo.org/pdfs/AgreedFramework.pdf](http://www.kedo.org/pdfs/AgreedFramework.pdf); also on Canvas}

4/27  *…and into the 2000s*  


Armstrong, Charles, “Socialism, Sovereignty, and the North Korea Exception,” Ch. 2 in Ryang, ed., *North Korea*.

5/2  *A Range of Policy Perspectives*  


Sample from Heritage Foundation readings on North Korea:
http://www.heritage.org/places/asia-and-the-pacific/north-korea

Nautilus Institute, “Northeast Asia Nuclear Weapon Free Zone Briefing Book,”
see this page at right column: http://www.heritage.org/places/asia-and-the-pacific/north-korea

5/4  Model Six (or Five) Party Talks Day: Group Roleplay in Class

Group Presentations

Group Position Papers and Evaluations Due

Reading Week, Date TBA: Paper 4 (What Is To Be Done) Due