Eastern Illinois University
New Course Proposal
HIS 4870, The Two Koreas

Please check one: ☑ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: HIS 4870
2. Title (may not exceed 30 characters, including spaces): The Two Koreas
3. Long title, if any (may not exceed 100 characters, including spaces): None
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☑ Fall ☐ Spring ☐ Summer ☑ On demand
6. Initial term of offering: ☑ Fall ☐ Spring ☐ Summer Year: 2008
7. Course description (not to exceed four lines): This course examines the historical context in which North and South Korea emerged and continued as a divided nation during the twentieth century. Particular attention will be paid to the most important political, economic, and socio-cultural phenomena in the divergence of the images and reality of North and South Korea before, during, and after the national division of 1945. WI
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None
   c. Who can waive the prerequisite(s)?
      ☐ No one ☑ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status: ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of ______ hours or ______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: None
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: None
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] writing intensive
10. Grading methods (check all that apply): ☑ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: ☑ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
    ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other
PART TWO: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:** Students will be able to 1) identify some of the most influential political, economic, and socio-cultural phenomena and historical events in the emergence of the two Koreas; 2) describe the historical transformation of North and South Korea from the liberation from Japan to the present focusing on internal and external forces that have shaped the divergent trajectories of the two Koreas; 3) interpret the particular manifestation of shared human experiences of modernity and the Cold War in the context of Korea; 4) identify key historiographical debates in the studies of North and South Korea in the post-WWII era; 5) demonstrate critical thinking skills by interpreting the controversies over the North-South Korean relationship as well as the two Koreas' relationship with the U.S. and their Asian neighbors.

   a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
      - EIU graduates will write and speak effectively.
      - EIU graduates will think critically.
      - EIU graduates will function as responsible citizens.

      This is not a general education course.

   b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
      - Depth of content knowledge
      - Effective critical thinking and problem solving
      - Effective oral and written communication
      - Advanced scholarship through research or creative activity

      All of the aforementioned learning objectives are designed to help graduate students achieve the depth of knowledge about the two Koreas as they learn to communicate their findings on the subject matter effectively in writing and through oral presentation upon their critical evaluation of the primary and secondary source materials that are available in English.

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:** 1) Preview Questions (1-page reaction to the assigned probing questions regarding the weekly topic), One-Minute Essays (1-page reaction to the assigned reading material for each week), and Class Discussion; 2) Map Quiz during the first week and Review Quiz for every other week; 3) Book Review and Film Review; 4) Two Exams; 5) Position Paper (8-10 page) and Reflection Paper (3 page); 6) Class Portfolio (compilation of all class-related materials, written assignments, and lecture and reading notes).

3. **Explain how the instructor will determine students’ grades for the course:**  A. Undergraduate: 1) Preview Questions, One-Minute Essays, and Class Discussion 20%; 2) Map Quiz and Review Quiz 10%; 3) Book/Film Reviews 10%; 4) Two Exams 30%; 5) Position Paper and Reflection Paper 20%; 6) Class Portfolio 10%.  B. Graduate: 1) Preview Questions, One-Minute Essays, and Class Discussion 20%; 2) Map Quiz and Review Quiz 10%; 3) Book/Film Reviews 10%; 4) Two Exams 30%; 5) Research Paper 20%; 6) Reflection Paper 10%.
Eastern Illinois University Course Proposal Format

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives: N/A
   b. Describe how the integrity of student work will be assured: N/A
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students. For graduate credit, instead of a 8-10 page position paper, students will produce a 15-20 page research paper identifying relevant historiographical debates and key primary source materials available in English. They should consult the instructor for their choice of topic which requires the instructor's approval.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)
   Writing intensive. Half of the course grade will be determined by the quality of students' writing. This includes a position paper which must be revised after it has been read and commented on by the instructor.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

WEEK ONE Getting Started: Korea as an Entity and an Idea
Physical and Spiritual Setting of Korea

WEEK TWO Korea to the Nineteenth Century I: From the Foundation Myths to Koryŏ Dynasty
Korea to the Nineteenth Century II: Chosŏn Korea, 14c-19c

WEEK THREE The Last Phase of the Chosŏn Dynasty
Challenges, Reforms, and Rebellions in Nineteenth-Century Korea

WEEK FOUR Japanese Colonization of Korea
Imperialism, Displacement, and Nationalism in Early Twentieth-Century Korea

WEEK FIVE Colonial Legacies in Liberated Korea
Occupation, Division, and the Emergence of the Two Koreas

WEEK SIX The Korean War
The Narratives of the Korean War in ROK, DPRK, and the U.S.

WEEK SEVEN The Cold War and Authoritarianism
Dictatorship across DMZ: Kim Il Sung & Syngman Rhee

WEEK EIGHT Economic Transformation of DPRK
Development and Dissent in ROK
### WEEK NINE
- Cultural Politics in the Divided Nation: Juch'e Ideology
- The Cold War and New Nationalism

### WEEK TEN
- Democratization Movement in ROK
- Economic Crisis in the North

### WEEK ELEVEN
- Nuclear Politics of DPRK
- The U.S. Relationship with the Two Koreas

### WEEK THIRTEEN
- ROK in the Twenty-First Century?
- DPRK in the Twenty-First Century?

### WEEK FOURTEEN
- Transnational Korea in the Globalizing World
- Korean Americans and Koreans in Japan

### WEEK FIFTEEN
- Conclusion: Korea toward Reunification?
- Presentation and Reflection

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**PART IV: PURPOSE AND NEED**

1. **Explain the department’s rationale for developing and proposing the course.** Currently, EIU does not offer a course on North and South Korea. The course will fill the gap in the existing undergraduate and graduate curricula by offering a course on the history of one of the most important Asian countries in world politics, economy, popular culture, and regional and global security today. Students will benefit from the approach of the course: the historical examination of the emergence and transformation of the two Koreas in the context of modern nationalism, colonialism, imperialism, the Cold War, and globalization. The course will partially fulfill the requirement for history graduate students whose major or minor is in the newly established field "modern world history."

   a. *If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.* This is not a general education course.

   b. *If the course or some sections of the course may be technology delivered, explain why.* This is not a technologically delivered course.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

   The reading and writing assignments for this course are designed for both upper level undergraduate and graduate students.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

   N/A

   a. *If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.*

   b. *Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.*

4. **Impact on Program(s):**

   a. *For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.* This course meets criteria for world history elective requirements for history teachers certificate majors. The course also meets criteria for Asian Studies minor elective requirements.
b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. This course can be used to fulfill the "modern world history" graduate major elective requirements.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Jinhee Lee, History

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: N/A

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates): Sample textbooks:
   Bruce Cumings, Korea's Place in the Sun: A Modern History (W. W. Norton, 2005)
   Don Oberdorfer, The Two Koreas: A Contemporary History (Basic Books, 2002)
PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. N/A

PART VII: APPROVALS

Date approved by the department or school: 3/26/07

Date approved by the college curriculum committee: 4/4/07

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 4/19/07    CGS: 9/4/07

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).