

**Yonsei International Summer School 2021**  
**Korean American History**

Jim Lee (pronouns: he/him/his)  
Class: MTWTh  
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Summer 2021  
Classroom:  
Office hours: By appointment

**Course Description**

This course introduces the history of Korean Americans from the early 20<sup>th</sup>-century to the present. We will explore how major social, political, and economic forces in the United States, in Korea, and around the world—such as immigration law, the Great Depression, World War II, the Korean War, the U.S. civil rights movement, feminism, and religion—impact the ways in which Korean Americans develop their identities and communities. Using a variety of sources, including oral histories, autobiographies, photographs, music, and film, we will investigate how Korean Americans have and continue to negotiate the intersections of race, class, gender, ethnicity, nationality, religion, and sexuality.

**Grading Policies**

Please keep in mind that while it is arithmetically possible to skip an assignment and pass the course, failure to complete any of the required work will result nonetheless in a failing grade. Grades are not negotiable.

Class participation:	20%
Blog postings and comments:	15%
Midterm examination:	25%
Final paper:	40%

**Course Material**

You can download the course material on YSCEC. Alternatively, I can email you the texts as PDF files.

**Course Requirements**

1. Attendance/Class participation. Attendance is mandatory. Yonsei University policy states that students missing more than 1/3 of the classes will automatically receive an F for the course, regardless of how you perform in other assignments. Absences will adversely affect your grade. Letting me know that you will miss class is very considerate of you, but is not a legitimate criterion for an excused absence. This course will consist of lectures and class discussions; your active and informed participation is crucial for the success of the course. You should come to class having read all the reading assignments and having thought of the major themes and important questions that the readings raise. Indeed, you are required to contribute to the class blog, in which you will comment on the assigned readings in advance of class. *No late assignments will be accepted and the midterm and final exams cannot be made up.*
2. Blog entries. *Once* a week, you must post a brief, 250-word blog entry that responds to one of the readings of the week. While these essays are not strictly formal, they should each contain in them a definitive position on an issue that you raise. (They should also be composed with appropriate grammar, punctuation, and sentence structure.) You should not try to grapple with all of the readings, nor should your critical response attempt to take on a big topic. Rather, you should focus

your analysis to a specific passage in the work. You may refer to personal experience to illuminate your consideration of the reading. These short blog entries will not be graded, but depending on the quality of your writing and thought, I may deem them satisfactory or unsatisfactory: if the latter, you will not be given credit for your entry. Be prepared to use these blog postings in class to generate discussion. In fact, you are also required to comment on at least one blog posted by one of your classmates. Blog entries must be posted by 11 p.m. every Tuesday evening; comments to blogs must be posted by 11 p.m. every Wednesday evening. The blog web address is <https://koreanamericanhistoryyiss2021.wordpress.com/>.

3. Midterm exam: The mid-term will take place in class on **Thursday, July 15<sup>th</sup>**. It will consist of a combination of multiple choice and short answer responses.

4. Final: The final is an essay, and is due on **Thursday, August 5<sup>th</sup> at 4 pm**. It must be typed, double-spaced, in a standard 12-point font, with one-inch margins all around. There is no set page limit, but the essay should be approximately 1800-2500 words in length (about six to eight full pages). I will not accept late submissions. Submit your essay as a Microsoft Word attachment or pdf file to my email address: jimleeuciyiss@gmail.com

5. Conferences. I want to be as accessible to you as possible. I encourage you to set up appointments with me at times most convenient for me and for you. Please feel free to e-mail me as often as you would like: I check my e-mail at least once, generally twice, a day.

6. Inclusive language and accessibility issues. I am committed to an inclusive classroom. My preferred pronouns are he/his/him. Please let me and the class know what your preferred pronouns are when we address you. In addition, I am committed to an accessible classroom. I would be happy to work with you and Yonsei's Disability services to make the class work for you; please let the YISS staff if you require an accommodation.

7. Miscellaneous concerns.

- Show up on time. Coming late to class is more disruptive than you think.
- Respect all in the class. Criticize your colleague's ideas, not her/his personal character.
- Please do not pack up your belongings before it is time to go.
- Please do not engage in extraneous side conversations.
- Electronic devices are to be used only for classroom purposes. If you are found to use them for other reasons, you will be marked as absent for the day.
- Please do not be boring. Boring students make boring classes, and I hate boring classes. I'll try my best to make the class interesting. You do the same.

### **A Special Note about Plagiarism**

The Modern Language Association (MLA) defines plagiarism as “the act of using another person’s ideas or expressions in your writing without acknowledging the source.... to plagiarize is to give the impression you have written or thought something that you have in fact borrowed [or taken] from someone else.”<sup>1</sup> (Please note the modeling here.) In others words, if you lift a sentence, phrase, or even an idea for your own paper without acknowledging the source, you are plagiarizing. This rule

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<sup>1</sup> Joseph Garibaldi and Walter S. Achtert, eds. MLA Handbook for Writers of Research Papers (New York: MLA, 1988), 21.

applies to copying verbatim as well as paraphrasing. Plagiarism is considered a grave academic offense, a “sin” which results automatically in notification to the YISS office, and possibly could constitute failure of the course or even academic suspension/expulsion. If you have any questions, consult *MLA Handbook for Writers of Research Papers*. Feel free also to speak to me.

## **Course Schedule** (please note that the schedule is subject to change)

### **Week One**

Tuesday, June 29

- Eui-Young Yu and Peter Choe, “Korean Population in the United States as Reflected in the Year 2000 U.S. Census”

Video: *The Grace Lee Project*

Wednesday, June 30

- German Kim, “Koryo Saram, or Koreans of the Former Soviet Union: In the Past and Present”
- Sonia Ryang, “Koreans in Japan”
- Edward Taehan Chang, “Chosonjok: Koreans in China”

Thursday, July 1

- Lili Kim, “Doing Korean American History in the Twenty-First Century”

### **Week Two**

Monday, July 5

- Gary Pak, “A Ricepaper Airplane”
- Mary Paik Lee, “Origins” and “Oahu and Riverside” from *Quiet Odyssey*

Tuesday, July 6

- David Yoo, “Practicing Religious Nationalism,” from *Contentious Spirits: Religion in Korean American History, 1903-1945*

Wednesday, July 7

- Anne Soon Choi, “‘Are They Koreaned Enough?’ Generation and the Korean Independence Movement Before World War II”
- Syngman Rhee’s Letter to President Theodore Roosevelt, from Theresa Cha’s *DICTEE*

Thursday, July 8

- Lili Kim, “The Limits of Americanism and Democracy: Korean Americans, Transnational Allegiance, and the Question of Loyalty on the Homefront During World War II”

### **Week Three**

Monday, July 12

- Sang Hyun Lee, “Liminality and Worship in the Korean American Context”
- Sharon Kim, “Replanting Sacred Spaces: The Emergence of Second-Generation Korean American Churches”

Tuesday, July 13

- Anselm Min, “Korean American Catholic Communities: A Pastoral Reflection”

- Sharon Suh, “Asserting Buddhist Selves in a Christian Land: The Maintenance of Religious Identity among Korean Buddhists in America”

Wednesday, July 14

- Rebecca Kim, “Second-Generation Korean American Evangelicals on the College Campus: Constructing Ethnic Boundaries”
- Nancy Abelmann, “The Evangelical Challenge to College and Family” from *The Intimate University: Korean American Students and the Problems of Segregation*

Thursday, July 15

### **Midterm Examination**

### **Week Four**

Monday, July 19

- Bruce Cumings, “The Passions, 1945-1948” from *Korea’s Place in the Sun*  
Video: *Homes Apart or Beyond the DMZ* (first half)

Tuesday, July 20

- Bruce Cumings, “Collision, 1948-1953” from *Korea’s Place in the Sun*  
Video: *Homes Apart or Beyond the DMZ* (second half)

Wednesday, July 21

- Ramsay Liem, “History, Trauma and Identity: The Legacy of the Korean War for Korean Americans”  
Video: *Memory of Forgotten War*

Thursday, July 22

- Eleana Kim, “‘Waifs’ and ‘Orphans’: The Origins of Korean Adoption” from *Adopted Territory: Transnational Korean Adoptees and the Politics of Belonging*  
Video: *In the Matter of Cha Jung Hee*

### **Week Five**

Monday, July 26

- Nancy Abelmann and John Lie, “The Los Angeles Riots, The Korean American Story” from *Blue Dreams: Korean Americans and the Los Angeles Riots*  
Video: *Saigu*

Tuesday, July 27

- Nadia Kim, “A View from Below: An Analysis of Korean Americans’ Racial Attitudes”  
Video: *Wet Sand*
- Jamie Lew, “The ‘Other’ Story of Model Minorities: Korean American High School Dropouts in an Urban Context”

Wednesday, July 28

- Robert Ku, “Kimchi”
- Helene K. Lee, “Of ‘Kings’ and ‘Lepers’: The Gendered Logics of Koreanness in the Social Lives of Korean Americans”

Thursday, July 29

- Maggie Jones, “Why a Generation of Adoptees Is Returning to South Korea”
- Andrea Kim Cavicchi and Paul Chang, “Claiming Rights: Organizational and Discursive Strategies of the Korean Adoptee and Unwed Mothers Movement”

Video: *Resilience*

### **Week Six**

Monday, August 2

- Jane Jeong Trenka, selections from *The Language of Blood*, chapters 5, 6, and 8

Tuesday, August 3

- Jane Jeong Trenka, selections from *Fugitive Visions*, chapters 1, 4, and 9

Wednesday, August 4

Final paper consultation

Thursday, August 5

**Final paper due. Email as a Word or pdf attachment to [jimleuciyiss@gmail.com](mailto:jimleuciyiss@gmail.com)**