Recommended text book - one of the following
Michael J. Seth, *A Concise History of Korea*
Carter Eckert, *Korea Old and New: A history*

essay deadlines
1. 1 page Saturday 29th October midnight to Sunday
2. 2 pages Saturday 26th November midnight to Sunday
3. final whole draft Saturday 10th December midnight to Sunday

Lesson 1. Historiography, sources, and life on the Korean Peninsula

Sep 6
Essential readings


‘Myth, Memory and Reinvention in Korea: The Case of Tan’gun,’ Michael J. Seth. questions:

Who is Tan’gun and why is he important?

In what ways has belief in Tan’gun changed over time?

Study Skills: Note Taking

Extra reading

Seth, Michael J., ‘The Origins,’ *A Concise History of Korea*, pp.7-26

Lesson 2. The Three Kingdoms and controversies Individual readings

Sep 13
Main Readings

‘China’s Northeast Project and the System of Korean History’, Song Kiho

Readings by Ahn Yonson and Hyung Il Pai will be sent out by email


Extra Readings
Seth, Michael J., ‘The Fourth Century and the Emergence of the Three Kingdoms,’ *A Concise History of Korea*, pp. 27-47

Study Skills: Reading

**Lesson 3 “Unified Silla”**
Sep 20
Readings

Seth, Michael J., ‘United Silla,’ *A Concise History of Korea*, pp.49-74

**Lesson 4. The Koryô Dynasty: Society and Culture**
Sep 27
Readings


Recording: Remco Breukker, ‘The Significance of the Ten Injunctions’

**Lesson 5. The Koryô Dynasty: The Mongol Invasions**
Oct 4
Readings
Seth, Michael J., ‘Military Rulers and Mongol Invaders,’ *A Concise History of Korea*, pp. 99-119


Questions
As you read take notes on Mongol rule of Korea
importance of the period
how it is usually considered
why the Mongols invaded
how the Koreans resisted
important art, philosophical, literary and commercial developments
political developments in Korea

Lesson 6. Art in from the Silla, Koryô and Chosôn Dynasties Individual readings
Oct 11

Korean art by Keith Pratt
Recording

1. Martina Deuchler, a funeral tablet

Everyone will be given individual readings in lesson 5
Answer the following questions at home (not 5 minutes before class), write the answers on
the paper (don’t do them ‘in your head’), memorize your answers and get ready to explain it
from your memory to someone else in your class.
1. What is the name of the object in English and in Korean? what does it mean (if
   anything)?
2. When and where does it come from?
3. what is it made of?
4. What was it used for?
5. Is there any symbolism in the art? (distinctive patterns or imagery – do they have any
   meaning?)
6. why is it special?
7. why/how is it different from Chinese or Japanese art? what is unique about it?
8. do a quick internet research about the object and take notes
9. write two questions that you have about that object/piece of art

Lesson 7. The Koryô-Chosôn Transition and Early Chosôn
Oct 25

Main Readings
Martina Deuchler, “Neo-Confucianism in Early Yi Korea: Some Reflections on the Role of
Ye, Korea Journal vol. 15, no. 5 (1975).

Seth, Michael J., ‘The Neo-Confucian Revolution and the Chosôn State,’ A Concise History
of Korea, pp. 99-119

John Duncan, "The Social Background to the Founding of the Chosôn Dynasty: Change or
Continuity?". The Journal of Korean Studies 6 (1988/89):39-79. (Read only the first few
pages and the last few pages)

Lesson 8 The development of Han’gûl Individual readings
Nov 1


Kim Zong-su, ‘The History and Future of Hangeul: Korea’s indigenous script.’

**Lesson 9. Kings and Aristocrats and factionalism**
**Nov 8**
**Readings**

Andrew David Jackson, ‘The Political and Military Background to the 1728 Musin Rebellion.’


**Lesson 10. Foreign Relations during the Chosŏn period.**
**Nov 15**
**Readings**
Clark, Donald, ‘Sino Korean Tributary Relations under the Ming’
Kim, Dongcheol. “Dongnae Merchants: Forerunners of Trade with Japan’
Han Moonjong, ‘Tsushima Belonged to Both Japan and Korea’
Recording: James Lewis ‘Ginseng’

Lesson 11. Nineteenth Century Social Unrest. Individual readings
Nov 22
Readings

Lesson 12 Law and Punishment in Chosôn Korea.
Nov 29
Readings

Read the two cases. Can you guess the punishment for the accused? prison? execution? beating? etc How many people do you think were punished?