

Section 5: KOREA

- How did Japanese Occupation impact Korea in comparison to Taiwan?
- How did Taiwan and the Koreas develop in the second half of the twentieth century?
- What is the contemporary security situation in the region?

This lesson considers the impact of Japanese Occupation on Korea in comparison to the impact of Japanese Occupation on Taiwan and explores the subsequent evolution of Korea and Taiwan in the second half of the twentieth century. The objective of this lesson is to explore the experience and impact of Japanese Occupation in two places that took very different paths after Occupation, and increase students’ understanding of how East Asia has historically functioned as a region of countries connected through hierarchical relationships between China, Korea, and Japan. Students will be given readings on present-day Taiwan, the PRC, Japan, and North and South Korea that explore issues of war and peace in the region. The lesson will take about two weeks, with three one hour sessions per week; completion of student work will take three weeks.

This lesson will be taught as a capstone to studying IB Regional Options, hence connects the studies of *China: the Regional Superpower from mid twentieth century to 2000*, *Impact of the World Wars on S and SE Asia*, and *Global Impact of Asia* in the second half of the twentieth century.

From a Montessori perspective, the main developmental task of the older adolescent (15 - 18) is preparation for adult life. When I create a course (or lesson) I evaluate everything I prepare from that perspective. Concretely I ask the question of relevance, for history that is: “how have we come to the here and now?”, and the question of personal engagement: “how can I (the adolescent) relate?”. In order to create and maintain engagement, I aim to draw the student in with a “hook” that (sometimes unconsciously) appeals to the adolescent, given her needs for orientation to the adult world of the here and now. The purpose of the history course is to explain the contemporary world the adolescent is about to enter as a contributing member through exploration of the past, and hence enable her to project and be part of a better future.

In Montessori pedagogy, a lesson is structured in three periods: the first period provides essential information, often in didactic format; it could be a “sweep story” to provide overview; the second period is a period of exploration: students actively work with texts, materials, do research, etc. to deeply engage with the topic. Second period work is often driven by student interest and questions and offers choice. Third period is the time to synthesize and share in a variety of formats such as research papers, debates, presentations, performances, e.g. dramatis personae.

Week One:

First period: Didactic lesson on Korea’s history, including a discussion of Korea as a Chinese protectorate, with focus on Japanese Occupation, and brief didactic lesson on Japanese Occupation of Taiwan, supported by a keynote.

Second period: Students will read excerpts from Hildi Kang's book *Under the Black Umbrella* to connect to the Korean experience of Occupation and excerpts from Leo T.S. Ching's book, *Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation* to give them insight into the complexities of identity formation in Taiwan, given its relationships with China and Korea. They will come prepared with any factual questions, two interpretive questions, and optional evaluative questions to seminar. Readings are handed out one week prior to seminar. Seminar questions must be submitted electronically before seminar.

Third period: Students will be asked to compare and contrast the impact of Japanese Occupation on Korea and Taiwan in a 500 word essay. They will also discuss the lesson and readings in seminar.

Week Two:

First period: Didactic lesson on Korea since Occupation and Taiwan under Nationalist rule, with consideration of relationships to China.

Second period: The second period is an exploration of present-day challenges to regional security. Students read two articles that express opposite views in analysis and projection of East Asia's future in terms of security. Half of the class, about ten students read Aaron Friedberg's "Ripe for Rivalry: Prospects for Peace in a Multipolar Asia", the other half reads Muthiah Alagappa's article "Introduction: Predictability and Stability Despite Challenges". They then discuss the following questions for about 15-20 minutes and come up with five recommendations that they will report to the rest of the class. A representative from each group will deliver a report to the class. Reports should be no longer than four minutes and will be discussed briefly. The last ten minutes of class will be used for a less formally structured discussion of security issues.

- If you were appointed by the United Nations Secretary General to investigate the situation across the Taiwan Strait and make recommendations to the UN for an equitable settlement of what Beijing calls the "Taiwan issue," what sort of roadmap for peace would you suggest?
- What is your sense of how each of the main players in the dispute would respond to your report?
- What actions could be taken to convince any one of the disputants to compromise?
- Who do you think has the normative high ground in the conflict and for what reasons?
- What similarities do you see between Taiwan's struggle with the mainland and other political and military conflicts around the globe?
- Is there a possibility that dispute resolutions that worked elsewhere might be applied here and, if not, why does it seem this conflict is even more volatile and less likely to be addressed via such mechanisms?

Source for readings and questions: Expanding East Asian Studies: [http://](http://www.exeas.org/)

www.exeas.org/

Third Period: students write a critical memo on one of the two second period sources and peer-review their memos before turning them in for final assessment.

Assessment: The unit in general and this lesson in particular are exploratory in nature and contain reading, writing assignments to help students develop critical thinking skills, oral presentations, class discussion, and Socratic seminar. Students' understanding will be assessed through class participation, seminar preparation and participation, and, at the end of the quarter, in a review exam, as well as in IB external assessments at the end of students' senior year.

Section 6:

Resources:

Week One First Period Resources:

My lesson is based on

Ebrey, Patricia Buckley and Anne Walthall, and James Palais. 2005. *Modern East Asia: A Cultural, Social, and Political History*. Boston: Wadsworth Publishing.

Kang, Hildi. 2005. *Under the Black Umbrella: Voices from Colonial Korea*. Ithaca: Cornell University Press.

Goro, Shiba. 1999. *Remembering Aizu: The Testament of Shiba Gorō*. Trans. Teruko Craig University of Hawaii Press.

Hsu, Immanuel C.Y.. 1995. "Causes of the Nationalist Defeat" In Hsu, Immanuel C.Y.. *The Rise of Modern China*. Oxford: Oxford University Press. pp. 639 - 644.

Goto, Ken-ichi. 2003. *Japan and Southeast Asia in the Colonial and Postcolonial World*. Paul H. Kratoska, ed. Athens, Ohio: Ohio University Press.

Week One Second Period Resources:

Kang, Hildi. *Under the Black Umbrella: Voices from Colonial Korea 1910 - 1945*. Ithaca: Cornell University Press. *Excerpts*.

Ching, Leo T.S.. 2001. *Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation*. Berkeley: University of California Press. *Excerpts*.

Week One Third Period Resources:

Reminder of keys for Socratic seminar:

Nature of Shared Inquiry Questions

Factual: has only one correct answer that can be supported with evidence from the text.

- * Use for quizzes
- * Comprehension check

Interpretive: has more than one answer that can be supported with evidence from the text.

- * Character motivation
- * Striking or unusual use of language
- * Prominent detail
- * Words or phrases with multiple interpretations
- * Connections between passages, characters, and incidents

Evaluative: asks us to decide whether we agree with the author's point of view in light of our own values, opinions, or life experiences.

- * Naturally evolves from discussion
- * Good prompts for journal entries

Keys to Seminar as Great Conversation

- Thoughtful reading of the text
(short factual quiz)
- The interpretive question
(practice and references)
- Precise guidelines for grace and courtesy
- The circle
- The text
- The written question
- The evaluation
- Follow up:
- The journal response
- Written feedback on the evaluation
- Overview summary on whiteboard

Week Two First Period Resources:

My lesson is based on

Lewis, Linda S.. 2002. *Laying Claim to the Memory of May: A Look Back at the 1980 Kwangju Uprising*. Honolulu: University of Hawaii Press.

Ebrey, Patricia Buckley and Anne Walthall, and James Palais. 2005. *Modern East Asia: A Cultural, Social, and Political History*. Boston: Wadsworth Publishing.

Hsu, Immanuel C.Y.. 1995. "The Nationalist Rule on Taiwan" In Hsu Immanuel C.Y.. *The Rise of Modern China*. Oxford: Oxford University Press. pp. 744 - 759.

Carlson, Allen. Government Department, Cornell University: "East Asian Security Today: Surprising Stability and Potential Flashpoints: Background Information for the Instructor on China, Japan, and the Koreas". Expanding East Asian Studies: <http://www.exeas.org/>

Week Two Second Period Resources:

Required readings:

Friedberg, Aaron L. 1993/94. "Ripe for Rivalry: Prospects for Peace in a Multipolar Asia." *International Security* 18 (3): 3-33.

Alagappa, Muthiah. 2003. "Introduction: Predictability and Stability Despite Challenges." In Muthiah Alagappa, ed. *Asian Security Order: Instrumental and Normative Features*. Stanford: Stanford University Press. pp. 1-30.

Optional exploration of:

www.nautilus.org, a site that is dedicated to the study of arms control and proliferation issues and has a very comprehensive daily overview of the security situation in East Asia (as well as an archive of previous reports).

www.taiwansecurity.org, a site maintained by Phillip Yang of National Taiwan University, which is primarily focused on China and Taiwan, but also has a great deal of up to date reportage and analysis of the rest of the region as well.

Week Two Third Period Resources:

Guidelines for writing a critical memo:

Source: Expanding East Asian Studies: [http:// www.exeas.org/](http://www.exeas.org/)

Critical Memo Assignment

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Adapted from: <https://jshare.johnshopkins.edu/ksai1/web/criticalmemo.html>.

This assignment can be used at the end of any teaching unit to help students analytically connect the readings in the unit to broader topics (e.g. world politics). The questions and topics for individual readings are intended to be incorporated into class sessions prior to the assignment of the critical memo. These questions and topics are designed to get students to begin thinking more in-depth about the readings for which the critical memo will be assigned. When the memo is assigned, have each student choose one of the readings from the teaching unit on which to focus in the memo. This reading could be a chapter from a book or an article. The three sections are designed to be addressed separately by students in order to encourage 1) conciseness in thinking and writing, and 2) selection and weighting of arguments or support for arguments. Section one is designed to help students think about the connections between readings in a semester-long course. Section two is designed to help students think about the broader implications of the reading about which they choose to write. The final section is to push students to analyze and think critically about the reading they have chosen, but in selective and concise ways.

Preparatory Guidelines for Writing a Critical Memo

1. The purpose of the critical memo is to enhance your critical thinking abilities using the assigned readings and to improve the depth and breadth of our in-class discussions.
2. Simple summaries of the material are not sufficient.
3. As preparation for writing the critical memo paper, think about the following questions and topics as we do each of the assigned readings. We will be incorporating these questions and topics into our in-class discussions and activities, so come prepared.

Questions for individual readings:

1. What is the intended purpose of the assigned chapter/article? Is the author making an explicit argument about a topic? Does the author purport to present an "objective" description of facts? What are the most important points the author is trying to convey? How well does the author succeed in conveying these points?
2. If the author is making a clear argument, what is the author's normative agenda in making the argument(s)? More interestingly, to what extent do you agree or disagree with the author? Why?
3. What kinds of evidence does the author use? What kinds of sources? If the author appears to be describing an apparently factual event, phenomenon, or theory, to what extent do you find the evidence presented convincing? Does the use of the evidence seem to you to be fair and reasonable? Were you persuaded by the author's argument based on the evidence? To what extent has the author presented the material objectively? (Hint: What type of evidence might strengthen or weaken the author's argument(s)? Given the sources you have at your disposal in this course, what sorts of arguments might you have made that the author does not make?)

Topics for individual readings:

1. As you think about the individual readings, compare the one you are reading to the others you have read this term. How might the authors of the articles speak to each other or what might they discuss if they were seated at a seminar table, on the same roundtable panel, on a long flight together overseas? Choose two authors. What would be their topic of

- conversation and what would be their points of agreement, disagreement, and compromise?
2. To what extent are these authors talking about the same issue or different aspects of the same issue? That is, how do the themes in one reading relate to themes in earlier readings this term or themes and ideas in our class discussions?
 3. If you were invited to participate in their discussion, what would you say? In other words, would you find yourself siding more with one author than the other? Why? Or would you make an alternative argument and/or interrupt with additional evidence? What would that argument be or what would the additional evidence consist of?
 4. How has the reading(s) enhanced your understanding of historical and/or contemporary China? In what ways did it amplify, differ from, or change the impression you got from my summaries or our in-class discussions?

Guidelines for writing the Critical Memo paper

Memos are meant not only to assist you in carefully considering the readings you have done for this course, but also in understanding what they suggest about Chinese politics in particular and world politics more broadly. Memos should not be used to summarize the readings — I want to see evidence that you have thought analytically about the readings in some depth and considered their implications.

Details: double-spaced, typed, 8 1/2"x 11" paper, 4-5 pages (DO NOT GO OVER 5 PAGES).

To write an excellent memo, you need to:

- Section 1 (clearly marked): Discuss the main points or arguments of an assigned reading of your choice (consider each reading's "hook" or "punchline"-what hits you about it), and how this reading of your choice relates to other readings you have done this semester.
- Section 2 (clearly marked): Describe what the assigned reading's argument(s) imply/implies about how we should analyze 1) contemporary Chinese politics and 2) world politics more broadly.
- Section 3 (clearly marked): Provide your own critical analysis of these argument(s) — providing a well-reasoned (well supported with evidence) explanation of 1) why you agree or disagree with the author's arguments and 2) what alternative arguments or evidence you would add to the assigned reading you have chosen to write on in order to improve the work. Points to consider:
 - What are some of the contradictions or ambiguities in the reading?
 - Does the author support all of his or her assumptions?
 - What are the sorts of biases that exist in the reading?
 - Are there ways that what is discussed in the text is congruent with your own experience?
 - Did you have any particular personal responses to the reading? What were they? Why?