

Term Information

Effective Term Summer 2023
Previous Value Spring 2023

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

100% DL Approval

What is the rationale for the proposed change(s)?

The department regularly offers this course online.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3575
Course Title The Korean War
Transcript Abbreviation Korean War
Course Description This course will show how the often overlooked Korean War proved to be a critical moment in modern world history. Rooted in themes in Asian and American history from before the 20th century, this course places the Korean War conflict within a longer framework of East Asian struggles against western influence and within a broader international context.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy course, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0108
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Historical Study; Historical and Cultural Studies
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will gain a basic factual knowledge of the Korean War period of United States history.• Students will develop or improve skills in analyzing historical data and drawing informed conclusions about such material.• Students will gain or further develop critical skills necessary to assess arguments based on historical facts or analogies.• Students will cultivate the logical and persuasive communication and analytical skills that are the marks of a liberally-educated person.
Content Topic List	<ul style="list-style-type: none">• Japanese occupation• End of WWII and division of Korea• Partisan, Civil, and International wars• American, UN, and Chinese intervention• Civilian life and domestic effects• POW experience• Korea and Vietnam• The Korean War in culture and memory• Domestic policy• Korean nuclear crisis(es)
Sought Concurrence	No

COURSE CHANGE REQUEST
3575 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/02/2023

Attachments

- History 3575 HCS (Lerner, 2022) (1).docx: In-Person Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- SKDouglas History 3575 Syllabus (DL).docx: Syllabus - DL
(Syllabus. Owner: Getson, Jennifer L.)
- History 3575 DL Approval Form.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	02/21/2023 12:06 PM	Submitted for Approval
Approved	Soland, Birgitte	02/21/2023 01:06 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/02/2023 12:04 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/02/2023 12:04 PM	ASCCAO Approval

Instructor: Dr. Sarah K Douglas

douglas.162@osu.edu

Include "History 3575" in subject line

Office: Dulles Hall 173

Phone: 614-292-2674

Office Hours: TR 3-4PM ET OR by Appointment

Course #: XXXX

Course TA:

TBD

History 3575: The Korean War (ONLINE)



COURSE DESCRIPTION:

In this course we will learn about what in the US is sometimes called “the Forgotten War” but is a conflict North and South Koreans live in the shadow of every day. It began in June 1950 when North Korea invaded South Korea in a move that expanded a simmering civil war between the two countries. While the United Nations (UN) force, consisting of the US and over a dozen other nations, fought with South Korea, the North Koreans secured direct support from the Chinese People’s Liberation Army (PLA) and weapons provided by the Soviet Union. Many observers at the time recognized that the Korean War represented a new way of warfare, specifically marked by large coalitions fighting in support of international objectives. This course will explore the historical, military, political, diplomatic, and wider socio-cultural context of the Korean War, reflecting in conclusion on its outcome’s impact in the decades since.

More abstractly, you as the student will learn how much of our past depends a great deal upon the confluence of small minutiae coming together to produce results often out of step with their seeming importance. After all, history is complex and the answers to problems are not always obvious and simple; big events do not always have major causes but are often the result of a collection of small elements interacting at a specific time and place to generate a previously unexpected outcome. As a result, you, the student, must be detail-oriented in your study of history and be prepared to take your analysis beyond specific data to see broader trends over time. This challenge is one that I know you can meet if you are willing to embrace complexity rather than seek simple answers.

PREREQUISITES:

In order to enroll in this course, students are required to complete English 1110.xx, completion of GE Foundation Writing and Information Literacy Course, or receive direct permission from the instructor.

ENROLLMENT:

All students must be officially enrolled in the course by the end of the first week of the semester. No requests to add the course will be approved by the History Department Chair after that time. Enrollment is solely the responsibility of the student.

COURSE OBJECTIVES AND LEARNING OUTCOMES:

Based upon individual effort and independent work submitted asynchronously through Carmen, you as the student will recognize how past events are studied and how they influence today's society and the human condition. Specifically, you will develop competences to master the basic factual knowledge of the major issues, events, and personalities involved in the Korean War. Students will...

- 1) Construct an integrated perspective on history and the factors that shape human activity.
- 2) Describe and analyze the origins and nature of contemporary issues.
- 3) Speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- 4) Understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- 5) Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- 6) Learn about warfare conceptually and its global application throughout time.

GENERAL EDUCATION CATEGORIES AND GOALS:

This course fulfills the Legacy GE category of Historical Studies OR the new GE Foundations: Historical and Cultural Studies.

Legacy GE: Historical Studies

Goal: The goal of this GE is for students to recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Course-Specific Fulfillment: Students will not only learn about how past societies have conceptualized warfare but they will explore various societies around the world between 500CE and 1650CE time that have engaged in the activity. They will examine a variety of primary and secondary sources to do so, discuss the course content in course-wide group discussions, and then engage in a primary-source based research project in order to practice advanced historical methodology.

New GE: Historical and Cultural Studies

Goal (Historical Studies): Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

Expected Learning Outcomes (Historical Studies):

Successful students will be able to:

- 1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
- 1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- 1.3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.
- 1.4. Evaluate social and ethical implications in historical studies.

Course-Specific Fulfillment: This course relies on extensive use of primary and secondary sources, including but not limited to government records, media coverage, memoirs, and secondary texts written by leading figures in the field of Korean War history. Students will integrate these diverse sources to evaluate the causes, course, and consequences of the war: to consider the war's impact on Korea and the Korean people; and the war's broader impact on the world. Through weekly quizzes, group discussions, and a final research paper, students will immerse themselves in complex historical sources, think deeply about their meanings, and produce a series of detailed historical arguments and perspectives.

HOW THIS ONLINE COURSE WORKS:

This course is entirely online and asynchronous in nature. This means that students are not required to attend live lectures/discussions but rather will complete all course assignments on their own schedule during each assignment week. Students are therefore expected to keep pace with course assignments as outlined below in order to ensure success in the course.

The course is built around weekly modules and assignments. Unless school holidays dictate otherwise, each course module will open on Monday and assignments for that week will close on the following Sunday. As to the weekly course workload, this is a 3-credit-hour course, which means that students should expect 3 hours per week of time spent on direct instruction (i.e. recorded lectures and videos in your weekly playlist) and an additional 6 hours of work on homework such as assigned course readings and assignment preparation/completion.

A NOTE ABOUT ONLINE COURSES:

The key difference between a face-to-face class and an online class is the emphasis on reading and writing. In contrast to a face-to-face class where students listen to lectures and vocalize their responses, an asynchronous online class requires reading, watching, and completing quizzes or written work. Consequently, an online class sharpens students' reading and writing skills with limited impacts on spoken skills. Your success also *hinges* upon your ability to read carefully and follow directions. The information in this syllabus and other course materials should help you decide whether this course will contribute to developing the skills you would like to possess. All of these skills are important for academic development but the online platform is not for everyone.

OUR COMMITMENT TO YOUR SUCCESS:

Your TAs and I are sincerely committed to helping you succeed in the course. Online education is new to many students and those experienced with the format know that it is different in many ways to the in-class experience. To ensure your success, please consult us if you are having difficulties and we will make every effort to accommodate your needs. **We will be sure to address all student questions and issues within 24 hours on school days** and we are happy to arrange Zoom meetings to discuss issues if desired.

GRADING FEEDBACK:

We will provide detailed grading feedback on course assignments and return that feedback in time for students to integrate those comments into their efforts on

subsequent assignments. If students seek to obtain clarification or reconsideration of their course grades, students should first contact their immediate grader (so their assigned course TA or Dr. Douglas, depending upon who graded their work). Students can then work with their assigned TA and/or Dr. Douglas to get their questions answered and ensure obtaining the most help from their grading feedback.

COURSE MATERIALS AND TECHNOLOGIES:

Course Texts: Your main course monograph will be [Haruki Wada's *The Korean War*](#). This book is available as a free e-book through the OSU Library. It therefore does not need to be purchased by the student (unless you wish to do so). All other weekly readings (both primary and secondary) are (1) PDFs on Carmen, (2) available online using the hyperlinks below/in the weekly modules, or (3) available digitally through the OSU Library. Videos will be accessed on Carmen using the provided YouTube links in each weekly module.

Course Lectures/Videos: Each week students will be assigned a YouTube playlist that will include Dr. Douglas' digital lecture(s) on the weekly course content. Students will also be assigned supplementary videos vetted by Dr. Douglas pertaining to the topics covered. The lectures and supplementary videos in total will vary in specific length depending upon the topics discussed for the week but the total playlist time will not exceed three hours per week (in accordance with online asynchronous direct instruction parameters). The link for these playlists will be located in each weekly course module and will be accessible when each weekly module opens.

Technology Skills and Requirements: As to technology skills and requirements for this course, students will need to be able to successfully access digital materials on a PC/Mac and navigate both Carmen and YouTube. Students will also need: (1) regular access to the internet with any available web browser, (2) regular, unrestricted access to YouTube, (3) the ability to view PDF files, and (4) Microsoft Word. Students can download Adobe for viewing PDFs [here](#) and as an OSU student, you can download a free version of Microsoft Office [here](#).

Carmen Access: You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

Technology Course Assistance: For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Digital Flagship: Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources

ASSIGNMENT BREAKDOWN AND GRADING:

1	Course Requirements Quiz	25 pts
13	Content Quizzes	325 pts
4	Group Discussions	400 pts
1	Research Proposal & Bibliography	25 pts
1	Research Essay	<u>225 pts</u>
		1000 pts

Weekly Course Modules:

To view the module for each assignment week, select the “Modules” tab on the left-hand side of the course Carmen page. If you click on that tab, you will see that each week’s announcement, readings, video links, and assignments are listed. Please note that each week’s module will unlock when the assignment week has arrived, typically on Monday at 9AM ET (unless holidays dictate otherwise). In online instruction, students working together in sequence is incredibly important so without instructor permission, students are not permitted to access modules before an assignment week begins.

Weekly Announcements:

On the first day of each assignment week, an announcement will be posted on the Carmen course home page. This announcement will detail the week's content and various assignment. The announcement will also provide any feedback on previous weeks' assignments or tips/reminders for future work. **You should read each announcement carefully to understand weekly assignments and requirements.**

Course Requirements Quiz (25pts):

This quiz consists of 25 questions at 1pt/question. You will have 30 minutes and two chances to take it. It is designed to make sure that you are aware of course parameters and requirements, meaning that you are as prepared as possible for our class together. Students are permitted to consult the course introductory video and the various course guidelines during the quiz BUT the timing of the quiz will not permit students to take it without first reviewing these course materials. The quiz is due **by 11:59PM ET on Sunday (8/30)**.

Weekly Content Quizzes (13 quizzes, 25pts/quiz, 325pts total):

These quizzes consist of 25 questions at 1pt/question. You will have 30 minutes and two chances to take each quiz. Using a variety of question formats, these quizzes will test your knowledge of the historical content covered in the assigned reading and viewing each given week. They will not test your knowledge of miniscule details but rather focus on the major events, themes, trends, and concepts we cover. Students are permitted to consult course lectures and readings BUT the timing of each quiz will not permit students to take the quiz without first completing their weekly viewing and reading. Make sure, therefore, to complete your weekly course readings and viewing before taking each quiz. Each quiz is due each week **on Sunday at 11:59PM ET**

Group Discussion (4 discussions, 100pts/discussion, 400pts total):

One key practice historians undertake is using historical events and details to make various arguments about the past. Students will engage in this practice in the given discussion weeks by addressing a posted discussion prompt relevant to the given course content. These prompts are meant to challenge students to assimilate the content they have learned in order to make cohesive, persuasive arguments about historical events. Specifically, students will draft a written response to each prompt of **750 words (or more)**, which they will post in the weekly Group Discussion window. At the same time, students will submit a version of their response to the Group Discussion Plagiarism Check window for a TurnItIn scan. Once these tasks are completed, students will then have access to the Group Discussion stream, at which time they will post **two (or more)** comments in response to other students' essays. Students will then

further build the “discussion” by posting **one (or more) rebuttal** comments to respond to a fellow student’s thoughts on their own post. For more specific details on this assignment, consult the [Group Discussion Guidelines](#) and the [Group Discussion How-To](#) video. Initial prompt responses and the two (or more) discussion comments will be due **each Saturday by 11:59PM ET** and the one (or more) rebuttal comment(s) will be due **each Sunday by 11:59PM ET**.

Korean War Research Essay (250pts total):

In this course, students will research a topic of their choosing related to some aspect of the Korean War. They will then explore that topic using related secondary sources and primary source records located through various online databases. The goals of this project are to (1) expose students to specific topics of their own interest related to the Korean War; (2) motivate students to practice using both hard copy and online resource databases to research their given topic; (3) push students to practice their research and composition skills; and (4) allow students to practice a key skill of professional historians, namely to use historical information to make an argument about historical events. Students will first present their project idea and bibliography of chosen sources **in Week 8 of the course (25pts)**. They will then write a **5-7-page essay** about their given topic, which will be completed **in Week 15 (225pts)**. Students will submit this essay to Carmen in Word doc/docx format for a TurnItIn scan and instructor grading. Consult the [Research Project Guidelines](#) for more specific details about completing this assignment **due by Wednesday, December 9th at 11:59PM ET**.

Extra Credit Historical Media Analysis (50pts max):

One of the primary ways that most people access and learn about history is through popular media, whether it be movies, tv shows, video games, historical novels, or board games. Yet when creating this media, writers and producers often take license to ensure that the media is interesting in addition to informative. Given that this involves “altering” history to do so, in order to earn extra credit, students can choose a historical film, TV series, or video game related to a theme or topic discussed in the class (options have been provided in the Extra Credit Guidelines). The student will then research the chosen media and write a 2-3-page paper discussing its historical accuracies and inaccuracies. In so doing, students will learn where the line is between history and entertainment. You will upload this Extra Credit essay to Carmen in Word doc/docx format, it will be scanned by TurnItIn for originality, and it should be submitted to Carmen **by Wednesday, December 9th at 11:59PM ET**.

NOTE: Please consult the University academic integrity policy on pgs. 9-10 of this syllabus before submitting all coursework for TurnItIn scans as students who violate this policy will be reported to CoAM.

LATE ASSIGNMENT POLICY:

As noted above, students CANNOT complete quizzes or post discussion responses/comments after established deadlines unless specific extensions are arranged with the professor. Assignments also cannot be submitted via email if Carmen submission windows lock before work is completed. As such, should unexpected conflicts or personal emergencies occur, please contact the professor **BEFORE** the assignment week is complete to organize an assignment extension. Carmen at times will move slowly due to heavy student traffic on Sunday evening so it is **HIGHLY** recommended that you complete your weekly assignment before this can interfere with your ability to post your work for the week.

GRADING SCALE (IN %):

A = 92.5* – 100.0	B- = 79.5 – 82.49	D+ = 67.5 – 69.49
A- = 89.5 – 92.49	C+ = 77.5 – 79.49	D = 59.5 – 67.49
B+ = 87.5 – 89.49	C = 72.5 – 77.49	E = 59.49 and below
B = 82.5 – 87.49	C- = 69.5 – 72.49	

In the event that the student is 0.5% away from the next available letter grade, the student's score will be rounded up. **No rounding will occur below this point.*

COURSE COMMUNICATION GUIDELINES:

Students in the course are expected to be respectful and civil in all course communications with Dr. Douglas, their assigned TA, and other students in the course. Maintaining a collegial environment is key to maintaining a safe and educational learning environment and in accordance, any students found violating this policy will be penalized accordingly. If students have concerns about other students, they are to contact Dr. Douglas ASAP to inform her of the situation. Dr. Douglas and the course TAs will also monitor all communications to ensure that these standards are maintained at all times. In so doing, we can create a beneficial online classroom environment and focus on historical education accordingly.

ACADEMIC INTEGRITY POLICY:

Students are expected to complete all course assignments based upon individual effort and independent work. Specifically, you must complete weekly quizzes, which are a way to ensure you are learning the major topics and themes covered each week, without any external help or communication. Your discussions responses should also be your own original work. You should follow the citation style discussed in the relevant

assignment guidelines to properly cite the ideas and words of your assigned sources. You are welcome to ask either myself or your TA for feedback on a rough draft but your work should ultimately be your own original creation. To ensure academic integrity is maintained, course discussions will be checked for plagiarism via TurnItIn uploads. As such, to avoid issues with academic integrity, don't cheat! Dishonest academic practices are taken **very seriously** in this course so if plagiarism is detected, it will be reported.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the **Committee on Academic Misconduct (COAM)** expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Conduct and, specifically, the sections dealing with academic misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, **I am obligated to report my suspicions to the Committee on Academic Misconduct**. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

COPYRIGHT DISCLAIMER:

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

STATEMENT ON TITLE IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COMMITMENT TO A DIVERSE AND INCLUSIVE LEARNING ENVIRONMENT:

OSU affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We

are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

LAND ACKNOWLEDGMENT:

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

YOUR MENTAL HEALTH:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. OSU offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org.

ASSIGNMENT SCHEDULE

WEEK 1 (8/25 – 8/30): The Background to Civil War

Reading: Lew, *A Brief History of Korea*, pp. 5 – 25 (Carmen)

Videos: Week 1 YouTube Playlist

Assignments: Course Requirements Quiz
Week 1 Quiz

WEEK 2 (8/31 – 9/7): World War II and the Hot/Cold War

Reading: Wada, *The Korean War*, Introduction, Ch. 1
Malkasian, *The Korean War*, Introduction, Chs. 1-2 (Carmen)
Videos: Week 2 YouTube Playlist
Assignments: Week 2 Quiz

**NOTE: Due to Labor Day, the Week 2 Quiz is due on Monday, 9/7 at 11:59PM ET.
Week 3 will also begin on Tuesday, September 8th**

WEEK 3 (9/8 – 9/13): Korea Goes to War

Reading: Wada, *The Korean War*, Ch.2
[American Assessment of North Korean Capabilities](#)
Videos: Week 3 YouTube Playlist
Assignments: Week 3 Quiz
Week 3 Group Discussion

WEEK 4 (9/14 – 9/20): From Civil War to Global Hotspot

Reading: Wada, *The Korean War*, Ch.3
[U.S. Debates Courses of Action](#)
[UN Declaration of War](#)
[Chinese Telegram to North Korea about a Protracted War](#)
Videos: Week 4 YouTube Playlist
Assignments: Week 4 Quiz

WEEK 5 (9/21 – 9/27): The Battle of Inchon and Invasion of the North

Reading: Stueck, *The Korean War*, Ch.3 (pp.85 – 111) (Carmen)
Ballard, "Operation Chromite" (Carmen)
Videos: Week 5 YouTube Playlist
Assignments: Week 5 Quiz

WEEK 6 (9/28 – 10/4): China Enters the War

Reading: Stueck, *The Korean War*, Ch.3 (pp.111 – 126) (Carmen)
Wada, *The Korean War*, Ch.4
[Telegram from Mao Zedong to Stalin](#)
[Telegram from Stalin to Kim](#)
[The War's Impact on North Korean Military and Civilians](#)

Videos: Week 6 YouTube Playlist
Assignments: Week 6 Quiz

WEEK 7 (10/5 – 10/11): The Emergence of Stalemate

Reading: Wada, *The Korean War*, Ch.5

Stueck, *The Korean War*, Ch.8 (Carmen)

Videos: Week 7 YouTube Playlist

Assignments: Week 7 Quiz
Week 7 Group Discussion

WEEK 8 (10/12 – 10/18): Research Essay & Bibliography

Assignments: Research Essay Proposal & Bibliography

WEEK 9 (10/19 – 10/25): UN Alliance and Diplomacy in War

Reading: Malkasian, *The Korean War*, Ch. 5

[Telegram from Stalin to Mao Zedong Regarding North Korean Talks](#)
[Telegram from Stalin to Mao Zedong on Armistice Talks](#)
[US Briefing on Armistice Negotiations](#)

Videos: Week 9 YouTube Playlist

Assignments: Week 9 Quiz

WEEK 10 (10/26 – 11/1): War Crimes and Prisoners of War

Reading: Malkasian, *The Korean War*, Ch.6 (Carmen)

[Wilson Center, "China's False Allegations of the Use of Biological Weapons by the United States during the Korean War" Report, Zhou Enlai to Chairman Mao](#)
[Wu Zhili, "The Bacteriological War of 1952"](#)

Videos: Week 10 YouTube Playlist

Assignments: Week 10 Quiz
Week 10 Group Discussion

WEEK 11 (11/2 – 11/8): Year Three

Reading: Wada, *The Korean War*, Ch.6

[Syngman Rhee Opposes Peace Talks](#)
[Mark W. Clark to Joint Chiefs of Staff on the POW Issue](#)

Videos: Week 11 YouTube Playlist

Assignments: Week 11 Quiz

WEEK 12 (11/9 – 11/15): Armistice At Last

Reading: Wada, *The Korean War*, Ch.7

[Kim Discusses the Need for Peace](#)
[South Korean Thoughts on Armistice Negotiations](#)
[Final Soviet Thoughts on the Korean War](#)

Videos: Week 12 YouTube Playlist

Assignments: Week 12 Quiz

WEEK 13 (11/16 – 11/22): The Legacies of the "Forgotten War"

Reading: Wada, *The Korean War*, Ch.8

Videos: Week 13 YouTube Playlist
Assignments: Week 13 Quiz
Week 13 Group Discussion

WEEK 14 (11/23 – 11/29): HOLIDAY WEEK—NO ASSIGNMENTS

WEEK 15/16 (11/30 – 12/9): Korean War Research Essay

Reading: Consult the Korean War Research Essay Guidelines, project sources

Assignments: Korean War Research Essay
Extra Credit Media Historical Analysis Essay

Extra Credit Media Analysis: DUE Wednesday, December 9th at 11:59PM ET

The Korean War

History 3575
Mon/Wed, 3:55-5:15
Course #33644
Adena Hall, room 137

Dr. Mitchell Lerner
Lerner.26@osu.edu
(740)-258-8348 (cell)
Office hours: M/W, 12:00-2:00. Other appointments can be scheduled by request.

Course Description:

Sandwiched between World War II and the Vietnam War, the Korean War is often overlooked. Yet, as this course will show, the conflict provided a turning point moment in world history. Millions of Korean homes and families were forever altered, if not destroyed, by the conflict. New political institutions and ideologies emerged on the peninsula. American military, diplomatic, and political history shifted as the force of the Cold War collided with long standing pre-World War II trends in the region. It also had long term implications for participants in East Asia, shaping the trajectory of Chinese history. Finally, the conflict was a critical chapter in the history of international institutions and modern efforts at peace keeping. Rooted in themes in Asian and American history from before the 20th century, this course pushes outside of the bounds of the 1950-1953 periodization of the conflict. Perceiving the conflict in this way challenges how we understand global history in the 20th century. It also provides for a multidimensional interpretation of history that stretches beyond borders and typical periodization.

General Academic Objectives:

1. Students will gain a basic factual knowledge of this period of United States history.
2. Students will develop or improve skills in analyzing historical data and drawing informed conclusions about such material.
3. Students will gain or further develop critical skills necessary to assess arguments based on historical facts.
4. Students will cultivate the logical and persuasive communication and analytical skills that are the marks of a well-informed person.

Legacy GE: Historical Studies

Goal:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.

2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

This course offers a detailed investigation into the Korean War. Through extensive work with primary source materials and secondary readings, students will analyze the conduct of the war itself, but will also consider its broader and long-term impact on Korea, the United States, and the world. This course will not simply be an examination of the critical years of fighting from 1950-3, but will also require students to make broader connections about why the war began and how its legacy continues to shape events in East Asia and beyond.

New GE: Historical and Cultural Studies

Goal (Historical Studies):

1. Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

Expected Learning Outcomes (Historical Studies):

Successful students will be able to:

- 1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
- 1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- 1.3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.
- 1.4. Evaluate social and ethical implications in historical studies.

This course will fulfill the GE in Historical Studies in the following ways:

This course relies on extensive use of primary source documents, including but not limited to government records, media coverage, and memoirs, buttressed by secondary readings. Students will integrate these diverse sources to evaluate the causes and consequences of the war, and to consider its broader impact on the world. Through a series of short papers and one lengthy research paper, students will immerse themselves in complex historical sources, think deeply about their meanings, and produce a series of detailed historical arguments and perspectives.

Required Texts:

Sheila Miyoshi Jager, *Brothers at War: The Unending Conflict in Korea*

Ha Jin, *War Trash*

Richard Peters and Xiaobing Li, *Voices from the Korean War: Personal Stories of American, Korean, and Chinese Soldiers* [Available online through the Ohio State University's Subscription to Project Muse]

Various Readings available online (Library Reserves) and/or via email

Grade Distribution:

Attendance and Participation: 10%

Research Paper: 40%

Paper on War Trash: 15%

Five Response Papers : 25%

Map Quiz: 10%

Grading Scale:

A =100-90%

B+ = 89-85%

B = 85-80%

C+ = 79-75%

C = 74-70%

D = 69-60%

F < 60%

Research Paper: You will write one 10-15 page research paper. It will demonstrate your analytical and research abilities. The paper will use primary sources extensively. Your paper grade will be made up by the proposal (15%), workshop participation (15%) and final paper (70%).

The Research Proposal is due on 1/24/19. It should contain a thesis statement, a 1-2 paragraph description of the focus of the paper, and a list of primary and secondary sources you will use.

The Rough Draft is due on 03/21/19

The workshop is on 03/28/19

The final draft is due on the last day of class, 04/18/19.

War Trash Essay: You will write one essay, 5 pages in length with 1" margins on Ha Jin's *War Trash*. Bring a hardcopy of your final paper to class on the **due date of 03/05/19.**

Five Reading Response Papers: You will write five papers responding to a question on the syllabus near the readings. These papers **may not exceed three pages.**

Map Quiz: You will be tested on the locations of 20 countries in Asia.

General Course Policies

Enrollment:

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Here is a direct link for discussion of plagiarism:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Disability Services:

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Once registered with Disability Services, you can receive services that will level the playing field with your peers. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Just provide me with that letter and we can discuss the ways I can help you in my course. Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success. Student Life Disabilities Services (SLDS) office is located in Warner Center, room 226. For more information, go to: <https://newark.osu.edu/students/student-life/disability-services.html> or call 740-364-9578.

Statement on Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty

concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling Service. More information about their services can be found at: <https://newark.osu.edu/students/student-life/counseling-services/> or by calling the Office of Student Life at 740-364-9578.

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. For more information, contact the Office of Diversity, Equity and Inclusion at 614-247-7112, or visit their webpage at: <https://newark.osu.edu/students/diversity-and-inclusion.html>

Other Course Policies & Procedures:

- 1) Students should only use their OSU email accounts for this class. I will contact you through the course registration system (which automatically uses your OSU account), so please check that email account regularly.
- 2) In email communications with me, please be detailed and clear in explaining what you need. This is not twitter: use as many characters as necessary! I expect that you will be thorough and professional in all capacities. Remember that the amount of effort that you put into such communications is seen by professors as a sign of your commitment to the course.
- 3) For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, please contact the OSU IT Service Desk, not the professor. I struggle to understand the remote control for my television, so I certainly will be unable to help you with anything complicated.

Class Schedule

- 1/8/2019 Introduction to the Course and Major Themes in the Korean War
- 1/10/2019 The Decline of Chosŏn Korea and the Late 19th Century in East Asia
 Reading: *Source Book of Korean Civilization: Volume II*, ed. Peter Lee, 289-294, 361-385 [Online Course Reserves]
- 1/15/2019 The Japanese Occupation of Korea
 Reading: Hildi Kang, *Under the Black Umbrella: Voices from Colonial Korea, 1910-1945*, 1-5, 17-23, 87-98 [Online Course Reserves]
 PS: March 1 Proclamation of Korean Independence, March 1, 1919 [Online Course Reserves]
- 1/17/2019 Absolute Chaos: the End of World War II in Asia and the Division of Korea, 1945-1948
 Reading: Bruce Cumings, *The Korean War: A History*, 101-147 [Online Course Reserves]
- 1/22/2019 The Revolution Continues: The Chinese Civil War and the Cold War
 Reading: Chen Jian, *Mao's China and the Cold War*, 7-38 [Online Course Reserves]
 PS: Mao Zedong, "On the People's Democratic Dictatorship: in Commemoration of the 28th Anniversary of the Communist Party of China," June 30, 1949 [Online Course Reserves]
- 1/24/2019 The Partisan War, 1948-1950
 Reading: John Merrill, "Internal Warfare in Korea: 1948-1950," in Bruce Cumings ed. *Child of Conflict: the Korean American Relationship* [Online Course Reserves]
Research Proposal Due
- 1/29/2019 The North Drive South

Reading: Sheila Myoshi Jager, *Brothers at War: the Unending Conflict in Korea*, 55-65

PS: Rudy Tomedi, *No Bugles, No Drums: An Oral History of the Korean War*, 1-8, 24-28 [Online Course Reserves]

01/31/2019

Choosing War?: the American Decision to Intervene

Reading: James I. Matray, "America's Reluctant Crusade: Truman's Commitment of Combat Troops in the Korean War," *The Historian* (May 1980), 437-455

PS: Dean Acheson, *Present at the Creation: My Years in the State Department*, 402-413 [Online Course Reserves]

Reading Response Paper: You are Harry Truman in June 1950. Explain why the U.S. should or should not intervene in the Korean War.

02/05/2019

The Big Test: the U.N. Security Council and the Decision to Call for Intervention

Reading: Terence Roehrig, "Coming to South Korea's Aid: the Contributions of the UNC Coalition," *International Journal of Korean Studies*, (Summer 2011) 15:1, 63-97

PS: Ban Ki-Moon, "Secretary General Remarks at Korean War Anniversary Event," June 25, 2010 [Online Course Reserves]

Harry S. Truman, "Communist Action in Violation of the United Nations Charter," August 1, 1950 [Online Course Reserves]

Omar Bradley, "A New Power is Born: Armed Action by the United Nations," September 20, 1950 [Online Course Reserves]

02/07/2019

Civilians Stuck In Between

Reading: Stewart Lone ed., *Daily Lives of Civilians in Wartime Asia: From the Taiping Rebellion to the Vietnam War*, selections [Online Course Reserves]

PS: *Voices from the Korean War*, 206-213

MAP QUIZ

- 02/12/2019 Inchon and the U.N. Offensive
- Reading: *The Korean War: The U.N. Offensive 16 September-2 November 1950* (Washington, D.C.: Center for Military History) [Online], 1-29
 PS: Rudy Tomedi ed., *No Bugles, No Drums*, 29-38 [Online Course Reserves]
- 02/14/2019 Choosing War?: China's Decision to Intervene
- Reading: Jeremy Brown, "From Resisting Communists to Resisting America: Civil War and Korean War in Southwest China, 1950-1951," in Jeremy Brown and Paul G. Pickowicz eds., *Dilemmas of Victory: the Early Years of the People's Republic of China* [Online Course Reserves]
 Thomas J. Christiansen, "Threats, Assurances, and the Last Chance for Peace: the Lesson's of Mao's Korean War Telegrams," *International Security* (1992), 122-154
 PS: Marshall Nie Rongzhen, "Beijing's Decision to Intervene" in *Mao's Generals Remember Korea*, 38-44 [Online Course Reserves]
Reading Response Paper: What drove Chinese leaders to intervene in the Korean War?
- 02/19/2019 The Chinese Offensive
- Reading: *The Korean War: The Chinese Offensive, 3 November 1950-24 January 1951* (U.S. Army Center of Military History), 1-33
 PS: *No Bugles, No Drums*, 79-85 [Online Course Reserves]
Voices from the Korean War, 117-124
- 02/21/2019 The Chinese at War: The Domestic Effects of the Korean War in the People's Republic of China
- Reading: Masuda Hajimu, *Cold War Crucible: the Korean Conflict and the Postwar World*, 170-195, 245-257 [Online Course Reserves]
- 02/26/2019 Discussion of Ha Jin's *War Trash*
- Reading: Ha Jin, *War Trash*, all
- 02/28/2019 MacArthur's Relief and Ridgway's War

Reading: Sheila Myoshi Jager, *Brothers at War: the Unending Conflict in Korea*, 138-192

PS: *No Bugles, No Drums*, 103-108 [Online Course Reserves]

Douglas MacArthur to Joseph Martin, March 20, 1951 [Online Course Reserves]

Harry S. Truman to Omar Bradley, with attachments, April 7, 1951.

President's Secretary's Files, Truman Papers [Online Course Reserves]

Douglas MacArthur Speech to Congress, April 19, 1951 [Online Course Reserves]

03/05/2018

Stalemate

Read: Andrew J. Birtle, *The Korean War: Years of Stalemate*, (U.S. Army Center of Military History), 1-38 [online]

PS: *Voices from the Korean War*, 131-133

War Trash Paper Due

03/07/2018

Changes at Home: the Korean War and U.S. Domestic Politics

Read: Paul G. Pierpaoli Jr., "Truman's Other War: the Battle for the American Home Front," *The OAH Magazine of History* (2000), 15-19

Robert Jervis, "The Impact of the Korean War on the Cold War," *The Journal of Conflict Resolution* (December 1980), 563-592

Harry Byrd, August 7, 1950 Speech and September 9, 1950 speech [Online Course Reserves]

Republican Party Platform 1952 [Online Course Reserves]

03/19/2019

Negotiating with the North Koreans and Chinese

Read: Barton J. Bernstein, "The Struggle Over the Korean Armistice: Prisoners of Repatriation," in Bruce Cumings ed. *Child of Conflict: the Korean American Relationship* [Online Course Reserves]

Donald W. Boose Jr., "The Korean War Truce Talks: A Study in Conflict Termination," *Parameters* (2000), 102-116

PS: Howard S. Levie, "Sidelights on the Korean Armistice Negotiations," *American Bar Association Journal* (August 1962), 730-733

Reading Response Paper: What was the most challenging issue in the Korean War armistice negotiations? How was this issue addressed by the participants?

- 03/21/2019 The Prisoner of War Experience
- Read: Sheila Myoshi Jager, *Brothers at War: the Unending Conflict in Korea*, 208-237, 257-261
 PS: *Voices from the Korean War*, 242-258
 Shorty Estabrook, "The Tiger Survivors Story: Captivity and Beyond," *The 24th Infantry Division Association*, [Online Course Reserves]
BRING TWO PRINTED, STAPLED COPIES OF THE ROUGH DRAFT OF YOUR RESEARCH PAPER
- 03/26/2019 Eisenhower and the Korean War
- Read: Michael Gordon Jackson, "Beyond Brinkmanship: Eisenhower, Nuclear Warfighting, and Korea, 1953-1968," *Presidential Studies Quarterly*, Vol. 35, No. 1 (Mar., 2005), 52-75.
 PS: Dwight D. Eisenhower, *Mandate for Change*, 171-191 [Online Course Reserves]
- 03/28/2019 Research Paper Workshop
- 04/02/2019 Korea and Vietnam
- Reading: Sheila Myoshi Jager, *Brothers at War: the Unending Conflict in Korea*, 300-351
 PS: Ahn Junghyo, "A Double Exposure of the War," in *United States and Asia at War: A Cultural Approach* [Online Course Reserves]
- 04/04/2019 The Second Korean War
- Reading: "Mostly Propaganda in Nature': Kim Il Sung, the Juche Ideology, and the Second Korean War," *North Korea International Documentation Project Working Paper Series*, Woodrow Wilson International Center for Scholars, Washington D.C., all [online]
Reading Response Paper: What is Juche and how has it influenced post-Armistice Korea?

04/09/2019
Present

Two Very Different Reconstructions: North and South Korea, 1970-

Reading: : Sheila Myoshi Jager, *Brothers at War: the Unending Conflict in Korea*, 353-424

04/11/2019

The Korean War and Unaccounted For War Remains

Reading: Michael R. Dolski, "When *X* Doesn't Mark the Spot: Historical Investigation and Identifying Remains from the Korean War," in Derek Congram, ed., *Missing Persons: Multidisciplinary Perspectives on the Disappeared* (Toronto: Canadian Scholars' Press, Inc., 2016) [Online Course Reserves]

Reading Response Paper: What are some of the challenges in locating U.S. remains in the Korean War?

04/16/2019
Perspectives

Korean War in Culture and Memory: Korean, American, and Chinese

Judith Keene, "Lost to Public Commemoration: American Veterans of the 'Forgotten' Korean War," *Journal of Social History* (January 2011), 1095-1113

Tessa Morris Suzuki, "Remembering the Unfinished Conflict: Museums and the Contest Memory of the Korean War," in *East Asia Beyond the History Wars: Confronting the Ghosts of Violence*, 128-148 [Online Course Reserves]

04/18/2019

The Korean Nuclear Cris(es)

Balazs Szalonai, "The International Context of the North Korean Nuclear Program, 1953-1988" in *North Korea's Efforts to Acquire Nuclear Technology and Nuclear Weapons: Evidence from Russian and Hungarian Archives* (Cold War International History Project), 2-24

William J. Perry, "Proliferation on the Peninsula: Five North Korean Nuclear Crises," *The Annals of the American Academy of Political and Social Science* (September 2006), 78-86.

Korean War Online Sources:**U.S. Army Center for Military History:**<https://history.army.mil/reference/Korea/kw-remem.htm>**U.S. Marine Corps University**<https://www.usmcu.edu/historydivision/frequently-requested/publications/korean-war-1950-1953><http://www.koreanwar2.org/kwp2/usmckorea/reference/usmckoreabiblio.pdf><https://www.mtholyoke.edu/~park25h/classweb/worldpolitics/bibliography.html>**Primary Sources:****Korean War Project Digital Initiative**<http://www.koreanwar2.org/> [Note: Not all the pages on this site qualify as primary sources. This site has a substantial collection of command reports.]**National Security Archive**<https://nsarchive.gwu.edu/>**Library of Congress Veterans History Project**<https://memory.loc.gov/diglib/vhp/search?query=&field=all&war=korean>**Harry S. Truman Presidential Library and Archive:**https://www.trumanlibrary.org/whistlestop/study_collections/koreanwar/**American Presidency Project**<http://www.presidency.ucsb.edu/>**Cold War International History Project**<https://www.wilsoncenter.org/program/cold-war-international-history-project>**Select Primary Sources available Online through the Ohio State University Library:**

African American Newspapers, 1827-1998

Archives Unbound

Hispanic American Newspapers, 1808-1980

ProQuest Historical Black Newspapers

ProQuest Historical Newspapers

Japan Times
Roper Center for Public Opinion Research
Reader's Guide Retrospective

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.