

## Term Information

Effective Term Autumn 2025  
*Previous Value* Summer 2023

## Course Change Information

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

Converting this from Foundation: HCS to GEN Theme TCT

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

This course's advanced exploration of its themes makes it a better fit for the Themes category.

**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
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

#### *Previous Value*

*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; Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

### *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

- 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.

**COURSE CHANGE REQUEST**  
3575 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
04/18/2025

**Content Topic List**

- 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

**Attachments**

- History 3575 TCT Syllabus (SKD).doc: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- History 3575 TCT Form (SKD).docx: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	04/03/2025 03:00 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	04/03/2025 05:21 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/18/2025 11:13 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/18/2025 11:13 AM	ASCCAO Approval

Instructor: Dr. Sarah K Douglas

[douglas.162@osu.edu](mailto:douglas.162@osu.edu)

Include "History 3575" in email subject line

Office: Dulles Hall 173

Course Lectures: TBD

Office Hours: TBD and Zoom Meetings by Appointment

Course #: 28545

## HISTORY 3575: The Korean War



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.

At the same time, the war is a study in how armed conflict can have both a destructive and also transformative impact upon the cultures and societies involved. We will discuss how the war, sparked by the division of Korea after Japan’s 1945 surrender, pitted the shared cultural roots of North and South Korea against diverging political visions, amplified by the Cold War superpowers of the United States and the Soviet Union. Then during the war, South Korean communities leaned on collective practices—like mutual aid in villages—to survive displacement and destruction, even as bombs flattened ancestral lands. In the North, the emerging regime under Kim Il-sung co-opted Confucian ideals, redirecting reverence from family elders to the state (specifically himself), laying the groundwork for Juche ideology. At the same time, the foreign forces involved in the war—U.S. and UN troops in the South, Chinese in the North—introduced cultural disruption but also transformative influence, the North sliding toward more radical communism with the south gradually moving toward democracy, industrialization, and then modernization. After the war caused massive disruption and destruction across the peninsula, ceasefire resulted and ushered in seismic post-war change: the U.S. alliance in the South entrenched democratic and capitalist values while in North Korea, the war solidified a totalitarian shift, transforming cultural heritage into a state-controlled narrative that persists to this day. Thus the Korean War didn’t just reflect culture, it refracted and remade it, with traditions as both anchor and battleground.

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.

### **General Education (GE):**

This course fulfills the Legacy GE category of Historical Studies and Global Studies OR the new GE Theme: Traditions, Cultures, and Transformations.

### **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 (ELOs):**

- Students construct integrated perspectives on history and factors that shape human activity.
- Students describe and analyze the origins and nature of contemporary issues.
- 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:**

- Students will read closely a range of primary sources to discover how the Korean War shaped and was shaped by the history of the Korean peninsula, the events of the Cold War, and the political-military goals of the global powers involved in the conflict. (ELO 1)
- Students will examine the origins, course, and outcomes of the Korean War, and how the war was both impacted and impacted by the conflict in East Asia. Students will understand the civil war aspects of the conflict between North and South Koreans, and then how the war also fit into the great powers, Cold War conflict burgeoning at the time. Students will not only learn these details but also examine how the conflict still impacts our world today, both within the Korean peninsula for the Korean people, but also as a part of the greater great powers conflict that still persists today. (ELO 2)
- Students will produce an original research paper that critically examines primary and secondary sources from and about the Korean War, and will evaluate their learning and interpretations about this important historical conflict. (ELO 3)

### **GE Theme: Traditions, Cultures, and Transformations**

#### **Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

#### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.

- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

A key objective of this course is to illustrate the lasting impact of post-World War II geopolitics, as the division of Korea into North and South reflects the consequences of superpower rivalries and decolonization. The war, as students will learn, was both a local and global violent conflict, and its unresolved status—ending in an armistice, not peace—continues to shape tensions on the Korean Peninsula, influencing modern global security concerns like nuclear proliferation. It therefore offers insights into how cultural traditions and rapid societal transformations interact with warfare, providing a lens for understanding both historical and ongoing global dynamics.

### **Our Commitment to Your Success and Grading Feedback:**

I am 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 me if you are having difficulties and I will make every effort to accommodate your needs. **I will be sure to address all student questions and issues within 24 hours on school days** and I am happy to arrange Zoom meetings to discuss issues if desired. I will also provide detailed feedback on course assignments and return that feedback in time for students to integrate those comments into their efforts on subsequent assignments. Finally, you will find helpful hints on reading and writing strategies at the [Younkin Success Center](#).

### **Your Commitment:**

As a student in this course, you will make your best effort to succeed and you will bring to either my or your TA's attention any difficulties you encounter. The course is designed for you to succeed and we look forward to helping you achieve that objective. You also agree to use courteous language in your communications with me, your TA, as well as your fellow students. You will always be respectful to your fellow students and the instructor/TAs, and you will receive that same respect in return. Failure to adhere to these commitments will result in course penalties.

**Enrollment:**

All students must be officially enrolled in the course by the end of the first week of the term. 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.

**Mode of Delivery, Attendance, and Work Expectations:**

This course is a hybrid course, meaning that it combines in-course lectures and in-class assignments with online readings, videos, and assignments. Accordingly, students are required to attend live lectures twice weekly (unless otherwise scheduled) and complete digital course assignments during each assignment week. Students are expected to keep pace with course assignments as outlined below. Also, this is a 3-credit-hour course, which means that students should expect 3 hours per week of time spent on direct instruction—lectures given by Dr. Douglas in person—and an additional 6 hours of work on homework such as reading and digital assignment preparation/completion.

**Required Course Texts, Technology, and Digital Skills:**

Your course monographs will be Haruki Wada's *The Korean War* and Max Hasting's *The Korean War*. These books are available as free e-books on Carmen as a PDF files. They therefore do not need to be purchased (unless you wish to do so). All other weekly readings 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.

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, and (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](#).

**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](mailto:8help@osu.edu)
- TDD: 614-688-8743

***See the assignment breakdown,  
description, and requirements  
on the following page***

**Assignment Breakdown:**

13	Weekly Content Quizzes	260 pts
4	Weekly Discussions	500 pts
1	Research Proposal & Bibliography	20 pts
1	Research Essay	<u>220 pts</u>
		1000 pts

**Assignment Completion Policy:**

Students MUST complete every assignment to pass the course. While students may supplement point losses and the failure to complete certain quizzes with the extra credit, all written assignments must be completed in order for students to fulfill the various course learning outcomes.

**Weekly Course Modules & Lectures:**

On the course Carmen page, you will see a tab on the left side of the screen that is labeled “Modules”. If you click on that tab, you will see that each week’s announcement, readings, lecture topics, and assignments are listed. This will allow you to monitor what weekly in-course lectures will cover, what your assigned reading will be, and what weekly assignments you will be required to complete. Please note that each week’s module will unlock when the assignment week has arrived as it is important for students to work in sequence with each other and in conjunction with the process of each in-class course lecture.

**Weekly Content Quizzes (13 quizzes, 20pts/quiz, 260pts total):**

These quizzes consist of 20 questions at 1pt/question. You will have 25 minutes to take each quiz and two attempts to take each with the higher score counting toward your final grade. Using a variety of question formats, these quizzes will test your knowledge of the historical content covered in the assigned reading and in-class lectures each given week. The goal is not to push students to memorize historical minutiae but instead evaluate more important themes, trends, events, and figures, such that students demonstrate a learned knowledge of each week’s major arguments and lessons. The first assigned quiz of the course, the Week 1 Quiz, will also test your knowledge of course requirements and assignments summarized in your syllabus and in the first in-person course lecture. Each weekly quiz is due **by Sunday at 11:59PM ET**.

**Group Discussions (4 discussions, 125 pts/discussion, 500pts total):**

Students will use readings and lectures from the relevant weeks to address posted Group Discussion prompts. The discussions are meant to challenge students to assimilate the historical content they have learned in order to make cohesive, coherent arguments about historical events, which is the primary exercise of professional historians. In so doing, students will think critically about the Korean War, its origins, the



peninsular and global concerns involved, and how the conflict was a transformative event for the numerous cultures involved.

Specifically, students will draft a written response to each prompt of **750 words (or more)** and then post three (or more) discussion comments in response to their fellow students to discuss and debate the issues at hand. Group Discussion prompts will include, but are not limited to, the following topics:

- How the long term political, social, cultural, and imperial interests in the Korean peninsula shaped Korean history, and how the post-World War II settlement set the stage for the great powers conflict that was the Korean war
- How the communist North Korean state was formed and developed alongside the proto-democratic and free market South Korean state, all while both were closely, but also at times problematically, aligned with the USSR and the United States
- How the Korean War broke out between North and South Korea, the impact of the violence upon the Korean people, and how the combat created both a refugee crisis and an outbreak of retaliatory war crimes inflicted upon both soldiers and civilians
- How the United Nations, the USSR, and the communist Chinese became involved in the conflict, and how the so-called World War III conflict was the superstructure of what was, at its base, a civil war between Koreans over the future of Korea
- The role of women and diverse populations in the war, and how civilian populations dealt with the deprivations and violence of war
- The major events of the conflict, and how the Korean civil war aspects of the conflict intersected with great power politics and the intervention of the United Nations
- How political structures and power, as well as economic interests and trade, interplayed with North/South conflicting beliefs to shape the course and outcomes of the Korean War
- The long term consequences of the Korean War for the Korean people in North and South Korea, and how the continued threat of conflict there interplays with Cold War, post-Cold War, and sustained great power competition

Consult the [Group Discussion Guidelines](#) and the [Group Discussion How-To](#) video for more details about how to complete these assignments. Initial prompt responses will be due each given **Saturday at 11:59PM ET** and the required discussion comments will be due each **Sunday at 11:59PM ET**.

### **Korean War Research Essay (230pts):**

In this course, students will research a topic of their choosing related to some aspect of the Korean War. Specifically, students should focus on topics that explore the historical and traditional cultural ideals, practices, structures, and ideologies the intersected to catalyze the Korean War; the course of the war as it transpired and those who were involved or impacted by it; and/or the effect of the conflict for all involved and how it transformed the world for Koreans, both North and South, as well as the many other countries involved in the war. The specific focus of the research is up to each student, although every student should conclude their research by discussing how learning about the Korean War has shaped their understanding of the world around them today.

Once a topic is chosen, students will explore that topic using related secondary sources and primary source records located either through obtaining printed collections, printed/digital memoirs, personal interviews (written or audio-visual), or via numerous available online databases (either written or audio-visual). Students will first present their project idea and bibliography **in Week 7 of the course (20pts)** for professor review to ensure that the given project fits course themes, the project is manageable in the course context, and the chosen sources adhere to course requirements. They will then write a **5-7-page essay** about their given topic, which will be completed **in Week 16 (220pts)**. Consult the [Research Essay Guidelines](#) for more specific details about completing this assignment **due on Sunday, April 28<sup>th</sup> at 11:59PM ET**.

**Extra Credit Historical Media Analysis (50pts max):**

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. You will upload this Extra Credit essay to Carmen **by Sunday, April 28<sup>th</sup> at 11:59PM ET**. *NOTE: Students are not permitted to take advantage of this opportunity unless they have completed all of their required written assignments in the course. If a student has not submitted every Group Discussion assignment and the Research Essay, they will not be given the opportunity to earn this extra credit.*

**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.***

### **Contacting Your Instructor:**

If you wish to contact Dr. Douglas or the course TA, please do so via email and please include "History 3575" in the subject line. Instructors will respond to all emails within 24 hours on week days and will do their best to address all issues and concerns when they are raised.

### **Academic Integrity and 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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

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](http://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.

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.

### **ChatGPT and AI Generation:**

All course assignments will also be scanned by several available scanners that can detect whether text has been generated by AI technology. While this is a trial-and-error process, if AI-generated text is detected with high scanner confidence, the professor and the student will engage in a dialogue to discuss the issue further. That said, the likely outcome will be that the student's assignment cannot be accepted, although a rewrite opportunity will be provided so that the student can redo the assignment and avoid a zero score. As such, make sure to write your answers yourself and cite **ONLY** course-assigned sources to avoid zero scores on assignments.

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 at [titleix@osu.edu](mailto:titleix@osu.edu).

### **Accessibility Accommodations for Students with Disabilities:**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should

contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **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 Greeneville 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. 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 and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline

***See the Lecture & Assignment Schedule  
on the following page***

# **LECTURE & ASSIGNMENT SCHEDULE:**

## **WEEK 1 (1/7 – 1/13): A Background to Civil War**

This week, we will discuss the origins of the Korean War. As we will see, its long-term origins would trace back to Japan's annexation of Korea in 1910, which suppressed its traditional cultural and national identity until Japan's defeat in 1945. The war was then followed by the arbitrary yet transformative division of Korea at the 38th parallel by the U.S. and USSR, creating two rival states with opposing ideologies and emergent cultural identities. We will discuss how Cold War tensions between the U.S. and USSR fueled this split, setting the stage for a conflict sometimes called "the Forgotten" war in the United States, World War III by Cold War historians, but also a civil war for Koreans.

**Readings:** Wada, *The Korean War*, Intro, Ch.1 (Carmen)

**Assignments:** Course Introduction Quiz  
Week 1 Quiz

## **WEEK 2 (1/14 – 1/21): Cold War Tension, The Chinese War, and Civil War Foments**

This week, we will discuss how, between 1945 and 1950, Cold War tensions in East Asia escalated as the U.S. and the Soviet Union vied for influence. With the division of Korea at the 38th parallel into a Soviet-backed North and U.S.-supported South, a volatile fault line emerged with both Kim Il-sung and Syngman Rhee pushing for unification under their respective communist and capitalist ideologies. The 1949 communist victory in China's civil war, establishing Mao Zedong's regime, emboldened the Soviet bloc, while the U.S. withdrawal of troops from South Korea in 1949 signaled potential vulnerability. This power vacuum, coupled with Stalin's approval and Mao's support, encouraged North Korea to decide on war. The mounting tensions, fueled by superpower proxy struggles, ideological fervor, and the desire to transform the entire peninsula under vastly different cultural models, directly precipitated the Korean War, and would mark it as the Cold War's first major armed clash in East Asia.

**Readings:** Hastings, *The Korean War*, Forward, Prologue, Ch. 1

[American Assessment of North Korean Capabilities](#)

**Assignments:** Week 2 Quiz

***Due to the Martin Luther King Jr. Day holiday, Week 2 will end on Monday, January 21<sup>st</sup> and Week 3 will begin on Tuesday, January 22<sup>nd</sup>***

### **WEEK 3 (1/22 – 1/27): Korea Goes to War**

This week, we will discuss the outbreak of the Korean War on June 25, 1950, which marked a dramatic transformation of simmering Cold War tensions into open conflict deeply rooted in a violent clash over the cultural and political division of Korea. This ideological chasm, intensified by the global superpower rivalry, erupted when North Korean forces, emboldened by Stalin and Mao, invaded the South, aiming to forcibly unify the nation. The attack shattered any lingering hopes of peaceful reconciliation, transforming Korea into a battleground where local ambitions collided with the broader cultural and political currents of the Cold War, pulling the United States and its UN allies into the fray.

**Readings:** Wada, *The Korean War*, Ch. 2

Hastings, *The Korean War*, Ch. 2

**Assignments:** Week 3 Quiz

### **WEEK 4 (1/28 – 2/3): Purging the Enemy and Western Involvement**

This week, we will discuss how, when North Korean forces invaded South Korea, they unleashed a brutal campaign that reflected both their communist traditions and a ruthless intent to transform the South's political and cultural landscape. Trained and equipped by the Soviet Union, the North Korean People's Army (KPA) overwhelmed South Korean forces with swift, mechanized assaults, often executing captured soldiers and officers in a stark departure from any shared Korean cultural heritage of mercy or restraint. The South Korean population faced mass repression as the KPA sought to erase capitalist traditions, targeting civilians suspected of disloyalty—especially intellectuals, officials, and religious figures—for imprisonment, forced labor, or execution. Villages were ransacked, and propaganda imposed a new communist culture, aiming to forcibly unify the peninsula under Kim Il-sung's vision, though this transformation was met with fierce resistance and widespread terror. Meanwhile, the United States and the newly minted UN watched on, realizing that they had to make a choice between intervention or neutrality.

**Reading:** Hastings, *The Korean War*, Ch. 3

**Assignments:** Week 4 Quiz

Week 4 Group Discussion

### **WEEK 5 (2/4 – 2/10): The Question of International Intervention**

This week, we will discuss how, as soon as the war broke out in Korea, the United States grappled with whether to intervene, especially given that the U.S. had not done so in 1949 during the resurgence and then triumph of the communists in the Chinese Civil War. Critics, including some military leaders and isolationist politicians, argued that Korea, like China, was outside America's vital interests, warning against entanglement in another Asian conflict amid limited resources and a focus on Europe's Cold War front. However, President Truman and his advisors, notably Secretary of State Dean Acheson, saw Korea as a critical test of containment, the global clash of cultures, societies, and political ideologies over the future of global politics. Those who promoted intervention feared that inaction would embolden communist aggression globally, and believed that a conflict in Korea would be a manageable, symbolic stand, ultimately overriding doubts and marking a shift toward active U.S. military engagement in Asia.

**Reading:** Wada, *The Korean War*, Ch. 3

Hastings, *The Korean War*, Ch. 4

[U.S. Debates Courses of Action](#)

**Assignments:** Week 5 Quiz

### **WEEK 6 (2/11 – 2/17): MacArthur, the United States, and UN Resolutions**

This week, we will discuss how the United States, driven by its containment policy, urged the United Nations to pass a resolution supporting UN intervention in Korea on behalf of South Korea. With the Soviet Union boycotting the newly created Security Council at the time, what became Resolution 83



passed on June 27, 1950, calling for military aid to repel the attack. As we will discuss, this was a move spearheaded by U.S. leadership and bolstered by outrage over the invasion's brutality. This was followed by Resolution 84 on July 7, 1950, which established a U.S.-led UN Command in Korea under U.S. Gen. Douglas MacArthur. These resolutions in concert mobilized 21 UN member nations, although primarily U.S. forces, to defend South Korea against communist aggression. These moves transformed a civil war between Koreans into a global conflict, a global contest over vastly different cultural identities and visions for the geopolitical future of the world.

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

[UN Declaration of War](#)

[Chinese Telegram to North Korea about a Protracted War](#)

**Assignments:** Week 6 Quiz

### **WEEK 7 (2/18 – 2/24): To Cross or Not to Cross?**

This week, we will discuss how U.S. and UN forces rushed to bolster South Korea's collapsing defenses against the North Korean invasion, initially holding a precarious line at the Pusan Perimeter. In a bold counterstroke, Gen. Douglas MacArthur launched Operation Inchon on September 15, 1950, an amphibious assault behind enemy lines that recaptured Seoul and shattered North Korean forces, shifting momentum to the UN coalition. Emboldened, the U.S., UN, and South Korea then debated crossing the 38th parallel to destroy Kim Il-sung's regime and unify Korea; as we will see, while the U.N. resolution supported the defense of South Korea, it did not explicitly endorse these forces then invading North Korea. After brief debate on the issue, and despite warnings of Chinese intervention, Pres. Truman approved the advance on September 27, 1950, with UN backing via a subsequent October 7 resolution. The aim was decisive victory, a decision that triggered China's decision to enter the war as well.

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

**Assignments:** Week 7 Quiz

Research Essay Proposal & Bibliography

### **WEEK 8 (2/25 – 3/3): Rapid Democratization and Advances to the Yalu**

This week, we will discuss how, after the success of Operation Inchon, U.S., UN, and South Korean forces crossed the 38th parallel with the aim of dismantling North Korea's regime and unify the peninsula. Advancing rapidly through October and November, they captured Pyongyang on October 19 and pushed toward the Yalu River, Korea's border with China, with U.S. units like the 8th Army and X Corps leading a mechanized, multi-pronged offensive despite stretched supply lines and rugged terrain. We will also discuss how South Korean occupation of North Korean territory brought harsh reprisals against the local population, as Rhee's forces, driven by anti-communist zeal, executed suspected collaborators, disrupted communist structures, and imposed martial law, sparking fear, resistance, and widespread displacement among North Koreans. Their goal was to transform North Korean culture and society with the brutality that had been exacted upon South Korea, thus attempting to align the North along their vision of a single cultural, social, and political tradition.

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

[The War's Impact on North Korean Military and Civilians](#)

**Assignments:** Week 8 Quiz

Week 8 Discussion

### **WEEK 9 (3/4 – 3/10): The Dawn of World War III: China Enters the Fray**

This week, we will discuss China's intervention in the Korean War. First we will discuss China's decision to enter in October 1950, which stemmed from a blend of communist tradition and strategic culture, as Mao Zedong, fearing a U.S.-led transformation of North Korea into a hostile neighbor,

committed to defending the revolutionary ideals shared with Kim Il-sung. Authorized on October 8 and executed by late October, the People's Volunteer Army—hundreds of thousands strong—crossed the Yalu River, leveraging surprise and massed infantry to overwhelm UN forces. Through January 1951, this intervention reversed the UN advance, recaptured Pyongyang, and drove U.S., UN, and South Korean troops south of the 38th parallel, reclaiming Seoul by January 4 in a dramatic transformation of the war's trajectory. As we will see, at the same time suffering also intensified for civilian populations, particularly in North Koreans, as displaced families faced harsher winter conditions and cultural suppression by communist reoccupation. Meanwhile, South Korean civilians endured renewed occupation and reprisals, all of them caught between shifting cultural ideologies and military presence.

**Reading:** Wada, *The Korean War*, Ch. 4

Hastings, *The Korean War*, Chs. 8-9

[Telegram from Mao Zedong to Stalin](#)

[Telegram from Stalin to Kim](#)

**Assignments:** Week 9 Quiz

## **WEEK 10 (3/11 – 3/17): SPRING BREAK—NO ASSIGNMENTS**

### **WEEK 11 (3/18 – 3/24): Return to the 38<sup>th</sup> Parallel and Diplomacy Begins**

This week, we will discuss how, after the North Koreans and Chinese briefly recaptured Seoul, Gen. Matthew Ridgeway led a UN counteroffensive that was not only able to recapture the capital but stabilize the front near the 38th parallel. By spring, relentless battles—marked by artillery duels and trench warfare—forged a stalemate, as neither side could achieve a decisive breakthrough, reflecting a shift from rapid territorial gains to a grueling war of attrition. As we will see, diplomatic efforts emerged amid this deadlock, with the U.S., Soviet Union, and China initiating tentative talks by May, driven by war weariness and the recognition that cultural and ideological divides made total victory elusive. It was also during this time that Pres. Truman relieved Gen. Douglas MacArthur of his command, a decision made due to MacArthur's violation of American military and cultural tradition regarding military intervention in political decisions.

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

Hastings, *The Korean War*, Chs. 10-11

[Telegram from Stalin to Mao Zedong Regarding North Korean Talks](#)

**Videos:** Week 11 YouTube Playlist

**Assignments:** Week 11 Quiz

### **WEEK 12: (3/25 – 3/31): Stalemate, War Crimes, and the Question of POWs**

This week, we will discuss how debates over war crimes and biological warfare intensified once the war devolved into stalemate, reflecting clashing cultural narratives and Cold War propaganda: the U.S. accused North Korea and China of atrocities like mass executions, rooted in communist traditions, while the communist bloc charged the U.S. with using biological weapons—claims later debunked but fiercely contested at the time. As we will see, once stalemate emerged by mid-1951, civilian populations bore the brunt of this transformation into static warfare, enduring relentless bombings, displacement, and famine, particularly in North Korea where cultural heritage was shattered by the destruction, and in the South, where refugees swelled cities. As we will also discuss, the conflict over prisoners of war (POWs) further complicated the conflict, with over 100,000 POWs held by both sides; cultural differences fueled brutal treatment: UN forces faced indoctrination attempts in Chinese camps, while communist POWs resisted South Korean traditions of anti-communist reeducation. This struggle over repatriation, debated fiercely in armistice talks, delayed peace and marked a historical transformation in how captivity was politicized internationally, leaving a lasting legacy of mistrust for all involved.

**Reading:** Hastings, *The Korean War*, Chs. 12, 16

[Wilson Center, "China's False Allegations of the Use of Biological Weapons by the United States during the Korean War"](#)

**Assignments:** Week 12 Quiz

## Week 12 Group Discussion

### **WEEK 13 (4/1 – 4/7): Year Three**

This week, we will discuss the third year of the Korean War. As we will see, the war remained locked in a brutal stalemate along the 38th parallel, with U.S., UN, and South Korean forces clashing with Chinese and North Korean troops in costly battles that yielded little territorial change but inflicted heavy casualties and lasting cultural traumas. Meanwhile, negotiations at Panmunjom, begun in 1951, faltered over the POW repatriation issue: South Korea and the U.S. insisted on voluntary return as they attempted to transform the political identity of their POWs, a move opposed by China and North Korea who demand forced repatriation. Neither side was willing to compromise; this encapsulated the deep, antithetical cultural identities of each side and an unwillingness to compromise about those identities. This led to continued diplomatic failures, compounded by domestic pressures like the U.S. presidential election and Stalin's death in March 1953.

**Reading:** Wada, *The Korean War*, Ch. 6  
Hastings, *The Korean War*, Chs. 14-15  
[Kim Discusses the Need for Peace](#)

**Assignments:** Week 13 Quiz

### **WEEK 14 (4/8 – 4/14): The Complicated Process of Armistice**

This week, we will discuss how prolonged stalemate and shifting global dynamics pressured all sides in the Korean War toward resolution. As we will see, the death of Joseph Stalin on March 5, 1953, disrupted Soviet cultural and political traditions, softening Moscow's hardline stance and prompting China and North Korea to seek an end to the war, aligning with their own war-weary priorities. This shift broke the deadlock over POW repatriation—previously a clash of communist tradition versus Western voluntary return principles—leading to a UN proposal for neutral repatriation oversight. On July 27, 1953, the armistice was signed, a treaty that reflected both a pragmatic compromise and a failure to achieve ideological victory for any side while all cultures involved worked to grapple with how the war had transformed their populations, their militaries, their political structures, and their cultures.

**Reading:** Wada, *The Korean War*, Ch. 7  
Hastings, *The Korean War*, Ch. 17  
[Telegram from Stalin to Mao Zedong on Armistice Talks](#)  
[US Briefing on Armistice Negotiations](#)  
[South Korean Thoughts on Armistice Negotiations](#)

**Assignments:** Week 14 Quiz

### **WEEK 15 (4/15 – 4/21): The DMZ Emerges and War into the Modern Era**

This week, we will discuss how the Demilitarized Zone (DMZ) emerged after the 1953 armistice, transforming the 38th parallel into a 4-kilometer-wide buffer zone stretching 250 kilometers across the peninsula. This fortified border constituted a hard separation between North and South Korea's clashing cultures and ideologies, symbolizing a break between them that persists into the modern era. Fortified hastily in 1953 with barbed wire, guard posts, and minefields, it reflected a blend of military tradition and Cold War necessity, evolving over decades into one of the world's most heavily militarized borders, bristling with advanced defenses and surveillance. As we will see, conflict persisted along the DMZ into the modern era, defying the armistice's promise of peace and underscoring North Korea's tradition of provocation alongside South Korea's defensive resolve. We will then conclude our discussion by contemplating how the Korean War's transformed all parties, embedding distinct cultural and traditional shifts that persist to this day. As we will see, North Korea's authoritarian tradition deepened, isolating its culture, while South Korea blended Confucian roots with Western democracy, becoming an economic power. The U.S. has meanwhile reinforced its interventionist tradition, cementing a containment culture and Asian presence into the 21<sup>st</sup> century. China's revolutionary culture meanwhile strengthened, emerging as a communist force, while the Soviet Union validated its own proxy warfare traditions and

escalating Cold War tensions. But in the end, as we will see, for Koreans themselves, the war split family and culture, with the DMZ symbolizing this lasting, unresolved transformation.

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

Hastings, *The Korean War*, Ch. 18

[Final Soviet Thoughts on the Korean War](#)

**Assignments:** Week 15 Group Discussion

## **WEEK 16 (4/22 – 4/28): The Korean War Research Essay**

**EXTRA CREDIT HISTORICAL MEDIA ANALYSIS DUE: Sunday, April 28<sup>th</sup> at 11:59PM ET**

# GE Theme course submission worksheet: Traditions, Cultures, & Transformations

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

In this course, students 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: the Korean War (1950-1953). The war is a study in how armed conflict can have both a destructive and also transformative impact upon the cultures and societies involved, and for Korea constituted an unresolved break between family and culture, with the DMZ symbolizing this lasting, unresolved transformation. Students will learn about how the war, sparked by the division of Korea after Japan’s 1945 surrender, pitted the shared cultural roots of North and South Korea against diverging political visions, amplified by the Cold War superpowers of the United States and the Soviet Union. Then during the war, South Korean communities leaned on collective practices—like mutual aid in villages—to survive displacement and destruction, even as bombs flattened ancestral lands. In the North, the emerging regime under Kim Il-sung co-opted Confucian ideals, redirecting reverence from family elders to the state (specifically himself), laying the groundwork for Juche ideology. At the same time, the foreign forces involved in the war—U.S. and UN troops in the South, Chinese in the North—introduced cultural disruption but also transformative influence, the North sliding toward more radical communism with the south gradually moving toward democracy, industrialization, and then modernization. After the war caused massive disruption and destruction across the peninsula, ceasefire resulted and ushered in seismic post-war change: the U.S. alliance in the South entrenched democratic and capitalist values while in North Korea, the war solidified a totalitarian shift, transforming cultural heritage into a state-controlled narrative that persists to this day. Thus the Korean War didn’t just reflect culture, it refracted and remade it, with traditions as both anchor and battleground that persists into the 21<sup>st</sup> century.

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p>The class develops student's critical and logical thinking in a number of ways. Students will not only listen to instructor lectures on topics covered in the course but they will also read both primary and secondary sources related to topics covered. Students will not only be exposed to different historical arguments and viewpoints through these sources, but they will be required to analyze them for bias and reliability. Specifically, students will read about the perspectives, attitudes, approaches, and goals of all involved in the Korean War, being sure to understand it from the perspective of North and South Koreans as well as US, UN, Chinese, and Soviet forces. Students will also read various historical accounts of the events that took place during the war, in order to understand the different historiographical analyses and interpretations that exist related to said events.</p> <p>In terms of assignments, students will first complete weekly reading/content quizzes (Weeks 1-15) that require them, not to regurgitate historical minutiae, but address major topics, themes, concepts, and arguments made in the course to demonstrate their knowledge of and critical thinking about topics covered in the class.</p> <p>Students will use these sources to address provided discussion prompts for the Week 4, Week 8, Week 12, and Week 15 Group Discussion assignments. These prompts will require students to make historical arguments and defend those stances with sources provided in written essay format. These prompts require students to use historical and historiographical information learned to take a position on historical events and then defend that position with the history they have learned. Students will then discuss these events with their fellow students, which will require them to think critically about the responses drafted by their fellow</p>

	<p>students, rethink their own takes, and defend their positions when necessary.</p> <p>Students will then complete a substantial Research Essay project in Week 16 that requires them to conduct original primary and secondary source research, incorporating critical analysis of at least two secondary and five primary sources to do so. The goal of this project is to require students to pick a historical event, figure, trend, theme, or concept related to the Korean War, evaluate both historical and historiographical analyses of that event, and present their learning in written format using primary and secondary sources evaluated as valid in their analysis.</p> <p>Few historical events are more transformative of traditional cultural practices and values than war, and the Korean War in particular constituted a massive clash of cultures and traditions, as well as competition over what the future of those cultures would be. North wished to fundamentally transform South and South the North while the major Cold War players each worked to influence, if not impose, their own visions regarding the future of the peninsula in light of their own global interventionist efforts. Thus in weekly quizzes, students will present their knowledge of these traditions and the transformative impact of all events upon all of those involved. In the Group Discussions, students will also be required to explore these traditions and transformative forces, and what those specific impacts were upon everyone involved. Finally, the Research Essay will allow students to explore a topic of their choosing, and thus can learn more about a specific tradition within a culture or cultures involved; explore more in-depth aspects of one or more cultures impacted by (or who impacted) the Korean War; and/or evaluate in more detail the transformative impact these events had upon the people, political structures, economic practices, societal values, and/or cultural ideals of those involved.</p>
<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Students will learn to think critically about the complex, diverse, multi-perspective historical event known of as the Korean War, and about how this Cold War clash was at once a deeply ideological global conflict over competing socio-cultural and political structures and traditions, but also a violent clash between Koreans over their shared cultural traditions and competing visions of the future. This will require students to learn about the perspectives of all the societies involved in the war, and their historical precedents that brought them into conflict in Korea: the historical precedent of an occupied Korea across time and a lack of total cultural unification; the violence and impact of WWII occupation; the transformative effects of post-war division of North and South, how</p> <p>Students will learn about the political, economic, social, cultural, and religious practices in these areas, and the interests of all involved in the war. They will not only learn</p>

about the United States, UN, Chinese, and Soviet interests in the war—this is a traditional focus when people study the Korean War—but also the cultural traditions, political ideologies, and visions for the future of both North and South Korea. Students will understand that this was not just a Cold War conflict between the First World (the US and its allies) and the Second World (the USSR, Communist China, and their allies), but also a civil war between Koreans over the future of the Korean peninsula. Thus students will not only learn about the states and militaries involved in the war but also how the conflict impacted Koreans in the North and South, but urban and rural. Students will understand how the war transformed these populations, and ensured ever-deepening divide between the cultural ideals and practices in North and South. Students will then contemplate the outcomes of the war for all involved, in particular how the war transformed a previously contacted Korean people in a divided culture with a firm break between North and South that persists into the 21<sup>st</sup> century.

In course assignments, students will be required to analyze these conflicts and address various Group Discussion questions, in which they will establish and then defend their own points of view using the historical content they have learned. For example, the first Group Discussion in Week 4 will require students to address what they believe the long and short term causes of the Korean War were. They will be required to analyze the traditional cultural practices and attitudes in the peninsula, how WW2 occupation impacted this culture, and then how the post-war settlement, with a communist north and a US-controlled south, transformed the governments, societies, and cultures north and south of the arbitrarily chosen 38<sup>th</sup> parallel. Students will then be asked to consider what political, social, and cultural impetuses catalyzed the conflict, how its outbreak led both North and South to attempt brutal cultural-political transformation on the other, and then how the war devolved into stalemate thereafter. To address these questions, students will be required to synthesize the scholarly debates surrounding these issues, as well as present their historical knowledge of the peoples and events relevant to the question. Subsequent Group Discussion prompts will require similar historical and historiographical analysis.

Students will finally be required to research and analyze a historical topic of their choosing related to the Korean War with particular emphasis on cultural traditions and/or identities of those involved, and/or the war's transformative impact upon a group, concept, structure, practice, or topic related to the war. To do so, they will have to engage with numerous primary sources about the events related to their topic, and engage critically with the historical debate(s) surrounding them. They will present their obtained sources in Week 7 and then finalize their paper for submission in Week 16. In so doing, they will engage, through primary and secondary source analysis, in the practice that historians



	<p>engage in every day: use resources to understand and analyze the past and then present that learning in written form.</p> <p>The Korean War, a conflict with so many competing cultures and interests, was a story transformation for all involved due to the forces of communism and anti-communism that clashed violently in East Asia. The peninsula thereafter was forever transformed by these events with the DMZ as a living, militarized embodiment of that transformation. To understand this, students will be required to engage in advanced scholarly study of the historical events and historiographical analysis of this era. The course lectures and readings will convey this understanding while the various course assignments will reinforce it.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students will throughout the course understand the numerous approaches and experiences in the war, thus understanding the conflict, not just on a Cold War scale, but also as a conflict between Koreans over the future of Korea. To do so, students will learn about the various cultures involved in the Korean War (introduced in Weeks 1-2); their traditional values and beliefs (Weeks 1-2); how the war broke out and what each culture involved sought to achieve (Weeks 3-9), how the war and its violence transformed life for those fighting as well as impacted civilian populations (Weeks 3-13), and how the war forever transformed life for the cultures involved, creating a perennial barrier between a communist North and a US/UN supported South (Weeks 14-15). Students will thus understand all aspects of the Korean War, the historical traditions of those involved, the cultural transformations catalyzed by the war, and the war's overall transformative impact for the Korean peninsula.</p> <p>To do so, students will be exposed to academic analysis by historians, political scientists, economists, sociologists, and experts in international relations. Students will come to understand the different analytical practices and approaches of these different fields, and how they present varied perspectives on the historical topics discussed in the course. Students will also be exposed to the contrasting views of this war, one being the Cold War dynamic of the conflict and the other revolving around the violent clash between Koreans over the future vision for their (they hoped) unified country. Thus not only will students come to understand the traditional cultures involved and transformative forces that impacted and were impacted by the Korean War, but they will also learn about how the Korean War continues to impact the various cultures and societies involved into the modern era.</p> <p>Overall, students will be pushed to determine their own conclusions on topics covered, and practice justifying those conclusions through written assignments and oral in-class discussions.</p>

**ELO 2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

In the group discussions, both in class and in digital discussions, students will be provided with a discussion prompt to address that they will answer using historical and historiographical information taught in the course (either in lectures or in assigned readings). These opinion questions will require students to assert a position and defend it using historical content, and then consider and defend those positions with fellow students in the course in group discussion. Similarly, the Research Essay assignment will require students to reflect upon a topic of their choosing that they have investigated using both primary and secondary sources found through their own independent research. Students will be provided with a list of potential topics to pursue, but they are also permitted to move beyond that list and choose a topic that they find particularly appealing or that may align with interests that they have developed in other courses. Thus all written assignments in the course will push students to demonstrate their developing sense of self as learners through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Specifically, the Group Discussions in Week 4, 8, 12, and 15 will require students to understand the cultural traditions and transformative impacts of occupation in Korea; how the USSR and US occupation further transformed the cultures in the emergent North and South Korea; how the competing visions for the future of a unified Korea and communist Chinese influence spurred the outbreak of war in the peninsula; the various Cold War interests of the global powers who then intervened in the war; their various goals for the war's outcome; how the conflict impacted local populations through violence, occupation, or proximity to the conflict; how communism and anti-communism clashed over the issue of POWs and repatriation, and how war crimes (or accusations of them) were fueled by the deep cultural differences between communist and anti-communist forces; and how overall the war transformed and then solidified the deep cultural divisions that emerged between North and South that persist (and continue to entrench) to this day.

Often students evaluate these cultures through their own lived and learned experiences, and students will encounter the different interpretations that result when reading other students' discussion responses. Thus students will be able to understand the Korean War in part through their own frames of knowledge—as engineers, business majors, political scientists, English majors, pre-medical students, etc—and then allow their subjective responses to the discussion prompts to reflect that learning. By then reading other student responses, and having students ask them questions about their posts, or even challenge their conclusions, students will be pushed to build upon their knowledge and understanding by being exposed to the knowledge and understanding presented by others. It will also force them to develop further their own sense of self as a learner because

	<p>it will push them, through feedback and critical analysis of others and the instructor, to become more skilled at both presenting and defending their learning and historical/historiographical opinions.</p> <p>The Research Essay due in Week 16 will also allow students to choose a topic related to their own areas of interest if also related to the Korean War. Thus students can pick topics related to their own existing strengths, experiences, and personal preferences, and advance that learning and understanding by exploring a historical instance of that preference. Pre-Med students may develop a better understanding of medical advances or field medical practices during the war (a topic discussed in Week 12). Political science students may study the various Cold War interests or dynamics within the war, and/or how those tensions have created a lasting legacy into the modern era (touched upon in all weeks but in particular in Weeks 2-6 and Weeks 9-15). English students may study the impact of the conflict upon Korean society in North and South Korea, and the role of propaganda upon civilians as well as POWs (discussed in particular in Weeks 3-4, 8, and 12). Engineering students can study military engineering during the conflict, or how UN forces created logistical infrastructures to support the conflict (Weeks 6- 13). Students interested in Russian or Chinese studies may focus on the intervention of those societies, while those interested in how the war impacted (and was impacted by) the United States can focus on those topics. Students interested in studying the role's impact upon marginalized peoples could study the role of African American soldiers in the war, or the role of women in the conflict (covered in many weeks but touched upon in Weeks 12-13). Students can therefore use the study of the Korean War to further explore and understand their own areas and specialties of interest, and use their knowledge of those areas of specialty to inform their analysis of the related historical context of their choosing.</p>
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## Goals and ELOs unique to Traditions, Cultures, & Transformations

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

<p><b>ELO 3.1</b> Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>Course activities and assignments to meet these ELOs</p> <p>Warfare has always been the product of a society's political, economic, social, cultural, religious, ethnic, technological, geographic, environmental, and climatic beliefs, practices, circumstances, and/or characteristics. This is as much true for the Cold War powers who were involved in the Korean War as it was for the Koreans in the peninsula thrust into a civil war over the future of their culture and society. That being so, to study the Korean War, one must understand the people who waged it, as all of those factors influence who fought, why they fought, and how they fought. Students will learn about these factors with every culture involved in course-related events, and in so doing, understand why the numerous people involved participated; why the war existed on both the civil war and Cold War levels; how the various UN powers other than the US became involved and how the war impacted those societies; how a cult of personality emerged in North Korea while an anti-communist state emerged in the south that struggled with corruption and democratization; how the interests of North and South coincided with, or at times markedly clashed with, each side's Cold War partners; how the conflict impacted non-combatants and marginalized peoples in Korea with civilians caught between their governments and Cold War powers inflicted immense destruction upon both North and South; and how the Korean War was a first brutal benchmark in the emergent Cold War that still impacts (and is impacted by) geopolitics today. All told, this understanding will build throughout the course so that students may understand how the Korean War has shaped the world we live in today, while also continuing to have an immense impact upon the everyday lives of Koreans in both North and South (with little indication this will cease in the immediate future). It will be particularly important for students to balance the Cold War dynamics of the war—communist forces vs. anti-communist forces and Cold War great powers such as the USSR and the United States—but also understand that this was also a civil war between Koreans who were in conflict over the future of their culture and society, with no final resolution to this day.</p> <p>In the Week 4 Group Discussion, students will focus on the long and short term causes of the conflict, and how the traditional cultural practices and society within Korea was partitioned along communist and anti-communist lines and then further impacted by the Cold War partition, which in turn catalyzed the war. In Week 8, students will be asked to contemplate the first months of the war, how North Korean occupation and their violent</p>
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	<p>imposition of their political ideology impacted South Koreans, how the war took on its Cold War superstructure via US/UN intervention, and how the war nearly ended by the end of 1950 with US/UN and South Korean advance to the Yalu River. In Week 12, students will be asked to discuss the catalyst for Chinese intervention, the Chinese communist interest in the conflict, their impact upon the events of the war, the continued violent imposition of political and ideological values upon the occupied populations in North and South, and then the various attitudes, interests, and issues that emerged (POWs, forced repatriation, war crimes, accusation of biological warfare) during the years of stalemate. Then in Week 15, students will contemplate how an armistice finally came about, the competing interests in those negotiations, the various forces that finally brought about the ceasefire, the solidification of the 38<sup>th</sup> parallel, the war's impact upon the subsequent Cold War, and then how the war entrenched the competing political and ideological attitudes in North and South that persist to this day.</p> <p>Students will then explore a topic of their choosing for the Research Essay project. This will require them to research and then present in essay format their understanding of their chosen topic. By doing so, they will reinforce learning of the cultures and traditions impacted by the transformative force that was the Korean War.</p>
<p><b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>Few experiences are universal to the human experience, and one of them is warfare. Virtually every society across time, regardless of geographical location or era, has been touched by war, and as a consequence, socially sanctioned violence has shaped human history in innumerable ways; this is especially the case when it comes to the Korean War as it not only reflected and subsequently impacted the Cold War between global communist and anti-communist interests, but it also transformed the Korean peninsula and entrenched the diametrically opposed cultural and political practices in North and South Korea. Thus the conflict was at once a civil war between Koreans but also a global conflict that impacted cultures and societies around the world, either through direct intervention or because the war impacted and was impacted by the wider Cold War. It instituted long-lasting change for all involved, change which Koreans still live with every day.</p> <p>At the same time, technology has always played a key role in warfare, as have economic and political interests. Thus students will not only understand the</p>

cultural, social, and political interests within the Korean peninsula that first transformed North and South before catalyzing war, but they will also understand the global scale of the Cold War and how the Korean War fit into that narrative. They will also study the role technology played in the conflict, such as the technological superiority of US/UN forces over North Korean, the technological support of the USSR provided to North Korea, the impact of this destructive military technology upon civilian populations across the peninsula, and the ominous threat of nuclear weapons deployment at first posed by Gen. Douglas MacArthur (leading to his removal), further threatened by Pres. Eisenhower, and posing a constant threat to the USSR in particular (which served as a deterrent to their direct intervention).

Specifically, although these topics and themes will be explored in every week of the course, in Weeks 1-2, students will understand the origins of the conflict, and how the war took on both a civil war aspect due to the clashing cultural goals of North and South, but also the Cold War dynamic between the US/UN and USSR/China. In Weeks 3-6, students will understand how US and UN forces intervened in the conflict, thus rendering it a global contest between communist and anti-communist ideologies. In Weeks 7-9, students will study the major events of the war's kinetic phase, as well as how technology widened the impact of the war and ensured high military and civilian casualties in both North and South. In Weeks 10-11, students will learn about the role that nuclear weapons played in the war, how MacArthur threatened their widespread use, and how the Soviets feared their deployment such that, in order to avoid global nuclear war, remained a proxy support for North Korea throughout the war's course. In Week 12, students will understand accusations that the US used chemical and biological weapons in Korea, and how, although now debunked, these accusations caused the war to take on a global public opinion aspect that previous wars had never possessed. In Weeks 14 and 15 students will then study the emergence of the armistice, how this literally entrenched division between the cultural and political ideologies between North and South, how the DMZ was constructed, how this remained a violent Cold War and civil war front throughout the rest of the 20<sup>th</sup> century, and how it remains to this day a pressure point between technologically advanced and culturally/ideologically diametrically opposed forces (and their proxies).

Students will present their knowledge of these

	<p>traditions, cultures, and the catalysts for the war in the Week 4 Group Discussion, evaluate the various transformative influences for the military forces and civilians once the war broke out in the Week 8 Group Discussion, further evaluate issues of technology and military-ideological violence and propaganda in the Week 12 Group Discussions, and then present their understanding of the transformative impacts of the war for all involved, both historically and historiographically, in the Week 15 Group Discussion. Then, by completing the Research Essay, students will choose a topic related to the Korean War, and these topics by their nature will reflect upon the cultures impacted by and transformed by the war. They will also be encouraged to consider how the Korean War continued to impact the world today, both in terms of their topic of study and also more generally.</p>
<p><b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.</p>	<p>An important goal of the course is to study the major cultures, societies, political entities, and interests that participated in, influenced, and were influenced by the Korean War. Additionally, it is a core goal of the course to emphasize, not just the Cold War aspect of the war, but how the war impacted Korea and Koreans, both North and South. This will ensure that students do not focus on simply Europeans, the United States, or the Soviet Union, the more traditional perspective on the war, particularly in the United States. Nor will students focus solely on the Cold War level of the war, such as how the war was the first major Cold War conflict, the first major test of UN power, or how the war impacted and was impacted by the alliance between the USSR and Communist China. While certainly these are important aspects of the Korean War, and will be discussed, they are certainly not the only or key topics of importance given that, as noted previously, the Korean War at its heart was also a civil war between Koreans over the future of their culture, society, and political institutions. Thus students will be pushed to widen their evaluative aperture to not just consider US, UN, Soviet, and/or Cold War dynamics in the conflict, but how the war impacted Korea, as it still does to this day.</p> <p>The course will begin with Korea in Weeks 1 and 2, rather than the Cold War, to understand how the history of the peninsula impacted and was impacted by the greater Cold War once it emerged. In Weeks 3 and 4, students will understand how the war broke out in Korea, and how North Korean occupation forces immediately exacted a violent toll upon South Korean soldiers and civilians as they worked rapidly to transform South Korean society</p>

	<p>into a communist community that supported North Korean goals for the entire peninsula. In Weeks 5 and 6, students will understand how US and UN intervention impacted the South Korean government, and how figures like Syngman Rhee worked to pursue South Korean interests, at times despite the dominance of Gen. MacArthur and US government wishes/goals. In Weeks 7-8, students will learn how South Korean occupation of North Korea was equally brutal for North Korean populations, and how the South Korean government quickly embraced the potential for Korean peninsula unification once US/UN/South Korean forces reached the Yalu River by December 1950. In Weeks 9 and 11, students will learn about how the intervention of China caused a rapid reversal, which was immediately again brutally felt by Korean civilians in North Korea and then briefly reoccupied territory in South Korea. They will also learn about how the North Korean government was quickly sidelined in military affairs due to their heavy casualty rates, at which time Kim Il-sung began focusing on building his cult of personality while tensions began to mount between the South Korean government and US/UN military and diplomatic leaders. In Week 12, students will learn about the deep tensions surrounding the repatriation of Chinese, North Koreans, and South Korean POWs, and how these groups became yet another battleground over the competing ideological and cultural identities clashing in the wider war. Then in Weeks 13-15, students will understand how the war came to an end, what the North and South Korean governments attempted to gain from the armistice terms, how South Korea in particular was forced into a peace despite the opposition of Pres. Rhee, and then how the DMZ reflected the established then ever-deepening divergent cultural transformation of North and South thereafter.</p> <p>Students will thus leave the course not only understanding the Cold War superstructure and dynamic of the Korean War, but also that this was a civil war between Koreans over the future of the Korean people that forever transformed Korean society, culture, and political institutions.</p>
<p><b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.</p>	<p>Given the mechanics of time, subsequent historical events are shaped by past historical events. Also, warfare is one of the most transformative events that a culture, society, or government can experience. Thus, as students move through the course, they will learn about traditional political, social, cultural, economic, military, and religious practices/ideology of the cultures involved in the Korean War, and then how the conflict shaped</p>



	<p>those ideologies/practices/traditions for everyone involved. They will also learn about how the Korean War served as a deeply transformative force for Korea itself, creating the diametrically ideologically and culturally opposed North and South Korean states that persist in their division to this day. They will also learn how the Korean War was impacted by emergent Cold War dynamics, but also how the war helped shaped the identity of the United Nations into the Cold War, and in particular the role and power of the UN Security Council. Indeed, the Korean War was instrumental in ensuring that the Security Council became a battleground of the Cold War, a place where the numerous proxy conflicts were hashed out (or shouted out) throughout the rest of the 20<sup>th</sup> century. Students will therefore understand fully various changes and continuities across time within the cultures and societies around the world discussed in the course who were involved in the Korean War, how the war transformed Korea in North and South, and how those transformations still impact the world today.</p> <p>This learning will be reinforced in the Group Discussion assignments, the specific focus of each discussion discussed elsewhere here; each will continually ask students to evaluate the numerous cultures and interests involved in the war and then how the war shaped and impacted those cultures and interests. The Week 15 discussion in particular will ask students to form a total analysis of the transformative impact of the war in retrospect, as well as contemplate how it continues to shape the world today. The transformative impacts of the Korean War will be further emphasized by the Research Essay because it will require that students (1) evaluate relevant historiography about their topic of choice, (2) locate, read, and understand different perspectives on their Korean War topic via primary source evaluation, and (3) solidify their learning by writing an argumentative essay about their topic of choice.</p>
<p><b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>As noted above, warfare is the product of a society's political, economic, social, cultural, religious, ethnic, technological, geographic, environmental, and climatic beliefs, practices, circumstances, and/or characteristics. The Korean War specifically also evidenced an intersection between a single culture's civil war over socio-cultural and political identity and global Cold War competition between superpowers fighting over global socio-cultural attitudes and worldwide political-military alliances.</p> <p>To study the Korean War fully, therefore, one must</p>

	<p>recognize and explain the differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals who waged it in Korea itself, but also amongst the global powers who intervened in it. Should one fail to evaluate the war on both of these levels—local and global, both civil war and global Cold War proxy war—their study will fail to understand it in all its violence, transformation, and complexity.</p> <p>Students will perform this complex and multifaceted analysis through their weekly quizzes, via the critical thinking and analysis required by their group discussion assignments (and dialogue with fellow students), as well as during their advanced historical and historiographical research performed as part of the Research Essay assignment.</p>
<p><b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>This course will focus on the numerous cultures, societies, and political entities involved in the Korean War. Accordingly, this was a racially and ethnically highly diverse conflict because it involved North and South Koreans, the communist Chinese, the various subcultures of the Soviet Union, the nationalist Chinese in Taiwan, the Japanese transitioning out of US occupation, and over 20 other UN powers (such as numerous British Commonwealth countries, France, Belgium, Turkey, the Philippines, Thailand, Greece, Colombia, and Ethiopia, among others). Moreover, the US military was newly desegregated in 1950, and thus the Korean War was the first conflict in which every branch of the US Military was racially and ethnically integrated (and so combat and unit cohesion was tested accordingly). In addition to this, the Korean War saw increased involvement of women in the US Military in particular, although in non-combat medical and clerical roles. With the added controversy revolving around South Korean women engaging in prostitution aimed in particular at US forces in South Korea, categories such as race, ethnicity, and gender continually impacted and were impacted by the Korean War, as well inflicted (and were influenced by) broader social, cultural, political, and military issues pertaining to the Korean War.</p> <p>Specifically, in Week 1, students will learn about the historical tensions between Korea, China, and Japan, and how violent Japanese occupation of the Korean Peninsula during World War 2 laid the groundwork for post-war US and Soviet occupation. In Week 2, students will learn more about Soviet and US occupation, how tensions between the occupied and occupation forces shaped events between 1945 and 1950, and then how in the South</p>

this led to the South Korean government pushing US forces to leave the peninsula (with most of those forces being redeployed to Japan). In Week 3, students will learn about the outbreak of the war, and how alliances, but also the dominance of the Communist Chinese over the communist North Koreans, helped push the North to invade the South. In Weeks 4-6, students will learn about the catalysts for US and UN intervention in the Korean War, and how tensions between the various forces who eventually intervened impacted combat operations (as well as relations between the US military, the US diplomatic core, and the South Korean government (Rhee in particular)). In Weeks 7-8, students will learn about the at-times problematic combat integration of US, UN, and South Korean forces, at times influenced by assumptions of US/UN military supremacy and South Korean inferiority in combat operations. Students will also contemplate the impact of combat operations upon non-combatants, as well as inflamed tensions between South Koreans and the Japanese given limited involvement of Japanese military forces in peripheral roles in US/UN combat operations. In Week 9, students will learn about the intervention of the Chinese Communists, as well as the proxy role of the Soviet Union and at times tensions between the Communist Chinese, the Soviets, and the North Korean government. In Week 11, students will learn about the emergence of armistice negotiations, and then tensions between the US/UN negotiators and the South Korean government with the former often overruling the latter, much to Pres. Rhee's dissatisfaction. In Week 12, students will learn about the role of women in the Korean War in non-combat military roles, as well as the many political, ideological, and at times racial tensions in POW camps, which in more than once instance created massive uprisings that were difficult for US/UN forces to suppress. Students will also learn about the issue of prostitution in South Korea, South Korean outrage over the birth of mixed-race children in South Korea, and in particular children of Korean and African American parentage. Students will also learn about the accusations of war crimes and biological warfare in the war, which in some instances involved accusations of racially or ethnically motivated violence. In Weeks 13, students will further explore the military alliance between the US, UN, and South Korean forces, as well as North Korean and Chinese forces, and then how the political, military, and socio-cultural divides between these groups were at times also exacerbated by real or perceived racial-ethnic divisions. Then, in Weeks 14-15, students will learn

about the further involvement of US/UN forces, the Communist Chinese military, and Soviet proxy forces, all of which by the end of the war vastly dominated South and North Korean political figures and entities (at times disregarding their wishes entirely). Students will then learn about how the armistice created the physical division between North and South Korea, and how into the 21<sup>st</sup> century what was initially a physical, political, ideological, and socio-cultural barrier has evolved to also be perceived by some as an ethnic/racial barrier as well. This is controversial in South Korea today, but an existent, emerging perception by some nonetheless and one that will only intensify into the coming decades.

The Group Discussion assignments will require students to synthesize both historical events and historiographical discussions of these topics and themes, while students will then be able to choose a topic of their preference for the Research Essay that will inherently touch upon them as well (either directly or indirectly). Thus overall, students will engage with these issues and topics throughout the course by studying the various events, figures, trends, and themes of the Korean War.