

CONTENTS

Acknowledgments and Preface / xi

Editor's Introduction / xiii

Timeline / xv

1. **Korea, the United States, and the World** / 1
2. **The Korean People: Their Land and Their Story** / 11
3. **Korea's Colonial Ordeal, 1910–1945** / 33
4. **Korea as a Divided Nation** / 41
5. **North Korea: The People and Their System** / 53
6. **Thinking about the Future of Korea** / 69

Notes / 77

Glossary / 83

Suggestions for Further Reading / 89

ACKNOWLEDGMENTS AND PREFACE

Korea in *World History* is for general readers, including teachers and students who want to include the story of the Korean people in broader coverage of East Asia in the schools. The scope is ambitious for such a small booklet. Korea's story spans thousands of years, and much longer histories struggle to give the various dynasties and periods their due. Sometimes Korea gets overlooked because there is not enough time to "cover" it in depth. The *Key Issues in Asian Studies* series offers this volume as an answer to that problem—making it possible to include Korea where otherwise it might remain all-but-unknown.

For many years my home campus, Trinity University, has offered a series of seminars to teachers as part of the National Consortium for Teaching about Asia (NCTA), generously funded by the Freeman Foundation. As the coordinator of Trinity's NCTA seminars who is also a Korea specialist I have found that teachers in the program reflect a public curiosity about Korea and an eagerness to learn where it fits in East Asia and the world. This booklet is the product of that experience, covering the basic history with an emphasis on more recent times, adding discussions about colonialism, the cold war, and ongoing tensions with North Korea, or more properly the Democratic People's Republic of Korea (DPRK).

I am grateful to Lucien Ellington, founding editor of *Education About Asia*, for encouraging me to write this book as part of the *Key Issues in Asian Studies* series. Lucien is a tireless advocate for Asian studies in the schools and a shining example of the influence that an individual can have on an entire profession through vision and hard work. At the Association for Asian Studies, Jonathan Wilson has guided the book throughout the writing and production process, and I am grateful to him for his patience and professional skill. Thanks also to Janet Opdyke for her editing, to my Trinity faculty colleague Diane Smith for the maps, to Eunice Herrington of the Trinity History Department for editorial help, and to Franke Johnson for her leadership and counsel in organizing Trinity's NCTA seminars and to successive groups of NCTA teachers for their inspiration and enthusiastic responses to learning and teaching about Korea in the classroom.

EDITOR'S INTRODUCTION

The Koreas are important to both the U.S. and the world, but nevertheless usually do not receive the attention they deserve in our schools and universities. Many educated Americans are aware that the U.S. participated in a war on the peninsula in the mid-20th century, that the Republic of Korea (South Korea) has one of the world's larger and more successful economies, and that the intentions and policies of the Democratic Peoples' Republic of Korea (North Korea) often constitute potential and actual threats to national, regional, and possibly, international security. Others have some knowledge of the Republic of Korea's "educational miracle" that rivals its economic success story, and of the ROK's evolution from authoritarian to democratic government.

What students in our educational institutions do not usually learn is a deeper context for the disparate understandings they have concerning Korea; knowledge rooted in the long history of the peninsula and the varied interactions of Koreans with the rest of the world and with each other. Despite having studied Japan for well over a decade, before first meeting Donald Clark in 1996 during an Asian Studies Development Program (ASDP) Korea institute and study tour, I lacked any broad understanding of Korea. Don, along with Edward Shultz, were my first Korea teachers and I am forever grateful for the opportunities they provided me through their creative work, to learn and think in systematic and reflective ways about Korean history, culture, and contemporary institutions.

Since we first met, Don—in his articles in *Education About Asia* and through his National Consortium for Teaching Asia (NCTA) institutes and telecast broadcasts—has assisted teachers and professors throughout the U.S. in learning about a culture that deserves study as a distinct culture and not just a place that is important because of other neighboring states or powers that have interests in the region. My appreciation of Don, as a scholar and a teacher, is echoed by numerous people who have worked with him throughout the years.

Don was the ideal teacher/scholar to write this *Key Issues* volume and two general characteristics of the work are exceptional. In a brief

volume, Don manages to articulately make the case for the importance of Korea, provide an excellent overview of Korean history and culture and its world importance, and focus upon the post-war Koreas in such a way that students will better understand contemporary affairs. As important, given that *Key Issues in Asian Studies* is intended to be, first and foremost, a pedagogical tool, Don's clear prose is highly accessible for both high school and university survey students.

In addition to Don's hard work, this volume would not have been possible without the useful comments of Suzy Kim and Constance Vidor who served as manuscript reviewers. As always, I am also deeply grateful to the AAS Editorial Board and Editorial Board Chair, Martha Selby in particular, and to AAS Publications Manager, Jonathan Wilson, and AAS Publications Coordinator, Gudrun Patton, for their strong support of pedagogical scholarship projects such as *Key Issues in Asian Studies* and *Education About Asia*.

Lucien Ellington

Series Editor, Key Issues in Asian Studies