

## **IH II: The Global Good**

Ewha Womans College

Summer 2019

MTWR 9:00 – 11:30 am with Friday and weekend excursions

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### *About the Curriculum*

Now in its fifth decade, Intellectual Heritage (IH) is the pair of core humanities courses all Temple undergraduates take. The curriculum introduces students to intellectually and artistically influential works, both ancient and modern, from cultures around the world. In small seminars, students read and discuss books that have shaped the ways people think and act, working together to interpret their historical significance, their relation to one another, and their relevance today. IH asks students to discover and debate timeless questions of human experience, to face different values and viewpoints fairly, and to examine the present in relation to the past. The attitudes cultivated in IH—thoroughness, open-mindedness, intellectual courage, and vision—prepare today's students, tomorrow's citizens, for lasting learning and engaged lives.

### *Course Goals*

Students will read important works of social and political thought, with a focus on well-being for societies. We will ask questions like: Where does society come from? How do we balance individual liberty and the public good? What behaviors and practices perpetuate injustice? Can we create a better society? How do power and privilege define our capacity to make change? How do we find truth? Can facts be detached from cultural contexts? Our Korean setting offers unique opportunities to make connections across history and culture. We have chosen our weekly readings with our excursions in Seoul and to Busan, Korea's second-largest city, in view. Each full week of our course we will devote class time to Korean cinema, which is deeply engaged with Korean history, society, and culture.

Students in The Common Good will:

- Read in its entirety an unfamiliar and problematic written text (theoretically, historically, or culturally challenging);
- Recognize abstractions, large ideas, and implications associated with difficult written texts;
- Make connections across disciplines, history and cultural boundaries;
- Construct positions, arguments, and interpretations through textual analysis and evaluation; and
- Produce thoughtful writing that reflects persuasive position and the conventions of academic discourse.

### *Canvas*

We will use Canvas for our weekly calendar, digital texts and electronic resources, submitting assignments, and grade reporting. Once enrolled, Ewha students will also have access to this

tool.

### *Course Texts*

All course texts will be provided in digital formats or as handouts.

### *Requirements*

Plan to attend every class, prepared to participate actively (including asking whatever questions you have, since your peers may well have the same ones). Your success (and the success of the seminar) depends on your engagement with the readings (which you should have at hand in class, on your laptop or tablet) and with one another. Please respect one another. Please respect the project and the partnership of this class. Listen thoughtfully to your peers, and respond constructively. Temple students are required to go on the weekly excursions; the excursions are optional for Ewha students.

### *Grading*

Assignments to be announced. There will be in-class writing, weekly response papers, a short essay, and a final project. Ewha students will be graded on a satisfactory-unsatisfactory basis.

Your grade will be determined as follows:

Attendance and participation	20%
Weekly Responses	25%
Short Essay	30%
Final project	25%

### *Disability Statement*

Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I/we will work with DRS to coordinate reasonable accommodations for all students with documented disabilities. If for any reason there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. We might be able to develop strategies to meet both your needs and the requirements of the course—for example, if you have anxieties about participating in class, we can meet and discuss ways to make that experience less fraught. Further information is available at <http://disabilityresources.temple.edu/>

### *Policy on Academic Honesty*

The following statement is quoted from the Temple University Bulletin. Plagiarism in my course will result in failing grades.

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect. Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses—papers, examinations, homework exercises, laboratory reports, oral presentations—is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources—journals, books, or other media—these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources—suggestions for organization of ideas, ideas themselves, or actual language—must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

### *Calendar*

<b>Week 1</b>	<i>Welcome to Seoul and Ewha</i>
Wednesday, June 26	Temple Check-In Ewha Orientation
Thursday, June 27	Cultural/Language Orientation
<b>Week 2</b>	<i>Tradition and Modernization</i>
Monday, July 1	Confucius, <i>The Analects</i>
Tuesday, July 2	Readings from Kabo Reform era
Wednesday, July 3	Game: <i>Korea at the Crossroads of Civilizations: Confucianism, Westernization, and the 1894 Kabo Reforms</i>
Thursday, July 4	Game: <i>Korea at the Crossroads of Civilizations: Confucianism, Westernization, and the 1894 Kabo Reforms</i>
<b>Week 3</b>	<i>Human Rights and Education</i>
Monday, July 8	Sei Shonagon, <i>The Pillow Book</i> (selections) Wollstonecraft, <i>A Vindication of the Rights of Woman</i> (selections)
Tuesday, July 9	Simone de Beauvoir, <i>The Second Sex</i> (selections) Readings from <i>Smash the Corset</i> movement (in PDF)

Wednesday, July 10 Han Kang, *The Vegetarian*

Thursday, July 11 Screening: Park Chul-soo, *301, 302* (1995)

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**Week 4** *War, Socialism, and Capitalism*

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Monday, July 15 Marx and Engels, *The Manifesto of the Communist Party*

Tuesday, July 16 *Anecdotes of Kim Il Sung's Life* (selections)  
Isaac Deutscher, "Trotsky on Stalin"

Wednesday, July 17 Guy Delisle, *Pyongyang: A Journey in North Korea*

Thursday, July 18 Guy Delisle, *Pyongyang: A Journey in North Korea*

Friday, July 19 Field Trip: DMZ

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**Week 5** *Memory and Trauma*

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Monday, July 22 Ta-Nehisi Coates, *Between the World and Me*  
W.E.B. Du Bois, "The White Masters of the World"

Tuesday, July 23 Coates, *Between the World and Me*

Wednesday, July 24 Closing Ceremony

Thursday, July 25 Dormitory check-out