

## 2 Koreas in World Geography Class

By Thomas R. Mueller, Ph.D., GISP

California University of Pennsylvania

**GEO 100 – Introduction to Geography** is a freshman level social sciences and multi-cultural course. This course is taught as a world regional geography course. Students learn the basic geographical terms by examining different regions of the world. The regions include Europe, Sub-Sahara Africa, Latin American – Caribbean, Middle East – North Africa, South Asia and East Asia. In the East Asia section, our students learn about China, Japan and Korea. This multi-lesson document will explain our discussion on Korea and the integration of the 2 Koreas workshop into my class.

**National Geography Standard 1** - How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

**National Geography Standard 6** - How culture and experience influence people's perceptions of places and regions

**National Geography Standard 11** - The patterns and networks of economic interdependence on Earth's surface

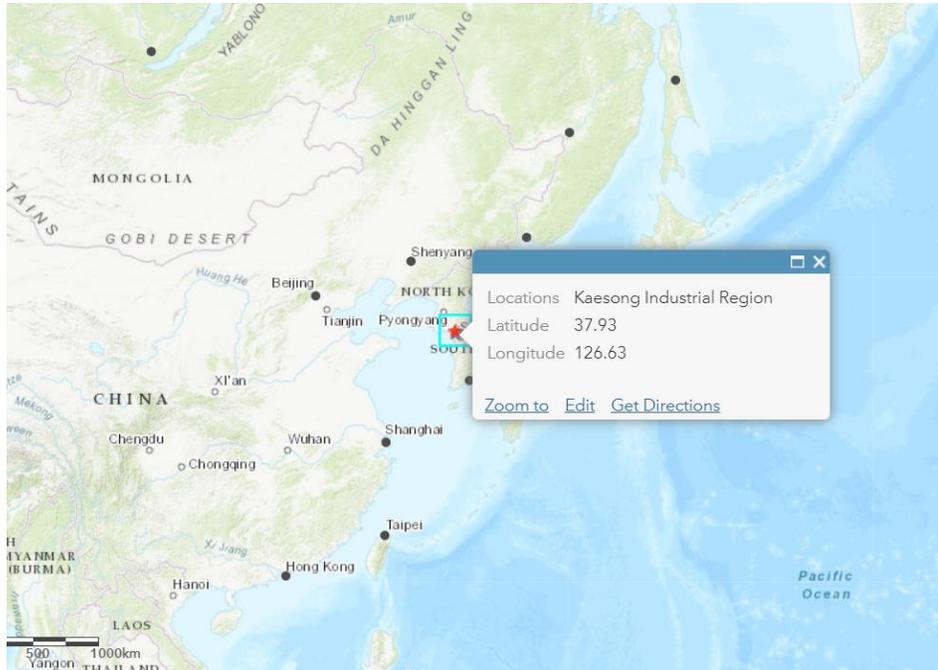
**First Part of Lectures and Readings** – Students will learn about the Korean War, Post North Korea and Post South Korea. The information from the workshop will help bolster this information.

- A) Kim Il Sung (pre Korean War)
- B) Syngman Rhee (pre-Korean War)
- C) Korean War
- D) Syngman Rhee (Post Korean War)
  - a) South Korean economy immediately after Korean War
  - b) Re-elections and Protests
- E) Park Chung Hee
  - a) ROK – Japan Normalization
  - b) Changing Economic Development
- F) Reforms Under Roh Tae Woo and Kim Young Sam
- G) Kim Il Sung (Post Korean War)
  - a) Cult of North Korea – discussion of perception of regime (Corporatism, Socialist Monarchy, etc.)
  - b) North Korea – (USSR and China)
- H) InterKorean Relations during Cold War
- I) Kim Jung Il
  - a) Heir apparent – changes to constitution
  - b) Son' gun Policy
  - c) Arms exports
- J) South Korean Governmental Changes

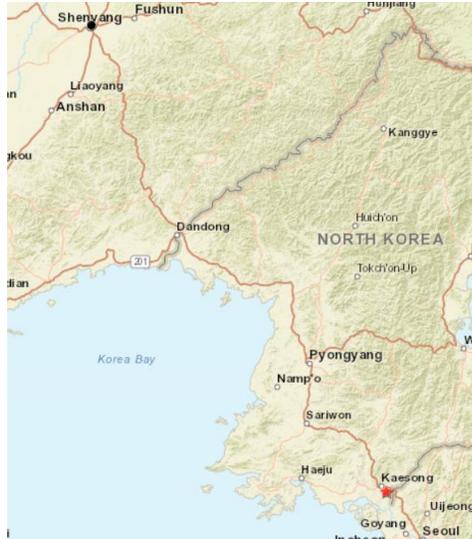
- a) 1<sup>st</sup> Civilian – elected president
- b) Discussion of former presidents and movement to full democratization
- c) Sunshine Policy

### Exercise – Kaesong Industrial Complex

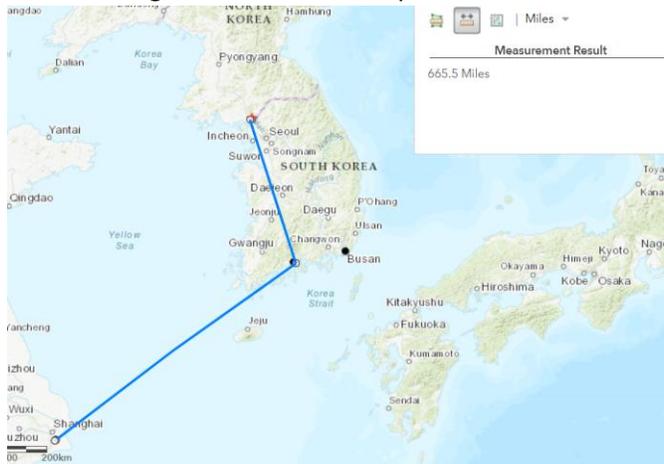
- 1) Students will receive a brief introduction into the Kaesong Industrial Complex.
- 2) For homework - students will log into the ArcGIS Online account and click on the Kaesong Industrial Complex Map
- 3) The Red Star is the Kaesong Industrial Complex and Black Dots are Important Cities



- 4) Students will examine the Kaesong Industrial Complex location and the other locations.
  - A) Why do you think the Complex was located in its current location?
  - B) Why are the other locations important to the success of the Complex?
    - a) Please complete research on each location
    - b) Students can also change base maps to examine satellite imagery, transportation routes, etc.



c) Students might also want to complete distance measurements



C) Students will discuss their results to the class.

## Second Part of Lectures and Readings

- A) South Korean Presidents
  - a) Park Choi Soon
  - b) Moon Jae in
- B) Kim Jung Un
  - a) Nuclear Weapons
  - b) Juche policy – nuclear weapons and economic changes
- C) North Korea and United States
- D) Students watch PBS Special – North Korea Secret State
- E) Complete **Nuclear Attack on Seoul and Tokyo – Teaching About the Crisis with North Korea Exercise**

## Monster Movie Discussion

Monster Movies are popular in many different cultures. Movie companies in the United States, Japan and North Korea have created monster movies for their movie loving public.

- 1) Students will split into 2 groups and watch their assigned film
  - A) Godzilla
  - B) Pulgasari.
- 2) Each group will write an essay based on their film

### Explanation – 5 points

Give a brief summary of the plot in which you identify the main characters, describe the setting, and give a sense of the central conflict or point of the movie:

- Opening
- Plot

### Analysis and Evaluation – 5 points

In this section you analyze or critique the movie. Write about your own opinions; just be sure that you explain and support them with examples. Some questions you might want to consider:

- What are the strengths and weaknesses of the movie?
- What is your overall response to the movie? Did you find it interesting, moving, and dull? Why?
- Would you recommend it to others? Why or why not?

### Conclusion – 5 points

Briefly conclude the review by pulling your thoughts together. You may want to say what impression the movie left you with, or emphasize what you want your reader to know about it. *Be sure to include a grade, A-F, in your review with a recap of why it earned that grade.*

<http://www.riversidelocalschools.com/Downloads/FILM%20REVIEW.docx>

- 3) During the next class, students will pair up with a student who watched the opposite movie. They will compare and contrast the films.
- 4) Then students will present their findings
  - A) Movie Review
  - B) Similarities between Pulgasari and Godzilla.
  - C) North Koreans and Americans
- 5) Then the professor will discuss the behind the scenes on the making of Pulgasari and the hidden message of the original Godzilla