

Two Koreas Curriculum Project – D. Whetstone

Authoritarianism / Totalitarianism / Cult of Personality

AP World History, AP Human Geography, Comparative Political Systems

1. RATIONALE: Students typically struggle with differentiating between Authoritarianism and Totalitarianism, and they struggle even more with the concept of ‘Cult of Personality’. Given that there is usually a high level of interest in North Korea, it will be good to provide more content regarding their leaders, and comparison to South Korea’s in order to help provide the context needed for students to develop a more nuanced understanding of Authoritarianism, Totalitarianism, and Cult of Personality. We will have already covered other leaders and types of government, with many articles, images, etc., for analysis and discussion. For this lesson, I expect to further guide them to talk through ideas to comprehend them more effectively.

2. SKILL & CONTENT OBJECTIVES: Standards depends on the Course – I will be tweaking angles of it depending on which course I am using it at the time: AP World History (Unit 8 & 9), AP Human Geography (Unit 4), or Comparative Political Systems (& APCoGo) (Unit 1).

a. APWH-M:

- i. Historical Thinking Skills 2, 3, 4, 5, & 6 (Sourcing & Situation, Claims and Evidence in Sources, Contextualization, Making Connections, and Argumentation)
- ii. Historical Reasoning Processes: Comparison
- iii. Unit 8: Topic 8.1, 8.2 (KC-6.2.IV.C.ii), 8.3 (KC-6.2.IV.D), 8.4 (KC-6.2.II.D.i), 8.5 (KC-6.2.II.A; KC-6.2.I.C;KC-6.2.II.B), 8.6 (KC-6.3.I.C), 8.9 (KC-6.2.IV.C), 9.7 (KC-6.3.IV.iv)

b. APHG: Unit 4: Topic 4.2 (PSO-4.B.2), 4.5 (IMP-4.B.1; IMP-4.B.2), 4.7 (IMP-4.D.1), 4.10

c. APCoGo: Unit 1: Topic 1.3 (PAU-1.B.3), 1.5 (PAU-1.D.1), 1.8, 1.9

3. LESSON PLAN:

Objective: Evaluate the differences between Authoritarianism, Totalitarianism, and Cult of Personality, and how they affect countries and people where they take hold.

Day 1

- a. Introduce terms: authoritarian, totalitarian, and cult of personality (10-15 minutes)
 - i. What word do you see/hear in the first two terms? How are they different / same?
 - ii. Break down ‘Cult’ - what is it? Then, what do you think a ‘Cult of Personality’ is? How do you think that looks? Why?
- b. provide videos / articles (read & annotate) (30-40 minutes)

{all of the following sources were Assigned Readings in USC US-China Institute's "Two Koreas" Professional Development, with Dr. Jennifer Jung-Kim; July 2020}

 - i. “1: The Society Kim Il Sung Built and How He Did It.” *The Real North Korea Life and Politics in the Failed Stalinist Utopia*, by Andrei Lankov, Oxford University Press, 2015, pp. 52–76, pp. 77-110.

- ii. "12: Sweet Disorder." *Nothing to Envy: Love, Life and Death in North Korea*, by Barbara Demick, Fourth Estate, 2012, pp. 174–184.
- iii. Baek, Jieun. "The Opening of the North Korean Mind." *Foreign Affairs*, 2016, www.foreignaffairs.com/print/node/1118878.
- iv. Fischer, Paul, *A Kim Jong Il Production* (New York: Flatiron Books, 2015), 59-72.
- v. Journal, The Asia Pacific. "North Korea's Partisan Family State: The Asia-Pacific Journal: Japan Focus." *North Korea's Partisan Family State | The Asia-Pacific Journal: Japan Focus*, 8 July 2012, <https://apjif.org/2012/10/28/Heonik-Kwon/3789/article.html>
- vi. Kihl, Young W., and Hong Nack. Kim. *North Korea: the Politics of Regime Survival*. M.E. Sharpe, 2006, pp. 59-74
- vii. Meredith Shaw, "Insight: Reading between the Lines at North Korea's Fiction Factory," *Statesman*, March 10, 2018, <https://www.statesman.com/news/20180310/insight-reading-between-the-lines-at-north-koreas-fiction-factory>

Day 2

- a. 3 groups to identify 5 ways KIS, KJI, and KJU (1 leader per group) either established and/ or maintained terms, AND 2 ways they could be considered NOT that (30 minutes)
 - i. Use chart provided at end of this Doc
- b. Share as class (discussion), looking for similarities and differences (20 minutes)
 - i. How do most Americans / Westerners in general view North Korea, and their rulers?
 - ii. Did you find any evidence to support America's view? Explain / Evidence.
 - iii. Did you find any evidence to contradict America's view? Explain / Evidence.
 - iv. Why do you think there is a discrepancy in how North Korea's leaders are viewed between the West, and North Koreans?
 - v. Your opinion? Are N.K's justified in how they feel, or is it taken too far? Explain / Evidence

Day 3

- c. w/ partner, create One-Pager illustrating concept of terms, including 5 other countries w/ similar rulers *this will require research! (explain how on back of One-Pager)
 - i. Gunner, Jennifer. "Clear and Compelling One Pager Examples." *Example Articles & Resources*, <https://examples.yourdictionary.com/clear-and-compelling-one-pager-examples.html>
- d. extension for APWH: pick one other country with similar rule, look for how same / how different
 - i. create LEQ prompt & Rubric based on the topic (this will have been practiced throughout the year, as this Unit is 8 out of 9)

4. ASSESSMENT: For AP World History – Modern, the end product (Day 3, d., i.) of creating an LEQ or DBQ will be followed up with the students exchanging LEQ or DBQ prompts in order to answer/create response, which will

then be scored by the teacher via a combination of the Rubric the students created, and teacher's knowledge.

Strong Rule Chart

to identify Authoritarian, Totalitarian, and Cult of Personality traits, within each of the North Korean leaders' rules

	Kim Il Sung	Kim Jong Il	Kim Jong Un
<p style="text-align: center;">5 Authoritarian examples</p> <p>~~~~~</p> <p style="text-align: center;">2 non-examples / decisions made or things done that are NOT Auth.</p>	<p>~~~~~</p>	<p>~~~~~</p>	<p>~~~~~</p>
<p style="text-align: center;">5 Totalitarian examples</p> <p>~~~~~</p> <p style="text-align: center;">2 non-examples / decisions made or things done that are NOT Total.</p>	<p>~~~~~</p>	<p>~~~~~</p>	<p>~~~~~</p>
<p style="text-align: center;">5 Cult of Personality examples</p> <p>~~~~~</p> <p style="text-align: center;">2 non-examples / decisions made or things done that are NOT 'CoP'</p>	<p>~~~~~</p>	<p>~~~~~</p>	<p>~~~~~</p>

