

# **ASCK Teaching Initiative to End the Korean War**

In collaboration with the [National Campaign to End the Korean War](#), the Alliance of Scholars Concerned About Korea (ASCK, ASCK.org) has launched a three-year Teaching Initiative to End the Korean War.

Scholars participating in the initiative have 1) indicated agreement with our statement (see below), and 2) committed to teaching at least one course on the Korean War, or a course that includes a significant focus on the Korean War, between Fall, 2010 and Spring, 2013.

*To join the initiative, please send an email to [sign@asck.org](mailto:sign@asck.org) noting your agreement with the statement and the term/year in which you plan to teach the appropriate class.*

Suzy Kim, a member of the steering committee, is the media contact for the initiative. She can be reached at: [suzyk@hotmail.com](mailto:suzyk@hotmail.com)

## **ASCK Statement on the Teaching Initiative to End the Korean War**

As scholars concerned about Korea, we inaugurate this three-year Teaching Initiative (2010-2013) to foster informed dialogue and political engagement on our campuses and among the wider public in order to help bring about the signing of a peace treaty between the United States and North Korea.

Sixty years have passed since the start of the Korean War, a war in which millions of civilians died and the United States came perilously close to dropping atomic bombs. Only an armistice holds a fragile peace along the heavily militarized “demilitarized zone” that separates the armies of North Korea, South Korea, and the United States. Given that a return to active hostilities is an ever-present danger, we believe that this armistice must be replaced by a peace treaty as a crucial step toward reconciliation on the Korean peninsula, an essential element in establishing genuine peace in Northeast Asia.

As scholars in the humanities and social sciences who teach in North America, Asia, Australia, Europe, and South America, we take part in this initiative from diverse disciplinary backgrounds, employing a variety of pedagogical approaches. Yet, we are united in our aim of countering the overwhelming lack of historical consciousness about “the Forgotten War” and its ramifications.

Essential to the Teaching Initiative to End the Korean War is our emphasis on critical historiography as a way of challenging the Cold War security logic that continues to skew understandings of the war, including its origins, character, and ongoing legacy. In new or existing courses that address the Korean War, we aim in particular to wrestle squarely with the history of U.S. intervention on the Korean peninsula, U.S. conduct in the war, and the subsequent long enmity between the United States and North Korea.

Through this initiative, we plan to explore questions such as the following: What were the motivations and consequences of the U.S. proposal to divide Korea along the 38th parallel after World War II? To what extent should the Korean War be understood as a civil war, with origins in social and political conflicts created under Japanese colonial rule? How was the Korean War

pivotal to the entrenchment of the global Cold War and the emergence of the national security state? What have been the human costs of militarism and unending war on the Korean peninsula?

As educators, we bear an ethical responsibility to help generate the critical knowledge and understanding essential for an informed public to advocate effectively for true peace, genuine security, and lasting reconciliation for both Koreas and the United States. It is this sense of responsibility that motivates our participation in the Teaching Initiative to End the Korean War.

**Participants in the Teaching Initiative to End the Korean War (6/25/2010)**

Nancy Abelmann, Anthropology, University of Illinois  
Michael Allen, History, Northwestern University  
Jinsoo An, Design and Media, Hongik University  
Charles Armstrong, History, Columbia University  
Herbert Bix, Sociology, SUNY Binghamton  
Adam Bohnet, Asian Studies, University of British Columbia  
Grace Chae, Asian Studies, Wellesley College  
Koen de Ceuster, Institute for Area Studies, Leiden University  
Edward Chang, Ethnic Studies, UC Riverside  
Kornel Chang, History Rutgers, University  
Paul Chang, Underwood International College, Yonsei University  
Grace Cho, Asian American Studies, CUNY  
Kyeong Hee Choi, East Asian Lang & Civ, University of Chicago  
Hyaeweol Choi, Center for Korean Studies, Australia National University  
Hye Seung Chung, Cinema Studies, Oakland University  
Jennifer J. Chung, Sociology, University of British Columbia  
Donald N Clark, History, Trinity University  
Bruce Cumings, History, University of Chicago  
Lisa Kim Davis, Geography, UCLA  
Alain Delissen, Centre Corée, École des Hautes Études en Sciences Sociales  
Jennifer Kwon Dobbs, English, St. Olaf College  
Alexis Dudden, History, University of Connecticut  
John Duncan, Asian Lang & Cultures, UCLA  
Henry Em, East Asian Studies, NYU  
Heinz Insu Fenkl, English, SUNY New Paltz  
Takashi Fujitani, Global Studies, Doshisha University  
Marty Hart-Landsberg, Economics, Lewis and Clark College  
Laura Hein, History, Northwestern University  
Theodore Hughes, East Asian Lang & Cultures, Columbia University  
Christine Hong, Literature, UC Santa Cruz  
Kelly Jeong, Comparative Literature, UC Riverside  
Jennifer Jung-Kim, Asian Lang & Cultures, UCLA  
Charles Kim, History, U. of Wisconsin, Madison  
Daniel Kim, English, Brown University  
Elaine Kim, Asian American Studies, UC Berkeley  
Eleana Kim, Anthropology, Rochester University  
Janice C. H. Kim, History, York University

Jodi Kim, Asian American Studies, UC Riverside  
Joy Kim, East Asian Studies, Princeton  
Kyung Hyun Kim, East Asian Lang & Lit, UC Irvine  
Lili M. Kim, History, Harvard University  
Monica Kim, History, University of Michigan  
Nan Kim, History, U. of Wisconsin, Milwaukee  
Richard Kim, Asian American Studies, UC Davis  
Sun-Chul Kim, Asian and Middle Eastern Cultures, Barnard College  
Sonya Kim, Asian Studies, SUNY Binghamton  
Suzy Kim, Asian Lang & Cultures, Rutgers University  
Thomas Kim, Political Science, Scripps College  
Hagen Koo, Sociology, University of Hawaii, Manoa  
J. Victor Koschmann, History, Cornell University  
Tae Yang Kwak, History, Ramapo College  
Nayoung A. Kwon, Asian Studies, Duke  
James Kyung-Jin Lee, Asian American Studies, UC Irvine  
Jin-Kyung Lee, Literature, UC San Diego  
Namhee Lee, Asian Lang & Cultures, UCLA  
Yoonkyung Lee, Sociology, SUNY Binghamton  
Jorge Rafael Di Masi, Asian & Pacific Studies, Universidad Nacional de La Plata  
Seungsook Moon, Sociology, Vassar College  
Hwasook Nam, History, University of Washington  
Robert Oppenheim, Asian Studies, University of Texas, Austin  
Albert Park, History, Claremont McKenna  
Eugene Park, History, University of Pennsylvania  
Josephine Park, English, University of Pennsylvania  
Janet Poole, Asian Studies, University of Toronto  
Vladimir Noja Park, Culture Studies, University of Oslo  
Michael Robinson, East Asian Lang & Cultures, Indiana University  
Tammy Ko Robinson, Interdisciplinary Studies, San Francisco Art Institute  
Youngju Ryu, Asian Lang & Cultures, University of Michigan  
Andre Schmid, East Asian Studies, University of Toronto  
Matthew A. Shapiro, Political Science, Illinois Institute of Technology  
Michael Shin, Asian Studies, Cambridge University  
Stephen Hong Sohn, English, Stanford University  
Min Song, English, Boston College  
Serk Bae Suh, East Asian Lang & Lit, UC Irvine  
Yoon Sun Yang, Int'l Letters and Cultures, Arizona State University  
Theodore Jun Yoo, History, University of Hawaii, Manoa  
Marilyn Young, History, NYU  
Ji Yeon Yuh, History, Northwestern University