Study Sheet for Final
(In Class Wednesday March 16 4:30-6:20 SIG 226)

The final will be the same format the length as the midterm. Be sure to bring a blue (or green) book. I don’t care which size you use. The total points are 50, and you will have 1 hour and 50 minutes to complete the exam.

The exam will be divided into three parts:

I. Short answer/definition (20 points): You will be given a choice of 10-12 term which you must define in a short paragraph. Of the terms listed, choose five (4 points each). In grading these terms I give two points for a precise definition, an additional point for modest elaboration, and the final point for some statement showing how this term helps one understand North Korean society.

II. Descriptive Essay (15 points): You will be given the choice of a couple of essay topics that will allow you to describe an episode of North Korean history, or a North Korean institution. You can follow readings and lectures. To get an ‘A’ however you need to cite specific readings to back up your comments.

III. Interpretive Essay (15 points): You will be given the choice from a couple of essay topics to write a short essay arguing for a specific interpretation for a North Korean phenomenon such as Kim family leadership, famine, or why the DPRK was established in the first place. In this kind of essay you should give an opinion and argue for it using lectures and specific readings to back up your interpretation.

I will give a few examples of possible terms and essays below. However, you should also consult the post PowerPoint lectures. In general any term listed in the PowerPoint lectures is fair game for short answer definition, and anything described there is fair game for a descriptive essay. To get a clue for interpretive essays, look at the study questions for each week.

The final will focus on the second half of the course and is not cumulative. By this I mean that I will not ask short-answer definition questions or descriptive essays based on the material from before the midterm. You should, however, be prepared to make connections in your essays between material at the beginning of the course and the end. As with the midterm, you should remember who said what in your readings. You should also know the synopsis of “The Fate of Geumhui and Eunhui” well enough so you can use the film to find examples for
essays discussing North Korean political rhetoric, gender roles, etc. Thus I would recommend remembering who the main characters are, and the plot line of the two films.

The issues we have been discussing in the second half of the class include:

1. The Subjectivity of Famine in North Korea (Sandra Fahy book), and the way that North Korea changed as a result of the famine (basically marketization).
2. The succession from Kim Jong Il to Kim Jong Un. Know Kim Jong Il’s Sung’s wives, children, and grandchildren as related to questions of succession (Gause covers this if it is not in your notes).
3. Kim Jong Un’s apparatus or power. Here be able to contrast the most powerful institutions under Kim Jong Il (1998-2011) as compared to Kim Jong Un (2011-16). (Party, National Defense Commission, Central Military Commission, Organization and Guidance Department, Military, etc.)
4. The symbolic meaning of crossing the DMZ for North and/or South Korea and the issue of “emotional citizenship”.

**Short Answer Terms:** (you should note in your answers the time period for which these concepts are relevant)

- Monolithic ideology
- Chuch’e (1990s on), Neo-Chuch’e
- KWP Organization and Guidance Department
- KWP Propaganda and Agitation Department
- KWP Central Military Commission
- National Military Commission
- Military First Policy (선군정책)
- Public Distribution System (PDS 보급제도)
- Arduous March (고난의 행군)
- KWP Offices 38, and 39 (Kim Jong Un Personal Secretariat/Royal Economy)
- Ssŏbich’a (Service vehicles)

- Field Responsibility System (포전담당제)
- Organizational Life 조직생활
- Mutual Criticism Meetings 생활총화
- Social Safety Department 사회안전부
- State Security Department 국가보안부
- Monolithic ideology
- Second Economic Command (Party Economy)
- Kim Yŏjong
- Kim Sŏlsong
- Kim Kyŏnghŭi
- emotional citizenship
Sample Descriptive Questions (also check the study questions):

- Be prepared to give an outline description of the main institutions of the DPRK government and party and their relationship to each other in the 1998 constitution. This would include the Supreme People’s Assembly, the Presidium, the Cabinet, the KWP Central Committee, the Politburo, Party Chairman, National Military Commission, and Party Central Military Commission.
- Be prepared to list the main differences between the 1972 Socialist Constitution and the 1998 Constitution (role of President, Central People’s Committee, State Council, and National Defense Commission.
- Be prepared to discuss the changes in the distribution of power since the 1990s in North Korea including when Kim Jong Un came to power, how that changed the system, and the degree to which the KWP has (or has not) been a major autonomous power in the DPRK.
- Be prepared to discuss the causes of the famine in North Korea including the role of their agricultural model, agriculture’s relationship with industry, the weather, the relationship with the Soviet Union, the DPRK’s relationship with the rest of the world (including financial), and possible policies that exacerbated the famine. What were the state responses to the famine, and what was the role of foreign aid in ameliorating the famine.
- Discuss how North Koreans were (and were not) able to communicate about the famine, and how this limitation on communication influenced how people responded to the famine.
- What evidence is there for the revival of the institutions of the KWP from 2010 on?
- Be prepared to discuss the meaning size and significance of the First, Second, and Royal Economies in North Korea. Use the official definitions here, and don’t consider the marketized economy the second economy in this sense. Why is change so difficult in centrally planned economies such as North Korea’s?
- Be prepared to discuss the rise and fall of KWP institutional integrity and power from the 1980s to the present.
- Be prepared to discuss the relationship of the KWP with the KPA (Korean People’s Army) from the 1980s to the present.
- What is Gause’s view of an inner core, and outer ring of leadership in the Kim Jong Un regime, and how is it defined. How does Gause account for the purges since Kim Jong Un came to power?
- How does Gause account for the demise of Jang Song-taek?
- What, according to Sukyoung Kim is the paradox of the Korean division system?
- Why do North and South Korea prevent their citizens from crossing the DMZ (in most cases)?
- What are the “enduring dramas” that crossers of the DMZ play out? Give examples of these dramas from Sukyoung Kim’s book and class lecture.
Sample Interpretive Questions (also check the study questions):

- How do you account for the policy response (or lack of policy response) to the North Korean famine by the North Korean state. Be sure to consider external as well as internal policy.
- How would you interpret the implementation and then reversal of the July 2002 Economic Measures? What is the difference between China’s “socialist market economy” and the DPRK’s “managed marketization”.
- The wholeness or lack of wholeness of the family is frequently used as a metaphor for the division (or not) of Korea. Discuss the different position of men and women in North Korean versions of family wholeness (as described by Suk-young Kim and seen in The Fate of Geumhee and Eunhee). How do women mediate between tradition and modernity by wearing Hanbok while men do not? Has North Korea overcome patriarchy?
- How does the DPRK leadership stay in power while the DPRK economy performs so badly?
- Discuss gift giving in the Kim Jong Un regime, how it is done, and the significance of this for the stability of the regime. Would UN sanctions have any effect on this gift-giving economy?
- What is Gause’s definition of a “House of Cards”. Does he prove that Kim Jong Un’s North Korea is really a house of cards?
- Be prepared to discuss how family wholeness and emotional citizenship is depicted (compare and contrast them) in these paired plays of South and North Korea described by Sukyoung Kim: (1) The Han River Flowers and (North) Korean Family 1945-58, (2) The DMZ and The Fates of Geumheui and Eunheui, (3) Lim Sugyŏng, the Flower of Unification and Repatriation.