

Jeju 4·3 Peace·Human Rights Education at School -Focus on High School Case-

Shi-woo Song (Jeju High School Teacher, S. Korea)

Abstract

The aim of this paper to provide grounds for Jeju 4.3 Human Rights educational activities to students. We have 2015 Revised Social Studies Curriculum Basic Direction – Goals and Contents of Korean History – Goals of Korean History (Revised July 27, 2018). It helps students to grasp the process of pre-modern Korean history, and use it as the basis for understanding self-identity and tradition comprehensively and systematically. Through the in-depth understanding of modern and contemporary history in Korea, students develop the ability to gain insight into the historical problems of modern Korean society. Through the process of exploring and interpreting various historical materials, students develop their ability to think critically with a critical mind and identify the historical roots of the problems faced by modern Korean society and their relevance to the world, and jointly seek ways to solve problems that can be realized at the learner level.

Key words :

Jeju 4.3 Human Rights educational activities to students. Korean histor, self-identity and tradition

Grounds for educational activities

A. 2015 Revised Social Studies Curriculum Basic Direction – Goals and Contents of Korean History – Goals of Korean History (Revised July 27, 2018)

- 1). Comprehensively and systematically grasp the process of pre-modern Korean history, and use it as the basis for understanding self-identity and tradition.
- 2). Through the in-depth understanding of modern and contemporary history in Korea, students develop the ability to gain insight into the historical problems of modern Korean society.
- 3). Through the process of exploring and interpreting various historical materials, students develop their ability to think critically with a critical mind.
- 4). Identify the historical roots of the problems faced by modern Korean society and their relevance to the world, and jointly seek ways to solve problems that can be realized at the learner level.
- 5). Based on historical understanding, I respect other ways of life and foster qualities and attitudes to participate in the development of modern Korean society as a historical subject.

B. Special Act on The Investigating the truth of the Jeju 4·3 Incident and The Rehabilitation of Victims (Revised 2016.5.29.)

1st Article (Purpose) The purpose of this law is to contribute to the growth of human rights, democratic development and national unity by discovering the truth of the Jeju 4·3 incidents and restoring the honor of the victims and their families.

2nd Article (Definition) The terms used in this Act are as follows.

1. The “Jeju 4·3 Incident” refers to the disturbances that occurred on March 3, 1948, starting on March 1, 1947, and the victims of victims in the armed conflict and suppression process in Jeju Island until September 21, 1954. Tell the case.

C. Ordinance on Activation of 4·3 Peace Education at each school in Jeju Special Self-Governing Province (Revised 2015.10.2.)

1st Article (Purpose) This ordinance’s aim is to stipulate necessary matters for the activation and support of 4·3 peace education in order to establish the values of peace and human rights in the community by promoting students' historical perception about Jeju 4·3 Incident.

2nd Article (Definition) 1. “4·3 Peace Education” refers to all activities such as educational activities and textbook development, making it easy to understand the Jeju 4·3 cases provided for in the “Special Act on The Investigating the truth of the Jeju 4·3 Cases and the Rehabilitation of Victims”.

5th Article (Establishment of Implementation Plan) The Superintendent of Education shall establish an

implementation plan for 4·3 peace education that includes the following matters:

1. Basic Direction of 4·3 Peace Education
2. Securing necessary resources for 4·3 Peace Education
3. Researching into developing 4·3 Peace Education contents
4. Increasing students’ participation in 4·3 Peace Education
5. Expansion of training opportunities for faculty members
6. Designating and Operating 4·3 Peace Education Week
7. Other necessary matters for vitalizing 4·3 Peace Education

II. Jeju 4·3 Peace·Human Rights Education in the “Korean History” course

A. Unit: IV Korea's Development – Unit 1 8·15 Liberation and efforts to establish a unified government – Topic 4B. Learning Objectives:

1. Listing efforts to establish a unified government, such as joint left and right movements.
2. Explaining the background and process of UN's decision to hold elections in areas where election monitoring is available.

3. Describing the background and development process of the Jeju 4·3 Incident and ceaseless efforts for healing.

C. Achievement Criteria: [10 Hansa 04-01] Reviewing the political situation after the liberation of August 15 in relation to the formation of a global Cold War system and understanding the efforts to establish a unified government.

D. Learning elements: Liberation of August 15, the Cold War, Foreign Trade Summit in Moscow, Trilateral Joint Movement, North-South Negotiation, Jeju 4·3 Incident

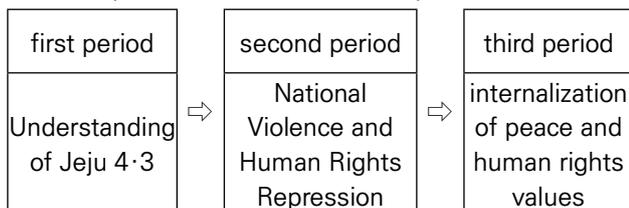
〈4·3 Peace and Human Rights Classes and Teaching · Learning Courses〉

1. Intention to design a class; In 2014, Jeju 4·3 was designated as a national memorial day, and a nationwide celebration was held in commemoration of the 70th anniversary of Jeju 4·3 in 2018. Therefore, Jeju 4·3 is not just the history of Jeju but the history of our country. In the education field, many teachers have made efforts to convey the meaning of Jeju 4·3. With the implementation of the 2015 revised curriculum, new Korean history textbooks have been used in schools, and contents of Jeju 4·3 in Korean history textbooks has become more abundant than before. In order to help teachers to teach, Jeju 4·3 materials were provided so that they could refer to the class. This study attempted to apply learning materials to various educational activities such as creative experience activities as well as history classes. In addition, rather than presenting a formalized class process, the examples of classes

that can be used with data are shown, and the data are processed according to the student level so that teachers can change variously and design the class. The first class was composed of three periods, which were designed to allow students to understand the development process of Jeju 4·3 with the change process of Korean society after liberation and follow the flow. Jeju 4·3 is a long-term event that lasted for about 7 years until the release of the Mt. Halla in July 1954, starting with the shooting of March 1, 1947. This was divided into five periods so that students could understand them easily. ① After liberation, ② 1947 March 1 Fire and Oppression Process ③ 4·3 outbreak and frustration of peace negotiations ④ The time of devastation operation ⑤ It was divided into preliminary inspections during the Korean War. In the summary process, we made efforts to prevent distortions and made additional materials for teachers to help them understand.

In the second period, the pain of Jeju 4·3 was found through the case of the Holocaust and other foreign cases from the viewpoint of Genocide. Through this, it was revealed that the pain of Jeju 4·3 is a representative example of violence and human rights suppression that can be found around us today without staying in the past, and it was intended to show the universality and nowness of Jeju 4·3. The third period was to show that there was an effort to realize the value of peace and human rights even in the pain of Jeju 4·3 through the concept of normality of good and evil. Through this, students will internalize the value of peace and human rights ultimately by thinking about the importance of peace, human rights and our attitude to protect it. The Jeju 4·3 is now celebrating its 72nd anniversary, but the correct name of Jeju 4·3 has not yet been made. However, I hope that the class with helpful material will increase interest in Jeju 4·3 and efforts to clarify the truth, and it will be an opportunity to internalize the importance of peace and human rights.

2. A map of the flow of the development of classes;



3. A teaching and learning plan

〈Proposal and learning course plan for the first period〉

Unit	8·15 Liberation and Efforts to Establish Unification Government			
Learning topic	Peace and Human Rights Education through Jeju 4·3	period	1/3	
Learning Objectives	They can understand the background and development process of Jeju 4·3.			
Achievement standards	Understand the background and development process of Jeju 4·3 that occurred in the process of establishing a unified government and internalize the value of peace and human rights.			
step	Learning process	Students' Learning activity	time (minute)	Resources and points
Introduction	Presentation of learning objectives	Recognize learning objectives.	5	
	Motivation for learning	Watch video* for examples of national violence and human rights oppression. -Brainstorm students' perceptions and thoughts about Jeju and Jeju 4·3. -Through the video, students sympathize with pain Jeju citizens on Jeju 4·3. *Grandmother and granddaughter cried... 71st Anniversary Jeju 4·3 Memorial Ceremony https://youtu.be/g7SbVl_jhI4		
development	Development 1 Definition of Jeju 4.3	Through the definition of Jeju 4·3 presented in the Jeju 4·3 Incident Fact Report, students are able to organize their questions about Jeju 4·3 in their work sheets.	5	PPT, Activity sheet
	Development 2 Jeju 4.3Background and progress	<ul style="list-style-type: none"> After the liberation in 1945, the overall situation of Korea and the situation of Jeju will be comprehensively reviewed so that students can understand why Jeju 4·3 happened, how it developed, and what efforts were made to find out the truth of Jeju 4·3. It helps students understand Jeju 4·3 through various video materials presented in the class PPT. -Section 3·1 Fire Case https://youtu.be/kdzmh-b_6vk -About Northwest Youth https://youtu.be/az0Ymlo9etk -Operation (Slaughter) related https://youtu.be/41uY0r_X6dY -Mumyeongcheon Grandmother https://youtu.be/lvdhF2IDQw -Preliminary Prosecutors' Massacre https://youtu.be/SczvQzWZxVc -President's official apology https://youtu.be/C65whp7sfvA	30	
closing	text arrangement	• Present questions to help you understand the contents of 4·3 and check the answers.	5	PPT, Activity sheet
	Notice	• Introduce what you will learn next time.	5	

<Proposal and learning course plan for the second period>

Unit	8·15 Liberation and Efforts to Establish Unification Government			
Learning topic	Peace and Human Rights Education through Jeju 4·3	period	2/3	
Learning Objectives	1. They can recognize the pain of Jeju 4·3 through many cases. 2. They can present the value of peace·human rights by applying various cases.			
Achievement standards	Understand the background and development process of Jeju 4·3 that occurred in the process of establishing a unified government and internalize the value of peace and human rights.			
step	Learning process	Students' Learning activity	time (minute)	Resources and points
Introduction	Presentation of learning objectives	Recognize learning objectives.	5	
	Motivation for learning	<ul style="list-style-type: none"> • Watch the video to learn about cases of national violence and human rights oppression. -Knowledge channel e, what is Jeju 4·3? https://youtu.be/e3KLnqaLXjQ 		
development	Development 1 groups discussion	<ul style="list-style-type: none"> • Analyze student activity sheet ① by individual (groups). • Based on the analysis, students will write a problem to broaden their thinking. 	10	Activity sheet①
	Development 2 groups discussion	<ul style="list-style-type: none"> • Read the student activity sheet ② example materials 1 and 2 individually. • Write the problem of broadening the thoughts of the student's activity sheet ② for each individual (group). -We look for similar cases of the destruction of peace and human rights in various ways. (Ex, using a smartphone, using an information room computer, etc.) -Write the reason for selecting the case. -The hashtag expresses common points and implications of Jeju 4·3 and the examples explored. 	15	Activity sheet②
	Development 3 presentation	<ul style="list-style-type: none"> • Individuals (groups) will be announced and shared in the student activity sheet ②. • Exchange opinions and feedback freely. 	10	
closing	Learning and application (Think more)	<ul style="list-style-type: none"> • As you prepare student activity sheet ③ think about examples of discrimination and violence that you can find in your daily life. 	10	Activity sheet③
	Notice	<ul style="list-style-type: none"> • Introduce what you will learn next time. 		

<second period activity sheet>

Student Activity Sheet ① Reading &Thinking &Writing about Jeju 4·3

Select one of the Jeju 4·3 materials ①~⑥ loaded in the reading material and paste the data in this field.

Resources Data ① Mudeungiwat
 Resources Data ② Bukchon-ri massacre
 Resources Data ③ Jin ah-young, Grandmother
 Resources Data ④ Kim Yong-cheol
 Resources Data ⑤ Parksseoknae
 Resources Data ⑥ Korean War and Preliminary Prosecution

Question. Expand your thoughts (paste the questionnaire in this box)

Student Activity Sheet ② Inquiry learning by individual/group (case of national violence and human rights violations)

Example 1. Holocaust

"Aryans (Germans) are the best people in the world. Therefore, the Aryans have a historical mission to dominate all other peoples and build a world empire. The most inferior people in the world are Jews. No matter how educated, the natural inferiority of the Jews is not lost. Cleaning is necessary to ensure they are not contaminated. Jews, Gypsies, the disabled, and communists, all inferior human beings who are detrimental to national development must disappear." -Hitler'My Struggle'-

The process from the Jews in Europe to the massacre at the extermination camp was the same as the "conveyor belt" of the "genocide factory". Jews from all over Europe, ruled by Nazi Germany, were taken from their homes or ghetto camps and confiscated to extermination camps by closed trains for a few days or two weeks at least, and the Jews who left the trains were screened and killed. If it is classified as 'J', it entered the gas chamber. When they died, the Jewish labor force, wearing a gas mask, entered the gas chamber, pulled the body, buried it in a pit or burned it in an incinerator.

The entire large German bureaucracy was involved in the design, preparation and implementation of this extermination policy. German officials were able to make a massive slaughter process without getting a drop of blood in their hands by drafting policies, passing statutes, meeting in the office, sending and receiving calls, signing official documents, and breaking the railroad timetables to extermination camps. It was a join. Anti-Semitic beliefs were not necessary to be the cogwheel of the destruction machine.

Source: 『Western History Class』 『World War II and the Holocaust』, Lee Yong-woo

Example 2. Taiwan 2·28 Incident

The Treaty of Shimonoseki signed in 1895 with the victory of Japan in the Sino-Japanese War, brought Taiwan under Japanese rule. Later, Japan colonized Taiwan for about 50 years by setting up a governor-general before declaring surrender in 1945. After Japan's surrender, mainland China's government incorporated Taiwan into Chinese territory. The Taiwanese, who were colonized by Japan, had great expectations for the new Chinese government, but their rule was against the expectations of the people of corruption. Rather, the Chinese government divided Taiwanese society into "native people" and "foreigners" and "foreigners" (Chinese who moved to Taiwan after Japan's surrender) and implemented a policy of discriminating against native people who were monopolized by outsiders and accounted for the majority of the population. As a result, Taiwanese people's dissatisfaction with the government of the Republic of China has been escalating.

Meanwhile, on February 27, 1947, in Taipei, a woman who was selling cigarettes as a resale business by the government at the time sold them without permission, led investigators to forfeit private cigarettes and cash. A student was shot to death by an investigator while a citizen was protesting against the excessive crackdown. On February 28, citizens began protests claiming punishment for shooters, which soon expanded nationwide. The protesters, whose discontent with the Chinese government exploded, seized broadcasting stations and seized weapons to wage an all-out war with the government. As the protests overheated, the representatives of the protesters and key members of the government tried to organize a "February 28 Incident Handling Committee" to resolve the situation. The incident almost ended, but the Chinese government in mainland China recognized Taiwan's case as a riot and sent large-scale troops, starting a bloody crackdown on protesters. 20,000 to 30,000 "real adults" including residents, students, and intellectuals were massacred not only by searching for the leaders of the protests, but also by catching all those involved through the investigation of the districts. The situation calmed down on May 16 when Chiang Kai-shek officially declared an end to the incident, but the indiscriminate slaughter to suppress the incident left Taiwan devastated as a whole island. To this day, the incident is still remembered as a tragic history of Taiwan.

○ Source: Byun Hyun-jung and four others, 「The Effects and Conflicts of Foreign Intervention after the end of the war - The Causes of Jeju 4·3 and Taiwan 2·28 in terms of socioeconomic factors, 『Tamla Culture,』 59, 2018.

Question. broadening one's thinking

Q. Let's find and write down similar examples today. (case around us, case abroad, etc.)

※ Induce various examples of the destruction of peace and human rights by group or individual.

Q. Why did you choose this case?

※ Guidance is provided to prepare and announce the similarities with Jeju 4·3.

Q. Let's express the similarities and implications of Jeju 4·3 and the cases we visited in person in various hashtags.



Student Activity Sheet ③ Think More

Consider and write down the discriminatory and violent factors that can be found around you.

at home

at school

in society

around me

Let's write down my experience.

experience of being hurt by violence (self or surrounding experience)

an experience of sympathizing with or sitting on the sidelines of a wrong action or idea.

what is thought necessary for a peaceful community

(Proposal and learning course plan for the Third period)

Unit	8·15 Liberation and Efforts to Establish Unification Government			
Learning topic	Peace and Human Rights Education through Jeju 4·3	period	3/3	
Learning Objectives	1. They can explain activities of the righteous during Jeju 4·3. 2. They can fulfill necessary attitude in order to make a peaceful community.			
Achievement standards	Understand the background and development process of Jeju 4·3 that occurred in the process of establishing a unified government and internalize the value of peace and human rights.			
step	Learning process	Students' Learning activity	time (minute)	Resources and points
Introduction	Presentation of learning objectives	Recognize learning objectives.	5	
	Motivation for learning	<ul style="list-style-type: none"> Through the video clip, we will find out the case of Moon Hyung-soon, who practiced the mediocrity of the line at the time of 4·3 in Jeju Island. - [Memory] Ali, remember and record Moon Hyung-soon https://youtu.be/sp-K_G0lh5U 		
development	Development 1 the mediocrity of evil's mediocrity	<ul style="list-style-type: none"> In pairs of two, analyze student activity sheet ①. Based on the analysis, draw up the question of broadening the thinking of the student activity sheet ①. 	10	Activity sheet①
	Development 2 The Case of Jeju April 3 for the Commonness of the Line	<ul style="list-style-type: none"> In groups of two (individuals), read the example data of student activity sheet ②. In groups of two (individuals), the roles are divided into two to complete the interview activity sheet ②. - Complete the interview questionnaire. - Write an answer to the interview in the position of the person. 	15	Activity sheet②
	Development 3 Learning and Application (Thinking More)	<ul style="list-style-type: none"> As I write student activity sheet ③ think about the necessary posture to achieve a peaceful community. Present what you have written and share the case on the blackboard. 	10	Activity sheet③
closing	completion of learning	<ul style="list-style-type: none"> Freedom of exchange and feedback Recognizing once again the importance of peace and human rights that we have seen through Jeju 4·3 edition, we think about what we can do today. 	10	

Activity sheet ❶ The mediocrity of evil and the mediocrity of good



Adolf Eichmann and the mediocrity of evil. In 1960, Adolf Eichmann, a war criminal who executed Nazi policies to annihilate Jews, was arrested. When the trial of Eichmann began in Jerusalem's court, Hannah Arrent, then a correspondent for the New Yorker,

observed the trial and published the record in 1963 in the book "Ihiman of Jerusalem." Anyone watching Eichmann's trial guessed that he was a villain with a ferocious heart. But contrary to expectations, people were shocked that he was an extremely ordinary and family man. During the trial, Eichmann surprised people by stating, "I would have felt guilty if I didn't do my job properly while I was on duty." Hannah Arendt, who watched the outcome of the trial, presented the theme of "the mediocrity of evil," judging that Eichmann was not a monster or a personality aberrant, but an extremely ordinary person. He was just a man who followed orders given and faithfully carried out his duties. Here, Hannah Arendt said, 'The inability of thought to think about other people's situation results in incompetence in speaking, and the inability to speak results in incompetence in action again,' adding that the 'normality of evil' following orders that can be sinned without judging what is right or wrong has led to the great tragedy of the Holocaust. Source: EBS Knowledge Channel 'Why He's Guilty'



People Helping Jews - Anton Schmidt

Sergeant Anton Schmidt was drafted into the German army in 1940 while running an electronic shopping mall in Vienna, Austria. Lithuania Vilnews was responsible for the staging area for the fall-out disease and at the same time took over the plant there and operated it. He issued forged documents and passes to Jewish forced workers working in factories to avoid them being transported to the slaughterhouses, and regularly fled some of them to safety zones in the Belarusian region. By January 1942, about 350 people had been rescued. He even hid fighters from Jewish resistance groups in his own homes and provided trucks to Jews for

the Warsaw uprising. Eventually, he was pushed and sentenced to death by a military court in April 1942. On the morning of the execution, Anton Schmidt wrote a farewell letter to his wife and daughter.

My love, Steffi, Grette, forgive me. (Middle) He asked me to help him get the Jewish workers out of here. I thought I should. You know I'm weak. He helped me without any more thought. (Middle) I just did what a human being should do. I really didn't want to hurt anyone.

Source: Lee Dong-ki, "Modern History Montage," Stone pillow, 2018.

Question. broadening one's thinking

Q.What are the grounds for Ayyman and Schmidt's actions?

Adolf Eichmann	Anton Schmidt

Q. What is the problem with Eichmann?

Q. What value does Anton Schmidt consider important?

Q. Let's look around for another Aichmann.

Activity sheet ❷ The mediocrity of the line - character learning (character interview)

Choose one of the common Jeju 4·3 cases ❶~❸ and paste the data into this column.

- Resources Data ❶ Kim Ik-ryeol, Regimentary Director
- Resources Data ❷ Police Chief Moon Hyung-soon
- Resources Data ❸ 'I don't know' Kim Sung-hong
- Resources Data ❹ Jang Sung-soon Slope
- Resources Data ❺ 'Jimmy boy policeman' Kim Soon-chul
- Resources Data ❻ Song Jung-bong
- Resources Data ❼ Doctor Jang Si-young
- Resources Data ❽ Han Baek-hong, Song Jung-ok

Let's fill out a character interview questionnaire and write the answers in the person's shoes.

(Example Question)

I was really touched by the story. Why were you able to act like that?

(Answer)

(Example Question)

When was the most agonizing moment? Was there any fear?

(Answer)

(Example Question)

Is there anything you want to say to us who are students living today?

(Answer)

Activity sheet ③ Think More

Let's freely write what is deemed necessary to overcome the discriminatory and violent elements and to achieve a peaceful community.

- at home
- at school
- in society

III. Jeju 4·3 Peace and Human Rights Education Through 'Creative Experience Activities'

A. Voluntary activities

1) Posting memorial banners



2) Early hoisting and silent tribute to the date of the memorial service.

3) Watching video clips and participating in memorial ceremonies



4) Operation of Honorary Teachers for Peace and Human Rights Education on 4·3



5) Field trips to historic sites



activities

4·3 평화 체험일지		4·3 평화 체험일지	
날짜	내용	날짜	내용
2019. 03. 21	4·3 평화 체험장 도착	2019. 03. 21	4·3 평화 체험장 도착
2019. 03. 22	4·3 평화 체험장 둘러보기	2019. 03. 22	4·3 평화 체험장 둘러보기
2019. 03. 23	4·3 평화 체험장 둘러보기	2019. 03. 23	4·3 평화 체험장 둘러보기
2019. 03. 24	4·3 평화 체험장 둘러보기	2019. 03. 24	4·3 평화 체험장 둘러보기
2019. 03. 25	4·3 평화 체험장 둘러보기	2019. 03. 25	4·3 평화 체험장 둘러보기
2019. 03. 26	4·3 평화 체험장 둘러보기	2019. 03. 26	4·3 평화 체험장 둘러보기
2019. 03. 27	4·3 평화 체험장 둘러보기	2019. 03. 27	4·3 평화 체험장 둘러보기
2019. 03. 28	4·3 평화 체험장 둘러보기	2019. 03. 28	4·3 평화 체험장 둘러보기
2019. 03. 29	4·3 평화 체험장 둘러보기	2019. 03. 29	4·3 평화 체험장 둘러보기
2019. 03. 30	4·3 평화 체험장 둘러보기	2019. 03. 30	4·3 평화 체험장 둘러보기
2019. 03. 31	4·3 평화 체험장 둘러보기	2019. 03. 31	4·3 평화 체험장 둘러보기

7) Generation Empathy 4·3 Story Hanmadang Activity



8) Activities for the 4·3 History Camp



8) Jeju Understanding Education Activity

한림고등학교

목차

- 1. 서론: 제주 4·3의 의미와 중요성
- 2. 제주 4·3의 역사적 배경
- 3. 제주 4·3의 사회적 맥락
- 4. 제주 4·3의 문화적 맥락
- 5. 제주 4·3의 교육적 맥락
- 6. 결론: 제주 4·3의 기억과 미래



9) Activities for exploring topics related to 4·3

2) Camellia flower badge hanging exercise
3) Activities for nationalization and globalization of peace and human rights education on 4·3



B. club activities

1) Survey and exploration activities of the 4·3 site around the school



C. Volunteer activity

1) Purification activities of historic sites related to 4·3 A) Preservation activities of Jin Ah-young grandmother's living place B) Cleaning the Seated Stone in Jeju 4·3 Peace Park 2) Jeju 4·3 Trauma Center Visiting Helper Activity

IV. So far, we have examined the contents of Jeju 4·3 peace and human rights education conducted by Jeju Hallym High School in 2019. In particular <4·3 Peace and Human Rights Education Class Overview and Professor and Study Course Plan> (pp. 2~14) introduced the new composition based on various teaching·learning courses, which was made by Jeju history teachers last winter and teaching·learning courses and student activity sites except teachers' data because of quantity. And I hope you understand that the contents of the creative experience activity introduced from page 15 is one of the activities that can be carried out at school. With the opening of the Jeju 4·3 Trauma Center this year, it is revealed that it has added activities that students can do. I think that to keep one's memory in mind is to make a history that is not repeated.

References

- Ko, C. Hoon, Strong Maurice. et. al. 2010. A Feasibility Study of World Environment University. Jeju, Jeju Regional Environmental Technology Development Center. .
- Lars-Goran Engfeldt. From Stockholm to Johannesburg and beyond, 2009. Stockholm, Vastra Aros. .
- Chang Hoon Ko et. al, 2016. Jeju 4.3 Grand Tragedy during 'peacetime' Korea: The Asia Pacific Context: (1947-2016), Jeju .
- Eric Yamamoto. 2018. In the Shadow of Kreamatsu : Democratic Liberties and National Security. London : Oxford Univ. Press
- 고창훈 2018. 섬으로부터의 편지 : 다랑쉬굴 4.3의 불관용정치와 문명. 제주 : 디자인 누리 출판사.
- Sang-Hun, Choe. 2019.. " Memories of Massacres Were Long Suppressed Here, Tourists Now Retrace the Atrocities, " New York Times (May 28, 2019.)

Receiving Date : February 3, 2020

Reviewing Date : February 10, 2020

Reporting Date of Article Appearance: February 17, 2020