

ELK201.xxxx Modern Korean Literature

INSTRUCTORS_NAME <instructors_email@lagcc.cuny.edu>

SEMESTER

Instructor's Information

Instructor: INSTRUCTORS_NAME
Email: instructors_email@lagcc.cuny.edu
Tel: 718-482-XXXX
Office: B-234
Office Hours: xxx
Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course will familiarize students with modern Korean literature through selected readings of representative authors from the Japanese colonial period (1910–1945) to the postliberation period (1945–present). The class explores, analyzes and interprets literary works reflecting major sociopolitical and historical movements, including conflicts between tradition and modernity, colonialism, construction of national identity, class, and gender, the Korean War and national division, and industrialization in Korea during these periods.

Section Description: By the end of the semester, students are expected to be able to: (1) identify major traditions of Korean literature and explain them within socio-cultural and historical contexts; (2) identify and illustrate major genres in Korean literature; (3) identify and describe characteristics of the modern Korean literature; (4) analyze various literary texts to highlight their major stylistic and thematic characteristics; and (5) compare and contrast thematic and stylistic similarities and differences among various periods of modern Korean literary expression.

Prerequisites: Exemption Exam or ELK105

Flexible Core Objectives: Individual and Society

The course bears 3 credits that count as Flexible Core (Individual and Society) of the CUNY's new general education curriculum (Pathways).

In this course students will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
Students are required to interpret translated literary texts holistically in light of the Korean cultural, historical and political backgrounds of the time when the works were written. Reading translated literature, especially modern works, demands gathering and integrative analyses of information from various sources including texts, cultural knowledge, historical facts, political circumstances, geographic facts, and the writer's stance. The class exercises are designed to demonstrate their ability to synthesize and analyze information collected and to achieve integration of such information from varieties of sources through lectures, discussions, and reflective essay writing.
- **Evaluate evidence and arguments critically or analytically.**
The class exercises focus on the development of students' analytical skills with which students read, find patterns, appreciate arbitrariness, and interpret Korean literature. Students are expected to make systematic and critical analysis of different works of Korean literature and coherently and logically present writers' perspectives with some evidence from both within the literary texts and outside of the texts.
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
Students are expected to develop an ability to make relevant, critical arguments on selected topics of the Korean literature in the final paper and in the final presentation at the end of the semester. Students are required to cite appropriate evidence to support their conclusions.
- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring relationship between the individual and society.**

Through the lecture and discussion during the class, students are expected to become familiar with Korean culture, history, and perspectives. Depending on students’ previous coursework, methodologies and theories drawn from anthropology, history, art, and psychology are discussed with respect to the literary texts.

- **Examine how an individual's place in society affects experiences, values, or choices.**
The major themes in the modern Korean literature such as political and socioeconomic conflicts, freedom/independence, and love are discussed throughout the class. Students are encouraged to interpret how these sociocultural and political factors shape an individual’s life and also how the individual in turn shapes the society. In addition, the influence of traditional norms and stereotypes within each society will be discussed through analysis and literal interpretation of texts.
- **Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.**
Students are encouraged to analyze the Korean literature from their own world perspectives as well as from Koreans’ perspectives, with which they become familiar from class exercises and discussions. The consequences of multiple perspectives will be presented to students. The influence of different perspectives in societies on contemporary national and global issues will also be discussed.

Textbook, grading, and other class logistics

Required Texts:

- Fulton, B and Kwon, Y. (2005). *Modern Korean Fiction: An Anthology*. Columbia University Press, New York, NY.
- Course packet

Grades: Your final grade will be determined based on the following evaluation points.

- Final Paper and presentation (6-10 pages): 30%
This paper will be an interpretive essay using analytical methods or full reports on a novel NOT covered in class and from a time period that students are particularly interested in. Possible paper topics will be discussed in class. Students will be asked to provide a hard copy (paper copy) as well as an electronic copy sent to the instructor's e-mail address. At least 8 different sources must be cited.
- Two 4-5 page papers: 30%
These papers will be interpretive essays using analytical methods discussed in the first week of class or a full report on a novel not covered in class. Possible paper topics will be discussed in class. Students will be asked to provide a hard copy (paper copy) as well as an electronic copy sent to the instructor's e-mail address. At least 5 different sources must be cited.
- Weekly Essays: 30%
These essays will be collected at the beginning of each class.
- Participation: 10%
Participation includes active participating in class discussions.
- **Grade distributions: A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)

Lab: Students are required to attend the lab session for one hour every week.

| Week | Topic |
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| Week 1 [Insert DATE] | Introduction to the course Overview of Modern Korean literature |
| Week 2 [Insert DATE] | Premodern/modern: the development of a national literature Hyŏn Chingŏn, "A Lucky Day" (1924); Kim Tongin, "Potatoes" (1925) Essay 1 (3%) due |
| Week 3 [Insert DATE] | Realism and modernism in colonial Korea Yi Sang, "Wings" (1936) Essay 2 (3%) due |

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| Week 4 [Insert DATE] | Realism and modernism in colonial Korea Pak T'aewŏn, <i>One Day in the Life of the Author, Mr. Kubo</i> (1934) Essay 3 (3%) due |
| Week 5 [Insert DATE] | Division of the country, North/South: History, memory and reconciliation in post-war Korea Hwang Sŏgyŏng, "The Guest" Essay 4 (3%) due |
| Week 6 [Insert DATE] | Dictators in the "twisted" nation Yi Munyŏl, "Our Twisted Hero" Essay 5 (3%) due; First short paper (15%) due |
| Week 7 [Insert DATE] | Nation's rapid industrial development Cho Sehŭi, "The Dwarf" Essay 6 (3%) due |
| Week 8 [Insert DATE] | Female writers in modern Korean literature Pak Wansŏ, "We Teach Shame!" (1974) Essay 7 (3%) due |
| Week 9 [Insert DATE] | Female writers in modern Korean literature Ch'oe Yun, "The Gray Snowman" (1992) Essay 8 (3%) due; Second short paper (15%) due |
| Week 10 [Insert DATE] | Postmodern fiction Pak Mingyu, "Raccoon World" Essay 9 (3%) due |
| Week 11 [Insert DATE] | Postmodern fiction Kim Young-ha, "I Have the Right to Destroy Myself" Essay 10 (3%) due |
| Week 12 [Insert DATE] | Contemporary fiction: Geographical identity and border-crossing Kim Jae Yong, "Elephant" Final paper presentation |
| Final [Insert DATE] | Final paper due (30%) |

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| Policies |
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Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating

- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).