

## ELK250.xxxx Modern Korean Literature in Translation

Hyun-Joo Kim <hkim@lagcc.cuny.edu>

Illustrate active interaction with peers by researching together, giving and receiving constructive feedback, and shaping and reshaping their own stance reflecting peers' comments.

SEMESTER

### Instructor's Information

**Instructor:** Hyun-Joo Kim  
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**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 1910 to present in English translation. 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, the Korean War and national division, and industrialization.

**Section Description:** By the end of the semester, students are expected to be able to: (1) identify major themes of modern Korean literature and explain them within socio-cultural and historical contexts; (2) describe and analyze characteristics of the modern Korean literature; (3) compare and contrast thematic and stylistic similarities and differences among various periods of modern Korean literary expression; (4) illustrate effective use of critical thinking skills in reading literary works; (5) explain and write their perspectives coherently and logically with some evidence from both within the literary texts and outside of the texts; (6) illustrate active interaction with peers by researching together, giving and receiving constructive feedback, and shaping and reshaping their own stance reflecting peers' comments, and (7) Prepare to be a reflective learner.

**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.**  
In order to understand literary texts, students are required to gather information on Korean cultural, historical and political backgrounds of the time when the works were written from various sources. Without collecting, assessing, and analyzing information from various sources, such as cultural knowledge, historical facts, political circumstances, geographic facts, and the writer's stance, the interpretation will be misleading and/or remain superficial. The class exercises are, thus, designed to foster and demonstrate their ability to gather, evaluate, and synthesize and analyze the information through lectures, class discussions, and reflective essay writing.
- **Evaluate evidence and arguments critically or analytically.**  
While reading and interpreting literature, students are required to evaluate the works critically in relation to their cultural, historical and political backgrounds. Students are also expected to make systematic and critical analysis of different works of Korean literature, and logically present their perspectives with some evidence from the primary texts as well as outside sources.
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**  
Students are required to develop an ability to choose a topic, develop a research plan, research, and write it up.

The final papers will show some evidence of students' ability to present relevant, critical arguments on selected topics in modern Korean literature. 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.**

Using various methodologies drawn from anthropology, history, art, and psychology, students are expected to understand and analyze how Korean culture, history, and perspectives affect modern Korean literature and how such factors are reflected in the literature.

- **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 the characters' behaviors, values, and choices. Students will also examine how the characters' behaviors, values and choices affect 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 (6-10 pages): 30%  
This paper will be an interpretive/critique essay on a story NOT covered in class using analytical methods discussed. Students will be provided with a list of stories that they can choose from. Those who choose the same story will be required to research and discuss ideas together before they write their paper individually. The paper should start with a brief summary of the story that they have chosen. Possible topics that students can use will be discussed in class. For example, they can analyze a character, an event, point of view, and/or literary expressions. Or, they can examine and evaluate a story in relation to general characteristics and themes found in modern Korean literature. Students will be required to refer to specific parts in the literature to make their points. In addition, at least 10 citations must be used.
- Two 4-5 page papers: 30%  
These papers will be critique essays using analytical methods discussed in class. Students will be asked to choose a story covered in class for these assignments. Once they decide what story to critique, they may evaluate it in terms of its plot, setting, characters, and/or messages. They can also evaluate its contribution to and significance in modern Korean literature. Students will need to use specific examples from the text and support their arguments. They will also need to use evidence from outside sources to make their arguments stronger. At least five sources will be required.
- Bi-Weekly Reading Response: 30%  
For the reading responses, students will be asked to interpret the literature in relation to significant cultural, historical, political, and/or author's personal background information when the work was written. They will be required to examine the characters' behaviors, values, and choices, and analyze what they symbolize. In addition, students will be required to make personal response to the literature, bringing in their own world perspectives. For example, they can discuss the part that they can relate to, that they found surprising, and that affected them deeply. They can also compare their values with the author's, make comments on the plot, characters, settings, and so on.  
These essays will be collected at the beginning of each class.
- Participation: 10%  
Students are expected to participate actively in class discussions by sharing their thoughts and perspectives, and responding to others'.

- **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 ( $\approx$ F), **W:** Withdraw

<b>Weekly schedule (subject to change)</b>
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**Lab:** Students are required to attend the lab session for one hour every week.

Week	Topic
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 Hyön Chingön, "A Lucky Day" (1924); Kim Tongin, "Potatoes" (1925)
Week 3 [Insert DATE]	Realism and modernism in colonial Korea Yi Sang, "Wings" (1936) Reading Response 1 (6%) due
Week 4 [Insert DATE]	Realism and modernism in colonial Korea Pak T'aewön, <i>One Day in the Life of the Author, Mr. Kubo</i> (1934)
Week 5 [Insert DATE]	Division of the country, North/South: History, memory and reconciliation in post-war Korea Hwang Sögyöng, "The Guest" Reading Response 2 (6%) due
Week 6 [Insert DATE]	Dictators in the "twisted" nation Yi Munyöl, "Our Twisted Hero" First short paper (15%) due
Week 7 [Insert DATE]	Nation's rapid industrial development Cho Sehüi, "The Dwarf" Reading Response 3 (6%) due
Week 8 [Insert DATE]	Female writers in modern Korean literature Pak Wansö, "We Teach Shame!" (1974)
Week 9 [Insert DATE]	Female writers in modern Korean literature Ch'oe Yun, "The Gray Snowman" (1992) Reading Response 4 (6%) due; Second short paper (15%) due
Week 10 [Insert DATE]	Postmodern fiction Pak Mingyu, "Raccoon World"
Week 11 [Insert DATE]	Postmodern fiction Kim Young-ha, "I Have the Right to Destroy Myself" Reading Response 5 (6%) due
Week 12 [Insert DATE]	Contemporary fiction: Geographical identity and border-crossing Kim Jae Yong, "Elephant"
Final [Insert DATE]	Final paper due (30%)

<b>Policies</b>
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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).