“Modern Korean Women Writers and Culture”

Course Schedule*

Time: MWF, 1:30 –2:20 p.m.
Classroom: Moore 254

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Subject</th>
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<tbody>
<tr>
<td>1</td>
<td>8/24-28</td>
<td>Orientation</td>
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<td>8/24</td>
<td>Introduction and Organization</td>
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<td>*8/26</td>
<td>Video: “Hidden Korea” (2003) [60 min.]</td>
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<td>2</td>
<td>8/31-9/4</td>
<td>Background</td>
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<td>Lectures:</td>
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<td>1. “Chronology of Korean History” [Handout 1]</td>
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<td>2. “Landmarks in Modern Korean History” [Handout 2]</td>
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<td>3. “Modern Korean Women: Socio-cultural, Educational, and Literary Milestones” [Handout 3]</td>
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<td>3</td>
<td>9/7-11</td>
<td>Modern Korean Literature and Women Writers</td>
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<td>*9/7 (M)</td>
<td>Holiday: Labor Day</td>
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<td>4</td>
<td>9/14-18</td>
<td>Making of Modern Korean Women</td>
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<td>*9/14-16</td>
<td>Film “Chŏng: My Heart” (2001) [116 min.]</td>
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<td>Required reading:</td>
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<td>Yung-Hee Kim, Questioning Minds, “Preface” (ix-xiv) &amp; “Introduction” (pp. 1-11).</td>
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*Mid-term (1): 10/2 (F)


*Mid-term (2): 11/6 (F)


*10/30 (M): Video: “Korea: War, Prosperity, Democracy” (1995) [35 min.]

Required Reading:

12 11/9-13  *Twilight Years and Changing Concepts of Family and Gender*

*11/9-13 (M; F):* Film: “The Way Home” (2002) [87min.]

*11/11 (W) Holiday: Veterans Day*

13 11/16-20


14 11/23-27

11/23-25


11/27 (F): Holiday: Thanksgiving

15 11/30-12/4


16 12/7-9  Review

12/18 (F)  Final Exam  2:15-4:15pm

*Class schedule and content may be subject to change.*
“Modern Korean Women Writers and Culture”

Instructor: Professor Yung-Hee Kim
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Phone: 956-2072
E-mail: yunghee@hawaii.edu
Office Hours: M, 10:00am-12:00p.m., or by appointment

I. Course Description

This course explores how personal, familial, historical, and socio-cultural experiences of Koreans have been articulated in short stories by leading modern/contemporary Korean women writers. All selected texts are short stories, since Korean writers conventionally make their debuts through this genre and many leading writers’ fame rests on their short stories. Major issues to be examined in the course include: gender ideologies/relations, gender social role expectations, female identity, love morality, marriage customs, family institutions, conjugal relationships, questions of conformity and individual choice, Koreans’ colonial and war experiences, and problems of aging and the care of the old, to name a few. To facilitate students’ better comprehension of these literary texts, the course will pay close attention to the development of Korean history, culture, and even politics that have impacted the literary production of these women writers. It is hoped that, through continuous exercises in careful thinking and discussions, students sharpen their analytical and communicative skills and enhance their literary sensibility and competence as well. Ultimately, the course aims at providing students with opportunities to better understand the vital dynamic between Korean culture and literary traditions of modern Korean women writers.

II. Student Learning Outcomes

By the end of this course:

1. Students will be able to explore major literary themes, narrative strategies, use of symbolism, and characteristic stylistic features of each writer.

2. Students will be able to develop their own analytical skills and apply them to other authors—both male and female, and their texts in different historical periods and genres.

3. Students will become familiar with dynamic relationships between literary texts and their cultural/historical contexts.
4. Students will become competent in situating themselves within the critical field of Korean literary and cultural studies.

III. Course Format

Classes largely consist of lectures, close readings of assigned texts, student presentations, discussions, and video/film screening, with special emphasis on students’ active participation in classroom activities. Consequently, the quality of the class as well as students’ grades will depend on students’ thorough preparation for and initiative in the interactive learning process in the classroom. Students should carefully follow the course schedule and complete their assignments before the class time. Multimedia materials are integral part of the course—not for entertainment—and as such, it will be included in examinations.

To help lay the groundwork for classroom discussions, each student will be given opportunities to make formal presentation(s) (about 10 minutes) on the work they are assigned. At the same time, students, on the day when they are not assigned to any classroom presentation, are required to bring to the class their own questions (minimum three) that address major issues raised in the stories. Based on this body of information, students will have small-group discussions and learn from each other by sharing ideas, questions, and responses. These assignments should be submitted on the day the individual story is discussed.

After such discussions, the class will collectively establish a general profile of individual works in question in terms of theme, structure, symbolism, narrative technique, and other literary devices, and obtain a clearer comprehension of the text.

Following are general guidelines for your reading of the stories as well as your presentation:

1. What is the central idea of the story?
2. What events, setting, or actions are used to support the central idea?
3. How is the story structured? What narrative format is used?
4. What techniques does the author use to support her argument?
5. Carefully analyze characterization.
6. Describe the narrative point of view of the story. Who is telling the story (narrator) and to whom (the audience)? Is the narrative point of view effective in conveying the message?
7. Does the story move forward chronologically? If not, how?
8. Examine the use of symbolism, foreshadowing, manipulation of the time, internal monologue, wit, humor, irony, and others.
9. What parts of the piece are most vivid for you? Why?
10. Do you see any connection between the author’s life and the story?

IV. Required Textbooks

2. A course reader available at Professional Image, 2633 S. King Street (Tel: 973-6599).

**V. Attendance**

Daily attendance is mandatory. Students with **3 unexcused absences** will have their grade lowered one letter grade, and one grade lower for each subsequent absence. Students with **5 absences** will automatically fail. Three occasions of being late (10 minutes) or leaving early will be counted as one absence. Excused absences, such as illness or death in the immediate family, must be documented. Note that airline reservations and other travel plans do not constitute excused absences. Work assigned in a student’s absence will not be given a later deadline without prior agreement with the instructor.

**VI. Grades**

**A. Grade Policies**

1. All assignments and exams must be written in standard English—correct in spelling, grammar, syntax, punctuation, capitalization, paragraphing, and others. The course instructor will not serve as your copy-editor. If you think you need assistance, seek it as soon as possible. The best place to go is “Writing Workshop” at English Dept. (956-7619).

2. No extension of deadlines for given tasks will be allowed. Late submission of assignments will result in one full grade deduction (i.e., an ‘A’ homework becomes a ‘B’).

3. The use of tutors, friends, or others to do more than correct your English is a form of scholastic dishonesty, and will result in a grade of ‘F’ for the entire course.

**B. Grade Scale**

1. Class presentations and participation: 15%
2. Unannounced quizzes: 20%
3. Two one-hour mid-terms: each 20% (total: 40%)
4. Final exam: 25%

**VII. Policies**

1. Plagiarism
   Including copying from the Internet, plagiarism is a serious violation of academic ethics and may lead to suspension. Refer to:

Plagiarism and Academic Honesty: [http://www.hawaii.edu/eli/students/plagiarism.html](http://www.hawaii.edu/eli/students/plagiarism.html)

2. Media Policy
Students are expected to bring hard copies of assigned texts to class. Cell phones or other devices are not allowed in class. Web surfing is also not tolerated and it will be reflected on your final grade.

3. Disability Policy
If a student has a disability that requires special teaching, testing accommodations, or other classroom modifications, he/she should notify instructor and contact the KOKUA program (Office for Students with Disabilities). KOKUA can be reached at (808)956-7511, the Queen Lili‘uokalani Center for Student Services, room 13.

VIII. Korean Names
Korean names are written and pronounced family name (surname) first, followed by given name, just like Chinese and Japanese names.

IX. Romanization and Pronunciation Guides
1. Vowels
   
   Generally, the basic vowels, a, e, i, o, and u are pronounced as in Italian and Spanish:
   
   a as in father  ò as in ton
   e as in end  û as in good
   i as in India
   o as in ocean  ae as in apple
   u as in rule  oi as in boy

2. Consonants
   
   ch as j  ch’ as ch
   k as g  k’ as k
   p as b  p’ as p
   t as d  t’ as t

3. An apostrophe is also used to separate two consonant sounds as in the cases of Tan’gun, and han’gül.

4. Compound consonants:
   
   ss as the s in Sam
   tch as the Dutch
   tt as the d in dam