<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1/12 | Introduction and Organization  
김윤식, 정호웅. “경향소설의 형성과 전개.” In their 한국소설사, pp. 123-137. |
| 1/19 | Holiday (Martin L. King Day) |
| 1/26 | 조명희 (1894-1938)  
“저기압” (1926)  
“농촌 사람들” (1927.1)  
“낙동강” (1927.7)  
*명형대. “신경향파 소설에 대한 구조적 접근” |
| 2/2  | 이기영 (1895-1984)  
“농부 정도룡” (1926.1-2)  
“민춘” (1926)  
*이정숙. “이기영 소설에 나타난 작가의식 연구” |
| 2/9  | “홍수 (1930)  
“서화” (1933)  
*임규찬. “‘서화’의 작품적 성격과 의의” |
| 2/16 | Holiday (Presidents Day) |
| 2/23 | 한설야 (1900-?)  
“과도기” (1929)  
“이념” (1939)  
*장성수. “한설야 소설 연구” |
| 3/2  | 최학송 (최서해; 1901-1932)  
“고국” (1924)  
“탈출기” (1925.3) |
*이훈. “최해서 소설론”

9  3/9  “박돌의 죽음” (1925.5)
     “기야와 살륙” (1925.6)

10 3/16  “홍염” (1927)
      “갈등” (1931)

11 3/23  Spring Recess

12 3/30  박영희 (1901-1950?)
        “전투” (1925.1)
        “사냥개” (1925.4)
        “철야” (1926)

13 4/6  김기진 (김괄봉; 1903-1985)
       “чь은 죽” (1924)
       “젊은 이성주의자의 死 (사)” (1925)

14 4/13  박화성 (1904-1988)
         “하수도 공사” (1932)
         “눈 갈때” (1934.6)
         “홍수전후” (1934.9)
         *임선애. “여성작가와 하층민의 재현양상”

15 4/20  강경애 (1906-1944)
        “과금” (1931)
        “부자” (1933)
        “지하촌” (1936)

16 4/27  백신애 (1908-1939)
        “겨레야” (1934.1)
        “적빈” (1934.11)
        “빈곤” (1936)

*Due: Final term paper topic and outline, including working bibliography

17 5/4  김남천 (1911-1953?)
      “공장신문” (1930)
      “물!” (1933)
      *현길언. “김남천 소설 연구”

5/11 (M), 10:00 a.m.: Term paper due.
*Course schedule is subject to change.
Korean 614M

Korean Narrative: Modern

Instructor: Professor Yung-Hee Kim
Office: Moore Hall 389
Phone: 956-2072
E-mail: yunghee@hawaii.edu
Office Hours: F, 2:00-4:00pm; or by appointment

I. SLOS (Student Learning Objectives)
1. Student will be familiar with cultural and socio-political contexts from which works by major modern Korean fiction writers were produced.
2. Students will be able to analyze principal texts by modern Korean writers from various theoretical perspectives.
3. Through the close readings of the authors and their texts, students will be able to develop their own analytical skills so as to apply them to other authors and texts in different periods and genres.
4. Students will become competent in situating themselves within the critical field of Korean literary and cultural studies.

II. Course Description

This course aims to familiarize students with major writers and their works (all short stories) published in 1920s and 1930s Korea that have contributed to shaping socialist, Marxist, proletariat or politically engaged literary traditions in modern Korean literature. Selected texts represent these writers’ signature work, which have served as indexes to these key literary movements. Students are encouraged to carefully examine each writer’s biographical background, ideological stances, literary activities and career, and their outlook on their writerly mission and function vis-à-vis society. At the same time, students need to pay careful attention to the themes, structure, form, and techniques embedded in their narratives. Some of the subject matters to be probed include: interplay of history, colonial economic exploitation, culture and power; material conditions responsible for producing corporeal suffering, mental oppression, and emotional torment; coalescence of poverty, inequality, and injustice; systemic violence, subjugation, exclusion, and marginalization of have-nots; trauma of familial disintegration, separation and loss; commitment of intellectuals to the cause of the marginalized; homeland, race, immigration, diaspora, displacement, and rootlessness; and “poverty literature” as subversion, resistance, testimonial or embodiment of utopian visions.

Also important is to examine the cultural, and socio-political development, both domestic and international, which influenced the writers’ circle/group formation, their literary production, and even their ideological debates and polemical contestations. It is hoped that through such exercises students further develop their analytical and communicative skills, enhance their literary competence, and in the end, broaden their knowledge of the crucial segment in modern Korean narrative evolution.
II. Course Format

The course will be conducted basically as a seminar. It puts emphasis on students' active participation in classroom activities, which consist of student presentations, close reading of texts, and discussions. Lectures will be limited to a minimum. To help lay the groundwork for classroom activities, each student will be given opportunities to make formal presentation(s) (about 10 minutes) on the work(s) they are assigned. At the same time, students, on the day they are not assigned to classroom presentation, are required to bring to the class their own analytical reading of all the assigned work (one double-spaced page) to the class, which should include a succinct summary of core themes/messages raised in the text(s) and literary devices deemed worthy of scrutiny. Based on this body of information, students will have discussions and learn from each other by sharing ideas, responses, and information. Consequently, the quality of the seminar as well as students’ grade depends on students’ thorough preparation and readiness to contribute to the class. No extension of deadlines for given tasks will be allowed. These assignments should be submitted at the end of class.

For each seminar session, a student will be designated to serve as the leader of the classroom discussion.

III. Required Textbook

A course reader is available at Professional Image, located at 2633 S. King Street. [Tel.: 973-6599].

IV. Final term paper

1. A topic of students’ choice from the writer(s) and work(s) covered by the course.
2. Your paper may be a comparative study of two writers and their works, and it should be accompanied by a full bibliography.
4. Students are advised to begin planning their final term project as soon as possible by first reading the texts in their entirety, even in a cursory manner (the sooner the better), and start to think about their possible paper topic.
5. It is important for students to familiarize with and follow style guidelines required for term papers, theses, and dissertations. Refer to Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations (8th ed.; 2013) [Check amazon.com]

V. Grades

1. Assignments: 25%
2. Presentation and seminar leading: 20%
3. Classroom discussion and participation: 20%
4. A term paper: 35%
Suggested References

I. Selected Korean Sources

Monographs

--------. 한국 계급 문학 운동사. 문예 출판사. 1998.
--------. 신경향파 시기의 프로문학. 태학사, 1990.

Journals

문학과 사회
작가연구
한국 근대문학연구
한국 현대문학연구

II. Journals (in English)

Acta Koreana
Harvard Journal of Asiatic Studies
Journal of Asian Studies
Korea Journal
Korean Studies
positions
Review of Korean Studies

III. Theoretical & Research References
