

CAS LK 375: GROWING UP IN KOREA

In Workflow

1. CASWL Chair (kvincent@bu.edu)
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5. Final Approval (scth@bu.edu; sjackson@bu.edu; ebloiz@bu.edu)

Approval Path

1. Fri, 02 Mar 2018 09:37:04 GMT
JAMES KEITH VINCENT (kvincent): Approved for CASWL Chair

New Proposal

Date Submitted: Fri, 02 Mar 2018 01:38:59 GMT

Viewing: Growing Up in Korea

Last edit: Fri, 02 Mar 2018 01:38:59 GMT

Changes proposed by: yyoonsun

Section 1 – Provenance of Proposal

Proposer Information

Name	Title	Email	School/College	Department Name
YOON SUN YANG	Assistant Professor	yyoonsun@bu.edu	CAS	WLL

Section 2– Course or Co-Curricular Activity Identifiers – For Faculty Use

What are you proposing?

Course

College

College of Arts & Sciences

Department

WORLD LANGUAGES & LITERATURES

Subject Code

CAS LK - Korean

Course Number

375

Course/Co-curricular Title

Growing Up in Korea

Short Title

Growing Up Kor

This is:

A New Course

Did you participate in a CTL workshop for the development of this activity?

No

Bulletin (40-word) Course Description

Examining memoirs, prose fiction, film, television dramas, and graphic narratives to ask: how have the conventions of Korean coming-of-age narratives evolved? What does this say about changes in Korean identity? What roles have gender and sexuality played in Korean stories of growing up?

Prerequisites, if any:

none

Co-requisites, if any:

no

Courses or co-curriculars, if any, for which this course will be a prerequisite:

no

Courses or co-curriculars, if any, for which this course will be a co-requisite:

no

Cross-Listing

Course Code

WS 375

Title

Growing Up in Korea

Course Type (for Scheduling Purposes):

Independent (seminar or other course with no ancillary components)

Delivery Type

Face-to-Face

Credits

4

Please justify this number of credits, with reference to BU's Policy on Credit Assignment and to the combination of required contact hours and student effort detailed in your proposed course syllabus.

The course meets for 150 minutes a week. This course will require students to spend at least 10 hours outside of class in reading assigned texts, watching films and TV dramas, and writing weekly viewing/reading responses and a final project, and preparing for one PPT presentation and a final exam.

Is this course repeatable for additional credit?

No

Section 3- Scheduling and Enrollment Information - For Department/School/College Use

Proposed first (or for existing course) next semester to be offered

Spring 2019

Proposed Last semester to be offered:

Offer Indefinitely

Full semester course/activity?

Yes

Course/Co-curricular Location

Charles River Campus

Course/Co-curricular offering pattern

Every Spring

What is your projected minimum capacity across all semesters and sections in an academic year?

10

What is your projected maximum capacity across all semesters and sections in an academic year?

25

Please explain the basis for anticipating this enrollment total

I have taught this course twice as a topics course (LK 470) in Fall 2016 & Fall 2017. I had 15 students both times.

Provide full detail if enrollment is expected to vary, for example, between Fall and Spring semesters

Does this course/co-curricular have capacity for more students to enroll?

Yes

Do you propose to reserve seats for specific student populations?

No

Section 4 - General Education – For Faculty Use

Are you proposing (only for freshmen entering BU before September 2018 and transfer students entering before September 2020) that this course/activity fulfill current general education requirements?

No

1. Philosophical, Aesthetic, and Historical Interpretation

Aesthetic Exploration

Aesthetic Outcome 1

Know and appreciate notable coming-of-age narratives set in Korea and identify those works' ongoing significance and relevance to various audiences.

Aesthetic Outcome 2

Command and employ the vocabulary and reasoning skills necessary to interpret Korean coming-of-age narratives

Aesthetic Outcome 3

Produce analytical papers that demonstrate an understanding of the modes, styles, and cultural history of the Korean coming-of-age narratives we study.

2. Scientific and Social Inquiry

3. Quantitative Reasoning

4. Diversity, Civic Engagement, and Global Citizenship

Global Citizenship and Intercultural Literacy

Global Outcome 1

Demonstrate their understanding of diversity of Korean coming-of-age narratives

Global Outcome 2

N/A

5. Communication

Intellectual Toolkit

How will you evaluate whether learning outcomes for the relevant area(s) have been met (e.g., exams/papers)? Please be explicit

class participation, weekly reading/ viewing responses, PPT presentations, the final, final papers

Educational Strategies

What educational strategies do you plan to use to encourage student’s full engagement in the course/co-curricular both inside and outside of classroom or activity space?

Active Learning, Blended Learning, Discussion-Based Teaching & Learning, Interactive Lecturing

Section 5 - Relationship of Proposed Course to Existing Courses/Activities in Your Program or Others - For Department/School/College Use

Do you have Learning Objectives for this Course/Co-curricular in addition to BU Hub Outcomes?

No

For what major(s) and/or minor(s) and/or concentration(s) will this course/activity fulfill program requirements?

School/College	Degree Name	HEGIS Short Translation	Level
CAS	BA	Korean	Minor
CAS	BA	Comparative Litrture	Major
CAS	BA	East Asian Studies	Major
CAS	BA	Women’s Gender and Sexuality Studies	Minor
CAS	BA	Russian Lang Lit	Major
CAS	BA	German Lang Lit	Major
CAS	BA	Chinese Lang Lit	Major
CAS	BA	Japanese Lang Lit	Major

Is this course/activity required for any major or minor program?

Yes

Which BU units (if any) require this course/activity?

Department Name

CAS World Languages Literatures

Upload Document Artifact

Majors and minors and general education aside, are there other student populations in relevant departments for whom this course/co-curricular will serve as a valuable related elective?

No

Overlap. Is there any significant overlap with courses/activities currently offered by your program or by others?

No

Sequencing. Aside from having or serving as a pre-requisite, does this course/co-curricular build on and/or lay groundwork for others?

No

Additional comments about the intended value and impact of this course/co-curricular:

Section 6 – Resource Needs and Sustainability – For Department/School/College Use

Facilities and equipment. Are any special facilities, equipment, and other resources needed to teach this course/activity?

No

Staffing. Will the staffing of this course, in terms of faculty and where relevant teaching fellows/assistants, etc., affect staffing support for other courses? For example, will other courses not be taught or be taught less frequently?

No

Budget and Cost. Will start-up and continuation of the course/activity entail costs not already discussed (e.g., transportation costs, lost wages, a criminal record check, etc.)? Does this experience require waivers of liability or background checks?

No

Sustainability. Which members of your faculty or staff are prepared to teach this course/activity regularly or on a rotational basis? Please explain.

Yoon Sun Yang

Additional Notes on any Aspect of Course/Co-curricular

N/A

Submit this form and course syllabus/co-curricular calendar.

Upload Syllabus/Calendar

BU HUB_CAS LK 470 Growing Up in Korea_SPRING 2019.docx

Reviewer Comments

Key: 714

CAS LK 375 / CAS WS 375
Growing Up In Korea

Spring 2019
T/TH 2 PM–3:15 PM
CAS 530

Instructor: Yoon Sun YANG
Assistant Professor of Korean and Comparative Literature
Department of World Languages & Literatures

Office: STH 604
Office hours: T 10 am-10:30 am; W 11 am-1 pm; TH 10am-10:30 am; by appointment
Email: yoonsun@bu.edu (I check email at least once every day)
Tel: 617-358-6151

Course Description

This course examines memoirs, prose fiction, film, television dramas, and “webtoons” (a Korean neologism for graphic novels and comics published online) while asking: How have the conventions of Korean coming-of-age narratives evolved over time? What does this say about changes in Korean identity? What roles does sexuality play in Korean coming-of-age narratives? We will examine not only various forms of coming-of-age narratives originally published or released in Korean, but also those by overseas Koreans in languages other than Korean—specifically Japanese and English. The course consists of three parts. While the majority of the primary texts focus on the experiences of growing up in Korea in the modern period (i.e., since the turn of the twentieth century), Part I begins with readings of a few “Western” theoretical accounts related to coming-of-age narratives in tandem with *The Memoirs of Lady Hyegyŏng* (1795–1805), a collection of autobiographical accounts by the wife of the tragic eighteenth-century crown prince, Sado, as a traditional Korean example. In Part II we will discuss how modern narratives of growing up depart from this example while exploring what it meant to grow up in colonial Korea (1910–1945). Part III explores a wide range of coming-of-age narratives published since the liberation in 1945, paying attention to how people struggled to find a sense of self while going through the Korean War and its aftermath, the rapid industrialization of South Korea during the 1960s and 1970s, the authoritarian culture of North Korea, perennial gender biases, and the latest neoliberal turn in South Korean culture.

All readings and discussions will be in English; no knowledge of Korean is required.

BU Hub and WLL Learning Outcome

After taking this course, you should be able to do:

- 1) Know and appreciate notable coming-of-age narratives from the Korean tradition and identify those works’ ongoing significance and relevance to various audiences (AE).
- 2) Command and employ the vocabulary and reasoning skills necessary to interpret Korean literary, cinematic, and cultural narratives (AE).
- 3) Produce analytical papers that demonstrate an understanding of the modes, styles, and cultural history of the Korean coming-of-age narratives we study (AE).
- 4) Demonstrate their understanding of diversity of Korean coming-of-age narratives (GCIL)

Course Requirements and Grades

Over the course of the semester, you can earn 100 points all together. The grade will be based on the following criteria:

1. Attendance and class participation (8 points)

Attendance will be taken at the beginning of each class. **Occasionally a quiz will be given in place of attendance check (based on the assigned reading of the day).** Any unexcused absence or lateness will impact your grade. Two absences without excuses will lower your grade by a half letter (A-to B+). Your grade will be dropped by one full letter if you miss more than four classes. Please be punctual. Three unexcused latenesses and/or early departures will be counted as one unexcused absence. In the case of illness or emergency, you should notify me by e-mail before class. Each student should **regularly** and **actively** contribute to class discussion. Lack of participation will result in a deduction of points.

2. Important Historical Dates Assignment (3 points)

The instructor will give students a list of dates that are significant in Korean history. Students should figure out what happened on these dates by the help of history books, reliable Internet sources, or other resources and add a simple note to each incident and key event (1-2 sentences). The completed assignment should be submitted to the instructor via email by Saturday, September 24, 10 pm.

Useful Internet Sources:

A Timeline of Korean History (Columbia U): http://afe.easia.columbia.edu/timelines/korea_timeline.htm

Korean History Database (in Korean): <http://db.history.go.kr/>

BBC South Korea-Timeline: <http://www.bbc.com/news/world-asia-pacific-15292674>

Recommended Readings:

Bruce Cumings, *Korea's Place in the Sun*

Michael Robinson, *Korea's twentieth-century odyssey*

Carter J Eckert; Ki-baek Yi, *Korea, old and new: a history*

Kyung Moon Hwang, *A History of Korea: An Episodic Narrative*

_____, *Rationalizing the Rise of the Modern State, 1894-1945*

3. Weekly Reading/ Viewing Reports (13 points)

This task is to help students not only to finish assigned readings in a timely manner but also to develop the skills to analyze literary and cinematic texts. Approximately once a week students are asked to write a short analysis of the text assigned (150 words, not including the quotation). See Course Schedule for further details. The reports should be posted on BU LEARN course site.

4. Film terminology exam (7 points)

In this 15 minute-long test, student are asked to name the terms that corresponds to 10 different definitions and to explain two terms in their own words.

5. PowerPoint Presentation (15 points)

Students are required to give a 20-minute-long PowerPoint presentation, either as a group or individually. Each presentation should consist of a clear thesis, at least three textual evidences to support it, and three questions for class discussion. It should be delivered in articulate and engaging manners. The presentation will be followed by a Q & A session. A copy of their PowerPoint slide should be sent to the instructor by **6 pm** the day before the presentation. If you organize a group presentation, please make sure to divide the work among all participants evenly. The instructor will give written feedback afterwards.

6. Lens Essay (10 points)

Analyze a Korean autobiographical film or story from the viewpoints of one of the theories on coming-of-age narratives that we discuss in class (600 words). Further instruction will be provided separately.

7. Final Papers (25 points: mini-conference 5 points + the final essay 20 points)

Analyze one or two texts that we examine in class (1500 words). Students will present their works-in-progress in the mini-conference scheduled for December 5, 7, and 12. Each presentation should be given within 7 minutes and must include a working thesis and three textual evidences to support it. Students are encouraged to reflect feedback they receive from their classmates as well as the instructor during the Q & A sessions. Mini-conference drafts are due Saturday 12/2, 10 pm; Final drafts are due Thursday 12/14, by 10 pm.

8. Final (15 points)

The final exam consists of ID questions, short answer questions, and essay questions. It will evaluate not only your understanding of course readings and lectures but also your ability to analyze texts in a creative and critical way. A study guide will be provided before the exam. The final will be on the final exam date that the Office of the University Registrar has assigned to the course (Time and Room: TBA)

9. Culture Pass (2x2=4 points)

BU is a global campus, Boston is an international city, and students in all World Languages & Literatures courses can improve language skills and cultural awareness by taking advantage of events across our campus and beyond. As a student in this class, you are expected to attend a total of TWO co-curricular cultural events or lectures. Each event will count for 2% of your final course grade. Eligible events include those organized by BU's Korean program, but also other relevant events in WLL, across the Campus, and in the Boston area. You can find a list of eligible events on the WLL website here: <http://www.bu.edu/wll/culture-pass-events/>.

To prove that you attended the event, you will post a selfie with some identifying feature of the event in the background on our course blackboard. If it's a lecture, a selfie with the speaker in the background is recommended. The selfie must include a short caption with the title of the event, and a sentence or two describing what you thought was interesting about it. Please observe appropriate etiquette while attending the event, and refrain from texting or other distracting activities.

Resources for Students

Geddes Language Center: Much more than a language lab, Geddes provides an extensive humanities resource for the College of Arts and Sciences and the Boston University community. They have a huge collection of foreign language films, educational software, and other useful multimedia material, as well as a helpful and knowledgeable staff. 685 Commonwealth Avenue, Room 540 (Tsai Center elevator)
<http://www.bu.edu/geddes/> Phone: 617-353-2640

Boston University Libraries: The libraries offer a wealth of online and print resources. Research Librarians will introduce you to the many resources the library offers in any field. They can even work with you to develop a research plan and organize your sources. The Research Center welcomes you for walk-in consultations on the first floor of Mugar Memorial Library or at any other library on campus: <http://www.bu.edu/common/request-an-appointment/>.

Mugar Memorial Library
771 Commonwealth Avenue Phone: 617-353-2700
<http://www.bu.edu/library>

Educational Resource Center: They won't write your paper for you, but they do offer tutoring for all undergraduate students in a range of subjects, including literature and writing. They also provide peer tutoring for several of the language programs.

100 Bay State Rd, 5th floor Phone: 617-353-7077

<http://www.bu.edu/erc>

CAS Academic Advising: A central resource for all questions concerning academic policy and practice in the College of Arts and Sciences. The office is headed by the Associate Dean for Student Academic Life and has a staff of fifteen faculty advisors and five academic counselors. All students can receive academic advice about and assistance through this office. Students who have not yet declared concentrations can receive pre-registration advising through this office. (If you need help finding the advising office of a BU college other than CAS, please ask.)

100 Bay State Rd. 4th Floor Phone: 617-353-2400

Email: casadv@bu.edu

<http://www.bu.edu/casadvicing>

Office of Disability Services: If you have a disability, you are strongly encouraged to register with this office. You may be entitled to special accommodations in your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations to which you are entitled that you can share with your teachers. Your professor is not allowed to offer you any disability accommodation without an official letter from this office.

19 Deerfield Street, 2nd floor Phone: 617-353-3658

<http://www.bu.edu/disability>

Behavioral Medicine and Mental Health Support

Behavioral Medicine staff, psychiatrists, psychologists, clinical nurse specialists, licensed mental health clinicians, and licensed clinical social workers, are available to address the many psychological and adjustment issues that arise in a university community.

<http://www.bu.edu/shs/behavioral/>

881 Commonwealth Ave., 1st Floor

Boston, MA 02215

Phone: 617-353-3569

Fax: 617-353-3557

Email: SHS Help

AND also in the same location and contact info as SARP – see below.

Sexual Assault Response Program: If you or a BU student you know has experienced a traumatic incident, SARP provides rapid, confidential, compassionate, supportive, and free-of-charge advocacy and assistance. This includes, but is not limited to, sexual assault, physical assault, interpersonal violence, and other crimes.

930 Commonwealth Ave.

617-353-SARP (7277)

sarp@bu.edu

<http://www.bu.edu/sarp/>

Course Policies

Laptops: Unless you have a special accommodation from the Office of Disability Services requiring you to use a computer for class notetaking, please leave your laptop at home, unless it is specifically requested for a planned in-class activity. No iPads or other tablets, either. Don't worry about the slow pace of taking notes. Research has shown that notes taken by hand lead to better conceptual comprehension than typed notes. Researchers surmise that this is because it's slower: you don't have time to simply transcribe, so you need to think. Leaving Home syllabus - 5
Because you can't bring your laptop, please print out all the readings from Blackboard, at least the sections we tell you to focus on. We realize your printing quota is small. However, we have tried to save you money by posting the readings on Blackboard rather than asking you to pay much more for a course packet. Please print double-sided. You can also reduce the scale to two pages per sheet.

Academic Integrity: Every assignment that you submit to the instructor, including your weekly responses, must be your own work that you have created specifically for this class. Using Internet sources without proper citations is also considered plagiarism. For detailed explanations of what would be taken as academic misconduct, please consult the Boston University's Academic Conduct Code <https://www.bu.edu/academics/policies/academic-conduct->

[code/](#) Remember that all instructors at BU are obliged to report cases of suspected violation of the conduct code to the Dean's Office.

Religious observance: This course follows BU's policy on religious observance, available at <http://www.bu.edu/ctl/university-policies/policy-on-religious-observance/>

Late and Missed Assignments: Unless you make other arrangements with your section instructor in advance, graded assignments will be penalized by one-third of a letter grade for each class day they are late. If you submit the draft of your final paper late, we cannot promise to read it in time for our comments to be useful to you.

Pass/Fail: To encourage intellectual exploration, you may now choose (even after the fact!) to take a course P/F, even retroactively, as long as you do not plan to count it for a major, minor, or language requirement. For details on this option, see <http://www.bu.edu/academics/policies/policy-on-passfail-courses-for-undergraduate-students/>

* The schedule and other elements in the syllabus may be changed at the instructor's discretion. In such cases announcements will be made in class as well as via email.

Grading Scale:

A: 94-100	A-: 90-93.99	B+: 87-89.99	B: 84-86.99	B-: 80-83.99
C+: 77-79.99	C: 74-76.99	C-: 70-73.99	D: 60-69.99	F: 0-59.99

Required Texts

BOOKS: The following books are available for purchase at Barnes and Noble as well as on course reserve at Mugar Memorial Library.

Richard Kim, *Lost Names*, (Perseus D/U of CA Pr), ISBN 9780520268128

Wan-suh Park, *Who Ate Up All the Shinga?: An Autobiographical Novel* ISBN-13: 978-0231148986

Elizabeth Rice, *Rituals of Separation: A South Korean Memoir of Identity and Belonging*
ISBN-13: 978-0692815892

SHORT READINGS: All other readings for this course are uploaded to the Course Materials folder in our BU LEARN.bu.edu course site. It is students' responsibility to locate the weekly readings and read them before class. Always bring hard-copies of assigned texts to class.

FILMS: All films are available at the Geddes Language Center. Students are encouraged to attend class film screenings scheduled for Mondays (see Course Schedule for detail). If they cannot make it due to class conflicts or other reasons, they may individually watch the assigned films at Geddes. Please, seek further assistance from Geddes staff.

Course Schedule

PART I: Introduction to Korean Coming-of-Age narratives

Week 1: Introduction

9/5 (T) Introduction: Coming-of-age narratives in global and local contexts

9/7 (TH) (Lecture/ Discussion): Theories and Issues on Coming-of-Age Narratives

Reading: Gusdorf "Conditions and Limits of Autobiography"; Franco Moretti "Bildungsroman as Symbolic Form" from *The Way of the World: The Bildungsroman in European Culture*, 3-13

Noblewoman's Memoirs: A Traditional Form

Week 2:

9/12 (T) (Lecture/ Discussion)

Readings: "The Memoir of 1795," *The Memoirs of Lady Hyegyŏng*, 49–136, excerpts from Rousseau *The Confessions*

* Reading reports on *The Memoir of 1795 & The Memoir of 1805* due 9/14 (W), 10 pm

** PPT presentation

9 /14 (TH) (Lecture/Discussion)

Reading: "The Memoir of 1805," *The Memoirs of Lady Hyegyŏng*, 137–196

Susan Stanford Friedman "Women's Autobiographical Selves: Theory and Practice" in Smith and Watson, *Women, Autobiography, Theory: A Reader*, 72-82; bell hooks "writing autobiography" (1989), Smith and Watson, *Women, Autobiography, Theory: A Reader*, 429-432.

** PPT presentation

Film screening: *The Throne* (2015), Dir. Lee Joon Ik (a film based on *The Memoirs of Lady Hyegyŏng*)

* Viewing reports on *The Throne*, due 9/18 (M), 10 pm

Week 3

9/19 (T): (Lecture/ Discussion) *The Throne* (Sado, 2015)

Film terminology exercise / Corrigan, *A Short Guide to Writing about Film*, chapter 5

PART II Growing up in Colonial Korea (1910-45)

Autobiography by a Modern Elite Woman

9/21 (TH): (Lecture/ Discussion)

Reading: Induk Park, *September Monkey* (1954), 13–72

Film clips: *Sweet Dream* (1935), Dir. Yang Chunam

Recommended: excerpts from Hyaewol Choi ed., *New Women in Colonial Korea: A Sourcebook*, Routledge

** PPT presentation

* Important Historical Dates Assignment, Due Saturday 9/24, 10 pm

Week 4

Korean Boyhood under Colonial Rule

*Reading Reports on *Lost Names*, due 9/25 (M), 10 pm

9/26 (T) (Lecture/ Discussion) Richard Kim, *Lost Names: Scenes from a Korean Boyhood* (1970)

** PPT presentation

Oral Autobiography by Former Comfort Women

* Viewing Reports on *Silence Broken*, due 9/27 (W), 10 pm

9/28 (TH) (Lecture/ Discussion) Documentary about Korean comfort women survivors
Silence Broken (2000), Dir. Kim-Gilson Dai Sil; Reading, Dai Sil Kim-Gibson, *Silence Broken*
(Parkersburg, Mid-Prairie Book, 1999), introduction, chapters 4 & 5

* Lens Essays Due Saturday 9/30, 10 pm (via email)

** PPT presentation

Week 5

Growing Up in Korea to become “Japanese”

10/3 (T) (Lecture/ Discussion) Takashi Fujitani, *Race for Empire*, chapter 8

Film Screening: *Volunteers*, Dir. An Sökyöng (56 min, 1941)

** PPT presentation

* Viewing Reports on *Volunteers*, due 10/4 (W), 10 pm

10/ 5(TH) (Lecture/ Discussion), *Volunteers*, Dir. An Sökyöng (56 min, 1941)

Week 6

10/10 (T) No Class *Columbus Day* (We follow a Monday schedule)

Modern Boy

* Viewing Reports on *Modern Boy*, Due 10/11 (W), 10 pm

10/12 (TH) (Lecture/ Discussion) *Modern Boy*, Dir. Jung Jiwoo (121 min, 2008)

Kang, K. (2015). Kyung-Sung: Cinematic Memories of the Colonial Past in Contemporary Korea.
Camera Obscura, (90), 27.

** PPT presentation

Week 7

Life of a Korean Poet under Japanese Fascism

Film Screening: *Dongju: The Portrait of a Poet*, dir. Joonik Lee (110 min, 2016)

10/17 (T) (Lecture/ Discussion) excerpts from Gandhi, *An Autobiography: The Story of My Experiments with Truth*

* Viewing Reports on *Dongju*, 10/18 (W), 10 pm

10/19 (TH) (Lecture/ Discussion) *Dongju: The Portrait of a Poet*, dir. Joonik Lee (110 min, 2016)

Poetry by Yu Dongju

** PPT presentation

PART III Growing up in Postwar Koreas

Week 8: Haunted by War Trauma

10/24 (T) (Lecture/ Discussion) Wan-Suh Park, *Who Ate All the Shinga*

* Reading Reports on *Who Ate All the Shinga*, due 10/25 (W), 10 pm

** PPT presentation

10/26 (TH) (Lecture/ Discussion) Wan-suh Park, *Who Ate All the Shinga*, cont.

Week 9: Living Stateless: North Korean Defectors

Film screening: *The Journals of Musan* (2010), Dir. Park Jung-bum

10/31 (T) (Lecture/ Discussion) Sandra Fahy, *Marching through Suffering: Loss and Survival in North Korea*, pp 1-22; pp 53-66

Clips from a South Korean variety show featuring female North Korean defectors

* Viewing Reports on *The Journal of Musan*, due 11/8 (W), 10 pm

11/2 (TH) (Lecture/ Discussion) *The Journals of Musan* (2010), Dir. Park Jung-bum

Excerpts from Krys Lee, *How I became North Korean* (2016)

** PPT presentation

Week 10: Arrested Development

11/7 (T) (Lecture/ Discussion) Ilkwon Ha, *Annarasumanara* (2011, web-based graphic novel);

Jin Dal young, “Digital convergence of Korea’s webtoons: transmedia storytelling” (2015)

*Viewing Reports on *Annarasumanara*, due 11/1 (W), 10 pm

11/ 9 (TH) (Lecture/ Discussion) Ilkwon Ha, *Annarasumanara* (2011, web-based graphic novel);

Kim Kyōnguk, “Young Hearts Never Grow Old” (Trans. Deborah Smith)

** PPT presentation

Week 11: Life after Sexual Violence

Film Screening *Han Gong-ju*, Dir. Sujin Lee (112 min, 2014)

11/ 14(T) (Lecture/ Discussion) Kelly Oliver, Introduction, *Hunting Girls: Sexual Violence from ‘The Hunger Games’ to Campus Rape* (2016)

* Viewing Reports on *Han Gong-ju*, due 11/15 (W), 10 pm

11/ 16 (TH) (Lecture/ Discussion) *Han Gong-ju*, Dir. Sujin Lee (112 min, 2014)

“South Korea’s Gender Wars” (Alzajeera.com)

** PPT presentation

Week 12: Growing Up in a Multicultural Family

* Viewing Reports on *Punch*, Dir. Lee Han (110 min, 2011), due 11/20 (M)

11/21 (T) (Lecture/ Discussion) *Punch*, Dir. Lee Han (110 min, 2011)

Durham, F., & Carpenter, J. (2015). "The face of multiculturalism in Korea: Media ritual as framing in news coverage of Jasmine Lee." *Journalism*, 16(8), 975-992.

** PPT presentation

11/ 23 (TH) Thanksgiving Break

Week 13: Growing up in Korea as American

11/28 (T) (Lecture/ Discussion) Elizabeth Rice, *Rituals of Separation: A South Korean Memoir of Identity and Belonging*

* Reading Reports on *Rituals of Separation*, due 11/29 (W), 10 pm

11/30 (TH) (Lecture/ Discussion) Elizabeth Rice, *Rituals of Separation: A South Korean Memoir of Identity and Belonging*

** PPT presentation

* Final Paper Drafts Saturday, 12/2, 10 pm

Week 14: Mini-Conference

12/5 (T) Day # 1

12/7 (TH) Day # 2

Week 15:

12/12 (T) Day # 3

Final Papers due Thursday 12/14, 10 pm