

From: [Vo, Charlotte](mailto:Vo.Charlotte)
To: hspark@humnet.ucla.edu
Cc: [Carrier, Stewart](#); [Jared McBride](#); [Zubi, Fatin](#)
Subject: GE Submission: Korean 75 Notice
Date: Monday, January 25, 2021 4:48:00 PM

Dear Professor Park,

Thank you for your submission of Korean 75 to the GE Governance Committee for review. At this time, the GE Governance Committee is unable to grant GE credit to the course. I am writing to provide the committee's feedback. The committee strongly recommends resubmitting the course with the feedback in mind by **Monday, February 8, 2021**.

The committee feels that the content of this course is a great fit for the LCA GE. However, before they can approve for GE credit, they would like to see more specificity in the development of writing skills for this course (e.g. opportunities for formative feedback and/or scaffolded assignments leading up to the essays), as appropriate for a lower-division/GE course. They are also concerned about the distribution/evaluation of participation, both the heavy weighting of attendance and the vague criteria for the evaluation of in-class involvement beyond that. If the participation is explained in more detail in a TA syllabus, please provide one.

Please let me know if you have any questions or concerns.

Best,
Charlotte

Charlotte Vo
Program Representative
Undergraduate Education Initiatives
Division of Undergraduate Education
Pronouns: she/her/hers
cvo@college.ucla.edu

Korean 75: Introduction to Korean Literature and Culture
University of California, Los Angeles

Lecture

Instructor: Hyun Suk Park

The format of Instruction:

Three hours of lectures meeting twice a week and an hour of discussion section

The format of final examination: final essay

Office hours: Monday 1:00pm-3:00pm, by appointment through CCLE

Office: 232B Royce Hall

Email: hspark@humnet.ucla.edu

Course Description

This survey course examines the cultural history of Korea from the premodern through the present time. The course is structured in four sessions, which are organized in chronological order and with thematic focuses. The first session deals with supernatural stories from the Three Kingdoms period on to ask how they were used in the writing of history. The second session explores the social transformations of the late Chosŏn period through readings that are the record of voices challenging the dominant ideas. The last two sessions will cover the modern and contemporary periods, with a focus on the topics of violence and trauma caused by Japanese colonial domination and the compressed economic development and the democratization movement under the military dictatorship in contemporary South Korea.

Learning Outcomes

This course is designed to provide students with an outline of the literary history of Korea on the one hand, and to enhance students' critical thinking and writing about the course's theme on the other. Students are encouraged to present their original creative understanding of the assigned texts while considering historical contexts.

Justification

This course will be able to serve as a general requirement course that would provide primary knowledge and analytical skills in literary and cultural studies. It will also work as a survey course that would prepare students who are interested in Korean Studies major and minor programs. Since the department is offering a series of upper-division courses in Korean literature, a lower-division introductory course will help better prepare students who are required to take the upper division Korean literature courses for their major. The course will cover the whole periods of Korean literary history, from the premodern to the modern, and deal with issues regarding a wide range of texts, genres, and historiography of literary and cultural histories.

GE Credit Acknowledgment

Upon successful completion of this course, students will satisfy two General Education requirements in two foundation areas, namely Literary and Cultural Analysis in the Arts and Humanities Foundation Area and Historical Analysis in the Society and Culture Foundation Area. Students will gain proficiency in Literary and Cultural Analysis through the close examination of representative works of Korean literature included in each week's readings. The course's consistent engagement with the literary and cultural representation of major events of Korean history provide a basis for the Historical Analysis credit. For more information, please view your school or college's GE requirements.

Course Texts

Kang, Han. *Human Acts (Sonyŏn yi onda, 2014)*. Trans. Deborah Smith, London: Portobello Books, 2016.

All other readings will be posted on CCLE. Students are expected to print out, read, and bring the assigned readings to class and discussion sections.

Course Requirements

1. Participation (20%):

1) Participation (15%)

Students are expected to read all required readings and be prepared to speak and listen in the class and discussion sections. Students are particularly expected to participate actively in discussion sections, by raising critical questions on the approaches the text takes to the main issue, providing alternative perspectives on the issues the text explores, or responding to other students' comments.

2) Group presentation in a discussion section (5%)

Students are expected to form a group of three or four and give a fifteen-minute presentation dealing with one of the assigned materials in a discussion section. Successful presentations will provide a critical reading of the material by identifying the main issues, raising productive questions, and presenting convincing arguments.

2. Weekly posting on CCLE (4% x 9 weeks = 36%):

300 words; two paragraphs; due by 10pm on Sunday.

Students are required to post their response papers dealing with the readings for the coming week on CCLE. Students are free to write about what they liked or disliked in the text, what they think the main point of the text is, and whether they agree or disagree with the approaches of the text. Each paragraph should have one clear point or question,

and all the sentences within the paragraph should support the main point. Primary information on the writer or the text, such as a plot summary, should not be included. Instead, the response papers should be venues for the expression of original ideas and creative readings. Students also should demonstrate that they have read ALL of the required readings for the week. When citing a passage from a text, indicate the page number in parentheses at the end of the sentence. Each posting on time will be given 4 points, whereas a late or incomplete posting—within 5 days after the due date, or a posting that provides primary information only—will be given 2 points. A missed posting will receive 0 points.

3. Film review on CCLE (2% x 7 weeks = 14%):

200 words; one paragraph; due by 10pm on Thursday.

Same instructions as for the weekly postings.

4. Two Critical Essays (10% per each essay and 5% per each outline = 30%):

5 pages; due by Friday of week 6 and week 11; submission on CCLE.

Intro paragraph and rough outline (1 page total), due by Friday of week 4 and week 9.

Students will write two essays, each dealing with a single text of their choice among the assigned readings. A successful essay will raise a critical question about the text and present an original argument that has a coherent structure. Writing a good essay will grow out of reading the text closely, identifying the main issues that the text explores, and thinking about how the text expresses those ideas. Students are encouraged to develop one of the ideas about which they had written in the weekly postings. Students are required to submit a one-paragraph introduction and an outline (1 page total) two weeks prior to each deadline, and get feedback from the instructor and TAs.

Grading Scale:

97-100	A+	87-89.9	B+	77-79.9	C+		
93-97	A	83-86.9	B	73-76.9	C		
90-92.9	A-	80-82.9	B-	70-72.9	C-	60-69.9	D

Policies

Late Submissions

Students who submit an essay late, up until two days after the due date, will have their grade dropped on that essay (e.g., A→A-).

Communication

The instructors will regularly send emails to the entire class. Students are responsible for checking their email daily. The course website is a 24/7 resource for the class.

Electronic Devices

All electronic devices (laptops, tablet pcs, mobile phones) should be turned off during lectures and discussion sections. Students who have a strong preference for using an electronic device in class for any reason, which may not be limited to a disability, should consult with the instructor in person in an office-hour meeting during the first week.

Office Hours

Students are encouraged to take advantage of the office hours of the instructor as well as of the TAs. Sign up for office hours through CCLE: available time slots will open two days ahead. Students may discuss any concerns and issues in class, get additional tutoring on the assigned readings, or get feedback about an outline for an essay.

Lecture Slides

A limited number of informational slides will be regularly posted on CCLE. Students are not allowed to circulate those slides outside of the class. Slides that present the main questions for lectures as well as the instructor's own ideas will not be posted online.

Recording

Students' recording of the class or photo taking by any means, including cellphone, voice recorder, or video camera, is prohibited.

Academic Integrity

All citations in the paper should be identified with quotation marks and footnotes in a proper manner. Please check *The Chicago Manual of Style*, which is available online through the library, when you are not sure about the manner of proper citation. The instructors welcome any questions about citation style.

Plagiarism in any form is a violation of the UCLA Student Conduct Code:

“Plagiarism includes, but is not limited to, the use of another person's work (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the student's original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the student's own previous work as if it

were the student's original or new work." (UCLA Student Conduct Code, Section 102.01c: Academic Dishonesty–Plagiarism.)

Any violation of academic integrity policies is not acceptable, and will not be tolerated. This includes cases of plagiarism. All cases will be reported to the Dean of Students; per Senate Regulation A-306 (<https://senate.ucla.edu/regulations/chapter1#bootstrap-fieldgroupaccordion-item--section-4-grades-3>), if I suspect a student of academic dishonesty, I am required to report the suspected incident to the Office of Student Conduct.

If a student is found to have committed a violation, they may face disciplinary action and/or dismissal. In addition, a student who is found in violation of any type of academic integrity policy, including copying from any source or failing to cite in a proper way, will be given an F grade for the whole course.

Students are encouraged to familiarize themselves with the Student Code of Conduct (<https://www.deanofstudents.ucla.edu/studentconductcode>). Any questions should be directed to the Dean of Students (<https://www.deanofstudents.ucla.edu/Contact-Us>).

Medical Notes

Students are allowed one medical absence without a medical note per quarter. If a student cannot attend class for any medical reason, they should email their TA prior to class. If a student has to miss more than one class for a medical reason, they are required to submit medical notes to the instructor in order to get the absences excused after the illness is over. Students do not need to seek a medical appointment for a note while ill.

The Ashe Center recently implemented an online system that allows students to self-generate their own nonverified medical notes. Students can now obtain three different types of medical notes:

1. Self-Generated (not verified) Statement of Illness or Injury
2. Verified Illness or Injury
3. Student was in an appointment during class time

All three types of medical notes will be accepted, although the self-generated statement of illness or injury will only be accepted a maximum of three times per quarter.

Disabilities

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255.

In order to ensure accommodations, students need to contact the CAE within the first two weeks of the term.

Other Matters

- No food (unless there is a medical reason) is allowed in class except for drinks.
- Other activities unrelated to the class, such as studying for other classes, are not allowed.
- Students should be respectful of one another in the classroom discussions.

Course Schedule

Session 1: Ghost and Dream

Week 1| Three Kingdoms Period: Supernatural Stories

Course Introduction

“The Two Buddhas of Naksan and Chosin, the Lovesick Monk,” in *Samguk Yusa: Legends and History of the Three Kingdoms of Ancient Korea*, trans. Ha Tae-Hung and Grafton K. Mintz (Silk Pagoda, 2006), 220-224; “Kim Hyon and the Tigress,” in *Samguk Yusa*, 320-326.

Week 2| The Chosŏn Period: The Story of a Female Ghost

Anonymous, *Unyong-Jon: A Love Affair at the Royal Palace of Chosŏn Korea*, trans. Michael J. Pettid (Berkeley: University of California Press, 2009).

Anonymous, *Unyong-Jon*.

Film, *Whispering Corridors* 여고괴담 (Dir. Pak Ki-hyŏng, 1998).

Session 2: Social Transformation and New Voices

Week 3| The Chosŏn Period: The Foreign Invasions

Cho Wi-han, “The Story of Ch’oe Ch’ŏk,” in *Anthology of Korean Literature*, trans. Hyun Suk Park, comp. and ed. Peter H. Lee (University of Hawaii Press, 2017), 346-79.

Film, *War of the Arrows* 최종병기 활 (Dir. Kim Han-min, 2011).

Week 4| The Chosŏn Period: The Autobiographical Writings of a Crown Princess

Hyegyŏng-gung Hong, “The Memoir of 1805,” in *The Memoirs of Lady Hyegyŏng: The Autobiographical Writings of a Crown Princess of Eighteenth-Century Korea*, trans. JaHyun Kim Haboush (Berkeley: University of California Press, 1996).

Hyegyŏng-gung Hong, “The Memoir of 1805.”

Film, *The Throne* 사도 (Dir. Lee Chun-ik, 2014)

Supplementary reading: JaHyun Kim Haboush, “The Memoir of 1795” in *The Memoirs*.

Week 5| The Chosŏn Period: The Emergence of Popular Culture

Anonymous, “The Song of a Faithful Wife, Ch’un-hyang,” in *Virtuous Women*, trans. Richard Rutt and Kim Chong-un (Seoul: The Royal Asiatic Society Korean Branch, 1974), 237-333.

Anonymous, “The Song of a Faithful Wife, Ch’un-hyang.”

Film, *Chunhyang* 춘향 (Dir. Im Kwŏn-t’aek, 1999).

Session 3: Colonialism, Modernization, and Trauma

Week 6| The Colonial Period: The Discourse of Enlightenment and Civilization

Excerpts from *Sources of Korean Tradition*. vol. 2. ed. Yŏngho Ch’oe, Peter H. Lee, and Wm. Theodore de Bary (Columbia University, 2000).

Supplementary reading: Andre Schmid, *Korea Between Empires, 1895-1919* (New York: Columbia University Press, 2002), chapter 2, 3.

Bruce Cumings, *Korea’s Place in the Sun* (New York: W.W. Norton, 2005), Chapter 3.

Film, *Assassination* 암살 (Dir. Dong-hoon Choi, 2015).

Week 7| The Colonial Period: “Comfort Women”

Yang Hyunah, “Revisiting the Issue of Korean “Military Comfort Women”: The Question of Truth and Positionality,” *Positions* 5.1 (1997): 51-71; Yang Hyunah, “Finding the “Map of Memory”: Testimony of the Japanese Military Sexual Slavery Survivors,” *Positions* 16.1 (2008): 79-107.

Film, *The Murmuring* 낮은 목소리로 (Dir. Pyŏn Yŏngju, 1995).

Session 4: The Shadow of Economic Development

Week 8| Contemporary South Korea: Before and After Liberation

Bruce Cumings, *Korea’s Place in the Sun*, Chapter 4.

Yi T’ae-jun, “Before and After Liberation” (*Haebang chŏnhu*, 1946), in *On the Eve of the Uprising*, trans. Sunyoung Park (Ithaca, N.Y.: Cornell University Press, 2010), 235-73.

Week 9| Contemporary South Korea: Economic Development under the Military Dictatorship

Cho Se-hŭi, "A Little Ball Launched by a Dwarf" (*Nanjangi ka ssoaollin chagŭn kong*, 1978), in *The Dwarf*, trans. Bruce Fulton and Ju-Chan Fulton (University of Hawaii Press, 2006), 47-91.

Video screening in class, "The Dynamic Development of Korean Democracy."

Film, *A Single Spark* 아름다운 청년 전태일 (Dir. Pak Kwang-su, 1995)

Supplementary reading: Bruce Cumings, *Korea's Place in the Sun*, Chapter 7.

Week 10| Contemporary South Korea: Social Movements for Democratization

Han Kang, *Human Acts* (*Sonyŏn yi onda*, 2014), trans. Deborah Smith (London: Portobello Books, 2016).

Han Kang, *Human Acts*.

Supplementary Reading: Lee Jae-eui, *Kwangju Diary* (1985), trans. Kap Su Seol and Nick Mamatas (Los Angeles: University of California Press, 1999).

*The syllabus is subject to change during the quarter, if necessary.

General Education Foundations of Arts and Humanities (AH) Course Information Sheet

Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.

Department, Course Number, and Title _____

The aim of the GE AH course offerings is:

To provide students with the perspectives and intellectual skills necessary to comprehend and think critically about our situation in the world as human beings. In particular, these courses provide students with the basic means to appreciate and evaluate the ongoing efforts of humans to explain, translate, and transform our diverse experiences of the world through such media as language, literature, philosophical systems, images, sounds, and performances. These courses will introduce students to the historical development and fundamental intellectual and ethical issues associated with the arts and humanities and may also investigate the complex relations between artistic and humanistic expression and other facets of society and culture.

General Education AH Student Goals: Courses fulfilling the GE AH will provide a minimum of five units and should align with *each* of the following four general goals:

1. Students will gain knowledge in the Arts and Humanities.
2. Students will engage in complex analysis and reasoning.
3. Students will demonstrate media and information literacy.
4. Students will communicate effectively.

General Education AH Student Learning Outcomes: Each course should have student learning outcomes listed in the syllabus. These outcomes may be tied to a specific discipline but should be associated with the four broad categories listed above (please see **Appendix I: Arts and Humanities Learning Outcomes** for a sample list of possible learning outcomes supporting each goal).

General Guidelines for GE AH Courses:

- **Introductory Courses:** An “introductory” class offered for GE by a department or an IDP should introduce students to the discipline’s methodologies or “ways of knowing.”
- **Upper Division Courses:** Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.
- **Writing Assignments:** GE courses within the Arts & Humanities foundations should contain a significant writing component.
- **Unit guidelines:** GE courses within Arts and Humanities are all at least 5-units.

Please indicate the area/s which you believe this course should satisfy. Please note, while you can request review for multiple subcategories across Foundation Areas, GEs are not typically approved for more than 2 subcategories.

- Literary Cultural Analysis
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice.

Briefly describe the rationale for assignment to AH foundation area and subgroup(s) chosen.

Indicate when the department anticipates offering this course in 2019-21 and give anticipated enrollment:

2020-21 <input type="checkbox"/> Fall: Enrollment _____ <input type="checkbox"/> Winter: Enrollment _____ <input type="checkbox"/> Spring: Enrollment _____ <input type="checkbox"/> Summer: Enrollment _____	2021-22 <input type="checkbox"/> Fall: Enrollment _____ <input type="checkbox"/> Winter: Enrollment _____ <input type="checkbox"/> Spring: Enrollment _____ <input type="checkbox"/> Summer: Enrollment _____
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Please provide information on estimated weekly hours for the class.

A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
Lecture	
Discussion Section	
Labs	
Experiential (Community-engagement, internships, other)	
Field Trips	
A) TOTAL student contact per week	

B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
General Review and Preparation	
Reading	
Group Projects	
Preparation for Quizzes & Exams	
Information Literacy Exercises	
Written Assignments	
Research Activity	
B) TOTAL Out-of-class time per week	

GRAND TOTAL (A) + (B) must equal 15 hours/week: _____ (hours)

Please note that if you're teaching a summer course, the aggregated hours should equal 150. For instance, if you're teaching a 5 week course, your total out-of class and in-class time per week should equal 30 hours.

Please present a concise explanation for the following:

How does your course address each of the four learning goals?

Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment.

What class activities (e.g. homework, papers, blog posts, projects, etc.) will involve writing? How will the writing be evaluated?

If the course is an upper division course (100-199), please discuss how the course will be accessible to all UCLA students, including first-years?

APPENDIX I

Student Learning Goals with Nested Learning Outcomes for
All General Education (GE) Foundations in Arts and Humanities (AH) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE AH” courses:

- 1. Students will gain knowledge in the Arts and Humanities.**
 - a. Students will recognize the varying historical, social, political, and economic conditions that shape human action.
 - b. Students will identify how individuals relate to or diverge from particular social norms through the creation of artistic and expressive forms.
 - c. Students will examine “texts” in any language or structure, and/or art forms in one or more media.
 - d. Students will account for how different worldviews and challenges are expressed in the arts and humanities as a product of interaction among diverse groups.

 - 2. Students will engage in complex analysis and reasoning.**
 - a. Students will analyze works in the context of an aesthetic movement, critical theory, philosophy, rhetoric, or languages/linguistics.
 - b. Students will articulate perspectives and priorities found in expressive forms.
 - c. Students will describe how insight can inform constructive change and ethical action.
 - d. Students will develop and evaluate an argument informed by evidence.

 - 3. Students will demonstrate media and information literacy.**
 - a. Students will locate appropriate resources to support an argument.
 - b. Students will evaluate resources for their reliability and significance.
 - c. Students will use resources effectively and ethically.

 - 4. Students will communicate effectively.**
 - a. Students will make arguments and express perspectives through a wide range of media or performance (i.e. written, digital, storytelling, visual arts).
 - b. Students will learn how to collaborate with others to express perspectives in diverse media.
 - c. Students will tailor communication to their perspective audiences.
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General Education Foundations of Society and Culture (SC) Course Information Sheet

Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.

Department, Course Number, and Title _____

The aim of the GE SC course offerings is:

The aim of courses in this area is to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. These courses focus on a particular historical question, societal problem, or topic of political and economic concern in an effort to demonstrate to students how issues are objectified for study, how data is collected and analyzed, and how new understandings of social phenomena are achieved and evaluated.

General Education SC Student Learning Goals: Courses fulfilling SC will provide a minimum of five units and should align with *each* of the following four learning goals (see Appendix):

1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.
2. Students will learn how to analyze sources and data.
3. Students will engage in critical interpretation and reasoning.
4. Students will communicate effectively.

General Education SC Student Learning Outcomes: Each course should have student learning outcomes listed in the syllabus. These learning outcomes may be tied to a specific discipline but should be associated with each of the *four* broad learning goals listed above (please see **Appendix I: Society & Culture Learning Outcomes** for a sample list of possible learning outcomes supporting each goal).

General Guidelines for GE SC Courses:

- **Introductory Courses:** An “introductory” class offered for GE by a department or an IDP should introduce students to the discipline’s methodologies or “ways of knowing.”
- **Upper Division Courses:** Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.
- **Writing Assignments:** GE courses within the Society & Culture foundations should contain a significant writing component.
- **Unit guidelines:** GE courses within Society & Culture are all at least 5-units.

Please indicate the area/s which you believe this course should satisfy. Please note, while you can request review for multiple subcategories across Foundation Areas, GEs are not typically approved for more than 2 subcategories.

- Historical Analysis
- Social Analysis

Briefly describe the rationale for assignment to SC foundation area and subgroup(s) chosen.

Indicate when the department anticipates offering this course in 2020-22 and give anticipated enrollment:

2020-21	<input type="checkbox"/>	Fall: Enrollment _____	2021-22	<input type="checkbox"/>	Fall: Enrollment _____
	<input type="checkbox"/>	Winter: Enrollment _____		<input type="checkbox"/>	Winter: Enrollment _____
	<input type="checkbox"/>	Spring: Enrollment _____		<input type="checkbox"/>	Spring: Enrollment _____
	<input type="checkbox"/>	Summer: Enrollment _____		<input type="checkbox"/>	Summer: Enrollment _____

Please provide information on estimated weekly hours for the class.

A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
Lecture	
Discussion Section	
Labs	
Experiential (Community-engagement, internships, other)	
Field Trips	
A) TOTAL student contact per week	

B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
General Review and Preparation	
Reading	
Group Projects	
Preparation for Quizzes & Exams	
Information Literacy Exercises	
Written Assignments	
Research Activity	
B) TOTAL Out-of-class time per week	

GRAND TOTAL (A) + (B) must equal 15 hours/week: _____ (hours)

Please note that if you're teaching a summer course, the aggregated hours should equal 150. For instance, if you're teaching a 5 week course, your total out-of class and in-class time per week should equal 30 hours.

Please present a concise explanation for the following:

How does your course address each of the four learning goals?

Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment that speak to these learning goals.

What class activities (e.g. homework, papers, blog posts, projects, etc.) will involve writing? How will the writing be evaluated?

If the course is an upper division course (100-199), please discuss how the course will be accessible to all UCLA students, including first-years?

APPENDIX I

Student Learning Goals with Nested Learning Outcomes for
all General Education (GE) Foundations in Society and Culture (SC) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE SC” courses:

- 1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.**
 - a. Students will be able to identify how culture develops and changes over time and explore the multi-dimensionality of culture.
 - b. Students will understand how diverse societies are structured and organized and recognize internal and external differences both within and across societies.
 - c. Students will analyze historical development and change with an emphasis on understanding the causes and consequences of these changes.
 - d. Students will consider how different disciplines examine society and culture, including their principal theoretical and methodological approaches.

 - 2. Students will learn how to analyze sources and data.**
 - a. Students will learn to identify and use different types of primary and secondary sources.
 - b. Students will engage actively in the social-scientific processes of inquiry, analysis, and problem-solving, as well as quantitative and qualitative research and data collection.
 - c. Students will evaluate sources and data for their positionality, significance, reliability, and validity.

 - 3. Students will engage in critical interpretation and reasoning.**
 - a. Students will evaluate and develop arguments informed by evidence.
 - b. Students will gain critical reading skills, including media literacy.
 - c. Students will reflect on how history and the social sciences have been used, and can be used, to inform positive or negative social change.

 - 4. Students will communicate effectively.**
 - a. Students will develop the ability to summarize, synthesize, and analyze scholarly literature.
 - b. Students will practice writing clearly in appropriate/relevant disciplinary styles and marshal evidence in support of an argument.
 - c. Students will learn how to communicate with non-expert audiences.
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DEPARTMENT OF ASIAN LANGUAGES & CULTURES
 290 ROYCE HALL
 Box 951540
 LOS ANGELES, CA 90095-1540

November 16, 2020

Michael Hackett, Chair
 General Education Governance Committee
 Attn: Jared McBride, Academic Administrator
 A265 Murphy Hall
 Mail Code: 157101

Korean 75, "Introduction to Korean Literature and Culture"

Dear Professor Hackett,

The Department of Asian Languages and Cultures (ALC) has been informed that a new course, Korean 75, Introduction to Korean Literature and Culture, has been approved. I am writing in the hope that Korean 75 will be found suitable for designation as a General Education course, under the areas of Foundations of the Arts and Humanities: Literary Cultural Analysis and Foundations of Society and Culture: Historical Analysis. The course will be taught for the first time in spring 2021. We intend to offer the course annually, and it fits in well with other course offering in the department, including Korean 80, Introduction to Korean Cinema, Chinese 70, Classics of Chinese Literature, and Japanese 70, Images of Japan: Literature and Film.

Introduction to Korean Literature and Culture will offer a broad overview of Korean literary and cultural history from the ancient into the present, focusing on the intersections between major events of Korean history and their literary and cultural representations. While the course is organized in chronological order, it will also have thematic focuses that will enhance students' critical thinking. Those focuses, which include the concepts of the human and nonhuman, intercultural encounters, the emergence of early modern popular culture, colonization and decolonization, and the social movement for democratization, are not just relevant to Korea, but resonate with the major issues in the humanities and social sciences. We expect that Korean 75 will interest a wide variety of UCLA undergraduate students, including but not limited to our own majors and minors.

In addition, Korean 75 will provide students with the opportunity to interpret historical events such as the formation of the ancient centralized Korean states, the early modern transformation of social structure, modern Japanese colonialism, and the military dictatorship and the democratization movement in contemporary Korea, while reading diverse historical, cultural, and literary texts. Students will be expected to identify and analyze the different strategies and effects of the cultural representation of historical events utilizing diverse methodologies. Students also will be instructed

and have ample practice in communicating their ideas through weekly postings, discussion sections, group projects, and term papers.

While dealing with a non-Western and nonmodern culture, Korean 75 will enhance students' literacy in historical and cultural diversities. Korean 75 will also encourage students to engage with gender and LGBTQ issues in historical contexts, which will strengthen the equality of gender and sexuality in the undergraduate education in the humanities at UCLA.

We are confident that Korean 75 will make a significant contribution to expanding and diversifying undergraduate education at UCLA, and hope you will agree that this is an ideal general education course. Thank you very much for your consideration.

Sincerely,

Hyun Suk Park

Hyun Suk Park

**Korean 75: Introduction to Korean Literature and Culture
University of California, Los Angeles**

Lecture

Instructor: Hyun Suk Park

The format of Instruction:

Three hours of lectures meeting twice a week and an hour of discussion section

The format of final examination: final essay

Office hours: Monday 1:00pm-3:00pm, by appointment through CCLE

Office: 232B Royce Hall

Email: hspark@humnet.ucla.edu

Course Description

This survey course examines the cultural history of Korea from the premodern through the present time. The course is structured in four sessions, which are organized in chronological order and with thematic focuses. The first session deals with supernatural stories from the Three Kingdoms period on to ask how they were used in the writing of history. The second session explores the social transformations of the late Chosŏn period through readings that are the record of voices challenging the dominant ideas. The last two sessions will cover the modern and contemporary periods, with a focus on the topics of violence and trauma caused by Japanese colonial domination and the compressed economic development and the democratization movement under the military dictatorship in contemporary South Korea.

Learning Outcomes

This course is designed to provide students with an outline of the literary history of Korea on the one hand, and to enhance students' critical thinking and writing about the course's theme on the other. Students are encouraged to present their original creative understanding of the assigned texts while considering historical contexts.

Justification

This course will be able to serve as a general requirement course that would provide primary knowledge and analytical skills in literary and cultural studies. It will also work as a survey course that would prepare students who are interested in Korean Studies major and minor programs. Since the department is offering a series of upper-division courses in Korean literature, a lower-division introductory course will help better prepare students who are required to take the upper division Korean literature courses for their major. The course will cover the whole periods of Korean literary history, from the premodern to the modern, and deal with issues regarding a wide range of texts, genres, and historiography of literary and cultural histories.

GE Credit Acknowledgment

Upon successful completion of this course, students will satisfy two General Education requirements in two foundation areas, namely Literary and Cultural Analysis in the Arts and Humanities Foundation Area and Historical Analysis in the Society and Culture Foundation Area. Students will gain proficiency in Literary and Cultural Analysis through the close examination of representative works of Korean literature included in each week's readings. The course's consistent engagement with the literary and cultural representation of major events of Korean history provide a basis for the Historical Analysis credit. For more information, please view your school or college's GE requirements.

Course Texts

Kang, Han. *Human Acts (Sonyŏn yi onda, 2014)*. Trans. Deborah Smith, London: Portobello Books, 2016.

All other readings will be posted on CCLE. Students are expected to print out, read, and bring the assigned readings to class and discussion sections.

Course Requirements

1. Attendance and class participation (28%: attendance 25% + participation 3%)

Attendance is an essential part of the class. TAs will take attendance. After 2 unexcused absences from class or discussion sections, 0.5 points per absence will be subtracted from your total points. In addition, 3 tardies of more than 10 minutes will be counted as an unexcused absence. Students who are absent because of serious matters, such as medical emergencies, must email their TA BEFORE the class (see the "medical notes" section below). Students must read all required readings and be prepared to speak and listen in the class. Class participation will be noted and graded.

2. Weekly posting on CCLE (2 x 9 = 18%):

300 words; two paragraphs; due by 10pm on Sunday.

Students are required to post their response papers dealing with the readings for the following week on CCLE. Students are free to write about what they liked or disliked in the text, what they think the main point of the text is, and if they agree or disagree with the approaches of the text. Each paragraph should have one clear point or question, and all the sentences within the paragraph should be supportive of the main point. Primary information on the writer or the text, such as a plot summary, should not be included. Instead, the response papers should be venues for the expression of original and creative ideas and readings. Students also should demonstrate that they have read ALL of the required readings for the week. When citing a passage from a text, indicate the page number in parentheses at the end of the sentence. Each posting on time will be

given 2 points, whereas a late or incomplete posting—within 5 days after the due date, or a posting that provides primary information only—will be given 1 point. A missed posting receives 0 points.

3. Film review on CCLE (2 x 7 = 14%):

200 words; one paragraph; due by 10pm on Thursday.

Same instructions as for the weekly postings.

4. Two critical essays (20 x 2 = 40%):

7 pages; due by 10pm on February 8 and March 20; submission on CCLE.

Students will write two essays dealing with a single text of their choice among the assigned readings. Successful essays will raise a critical question about the text and present an original argument that has a coherent structure. Writing a good essay will grow out of reading the text closely, identifying the main issues that the text explores, and thinking about how the text expresses those ideas. Students are encouraged to consult with one of the instructors through the office-hour meetings or by email, prior to the submission of each essay. Essays will be graded primarily by TAs and double-checked by the instructor, according to the rubric provided by the instructor. The rubric will be posted on CCLE.

Grading Scale: A: 20, A-: 18, B+: 16, B: 14, B-: 12, C+: 10, C: 8

Grading Scale:

97-100	A+	87-89.9	B+	77-79.9	C+		
93-97	A	83-86.9	B	73-76.9	C		
90-92.9	A-	80-82.9	B-	70-72.9	C-	60-69.9	D

Policies

Late Submission

Students who submit an essay late, up until two days after the due date, will have their grade dropped on that essay (e.g., A→A-).

Communication

The instructors will regularly send emails to the entire class. Students are responsible for checking their email daily. The course website is a 24/7 resource for the class.

Electronic Devices

All electronic devices (laptops, tablet pcs, mobile phones) should be turned off during lecture and discussion section. Students who have a strong preference for using an electronic device in class for any reason, which may not be limited to a disability, should consult with the instructor in person in an office-hour meeting during the first week.

Office Hours

Students are encouraged to take advantage of the office hours of the instructor as well as of the TAs. Sign up for office hours through CCLE: available time slots will open two days before the office hours. Students may discuss any concerns and issues in class, get additional tutoring on the assigned readings, or ask about an outline for an essay.

Lecture Slides

Limited numbers of informational slides will be regularly posted on CCLE. Students are not allowed to circulate those slides outside of the class. Other slides that contain the main questions for lectures as well as the instructor's own ideas will not be posted online.

Recording

Students' recording of the class or photo taking by any means, including cellphone, voice recorder, or video camera is prohibited.

Academic Integrity

All citations in the paper should be identified with quotation marks and footnotes in a proper manner. Please check *The Chicago Manual of Style*, which is available online through the library, when you are not sure about the manner of proper citation. The instructors welcome any questions about citation style.

Plagiarism in any form is a violation of the UCLA Student Conduct Code:

Plagiarism includes, but is not limited to, the use of another person's work (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the student's original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the student's own previous work as if it were the student's original or new work. (UCLA Student Conduct Code, Section 102.01c: Academic Dishonesty–Plagiarism.)

Any violation of academic integrity policies is not acceptable, and will not be tolerated. This includes cases of plagiarism. All cases will be reported to the Dean of Students, and if found in violation, can result in disciplinary action, and/or dismissal.

Students who are found in violation of any type of academic integrity policy, including copying from any source or failing to cite in a proper way, will be given an F grade for the whole course, and will be subject to further disciplinary action according to university rules. Per Senate Regulation A-306 (<https://senate.ucla.edu/regulations/chapter1#bootstrap-fieldgroupaccordion-item--section-4-grades-3>), if I suspect a student of academic dishonesty, I am required to report the suspected incident to the Office of Student Conduct (<https://www.deanofstudents.ucla.edu/Contact-Us>). Students are encouraged to check the university policy for the Student Code of Conduct (<https://www.deanofstudents.ucla.edu/studentconductcode>).

Medical Notes

Students are allowed one medical absence without a medical note per quarter. If a student cannot attend class for any medical reason, s/he should email their TA prior to class. If a student has to miss more than one class for a medical reason, s/he is required to submit medical notes to the instructor in order to get the absences excused after the illness is over. Students do not need to seek a medical appointment for a note while ill.

The Ashe Center recently implemented an online system that allows students to self-generate their own nonverified medical notes. Students can now obtain three different types of medical notes:

1. Self-Generated (not verified) Statement of Illness or Injury
2. Verified Illness or Injury
3. Student was in an appointment during class time

All of three types of medical notes will be accepted, although the self-generated statement of illness or injury will only be accepted up to three times per quarter.

Disabilities

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. In order to ensure accommodations, students need to contact the CAE within the first two weeks of the term.

Others

- No food (unless there is a medical reason) is allowed in class except for drinks.
- Other activities unrelated to the class, such as studying for other classes, are not allowed.
- Students should be respectful of one another in the classroom discussions.

Course Schedule

Session 1: Ghost and Dream

Week 1| Three Kingdoms Period: Supernatural Stories

Course Introduction

“The Two Buddhas of Naksan and Chosin, the Lovesick Monk,” in *Samguk Yusa: Legends and History of the Three Kingdoms of Ancient Korea*, trans. Ha Tae-Hung and Grafton K. Mintz (Silk Pagoda, 2006), 220-224; “Kim Hyon and the Tigress,” in *Samguk Yusa*, 320-326.

Week 2| The Chosŏn Period: The Story of a Female Ghost

Anonymous, *Unyong-Jon: A Love Affair at the Royal Palace of Chosŏn Korea*, trans. Michael J. Pettid (Berkeley: University of California Press, 2009).

Anonymous, *Unyong-Jon*.

Film, *Whispering Corridors* 여고괴담 (Dir. Pak Ki-hyŏng, 1998).

Session 2: Social Transformation and New Voices

Week 3| The Chosŏn Period: The Foreign Invasions

Cho Wi-han, “The Story of Ch’oe Ch’ŏk,” in *Anthology of Korean Literature*, trans. Hyun Suk Park, comp. and ed. Peter H. Lee (University of Hawaii Press, 2017), 346-79.

Film, *War of the Arrows* 최종병기 활 (Dir. Kim Han-min, 2011).

Week 4| The Chosŏn Period: The Autobiographical Writings of a Crown Princess

Hyegyŏng-gung Hong, “The Memoir of 1805,” in *The Memoirs of Lady Hyegyŏng: The Autobiographical Writings of a Crown Princess of Eighteenth-Century Korea*, trans. JaHyun Kim Haboush (Berkeley: University of California Press, 1996).

Hyegyŏng-gung Hong, “The Memoir of 1805.”

Film, *The Throne* 사도 (Dir. Lee Chun-ik, 2014)

Supplementary reading: JaHyun Kim Haboush, “The Memoir of 1795” in *The Memoirs*.

Week 5| The Chosŏn Period: The Emergence of Popular Culture

Anonymous, “The Song of a Faithful Wife, Ch’un-hyang,” in *Virtuous Women*, trans. Richard Rutt and Kim Chong-un (Seoul: The Royal Asiatic Society Korean Branch, 1974), 237-333.

Anonymous, "The Song of a Faithful Wife, Ch'un-hyang."

Film, *Chunhyang* 춘향 (Dir. Im Kwön-t'aek, 1999).

Session 3: Colonialism, Modernization, and Trauma

Week 6| The Colonial Period: The Discourse of Enlightenment and Civilization

Excerpts from *Sources of Korean Tradition*. vol. 2. ed. Yŏngho Ch'oe, Peter H. Lee, and Wm. Theodore de Bary (Columbia University, 2000).

Supplementary reading: Andre Schmid, *Korea Between Empires, 1895-1919* (New York: Columbia University Press, 2002), chapter 2, 3.

Bruce Cumings, *Korea's Place in the Sun* (New York: W.W. Norton, 2005), Chapter 3.

Film, *Assassination* 암살 (Dir. Dong-hoon Choi, 2015).

Week 7| The Colonial Period: "Comfort Women"

Yang Hyunah, "Revisiting the Issue of Korean "Military Comfort Women": The Question of Truth and Positionality," *Positions* 5.1 (1997): 51-71; Yang Hyunah, "Finding the "Map of Memory": Testimony of the Japanese Military Sexual Slavery Survivors," *Positions* 16.1 (2008): 79-107.

Film, *The Murmuring* 낮은 목소리로 (Dir. Pyŏn Yŏngju, 1995).

Session 4: The Shadow of Economic Development

Week 8| Contemporary South Korea: Before and After Liberation

Bruce Cumings, *Korea's Place in the Sun*, Chapter 4.

Yi T'ae-jun, "Before and After Liberation" (*Haebang chŏnhu*, 1946), in *On the Eve of the Uprising*, trans. Sunyoung Park (Ithaca, N.Y.: Cornell University Press, 2010), 235-73.

Week 9| Contemporary South Korea: Economic Development under the Military Dictatorship

Cho Se-hŭi, "A Little Ball Launched by a Dwarf" (*Nanjangi ka ssoaollin chagŭn kong*, 1978), in *The Dwarf*, trans. Bruce Fulton and Ju-Chan Fulton (University of Hawaii Press, 2006), 47-91.

Video screening in class, "The Dynamic Development of Korean Democracy."

Film, *A Single Spark* 아름다운 청년 전태일 (Dir. Pak Kwang-su, 1995)

Supplementary reading: Bruce Cumings, *Korea's Place in the Sun*, Chapter 7.

Week 10| Contemporary South Korea: Social Movements for Democratization

Han Kang, *Human Acts* (*Sonyŏn yi onda*, 2014), trans. Deborah Smith (London: Portobello Books, 2016).

Han Kang, *Human Acts*.

Supplementary Reading: Lee Jae-eui, *Kwangju Diary* (1985), trans. Kap Su Seol and Nick Mamatas (Los Angeles: University of California Press, 1999).

*The syllabus is subject to change during the quarter, if necessary.



New Course Proposal

Korean 75

Introduction to Korean Literature and Culture

Course Number Korean 75

Title Introduction to Korean Literature and Culture

Short Title

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement No

Major or Minor Requirement Yes

Requisites None.

Course Description Lecture, three hours; discussion, one hour. Broad overview of cultural history of Korea, from premodern period into present. P/NP or letter grading.

Justification This course will be able to serve as a general requirement course that would provide primary knowledge and analytical skills in literary and cultural studies. It will also work as a survey course that would prepare students who are interested in Korean Studies major and minor programs. Since the department is offering a series of upper-division courses in Korean literature, a lower-division introductory course will help better prepare students who are required to take the upper division Korean literature courses for their major. The course will cover the whole periods of Korean literary history, from the Premodern to the modern, and deal with issues regarding a wide range of texts, genres, and historiography of literary and cultural histories.

Syllabus File [Korean 75 \(002\).docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure

1. Attendance and class participation (28%: attendance 25% participation 3%)
2. Weekly posting on CCLE (2 x 9 = 18%)
3. Film review on CCLE (2 x 7 = 14%)
4. Two critical essays (20 x 2 = 40%)

Effective Date Winter 2020

<u>Instructor</u> Name	Title
Park, Hyun Suk	Assistant Professor

Quarters Taught Fall Winter Spring Summer

Department Asian Languages and Cultures

<u>Contact</u> Name	E-mail
FATIN ZUBI	fzubi@humnet.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (blivesay@registrar.ucla.edu) - 61590

Status: Added to SRS on 10/24/2019 10:11:04 AM

Changes: Description

Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Lin, Jessica (jlin@registrar.ucla.edu) - 58253

Status: Added to SRS on 10/18/2019 3:53:59 PM

Changes: No Changes Made

Comments: No Comments

Role: L&S FEC Coordinator - Ries, Mary Elizabeth (mries@college.ucla.edu) - 61225

Status: Returned for Additional Info on 10/17/2019 8:30:33 AM

Changes: No Changes Made

Comments: no changes

Role: FEC Chair or Designee - Lewis, Jeffrey B (jblewis@polisci.ucla.edu) - 65295

Status: Approved on 10/16/2019 5:28:48 PM

Changes: No Changes Made

Comments: No Comments

Role: L&S FEC Coordinator - Ries, Mary Elizabeth (mries@college.ucla.edu) - 61225

Status: Returned for Additional Info on 10/16/2019 8:32:30 AM

Changes: No Changes Made

Comments: no changes. Routing to Jeff Lewis for College FEC review and approval.

Role: Dean College/School or Designee - Schaberg, David C (dschaberg@college.ucla.edu) - 54856, 50259

Status: Approved on 10/15/2019 10:52:19 PM

Changes: No Changes Made

Comments: No Comments

Role: L&S FEC Coordinator - Ries, Mary Elizabeth (mries@college.ucla.edu) - 61225

Status: Returned for Additional Info on 10/9/2019 2:55:09 PM

Changes: No Changes Made

Comments: no changes. Routing to Dean Schaberg for review and approval.

Role: Department Chair or Designee - Zubi, Fatin (fzubi@humnet.ucla.edu) - 310/825-7982

Status: Approved on 10/9/2019 10:34:39 AM

Changes: No Changes Made

Comments: Approved on behalf of Dept Chair Professor Seiji Lippit, and DUGS Professor Torquil Duthie.

Role: Initiator/Submitter - Zubi, Fatin (fzubi@humnet.ucla.edu) - 310/825-7982

Status: Submitted on 10/9/2019 10:33:01 AM

Comments: Initiated a New Course Proposal

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