

2011 ISS Course Descriptions

IS 202 KOREAN CINEMA

Instructors: Antoine Coppola and Nemo Kim

Schedule: Mon-Thurs. Period 2, 10:50-12:30

plus afternoon/evening cinema workshop (specific schedule to be announced)

This course consists of two parts, taught by two different instructors. The first part is the Historical Overview of Korean Cinema, Film Aesthetics and a Cinema Workshop (taught on Mondays and Wednesdays by Professor Coppola). The second part of the course is Korean Cinema: A Thematic Overview (taught on Tuesdays and Thursdays by Professor Kim.) Each instructor will thus teach 2 days a week and grades for this class will be given by each of the professors: 50% from Prof. Coppola for the History of Korean Cinema and Cinema Workshop component and 50% from Prof. Kim for the Thematic Overview component. Details of each component are given below:

1st component: History of Korean Cinema, Film Aesthetics and Cinema Workshop

HISTORICAL OVERVIEW OF KOREAN CINEMA

- 1- The beginning of Korean Cinema under Japanese colonization
- 2- North Korean Cinema and South Korean cinema in the 1950's and 1960's
- 3- "Sex-Screen and Sport" in South Korea, "quotaquickies"
and melodrama aesthetic under military control until the end of the 1980's
- 4- The first New Wave of the Korean cinema : Park Kwang-su, Jang Sun-woo,
Hwang Kiu-dok, Lee Myong-se, Bae Young-gyun, etc.
- 5- The end of the 1990's and the new market : Blockbusters and genre movies
(from Jiri to Taegukgi)
- 6- The second New Wave and the Hallyu in the 2000's
- 7- The post Hallyu era : Korean movies today between "auteurs" movies
(Kim Ki-duk, Lee Chang-dong, Hong Sang-soo) and an industry in crisis.

CINEMA WORKSHOP

- Introduction to film-making techniques: A short but efficient introduction to cinema techniques and vocabulary (camera work, digital editing, sound recording, lighting, etc.)
- Re-make of a Korean film:
Students will choose two or three sequences of a famous Korean movie and then they will draw the storyboard and remake the sequences (supervised by the professor).



- Screening of the student films: The short student films will be screened at the closing ceremony of the ISS.

2nd component: Korean Cinema: A Thematic Overview

This component will look at some of the important themes of Korean cinema. The topics explored will include the division of the Korean Peninsula, Education, Women and the representations of “the Other” in Korean film. In conjunction with viewing a number of classic as well as contemporary films, Professor Kim will encourage students to examine Korean social issues such as images of women in Korean cinema, homosexuality, and juvenile delinquency through lectures, class discussions and individual presentations.

Part 1

The Division of the Peninsula

- The success of *ISA* and its impact.
- Why division-themed films still attract audiences of all ages in Korea.

Part 2

Education

- The horror of education in *Whispering Corridors*.
- The violence of the education system as seen in *Once Upon a Time in High School*
- The lonely “seagull” father in *The Show Must Go On*

Part 3

Women in Confucian Chains

- From *Madam Freedom* to *The Actresses*, a look at the changing representations of women in Korean cinema.

Part 4

Representing the Other (I)

- The Japanese and the Chinese in Korean films of the colonial period.
- Representations of American soldiers in Korean films after the Korean War.
- North Koreans in Korean cinema: from caricatures to flesh-and-bone characters.

Part 5

Presenting the Other (II)

- Representing various marginalized groups within the Korean society.
- A look at how overseas Koreans are portrayed in Korean films (returning adoptees, mixed Koreans, as well as overseas residents)
- The uncomfortable success of *Take Off*



IS 203 - Korean Music and Performing Arts

Prof. Hee-sun Kim
Ph.D. in ethnomusicology/ Korean music specialist
Kookmin University
and
Prof. Hilary Finchum-Sung
Ph.D. in ethnomusicology
Seoul National University

This course is co-taught by two specialists, Prof. Kim and Prof. Finchum-Song.

Part 1. (taught by Prof. Hee-sun Kim)

A selected survey of classical, popular, and folk music of Korea. The goal is not only to expand our skills as listeners but also to understand Korean culture, religion, society, and history through music. In addition, the role of music in Korea history as ritual, aesthetic experience, mode of communication, artistic expression and means of identity is explored. Thus this class is a flexible exploration of music in terms of its cultural, aesthetic, political and economic dimensions.

Part 2. (taught by Prof. Hilary Finchum-Sung)

This part of the class surveys performing arts traditions of Korea, with a particular focus on *pansori* and various traditions of mask dance. Students will learn about the evolution of the role these traditions have played in Korean society from their origins up through contemporary times. Students will attend a *pansori* concert, if available during the period of the course, and one or more professional guest artists will be invited to perform for the class.

Course Materials and Requirements

Resources for the course include lectures, readings, workshops, concerts, fieldtrip, readings, in-class demonstration and audio- and video tapes. Reading and listening package will be available ISS Office at HUFS. All students are required to attend lectures and fieldtrips, to do the assigned readings and the presentation, to listen all the listening CD (also available MP3 file), to turn in the written performance review, and to take the exams. Throughout the course, students will learn Korean folk and court dances, *gayageum* (a 12-stringed zither of Korea), and folk and popular songs.

Performance Review

A descriptive and critical review of one concert performance. All students must attend (will be planned by the professor) and write a review of one of the Korean music concerts. It is very important to relate your description and observations to topics discussed in class. Your impressions and evaluative comments are also important. Other concerts schedules during the semester will be announced during the class.



IS 207 Korean Wave: Contemporary Korean Popular Culture

Sunny Jung
University of California Santa Barbara

This course introduces major approaches to the study of contemporary Korean culture and Korean identity formation as expressed by the media. The course consists of viewing/reading, analysis, and discussion of the ethnographic data and cultural phenomena of South Korea, as expressed in contemporary music, TV dramas, films, fashion designs, advertisements & the internet industry. No prerequisites. Course conducted in English.

IS 208 The Literatures of North and South Korea: Studies in Comparative Literary Sociology

Bruce Fulton of the University of British Columbia in Canada made the following statement to introduce the panel on “Literature in North Korea and South Korea: Continuity and Transformation” that was part of the program of the Association for Asian Studies annual meeting held in Boston in March 2007: “To date, English-language comparative study of the two Koreas has tended to be situated at the institutional level and to focus on issues of geopolitics, regional security, and development. Comparative studies of the literatures of the two Koreas are virtually nonexistent, and indeed there is little scholarship in English on North Korean literature itself.”

Bearing this statement in mind, the aim of this course is to offer participating students the opportunity to read a selection of contemporary literature from North Korea in English translation in its own right, but also in comparison with a selection of stories from South Korean writers also in English translation. (See the syllabus for this course for details of the writers and the titles of works.)

Controversially, the approach to the selection of North Korean stories and poems will be considered in comparison with a selection of literature from the supposed “axis of evil” states of Iran and Iraq and other supposed “enemy nations” (Syria, Sudan, and Cuba) – see the main reference below.

On this course in comparative literary sociology literature will be considered as a “socially symbolic act.”

References

1. Literary texts



- *Literature from the Axis of Evil: Writings from Iran, Iraq, North Korea, and Other Enemy Nations*, A Words Without Borders Anthology (New York and London: The New Press, 2006). www.wordswithoutborders.org
- *Reading Korea: 12 Contemporary Stories* (Manila: Anvil Publishing Inc., 2008). [Published with the support of the Korea Literature Translation Institute in Seoul. This volume has also been translated into Thai, Vietnamese, Chinese, and Indonesian.]

2. Critical/complementary texts

1) North Korea

- Kwon Young-min, 'Literature and Art in North Korea: Theory and Policy', in Korean National Commission for UNESCO (ed.), *Korean Literature: Its Classical Heritage and Modern Breakthroughs* (Elizabeth, NJ/Seoul: Hollym, 2003), pp. 365-84.
- Yeam-hong Choi, 'North Korea's Literary Theory,' *The Korea Times*, 23 April, 2008.
- Andrei Lankov, 'Literary Scene in North Korea', *The Korea Times*, 10 February 2008.
- Tatiana Gabroussenk, 'North Korea "Rural Fiction" from the later 1990s to the mid-2000s: Permanence and Change', *Korean Studies*, Vol. 33, 2009, pp. 69-100.
- Edward Nawotka, 'Frogs in a Well: Literary Life in North Korea', *Publishing Perspectives*, 9 February 2010.
- Brian Myers, *Han Sorya and North Korean Literature: The Failure of Socialist Realism in the DPRK* (Hawaii: University of Hawaii Press, Cornell East Asia Series, No. 69, 2010).
- Tatiana Gabroussenko, *Soldiers on the Cultural Front: Developments in the Early History of North Korean Literature and Literary Policy* (Hawaii: University of Hawaii Press/Center for Korean Studies, 2010).

2) South Korea

- Kyong-dong Kim (ed.), *Social Change in Korea* (Seoul: The Korea Herald/Jimoondang, Insight into Korea, Vol. 2, 2008).

3) Comparative Literature

- Charles Bernheimer et al., *Comparative Literature in the Age of Multiculturalism* (Baltimore and London: The John Hopkins University Press, 1995)
- David Newman (ed.), *Boundaries, Territory and Postmodernity* (London: Frank Cass, 1999). Unchang Kim (ed.) *Writing Across Boundaries: Literature in the Multicultural World* (Elizabeth, N.J. and Seoul: Hollym, 2002). Proceedings of the Seoul International Forum for Literature 2000 organized by the Daesan Foundation. <http://www.hollym.co.kr>



IS 301 The Korean Economy

Norman Thorpe
Professor, Whitworth University

When the Korean War ended in 1953, South Korea's economy was destroyed, and the country depended on foreign assistance to survive. Today, less than six decades later, Korea has become the world's 13th largest economy. It is a vibrant hub of commerce, innovation, and technology, a leader in many fields, and a model for other countries' economic development.

This course will explore some of the factors that have contributed to Korea's amazing economic growth. Students will also study some key industries that fuel the economy, and learn about the strategies some Korean companies have used to become global leaders.

The course will include visits to Korean industrial and business sites so students can see how business is done in Korea, and can learn about some differences in business practices between Korea and other countries. Students also will work in teams to research a particular industry and a particular company or regional target market.

IS 307 Consumer Behavior in Asia: Unique Issues and Marketing Practices

Professor Tom Dewitt, Ph.D.
University of Hawaii at Hilo

Asia accounts for over 60% of the world population, with China and India together representing two thirds of Asia's population. International companies can ill afford to ignore a market of such size and importance.

However, despite the importance of Asia as a market, Western interpretations and portrayals of consumer behavior tend to dominate global marketing strategy. This course investigates the ethnic and cultural differences that affect Asian consumers' decision making processes and post purchase behavior.

The course outlines the differences between Asian and Western cultures along cultural dimensions such as philosophy, tradition, and religion, investigating the effect such differences have on communication styles, perceptions of products offered, decision making, and brand loyalty. In addition, these differences are noted and investigated in their application to the development of marketing strategy.



Course Objectives

- Develop an understanding and appreciation for the ethnic and cultural differences that exist across Asia.
- Recognize how ethnic and cultural differences help to shape consumer perception, attitudes, and behavior.
- Understand the role of self-image, family, and group influence on individual consumer behavior in Asia.
- Practice the market research techniques necessary to understand how ethnic and cultural differences help to shape consumer perception, attitudes, and behavior.
- Develop the skills necessary to integrate your understanding differences in consumer behavior into the formulation of marketing strategy.
- Enhance project development and communications skills.

IS 308 Current Topics in Marketing: Integrating Sustainability and Social Media in Marketing Strategy

Professor Tom Dewitt, Ph.D.
University of Hawaii at Hilo

This course addresses two of the hottest trends in marketing: Sustainability and Social Media. Sustainability interfaces with economics by addressing the environmental and social consequences of economics and manifests itself in the form of corporate social responsibility in the business world. In doing so, organizations resolve to minimize their impact on the environment and initiatives designed to benefit society at large. Increasingly, sustainability is not only evident in how well a business integrates its operating strategy with the needs of the environment or community, but also through how it leverages these practices in their marketing efforts. Case in point is the Pepsi Refresh Project, which awards millions of dollars to community projects created and voted upon by its customers. Both consumers and prospective employees shop with their values and their emotions in hand, which helps to explain the growing popularity of sustainability in marketing.

In the meantime, social media or the use of web based technologies to turn communication into an interactive dialogue, has changed the way in which organizations approach their relationship with their customers. Due to new media and customer distrust, gone are the days when marketing was purely advertising. Consumers attach more credibility to the opinions of others expressed in online venues such as social networking sites, weblogs, and Twitter. These communication channels have also served as fertile ground for organizations to gather customer feedback and create interactive conversations with customers.



This course sets out to explore, understand, and integrate these two trends in the development of sustainability marketing strategy using social media. Students will complete a group project that accomplishes this task.

ISS 402 CROSS-CULTURAL COMMUNICATION

Marilyn Plumlee, Ph.D. (Linguistics)
Hankuk University of Foreign Studies
College of English, Dept. of English Linguistics

COURSE DESCRIPTION

In this course we will analyze how culture impacts communicative norms and practices. Domains of communication to be analyzed will include marketing and advertising, international politics, the news media, international business settings, as well as interpersonal communication. Readings and practical activities will be organized around the themes of the ideological orientations and belief systems which are the foundations of cross-cultural differences, the pragmatics of cross-cultural communication and research into cross-cultural communication (and mis-communication). Students will conduct small-scale investigations of their own to complement the readings and class discussions.

The course is grounded in the disciplines of linguistics, anthropology, semiotics, and social psychology and will draw primarily on theories of politeness, accommodation theory, theories of cultural differences (e.g. individualism vs. collectivism), and pragmatics. Methods of analysis will include ethnography of communication, participant-observation and discourse analysis. We will proceed from both culture-general and culture-specific approaches and we will look at the interplay between cultural norms and individual decision-making.

General principles in the above-mentioned areas will be analyzed and exemplified through case studies presented in the class readings. Students will then apply these principles to their own analysis of the Korean communication contexts. Norms of communication in the Korean context will then be compared and contrasted with norms from other cultures and the resulting cross-cultural communication confrontations, interpretations and possible misreadings will be analyzed.

METHOD and PROCEDURES

Readings, lectures, class discussions, and “fieldwork observations” in written and oral formats will be the primary learning tools used. Each week students will have a fieldwork assignment through which they will explore the principles under analysis. The fieldwork assignments will normally be due each Monday (following the week in which the readings, discussions and fieldwork were done).



IS 403 Social Issues in Korea

Michael Hurt

As the only country in the world to have reached a high level of development in such a short time, and which has had the misfortune to have been subject to a colonial relationship with two separate countries (one non-Western) within a single century, South Korea is now a financially powerful, nominally independent state. But as a “nation,” Korea is actually quite young, with national memories and identities constructed in the painful shadow of colonialism.

Since this is a compressed summer course, it is impossible to give all social issues and problems their due treatment, so this course will focus on what I consider to be the most underlying and fundamental historical-structural factors that explain the formation of a given “social problem.”

As a seminar, we will follow a combined lecture/discussion format. Readings are the skeleton of classroom discussion and offer a contextual background to the topics presented/discussed in class, so it is crucial that you keep up with them. Also, attendance in class is crucial, as is participation in discussion. Please note: Your *uninformed presence* in the class is preferred to your absence, whether informed by the reading or not.



IS 412 Peace and Conflict in North East Asia: China, Korean and Japan

Instructor: Antonio Fiori, Ph.D.

Assistant Professor of Asian Politics, University of Bologna

Northeast Asia, as defined to include China, Japan, North and South Korea, undoubtedly constitutes one of the largest economic zones in the world in terms of population, natural resources, and potential market size, as well as its vast trade and investment opportunities. It has been and still is one of the most dynamic areas of the world economy, mainly owing to the phenomenal economic growth of the region's market economies, and, more recently, also that of China. Despite the noteworthy economic achievements, this region remains somewhat unstable from the political point of view: the territorial division and continuing stalemate between North and South Korea, Japanese-Soviet territorial disputes, tense PRC-Taiwan relations, without mentioning the pivotal and much debated role played by the United States.

The main objective of this course is to shed light on the relevant features of the relationships among the main regional actors, and between them and the United States. In this regard, the main focus of the course will be considering the sources of tension among actors and understanding to what extent these tensions could undermine the pacific coexistence in the region. Therefore, in order to understand the actual situation of the region, particular attention will be given to the historical framework since the Japanese defeat in WWII. Particular attention will be reserved to the actual situation of the Korean peninsula as, on one hand, “battlefield” – by looking carefully at the nature of the relation between China and the DPRK and between the USA and the ROK – and, on the other hand, as diplomatic terrain through the implementation of the Sunshine Policy and the establishment of the six-party talks.

Reading assignments will be indicated from week to week and will consist of journal articles, book chapters and relevant magazine articles. However, the following readings are strongly suggested:

M. Yahuda (2006), *The International Relations of the Asia-Pacific*, London and New York: RoutledgeCurzon.

S.S. Kim (2004), *The International Relations of Northeast Asia*, Lanham: Rowmand and Littlefield.

E. Vogel (ed.) (2002), *The Golden Age of the US-China-Japan Triangle 1972-1989*, Cambridge: Cambridge University Press.

R. Ross (1999), “The Geography of Peace”, in *International Security*, vol. 23, no. 4, pp. 81-118.

J. Wang (2004), “China’s Changing Role in Asia”, in *The Rise of China and a Changing East Asian Order*, Kokubun Ryosei and Wang Jisi (eds.), Tokyo: Japan Center for International Exchange, 2004, pp. 3-22.

S.M. Goldstein (2002), “The Taiwan Strait: A Continuing Status Quo of Deadlock”, in *Cambridge Review of International Affairs*, vol. 15, no. 1, pp. 85-94.

L. Dittmer (2004), “Taiwan and the Issue of National Identity”, in *Asian Survey*, vol. 44, no. 4, pp. 475-483.

H. Smith (2000), “Bad, Mad, Sad or Rational Actor? Why the Securitization Paradigm Makes for Poor Policy Analysis of North Korea”, in *International Affairs*, vol. 76, no. 3, pp. 593-617.

V.D. Cha (2002), “Hawk Engagement and Preventive Defense on the Korean Peninsula”, in *International Security*, vol. 27, no. 1, pp. 40-78.

Ming, Liu (2003), “China and the North Korean Crisis: Facing Test and Transition”, in *Pacific Affairs*, vol. 76, no. 3, pp. 347-373.



IS 415 East Asian Thought in Contemporary Culture

Instructor: Giuseppina De Nicola
Asian Anthropology, University of Venice (Italy)

This course will provide a comprehensive introduction to one of the most complex and rapidly changing regions in the world today. The course introduces students to ways of understanding human interactions and identities on a global scale, with specific reference to Korean and East Asian practices.

In class, we will focus on describing and analyzing the ways language, religion and other cultural phenomena vary or remain constant, from one place to another, and on explaining how human beings function spatially. This class offers the possibility of understanding the dynamics within East Asia through the analysis of the spatiality of society and culture, particularly the role of space, place and culture in relation to social issues, aspects of daily life, cultural commodities, popular culture, identity and community, and historical legacies.

A course reading package will be drawn from the following sources, among others:

1. *Inter-Asian Cultural Studies*, by Kuan-Hsing Chen and Chua Beng Huat. Routledge, 2007.
2. *Confucian Traditions in East Asian Modernity*, by Tu Wei-ming. Harvard University Press, 1996.
3. *Understanding Contemporary Asia Pacific*, by Katherin Palmer Kaup. Lynne Rienner, 2007.



IS 416 East Asian Languages: Structures and Applications

Instructor: Jin Sok Lee
Georgetown University

Overview

This course is an introduction to three East Asian languages (Korean, Chinese, and Japanese) with a linguistic approach focusing on their structure and social applications. Although a number of students in International Summer Session (ISS) at Hankuk University of Foreign Studies (HUFS) possess certain level of skills/interest on Asian Languages and culture, it is often true that they show an unbalanced proficiency between their linguistic knowledge and practical skills. This course fills the existing gap in students' linguistic knowledge by providing tools for linguistic analyses which are helpful in understanding languages and cultures. This course **does not** require students to have advanced skills in those languages. Although some language skills might be helpful, evaluation does not consider students' level of language skills since this course is not designed for teaching language.

The course consists of two parts: (1) **Structure of the 3 Asian languages**, and (2) **Applications of the 3 Asian languages in everyday use**. The first half (nine classes) of the five-week session briefly focuses on introducing and overviewing linguistic structures (writing systems, sounds of language, sentence structures, and meaning) of three East Asian languages. The latter half focuses on how those three languages are used in various social domains (mass media, internet, and pop music).

Assignments consist of daily homework which reflects the course work. Through these assignments and in-class lectures, students will understand the key terms and concepts central to basic linguistic analysis skills. For exams, there will be one in-class exam for mid-term, and a final paper. The in-class mid-term exam will reflect the contents of lectures on structures of three East Asian languages. The final project requires students to write a short report (5 to 10 pages long) on a linguistic phenomenon on any kind of language use.

Readings

There is no single textbook for this course. Instead, a reading packet will be assigned which is required for students to read before classes. The reading packet will be available in the ISS office for purchase.



IS 417 Democratization in Korea and Asia

Norman Thorpe
Professor, Whitworth University

After being liberated from Japanese colonial rule in 1945, South Korea soon adopted a democratic political structure, but it was unable to enjoy the fruits of democracy because a series of dictators kept a tight grip on power. Pro-democracy groups and individuals struggled to overthrow the dictators, but the process took nearly 40 years and the battle affected thousands of lives before it succeeded. Today, however, democracy is thriving in Korea, and many other countries would like to copy its success.

In this course we will examine Korea's passionate struggle for democracy and how it was finally achieved. We also will visit some key sites related to the democracy movement. Then, using Korea as a benchmark, we will explore the development of democracy in other Asian nations.

IS 502 Media, Globalization and the East Asian Region

Prof. Ekra Miezian
University of Peace

“And so, the first lesson we have to teach is that preparation for watching a television news show begins with the preparation of one's mind through extensive reading.”—Neil Postman & Steve Powers, *How to Watch TV News*

“...[A great media metaphor shift has taken place in America, with the result that the content of much of our public discourse has become dangerous nonsense”—Neil Postman, *Amusing Ourselves to Death*

For many, that thing called “the news” is a daily staple like toothpaste and cell phones, something we cannot live without. For those who watch television news, listen to radio broadcasts, or read on-line news, newspapers and/or news magazines, “the news” is something nearly as fundamental as food, clothing, and shelter. For those who watch cable news shows and or listen to talk radio or simply read the “news” on your home screen website, news is, nonetheless, there.

This course takes, first, a look at the philosophical, professional and moral aspects of journalism ethics and how these ethics impact on the news that we see. Second, the course delves into the relationship between corporations, the news media and wars. Third, the course attempts to explore how the news is dealt with in different parts of the world. Finally, the course exposes students to the concept of peace communication.

Most of class time will be devoted to discussing the assigned readings and viewing a variety of news segments and shows, films, and videos. Discussion, debate, and feedback are encouraged and will greatly enhance the class experience.



IS 801 Academic English: Reading and Writing

(ISS/HUFS Faculty)

The course will be organized around three themes: (1) general academic writing conventions; (2) academic research skills and resources; (3) organizing research-based papers and issues of responsible scholarship

This course will give students practical experience in writing in an acceptable academic English written style and register when completing term papers and essay exams. Students will be introduced to four common genres in academic writing, i.e. observation, cause/effect, analysis, and persuasion (argumentation). During in-class discussions and writing activities, students will be encouraged to think critically and to use writing as a tool for thinking. Students will learn to focus on the organization of their ideas, as well as to use the appropriate language register according to the purpose and audience of the essay.

Students will also be introduced to the use of research tools, including responsible use of electronic sources, needed to write English research papers in academic settings. The course will cover research methods and writing tasks common to a variety of fields at the undergraduate level, but students simultaneously enrolled in ISS Korean Studies classes will be encouraged to work on drafts of their writing and research assignments for these classes.

IS 803 Presenting in English for TV & Radio

Professor: Nemo Kim

News Anchor, NHK World

M.A., International Relations, University of Cambridge

M.A., Comparative Literature, University of London

As the English-language broadcasting industry grows in Korea, this course will give students an overview of the industry both within the country and on a global scale. It will be mainly a hands-on, practical course where students will be able to develop various skills needed for presenting in English.

Prerequisite:

Students are expected to have a passionate interest not just in studying English but also in current affairs.



IS901 Beginning Korean

This course is designed for total beginners and those with limited familiarity with the language, i.e., those who have never previously taken a Korean course and who have no active knowledge of written or spoken Korean.

The course will teach students to read and write the Korean alphabet and how to use basic sentence structures as they develop their ability to engage in simple communication and basic conversational gambits. The focus will be on communication and reading survival skills appropriate for a short-term summer visitor to Korea.

IS 902 Intermediate Korean

This level will focus on developing students' knowledge of both spoken and written Korean. Presuming that students have already achieved an elementary knowledge of Korean and can carry on basic conversations in Korean, the intermediate level course will emphasize increasing students' conversational fluency and listening comprehension of natural occurring audio materials (films and TV broadcasts). Students will be given ample opportunity to develop their proficiency and confidence in using spoken Korean through group work and class presentations. Attention will also be given to increasing students' reading and writing fluency, using simple passages.

IS903 Advanced Korean

Presuming students have prior background knowledge of the basic structures of Korean and that they can read Korean with relative fluency, this course will introduce students to more advanced vocabulary and structures through readings in both adapted and unadapted texts. The study and use of Chinese characters will be introduced. Students will also practice essay writing and will have practice using appropriate Korean discourse forms in both written and spoken communication. Listening comprehension skills will be practiced as appropriate in both academic and contemporary business contexts. Students will have opportunities to practice speaking skills when making oral presentations and leading discussion sessions related to their academic specialization or their content classes in ISS.

