From Han’gŭl to Hallyu: A Cultural History of Korean Language and Writing
L03 East Asia 355

Instructor: Daniel Pieper
Location: Eads 216
Time: M-W, 2:30-3:50
Email: dopieper@wustl.edu
Office Hours: Thursday 2-4, Busch 222

• Course Objectives and Description

What is the origin of the Korean alphabet? What is the relationship between English and Korean in contemporary South Korea? What is the function of language in K-pop? In this course we will explore these and related issues through a cultural history of the Korean language, as well as an overview of various issues related to language in contemporary South Korea. The first half of the course aims to impart a basic understanding of some of the roles that language and literature have played in Korean culture and society, starting with the invention of the Korean script in the 15th century but then focusing mainly on the twentieth century. In this portion of the course we will explore issues such as gendered literacy, the politics of language reform in North and South Korea, language and colonialism, and the function of language in modern education. In the second half of the course we shift our attention to more contemporary matters such as language use among heritage learners and in cross-cultural communication, the meaning of “politeness” in Korean society, language and its relation to Korean national identity, and language use in Korean pop culture and mass media. Course readings will be supplemented with analyses of visual media such as colonial-era textbooks, advertisements, film and drama clips, and music videos.

Each week’s classes will consist of a combination of lectures and student discussions. Course activities include readings, discussions, visual media analysis and reaction papers. All readings are in English.
• **Prerequisites**
  There are NO prerequisites for this course. Previous knowledge of Korean language and history, though helpful, are certainly not required. There will be a substantial amount of Korean historical material also presented in class. However, this material will be thoroughly reviewed during lectures, and so those attending on a regular basis should have no trouble digesting the course readings.

• **Course Objectives**

  Through primary and secondary readings, lectures, group discussions and on-line forums, students will learn about major developments in Korean language and writing, and position these within the larger “Sinographic Cosmopolis,” or Chinese character cultural sphere, commonly known as “East Asia.” Students will also explore various language and literature-related themes in contemporary Korea and East Asia. Upon completion of the course, the student should be able to conceive of Korea transnationally within the larger East Asian region, especially in terms of language and writing, identity, and modern education.

  The main goal of this course is to provide students with a gradually deepening breadth of knowledge through wide reading and lectures that will improve their critical thinking skills needed to dissect the various academic arguments they will encounter. The primary method by which we will approach course readings is to identify the central thesis of a paper and to view it through a critical lens. I then challenge the student to assess the success or failure of the author in supporting his or her thesis through demonstrable evidence. Therefore, the primary goal for students is to gain the ability to critically examine academic arguments based on relevant cultural and historical knowledge so that they are able to put forth original, nuanced, and informed arguments solidly supported by evidence.

  Overall, students taking this course can expect to improve their skills in 1) articulating thoughts in an organized and logical fashion, 2) writing persuasively and effectively, 3) increasing their knowledge of diverse and multi-faceted cultural spheres, societies, and civilizations, and 4) critically assessing arguments.

**COURSE REQUIREMENTS AND EVALUATION**

**Students will be expected to complete weekly responses (about one paragraph) to readings, perform two in-class visual media analyses (more on this below), take one midterm exam and write one final paper. All students are expected to attend and participate in every class meeting, having read assigned readings for that meeting. **

1. **Participation and Attendance (10%)**:

   **Students are expected to attend every class, having read assigned readings for that class. There will be no review of material for students who miss class. Any unexcused absences above 3 will result in a 1-point reduction in the final mark. When absent it is the student’s responsibility to keep up with readings and to be prepared for the next meeting. Attendance will not be taken for the first two weeks. If you must be late or absent, please give 24 hours advance notice and provide a reason and documentation. **
Five points is allotted for participation, and five for attendance. Students who have perfect attendance, come prepared to every class, and regularly participate in class discussion can expect 10/10. Those who rarely or never talk in class but attend every day can expect 6 or perhaps 7/10. Those who attend every day but regularly sleep in class, use mobile devices, etc. can expect 5/10. This policy will be explained in more detail in the first week of class.

2. **Weekly Responses (25%)**: Write a total of twelve (12) one-paragraph responses (250-350 words) to weekly readings, to be posted on Canvas **no later than Wednesday morning at 10 am. These responses will begin in week 3 and extend until week 14.** You may respond to one or all of the week’s readings. **To get full credit, however, you must respond to/discuss at least one of the assigned readings for that week explicitly.** Give your impressions of the reading(s) and try to offer some fresh perspective or evidence of creative and/or critical thinking. These should not be summaries of the readings, but rather the student should report from the text what they found to be new, interesting, or surprising. Students are also encouraged to relate these readings to their own background and experiences. **At the end of each response, pose two of your own discussion questions.** Proper citation, formatting, grammar, etc. is not as important in these assignments as the quality of the ideas and arguments you put forth.

Because these responses will be integrated into class discussion on Wednesday, they are of little use if posted late, so **late assignments will receive no credit.** (If you miss one, don’t sweat it, it’s only 2 points!). If the post is reasonably within the word range (250-350 words) and submitted punctually, the student will receive full credit (2 points). Posting significantly below the word range (ie less than 200) will first result in a warning, then ½-point deductions, depending on the degree below the word range. Failure to post two discussion questions will result in a half-point deduction. Students must discuss directly at least one of the assigned readings for the week. Failure to discuss the readings will result in a 1-point deduction.

3. **Two in-class visual analyses (2 x 5 = 10%)**: The student will observe a form of visual media (i.e. textbook, newspaper, film or drama clip, advertisement, or musical performance) of the instructor’s choosing and provide an analysis of the language or writing being used. How is it being used? To convey sarcasm? Confidence? Intercultural competence? What is the function of English/Korean in the K-Pop clip? Who is the target audience for the commercial, and how do you know? What are the notable changes between the sample written forms displayed? These are some examples of questions that the instructor may ask. Specific questions will be given on the day of the visual analysis.

4. **Midterm Exam (20%)**: The midterm will be based on the weekly readings, in-class discussions, and Powerpoint slides, the latter which will be provided on Canvas. The exam will be fill in the blank, short answer, and multiple choice, administered in class, closed-book.

5. **Final Paper (35%)**: Write a research term paper **(2500-3000 words, not including title page or bibliography)**. The paper should present an original thesis on a topic encountered in the course. The thesis must be supported by evidence in the form of scholarly literature
appearing on the course syllabus. Students must also show evidence of independent research. A minimum of six academic sources must be utilized, including at least three that do not appear on the syllabus. Wikipedia and most other web sources do not count as academic sources. If you are unsure about what counts as an academic source, please consult with the instructor. A grading rubric for papers will be provided on Canvas.

*Sources must be cited properly cited. Any citation method is acceptable but be consistent. For examples of Chicago Style citation, see sources on this syllabus. Korean sources may be cited, but must be cited properly and may not constitute more than half of the bibliography.*

Students must submit a proposed paper topic and thesis statement by Tuesday, December 5th. Students are encouraged to submit more than one topic so that the instructor can provide feedback; the earlier the better. Deadline for final paper: TBA

Point Breakdown

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<tr>
<td>Participation &amp; Attendance</td>
<td>10 %</td>
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<tr>
<td>Visual Analysis (2)</td>
<td>2 x 5 = 10 %</td>
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<tr>
<td>Weekly Responses</td>
<td>25 %</td>
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<td>Midterm exam</td>
<td>20 %</td>
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<td>Final paper</td>
<td>35 %</td>
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<td>TOTAL:</td>
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E-mail Policy:

- E-mail is convenient but it should be the last option for communicating problems or questions to the Instructor or TA. If your syllabus does not have an answer to your question please talk to me after class or during office hours.
- Students may email in Korean or English.
- Please remember to put your name as it appears in the student roster in the email, as well as a subject in the subject line.
- E-mails should contain your student number and full name somewhere in the body or subject line.
- I will not answer e-mails about any writing assignment sent within 24 hours of its due date.

Romanization

Some of the readings use the South Korean government system of romanization (Revised Romanization, RR), while others use McCune Reischauer (MR). Because MR is the standard for North American academia, this will be used in all PPT slides, unless it is the name of an established
Korean persona or term (i.e., Syngman Rhee, kimchi). Students may use either system, but be consistent. A guide to romanization will be provided on Canvas.

**Extensions**

Extensions must be requested prior to the due date as soon as the student realizes alternate arrangements are necessary. Extensions will not be granted for requests made less than 36 hours from the assignment deadline.

**Note on the use of technology:**

The use of laptops, smart phones, and other devices will not be permitted during class. The student is expected to complete readings before class, and so there is no need to access readings during class time. Should a student want to reference a certain part of a reading during class, I encourage them to make a short note on paper, or print out the article. Participation points will be deducted for those repeatedly using devices in class. If you are unsure about a term, make a note to Google it later, or raise your hand to ask.

**A Note on Readings…**

You will notice from the reading list below that a substantial amount of readings have been assigned. However, the student is not expected to read every single page with the same level of intensive scrutiny. One of the skills that this course will help you to acquire is the ability to skim a text in order to extract significant information from it. You are however expected to read enough of each assigned text to be able to contribute to class discussions about that text. **Students should expect to spend between 4-5 hours on reading and other class duties each week in addition to class hours. I reserve the right to change, rearrange, add or remove readings from the below list, but the grading criteria and dates will remain unchanged.**

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>96 – 100</td>
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<tr>
<td>A</td>
<td>94 – 95.9</td>
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<tr>
<td>A-</td>
<td>90 – 93.9</td>
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<tr>
<td>B+</td>
<td>86 – 89.9</td>
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<tr>
<td>B</td>
<td>84 – 85.9</td>
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<tr>
<td>B-</td>
<td>80 – 83.9</td>
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<tr>
<td>C+</td>
<td>76 – 78.9</td>
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<tr>
<td>C</td>
<td>74 – 75.9</td>
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<tr>
<td>C-</td>
<td>70 – 73.9</td>
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<tr>
<td>D+</td>
<td>66 – 68.9</td>
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<tr>
<td>D</td>
<td>64 – 65.9</td>
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<tr>
<td>D-</td>
<td>60 – 63.9</td>
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<td>F</td>
<td>59 and under</td>
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COURSE READINGS

WEEK 1: Introduction, The Invention of the Korean Vernacular Script (8/26, 8/28)


** Optional Reading**

WEEK 2: The Vernacular Script, Premodern Reading and Writing, and Diglossia (9/4)


**Optional Reading**

WEEK 3: Education, the Examination System, and Language (9/9, 9/11)


**Optional Reading**

WEEK 4: Language and Politics in Early Modern Korea (9/16, 9/18)


WEEK 5: Language and Colonialism in Korea (Part I) (9/23, 9/25)


WEEK 6: Language and Colonialism in Korea (Part II) (9/30, 10/2)


WEEK 7: Language, Politics and Ideology in the Divided Koreas (10/7, 10/9)


**WEEK 8: Language and National Identity in the Koreas (10/16)**


**WEEK 9: Korean Language Policy and the Politics of Sinographs (10/21, 10/23)**

**(MON)** Song, Jae Jung. “South Korea: Language Policy and Planning in the Making.” *Current Issues in Language Planning* 13, no. 1 (February): **1-68**. (Some pages will be cut)


**In-class Visual Analysis #1**

**WEEK 10: Korean Language Maintenance and Identity (10/28, 10/30)**


**Optional Reading**

WEEK 11: Language and Society: Politeness, Gender, and Honorifics (11/4, 11/6)


WEEK 12: English in Korea, English and Korean, and ‘Konglish’ (11/11, 11/13)

** In-class film screening: Fly, Penguin (2009) **


WEEK 13: Globalization, Korean Language Pedagogy, and Translation (11/18, 11/20)


(WED) King, Ross. “Can Korean-to-English Literary Translation be Taught?” (unpublished paper)

** In-class Visual Analysis #2 **

WEEK 14: Korean in Mass Media: K-Pop and Beyond, Part I (11/25)

(WED): **THANKSGIVING BREAK, NO CLASS**


**WEEK 15: Korean in Mass Media: K-Pop and Beyond, Part II (12/2, 12/4)**


**Academic Integrity and Responsibility**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your written and other work and projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others’ work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person’s permissible contribution.

Academic communities depend on their members’ honesty and integrity in representing the sources of reasoning, claims, and wordings which appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others’ work as your own, or to have submitted work for which you have already received credit in another course, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean’s Office, where it will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean’s Office. After an interview in the Dean’s Office, your case may be forwarded to the President’s Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members’ living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines; attending class and engaging in class activities; guaranteeing that the work you submit for this course has not already been submitted for credit in another course. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.
Academic Accommodation for Students with Disabilities

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with Access & Diversity. A&D will determine that student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with Access and Diversity should the accommodations affect the essential learning outcomes of a course.

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising or your home Faculty’s Advising Office. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates.

Conflicting Responsibilities

The University recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the military; or observing a religious rite. They may also include a change in a student’s situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term. Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising) and can request academic concession. Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised.

Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed. Religious observance may preclude attending classes or examinations at certain times. In accordance with the University Policy on Religious Holidays, students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.

Lectures and Intellectual Property

The lectures I give in this course, and the slides I use in support of the lectures, are my intellectual property, and as such are protected by law. That protection applies to the slides themselves, and your transcription (e.g. copying word-for-word) of the slides (whether or not you've added annotations).
Permission to make recordings falls within my discretion as the instructor as informed by instructional purposes, classroom order, property interests and other reasonable considerations arising in the academic context. If I do authorize you to record a lecture, the recording may only be used for the purpose of individual or group study, or for other noncommercial purposes that reasonably arise from your membership in this class.

Lecture slides and recordings of this class may not be exchanged for any commercial purpose, for compensation, or for any purpose other than your personal study. Unless authorized by me in advance and explicitly, any other commercial or any non-personal use of slides or recordings constitutes a misuse of my intellectual property and is a breach of the Student Code of Conduct. I reserve the right to report students who misuse my intellectual property, and such students may be subject to disciplinary measures.