

**City University of Hong Kong  
Course Syllabus**

**offered Department of of Asian and International Studies  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** Introduction to Korean Society

**Course Code:** AIS2958

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** CTL2958 Introduction to Korean Society  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

This course will familiarise students with key issues in modern Korean society as a way of understanding Korean society and its people. Major social changes which constitute the modern day Korea will be explored through lectures and discussions about, but not limited to, history, policy, education, family, employment, gender equality, and labour. Students will be able to identify key issues in contemporary Korean society with analytic and critical views and compare them with their own society.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Review the formation and development of modern Korean society.	25%	√		
2.	Identify the key aspects and social trends of modern Korean society.	25%	√	√	
3.	Recognise the national identities and characteristics that have shaped the behaviour of the present day Koreans.	25%	√	√	
4.	Compare and contrast some of the key aspects of Korean society with those of other East Asian countries.	25%	√	√	√
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
CILO 1	A broad overview of the formation and development of modern Korean society are explained through lectures;	√						1.5 hours
CILO 2	Reading assignments (books, online articles, and academic papers) are provided to enable students to discuss major social values and trends in class;		√					2 hours (extra)
CILO 3	Key concepts on national identities and characteristics of Korea are explained in the lectures with a variety of interactive learning materials (DVD, online resources) to enhance students motivation for learning;  Small group discussion are organised in class to enable students to discuss the topics from lectures and reading assignments;			√				0.5 hour
CILO 4	Group presentations and other group learning activities are organised to enable students to analyse and compare the key features of Korean society with those of other East Asian societies				√			1 hour

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: <u>100</u> %								
<b>Quiz/Discussions</b> Ability to apply learned concepts and knowledge will be assessed through in-class work	√	√	√	√			20%	
<b>Individual Paper</b> Students will submit a 5-7 page individual project paper that applies the topics and concepts covered in class.		√	√				40%	

<b>Group Project</b> (could be the same topic with individual paper) are organised to assess students ability to demonstrate their knowledge and understanding of the topic		√		√			40%	
Examination: <u>0</u> % (duration: _____, if applicable)								
<i>* The weightings should add up to 100%.</i>							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quiz/ Discussion	Concept/Knowledge	Critical capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Understanding of the subject; ability to develop solutions to simple problems in the material.	Basic familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
2. Individual Paper	Written Report	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Minimum familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
3. Group Project	Presentation	Strong evidence of original thinking;	Evidence of grasp of subject, some	Student who is profiting from the	Minimum familiarity with the subject matter	Little evidence of familiarity with the

		good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	to enable the student to progress without repeating the course.	subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
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### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Collectivism, Education fever, Religion, Gender, Family, Korean war and national division, Student movement and democracy, Globalisation, Multiculturalism, Aging society, Digital communication (IT culture), Popular Culture .

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Eckert, C., Lee, K., Lew, Y., Robinson, M. & Wagner, E. (1990). <i>Korea Old and New: A History</i> . Korea Institute, Harvard University; Ilchokak.
2.	Choi, J. S, Hahn I. H., Kim, M. H., Kim, Y. H. & Lee, K. S. (2011). <i>Understanding Contemporary Korean culture</i> . Seoul: Jimoondang.
3.	Pai, H. I. & Tangherlini, T. R. eds. <i>Nationalism and the Construction of Korean Identity</i> . Berkeley: Institute of East Asian Studies, University of California, 1998.

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Cho, H. Y. ed. (2012). <i>Contemporary South Korean Society</i> . Abingdon, Oxon; New York: Routledge.
2.	Hwang, K. M. (2010). <i>A History of Korea</i> . Hampshire; New York: Palgrave Macmillan.
3.	Kim, E. M, Yang, O.K., Lee, H. & Cho, H. L. (2012). <i>South Korea advances toward a multicultural society</i> . Gyoha-eup Kyeonggi-do, Korea: Nanam.
4.	Korean Family Studies Association, ed. (2011). <i>Korean families: continuity and change</i> . Seoul: Seoul National University Press.
5.	Lee, N, H. (2007). <i>The Making of Minjung: Democracy and the Politics of Representation in South Korea</i> . Ithaca, N.Y.: Cornell University Press.
6.	Oh, M & Larson, J. F. (2011). <i>Digital development in Korea: building an information society</i> . Abingdon, Oxon; New York: Routledge.
7.	Park, H. J & Kim, K, eds. (2014). <i>Korean Education in Changing Economic and Demographic Contexts</i> . Singapore: Springer
8.	Shin, H. S (2005). <i>A brief history of Korea; translated by Lee Jean Young</i> . Seoul, Korea: Ewha Womans University Press.
9.	Abelmann, N. (1996). <i>Echoes of the Past, Epics of Dissent: A South Korean Social Movement</i> . University of California Press.

#### Online Resources:

Digital Library of Korean Studies <http://lib.aks.ac.kr/DLiWebeng/>

Korea Net - Gateway to Korea <http://www.korea.net>