



WHAT IS THE COURSE ABOUT?

A multidisciplinary exploration of Korean society and culture through the window of the language practices. It examines the complex relationship between linguistic practices in Korea and major historical and sociocultural events in the Korean society and analyzes how the language(s) has encoded and even reinforced at times culturally and socially constructed experiences of Korean people. The topics include ethno-linguistic identity, nationalism, regionalism and dialects, kinship and gender, foreign language education, relationship with Chinese and Japanese, popular culture, linguistic hybridization, and intercultural communication in globalizing and digitalizing world, as well as historical development of spoken and written systems of the Korean language.



LEARNING OBJECTIVES

- To gain knowledge of the history and linguistic properties of the Korean language
- To understand language as a critical site of cultural and social interaction, negotiation and production in a society through a case study of language(s) and society in Korea
- To be able to critically evaluate textual as well as visual documents related to language(s) and culture of Korea
- To demonstrate a critical understanding of the complexity of language-culture-society relationship in today's globalized world

Course Instructor: Dr. Heejeong Sohn (Email: heejeong.sohn@stonybrook.edu)

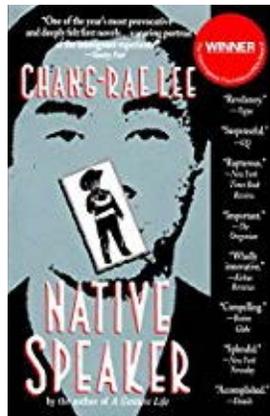
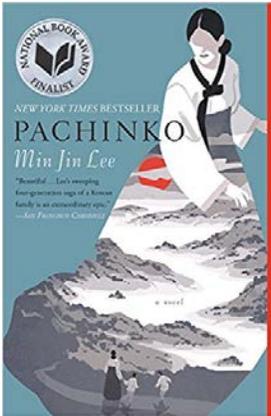
Class Schedule: 2:30~3:50 (lectures), M/W@ Melville Library #N4006

Office Hours: Tues 11-12:30pm@1122 HUM, Wed 4-5pm@N5520 Melville Library (Center for Korean Studies)

GRADING AND EVALUATION

1) Attendance and class participation	Required
2) 6 Reading Response Papers	30% (5% each)
3) Book Review (3-4 pages)	10%
4) Research and Final Essay (12-15 pages)	20%
5) Midterm & Final Exams	40% (20% each)
6) Extra Credits: research presentation	up to 7%

***Review Books



REQUIRED READINGS

- All required class readings are available in the Blackboard.
- Films for Class Discussions:
 - 아이 캔 스피크 *I Can Speak* (2018)
 - 국경의 남쪽 *South of the Border* (2006)
 - 뷰티 인사이드 *Beauty Inside* (2012)



[GRADING GUIDES]

1) Attendance and Class Participation (Required)

Attendance and class participation are very important in this class. Attendance will be called in each class. Although it does not add points toward the grade, absences can cause deductions thereof. Absences starting the 4th one will result in a point deduction per absence directly from the final grade and more than a total of 6 absences will disqualify you for a grade from this course. Students are expected to actively participate in class activities and discussions. Active classroom participation may incur extra credits at the end of semester.

2) Reading Response Papers (30%)

Critical responses are your reflections and critical analysis on weekly readings. Each response should contain 450-500 words. Too short or too long responses may result in a lower grade. There is a total of 13 weeks for reading responses, out of which students can choose 7 weeks to write responses. Response should cover all readings assigned for that week. They should be submitted through SafeAssign in Blackboard. All responses are due by midnight of Sunday prior to the week of scheduled classes for the readings. (See the Assignment on Blackboard).

3) Book Review (10%)

Choose one of the novels listed below and write a review of 3-4 pages (12 font, double-spaced). This is not a typical book review or summary. Review should focus on analyzing the interplay of language and identity embedded in each story and discussing sociolinguistic and metalinguistic issues in relation to the topics of the course. Incorporation of course readings and lecture notes will increase chances for a higher grade. It is **due by November 26 (Monday).**

- *Pachinko* (by Min Jin Lee, 2017)

- *Native Speaker* (by Chang-rae Lee, 1996)

COURSE PROTOCOL

- *Electronic Gadgets:* All electronic devices must be turned off and put away from the desk in class, except those that are permitted for the class activities.
- *Plagiarism:* All written works should be composed in the student's own words and the ideas of others should be properly cited. Students are responsible for knowing and adhering to the university's policy on plagiarism. If you have any questions concerning this policy or about documentation

ADDITIONAL INFORMATION ON SCHOOL POLICIES

Student Accessibility Support Center

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Student Accessibility Support Center, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Student Accessibility Support Center. For procedures and information go to the following website: <http://www.stonybrook.edu/ehs/fire/disabilities>.

Academic Integrity

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Critical Incident

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

[GRADING GUIDES -- CONTINUED]

4) Research and Final Essay (20%)

As part of upper-division course requirement, this course requires students to conduct a qualitative and/or quantitative research on a topic of their choice related to the themes of the course and write an essay (12-15 pages, double-spaced in 12 font-size) with a bibliography. A topic can be chosen from diverse linguistic and meta-linguistic communication patterns and behaviors, multi-lingual and multi-cultural landscape of Korean society, issues related to foreign languages as well as cross-cultural and cross-linguistic communications involving Korean language and/or Korean people.

This course does not enforce a certain writing style, but students should maintain consistency in their use of references, quotes, sentence markers and bibliography throughout the paper. The paper is due by the last day of class. The evaluation will be made in areas in topic, development of arguments, conclusion and references. The grading rubric is as below:

- a) Adequate title of essay (5%)
- b) Relevance of topic to the course (10%)
- c) Adequacy of research questions and methods (15%)
- d) Logical development of argument and findings (30%)
- e) Creative and critical conclusions (30%)
- f) Use of references used from the course readings and materials (10%)

5) Midterm & Final Exams (20% each)

6) Extra Credit opportunity

Students can present on their research outcome with the class to earn up to 7 extra points. Both are on voluntary-basis. There are two types of research to choose to make class presentation: 1) a research based on selected topics and readings from the lecture topics (the instructor will designate and assign the selected articles in class), and 2) volunteer to present on their final research project. Presentation should be 15-20 mins long and well-rehearsed with presentation materials. Sign-up sheet will be distributed in class.

Class Schedule (Subject to Change)

WEEK/TOPIC	READINGS	NOTES
WK1 (8/27, 29) Introduction to the Course; Country Overview	Donald Clark, "Story of Korean People," Culture and Customs of Korea (2000)	
WK2 (9/3, 5) Historical Development of Language Landscape	<i>NO CLASS ON 9/3 (LABOR DAY)</i>	Reading Response 1
	Ki-Moon Lee and Robert Ramsey, "Origin," A History of the Korean Language (2011)	
	Suh, Cheong-soo, "A Cultural Perspective on the Korean Language" (Korea Journal 1996)	
PART I: LANGUAGE AND SCRIPT BEFORE THE 1894 REFORM (~1894)		
WK3 (9/10, 12) Invention and Use of Han'gŭl, the Korean Writing System	Ledyard, Gary, "The Cultural Work of Sejong the Great" (2002)	Reading Response 2
	Kim-Renaud, Young-key, "The Korean Alphabet, Its History and Structure" (1997) –book	
	Minho Choo, "the Structure and Use of Korean Honorifics" Korean Language and Society by Sohn Ho-min	
WK4 (9/17, 19) Ethno-linguistic Identity: Language Practices in Chosŏn as a Site of Social Differences	Wang, Sixiang, "The Sounds of Our Country: Interpreters, Linguistic Knowledge, and the Politics of Language in Early Chosŏn Korea," Rethinking East Asian Languages, Vernaculars, and Literacies, 1000-1919 (2014)	Reading Response 3
	David J. Silva, "Western attitudes toward the Korean Language: An Overview of Late Nineteenth and Early Twentieth-Century Mission Literature," (2004)	
WK5 (9/24, 26) Precolonial Debates on Korean Language	Ross King, "Dialect, Orthography, and Regional Identity: Pyŏngan Christians, Korean Spelling Reform, and Orthographic Fundamentalism"	Reading Response 4
	Yuh, L, "Guns, farms and foreign languages, the introduction of western learning and the first government schools," (2016)	
PART II: A PERIOD OF LINGUISTIC INTEGRATION (1894-1948)		
WK6 (10/1, 3) Linguistic Resistance in Colonial Korea	Ross King, "Nationalism and Language Reform in Korea: The Questione della Lingua in Precolonial Korea"	Reading Response 5
	Caprio, Mark, "Linguistic Colonialism and National Extensionism: the Case of Korea Under Japanese Rule" (1999)	
WK7 (10/8, 10) Language Education in Colonial Korea	<i>NO CLASS ON 10/8 (FALL BREAK)</i>	
	Lee, Dong-bae, "Korean Language Textbooks under Japanese Rule: Language Education and Colonialism," Korean Language Education 17 (2007)	
	Kim-Rivera, E.G., "English Language Education in Korea under Japanese Colonial Rule" (2001)	
10/15 (Monday) In Class	Midterm Exam	

WEEK/TOPIC	READINGS	NOTES
PART III: A PERIOD OF LINGUISTIC DIVERGENCE (1949~PRESENT) -- North Korea		
WK8 (10/17) Language as Ideological Weapon	[10/17] Film Screening #1 (10/15): <i>국경의 남쪽</i> (South of the Border)@105 Javits	Reading Response 6
WK9 (10/22, 24) Linguistic Differences in Both Koreas	Yeon, Jaehoon. "How different is Pyeongyang speech from the Seoul speech?" Language, Politics and Ideology in the Post-war Koreas," (2000)	Reading Response 7
	Itagaki, Ryuta, "Language and Family Dispersion: North Korean Linguist Kim Su-gyong and the Korean War" (2017)	
WK10 (10/29, 31) Issues of Inter-Korea Communications	King, Ross. "Language, Politics and Ideology in the Post-war Koreas," Korea Briefing: Toward Reunification (1997)	
	Yim, Yong Soon, "Language Reform as a Political Symbol in North Korea" (1980)	
PART VI: A PERIOD OF LINGUISTIC DIVERGENCE (1949~PRESENT) -- South Korea		
WK11 (11/5, 7) Global Aspiration and Local Struggles: Ideologies of English	[11/5] Film Screening #2 (11/5): <i>아이 캔 스피크</i> (I Can Speak)@105 Javits	Reading Response 8
	Sungwon Yim, "Globalization and Language Policy in South Korea," Language, Policy, Culture, and Identity in Asian Contexts (2006)	
	Lawrence, Cameron B, "The Korean English linguistic landscape" (2012)	
WK12 (11/12, 14) K-POP Industry through Prism of Language; Language Policy on Dialects	Jamie Shinhee Lee, "Glocalizing Keepin' It Real: South Korean Hip Hop Playas," Languages of Global Hip Hop (2010)	Reading Response 9
	Lee, Dong-bae, "A Consideration of the Exclusion of Dialects in the South Korean School Curriculum through Language Policy," Korean Language Education (2006)	
WK13 (11/19, 21) Is South Korea Multilingual and Multicultural?	Jung, Kyungja, "The Onward Migration of North Korean Refugees to Australia: In Search of Cosmopolitan Habitus" (2017)	
	<i>NO CLASS ON 11/21 (Thanksgiving)</i>	
WK14 (11/26, 28) Gendered Languages; Linguistic Diaspora	Cho, Young-A, "Gender Differences in Korean Speech," Korean Language in Culture and Society (2005)	Reading Response 10
	Shin, Jeeweon, "Hyphenated Identities of Korean Heritage Language Learners: Marginalization, Colonial Discourses and Internalized Whiteness" (2016)	
	Choi, Jinsook, "A Linguistic Anthropological Study of the Typification of Middle-Aged Men in Korea: An Examination of Ajae Joke Data" (2016)	
WK15 (12/3, 5)	[12/3] Film Screening #3: <i>뷰티 인사이드</i> (Beauty Inside)@105 Javits	A final essay DUE (12/5)
	Student Presentations	
12/12 (Wednesday) 5:30-8pm	Final Exam (Room TBA)	