



LEAP 1120 – 001 Global LEAP Korea
Fall Semester 2024

T/TH, 9:10 am – 10:30 am, Gardner Commons (GC), Room 2575

General Education Requirements fulfilled by this course: Humanities Exploration and the Diversity requirement

Instructor: Dr. Rebecca Larsen
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Office Location: 009C Sill Center
Office Hrs: Wednesdays from 2 to 4 pm, in person or online at
<https://utah.zoom.us/j/9886386679>
Passcode: LEAP

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Librarian: Dorothy Terry
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Course Description

This course is to inspire students to think as global citizens by learning about the country of Korea and the Korean people. The focus is on South Korea's rapid economic, social, and political development of the last thirty years. An important part of the course focuses on the phenomenon and evolution of Korean pop culture (*Hallyu*), especially as it relates to Korea's global power. And, lastly, the course ends with a review of some of the historical experiences of Koreans in the US.

Required Materials for Class:

- **Notebook with lined paper:** for taking notes and writing the reflection assignments
- **Pen(s)** for writing notes & reflection assignments

Required Books

1. Tudor, Daniel. *Korea. The Impossible Country*. Tuttle Publishing, 2018. (Please buy the 2018 revised and expanded edition.) This text is available online through the Marriott library. However, I recommend you buy it if you want to learn more about Korea than you will get in this class.

2. Hong, Euny. *The Birth of Korean Cool*. Picador, 2014.
3. Park, Carol. *Memoir of a Cashier*. Young Oak Center for Korean American Studies at the University of CA Riverside, 2017.

Required Reading Materials on Canvas

All these readings are linked at the Weekly Module for the week when they are to be read.

- Nussbaum, Martha. “Global Citizenship,” in *Cultivating Humanity. A Classical Defense of Reform in Liberal Education*. Harvard University Press, 1997.
- Schattle, Hans. “Global Citizenship Education as Awareness, Responsibility, and Participation,” from *Conversations on global citizenship education: Perspectives on research, teaching and learning in higher education*, edited by E. Bosio, 2021

Course Outcomes

1. Students will be able to examine the meaning and value of “global citizenship” and reflect on its relationship to “national citizenship.”
2. Students will be able to articulate the benefits of studying abroad for their future career and individual personal growth.
3. Students will develop effective communication and teamwork skills through group projects and oral presentations.
4. Students will learn about the major historical events affecting the Korean people in the modern era (1890s to 21st century), and explore how these events affected modern Korean society.
5. Students will develop cross-cultural knowledge and insights by comparing Korean **cultural patterns and values** with those of American society.
6. Students will “acquire knowledge and appreciation for Korea’s rapid economic development since the 1960s, and how the export of Korean pop-culture has been a part of that development.”
7. Students will be able to demonstrate a basic understanding of the key historical events that have shaped Korean American communities in the USA since the early 20th century.

Course Requirements

Individual Assignments

- | | |
|--|-----------|
| • Discussion post about global citizenship | 10 points |
| • Global Citizenship Assignment on reading | 10 points |

180 points

- Readings Quizzes (2 x 10 pts) 20 points
- Reflection on *Memoir of a Cashier* 15 points
- Reflections on *Korea Cool* reading (4 x 10 pts) 40 points
- Exam on lectures/readings 30 points
- In-class activities 10 points
- Final Reflection Essay 15 points
- Attend, participate in Library Class (5 x 4pts) 20 points
- Participation and Engagement in class 10 points

Team Research Project

80 points

- Team Assign #1 – select topic & begin research 10 points
- Team Assign #2 – research/annotated 10 points
- Team Assign #3 – research, visuals, song 10 points
- Team Assign #4 – The RAP & finalize visuals 10 points
- Mtg w/PA to practice presentation 05 points
- Team Presentation 30 points
 - *Team presentation* 20 points
 - *The Rap* 10 points
- Student evaluation of other team presentations 05 points

TOTAL SEMESTER POINTS = 260

Grading Policy

I do not grade on a curve. Grades are assigned by percentages.

Percentages	Letter Grade
94% and above	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
60-63%	D
Below 60%	E

Course Schedule – Fall 2024

This syllabus schedule is meant to serve as an outline and guide for our course. I may modify it with reasonable notice to you. Any changes will be announced in class and posted on Canvas under Announcements. **Please complete the readings given for that day before attending class.**

DATE	Class Topic/ Readings
Week 1 – Introduction	
Aug 20	Introduction to the course, the professor & the peer advisor <ul style="list-style-type: none"> • Expectations, responsibilities
Aug 22	How to navigate Canvas Introduction to Concept of Global Citizenship (if time) <ul style="list-style-type: none"> • Post to the online discussion about global citizenship by Monday
Week 2 – Global Citizenship	
Aug 27	Concept of Global Citizenship Reading: <ul style="list-style-type: none"> • “Global Citizenship Education as Awareness, Responsibility, and Participation,” pp. 153 through first half of pp. 156 ONLY by Hans Schattle, On Canvas
Aug 29	Asia Campus Advisor, Sarah Nguyen, visits class ~30 minutes <ul style="list-style-type: none"> • Assignment on “Citizens of the World” due by midnight Reading: <ul style="list-style-type: none"> • “Citizens of the World,” pp. 50 – 66 ONLY, by Martha Nussbaum from <i>Cultivating Humanity</i>, on Canvas
Week 3 – Memoir of a Cashier	
Sept 3	Korean family in America: Clip from “Late Night with Seth Meyers” <ul style="list-style-type: none"> • Multiple choice reading quiz Readings: <ul style="list-style-type: none"> • “Foreward” through Ch. 3 of <i>Memoir of a Cashier</i>
Sept 5	The Significance of the LA Riots Watch documentary during Class ! <i>* Trigger Warning – documentary film is violent, please let me know in advance if you would like an alternative assignment</i> Reading: <ul style="list-style-type: none"> • Ch. 4 through Ch. 6 of <i>Memoir of a Cashier</i>

DATE	Class Topic/ Readings
Week 4 (Sept 9 – Sept 15): Memoir of a Cashier	
Sept 10	LIBRARY CLASS #1
Sept 12	Korean Americans <ul style="list-style-type: none"> • In-class writing assignment given during last 25 minutes of class Reading: Ch. 7 through Epilogue of <i>Memoir of a Cashier</i>
Week 5 -- (Sept 16 – Sept 22): Introduction to South Korea	
T Sept 17	Introduction to South Korea <ul style="list-style-type: none"> • Multiple-choice reading quiz or reflection assignment Readings: <ul style="list-style-type: none"> • “Foreward,” • “Introduction” • “Brief History” in <i>Korea. The Impossible Country</i> by Daniel Tudor pp. 1-23 in book online
Th Sept 19	Ideological Foundations of Korean Society Readings: <ul style="list-style-type: none"> • Ch. 3, “Confucianism” (pp 42-53 online) • Ch. 7, <i>Jeong – The “Invisible Hug”</i> (pp. 92-100 online)
Week 6 (Sept 23 – Sept 29): Korean Economy & Society	
T Sept 24	Societal Codes Readings: <ul style="list-style-type: none"> • Ch. 8, “Competition” (pp. 101-111 online) • Ch. 18, “English Mania” (pp. 92-100 online)
Th Sept 26	Chaebol-style capitalism & competition <ul style="list-style-type: none"> • Review terminology or write reflection Reading: <ul style="list-style-type: none"> • Ch. 5, “Capitalism with a Korean Face,” (pp. 66-77 online)

DATE	Class Topic/ Readings
Week 7 (Sept 30 – Oct 6): South Korea as a Nation	
T Oct 1	The Time is Now for South Korea Reading: <ul style="list-style-type: none"> • Ch. 24, Defensive Nationalism, (pp. 258-268 online) • Ch. 26, It's our Turn, (pp. 277-288 online)
Th Oct 3	Exam on lectures and readings from <i>Korea. The Impossible Country</i>
Week 8 (Oct 6 – 13): Fall Break	
Week 9 (Oct 14 – 20): The Birth of Korean Cool	
T Oct 15	When did Korean Society become cool? <ul style="list-style-type: none"> • Reflection on reading #1 Reading: “Introduction” through Ch. 4 of <i>The Birth of Korean Cool</i> by Euny Hong
Th Oct 17	<i>Hallyu</i> – How did Korea Do it? <ul style="list-style-type: none"> • Reflection on reading #2 Reading: <ul style="list-style-type: none"> • Ch. 5 through Ch. 7 of <i>The Birth of Korean Cool</i>
Week 10 (Oct 21 – 27): The Birth of Korean Cool	
T Oct 22	<i>Hallyu</i> 2 – Cinema & Games <ul style="list-style-type: none"> • Reflection on reading #3 Reading: <ul style="list-style-type: none"> • Ch. 8 through Ch. 11 of <i>The Birth of Korean Cool</i>
Th Oct 24	Asia Campus Advisor, Sarah Nguyen visits class ~30 minutes Korean transformation as model for economic development in the Third World <ul style="list-style-type: none"> • Reflection on reading #4 Reading: Ch. 12 through Ch. 15 of <i>The Birth of Korean Cool</i>

DATE	Class Topic/ Readings
Week 11 (Oct 28- Nov 3): Team Project	
T Oct 29	Introduce Team Project <ul style="list-style-type: none"> • Assign Teams • Overview of Team Project • Handout & post on Canvas team assignment #1, due Mon by 11:59 pm.
Th Oct 31	Library 2
Week 12 (Nov 4 - 10): Team Project	
T Nov 5	Handout second team assignment #2 Handout & post on Canvas second team assignment, due Mon by 11:59 pm
Th Nov 7	Library #3
Week 13 (Nov. 11 - 17): Team Project	
T Nov 12	Handout third team assignment #3 Handout & post on Canvas third team assignment, due Mon by 11:59 pm
Th Nov 14	Library #4
Week 14 (Nov 18 - 24): Team Project	
T Nov 19	** Asia Campus Advisor, Sarah Nguyen, Attends Class Introduce Team Assignment #4 Fourth team assignment, due Sunday , November 24
Th Nov 21	Library #5
Week 15 (Nov 25 - Dec 1): Team Project	
T Nov 26	Team Presentations (2)

DATE	Class Topic/ Readings
Th Nov 28	Thanksgiving = No Class
Week 16 (Dec 2 – 8): Conclusions	
T Dec 3	Asia Campus Advisor, Sarah Nguyen, may attend class, if needed Team Presentations in Class (3)
Th Dec 5	Team Presentations in class (3)
Week 17 – Finals Week (Dec . 9 – 13)	
T, Dec 10	Reflection Essay due by 11:59 pm

Description of Assignments

- **Discussion with Video Recording** – For the first assignments you are to make a video recording of yourself discussing questions related to global citizenship and sharing information on yourself. Then you are to post your video recording on the discussion thread and reply to two other students’ recordings. Your initial post is worth 7 points, and your reply posts are worth 3 pts for a total of 10 points.
- **Reading Quizzes** – There will be two multiple-choice reading quizzes given as scheduled on the syllabus. Each one is worth 10 points.
- **Exam** – There is an in-class exam on the readings from *Korea: The Impossible Country*, and the lectures related to these readings. It will be a mix of multiple-choice, short answer and essay questions. The exam is worth 30 points.
- **In-class Activities:** These are in-class activities that are worth points. For example, if in class I decide to have a group of you do an impromptu presentation on some aspect of Korean society, you would earn points for doing it. These activities are worth from one to ten points, for a total of 10 points for the semester. Generally, if you are not in-class you cannot earn these points.
- **Team Research Project:** For several weeks at the end of the semester, the class will be divided into teams of about four students, and each team will pretend to work for the Tourist Board of South Korea. Each team will promote one monument or memorial in South Korea that might appeal to tourists. The team will research details of the place, like the history of the site and why it is significant for Koreans etc. and give a presentation to

“sell” the site to the class, as if the class is an audience of potential tourists. [65 points + library classes]

In addition, as part of the promotion of this site, each team is to write a K-rap, in the lineage of Psy’s Gangnam Style, that promotes the place through music. The team will create a music video of their K-rap and play it at the end of their team presentation.

- **Library Classes:** The class will meet with the librarian, Dorothy, in a room in the Marriott library or in the classroom five times during the semester. Library Classes are to familiarize you with the variety of resources in the library and to assist your team with completing team assignments. Each library class is worth 4 points and you must attend class in order to earn the points. [20 points total].
- **Final Reflection Assignment** – This is a paper assigned at the end of the semester that requires you to reflect on what you have learned during the semester in this class, and how concepts and information in this course connects to content in your other courses. This is worth 20 points.
- **Participation and Engagement** – To earn full points please be attentive and participate in class discussions & in-class activities. Generally, you will earn full points for this “assignment category,” unless during class you are frequently looking at, or using your phone when asked not to, working on homework for another class, reading or working or playing on your laptop when not asked to do so, and sleeping.

Late Assignment Policy:

Assignments turned in after the due date will be accepted but 10% of the total points available for the assignment will be deducted per day late. For example, if a writing assignment was worth 25 points, any assignment turned in late would lose 2.5 points per day (.1 x 25 points).

Extra Credit:

Over the course of the semester, you may earn up to 5 extra credit points by attending campus events announced by your peer advisor in class or on Canvas. Students may also earn an extra credit point by meeting with the peer advisor for help with a class assignment or with an issue of concern to the student. **To earn an extra credit point for attending an event, you must send a minimum of a 100-word review of the event to the professor at R.Larsen@utah.edu. The review is due within two weeks of the date of the event.**

Attendance and Participation:

Attendance and participation are an extremely important component of this class because of the focus on in-class discussion and on building friendships with your classmates. Therefore, the peer advisor will take roll every class period. **Each absence past 4 (explained or unexplained) will result in a one-step deduction from your overall semester grade.** In other words, five absences will turn an A into an A-, an A- into a B+, etc. Six absences will turn an A into a B+, a B into a C+, and so on. The only exception is if you have COVID-like symptoms,

are in quarantine, and have been diagnosed with COVID, or have any other illness that keeps you from attending class.

Laptops and Cellphones:

Cellphones are not to be out during class, unless I explicitly allow use of cellphones for activities in class. If I find you checking your phone during class, I will confiscate it. While laptops are an excellent way of taking notes, they also facilitate unwanted “multi-tasking” such as surfing the net, checking Facebook, Tik Tok, Instagram or emailing friends. Should this become a problem, I will also ban laptops from class.

University Policies and Resources

Academic Misconduct:

In this class, students are required to follow basic standards of academic conduct and integrity. Since violations of academic conduct and integrity erode community confidence and undermine the pursuit of knowledge at the University, academic misconduct is to be avoided.

Academic misconduct includes: (1) cheating; (2) misrepresenting one’s work; (3) plagiarism; and (4) fabrication (Policy 6-400[1] the Student Code). Definitions for each of these acts of misconduct have been taken directly from the University of Utah’s Student Code and are posted below.

An act of misconduct on an assignment will result in zero points for that assignment. If misconduct by a student occurs more than once during the semester, the professor reserves the right to fail that student for the course. In addition, all writing assignments will be submitted on Canvas and checked by a plagiarism software entitled, “Turnitin.com.”

Definitions for Acts of Academic Misconduct

“Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

- a. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

- b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
- c. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
- d. "Fabrication" or "falsification" includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

See Policy 6-400 of the Code of Student Rights and Responsibilities ("Student Code"). Online at: <https://regulations.utah.edu/academics/6-400.php>

University ADA Statement:

The University of Utah seeks to provide equal access to its programs and services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD) to make arrangement for accommodations. This information is available in alternative format with prior notification.

Addressing Sexual Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, **801-585- 2677 (COPS)**.

Wellness Services:

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Campus Safety:

The University of Utah values the safety of all campus community members. To report suspicious activity or request an escort, call campus police at 801-585-COPS **(801-585-2677)**. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful information visit safeu.utah.edu.
