

**California State University, Northridge**  
**Michael D. Eisner College of Education**  
**Department of Secondary Educational**  
**SED 516K Seminar in Teaching the Bilingual/Bicultural Student: Korean American (3 units)**

**Professor:**

**Office Hours:**

**Michael D. Eisner College of Education Conceptual Framework**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

### **Course Description**

A study of Korean culture and major eras of Korean and Korean-American history, socioeconomic contexts of Korean immigration to the U.S., Koreans' contribution to the U.S., contemporary issues of the Korean community, and Korean-American students, with particular emphasis on socialization patterns, learning styles, bilingual and bicultural education issues, and teaching strategies. Required for Korean bilingual multiple subject and single subject teaching credential students. Also open to other classroom teachers, administrators, and supervisors, and people interested in human services.

### **Course Objectives**

This course is designed to assist individuals and professionals in the field of education to acquire knowledge of Korean families and communities in the United States. Participants will acquire general understanding of the historical and political backgrounds of the people from Korea. Participants will also have opportunities to discuss the similarities and differences between the mainstream and the Korean cultural values and their educational/social implications. Participants will explore ways to work effectively with Korean and Korean-American students by designing and implementing culturally sensitive and appropriate programs and projects. Participants will acquire strategies to empower and collaborate with Korean parents for the success of their children.

Participants in this course will be able to:

1. Understand the cultural heritage of Korean American students and learn how to strengthen and draw from this background to provide effective teaching and learning strategies.
2. Understand the historical and political background of the Korean immigrants living in the U.S., their current legal/social/political/economic status and their implications for teaching and learning
3. Recognize and support the relationship between primary language and culture and their critical roles in strengthening the Korean and Korean-American families, communities, and student learning.
4. Explore and experience cultural and literature activities in the Korean-American communities to enhance their appreciation of the culture and to build a stronger relationship with Korean-Americans.
5. Understand the Korean-American's struggles in their process of acculturation and to be able to support the needs of this group by providing services and referrals to appropriate community based organizations and services.
6. Acquire strategies for using students' cultural backgrounds as resources to enhance and strengthen, as well as to implement a culturally sensitive and appropriate instructional curriculum.

### **Participation**

Students are expected to participate actively and contribute to class activities and discussions. All assignments must be posted on time. Late assignments will result in score deduction.

### **Rights and Responsibilities**

It is the responsibility of all members of the class to treat one another and the professor courteously and professionally to assure that each member of the class has the right and opportunity to express his or her opinions.

### **Required Texts**

1. Choi, Anne. *The New Immigrants - Korean Americans*. New York: Chelsea House Publishers. 2007
2. Hurh, Won Moo. *The Korean Americans. Connecticut*: Greenwood Publishing Group, 1998.
3. Reading packet (electronic reader)
4. Additional articles posted on the course site

**Recommended Texts** (Each student will post a book summary on one of the following books. Please sign up for the week of your summary no later than week 2. See the course site for details.)

1. Pai, M. K. (1989). *The Dreams of Two Yi-min*. Honolulu: University of Hawaii Press.
2. Paik, M. L. (1990). *Quiet Odyssey: A Pioneer Woman in America*. Seattle: University of Washington Press.
3. Kim, E. H. & Yu, E. Y. (1996). *East to America: Korean-American Life Stories*. New York: The New Press.
4. Kim, R. E. (1988). *Lost Names: Scenes from a Korean Boyhood*. Berkeley, CA: University of California Press.
5. Park, L. S. (2002). *When My Name Was Keoko*. New York: Yearling, An Imprint of Random House Children's Books.
6. Choi, S. N. (1991). *Year of Impossible Goodbyes*. Boston, MA: Houghton Mifflin Company.
7. Choi, S. N. (1993). *Echoes of the White Giraffe*. Boston, MA: Houghton Mifflin Company.
8. Lee, M. J. (2007). *Free Food for Millionaires*. New York: Warner Books.
9. Lee, C. R. (1995). *Native Speaker*. New York: Riverhead Books.
10. Son, J. (2003). *Finding My Hat*. New York: Orchard Books.
11. Abelman, N. & Lie, J. (1995). *Blue Dreams: Korean Americans and the Los Angeles Riots*. Harvard University Press.
12. Lee, H. (1996). *Still life with rice*. New York: Simon & Schuster.
13. Lee, H. (2002). *In the Absence of Sun*. New York: Three Rivers Press.

### **Course Requirements and Grading**

All writing assignments are to be typed with regular margins, double-spaced paginated, and must be turned in on time. Late assignments will receive one grade off.

### **1. Online Interactive Journal Discussions and Weekly Assignments**

Students need to complete the reading assignments and post their reading reflections/responses (4 points each week) and participate in the discussions (2 points each week) by Sunday mid-night each week. Students are expected to show evidence of preparation by active participation in discussion of assigned readings, book summary and/or video analysis. Active and high-level critical analysis and participation is one of the key components of this course. You will be asked to contribute original, well written, and critically thought-out responses to course materials including the weekly assignments and respond to those made by others in class for interaction. It is expected that each student will access the course website a minimum of two times a week.

**2. Discussion of Outside Readings on a designated week as you sign up** on one of the recommended books listed on this syllabus. You should post a 2-3-page summary of the book of your choice. The summary must have the author's name, publisher, and publication date as well as a brief synopsis, your reflection, and suggestions for your classmates. Sign up for your week of preference to post your summary during week 1 or 2. We'll have 2-3 students each week starting from week 3.

### **3. Community Service and Reflection Paper 2.1, 2.1**

Students are required to participate in community service at one selected Korean-American community organization providing assistance such as translation, mentoring, fund-raising, and program development for a minimum of 10 hours. After your service is completed, submit the following documents:

- (a) A written verification from the director/manager of the organization, supporting evidence of duties, activities, and service hours appropriate to this project.
- (b) A reflection paper (3-5 pages, double-spaced, 12-point Times-Roman font) based on your community service at the Korean-American organization. The paper is to include a brief introduction of the missions and goals of the selected organization, challenges, issues, and pre-service and post-service activities. The reflection paper, along with anecdotal notes (minimum of three) and service verification are **Due Week 5:**

**4. Ethnographic Study (Observation Paper) - Due Week 5:** 1.3, 1.3, 6.1, 6.1 This assignment is a brief observation piece (3-5 pages) of 2 - 3 Korean-American students in an instructional setting. You must examine a) their communication patterns (both verbal and nonverbal) and/or b) classroom interaction patterns and c) learning styles carefully, if there are d) intercultural differences between them and White or other students of different ethnic backgrounds and/or e) intracultural differences among the Korean students, and prescribe your instructional strategies that will work for them.

\*If you do not have access to a public-school classroom, an observation in an alternative instructional setting (e.g., a Saturday Korean language school class or a Sunday class at a local Korean church) is acceptable. You must clear the alternative setting with me prior to conducting the observation.

\*\*For non-credential students, you may read novels by Korean-American authors (NOT the one you present on), watch movies about Korean or Korean American experiences on Korean television, or attend a lecture or symposia on a topic related to Korean Americans, summarize it into a paper of 3-4 pages - what you have learned from the

experiences, and turn it in by the last day of the class. You must demonstrate an understanding of course readings covered in this class.

Suggested movies:

Tae Guk Gi - The Brotherhood of War, Joint Security Area, Iris I, Secret Garden....

Most recent one is “Ode to My Father,” which is about Korean history. Released last year and highly recommended.

## **5. Final Exam**

### **Grading System**

Each project submitted will be provided points as outlined below. The final grade is based on the accumulation of points received from participation and discussion. The breakdown is as below:

|    |        |    |       |    |       |    |       |    |       |
|----|--------|----|-------|----|-------|----|-------|----|-------|
| A  | 96-100 | A- | 91-95 | B+ | 86-90 | B  | 81-85 | B- | 76-80 |
| C+ | 71-75  | C  | 66-70 | C- | 61-65 | D+ | 56-60 | D  | 51-55 |

## Calendar: Schedule of Topics

### Week 1: Introduction, Survey, Course Overview

#### Korea Today

- Korean Ethnic Roots: The land, People and Culture
- Relationship between US and Korea
- Issues that affect the Korean American Society

#### The Historical and Political Backgrounds of the Korean People

- The Three Kingdoms (60 B.C.-918 A.D.)
- Koryo Dynasty (918-1392)
- Chosun/Yi Dynasty (1392-1910)
- Japanese Annexation (1910-1945)

*Class activities: Chinese Zodiac; Assessing one's understanding of Korea; Video(Korean history); Youtube, Korea Today*

#### *Reading Assignments:*

*Hurh, Ch. 1*

*Choi, Ch. 1-2*

### Week 2: Korea After World War II and Today

- Liberation, Partition, and Two Korean States (1945-1950)
- Korean War (1950-1953) and American Involvement
- Post-Korean War (1953-1965)
- Economy of South Korea

#### The Korean Family and Socialization

Family Celebrations: The First Birthday "Dol" and Sixtieth Birthday Party "Hwan-gap," etc.

Korean Holidays: Chusuk (Harvest Moon Festival day - 8/15, lunar calendar), New Year's Day (1/1P), Independence Movement day (3/1), Arbor Day (4/5), Buddha's Birthday (4/8, lunar calendar),

Children's Day (5/5), Mother's Day (5/8), National Foundation Day (10/3), Han-gul (Korean Alphabet) Day (10/9), Memorial Day (6/6) and Christmas (12/25), etc.

*Class activities: Questions for discussion*

See the course site.

#### *Reading Assignments:*

HYPERLINK "[http://en.wikipedia.org/wiki/Korean\\_War](http://en.wikipedia.org/wiki/Korean_War)"

[http://en.wikipedia.org/wiki/Korean\\_War](http://en.wikipedia.org/wiki/Korean_War)

HYPERLINK "[http://en.wikipedia.org/wiki/Korean\\_War](http://en.wikipedia.org/wiki/Korean_War)"

[http://en.wikipedia.org/wiki/Division\\_of\\_Korea](http://en.wikipedia.org/wiki/Division_of_Korea)

HYPERLINK "[http://en.wikipedia.org/wiki/Korean\\_War](http://en.wikipedia.org/wiki/Korean_War)"

[http://en.wikipedia.org/wiki/Economy\\_of\\_South\\_Korea](http://en.wikipedia.org/wiki/Economy_of_South_Korea)

*Reading packet, pp. 17 "The Korean Family: The Traditional Family and Changes in the Family Structures since 1960"*

**Week 3: Korean American History 6.1**

Different Waves of Immigration to the US

- Early Immigration (Late 19<sup>th</sup> Century)
- Mid Immigration (Early 20<sup>th</sup> Century)
- Post 1965 Immigration (Late 20<sup>th</sup> Century)
- Current Immigration Trends (21<sup>st</sup> Century)
- Famous Korean Americans

Social and Demographic Characteristics of Korean Immigrants

Immigration and Settlement

- Economic Adjustment
- Employment Opportunities and Challenges
- Cultural Social Adaptation: - Ethnic attachment/Selective Assimilation
- Understanding cultural conflicts and their implications on the families and the communities.

*Class Activities: See the course site*

*Video – AriRang I*

*See the course site for more.*

**Reading Assignments**

*Hurh, Ch. 2-4*

*Choi, Cho. 3-4*

**Outside reading to be posted by students**

**Week 4: The Traditional Korean Cultural Values 1.5, 6.5**

Family Relationships – The kinship of respect and support

Social relationships – factors determining social status

The Traditional Korean Belief Systems - Perception of Self and Nature

Comparison between Korean and American values

**Family and Kinship** - Familial Relationships and Obligations

Extended Family Systems/Beliefs and Rituals

### **Ethnic Association**

Korean Immigrant Churches and their Role

The Influence of the Churches in the Korean American Community

*Class Activities: See the course site.*

### **Reading Assignments**

*Huhr, Ch. 5-6*

*Reading Packet (Immigrant's story I: Pilgrimage by Jay Kun Yoo)*

*Choi, Ch. 5*

***Outside reading to be posted by students***

Week 5:

Inter-group Relationships

LA Riots/Relationship with other Ethnic and Cultural Groups

Dynamics that led to the civil riots in 1992

Relationship with Other Asian Americans

Psychological Adjustment/Community Issues **2.1**

- Second Generation and their Community Involvement

- Women and their Role

Class Activities:

***Video - SaiGu from Women's Perspectives***

*Video and discussion*

### **Reading Assignments**

*Choi, Ch. 7-8*

*Hurh, Ch. 7-8*

*Reading Packet (Immigrant's story II: Urban Impressionist by K.W. Lee)*

*Reading Packet (Black-Korean Conflict by Freer)*

***Outside reading to be posted by students***

Week 6

**Working with Korean American students and parents **1.3, 1.4, 1.6, 6.4****

- Educational issues in Korean Community

- Differences between Korean and American School System

### ***Comparison of school system***

“Schooling for Korean American Students: A Sociocultural Perspective”

**Primary Language Loss and Its Impact **6.6****

- Understanding the impact of the mismatch between the language of home and school.
- Finding the correlation between the decreasing of the home language proficiency and the weakening of the parent-child relationship.

***The Korean American Child Socialization and Parenting Styles***

***Class Activities: See the course site.***

***Reading Assignments*** 2.4

*Hurh, Won Moo, Ch. 9*

*Reading packet:*

“Learning in America: The Korean American Experience”

“The Growth and Development of Korean-American Children,”

“The Effects of Parenting Styles, Cultural Conflict, and Peer Relations on Academic Achievement and Psychological Adjustment among Korean Immigrant Students”

**Finals Week: FINAL EXAM**

## SED 516K Seminar in Teaching the Bilingual/Bicultural Student: Korean American

### Bilingual Authorization Program Standards Index

Pages on which Standards are Introduced are in yellow, Practiced in teal, and Assessed in green.

#### BTPE

1.3 p. 8, p. 4, p. 4  
1.4 p. 8  
1.5 p. 7  
1.6 p. 7

#### BTPE

2.1 p. 8, p. 4, p. 4  
2.4 p. 9

#### BTPE

6.1 p. 7, p. 4, p. 4  
6.4 p. 8  
6.5 p. 7  
6.6 p. 8