



General Education Supplemental Form

Supplemental Comments

KORE 60: Korean Culture through Cinema

General Education Course Evaluation

Proposed/Amended Course:

Course Title Korean Culture Through Cinema

World Languages Department

Discipline Administration of Justice: Law Enforcement

Part 1 - For all Proposed Courses

NOTE: If the Department cannot adequately address all components of Sections 1. and 2. below, this course may not be appropriate to propose.

1. Post-Secondary Skills:

Describe and provide examples of how the course requires post-secondary skills in reading, writing, computation, and critical thinking.

Students will be required to read scholarly articles and write responses and essays on topics related to issues in Korean cinema. They will critically assess the significance of Korean cinema in both the South Korean and global contexts. They must also establish connections and critically evaluate the interdependence of visual storytelling, representations of culture, and worldview.

2. Improve Students' Abilities:

Describe and provide examples of how the course improves students' abilities to:

a. communicate spoken and written ideas effectively

Students must present informed opinions and arguments about selected topics both orally and in writing. Students will be required to write reflection papers and argumentative essays that present clear and concrete viewpoints on issues.

b. define problems, design solutions, and critically analyze results

This course develops students' awareness of cultural theories and the ways in which it informs critical thinking and provides frameworks for analyzing visual narratives that tackle cultural and socio-political issues. Students will also analyze the scholarship in Korean cinema and understand its significance in the wider Korean and cultural study fields. Students will take what they have learned and apply it in their own research where they will explain why their research is needed, how it will contribute to broader cultural studies, and critically analyze it for results.



General Education Supplemental Form

c. work effectively and cooperatively with others

Students must present informed opinions and provide space for the opinions of others. They must respect differences of opinions and cooperate with one another to balance, understand, and critically analyze those differences.

d. work effectively and independently

Students will be required to read scholarly journals and independently form opinions on select topics. Students must organize their time effectively for synthesizing their readings for writing responses and papers. Students will also find relevant books and articles for research on selected topics independently.

e. develop and question personal and societal values, make informed choices, and accept responsibility for one's decisions

Students will objectively re-evaluate their personal and/or shared societal values as they gain knowledge related to themes presented in class. The course will encourage students to make choices and stances as they think through and reflect on cultural issues that converge and diverge with their own.

f. function as active, responsible, ethical citizens

As students see how cinema can be a form of protest for injustice, students will recognize the need for advocacy in areas in their lives that they see as unjust.

g. acquire the curiosity and skills necessary for life-long learning

Students will be encouraged to use the knowledge acquired in the course to view films more critically as scholars rather than as a consumer.

3. Impart Understanding, Knowledge, and Appreciation:

Describe how the course imparts understanding, knowledge, and appreciation of:

Note: Only answer those or portions of those that are applicable.

a. our shared scientific, technological, historical, and artistic heritage, including the contributions of women, ethnic minorities, and non-western cultures

The course views cinema as a means to understanding socio-cultural attitudes and changes that take place in a society. As such, the course pivots South Korea and Korean culture in a larger, shared global perspective by examining cinematic representations of trauma and resilience as a response to colonialism, World War 2, the Korean War, the Cold War, dictatorships, and American economic and cultural hegemony of the 20th century. The course enhances our understanding of Korean culture and society and how it interacts, influences, changes, and critiques ideas and events in the wider world.

b. our nation's and world's cultural diversity and heritage, including the contributions of women, ethnic minorities, and non-western cultures

The course imparts an understanding of Korea's cultural diversity and heritage by connecting key directors and works with issues of national identity, human subjectivity, hybridity of culture, and multiculturalism to name a few. The course also highlights cultural diversity, especially in regards to women and sexual and ethnic minorities.



General Education Supplemental Form

c. the earth's ecosystem, including the processes that formed it and the strategies that are necessary for its maintenance

N/A

d. humanity's artistic achievements

The course discusses Korean directors and their works as important contributions to the larger study of world cinema. One of the goals of the course is to explore what unique perspectives and stories are brought by these directors and how questions about humanity and life are individually and culturally dealt with.

e. human social, political, and economic institutions and behavior, including how these aspects are interwoven

The course guides students to recognize the contributions of early Japanese and Western films and the scholarship that forms around Korean cinema and cultural studies in order to see the interconnectedness of directors, critics, governments, academics, and the larger Korean and global audience. The class also demonstrates that influence is not a one-way street, as Korean cinema from the 1990s and on is seen as an influential node, able to compete with America's Hollywood. Another goal of this course is for students to see how interwoven cultural studies is with other fields such as politics, economics, and sociology and that studying culture requires a multi-faceted approach.

f. the psychological, social, and physiological dimensions of men and women as individuals and as members of society

This course provides a narrative of development of Korean cinema with its inception as a medium for patriotism during Japanese occupation, to a form of protest against the twenty year-long dictatorship of Park Chung-hee, and finally to a platform for amplifying the voices of those marginalized by sex, status, economics, and ethnicity. The course provides an examination of a long history of directors who speak on the behalf of a repressed group.

g. acquire the curiosity and skills necessary for life-long-learning

This course helps students develop an awareness of cultural theories and how they are important for not only learning about Korean film and culture, but also for the development of their critical thinking skills. Accordingly, students are invited to view film as developing scholars rather than as film consumers. As students begin to create frameworks to better understand Korean films, they also begin to independently think about, appreciate, and understand viewpoints from films that may converge and diverge. As such, they come to find that engagement with foreign language films is highly valuable and the analytic skill they develop in the class becomes a life-long skill useful in their personal, academic, or professional lives.

4. Does the course articulate course-to-course with any campus of CSU or UC?

Yes

5. Does the course appear on the CSU approved General Education-Breadth Certification List?

No



General Education Supplemental Form

6. Does the course appear on the UC Transfer Course Agreement (TCA)?

No

Part 2A - Area A

Courses Proposed for Area A - Communication in the English Language

In what sub area (Oral Communication, Written Communication, Critical Thinking) is the proposed course?

1. Describe and provide examples of how the course provides an understanding of the psychological and social significance of communication.

N/A

2. Describe and provide examples of how the course illustrates how communication operates in various situations.

N/A

3. Describe and provide examples of how the course focuses on communication from the rhetorical perspective.

N/A

4. Describe and provide examples of how the course provides active participation and practice in written and oral communication.

N/A

5. Critical Thinking (Required for Area A3 only)

Describe and provide examples of how the course provides skills in inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

N/A

Part 2B - Area B

Courses Proposed for Area B: The Physical Universe and Its Life Forms

In what sub area (Physical Sciences, Life Sciences, Mathematics) is the proposed course?

1. Describe and provide examples of how the course promotes the understanding and appreciation of the methodologies and tools of science.

N/A



General Education Supplemental Form

2. Describe and provide examples of how the course imparts the facts and principles which form the foundation of living and non-living systems.

N/A

3. Describe and provide examples of how the course emphasizes the influence of scientific knowledge on the development of civilization.

N/A

4. Describe and provide examples of the laboratory activity included in the course (if applicable).

N/A

5. Mathematics/Quantitative Reasoning (Required for Area B4 only)

Describe and provide examples of how the mathematics course imparts appreciation and understanding of basic concepts and not merely computational skills.

N/A

Part 2C - Area C

Courses Proposed for Area C: Arts, Literature, Philosophy, and Foreign Language

In what sub area (Arts or Humanities) is the proposed course?

1. Describe and provide examples of how the course cultivates intellect, imagination, sensibility and sensitivity through studying great works of the human imagination.

The course examines films that are not only renowned in Korean cinema, but have garnered much attention and acclaim as cinematic masterpieces. Films by directors such as Bong Joon-ho and Park Chan-wook, whose works have shaped and influenced the direction of contemporary cinema, will be view in the course. As such, the course will cultivate intellect and imagination with exemplary pieces to view, analyze, and critique. Students will be able to observe how effective a director's themes, social critiques, and messaging are when a film is imaginative, dynamic, and unique. As students become exposed to well made films, they will also develop an eye and taste for films that are able to effectively synthesize social themes and creative visual storytelling.

2. Describe and provide examples of how the course increases awareness and appreciation of the traditional humanistic disciplines such as art, dance, drama, literature, and music.

The course increases awareness and appreciation of traditional humanistic disciplines such as art, dance, drama, literature, and music as they are all present and vital to the understanding of film. Some key examples include director Bong Joon-ho's creative use of classical music and sound effects for horror, director Lee Joon-ik's use of traditional Korean dance and drama for political satire, and director Park Chan-wook's references to Nietzsche and Freud for understanding the human psyche.



General Education Supplemental Form

3. Describe and provide examples of how the course encourages intellectual examination of the subjective as well as objective response to experience.

The course encourages intellectual examination of the subjective through personal reflections of films. Students are encouraged to view films through the lens of their personal experiences to conclude whether the film was meaningful or impactful for them. At the same time, the course encourages objective responses by encouraging critical analyses of a director's narrative, his or her use of visuals and audio, and the effectiveness of the critique made on society. For instance, effective visual story telling can be objectively measure through relevant setting and motifs, dramatic camera angles, and/or the use of impactful color.

4. Describe and provide examples of how the course enhances understanding of the interrelationship between the creative arts, humanities, and self.

The course enhances understanding of the interrelationship between the creative arts, humanities, and self by looking at Korean cinema as a cultural production that includes (1) visuals (i.e., art directing, costuming, cinematography), storytelling (scripts, narrations, references, themes, motifs, messages), and the person (the director, the actors, and the audience). In other words, film is an expression of human creativity, human connectedness, and personal identity.

5. Describe and provide examples of how the course provides exposure to both western and non-western cultures.

The study of cinema is inextricably tied to Hollywood, the film capital of the world. Although this course centers on the development of Korean cinema vis-a-vis its historical, socio-economic, and political experience, students will learn that Korean directors were and very much continue to be aware of contemporaneous American and European films. For example, when discussing director Kim Jee-woon's film, "The Good, the Bad, the Weird," it is necessary that students understand prior films by Italy's Sergio Leone ("The Good, the Bad, and the Ugly") and Japan's Akira Kurosawa ("Yojimbo"). Both western and non-western influences are clearly present when discussing Korean cinema.

Part 2D - Area D

Courses Proposed for Area D: Social, Political, Economic Institutions and Behavior, and Historical Background

In what sub area (United States History, American Institutions, Social Science, Elective Courses) is the proposed course?

1. Describe and provide examples of how the course promotes the understanding and appreciation of social, political, and economic institutions.

2. Describe and provide examples of how the course probes the relationship between these institutions and human behavior.



General Education Supplemental Form

3. Describe and provide examples of how the course examines issues in both their historical and contemporary context.

4. Describe and provide examples of how the course examines both problems and issues in relationship to western and/or non-western contexts and social sub-groups.

Part 2E Area E

Courses Proposed for Area E: Lifelong Understanding and Self-Development

1. Describe and provide examples of how the course facilitates understanding of the human being as an integrated physiological, social, and psychological being.

2. Describe and provide examples of how the course provides selective consideration of human behavior, sexuality, nutrition, health, stress, implications of death and dying, and the relationship of people to the social and physical environment.

Part 2F - Area F : Ethnic Studies

Courses that are approved to meet this requirement must meet at least 3 of the 5 following Core Competencies :

1. Describe and provide examples of how the course analyzes and articulates concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies

2. Describe and provide examples of how the course applies theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group affirmation.



General Education Supplemental Form

3. Describe and provide examples of how the course critically analyzes the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

4. Describe and provide examples of how the course critically reviews how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

5. Describe and provide examples of how the course describes and actively engages with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.