Course Title	Korean Pop Culture in a Global Context
Course Code	CLB9035
Recommended Study Year	3rd or 4th year
No. of Credits/Term	3
Mode of Tuition	Sectional approach
Class Contact Hours	3 hours per week
Category	Cluster B in Core Curriculum – Humanities and the Arts
Discipline	NIL
Prerequisite(s)	NIL
Co-requisite(s)	NIL
Exclusion(s)	NIL
Exemption Requirement(s)	NIL

Brief Course Description

Korean popular culture has recently gained critical attention in the global media marketplace. Particularly, Hallyu (the Korean Wave), a term coined in Asia describing the widespread popularity of Korean cultural products and its regional and trans-regional influences, has been prominently addressed by the scholars, the critics, and the fans altogether in many parts of Asia. Through readings, discussions, in-class screenings, and presentations, this introductory course aims to provide a comprehensive view of contemporary Korean culture, society, and politics through examining some of the most representative forms of popular culture.

Aims

Korean Pop Culture in a Global Context aims to get students to appreciate the dynamics of transnational cultural flow, and as the proposed group assignments would indicate, to appropriate and localize such flows according to their own spatial and cultural specificities.

Learning Outcomes

On completion of the course, students will be able to:

1) Describe a greater cultural, historical, and industrial understandings of cultural and creative industries in South Korea
2) Analyze and investigate multiple fields of media and creative industries, including fan cultures, music industry, curatorship, national and transnational cultural flows, and arts and managements.
3) Develop analytical tools for understanding today's global media landscape
4) Formulate research questions about the state and stake of South Korea's creative and cultural industries and evaluate the appropriateness of relevant theoretical and methodological approaches.
5) Examine the primary texts and contexts of K-pop, K-drama, and creative/cultural industries in South Korea, and to compose his/her own credible, original research paper.
6) Critically evaluate the accountability and ethical behavior of media producers and consumers by analysing information encountered in media.
7) Appraise the impact of media on society to better advocate for and support media practices that uphold truth, fairness, and respect for all communities.

Indicative Content

1) Introduction: Why We Study Korean Popular Culture
2) East Asian Cultural Exchange before Hallyu
3) Korean Cultural Industries and the Korean Wave
4) Beginning of Hallyu
5) Case Study: Rain
6) Case Study: *Winter Sonata*
7) From Hallyu 1.0 to Hallyu 3.0
8) Culture, the State, and Nationalism
9) Psy, Girls Generation, and BTS: Globalization of Korean Pop Culture
10) Korean Popular Culture in the Age of Social Media
11) Case Study: BTS
12) Netflix and the Korean Media Industry

Teaching Method

Viewings-Lecture-Seminar:

The organization of the module is broadly historical/theoretical and case-specific/practical, outlining overall trends illustrated by clear examples. A brief lecture will follow each week's viewing of a specific music video, TV drama, and film, and the lecture will set up the class for discussing themes and theories relating to South Korean popular culture. Instead of simply assigning one single textbook, the instructor will provide key chapters, journal and popular magazine articles, oral histories, and critical essays on Korean cinema, TV drama, and K-pop. The instructor will also use social media platforms such as facebook to exchange each other's thoughts, opinions, and ideas about the films, TV dramas, and music videos they saw in class

Korean Pop Culture in a Global Context will include a series of in-depth, rigorous, and engaging discussions. For dynamic and engaging in-class discussions, challenging and thought-provoking questions will continuously be given to the students each week in tandem with in-class presentations and writing duties. The instructor will assist students in analyzing and researching a variety of subjects within South Korean popular culture studies, including national/transnational flow of media, fan culture, globalization/glocalization, and the problem of nation/state which evokes the question of identity. Throughout these discussions, students will learn how to formulate research questions and evaluate the appropriateness of relevant theoretical and methodological approaches. Each student is expected to conduct further research on the subject and write a research paper at the end of the semester.

Tutorials:

Each tutorial will be aligned with one or two pieces of reading material. Students will be provided a study pack, and they will be expected to read the materials before coming to the tutorials. In each tutorial, 20 minutes will be allocated for a question and answer session. Students are required to discuss the specific questions concerning the assigned material. The remaining time will be devoted to in-class exercises. Students will be given small research tasks, and they will form groups to discuss the appropriate research methods and analytical frameworks needed to conduct the research. After the exercises, feedback will be given by the instructor.

Measurement of Learning Outcomes

Learning Outcomes	Assessment Methods			
	Class Participation (10%)	Individual Presentation (20%)	Midterm Exam (30%)	Final Essay (40%)
1. Describe a greater cultural, historical, and industrial understandings of cultural and creative industries in South Korea	X	X	X	X
2. Analyze and investigate multiple fields of media and creative industries, including fan cultures, music industry, curatorship, national and transnational cultural flows, and arts and managements.	X	X	X	X
3. Develop analytical tools for understanding today's global media landscape	X	X		X
4. Formulate research questions about the state and stake of South Korea's creative and cultural industries and evaluate the appropriateness of relevant theoretical and methodological approaches.	X			X

5. Examine the primary texts and contexts of K-pop, K-drama, and creative/cultural industries in South Korea, and to compose his/her own credible, original research paper	X			X
6. Critically evaluate the accountability and ethical behavior of media producers and consumers by analysing information encountered in media.		X	X	X
7. Appraise the impact of media on society to better advocate for and support media practices that uphold truth, fairness, and respect for all communities.		X	X	X

Assessment
Class Participation 10%
Regular attendance in lectures and tutorials is expected. Students are also expected to do required readings and participate in class discussion.

Presentation (Individual) 20%
Students are required to give one presentation (no longer than 20 minutes in total) about South Korean popular culture, including television, cinema, and K-Pop. This presentation will assist students in developing their research question and will serve as the foundation for their final paper. Grading rubric for the individual presentation is: "Excellent," "Good," "Fair," "Pass," and "Fail" - based on each presentation's content, organization, presentation, and handling questions.

Mid-Term Exam 30%:
A closed-book exam. No books, lecture notes, handouts or photocopies are permitted into the exam hall. Each student will be tested how he/she understands the assigned readings, lectures, and films shown in the class.

Final Essay (Individual) 40%:
Students are required to write a 10-page research paper engaging the issues discussed during the semester of Korean popular culture studies. The most important thing is that the paper has a thesis, is focused, and is well researched. Each student must cite at least SEVEN written sources: books or articles, NOT web pages. Only three of the sources may be from the works assigned in class. The other sources must be ones that you find in the library or elsewhere. They must be scholarly sources

- All references must be properly cited using either MLA (Modern Language Association) Style or Chicago Manual Style.

Required/Essential Readings
As this course will be drawing a reading materials from a diverse range of sources, there will be less reliance on a specific textbook. Relevant readings will be uploaded onto the course website and print them if you prefer a hard copy.

Recommended/Supplementary Readings
Chen, Lu. Chinese Fans of Japanese and Korean Pop Culture: Nationalistic Narratives and International Fandom. Routledge, 2017.
Jin, Dal Yong, *New Korean Wave. Transnational Cultural Power in the Age of Social Media*. University of Illinois Press, 2016.
Kim, Gooyong, From Factory Girls to K-Pop Idol Girls: Cultural Politics of Developmentalism, Patriarchy, and Neoliberalism in South Korea's Popular Music Industry. Lexington Books, 2020.
Kim, Kyung Hyun, Hegemonic Mimicry: Korean Popular Culture of the Twenty-First Century. Duke University Press, 2021.

Kim, Suk-Young, *K-Pop Live: Fans, Idols, and Multimedia Performance*. Stanford University Press, 2018.

Lee, Haek Joon and Jin, Dal Yong Jin, *K-Pop Idols: Popular Culture and the Emergence of the Korean Music Industry*. Rowman & Littlefield, 2019.

Lee, Sangjoon, and Nornes, Abe Markus, ed., *Hallyu 2.0: The Korean Wave in the Age of Social Media*. University of Michigan Press, 2015.

Oh, Youjeong, *Pop City: Korean Popular Culture and the Selling of Place*. Cornell University Press, 2018.

<u>Important Notes</u>:
(1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
(3) Students are required to submit writing assignment(s) using Turnitin.
(4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.
(5) Students must adhere to the University's guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents "Guidelines for Using GAI Tools at Lingnan University" and "Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments" can be found here: https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices.

Class Participation (10%) Assessment Rubric

Assessment Categories	Excellent (A)	Good (B)	Fair (C)	Pass (D)	Fail (F)
(1) Level of engagement 30%	Active class engagement, pose excellent questions in class, strong ability to stimulate class discussion and comment on others' points.	High class engagement, pose good questions in class, show ability to stimulate class discussion and comment on others' points.	Satisfactory class engagement, pose questions in class, show average level ability to stimulate class discussion and comment on others' points.	Low class engagement, rarely pose questions in class, rarely show ability to stimulate class discussion and comment on others' points.	Poor class engagement, pose no question in class, show no ability to stimulate class discussion and comment on others' points.
(2) Level of response 40%	Positive listening, interpret others' views with an open mind and ready to negotiate opinions and views.	Positive listening, interpret others' views constructively.	Satisfactory level of participation in class discussions.	Rarely participate in class discussions.	Not participate in class discussions.
(3) Preparation for class 30%	Prepared well for class, showcase in-depth familiarity and understanding of course materials.	Prepared for class, showcase adequate familiarity and understanding of course materials.	Rarely prepared for class, average level of familiarity with or understanding of course materials.	Almost always unprepared for class, little sign of familiarity with or understanding of course materials.	Unprepared for class, no sign of familiarity with or understanding of course materials.

Presentation (20%) Assessment Rubric

Assessment Categories	Excellent (A)	Good (B)	Fair (C)	Pass (D)	Fail (F)
(1) Level of Description 20%	Describe and sum up the examined phenomenon precisely, concisely, and clearly.	Describe the examined phenomenon precisely, and clearly.	Satisfactory description of the examined phenomenon, with tautology.	Fair description of the examined phenomenon yet with incorrect information.	Poor description of the examined phenomenon.
(2) Level of research 30%	Showcase that a lot of research has conducted. The discussion of the examined phenomenon closely connects with the content of the course.	Showcase that adequate research has conducted. The discussion of the examined phenomenon fairly connects with the content of the course.	Showcase that some research has conducted. The discussion of the examined phenomenon has some connection with the content of the course.	The discussion of the examined phenomenon has some connection with the content of the course.	The discussion has no connection with the content of the course.
(3) Level of analysis 30%	Have in-depth analysis and insights, arguments are strongly supported via rich examples.	Have in-depth analysis, arguments are adequately supported via certain examples.	Have fair analysis and arguments stated.	Have some analysis and point of views.	No analysis and viewpoints.
(4) Presentation Technique 20%	Exemplary use of technological aids such as PowerPoint, video, Internet, etc. Exemplary deployment of such factors as body language, voice control and project, eye contact, the creation of an engaging atmosphere.	Good use of technological aids such as PowerPoint, video, Internet, etc. Good deployment of such factors as body language, voice control and project, eye contact, the creation of an engaging atmosphere.	Adequate use of technological aids such as PowerPoint, video, Internet, etc. Adequate deployment of such factors as body language, voice control and project, eye contact, the creation of an engaging atmosphere.	Limited use of technological aids such as PowerPoint, video, Internet, etc. Some deployment of such factors as body language, voice control and project, eye contact, the creation of an engaging atmosphere.	No use of technological aids such as PowerPoint, video, Internet, etc. No deployment of such factors as body language, voice control and project, eye contact, the creation of an engaging atmosphere.

Midterm Exam (30%) Assessment Rubric

Assessment Categories	Excellent (A)	Good (B)	Fair (C)	Pass (D)	Fail (F)
(1) Understanding of and response to the subject 20%	Demonstrate an exemplary cognizance of, and awareness of and insight into the subject	Demonstrate of a sufficient cognizance of, and awareness of the subject	Demonstrate an average cognizance of, and awareness of the subject	Demonstrate a rudimentary cognizance of, and awareness of the subject	Demonstrate a total lack of cognizance of, and awareness of the subject
(2) Analytical ability 30%	Demonstrate an exemplary analysis by applying concepts and theories	Demonstrate a sufficient analysis by applying concepts and theories	Demonstrate an average analysis by applying concepts and theories	Rudimentary understanding of the relationship between content and aesthetic form/language or artifacts	Lack of analysis; no indication of any concepts or theories
(3) Content and aesthetic form / language or artifacts 20%	Exemplary understanding of the relationship between content and aesthetic form/language or artifacts	Sufficient understanding of the relationship between content and aesthetic form/language or artifacts	Average understanding of the relationship between content and aesthetic form/language or artifacts	Demonstrate a rudimentary analysis by applying concepts and theories	No understanding of the relationship between content and aesthetic form/language or artifacts
(4) Characterization and/or description 30%	More than sufficient apposite delineation, illustration or rendition	Sufficient apposite delineation, illustration or rendition	Some apposite delineation, illustration or rendition	Limited apposite delineation, illustration or rendition	No apposite delineation, illustration or rendition

Final Essay (40%) Assessment Rubric

Assessment Categories	Excellent (A)	Good (B)	Fair (C)	Pass (D)	Fail (F)
(1) Understanding of and response to the subject 20%	Excellent understanding of and response to the subject, demonstrates an optimal level of cognizance of, awareness of and insight into the subject.	Good understanding of and response to the subject, demonstrates a sufficient level of cognizance of, awareness of, and insight into the subject.	Satisfactory understanding of and response to the subject, demonstrates an average level of cognizance of, awareness of, and insight into the subject.	Attempts in understanding of and response to the subject, demonstrates a rudimentary level of cognizance of, awareness of, and insight into the subject.	Poor understanding of and response to the subject, demonstrates a lack of cognizance of, awareness of, and insight into the subject.
(2) Characterization and/or description 10%	Excellent level of characterization and/or description, demonstrates an optimal level of apposite depiction, categorization, narration, commentary, and illustration.	Good level of characterization and/or description, demonstrates a sufficient level of apposite depiction, categorization, narration, commentary, and illustration.	Satisfactory level of characterization and/or description, demonstrates an average level of apposite depiction, categorization, narration, commentary, and illustration.	Attempts in characterization and/or description, demonstrates a rudimentary level of apposite depiction, categorization, narration, commentary, and illustration.	Poor level of characterization and/or description, demonstrates a lack of apposite depiction, categorization, narration, commentary, and illustration.
(3) Analytical ability 20%	Excellent level of analytical ability, demonstrates an optimal level of conceptual understanding and ability to make sophisticated, coherent and warranted conceptual distinctions.	Good level of analytical ability, demonstrates a sufficient level of conceptual understanding, and ability to make sophisticated, coherent and warranted conceptual distinctions.	Satisfactory level of analytical ability, demonstrates an average level of conceptual understanding, and ability to make sophisticated, coherent and warranted conceptual distinctions.	Attempts in exercising analytical ability, demonstrates a rudimentary level of conceptual understanding, and ability to make sophisticated, coherent and warranted conceptual distinctions.	Poor level of analytical ability, demonstrates a lack of conceptual understanding, and ability to make sophisticated, coherent and warranted conceptual distinctions.
(4) Organization and coherence of ideas 10%	Excellent organization and coherence of ideas, demonstrates an optimal level of organization and coherence of thought, ideas and/or argument	Good organization and coherence of ideas, demonstrates a sufficient level of organization and coherence of thought, ideas and/or argument	Satisfactory organization and coherence of ideas, demonstrates an average level of organization and coherence of thought, ideas and/or argument	Attempts in organization and coherence of ideas, demonstrates a rudimentary level of organization and coherence of thought, ideas and/or argument	Poor organization and coherence of ideas, demonstrates a lack of organization and coherence of thought, ideas and/or argument

(5) **Research effort and quality** **15%**	Excellent level of research activity and quality of activity, demonstrates an optimal level of engagement with a wide range of relevant research resources, and aptitude for making creative and/or rational and sophisticated thinking in locating, addressing or applying relevant information and ideas.	Good level of research activity and quality of activity, demonstrates a sufficient level of engagement with a wide range of relevant research resources, and aptitude for making creative and/or rational and sophisticated thinking in locating, addressing or applying relevant information and ideas.	Satisfactory level of research activity and quality of activity, demonstrates an average level of engagement with a wide range of relevant research resources, and aptitude for making creative and/or rational and sophisticated thinking in locating, addressing or applying relevant information and ideas.	Attempts in research activity and quality of activity, demonstrates a rudimentary level of engagement with a wide range of relevant research resources, and aptitude for making creative and/or rational and sophisticated thinking in locating, addressing or applying relevant information and ideas.	Poor level of research activity and quality of activity, demonstrates a lack of engagement with a wide range of relevant research resources, and aptitude for making creative and/or rational and sophisticated thinking in locating, addressing or applying relevant information and ideas.
(6) **Language** **15%**	Excellent level of use of language and diction, demonstrates an optimal level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.	Good level of use of language and diction, demonstrates a sufficient level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.	Satisfactory level of use of language and diction, demonstrates an average level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.	Attempts in the use of language and diction, demonstrates a rudimentary level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.	Poor level of use of language and diction, demonstrates a lack of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.
(7) **Grammar** **10%**	Excellent level of grammar, demonstrates a very high level of the understanding and use of the rules of language, including the relations between words, syntax, sentence construction, and the parts of speech.	Good level of grammar, demonstrates a high level of the understanding and use of the rules of language, including the relations between words, syntax, sentence construction, and the parts of speech.	Satisfactory level of grammar, demonstrates an adequate level of the understanding and use of the rules of language, including the relations between words, syntax, sentence construction, and the parts of speech.	Attempts in the use of grammar, demonstrates a limited and only rudimentary level of the understanding and use of the rules of language, including the relations between words, syntax, sentence construction, and the parts of speech.	Poor level of grammar, demonstrates a markedly inadequate and substandard level of the understanding and use of the rules of language, including the relations between words, syntax, sentence construction, and the parts of speech.