

CONTENTS

COLLEGE OF HUMANITIES	1
DEPARTMENT OF KOREAN LANGUAGE AND LITERATURE	1
Courses	1
Faculty Members	6
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE	7
Courses	7
Faculty Members	15
DEPARTMENT OF CHINESE LANGUAGE AND LITERATURE	16
Courses	16
Faculty Members	21
DEPARTMENT OF KOREAN HISTORY	22
Courses	22
Faculty Members	28
DEPARTMENT OF EDUCATION	28
Courses	29
Faculty Members	38

COLLEGE OF HUMANITIES

The Humanities division of Kookmin University is primarily aimed at playing an important and fundamental role in teaching humanities, instructing students to have noble personalities and comprehensive abilities of creativity, as well as rational and critical judgement. In addition, with the basis of these qualities, it is also to produce the talents of students in the disciplines of science, literature, education, tradition and culture, foreign language, and journalism.

DEPARTMENT OF KOREAN LANGUAGE AND LITERATURE

The Department of Korean Language and Literature carries out research and teaches the historical tradition, characteristics, global features and source-material of Korean language and literature. Through these efforts the department encourages students to cultivate an independent and open-minded world view.

The department also aims to produce graduates with the potential to contribute in the areas of academic activities, modern society, education, traditional culture, and mass media to preserve and revitalize Korean culture within the framework of world culture.

Courses

- **Introduction to Korean Literature (3)**

This course offers an introduction to Oral literature, Korean Chinese literature, Classical literature, and Modern literature, including definitions, writers and works.

- **History of Modern Korean Literature (3)**

Studies on the historical transition of Modern Korean literature since modernization through understanding the background of time.

- **Introduction to Korean Linguistics (3)**

Understanding the basic concepts and the main fields of Korean linguistics including phonology, morphology, syntax, semantics, writing system and dialect.

Surveying methodology of modern linguistics and analyzing Korean data.

- **History of Classical Korean Literature (3)**

Studies on the historical transition of classical Korean literature before the modern period through understanding the background of the time.

- **Understanding to Korean Oral Literature and Field survey (3)**

Studies on the general principles of Korean oral literature legends, ballads, shaman songs, proverbs and riddles including definitions and works of oral literature.

- **Studies on Modern Korean Poets (3)**

Studies on modern Korean poets through understanding their biographies and thoughts.

- **Korean Phonology (3)**

Understanding Korean phonetics and phonology including phonological structure and system, phonological rules, based on structuralism and generative phonology.

- **Readings in Korean Linguistics (3)**

Reading original texts in Middle or Early Middle Korean and reading main papers on Korean linguistics. Interpretation of linguistic data, finding out subjects and suggesting a solution.

- **Writing Practice of Poetry (3)**

The exercise of each student's ability to write poems through understanding theories and the practice of poetry.

- **Writing Practice of Novel (3)**

The exercise of each student's ability to write novels through understanding theories and the practice of novels.

- **Korean Grammar (3)**

Explanation of Korean morphology and syntax including word structure, sentence structure, and grammatical categories and functions, based on structuralism and transformational-generative grammar.

- **Readings on Modern Korean Poetry (3)**

Readings and studies on the history of modern poetry through understanding the beauty of poetry and various aspects of human life.

- **Readings on Korean Chinese Literature (3)**

Readings on Korean Chinese literature for the development of student's ability to comprehend the Korean Chinese Literature.

- **Theories of Drama (3)**

Studies on the general principles of drama through understanding theories of the genre and the historical transition of Korean plays.

- **History of Korean (3)**

Understanding the history of the Korean language from ancient times to the modern period throughout spelling, phonology, grammar, meaning, and vocabulary, based on historical linguistics.

- **Theories of Modern Korean Novels (3)**

Studies on the general theory of modern Korean novels including historical transition and literary structure.

- **Theories of Hyangga Yeoyo (3)**

Studies on the general theory of Hyangga and Koryokayo before Yi dynasty poetry including formational background, development and literary value.

- **Modern Characteristics of the Korean Language and Literature (3)**

This course explores linguistic and literary features of the texts published in Modern enlightenment era.

- **Reading of Classical Korean Novels (3)**

Readings of classical Korean novels for textual criticism and comprehension of content.

- **Studies on Korean Dramatists (3)**

This course is an investigation of key dramatist in contemporary Korean drama.

It explores their works and historical status in Korean drama.

- **Understanding Classical Korean Novels (3)**

Studies on the general principles of classical Korean novels including investigation of the formation, material characteristics and contents of the classical novel.

- **Theories on Kasa Shijo (3)**

Studies on the general theory of Kasa and Sijo of Yi dynasty poetry including formational background, development, characteristics and literary value.

- **Theories on Modern Korean Poetry (3)**

Studies on the general theory of modern Korean poetry including historical transition and literary structure.

- **Studies on Modern Korean Writers and Field trip (3)**

Understanding modern Korean novelists through studying their biographies and thoughts. Field trip included.

- **History of Korean Linguistics (3)**

Understanding the history of Korean linguistics from ancient times to the modern period including Hun-MIn-Jung-Eum, traditional phonology, and studies on modern Korean grammar.

- **Studies on Teaching Korean (2)**

Comprehensive studies on the aims and principles of teaching Korean in secondary school. Analysis and interpretation of curriculum and texts. Searching for teaching material and methodology.

- **Methodology in Teaching Korean and Studies and material studies (2)**

Practice and training in the use of Korean teaching materials, contents, methods, and skills. Practical guidance in teaching Korean language and literature in secondary school.

- **Literature Criticism (3)**

Studies on the methodology of literature research. Criticism, literary theory, and

readings of particular work are examined.

- **Language and Thought of the Classical Korean Writings (3)**

This course is to investigate Classical Korean Writings in the prospectus of Linguistic, Contemporary Literary views. This course taught through team teaching with linguist and literature scholars.

- **Studies on Classical Korean Writers (3)**

This course is to investigate the literary views of the classical Korean writers thorough biographic prospectus and literary settings of the works.

- **Korean Semantics (3)**

Understanding Korean semantics including lexical meaning, discourse analysis, pragmatics, in the prospectus of structuralism, formal semantics, and generative semantics.

- **Korean Dialectology (3)**

This course is to understand the methodology of dialectology and Korean dialects. It deals regional dialect, social dialect. Field work is included.

- **Korean Literature in East-Asian Literature (3)**

This course is to study Korean Literature in the relationship with East-Asian Literature. In this course we will read and discuss of the modern Korean, Japanese and Chinese literature and reestablish the status of Korean Literature in the rim of the East-Asian Literature.

- **Understanding Narrative Literature (3)**

This course is to understand and to investigate the type of narrative literature and also to explores the relationship between oral literature and written literature.

- **Linguistic and Poetic features of Korean Prose (3)**

This course is to examine linguistic and aesthetic features of Korean Prose. It will taught by team teaching to examine across linguistic, contemporary and classical literary views.

- **Contemporary Understanding of Korean Chinese Literature (3)**

This course is to reexamine the values of Korean Chinese Literature in the views of contemporary literary thought and try to find the way of successions.

- **Teaching Korea as a second language (3)**

This course is to offer the methodology of Korean language teaching for the foreigners based on Korean cultures.

Faculty Memembrs

Cho, Hee Woong
Seoul National Univ., B.S.
Seoul National Univ., M.S.
Seoul National Univ., Ph.D.
Classical Korean Novel
chowoong@kookmin.ac.kr

Kim, Heung Soo
Seoul National Univ., B.S.
Seoul National Univ., M.S.
Seoul National Univ., Ph.D.
Korean Syntax
kihs@kookmin.ac.kr

Kim, Joo Phil
Sungkyunkwan Univ., B.S.
Seoul National Univ., M.S.
Seoul National Univ., Ph.D.
Korean Phonelogy
jpkim@kookmin.ac.kr

Jeong, Seon Tae
Seoul National Univ., B.S.
Seoul National Univ., M.S.
Seoul National Univ., Ph.D.
Modern Korean Literature
iskra@kookmin.ac.kr

Shin, Dae Chul
Yonsei Univ., B.S.
Yonsei Univ., M.S.
Modern Korean Poetics
sdc@kookmin.ac.kr

Cho, Heung Wook
Seoul National Univ., B.S.
Seoul National Univ., M.S.
Seoul National Univ., Ph.D.
Classical Korean Prose
hwcho@kookmin.ac.kr

Lee, Kun Yong
Kookmin Univ., B.S.
Kookmin Univ., M.S.
Kookmin Univ., Ph.D.
Korean Grammer
kylee@kookmin.ac.kr

Noh, Young Keun
Kookmin Univ., B.S.
Kookmin Univ., M.S.
Kookmin Univ., Ph.D.
Korean Oral Literature
notos@kookmin.ac.kr

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

The department meets the needs of students with a diversity of interests and academic backgrounds who wish to have a deeper knowledge of the English language, to understand and develop techniques and methodological approaches with which we can study English, to expand their literary horizons, and to enhance their understanding of human expression. Since the basic goal of the study of the English language and English literature is to acquire, understand and set apart the theories developed in English linguistics and literature and thus have the skills for independent thinking and research. Primary focus is placed upon the subjects related to theoretical issues and a wide variety of course are offered in English linguistics and in British and American literature. However, the department also aims to help students enhance their competence in the English language, offering practical courses for English speaking, listening, reading, and writing every semester. The field of English linguistics stresses acquiring and adapting the theories in the field of linguistics. Students may have the opportunity to understand the current and past development of the linguistic theories and their application, to study syntactic, semantic and phonological structures of English, and to read old and middle English texts. The courses on English literature are structured by the period and genre to help form and adapt basic principles of British as well as American literature. Courses are offered on the classical and contemporary theories and practices of literature, focusing on critical readings of modern literary works as well as classical literary works in the 17th, 18th, 19th centuries and earlier periods.

Courses

- **English Conversation I (1)**

This conversation course is designed to help students initially to practise and develop their English language skills in an open context. The emphasis is on student participation through small group conversation. A textbook is used only to review basic grammar and expressions through prestructured dialogues. The native English instructor assists the learning process through one-to-one conversation, correction and short lectures.

- **English Writing I (1)**

This is a writing course for pre-intermediate to intermediate students, using the double-translation method. Students translate their lessons of English into English. By the end of the term, they will probably know the text by heart.

- **Introduction to British and American Poetry (3)**

This course aims to give an insight into poetry in English how to read, how to appreciate, and how to enrich one's mind through reading poetry.

- **Advanced English Readings I (1)**

This course helps the students to understand the notions of 'topic' 'topic sentences,' 'coherence,' 'terseness,' 'logicalness', etc.

- **English Conversation II (1)**

The goal of this conversation course is to increase the English language proficiency of low-intermediate level students. Based on the premise that the best way to achieve fluency in a language is to practice speaking it rather than talking about it. This course maximizes opportunities for students to practice their English in conversation with each other and with the native English instructor. Guided textbook exercises and short lectures complement the course by helping students master low-intermediate level grammatical structures and expressions.

- **English Writing II (1)**

This is a writing course for intermediate students, using the double-translation method. Students translate their lessons on a deeper level from Korean into English. By the end of the term, they will probably know the text by heart.

- **Introduction to British and American Novels (3)**

This course will prepare students to read novels with an academic approach. They will be equipped with basic tools to read critically and apply those tools directly to several short stories.

- **Advanced English Readings II (1)**

Designed for basic training in reading English to provide students with the

essential linguistic proficiency necessary for English language and literature majors. Reading selections from British and American works are used from to introduce students to literary and cultural traditions, structures of English, and an overall communicative use of English vocabulary and sentences.

- **Modern British and American Drama (3)**

This course aims at studying the major works of modern British and American dramatists from Oscar Wilde to the present surveying dramatic history and general dramaturgy.

- **Modern America Fiction (3)**

An analytical and evaluative study of representative works of twentieth-century American novelists. Focus can be placed on the key issues of American modern and postmodern era like the question of technology and environmental concerns. Development of cultural views will also be explored through close reading of related texts and intensive discussion.

- **English Pronunciation (3)**

Course focus is on the articulatory and auditory training of English sounds. Also aims to help students improve their knowledge of English phonetics and phonological rules.

- **Introduction to British and American Short Stories (3)**

An examination of the rationale of the short story and a survey of the poetics of short stories. Application of the theoretical dimensions of the short story to critical interpretation of representative British and American short stories. Development of critical cultural views through discussion and section meetings.

- **Survey of English Literature I (3)**

This course surveys English literature from the Romantic period through the early 20th century, focusing on the works of some major authors.

- **Introduction to English Grammar (3)**

The course aims to help students improve their knowledge of English grammar

and communication skills.

- **American Poetry (3)**

American poetry from its beginnings in the 17th century to the 20th century will be reviewed together with its social and cultural backgrounds. Emphasis will be put on poetry reading itself of every major American poet from Anne Bradstreet to Ezra Pound.

- **Nineteenth-Century British Novels (3)**

This course involves critically reading some major works of 19th-century English novelists such as Jane Austen, Walter Scott, Charles Dickens, W.M. Thackeray, George Eliot, Thomas Hardy, etc.

- **Nineteenth-Century American Fiction (3)**

A consideration of the general views of the tradition of American fiction with an emphasis on that of the nineteenth century. Critical approaches to representative works by nineteenth-century American novelists will be made through close reading of related texts and intensive discussion.

- **Grammar in text-based (3)**

Advanced Introduction to English Grammar The course aims to get students acquainted with the grammatical structures of English and the recent development of theoretical linguistics, through surveying current and past grammatical theories, with a focus on Transformational Generative Grammar.

- **Survey of English Literature II(3.0)**

A detailed study of major themes and poetry of American literature after 1865 with emphasis upon the development of American ethos and its literary metamorphosis in major works. Critical cultural views are expected to be fostered through discussion and independent study.

- **English Literature and Film (1)**

This course looks into the organic relationship between literature and film, focusing not only on the theoretical relationship but also on the screenplay itself.

- **Eighteenth-Century British Novels (3)**

Focusing on the cultural backgrounds of the rise of the English Novel, this course will approach the works of major 18th-century English novelists such as Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Tobias Smollett, etc.

- **Survey of American Literature (3)**

An introduction to major themes of American literature with emphasis upon the development of American ethos and its literary metamorphosis in major works. Critical cultural views are expected to be fostered through close reading of related texts and intensive discussion.

- **Modern British Novels (3)**

In the tradition of English novels, this course will locate the 20th century and define its characteristics. The required readings will include texts of major modern writers, especially Joseph Conrad, D.H. Lawrence, James Joyce, Virginia Woolf, Doris Lessing, etc.

- **Study of Korean-American Writers (3)**

This study focuses on Korean-American writers as a minority writer group in the American literary scene. The writers from the first generation of the Korean immigrants will be reviewed however, special attention will be paid to the younger ones like Changrae Lee, Susan Choi, Cathy Song, and others.

- **Shakespeare (3)**

The aim of this course is to further the comprehension of Shakespeare's drama designed to activate the imaginative vision in his plays, to achieve literary understanding, and provide an insight into human nature.

- **Comprehension of English Linguistics (3)**

This course helps the students to understand the basic notions and the key principles of English morphology, English syntax, English semantics, English pragmatics and universal Grammar.

- **English Poetry I (3)**

This is a survey course, in which we read major British poets, mostly, but not exclusively, of the early modern and modern periods. The reading list may include works from English Renaissance to the Victorian period (or beyond).

- **Theories in English as a Foreign Language (2)**

The main goal of this course is to introduce and understand a variety of theories of the first and foreign language learning and acquisition. As the basic course for teaching English as a foreign language, this course includes comprehensive understanding of terminology and its definition, and interrelation between learning and acquisition theories. Recent journal articles is also reviewed in order for students to examine and criticize the application of theories to the real classroom.

- **Theories in English as a Foreign Language**

The main goal of this course is to introduce and understand a variety of theories of the first and foreign language learning and acquisition. As the basic course for teaching English as a foreign language, this course includes comprehensive understanding of terminology and its definition, and interrelation between learning and acquisition theories. Recent journal articles is also reviewed in order for students to examine and criticize the application of theories to the real classroom.

- **English Conversation III (1)**

The goal of this conversation course is to increase the English language proficiency of high-intermediate level students. Based on the premise that the best way to achieve fluency in a language is to practice speaking it, rather than talking about it. This course maximizes opportunities for students to practice their English in conversation with each other and with the native English instructor. Guided textbook exercises and short lectures complement the course by helping students master high-intermediate level grammatical structures and expressions.

- **English Writing III (1)**

This is a writing course for advanced students, using the double-translation method on a high level. Students translate their lessons from English into Korean, and then from Korean into English. By the end of the term, they will probably know the text by heart.

- **Advanced English (3)**

This course helps advanced students to improve their command of English through the practice of reading, writing and speaking English on a high level.

- **American Poetry II (in English) (2)**

This course reads the major American poets of the early twentieth century and reviews the various aspects of American poetry thereafter.

- **British & American Literary Criticism (3)**

This course deals with literary criticism from the classic theorists like Aristotle and Plato to the present-day theorists. It also deals with various aspects and trends of literary criticism from the classic mimetic theory to the recent poststructuralistic theory.

- **American Literature and Culture (3)**

A detailed study of major themes and issues of American literature and culture with emphasis upon the development of American ethos and its literary metamorphosis in major works. Critical cultural views are expected to be fostered through close reading of related texts and intensive discussion.

- **English Conversation IV (1)**

The purpose of this course is to help high level students perfect their English language speaking and listening skills. Smaller classes at this level allow a greater degree of interaction between the native English instructor and the students. The curriculum is built around topics chosen and presented by students. The instructor will give short lectures on advanced features of the English language (such as colloquialism and idioms) as well as on aspects of Anglo-American culture.

- **English Teaching Methodology (2)**

This course is designed to present students with a comprehensive background on the principles and theories of teaching English as a second language. Comparative consideration of the nature of first & second language acquisition and the cognitive, affective, and linguistic influences on ESL teaching.

- **Practical Grammar (3)**

This course helps students to understand the conditions on rules and the conditions on representations, including the licensing conditions, of English Grammar.

- **American Culture and British & American Transition (3)**

Designed to provide a chronological survey of the syntactical, morphological, phonological, and orthographic development of the English language from the Old English period to the present. The course also covers reading texts written in Old English and Middle English.

- **English Poetry II (3)**

Part a continuation to and part a specialization of British Poetry I, this course will provide a more specified coverage of one (or more) literary period, movement, theme, representative author, or other important components and/or issues of British poetry from Beowulf to Seamus Heaney. Offerings may vary from year to year.

- **Comprehension of English Sentence Structure (3)**

This is an introduction to English Syntax. The rules for English sentence structures will be surveyed and grammatical theories that have been suggested will be introduced. Emphasis will be placed upon the relation between the study of syntactic theory and the study of individual languages, with English as a case example. And special attention will be paid to the introduction and intensive study of Transformational Generative Grammar.

Faculty Members

Park, Young-Bae
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Seoul National Univ., Ph.D.
English Literature
ybpark@kookmin.ac.kr

Lee, Il-Hwan
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Seoul National Univ., Ph.D.
English Literature
ihlee@kookmin.ac.kr

Lee, Ja-Won
Kookmin Univ., B.A.
Kookmin Univ., M.A..
Univ. of Massachusetts Amherst, Ph.D.
Pedagogy
tttljw@yahoo.co.kr

Chung, Myung-Hee
Yonsei Univ., B.A.
Yonsei Univ., M.A.
NewYork Univ., Ph.D.
English Literature
mhchung@kookmin.ac.kr

Yook, Eun-Jung
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Univ. of Iowa. Ph.D.
English Literature eyook@kookmin.ac.kr

Corriveau, Shane P.
Univ. of Calgary, B.A.
Univ. of Southern Queensland, M.A.
TESOL
shanesmail@hanmail.net

Kang, Young-Se
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Harvard Univ., Ph.D.
Linguistics
yskang@kookmin.ac.kr

Yoon, Jong-Yurl
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Univ. of Texas Austin, Ph.D.
Linguistics
jyyoon@kookmin.ac.kr

Lee, In-Kyu
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Seoul National Univ., Ph.D.
English Literature
iklee@kookmin.ac.kr

Kim, Tai-Woo
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Univ. of Leicester, Ph.D.
English Literature
twkimhan@kookmin.ac.kr

Kang, Gyu Han
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Seoul National Univ., Ph.D.
English Literature
ghkang@kookmin.ac.kr

White, Lawrence
Univ. of Michigan, B.G.S.
Colorado State Univ., M.A.
TESL/TEFL
snegbuff9@hanafos.com

DEPARTMENT OF CHINESE LANGUAGE AND LITERATURE

China is geographically close to Korea, and China has influenced the political cultural aspects of Korea. We are still keeping a good relationship with China. China, with a population of 1.2 billion and a vast land, is becoming a developed nation. The department meets the needs of the students with interest and academic backgrounds, who wish to have the knowledge of the Chinese language and literature.

Freshmen and sophomore students focus on learning the Chinese basic grammar, composition, and conversation, and Junior and Senior students lay emphasis on classical and modern literature in order to understand the Chinese way of thinking. The department aims to help Senior students learn not only Chinese literature, but also the general situation (politics, economics, culture) of China in order to understand the current situation of China. Students may have the opportunity to understand the current and past development of literature.

Courses offer the classical and contemporary theories and the practices of literature, focusing on critical reading of modern literary works as well as classical literary works in Tang(唐), Song(宋), Ming(明), Qing(清) and earlier periods.

Courses

- **Introduction to Chinese literature I, II (2)**

This course leads to the general comprehension of Chinese literature the meaning of Chinese literature Chinese historical periods and the progress of its formation and its classification.

- **Chinese Conversation for Exercise I, II (2)**

Stress shall be placed on the understanding of rudimentary sentence structures after enabling students to grasp such fundamentals of the Chinese language as accurate pronunciation, tones and vocabulary.

- **Introduction to Chinese Study (2)**

An Introduction to general comprehension of Chinese culture. Special emphasis on Chinese history, philosophy and politics.

- **Chinese Classics for Beginner (2)**

The Chinese Classics reading ability is fundamental to the comprehension of Chinese literature. Chinese Sentences and the must-books will be read to develop the students reading ability.

- **Chinese Literature I, II (3)**

This courses explains the background, the development and progress of Chinese literature from the pre-Qin period to the modern period.

- **Reading in Confucian Classics (3)**

Reading the Confucian Classics to comprehend Chinese fluently and freely, at the same time trying to improve the writing ability.

- **Reading in Chinese Classical Novels (3)**

Reading the selected novels of Ming(明) and Qing(清) especially the Four top.

- **Comprehension of General Picture of China I, II (2)**

Totalling as much as one fifth of the world population, China is continuing to make remarkable development at exorbitant speed in many areas of life, and it is anticipated by many to become the most powerful country in the world before too long.

To enable the students to understand the real potentials of China, particular efforts shall be made to help them understand matters related to the politics, economy and foreign relations of today's China.

- **Intermediate Chinese Conversation I, II (2)**

Guidance for gaining abilities of grammatically correct translation and composition. Also guidance for having better understanding on sentences and speech to the students who are capable of basic comprehension and composition for simple and complex sentences.

- **Selected Reading in Historical Chinese Poems (3)**

Reading selected Historical Chinese Poems helps to understand features and structures of poetry.

- **Selected Reading in Modern Chinese Novels (2)**

Selected readings, appreciation and criticism of the works of representative writers such as Lu Xun(鲁迅).

- **Selected Readings in Chinese Classics (2)**

To help the students understand the beginning of the Chinese Literature and its tradition, famous Chinese books will be read.

- **Selected Reading in Historical Chinese Novels (2)**

Reading analysing and interpreting of well-selected leading works among colloquial and literary novels.

- **Selected Reading in Modern Chinese Essay (2)**

Teaching the theory and tendencies of literature of some modern prose writers in detail

- **Chinese Grammar & Composition (3)**

The main focus of this class will be centered on Chinese grammar in order to study Chinese logically and systematically. Based on this fundamental understanding about Chinese grammar, students will be able to improve their ability of making a composition in Chinese grammatically.

- **The practice of advanced Chinese Language I, II (3)**

While lecturing on a wide variety of Chinese sentences popularly used in the Chinese Society, efforts shall be made to let the students get accustomed to Chinese phrases and idioms through intensive study and practice.

- **Chinese Conversation I, II (2)**

The main purpose of this course is to improve the ability to speak Chinese and to lead the students to speak this language fluently.

- **Selected Reading in All Philosophers and Scholars (3)**

Understanding of the ancient representative theories and thoughts of the Philosophers and Scholars in China, by reading and comprehending their books.

- **Selected Reading in Historical Chinese Prose (2)**

Selected reading and explanation of eight of the great writers in the era of Tang(唐)and Song(宋).

- **Selected Reading in Ci(詞) (3)**

Improvement of the general understanding of Chinese Ci and Qu literature by reading comprehension for the selected representative articles from Ci and Qu which were widely favoured in the age of Song and Won Dynasties.

- **Advanced Chinese Language (2)**

Through the reading of literary works, students who take this course practise their reading, speaking and writing ability on an Advanced Chinese level.

- **Educational Theory of Chinese as a Subject (2)**

Provision for teaching Chinese in future by studying feature of Chinese and learning the theory of its teaching method.

- **A Study of Teaching Materials and Method of Guidance in Chinese Subject (2)**

Learning teaching methodology in Chinese subject as a foreign language as well as understanding the contents of Chinese text-books and the method of selecting the appropriate education as a teacher in the future.

- **Explanation of Shijing(詩經) and Chu Poetry(楚辭) (3)**

Shijing is the representative verse of northern Chinese Literture and likewise Chu Poetry represents the verse of southern Chinese literture. Not only do these crucially influence the literture trend of the later Chinese Literature, but also these are accepted as the model of the verse. By reading the Classics, the purpose of this course is to acquire thier literary values and the influences on the later generation.

- **The Method of Teaching Chinese Languae (2)**

Guidance for an efficient method of teaching Chinese, explaining the curriculum, preparing teaching materials and giving lessons for Chinese education.

- **Current Chinese (2)**

Through the reading of current journals and newspapers in Chinese, students who take this course can improve their comprehension of current Chinese.

- **Selected Reading in Qu(曲) (2)**

Improvement of the general understanding of Chinese Ci and Qu literature by reading comprehension for the selected representative articles from Ci and Qu which were widely favoured in the age of Song and Won Dynasties.

- **Selected Lecture of Chinese Classics (2)**

Selected reading, explanation, appreciation and criticism of the ancient philosophers such as Lao Zi(老子) and Zhuang Zi(莊子).

- **Criticism of Chinese Literature (2)**

This course is to acquire the systematic criticism of Chinese Literature. Far from depending on the Western Literary criticism, students will acquire the Chinese-oriented criticism. They will study the ancient Chinese criticism in particular, and survey the prose theory on the background of the verse theory.

Students will compare the Chinese Criticism with the Korean-Chinese Literature to understand the links.

- **General Situation of China (3)**

If the Chinese people continue to develop economically at the current pace. They are expected to become the strongest economic giant of the world, even surpassing the United States of America by 2020.

It would be difficult to understand the real situation of China, which continues to change drastically, without a thorough knowledge of its political background. Thus particular efforts shall be made to let students cultivate an in-depth knowledge of the economic geography of China along with future prospects of Chinese relations with various countries surrounding it.

- **Practical Chinese (2)**

The main purpose of this course is to improve the level of Chinese and lead the students to write out all kinds of documents in Chinese.

Faculty Members

Woo, Jeong Ha
Sungkyunkwan Univ., B.S.
Taiwan National Chengchi Univ., M.S.
The Russian Academic of Science Institute of
Far Eastern Studies, Ph.D.
Chinese Language, Modern China
Woojh44@kookmin.ac.kr

Park, Jong Hyok
Kookmin Univ., B.S.
The Academy of Korea Studies, M.S.
Sungkyunkwan Univ., Ph.D.
Chinese Classical Literature
parkjh@kookmin.ac.kr

Paeng, Cheol Ho
Seoul National Univ., B.S.
Seoul National Univ., M.S.
Seoul National Univ., Ph.D.
Classical Chinese Literature
paeng@kookmin.ac.kr

Paek, Jung Hee
Sungkyunkwan Univ., B.S.
Taiwan National Univ., M.S.
Sungshin Univ., Ph.D.
Chinese Ci & Qu
baekjh@kookmin.ac.kr

Kang, Tae Kwon
Yonsei Univ., B.S.
Taiwan National Univ., M.S.
Yonsei Univ., Ph.D.
The Study of Chin Ping Mei, Chines Novels
kang-tai@hanmail.net

Lee, Ji Hyun
Yonsei Univ., B.S.
Yonsei Univ., M.A.
Yonsei Univ., Ph.D.
Chinese Language & Literature
Jlee06@kookmin.ac.kr

DEPARTMENT OF KOREAN HISTORY

The main purpose of the Department of Korean History is to acquire the wisdom to create an excellent cultural tradition by studying Korean History from the primitive to the present. In the basic course, we study all historical periods chronologically, participate in the field study for the research of relics and study reading materials philologically.

Thus the students improve their ability to recognize the past, the present and the future of the Korean nation. Eventually we aim to produce graduates with potential for the future.

Courses

- **Field Study at Historic Sights I, II, III, IV (2)**

Developing historical and geographical views with a practical knowledge through selecting and reading historical materials of field studies and visiting the actual spots of History.

- **Modern History of Korea (3)**

Studying historical development after the opening of ports with the process of dismantling the traditional society, the process of invasion of the imperial Great Powers and the independence movement of Korea are the central issues.

- **Ancient History of Korea (3)**

Considering history from Ancient Times to the end of Sillas(915) with politics, economy, society and culture as the central issues. Trough this process, we reorganize ancient Korean history.

- **History of Early Choseon Period (3)**

Considering the history of the Early Choseon period with the organization of the nobility as the central issue in a side view of politics, economy, philosophy, society and culture.

- **Readings in Ancient Korean History Original (2)**

Reading historical materials that are the basis for understanding ancient Korean history and related to ancient Korean history. Through this process, we can organize ancient Korean history.

- **Readings in Korean Pre-Modern History Original (2)**

Reading historical materials that are the basis for understanding Korean Pre-Modern history and related to understanding Korean Pre-Modern history. Through this process, we can organize Pre-Modern Korean history.

- **Readings in Asian History (2)**

Reading the important Asian history book and historical materials that are the basis for understanding Asian history cultivation of ability to interpret historical materials and understand the historical reality.

- **History of Late Choseon Period (3)**

Considering the historical development in process before the opening of ports, especially paying attention to the new development in society and economy and the occurrence of Silhak.

- **Topics in History of Early Choseon Period (3)**

An analysis and examination of special topics (philosophy, culture, scholarship, science) in history of the Early Choseon Period. Through this process, we can organize history of Early Choseon period.

- **Seminar on European History I (2)**

A general survey of European History from ancient times to the end of the Middle Ages. Through this process, we can organize history of European History from ancient times to the end of the middle Ages.

- **History of Koryo Period (3)**

Considering the historical developments in history of the Koryo Period with politics, economy, society and culture as the central issues. Through this process, we can organize history of Koryo period.

- **Topics in Ancient History of Korea (3)**

Reading historical sources and research papers concerned with important matters in the study of Ancient Korean history. Thus, Selecting, analysis and investigating a special theme connected with the history of Ancient Korea.

- **Topics in Modern History of Korea (3)**

Reading historical sources and research papers concerned with important matters in the study of Ancient Korean history and an analysis and examination of special topic in the Modern History of Korea.

- **Topics in History of Late Choseon Period (3)**

Reading historical sources and research papers concerned with important matters in the study of Ancient Korean history and analysis and examination of special topic in the Modern History of the Late Choseon Period.

- **Asia History I (2)**

Survey of political, economic, social, and cultural issues focused on China from ancient times to the end of the middle Ages. Trough this process, we can organize history of Asia History.

- **Seminar on European History II (2)**

A general survey of European History from modern times to the present with lectures and presentations. Trough this process, we can organize European history from modern times to the present.

- **Reading in European History (2)**

Reading historical sources, issues, original texts and research papers concerned with important matters in the study of European history.

- **Readings in Medieval Korean History Original (2)**

Reading historical materials that are the basis for understanding Korean middle history and related to understanding Korean middle history. Trough this process, we can reorganize Korean middle history.

- **Readings in Korean Modern History Original (2)**

Reading historical materials that are the basis for understanding modern Korean history and related to understanding modern Korean history. Through this process, we can reorganize Korean modern history.

- **Practicing Korean History I (2)**

A acquiring general knowledge about the history of ancient Korea and remains of the Middle Ages with the help of audio visual education (VIDEO, CD, Visiting museums) and computer.

- **Introduction to Korean Historical Documents (2)**

Reading and analysis selected Korean historical sources with special attention on social and economic fields. Through this process, we can reorganize Korean historical documents.

- **History of the Korean Independence Movement (2)**

Studying and analysis the independence movement of Korea within and outside the country and the problems of Korean Nationalism in confrontation with the invasion of Japan and its colonization rule.

- **Asia History II (2)**

A survey of political, economic, social, philosophical and cultural developments in India, Japan, and other boundary countries, focusing on China from modern times to the present.

- **Introduction to Archaeology (2)**

A Researching the prehistoric remains, relics of the Korean Stone Age, the Bronze Age, and the Iron Age in archaeology as a field of a social science. Through this process, we can use archaeology to understand Korean history.

- **Idea of Korean History (2)**

Examining various methodologies on the understanding of Korean history. Thus, Examining various historian, history books. Through this process, we can organize study of Korean history.

- **Social and Economic History of Korea (2)**

Understanding the characteristics of the social and economic development of Korea, paying attention to the development process.

- **Topics of Asian History (3)**

Selecting historical sources and those necessary for the study of Asian history, and understanding research methods.

- **Practicing Korean History II (2)**

Acquiring deeper knowledge about the remains after modern Korea history with the help of audio visual education (VIDEO, CD, DVD, Visiting museums) and computer programs.

- **History of Korean Political Institutions (2)**

Reading historical sources and research papers concerned with important matters in the Korean politics. Thus, Study and analysis of the ruling organizations, institutions, systems, regimes in regards to political and administrative institutions of Korea.

- **History of Korean Thought (2)**

Surveying the tradition of thought in Korea from ancient times to modern times with Buddhism Confucianism and other philosophy as the central issues to run Korean societies.

- **Seminar on European History (3)**

Reading historical sources and research papers concerned with important matters in the study of European History and learning problem-solving skills. Through this process, we can organize European history.

- **Teaching Theories of History Course (2)**

Investigation into the principle theory of teaching history, learning to recognize the system, and historic logic in the education of history. Through this process, we can organize teaching theories of history.

- **Research and Teaching Methodology of History Course (2)**

Researching and examining new ways of constructing the contents of history text books, Critical views of history education are encouraged through lectures, presentations and discussions.

- **Topics in History of Koryo Period (3)**

Reading historical materials that are the basis for understanding modern Korean history and related to understanding Koryo Period. Thus an analysis and examination of special topic in the history of the Koryo Period.

- **Seminar on Korean History (2)**

Reading historical sources and research papers concerned with important matters in the study of Korean history. Trough this process, we can cultivate abilities to organize Korean history.

- **Asian Modern History (3)**

Reading historical sources, issues and research papers concerned with important matters in the study of Asian history. Trough this process, we reorganize modern history of Asian countries.

- **Topics of European History (3)**

Lecturing on the history of other countries e. g. the U. S. A, the U. K. and other countries and discussing special problems and issues in ancient history and the history of the middle Ages.

- **Seminar in Special Topics (1)**

Through communication between the professor and the students, motivation and curiosity for science can be elevated. In addition, relationships among junior and senior students will be developed. This course will be an opportunity for students to prepare their professional goals. Depending on the professor in charge, the title of this class can be modified such as Seminar, Research, Workshop, or Internship, and other heads.

Faculty Members

Kim Doo Jin
Seoul National Univ., B.S.
Seoul National Univ., M.S.
Ancient History of Korea
doojink@kookmin.ac.kr

Park, Jong Ki
Seoul National Univ., B.S.
Seoul National Univ., M.S.
Seoul National Univ., Ph.D.
History of Koryeo Period
j9922@kookmin.ac.kr

Ji, Doo Hwan
Seoul National Univ., B.S.
Seoul National Univ., M.S.
Seoul National Univ., Ph.D.
History of Early Choseon Period
jdhwan@kookmin.ac.kr

Chang, Seok Heung
Kookmin Univ., B.S.
Kookmin Univ., M.S.
Kookmin, Univ., Ph.D.
History of Korean Independence Movement
shchang@kookmin.ac.kr

Chung, Man Jo
Seoul National Univ., B.S.
Seoul National Univ., M.S.
History of Late Choseon Period
mjc1312@kookmin.ac.kr

Lee, Bum Hak
Seoul National Univ., B.S.
Seoul National Univ., M.S.
Asian History
altec@kookmin.ac.kr

Jo, Yong Ook
Seoul National Univ., B.S.
Northern Illinois Univ., M.S.
Univ. of Maryland College Park, Ph.D.
Western History
sklee@kookmin.ac.kr

Moon, Chang Rho
Kookmin Univ., B.S.
Kookmin Univ., M.S.
Kookmin, Univ., Ph.D.
beato56@kookmin.ac.kr

DEPARTMENT OF EDUCATION

The Department of Education offers courses on the theories and practices of education processes to suit the needs of various areas, such as secondary schools, firms, and societies. In order to respond effectively to these needs, the Department of Education exhibits colorful programs covering a wide range of classes from philosophy of education to psychometrics, equipped with updated knowledge and highly sophisticated technology. The Department of Education assists students to cultivate their own perspectives on mankind by providing philosophical, sociological, and psychological programs essential for the understanding of mankind and

education. A series of demanding training sessions are designed for students to become specialists in various educational settings and industrial areas, such as secondary schools, educational administration, counseling in industrial education, human resources development, data-analyzing, education-related consulting firms, social work, and other areas required a certificate in education.

Courses

- **Introduction to Education (2)**

Fundamental class of education designed to overview the educational phenomena from social, cultural, historical perspectives and to examine the major theories and issues in educational settings, as well as typical methodologies for academic researches.

Department of culture education, the teaching profession.

- **Educational Philosophy and History (2)**

Historical development of educational issues and questions between western and Eastern countries, which were reflected to educational systems and curriculum. To provide a comprehensive understanding about the influence of thoughts on practices in Education.

Department of culture education, the teaching profession.

- **Educational Psychology (2)**

Human learning in the educational setting. Cognition, development, learning, motivation, affective processes, and socialization. Emphasis on skills in influencing classroom learning and discipline. Topics includes general intelligence, creativity, self-concept, learning and teaching methods.

Department of culture education, the teaching profession.

- **Statistics for Educational Research and Applications (2)**

Basic statistical concepts and techniques are offered through mathematical explanation and computer labs. Measures of central tendency, variability, point and interval estimation, linear correlation, and hypothesis testing are covered.

- **Introduction to Ethics (2)**

Introduction to various theories of normative ethics and the application of ethical theories to deal with moral dilemma in daily lives, such as violence, civil disobedience, and nationalism.

- **Theories of Curriculum (2)**

Theoretical probes and practices on what curriculum is, how it is constructed, and how it is evaluated are offered with respect to in-field applications in schools, letting students actually construct a curriculum for schools and industrial education.

- **Theories of Democracy (2)**

Development of ideals and the institution of democracy. Norms and values in democratic society. Educational implications to raise proper democratic attitudes and citizenships are offered.

- **Computer Use in Education I/II (2)**

Lectures and practices on computers, how it operates, and how it can be applied in educational activities are offered using the personal computer and its applications.

- **Educational Administration (2)**

Theories and practices of educational administration and management are reviewed through task-oriented, human-oriented, behavioral science-oriented, and system-oriented approaches, providing students with the knowledge and techniques for the operation of class and school.

Department of culture education.

- **Reading in Classic for Ethics Education (2)**

Based on the understanding of classical literatures on ethics between the east and the west, practical applications for ethics education are discussed. Weekly readings and a short papers are required.

- **Comparative Education (2)**

Foreign education systems and their issues of education are analyzed discussed, and compared to those of Korea, to help make students understand other educational systems and to gain some new ideas for Korean education.

- **Educational Law (2)**

Laws of education that established schools in Korea are reviewed, analyzed, and examined. Also Korean school laws are compared to those of other countries to find ideas for improving education.

- **Psychology of Moral Development (2)**

Basic theories, current issues, research findings on moral dilemma were discussed on psychological perspective. To understand the underpinnings of pro and anti social attitudes and behaviors. To apply theoretical understanding to controversial issues in daily lives.

- **Theories of Learning and Instruction (3)**

Psychological principles of learning and instruction processes are provided for students with lots of examples from schools to develop the students ability to teach effectively. Topics include learning process, instruction strategy and making classroom materials for teaching. Students will be able to analyze the problems related to learners, learning contents, and learning environment and design solutions to the given problems by applying for various teaching and learning theories.

- **Theories of Personality (2)**

Multiple perspectives of human nature and personality are reviewed, analyzed and discussed. Study of personality development and personality theories with continuous attention to the meaning of these in educational practice, testing and counseling.

- **Democratic Citizenship Education (2)**

Studying democratic citizenship in a rapidly changing industrial society. The

purpose of the course is to understand the nature of democratic citizenship and to seek solutions for democratic citizenship.

- **Theories of Moral Education (2)**

Provides a general understanding on the nature, characteristics and strategies of moral education with relation to current social issues. A brief review of history of philosophical treatises on ethics and review of differences and similarities to solve moral dilemmas from eastern and western cultures.

- **Eastern Thoughts on Ethics and Morality (2)**

To compare major traditional Eastern thoughts, such as Confucianism, Taoism, and Buddhism. To examine how those thoughts influenced the educational systems and brought changes the goals and directions of curriculum in schools. Theorizing the proper morality in present age and the application to the educational setting.

- **Educational Planning and Policy (2)**

Long-term plans and policies for school organization and systems are drawn up by analyzing existing educational policies of school organization and systems in order to implement educational policies.

- **School and Classroom management (2)**

Examination of management function, process, structure and the practice of school. Emphasis on the management concepts related to school management. Analysis of current school management, school finance, personnel administration, school system, and application to real educational situation. This course provides an overview of the role of vision in school and classroom management.

- **Educational Environment (2)**

Physical and psychological environments surrounding schools are identified by activities offered by schools and alternatives are prepared for better education by analyzing the school environment.

- **Teaching Materials in Moral Education (2)**

Competency-based skills training for student teachers in moral education. Understanding the purpose and aims of moral education in secondary schools. Developing teaching materials and strategies, as well as simulated teaching experience.

- **Educational Computing and Data Analysis (2)**

To understand major statistical analyses using SPSS or SAS. theoretical statistics knowledge and computing skills controlling statistic programs are required. Empirical quantitative methods from data collection to analysis and interpretation of the data are covered.

- **Western Thoughts on Ethics and Morality (2)**

To examine Western philosophical thoughts, especially focused on ethical questions and moral reasoning. To examine how those thoughts influenced the educational systems and brought changes the goals and directions of curriculum in western culture. Discuss on how those western thoughts link to Eastern thoughts and how to apply to the proper morality in Korean Education.

- **Educational Sociology (2)**

Understanding education in terms of sociology is offered to provide perspectives on the teacher's role, school structure and function, group dynamics in the classroom, school and society, and school and nation.

Department of culture education, the teaching profession.

- **Educational Technology (2)**

Theories of learning and instruction are reviewed and combined into instructional technology in order to make students aware of how various instructional technology can be related to educational activities.

- **Teaching Material and Methodology in Education (2)**

Practices of teaching methods covering various teaching models are offered in relation to the subject of <education> offered in high schools in Korea, focusing on students' actual experiences on in-field teaching.

- **Teaching Methodology in Moral Education (2)**

Basics of teaching methods and teaching practices for teachers-to-be. Designed to gain a comprehensive understanding of theories on moral education and to practice instructional planning and teaching.

- **Theories of Educational Measurement and Lab (2)**

Practical understanding of test reliability, validity and derived scores as they apply to external educational assessments concepts of criterion and norm-references testing review of group administered norm-referenced and criterion-referenced tests and/or testing programs test interpretation issues and ethics in large scale assessment.

- **Theories of School Counseling and Guidance (2)**

A study on fundamental concepts, knowledge, and techniques in school counseling and guidance. To examine the common problems among adolescents and to develop appropriate counseling programs for the problematic populations. Emphasize on the differences between guidance, counseling and psychotherapy in terms of the major goals, approach skills and the expected outcomes.

- **Introduction of Lifelong Education (2)**

Consideration is made to philosophical and psychological foundations of life-long education. Emphasis is placed on curriculum development for life-long education. Students will be able to identify the characteristics of adult learners and investigates various theories and principles for adult learners.

- **Theories and Practices in Student Counseling (2)**

Based on counseling theories, competence on questioning, answering, interpretation, and confrontation skills is trained. To apply the counseling theories to the real problem solving in school setting. To discuss on the advantage and disadvantages of the intervention methods.

- **Psychological Testing and Lab (2)**

As a way of understanding human being, psychological tests measures the human's cognition, affection, and behaviors. Typical psychological tests such as

MMPI, TAT, Rorschach and various intelligent tests are introduced and to examine the purpose, use and social /ethical considerations.

- **Special Education (3)**

Theories and processes of special education are introduced and compared to those of normal education with emphasis on understanding physical and psychological attributes of special children and educating them properly.

- **Development of Programs for Lifelong Education (2)**

An exploration of the relevant physical, emotional, social, cognitive, and occupational characteristics in the development of aging. It includes an exploration of the process of death and dying. Students will be able to design and develop particular strategies for adult learners to meet their unique needs.

- **Application of Distance Education (2)**

This course will involve educational methods and analyze efficiency, with media including satellite and computer networks. Students will be able to discuss the characteristics, potentials, limitations of distance learning as well as design and develop effective and efficient strategies to solve the weaknesses and to extend the strengths of distance learning.

- **Introduction of Adolescent Education (2)**

Developmental processes and patterns examined with major theoretical and current research themes from behavioral sciences as applied to middle school and high school students. Topics on self-identity formation, parent-peer relationships, and the interaction of physical changes with psychological functioning among adolescents are emphasized.

- **Community and Education (2)**

This course deals with the social function of education, cultural change, significance of socio-economic development, urban and rural education, and the educational roles of the community. Students will be able to discuss the current educational issues and problems in terms of their causes and effects to the community.

- **Teaching Practice in-Field (2)**

Four weeks of in-field teaching practice in secondary schools is offered to students linking theory and practice to help students. Students will be able to apply for the theories to the authentic educational environment and respond to the situation as a teacher based on their learning as a pre-service teacher.

The teaching profession.

- **Theories of Educational Evaluation and Lab (2)**

To examine the nature and function of evaluation in educational setting. To cover evaluation of educational programs and activities. The ability to implement evaluation in practice is emphasized.

- **Research Methodologies in Education and Lab (3)**

Logic, methods, and processes underlying educational research are studied and examined in order to understand scientific-educational phenomena and the practical skills for doing research are encouraged. Topics include experimental design, research methods, as well as data analysis and interpretation.

- **Supervision (2)**

Concepts, functions, and processes of school supervision are presented with emphasis on both instructional supervision and clinical supervision. Also in this course, the role of vision in leadership and organizational development from the perspective of the superintendent as educational leader will be discussed.

- **Methodologies of Industrial Education (2)**

Presents development and management of human resources in organizations, and introduces theories and principles, etc. to be taken into consideration at each step. Explores devices on solutions to various kinds of problems in industries by applying principles of education. Students will be able to understand the characteristics of training and human resource development in various corporate and administrative settings.

- **Introduction to Korean Thoughts on Ethics (2)**

Developmental processes and the characteristics of Korean thoughts, focused on ethical aspects. Emphasis on the comparison between Korean traditional thoughts and Chinese thoughts. To examine how those Korean traditional thoughts immersed in our lifestyles and value system.

- **Seminars on Educational Issues (2)**

Educational issues in practice are found and discussed to encourage students to form their own perspectives on educational issues and to explore alternatives. Students will be able to analyze the problems in the authentic learning environment and generate possible solutions to the problem based on educational theories and principles.

- **Administration & Management for Lifelong Education (2)**

Examination of management function, process, structure, and practice of lifelong education. Emphasis on the management concepts related to lifelong education. The special emphasis of this course is to application of the traditional management theory and skills to the organizational settings which provide life long education service.

- **Adult Learning & Counseling (2)**

An introductory survey course in counseling and guidance, this course considers definitions, principles, and historical backgrounds as well as organization, service and emerging trends and issues.

- **Human Resources Development (2)**

Fundamental concepts of human resource development, and learns concerned methods for their application on the spot. Includes individual development, organizational development, needs analysis, planning, designing, and evaluation of programs. The role and function of persons in charge of human resource development, sales, costs and effects, and the analysis of programs, etc.

- **Evaluation of Moral and Ethical Education (2)**

To study on the issues of moral education, such as the validity, effectiveness,

feasibility of moral education and programs. To cover evaluation process from diagnosis to interpretation about the moral education programs, which serves to improve moral education in practice.

Faculty Members

Chang, Un Hyo
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Florida State Univ., Ph.D.
Curriculum & Instruction
changuh@kookmin.ac.kr

Rhee, KiJong
Korea Univ., B.A.
Korea Univ., M.A.
Univ. of Illinois at Urbana-Champaign, Ph.D.
Quantitative & Evaluative Research Methodologies.
rhee0408@kookmin.ac.kr

Yang, Minwha
Ewha Womans Univ., B.A.
Univ. of Virginia, M.Ed.
Univ. of Virginia, Ph.D.
Special Education
myang@kookmin.ac.kr

Kim, Hyun Jin
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Univ. of Pittsburgh, Ph.D.
Educational Administration & Policy
hyunjin@kookmin.ac.kr

Shin, Cha Kyun
Seoul National Univ., B.A.
Seoul National Univ., M.A.
Seoul National Univ., Ph.D.
Philosophy of Education
ckshin@kookmin.ac.kr

Lee, Sujin
Ewha Womans Univ., B.A.
Univ. of Texas Austin, M.A.
Univ. of Texas Austin, Ph.D.
Educational Psychology.
sjlee@kookmin.ac.kr

Joung, Sunyoung
Ewha Womans Univ., B.A.
Florida State Univ., M.S.
Florida State Univ., Ph.D.
Educational Technology.
sjoung@kookmin.ac.kr

Park, Ji-Hye
Seoul National Univ., B.A.
Korea Univ., M.A.
Univ. Illinois at Urbana-Champagn,
Human Resource Education
jpark22@kookmin.ac.kr