

THE UIC SCRIBE

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STUDENT-ORGANIZED OFFICIAL NEWSLETTER OF YONSEI, UNDERWOOD INTERNATIONAL COLLEGE

UIC NEWS

REVIEW OF THE 2011
YONKO GAMES

MAJOR CHAIR INTERVIEW

CLC PROF. CHUNG TALKS
ABOUT HUMANITIES STUDIES

CURRENT

OVERFISHING: A GLOBAL
PROBLEM & How To Solve It

FALL EDITION

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Letter from the Dean

As this issue of *The UIC Scribe* goes to press, all of us share a sense of profound loss with the passing of Steve Jobs, the co-founder of Apple and one of the true visionaries of the information and digital age. I certainly don't understand the technology that is involved in producing the iPhone, iPod, or the iPad but I do know that one man's vision transformed the world in ways we could have only imagined twenty to thirty years ago.

What unites the on-going Jasmine Revolution in the Middle East, the occupation of Wall Street, and intensifying smart-phone wars? In other words, what do an unprecedented geopolitical revolution, the yearning for greater social opportunities, and global patent competition have to do with each other? While I'm not the first person to make this argument, I believe that the common denominator in these three separate developments boils down to this: the enduring power of ideas but equally important, transforming an idea into action.

Virtually everything around us begins with an idea, an insight, a hunch, or just plain silly daydreaming. Yet pioneers like Steve Jobs who didn't have a college degree or a background in engineering believed that by making the PC accessible to all—and one that was designed beautifully—he could someday change the world.

He often quoted the editors of the "Whole Earth Catalogue," who liked to say "Stay Hungry, Stay Foolish," or the importance of never giving up on your ultimate dreams and taking the uncharted path. My hope for all UIC students is that they won't be constrained by their degrees or majors, as important as they are. Learn to make your own GPS, be guided by your inner compass, and always trust your crazy ideas. If Leonardo da Vinci was the true visionary of the Renaissance, then Steve Jobs was one of the true visionaries of the Digital Age. We should all be infinitely grateful for being the beneficiaries of Steve Jobs' "crazy ideas."

Warm regards,



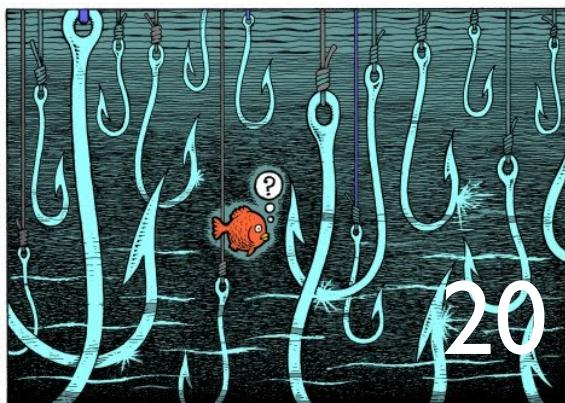
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Chief Editor's Letter



This semester marks my third year at *The UIC Scribe*. Quite honestly, I never expected to become editor-in-chief and was quite unprepared at first. However, the process has been genuinely rewarding.

As with other student-organized clubs, *The UIC Scribe* is occasionally prone to inconsistent development or a lack of continuity in leadership. Membership and leadership changes every year. Some students go abroad on exchange programs, and all eventually graduate. As writers improve their writing skills, new members join. In some ways, it is a cyclical pattern. Perhaps now, it is more challenging as freshmen take classes in Songdo, apart from the main Seoul campus.

However, this edition is proof that investing effort does produce results. It leaves an impression, which encourages other students to achieve their goals and do their best as well. More than simply serving as a news medium, I hope this edition can also remind students of the UIC founding vision, whether at Songdo or at Seoul.

I am thankful to the wonderful editors, Thuy and Ly, for supporting and helping me to lead the club. Also, I would like to thank Fangzhou, the layout designer, who gave her time and best efforts for the magazine. The writers also deserve praise for doing their best, even when for some members English was not their first language. *The UIC Scribe* as a whole thanks the advisory professor Professor Kelly Walsh as well as the UIC Office for their continued support.

Thank you also to those who personally supported me through the process. Have a wonderful fall—until the next edition!

Best regards,

A handwritten signature in cursive script, appearing to read "Sarah Yoon".

Sarah Yoon ('09)
Editor-in-Chief



Interview with Prof. Hui Bon Hoa

Professor Jen Hui Bon Hoa is a new professor of Comparative Literature at Underwood International College. She is currently teaching the courses “Critical Approaches to Popular Culture” and “20th Century English and American Literature” to freshmen at the Yonsei International Campus (YIC) in Songdo. *The UIC Scribe* was fortunate to have the opportunity to interview and introduce her to the UIC community.

What influenced your decision to come to Korea?

I think this is a tremendously exciting moment for Korea. Korean popular culture is attracting large audiences around the world, and the economy is growing very rapidly. There is a sense that anything can happen here—Songdo’s very existence is evidence of that! (Songdo International Business District is a new city being built near Seoul. For more information, see the back cover.) The scale of ambition is inspiring, and I wanted to come and experience it for myself. Also, my family lives in Hong Kong and I was very glad to have the chance to come back to Asia after being abroad for so long.

What were your first impressions of YIC and the UIC students?

I live in Seoul, and when I travel out to YIC I always feel like I am going on a picnic or holiday in the countryside! The air here is wonderful, the green spaces on campus are beautifully designed and since there are not that many students around yet, it is always quiet and peaceful. As for the UIC students, I have been very impressed so far. In the U.S., gifted students can sometimes be pretentious or act “too cool” to participate in class discussions, but there is none of that here. The UIC students are extremely intelligent but they are also humble, eager to learn, and hardworking. They ask honest questions and are unafraid to make mistakes. As a professor, that is ideal, and I feel privileged to have the chance to teach such intellectually curious students.

What have your experiences been as a professor in UIC?



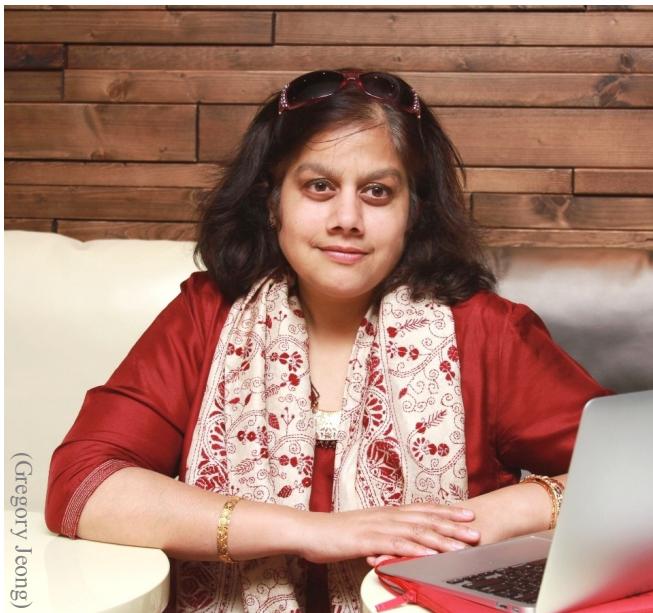
Once, when I was waiting for the elevator, some students came and nudged me out of the way, maybe because they mistook me for one of the new freshmen, who entered UIC this past September. (The majority of freshmen enter UIC during the spring semester in March.) When I told another professor about this unfortunate *hoobae* (junior students) treatment, he told me not to worry. He was sure that I would soon become a fear-inspiring *gyosunim* (professor)!

Could you give any advice to UIC freshmen?

A university campus like YIC is a rarity in Korea and students should take advantage of spending so much time around with their classmates. It is wonderful to be reading the same thing as twenty or thirty of your neighbors. I hope students get together to share ideas and learn from each other at YIC. That said, I would also encourage them not to confine themselves to the campus and to set aside time to explore Incheon (nearby city) and Seoul. That is an important part of enjoying one’s time here, of course, but I think one also becomes a better, more mature thinker by getting perspectives from outside the university. ■

(Written by Hyung Ku Han)

Dialogue with Prof. Sankaran



Professor Neeraja Sankaran, who joined the UIC faculty this February, is teaching “History of Science and Medicine” this semester to freshmen in Songdo. She attained a Ph.D. in “History of Science and Medicine” at Yale University. She also received master’s degrees in “Science Writing” and microbiology and has worked full-time as a newspaper reporter. Professor Sankaran has already become well-known to freshmen at Songdo as a common curriculum professor.

What aspects of UIC stood out to you when you decided to come here as a professor?

First, UIC seemed progressive enough to dedicate a position to history of science, which is unusual for a smaller liberal arts college. Even though UIC was a college in another country and had only a small faculty, it was investing in history of science. That was very forward-thinking and impressive.

Second, I was also very impressed by the faculty roster, especially the Common Curriculum professors. The professors come from excellent universities. UIC is not very large in size, but the faculty is concentrated with top notch professors. These are the two major reasons I decided to come to UIC.

What were your first impressions about Korea?

I can’t deny that coming here was a culture shock. The first thing that surprised me was how cold it was, even beyond my expectations. Also, I was surprised that even though so many street signs were in English, it was difficult to get by without the local language.

On the positive side, I was impressed by how efficient things are in Korea. Egypt, where I lived before I came to Korea, is operated under a “it-will-get-done-someday” attitude. In Korea, things are very swift and efficient. I felt this particularly when I registered for my alien registration card and my bank account. This certainly made my life easier.

One thing that attracts me in Korea is that Koreans are quite friendly to foreigners even when they can’t understand English. I was on the subway one day when some schoolgirls approached me and asked me questions in broken English. I found their frankness and eagerness to know the rest of the world very charming.

Also, it helps that I really like Korean food. I found I loved the floor heating as well, which is installed in most Korean homes. Even as I was shocked by the cold, I liked the heated floor—and the way they kept my toes toasty!

What were first impressions about UIC and its students?

One of my first impressions about Songdo was how far away and difficult it was to get there. Obviously, when I got here, I was very homesick for the life I had left behind. The excitement I felt in Egypt (I left just a day after Mubarak resigned) was a great contrast to the quiet of Songdo. However, my first class reaffirmed that I had made the right decision. Students were deeply engaged in the classes. They did the work they were assigned. Overall, I am very pleased with the quality of UIC students..

As time passes by, Korea gradually becomes home to me. That change didn’t take place overnight. But when I came back from my vacation trip, the thought that came to me was “I’m back.” I still have some language difficulties and I’m not perfectly happy with everything, but now I do feel at home.

What were some challenges you faced as you adjusted to life in Korea?

One of the challenges is certainly language. It is partly my fault. During the first semester I was busy with adjusting to my job and environment, so I didn't have time to learn Korean. This semester I am making time. I am studying basic Korean with a private tutor. I am concentrating on learning conversational Korean.

The second challenge is the distance between where I live in Seoul and my workplace in Songdo. Perhaps I could move to Songdo, but then I think that I, as a foreigner, would be further isolated. Frankly, the university does not provide enough transport services for both students and faculty in Songdo. It is a great challenge for me, particularly on days when I have morning classes. This problem could be remedied with more transport services that would be helpful for both faculty and students.

What were some memorable experiences in your first spring semester?

The students made the experience worthwhile. I am pleased with the quality of UIC students. If I were to have a complaint, it would be the Yonsei grading policy. Especially in the "Writing Tutorial" class, I felt the grading policy seemed unsuitable. It is my belief that students should be graded on personal improvement, rather than on relative performance. Some students were unfairly disadvantaged in that sense. I must admit, however, the policy does become a driving force for students to work harder.

You have lived in various countries, such as Egypt, the United States, and, of course, India. As a professor with rich international experience, what advice would you give to students at UIC?

I believe that integration should be encouraged reciprocally. Korean students should definitely make a greater effort to include foreign students. I strongly believe the international students should try to learn the Korean language. Even though they may not intend to learn Korean as a second language, learning the language is crucial to living in a foreign culture since it is a major part of a culture. For true integration to be facilitated, it is vital for foreigners to learn to communicate in Korean. In order for this to be accomplished, it requires the deliberate effort of the student community as a whole. According to what I have witnessed during the past semester, there seems to be a tendency for Korean and international students to form separate groups. This is currently an obstacle and should be attended to by the efforts of every

individual student.

The vast majority of UIC students are majoring in humanities and social sciences courses, and many of them are taking science-related courses just because they are graduation requirements. As a science professor, can you give insight into why science is an important part of every student's education?

I have a lot to say about this. I think this question can be simplified into "Why science?" First, science is the only universal language we have that cuts across different cultures, religions, belief systems, etc. It relies on what is common to all of us. So learning about these fundamentals gives students tools to communicate across a variety of cultures.

More importantly, our society today is very much based on science and technology. Many of the important decisions made in society today are closely related to science. How can we educate and feed a constantly increasing population? Should we use new technologies like genetically modified organisms (GMO)? Educating people in science will enable them to acquire information correctly and make informed decisions in this rapidly changing society.

You teach Writing Tutorial to freshmen even though you are a science professor. Can you explain why?

Before getting my Ph.D. in history, I had received a master's degree in "Science Writing" and worked as a professional writer and editor. My first academic job was, in fact, to teach writing.

Science literacy is important, but general writing is even more important. However great or brilliant your ideas may be, you must be able to communicate them logically, otherwise they will be useless. One of the lessons working as a writer taught me was that good writing skills are very important. Therefore, I am willing to do my part by teaching the subject.

What are your expectations of your students?

I expect them to read everything I assign. I give several reading quizzes, which help me to see the gaps in their knowledge. The other thing I want is that they should do their best. From my end, I'll do my best so that they can have a good time in the class while still learning something. ■

(Written by Sung Pil Kim)

Meeting Prof. Jinbae Chung

Chair of Comparative Literature and Culture Major : On Humanities Studies

Professor Jinbae Chung obtained his B.A. from Yonsei University in 1984, his M.A. from the Ohio State University in 1986, and his Ph.D. in Modern Chinese Literature from UCLA in 1993. Before becoming a professor of Chinese Language and Literature at Yonsei University, he was an Assistant Professor at SUNY-Stony Brook from 1993 to 1994. Currently, Professor Chung is the Program Chair of the Comparative Literature and Culture (CLC) major at UIC. *The UIC Scribe* had the opportunity to speak with Professor Chung about the CLC major in particular and the study of humanities in general.

What courses do you offer at UIC this semester? Please share with us your current research interests and what attracted you to those fields.

This semester I offer the courses “Introduction to Confucianism” and “Philosophy in Asian literature,” along with one graduate seminar course on Buddhism. My current research interests lie in the field of pre-modern East Asian thought, including Confucianism, Taoism, and Buddhism. I was attracted to studying them in-depth simply because I wanted to know who “I” am. For East Asian people, these three teachings are like the spiritual DNA. Of course, non-East Asian people will also be greatly inspired by studying them. These are the grandiose spiritual heritages of all mankind.



Would you briefly state what students study in CLC?

In CLC, students study a wide range of topics in literature, language, philosophy, and history. CLC students are encouraged to hold various perspectives, and develop critical thinking skills, imagination and originality, which are crucial for future leaders of the new century. CLC provides a wide canvas on which students are free to draw their pictures.

Why should we study CLC? What are the prospects for the major?

I believe that our society will keep changing its social structure as it has changed several times in history, and only the people who possess creativity and imagination will be capable of coping with these changes. Imagination and creativity are actually important even in the fields of science and technology. CLC graduates will be confident enough to enroll at graduate schools in the field of humanities, enter law schools, or switch to other areas without much difficulty.



How would you distinguish CLC from the Yonsei English Literature or other humanities programs?

The difference is that CLC students study a wide range of literatures and cultures from many different



geographical areas. They do not only study ELL (English Language and Literature) or FLL (French Language and Literature) or CLL (Chinese Language and Literature). A mixture of language, literature, culture, and philosophy from many countries and regions in the world are studied. We have no specific divisions or boundaries, and that is what CLC is all about. By studying many regional cultures, literatures, and languages, students acquire different ways of thinking and develop originality and tolerance for diversity.

Are there any problems that the program is facing? What are the prospects for the future development of the program?

The current curriculum tends more towards Western language, literature, and philosophy. We actually lack Asian literature and philosophy courses and faculty members. This is partly due to the language problem. (The program is taught in English and students are more comfortable with English.) We hope that in the future, we can increase the number of faculty members who can teach Asian philosophy and culture, as well as African or Latin American literature and philosophy. From 2012, UIC is going to offer a new major tentatively called the Asian Studies program. We hope that the new major will help CLC add more courses, compensate for its lack of Asian studies, and bring a balance to the program.

Many students hesitate to major in a field that is not considered lucrative. In a work-and-business-obsessed world, studying literature and the humanities seems challenging. What advice would you share with CLC majors to help them pursue their interests and excel in the field?

Read the classics. If humanities education were a tree, the classics would be the root upon which more branches grow. Besides reading the classics on their own, students should also take classes to receive proper guidance from experienced professors to fully understand all the readings. Then from that foundation, they should develop their own points of view with their creativity. In Confucianism, there is a saying that "Great men should not simply become tools." It means that great men are not born to be workers or limit their knowledge and skills in any specific field without knowing anything from other adjacent areas. Great men should acquire knowledge from a wide range of areas and have tolerance for different peoples and understanding of diverse areas of study. That's the mission of CLC: Encourage each student to become a well-rounded person.

What kind of attitude should all students, regardless of major, have to succeed as future leaders?

I recommend that students learn how to think about and see things from diverse perspectives. Also, try to establish the proper order of your learning. I hope every student can build a firm foundation in the humanities before graduation no matter what they major in at college. Without stable roots, no branch can grow sustainably. Humanities study is the infrastructure without which no one can have a solid and successful

career. Remember that whomever you meet she or he will decide your future destiny. Try to meet great thinkers and great people by reading world classics. Great books set you free from dogmatism, bias, and obstinacy. But do not read them with your own bias. That is why you need teachers.

What kind of competitive edge do you think UIC, as an institution, possesses?

UIC has brilliant students, a free academic atmosphere, excellent professors, and above all, the spirit of UIC built on the firm ground of the humanities. Remember, the true objective of college education—or The Great Learning—is not to train a mere specialist. UIC education provides students with a large, blank canvas upon which students should be able to draw wonderful pictures of their own. Finally, do not compete with your fellow students; they are all your invaluable life partners. Grow together! ■

(Written by Ly Nguyen)

UIC's Diplomat of Tomorrow

Yeong Whee Kim (Political Science & Int'l Relations, Class '07)

With his relaxed, friendly demeanor, 24 year old Yeong Whee Kim exudes a blend of confidence and purpose that makes him appear wise beyond his years. He has a reason to feel confident. As his classmates begin to consider career choices and life after graduation, 24 year old Kim, who will finish his junior year at UIC this fall, has already secured his place as a junior diplomat at the Ministry of Foreign Affairs and Trade upon graduation. His recent success in passing the Foreign Service Exam allowed him to take the first step toward the fulfillment of his lifelong dream. Kim becomes increasingly animated as he discusses the path that he has taken and the inspiration behind his passion for diplomacy.

"From the very early stage of my life, before high school, I had in mind that I wanted to work in some kind of international setting," Kim reveals. He spent only one semester at a Korean high school before he decided to enter an exchange program in the U.S. After one year at a public school in Milwaukee, Kim transferred to Marquette University High School where he stayed for the remainder of his high school years. He became familiar with the school through his host family, who had a son attending the same institution. The high-quality curriculum and excellent teachers he observed at the private school convinced him that it was the right place to continue his education. His experience attending school abroad helped expand his cultural knowledge and solidified his desire to pursue a career in international relations. He affirms, "By the time I graduated high school, I knew I wanted to be a diplomat."

In addition to his educational experience, personal factors also played an influential role in Kim's interest in a career in public service. His father, a career military officer who reached the rank of Lieutenant Colonel, was forced into retirement in his early thirties due to health complications. Kim says

watching his father unable to fulfill his own dream to serve his country served as a powerful driver for him. "I grew up seeing that," he recollects. His family environment and father's dedication instilled in him a spirit of public service. He says his mother encouraged him to work internationally and reminded him of the things his father had been unable to achieve. However, he felt the military was not for him. Although his family background helped set the foundation, becoming a diplomat was his own dream in the making.

"From the very early stage of my life... I had in mind that I wanted to work in some kind of international setting."



Once Kim had a concrete goal, the real work began. He prepared for the Foreign Service Exam for a little over a year and a half, taking four semesters off from UIC in order to dedicate himself completely to studying for the rigorous test. However, he continued to receive support from Yonsei University in the form of study space, special lectures, mock interviews and a small amount of financial aid. In addition, he credits

his UIC education with helping to prepare him for the exam by providing him with basic knowledge and honing his writing skills through essays and papers. The English-language education provided by UIC was particularly valuable for Kim, who was among a small minority who elected to take the exam in English. He studied an average of ten hours a day, and that number increased as the exam date drew near. Like most candidates, Kim did not pass on the first attempt, but this only inspired him to work harder and taught him which areas he found to be the most challenging.



As Kim describes the outline of the exam, his voice becomes increasingly enthusiastic, and he seems to genuinely enjoy recounting the demanding process that culminated in his successful appointment as a junior diplomat. “The exam is broken into three parts,” Kim explains. The first is essentially a qualifying portion to test basic capabilities. It consists of data analysis, reading comprehension, and problem solving exercises. It is usually held in February, and students receive their official results two months later. Those who pass are then asked to sit for the second portion of the exam, which Kim describes as the most challenging. This test is composed of five subjects: economics, international politics, international law, English, and a second language section. The final portion of the exam, conducted in early June, is what Kim calls, “essentially a set of four different types of interviews” including a Korean debate, English debate, presentation, and personal interview. Although the process is demanding, those who reach this final stage in the exam process have a high chance of success. In Kim’s group, out of the 36 students who took the third portion of the Foreign Service Exam, 29 passed and are now on their way to becoming the newest members of the Ministry of Foreign Affairs and Trade.

However, for Kim, passing the exam is only just the beginning. He states that his passion for diplomacy is fueled by an “unexplainable belief that working as a diplomat, in this country in particular would be a profoundly unique profession.” He views Korea as a nation with a crucially significant role to play in the future of the international scene. He describes Korea as having “mysterious potentials” and points to the extraordinary economic and political advancement that has taken place despite challenges such as limited land, population, and resources. Kim credits the unique work ethic of Koreans as the driving force behind the country’s rapid development and growth. Kim also sees a bright future for the nation. He states that Korea has great potential in the area of global agenda setting, such as the leading role the country has taken in promoting green growth. Furthermore, he believes Korea can serve as a bridge between the developed and developing countries. Kim concludes, “I have a sincere belief that this country can truly excel above and beyond that of other nations.” Spoken like a true diplomat at heart. ■



THE YONKO GAMES

The Greatest Rivalry Among Korean Universities

By Hyung Ku Han



The Yonko Rivalry

Being two of the oldest and best private universities in Korea, Yonsei University and Korea University were inevitably frequently compared and had to compete against each other on many occasions. The two great schools often met each other in competitions where one or the other needed to be defeated. In this way, the two universities naturally established the greatest historical rivalry among universities in Korea. As a part of this rivalry, the two schools hold regular *Yonko Games*, a friendly sporting event held annually in September.

Nonetheless, sport is not the only category where the rivalry has been established. Whenever Yonsei and Korea University get together, students of both schools and the media give special attention to it. To give a recent example, when a cable TV channel (TVN) hosted *Campus Debate Battle*, a debate tournament held this past summer, the final contest was between debate clubs from Yonsei and Korea University. Not only was the debate





The annual sports competition between Yonsei University and Korea University are attended by students from both colleges. They go to the sports stadiums wearing their respective school colors to display their loyalty (Yonsei's color is blue, KU's is red). They join cheering songs and chants, with lyrics reflecting the school rivalry, led by their respective school cheerleading teams.

the final match, but it was between Yonsei and Korea University. As such, the debaters were even more desperate to win, and it also gained further interest from the media and viewers.

Even though the competition may get fierce from time to time, students of both universities acknowledge that the competition is intended for enjoyment and to strengthen respective college loyalty. As a result of the *Yonko* tradition, students of both universities prefer to hold sport matches between the two universities, rather than with teams of other universities. In addition to the sporting events, there are also other activities, including the “partner” department, joint MTs (membership trainings) and academic seminars together. With such varied interactions, the *Yonko* rivalry acted as a stimulus for the two universities to improve themselves, as they

compete for the honor of the number one private school in Korea.

Derived from the first syllables of the competing schools (Yonsei and Korea University), it is also referred to as *Koyon* Games by students at KU. The games take place over two days, with basketball, rugby, ice hockey, soccer and baseball matches. In order to win the *Yonko* Games, Yonsei or KU must win three sports matches.

How The *Yonko* Games Began

As Yonsei University (established in 1885) and Korea University (established in 1905) have a long history lasting over a century, the *Yonko* Games also have an impressive history. The beginning of the *Yonko* Games goes back to May 30th, 1925, when

Yonsei University scores in Yonko Games			
	Wins	Losses	Draws
Total games (since 1965)			
	20	15	9
Past 5 years (2006-2010)			
	2	1	2
Specific matches (since 1965)			
Basketball	20	16	4
Rugby	20	16	4
Ice Hockey	19	14	6
Soccer	13	16	7
Baseball	13	21	11

Yonsei and Korea University were called “Yonhee Major School” and “Boseong College” respectively. Although the two teams did not directly confront each other, they both participated in the “5th Chosun National Soccer Tournament”. They first played against each other in the semi-finals of the “8th Chosun National Soccer Tournament” in 1927. While the *Yonko Games* could not freely continue during the colonial era under Japanese occupation (1910-45), after Korea’s independence in 1945, it was revived as “The *Yonbo OB Soccer Match*”. It changed its name to “*Yonko Games*” the following year in 1946, as the schools were both renamed. The *Yonko Games* began with soccer and basketball matches in 1946. Rugby, ice hockey and baseball were added ten years later in 1956. Although the *Yonko Games* were prevented by the government between 1961-1964 due to the 5.16 coup d'état, it restarted in 1965 and is still held to this day. Since students of the two universities were seen as the top intellectuals of Korea, the *Yonko Games* had other meanings to Korean society than just a sporting event, and was called the “National Liberation Festival” (*Minjok Haebangjae*) right after the coup in 1965.

Currently, Yonsei University is leading in the overall result since 1965 with 20 wins, 9 draws and 15 losses. In terms of specific games, Korea University is in the lead in baseball (with 21 wins) and soccer (16 wins). Yonsei University leads in basketball (20 wins), rugby (20 wins) and ice hockey (19 wins). Yonsei is also in the lead when looking at the past 5 years’ results; the overall results being 2 wins, 2 draws and 1 loss.

Review of The 2011 Yonko Games

Baseball (Yonsei 3:1 KU)—As the first match of the 2011 *Yonko Games*, winning baseball was crucial for both universities to have a head start and a winning atmosphere throughout the rest of the games. With such importance, players of both teams seemed to be nervous, and the Yonsei pitcher was substituted in just two innings. However, from the 4th inning, Yonsei’s defense tightened and the tide turned from KU with a 1:1 score. KU tried to stop Yonsei from dominating the game by changing the pitcher, but the new pitcher made a vital mistake, giving Yonsei the lead. Yonsei finished the game in the 8th inning.

Basketball (KU 67:63 Yonsei)—Although Yonsei was not the main actor, the basketball match was a real drama. From the first quarter everyone, even the Korea University students and cheerleaders, thought it was all over. Yonsei was leading by 19 points, and Yonsei students and cheerleaders were already celebrating. However, the score gap narrowed from the second quarter. Although the play of game was similar, KU seemed to be tenser and have higher concentration. In contrast, as KU was chasing closely, the Yonsei players became more anxious and started to hesitate. They eventually gave up the lead to KU in the fourth quarter. The last quarter was the most exciting, with both teams doing their best to regain the lead again and again, but eventually ending in KU’s victory. The basketball match was truly a game to be remembered, with Korea University coming back from 19 points, eventually winning the game.

Ice Hockey (Yonsei 1:1 KU) —Although Korea University has its own ice rink, the past results were tragic for KU. Since 1998, KU’s best result against Yonsei had been a draw (3 draws, 9 losses total). Also, since Yonsei won 8:1 in the match last year, there ►

(Below, and next page) UIC students watch The 2011 Yonko Games.





was no doubt that Yonsei wouldn't win. It seemed that the game would flow as expected, with Yonsei gaining the lead in just the first 8 minutes. After the first goal, Yonsei became more aggressive, making more goal chances, and being blocked just by the goalie. However, KU did not give up and attacked back, eventually scoring an equalizer with only 7 minutes to go. Although there were more shots to and fro, the game ended in a tie.

Rugby (KU 1:1 Yonsei, penalties 8:5)—The result by the end of the first day was 1 win, 1 draw and 1 loss. Soccer has traditionally been in KU's favor, so Yonsei University had to win rugby to at least get a draw in the overall score. Along with this pressure was the support of hundreds of Yonsei students in the Jamsil Main Stadium. They helped Yonsei gain the lead in the early first half of the game. However, KU fought back and brought the score to 5:5 at the end of the first half. The second half was similar to the first half, with both teams' tough defense not allowing the other team a chance to score. Nevertheless, when KU received a penalty, they did not miss the chance and made it 8:5. Although Yonsei had a chance to score at the end of the second half, time ran out, and the victory went to Korea University.

Soccer (KU 3:1 Yonsei)—Korea University has been a renowned school in soccer. Some of their graduates

include professional soccer players Bum Keun Cha, Myung Bo Hong and Chu Young Park. Even the past results of *Yonko* soccer games were in KU's favor, so the Yonsei students expected that KU would win again. The only hope that Yonsei could have was in their number four defender Hyun Soo Jang, the captain of Korea's U-20 national team, and Sung Dong Baek, the ace of Korea's U-20 national team during the 2011 U-20 FIFA World Cup. However, this hope was not big enough for Yonsei to defeat the traditional favorites, conceding 3 goals in the first half.

Although Yonsei showed hope of recovery, scoring a free kick goal at the end of the first half, KU was a big mountain to overcome and the game ended in 3:1.

A First Freshmen Experience of The *Yonko* Games

The *Yonko* Games ended with an overall score of 3:2 in KU's favor. As a proud Yonsei student, it was obviously heartbreaking to see Yonsei get defeated by their old rival. However, I was able to understand why students of both Yonsei and Korea University have comparatively more pride in their schools than students from other top universities. With all the celebration and cheering, it was impossible for students not to feel a sense of belonging and pride for their respective schools. Not only could I see, but I could feel that the *Yonko* rivalry was just a tool to bring the two schools even closer together, despite the tense and furious atmosphere at times. Nonetheless, the *Yonko* games provided an opportunity for students from both schools to cheer for their teams and build stronger relationships. Not only the freshmen, but upperclassmen from both Yonsei and Korea University are already eagerly anticipating The 2012 *Yonko* Games. ■

(Written by Hyung Ku Han)

Visit the 2011 APCEIU

UNESCO Featured Cultural Activity

From September 23 to October 1, 2011, the APCEIU (Asia-Pacific Centre of Education for International Understanding) held the first Youth Caravan named ADAPT (Asia-Pacific Diversity and Preservation Track). This is one of several training programs for young college students that APCEIU has been organizing.

Established in 2000, APCEIU is a UNESCO category II institute committed to enhancing cultural awareness in education in the Asia-Pacific region. The Youth Caravan “ADAPT” was held at various sites in Korea, such as the DMZ, Gangwon province, Gyeonggi province, and Seoul. The activities included various lectures on cultural diversity, biodiversity, heritage conservation and multicultural activities, which were given by prominent professors from various universities in Korea. Besides the lectures, participants attended workshops, discussions, field trips (one of which was at the DMZ), and cultural performances.

Some highlights of the caravan included a lecture titled “Culture and Code,” given by Prof. Keun Lee, a member of the Korea Agenda Council and Davos World Economic Forum. Professor Lee discussed the role of cultural understand in the age of globalization. There was also a lecture called “Peace and Conflict Resolution,” given by Professor Dae Hoon Lee from Sungkonghoe University. Other highlights include the “DMZ and Biodiversity” workshop, the field trips to the Borderless Village in Ansan and the Royal Tombs of the Joseon dynasty, the traditional Korean cooking class, and the Korean traditional martial arts performance.

According to Ms. Han A Reum, the Program Secretariat, the caravan attracted 33 participants from eighteen countries in the Asia-Pacific region. They had diverse backgrounds but were all young university students with a strong interest in cultural activities, as well as a passion for raising cultural awareness in their own local areas.

Sponsored by Intel Korea, the Visit Korea Committee, and the Korea Tourism Organization, “ADAPT” provided support for all participants in terms

of accommodation, transportation and food. The program will continue to be held annually in September and October for nine (to ten) days. Organizers strongly recommended UIC, and other Yonsei students, to apply for the program.

The youth caravan, as the motto “Cross the Border, Dive into Diversity” reflects, is a great chance for young and active students in the Asia-Pacific region to exchange their ideas about transnational issues and enhance their awareness of cultural diversity. It also gives them the opportunity to create a strong network with other Asia-Pacific students, universities and nongovernmental organizations.

APCEIU believes that in the world today, where borders between peoples and nations have become much more fluid, mutual cultural understanding is crucial for the sustainable growth of every country. The caravan is only one of numerous educational ►

Insider's view: Melissa Clare Idiens

Melissa Clare Idiens, a student from the University of Canterbury in New Zealand, shared her thoughts with us:

“The caravan has been absolutely amazing. The best thing about the program has been that the participants could interact freely with each other and learn about each other’s diverse cultural backgrounds. I was informed of the program and strongly supported by New Zealand’s UNESCO Commission and my own university. I believe that after this program, I can contribute to raising cultural understanding back in New Zealand.”



“The caravan has been a fantastic experience. I love Korean culture. I would definitely like to come back!”



programs offered by APCEIU and UNESCO in Korea to raise cultural understanding (other programs include the “Asia-Pacific Forum on Mass Media and Education for International Understanding,” and the “Asia-Pacific Leadership Academy for School Principals on Education for Diversity”). While lasting only nine days, the annual caravan promises long-lasting impacts. ■

Contact APCEIU (UNESCO)

<http://apyc.unescoapceiu.org>

<http://www.unescoapceiu.org>

caravan@unescoapceiu.org





Photos obtained from the APCEIU Caravan website.

Yonsei graduate Yaeseul Jessica Kim (graduated Sports Department this spring), in ► orange hoodie, has interned at the UNESCO institute APCEIU this fall.



(Written by Ly Nguyen)

Fishing Out the Oceans

Will Our Beloved Food Survive Our Appetite?

Whenever I visit the beach, I seldom forget to visit the fish market nearby to enjoy the awesome scene of numerous fish lying on blankets of ice. Looking at the long rows of fish on display, I assumed that there were plenty of fish left in the ocean.

This assumption might have been true in the past, but not anymore. According to the UN Food and Agriculture Organization Report released last February 2010, fish stocks worldwide have depleted by 32 percent. Over 90 percent of larger fish like tuna have been fished out in the past 50 years. The number of wild fish has declined at an increasingly rapid rate in the past couple of decades. This trend seems unlikely to improve in near future, since the global consumption of fish is on a steady rise.

Why are fish, which have been one of the most beloved foods of mankind, suddenly encountering such a crisis? The most obvious reason is the dramatic increase in human population in the last half-century. Since 1960, the global consumption of fish has increased by nearly 60 percent. In the same period, the global population has more than doubled, from 3 billion to 6.8 billion people worldwide. The rise of fish consumption is not at all surprising when we take into account the exponential increase in human population during the last six decades.

However, the real threat to wild fish is from billions of people in developing countries eating more fish. As the economy develops and transportation improves, people who could not once easily afford seafood are

gaining access to larger supplies of fish. In China alone, the per capita consumption of fish skyrocketed from slightly over 5kg (1973) to 25kg in the year 2004. In the *China Seafood Industry Report*, Glitnir Bank estimates that this number will reach 35.9kg by 2020.

People are also eating more fish in developed countries for health-related reasons, as fish are regarded as a healthier and more efficient way of acquiring protein than mammal meat. Carps convert 30 percent of their meat to protein, as compared to 5 percent for cattle and 13 percent for pigs. Fish are most nutritionally rich of commonly consumed meat. They offer a wide range of immediate health benefits to the consumer. People on weight-loss diets also tend to favor fish because it is lower in saturated fat and richer in omega-3 than mammal meat. Even governments are encouraging people to eat more fish. The current dietary guideline from the U.S. government recommends at least 230g of seafood a week, which is more than twice the amount an average American consumes in the same period.

Meanwhile, large fish species such as tuna and marlin are being overfished to the extent that some of them, once abundant, are now classified as endangered. The U.N. anticipates that the current fish supply will need to be increased by 100 percent in order to meet the growing demand of consumers.

Naturally, the price of fish is also bound to go up. Two years ago in Tokyo's Tsukiji market one tuna was sold for \$174,000, breaking a price record and reflecting a current shortage of fish stocks. Richard Black of the BBC commented that the time left for fish consumption may only be 50 years.

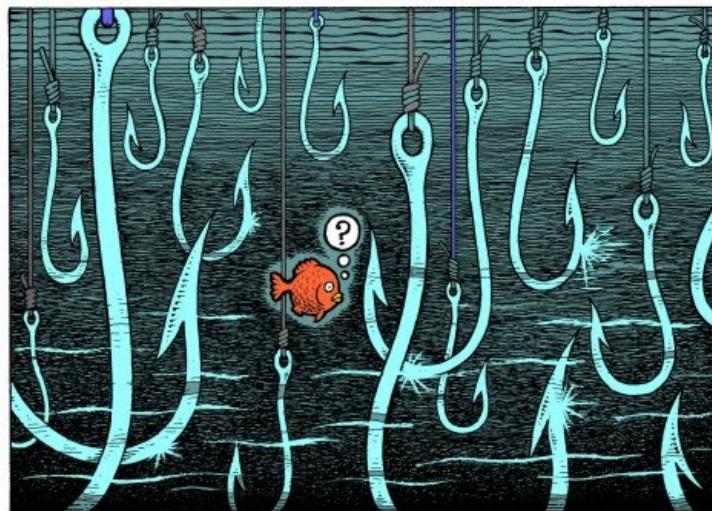


(Outdoor/indoor aquaculture)

The most direct solution to this problem is to place limits on the fishing industry until fish populations naturally replenish. In fact, some concerned people have already taken action. For example, the International Commission for the Conservation of Atlantic Tunas (ICCAT), which has 43 member states, regulates the amount of fish caught in the Atlantic every year. But simply limiting fishing cannot be the ultimate solution to the problem. This is because the demand for fish is so high that people do not wait until fish have sufficiently replenished in the oceans. The ICCAT, for instance, were forced to back down in 2010, cancelling a plan to temporarily prohibit fishing in the Western Atlantic. The time was right after the oil spill in the Gulf of Mexico. However, even the urgency of this disaster could not discourage the public demand for seafood.

The more plausible way to both preserve fish and meet the rising global demand is to “farm” fish; in a word, aquaculture. However, we rarely procure fish from aquaculture. Just think where your dinner yesterday came from. Milk, beef, rice, cabbage *kimchi*—almost every other food is farmed by people, whereas fish has remained largely a wild product since the beginning of history. However, as 1.3 billion Chinese fish consumers, as well as those from other developing countries, are developing a stronger taste for fish, aquaculture will inevitably have to grow. Currently, almost half of fish imported to the U.S. come from fish farms. In fact, maintenance of some species significantly depends on them. For instance, more than 1.2 million tons of shrimp are farmed by humans each year, which accounts for about 40 percent of annual shrimp production worldwide. The Atlantic salmon depends almost entirely on human farming—almost 90 percent of them come from aquaculture.

Nevertheless, fish farming does have its negative aspects. Outdoor aquaculture has constantly been criticized for ocean pollution. In order to maximize



efficiency, many fish farmers crowd their fish ponds, leading to maritime pollution resulting from fish waste and disease. To protect their fish from disease, farmers use antibiotics and other drugs freely, even ones banned by intergovernmental organizations. Indoor

aquaculture, where fish are raised in indoor pools instead of nets in the ocean, is more environmentally friendly. It does not pollute the oceans and the quality of fish can be more easily preserved.

“We are producing great quality fish without harming the oceans or anything else,” says Josh Goldman, who runs a fish farm in Turners Falls, Massachusetts,

in an interview with TIME magazine. The only disadvantage is, unfortunately, a significant one. Indoor aquaculture is much more expensive than farming fish in the open sea.

There are others who have a negative opinion of farmed fish. They claim that these fish are not “genuine,” and therefore cannot compare to fish caught in the wild.

“Farming Pacific salmon is now one of the hotly debated issues in British Columbia,” says Austin Fehr, a UIC freshman from Vancouver. “Many people think that farmed fish are not ‘real,’ although they are very similar in taste and nutrition to their wild counterparts.”

Some may lament that perhaps the last wild food is now on the decline. However, in this world of almost 7 billion people, there is clearly not much room left to do as we please.

“Unless we fundamentally change the way we manage all the ocean species together, as working ecosystems,” asserts Steve Palumbi, a scientist at Stanford University, “then this century is the last century of wild seafood.” Either a global effort to guarantee the future preservation of fish is needed, or the occasional sushi dinner at a family restaurant will have to become history. ■

(Written by Sung Pil Kim)

The Tuition Fee Crisis

Recently, the expensive tuition fee of universities has become a major problem in Korea. Students have to pay approximately 4-5 million Korean won per semester and about 40 million won total for complete graduation. For the general public, it is already a considerable burden. Needless to say, for lower income groups, such a large sum is even harder to afford. For those who come from another region or country and have to budget for additional expenses such as accommodation, food and transportation fees, the problem gets worse.

Since April, there have been both large-scale and small-scale demonstrations on the matter of the “half-price tuition fee policy”. This was one of president Lee Myung-Bak’s presidential campaign pledges that hasn’t been kept yet. The pledge promised that the government would subsidize half of the tuition fees for universities. The issue of this policy’s efficiency has generated considerable debate. The proponents of the pledge insist that the “half-price tuition fee policy” could help students with financial difficulties. On the other hand, the opponents are saying that the government budget comes mainly from general tax. They worry that helping lazier students and relatively lower quality colleges may not be the best use of this money. They resist subsidizing for such inefficiencies. However, even these opponents agree that many students do need help.

Korea is not the only country that has problems with tuition fees. For example, the British Broadcasting Company reported last fall that the coalition government of England had declared a raise in the tuition limit from 3,290 pounds to 9,000 pounds per year. According to *Impact*, the Office for Fair Access in England announced that more than 100 universities intend to charge over 6,000 pounds per year. One third of the universities are now facing a fee hike of up to 9,000 pounds. Some students in England have considered studying elsewhere, but they are charged with massive amounts of fees wherever they go.

According to “tuition-fee.net,” which is a website that investigates tuition fees, there are analytical cases

of tuition fees in foreign countries. For instance, Germany is well known for appropriately addressing the tuition problem. Germany’s government pledged free college education for all its citizens except in 5 federal states. Only recently has Germany allowed universities to collect tuition, but even that is relatively a small amount (about 500 Euro, equivalent to about 500 dollars and 500,000 Korean Won). The states that charge tuition include Niedersachsen, Nordrhein-Westfalen, Baden-Wurttemberg, Bayern and Hamburg. However, for states like Bremen, Sachsen-Anhalt, Tueringenand and Rheinland-Pfalz, they collect tuition only from *Langzeitstudent* students—those who delay graduation due to job hunting.

Another example of a country supporting the tuition fee problem is the United States. The federal government and the regional colleges provide an educational expense program along with a financing loan, mainly focusing on students from low-income families. France has also handled the tuition fee problems in a fairly appropriate manner. France prefers socialistic education and the government pays for most of the tuition fees. After the inauguration of President Nicolas Sarkozy, the University of Paris-Dauphin has collected tuition in a different way. They collect higher tuition fees from high-income groups as a means of strengthening their international edge and enhancing their source of revenue.

“Families with income in the national bottom 30 percent will be awarded scholarships, regardless of the schools.”

Korea has struggled to solve the problems of high tuition fees. The Grand National Party and the finance and education ministries had a meeting on September 8th to come up with solutions to this problem. In a manner similar to the policies of the United States, the Korean government’s decision was to prioritize the students from low-income families. Families with income in the national bottom 30 percent will be awarded scholarships, regardless of the schools the children are attending. There will also be subsidies for anyone in the bottom 70 percent income group. However, the problem with such policies is that the government will have a hard time increasing the expenditure to support such scholarships and subsidies.



People doubt the source of such funding, since most of the government's budget comes from the citizens themselves. Whether the money would be spent in a proper way is still a dubious matter. Some cynics sarcastically remark that such a scheme is risky since the ambition of such students and the quality of education is in doubt. They argue that supporting them regardless of their school would be an inefficient solution.

With these problems in mind, it is important to address tuition fee problems as soon as possible for the

sake of the country. Korea is a prominent country in today's world but not due to its geographical advantages or natural resources. Korea has to focus on technology and human resources. Therefore, college students in Korea should be supported to achieve their full potential and provided with numerous opportunities. Assuring its youth a college education without financial worry is undoubtedly an imperative action for the sustainable growth of Korea. ■

(Written by Shin Hyung Lee)



Norway's royal family and prime minister led 150,000 people in mourning on a rose march.



Oslo pay their respects to the lost victims.

Norway's Terrorist Tragedy

Remembering the July Attacks

One of the most terrifying events that occurred this year was the terrorist attack in Norway, which happened on July 22nd. Anders Behring Breivik bombed the capital's government headquarters, then moved to Utoeya Island to commit a shooting massacre. At least 92 people were killed and several hundred more were injured. *The UIC Scribe* commemorates the tragic events in this fall edition.

Norway's governing Labor Party was holding a youth camp on Utoeya Island. Among the people invited was 26 year-old Basil Al Udd, a Lebanese man invited as a representative of the Lebanese Progressive Democratic Party. He survived the horrific attack as an eyewitness.

He recalled that the youth camp conference was continuing as planned. Organizers were waiting outdoors for a motorboat, which was going to bring more people. When the new arrivals landed, Basil heard "some sounds that resembled gunfire." Turning to the window, he saw a "man in a police uniform, with a machine-gun, who was shooting at the people—methodically, cool-bloodedly... he seemed absolutely emotionless." He saw the man walk back and forth, aiming his gun at any person he came across. Basil heard him call out, "Everyone, stay calm. The police have come to rescue all of you."

Basil and his companions decided to leave the building and get to the other side of the lake. The man with the machine-gun came closer, noticing them. Basil ran to the lake and shouted, "In the water, in the water!" Swimming on his back, he could see the man shoot at the people remaining on the shore. "There were twenty of them. Most of them didn't resist because they couldn't move from fear," Basil recalled. Two others swam with him, but Al Udd realized that "water couldn't protect [them] from shots." Fortunately, a rescue boat suddenly arrived to save them.

The motivations of Anders Behring Breivik, the terrorist dressed as policeman on the island, are not yet completely clear. His lawyer, Geir Lippestad, said that Breivik acknowledged his actions were atrocious, but

insisted that they were necessary.

Among theories is the argument that he was motivated by political hatred for the Labor Party. Supporters of this view argue that he bombed a government building and attacked members of a youth camp associated with the Labor Party. Breivik allegedly posted comments on the internet revealing hatred of Norway's prime minister, Jens Stoltenberg. Written completely in English under the alias of Andrew Berwick, he particularly attacks the open immigration policies of the Labor Party, which have led to an increasing number of Muslim immigrants in recent years. In a racist and xenophobic tone, he calls out for violent action against them, "before our major cities are completely demographically overwhelmed by Muslims."

In addition, there is evidence that Breivik was under the influence of drugs when he committed the massacre. According to police prosecutor Paal-Frederik Hjort Kraby, interviewed by the American Free Press, Breivik's blood test results show evidence of drug consumption prior to the attack. Breivik admitted to using anabolic steroids to keep him "strong, efficient and awake." Some have suggested that he might have experienced psychological side-effects to the drugs. In support of this, a 2005 review about CNS drugs (drugs affecting the central nervous system) linked steroid use with some psychiatric systems, including aggression and violence. Psychiatrists are currently investigating whether Breivik is insane.

The July events in Norway have been one of the most tragic events this year, with reverberations felt across Europe and the world. Norway has strict laws on private ownership of weapons. The apparent ease with which Breivik committed the massacre and made a bomb without detection from the police was deeply troubling for Norway.

On July 25th, three days after the massacre, Norway's royal family and Stoltenberg led Oslo on a rose march. 150,000 people marched in remembrance for the lost victims. Stoltenberg called the rose march a "march for democracy, a march for tolerance, a march for unity." ■

(Written by Hoa Dang)

Obama's Jobs Act



President Obama looks grave as he gives a speech on a new jobs bill in the U.S. on Thursday, September 15th.

On September 8, 2011, U.S. President Barak Obama delivered a speech in front of Congress to address the current condition of the U.S. job market. In the midst of all the chaos, Obama still seemed optimistic. In his declaration, he described a proposal that he plans to send to Congress that was expected to immensely improve the present situation of the US job market. The President addressed the issue with boldness and passion in an attempt to persuade Congress to pass this bill “right away.”

In his speech, he took every American back to the past when hard work and loyalty were highly valued. He encouraged US citizens to look for every single speck of hope in the middle of the economic crisis.

“They know that Washington has not always put their interests first. The people of this country work hard to meet their responsibilities. The question tonight is whether we’ll meet ours,” said Obama. Obama worked hard to persuade Congress to join him on this bandwagon to make a difference, saying, “The question

is whether, in the face of an ongoing national crisis we can stop the political circus and actually do something to help the economy.”

The main purpose of the bill, he said, is to “put more people back to work and more money to the pockets of those who are working.” Obama promised that the bill would provide a tax break for those companies who are willing to hire more workers and would cut payroll taxes in half, not only for every US citizen, but for all small businesses as well.

The President also assured his audience that both the Democrats and Republicans would support this cause. To add one more layer of confidence to his words he explained how this bill would be entirely paid for. With such a compelling speech, Americans might begin to see a bit of hope.

Nevertheless, no matter how convincing President Obama sounds, they may continue to live in doubt until they see his words turn into actions. ■

(Written by Marie Suazo)



Mid-Autumn Festival

The Mid-Autumn Festival, also known as the Moon Festival, Lantern Festival, Mooncake Festival, or *Zhongqui* Festival, is a popular harvest festival celebrated in various East Asian countries. Dating back over three thousand years to China's Shang Dynasty, it has ▶



Korea

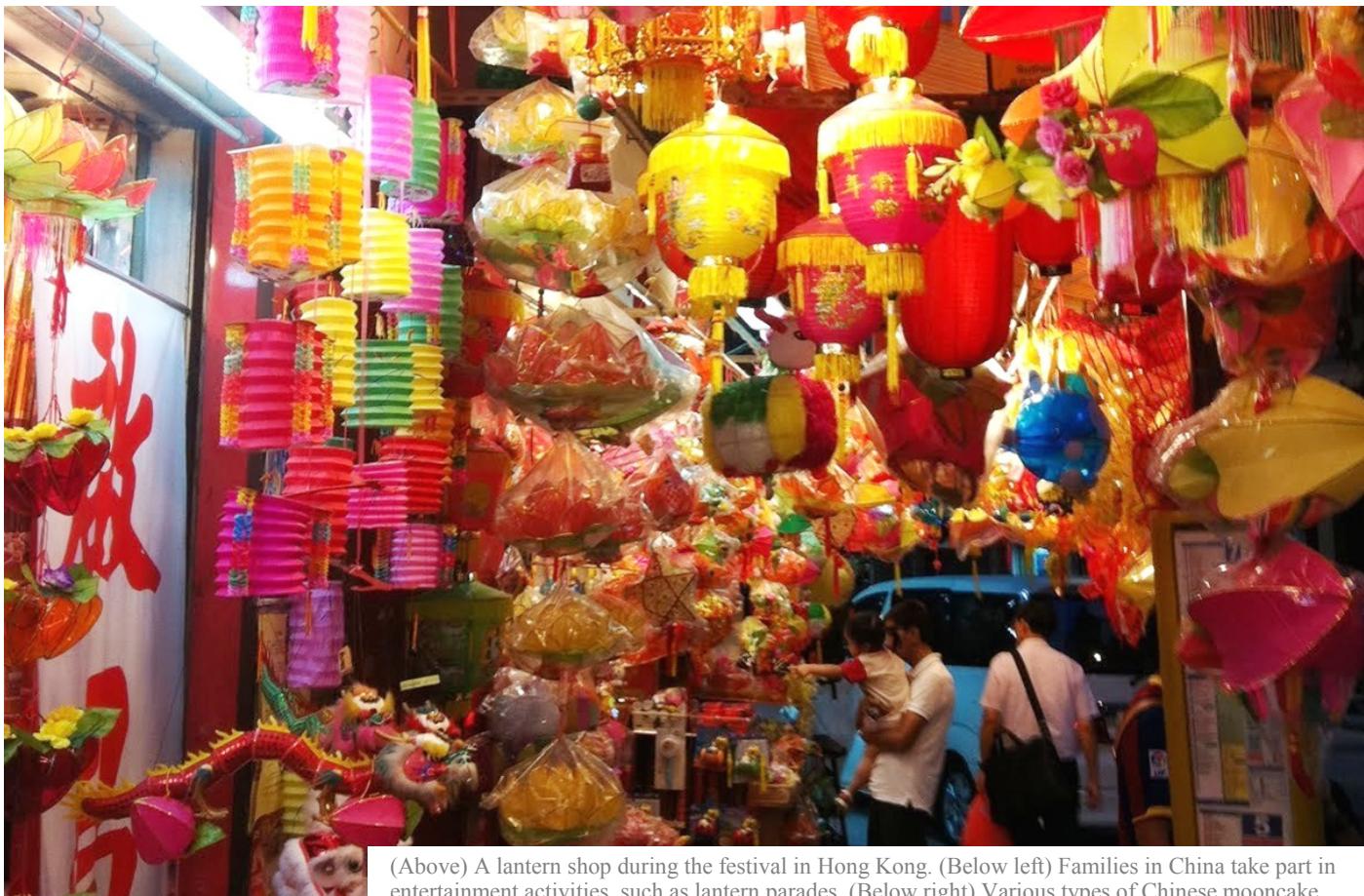
historical roots for many East Asian cultures. Fangzhou Yuan takes a multicultural approach to the festival celebrated in different countries.

Taking place on the August 15th on the lunar calendar, *Chuseok* is one of the great festivals in Korea. It is regarded as a Thanksgiving festival for the ancestors. Koreans return to their hometowns, visit ancestral tombs and show respect to their ancestors during this three-day holiday.

At night, families gather and eat a Korean traditional meal. One of the main foods eaten during *Chuseok* is *Songpyeon*, a half-moon shaped rice cake (generically called *ddeok*) made of beans, sesame seeds and chestnuts, and steamed over a layer of pine needles. This gives it the fragrant smell of fresh pine trees.



(Top left) Korean traditional *Chuseok* table. (Top right) *Songpyeon*. (Bottom) Multiethnic families listen to an instructor explain about setting a traditional *Chuseok* memorial table at the National Folk Museum.



China



Chinese people have a long history celebrating the Mid-autumn festival. For thousands of years, they have related the fortunes of life to the phases of the moon. The full moon symbolizes reunion, so the Mid-autumn festival is also known as the Festival of Reunion.

Families get together on this special day. Those who cannot return home watch the silver moonlight and turn their thoughts back to home. As a Song Dynasty poet wrote, "Though miles apart, we still share the beauty of the graceful moonlight."

Mooncakes, as the traditional food, play a central role in the festival. Typical Chinese mooncakes contain lotus seed paste and yolk from salted duck eggs. They are offered and shared when friends and family gathered to celebrate the festival. ►





(Above) Lanterns shaped as carps, which symbolize strength and bravery in Japan. (Below left) An example of Japanese mooncakes. (Below right) A Japanese family decorates a vase with Pampas grass.

Japan



Unlike other countries in Asia, Japan celebrates two moon festivals. The first *Zyuyoga* festival, a celebration of the full moon, also takes place on August 15th in the lunar calendar. The second *Zyusanya* festival is a celebration of the waxing moon, which occurs on the lunar September 13th. According to Japanese custom, people must attend both festivals or they will have bad luck.



(Above) Batik lanterns with Malaysian symbols and features. (Below left) A example of Malaysian mooncakes. (Below right) Chinese-style red lanterns hung outside the Pavilion Kuala Lumpur shopping mall.

Malaysia

The Mid-autumn festival is also a celebration for the Chinese community in Malaysia. The festival is also commemorated by eating mooncakes, praying to the moon goddess *Chang-e*, and lighting lanterns. There is also a lantern-making competition, where participants make a lantern that reflects the country's culture by using Batik (a fabric with drawings of flowers and animals).

The Mid-autumn Festival is an ancient and special tradition shared in several East Asian cultures. While every country has its own customs and ways of celebrating this festival, there are clear similarities between them. We hope you have enjoyed this multi-cultural exploration of East Asia. ■



UIC Gallery



▲ The graduating class of summer (August) 2011 celebrate by tossing their graduation caps in the air



▲ Newly graduated students at a photo session

Underwood Global Community (UGC) freshmen on a field trip ▼





▲ Summer Culture Club organized by the UIC Student Council



▲ Yonsei Toastmaster's International speech-giving club

Yonsei Emmaus Christian campus club ▼



▼ UIC students and the UIC Student Council at The 2011 Yonko Games



Synergy Student Council Notices

Fall/Winter calendar

November

(Thu) 10 th —(Fri) 11 th	U&I College Festival
(Fri) 11 th	One Night Pub
Second week	Student Council presidential candidate registration/Major Council candidate registration
(Mon) 14 th —(Fri) 18 th	
Third week	Major Information Session
(Mon) 21 st —(Fri) 25 th	Election period for Student Council president and Major Council representatives for academic year 2012
Third—fourth week	
(Mon) 21 st —(Wed) 30 th	

December

(Thu) 15 th —(Wed) 21 st	Final exam period
(Fri) 16 th	Christmas chapel
(Wed) 21 st	End-of-term party
(Thu) 22 nd	Winter break begins
(Mon) 26 th —(Fri) 30 th	Application period for double major

January—February

(Mon) 30 th —(Fri) 10 th	Application period for graduation or deferment for August 2012
(Mon) 13 th —(Fri) 17 th	Course enrollment period for 2011 Spring semester
(Wed) 22 nd —(Wed) 29 th	Graduation chapel
(Mon) 27 th	Winter commencement ceremony

For further information regarding the academic dates, visit <http://uic.yonsei.ac.kr>. For the events marked in blue, UIC students may also contact the Student Council for further information. Details and specific dates will be announced in due time. Dates subject to change.



SUMMER CULTURE CAMP 2011

The first UIC summer culture camp was held from August 24th to 26th, during the summer vacation. Nineteen freshman and eight upperclassmen attended. Professors Chad Denton and Paul Tonks also attended.

Participants played a variety of traditional Korean games (such as *yootnorhee*), made *kimchi* (common Korean fermented dish), and engaged in many other enjoyable activities. Also, the upperclassmen taught freshmen popular Yonsei cheering songs.

The incoming freshmen had the chance to interact with their peers and this event received positive feedback from all attendants. The Student Council hopes this camp can become an annual event, giving freshmen the opportunity to meet their upperclassmen, professors and peers.

In September, the Student Council held the second Town Hall Meeting of the year. Both the Student Council and Major Councils at UIC presented their future plans to students and Professor Sloane, who also attended. Important issues were raised, such as problems at the Songdo YIC campus and dissatisfaction within majors. Thanks to this meeting, these issues will now be addressed. Pizza was provided with funding from the UIC Office afterwards.

The Student Council would like to introduce and congratulate Hee Eun Lee ('08) as the new CLC major representative. Synergy wishes the CLC Major Council a successful semester. ■

(From the Student Council NMT newsletter, written by Elizabeth Rose and SunJung Lee.)

Final Remarks

Dear UIC students,

The UIC Scribe is undoubtedly one of the most funded and supported student-run clubs at UIC. As the representative newsletter of Underwood International College, it is sent to various high schools and universities worldwide.

We look not only for students who can write with clarity and style, we also prioritize those who are willing to dedicate themselves to the publication process. We recruit writers, illustrators, layout designers, and photographers during the vacation through to the first month of the semester.

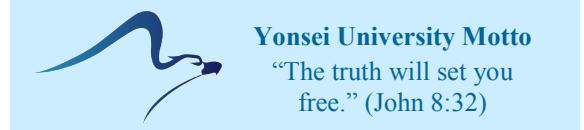
The UIC Scribe strives to unify the diverse and multicultural UIC community as the official news medium. We also work hard to represent UIC's founding vision to other educational institutions around the world. It is with great pride that we invite you to be part of this creative process.

Contact us at scribe.uic@gmail.com

Best wishes,
The UIC Scribe



The UIC Scribe would like to thank the faculty professors who edited articles in this magazine



▲ Freshmen writers (from left: Shin Hyung, Sung Pil, Hyung Ku)



▲ Upperclassmen writers and editors (Marie, Thuy, Ly, Sarah)



UNDERWOOD INTERNATIONAL COLLEGE (UIC) is an all-English college within Yonsei University, a private university based in Seoul, South Korea. UIC aims to bring together students from diverse and multinational backgrounds, providing them with a liberal arts program that rivals top universities worldwide. The first class was admitted in the spring semester of 2006.

THE UIC SCRIBE was also founded in 2006 as the official student newsletter. It continues into its sixth year. The newsletter continues to be organized by UIC students (For inquiries and articles, email us at scribe.uic@gmail.com).
