

# THE UIC SCRIBE

VOL. 7 ED. 2, 2012

STUDENT-ORGANIZED OFFICIAL NEWSLETTER OF YONSEI, UNDERWOOD INTERNATIONAL COLLEGE



SPRING EDITION

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# Letter from the Dean

**M**ay is a month of festivities. We begin with Mayday, both a traditional spring festival and International Workers' Day. The fifth brings gifts and outings for the youngest amongst us; then just three days later, those children are expected (with varying degrees of reliability) to return the favor. At Yonsei, we also celebrate the University's Founding Day, May 12 this year, when all 25th and 50th reunion alumni engage in a nostalgic revisiting of their college years. Founders Day and Homecoming lead to a host of other events such as College-based alumni events (including UIC's own "The Next Big Step" on May 19). We end with the beautiful lanterns of Buddha's Birthday.

For college professors, though, May is most notable for a small date right in the middle of the month's calendar. May 15 is celebrated not only on that one day, although this year, the English Department student council brought in cake, carnations and — most touching of all — a class singing tribute on that Tuesday. Rather, Teacher's Day is noted in the cards, letters, e-mails, and visits that trickle in throughout the month. Current students may write a shy thank-you note or bring me a few homebaked cookies or send a quick e-mail; certainly all thanks are appreciated.

But it is the graduates, the students I have known in years past, who are the most anticipated. Students from my decade-plus of teaching years write me, send me e-mail greeting cards (note: please do not send me computer bugs that masquerade as greetings), or visit. Some of the students are familiar, while the less expected ones will reappear after many years off the radar, and will bring stories of life change, a marriage, a new job, a baby. Students in doctoral programs abroad will regale me with stories of their dissertation woes as well as, occasionally, stories of the oddities and idiosyncrasies of their dissertation advisors. I spend half an hour transported into another world — a world that resembles and yet differs from my own past, a world in which courses and study and intellectual problems are the greatest concerns in life, a world in which familial obligations and social maneuverings are temporarily suspended. After the half hour or so is over, I will send the graduate off, shake myself a bit, and return to my life with all its multi-tasking administrative overload. I am grateful to my students for having provided me with that bit of escape, that respite in imagining another's simpler, more pleasurable streamlined life.

In some ways, all teachers, all professors, are mini diasporas of their own, sources from which students pass out into the world and emerge at the other end of the tunnel. Some circle closer, and may eventually become colleagues; others meander ever further and further away and pursue careers in politics or business or homemaking. It is the opportunity to hear from all my students and their myriad of histories that makes May such an exceptional month. By the way, for those graduates who did not stop by this May, there are only eleven months left before your next opportunity.

Warm regards,



Hyung Ji Park, Ph.D.  
UIC Dean



(UIC Public Relations)

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# Chief Editor's Letter



**S**pring has come and almost gone. Though it is only May, it feels more like summer than spring. This edition, however, commemorates the events that occurred in the spring semester. We interview two new professors, Professor Ratnapalan and Professor Blood (read on pages 5 and 7), and congratulate one UIC student who is preparing to graduate and enter Cornell University (read on page 11).

This spring, UIC went through a “paradigm shift” (read the Dialogue on page 16). In addition to the five original majors, now under the Underwood Division, UIC welcomed two additional divisions, the Asian Studies Division (ASD) and the Technological Art Division (TAD), both with its own separate majors. This has been an important change to UIC and its mission to educate global leaders. It has been surprising for most students and has its own challenge, but it is, as Dean Park said in the Dialogue, a situation to be embraced. We welcome TAD and ASD freshmen with this edition of The UIC Scribe, as part of the wider student audience.

The Yonsei President, Kap Young Jeong, announced that over two thousand freshmen will have to complete a year at Songdo Yonsei International Campus (YIC), beginning from next year. UIC’s current Student Council, *uOS* 7, together with the General Yonsei Student Council, have protested the one-sided decision-making process and are working to promote the rights of next year’s freshmen. In particular, they protest that the YIC construction plans will leave around two hundred freshmen without dorms next year. They are also petitioning for a board of regents, that will act as a checking organization on the Yonsei administration. In honor of this issue, we would like to thank *uOS* 7 and Student Council members for their hard work to unify UIC across two campuses and three divisions.

We would also like to do our part. We interviewed LSBT Professor Jon Soderholm to share his experience teaching UIC students and his aspirations for UIC’s sole natural science major, in order to bridge the divide between the social science majors and LSBT (read the LSBT feature on page 9). Regardless of your major, grade or division, we hope you have a great summer. Enjoy the issue!

Warm regards,

A handwritten signature in black ink, appearing to read "Sarah Yoon".

Sarah Yoon  
Editor-in-chief



# Interview with Prof. Ratnapalan

**P**rofessor Laavanyan Michael Ratnapalan, Assistant Professor of History at UIC's Common Curriculum, has been teaching at UIC since the beginning of March. He received his B.A. in History at the University of York, and went on to receive his M.A. in Cultural History and Ph.D. in History both at the University of London. He currently teaches World History, a Freshmen Writing Intensive Seminar, and Western Civilization at YIC. *The UIC Scribe* was pleased to have an interview with him at Songdo's Yonsei International Campus (YIC).

## Would you give us a brief self-introduction?

I came to London as a five year-old refugee boy from Jaffna, Sri Lanka. Like Koreans, Tamil parents prioritize their children's education, and I had lots of support from my parents and relatives growing up. After I completed my Ph.D., I taught in London for a few years and then did some research for Cambridge, before coming here.

I also have a very long name, which needs some explanation. 'Laavanyan' is my Tamil name and it means 'beauty'. My father gave me that name and he is certainly a man of taste. 'Michael' is my Christian name, meaning 'who is like God?' Michael is one of the archangels. My surname 'Ratnapalan' means 'keeper of treasure'.

## How did you find out about UIC, and why did you decide to come here?

Actually, I heard about Songdo in 2009. At that time, I went to a Christian retreat in Taize, France, where I met a Korean pastor. He just looked at me and told me that I should go to work in Songdo and teach students in Korea.



I didn't think about it much at the time. Later, I learned more about Underwood International College, when I began to apply for overseas jobs.

## Why did you choose to study history?

In truth, my parents had wanted me to study law, while I dreamed of studying archaeology and anthropology. As a good Asian son (laughs), I made a compromise and decided to take history. Things balanced out in the end, because my postdoctoral thesis was on the history of anthropology and I ended up marrying an anthropologist!

## What did you learn from your teaching experiences in London?

I taught at the University of London and for the Open University. Here in Korea, the relationship between teachers and students is more formal. For example, most students in the UK address their professors by their first name. In the UK I especially admired the Open University for its attention to teaching skills and for the enthusiasm of its students, many of whom are quite old and from disadvantaged backgrounds. They were simply there to learn, and I was humbled by the experience.

## Tell us about the lectures you plan to give to students. Are there any helpful tips they might benefit from?

I'm hoping to teach further modules in South Asian history. I would also like to teach on the relationship between history and other subjects, including anthropology, biography, and psychiatry. My tip for students would be not to confine yourself to your disciplines and majors. Try to read broadly and follow your passions in your reading choices, whether they are political memoirs, detective fiction, ancient literature, graphic novels or spiritual treatises.

## Freshmen were surprised at your Korean speaking skills at the Western Civilization lecture. You seem to have prepared yourself for life in Korea, but I'm sure there must be other difficulties living here.

Thank you. I must say that my very basic Korean was taught by my wife. She is very enthusiastic in teaching languages, so I was her guinea pig (laughs). I didn't realize it was going to come in handy one day. However, my Korean vocabulary is limited and I would like to build it up. I am planning to study Korean more systematically this summer. I enjoy speaking and listening to Korean. It's a very relational and emotional language with a lot of nuances, which brings people more closely together. ►

Its script is also very easy to learn, even though spelling can be tricky.

### Do you speak other languages?

I am bilingual and grew up speaking Tamil and English at home from a young age. My first foreign language is German, which I would like to refine. I used to learn a bit of classical Greek, in the hope of reading pre-Socratic philosophers.

### Finally, would you like to say anything to UIC students?

What struck me about UIC students in this short time is how respectful and hard-working they are, but also how tired they seem this early on in their lives. I know it's hard to appreciate while you are going through this phase, but I would like them to remember that this is one of the most privileged and beautiful times in their lives, so please do try and enjoy every moment of it. ■

### Recommended list of history books

Aby M. Warburg, *Images from the Region of the Pueblo Indians of North America*

Johan Huizinga, *The Waning of the Middle Ages*

Walter Benjamin, *Illuminations; One Way Street*

Claude Lévi-Strauss, *Tristes Tropiques*

Roland Barthes, *Mythologies*

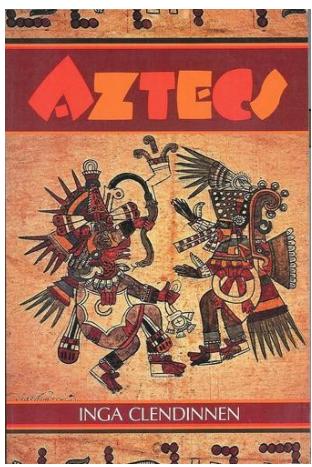
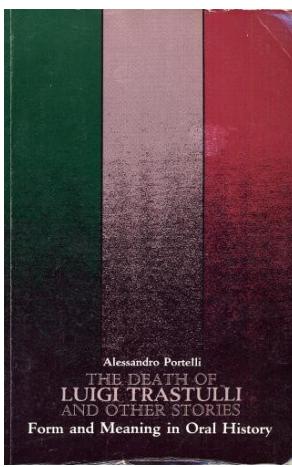
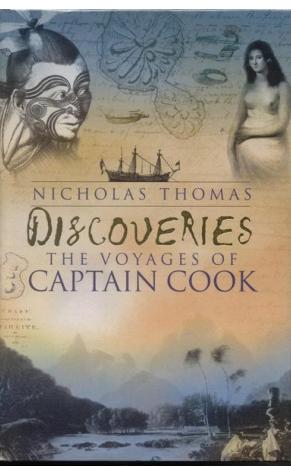
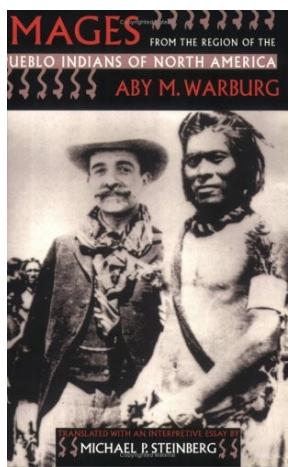
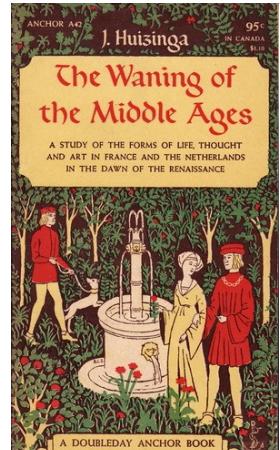
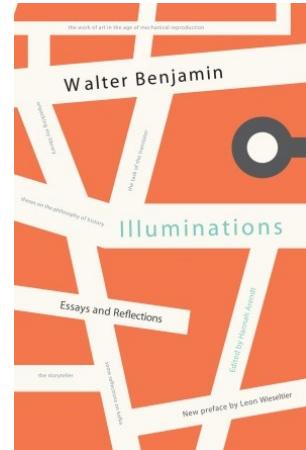
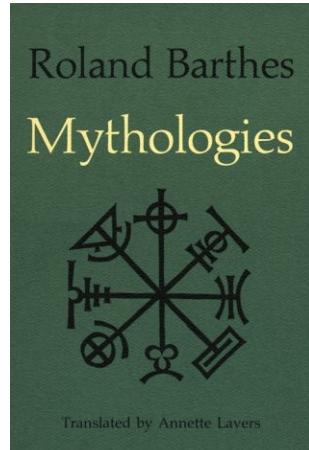
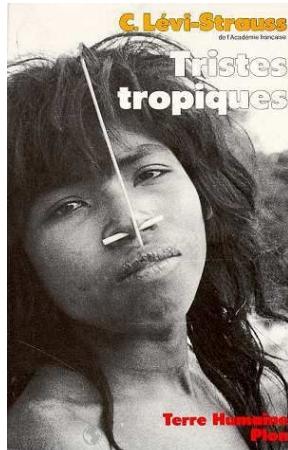
Alessandro Portelli, *The Death of Luigi Trastulli and Other Stories*

Inga Clendinnen, *Aztecs: an Interpretation*

Carlo Ginzburg, *Clues, Myths and the Historical Method*

Nicholas Thomas, *Discoveries: the Voyages of Captain Cook*

(Written by Sung Bo Shim)



# Interview with Prof. Christian Blood

**A**s the new semester starts, Underwood International College welcomes new members of the faculty. Professor H. Christian Blood, Assistant Professor of Comparative Literature in the Common Curriculum based at the Songdo Yonsei International Campus, is excited to share his liberal arts background with the UIC community. A graduate of St. John's College, Santa Fe, New Mexico, and UC Santa Cruz, Professor Blood gives insight on his experiences so far in Korea.

## Why did you come to UIC (what attracted you)?

I have always wanted to teach at a small liberal arts college, although I never expected it to be in Korea. A few years ago, while I was still writing my dissertation, my university's dean spent a few weeks touring universities in Hong Kong, Singapore, Vietnam, China, and Korea, and when he returned to California, he told all the graduate students to pay attention to East Asian schools. So, when I saw the posting for a job at a small liberal arts college in Korea, I didn't hesitate to apply. Moving to a foreign country where I don't speak the language was a nerve-wracking prospect, but I knew I'd regret it for the rest of my life if I didn't seize this opportunity.

## How has your experience at UIC been so far?

Here at Songdo, I teach one section of the Freshmen Intensive Writing Seminar, where we're reading Gothic fiction, and a Classical Literature course. Teaching here is great. Small classes, talented students, great colleagues – it doesn't get better. Aside from



teaching, I've experienced lots of culture shocks. Honestly, I'm not as flexible and adaptable as I thought I would be – but I say this with a smile. Initially, I found the culture of respect and bowing to be confusing. Whom do I bow to? When? How deep? I was also surprised by how few people in Korea speak English. Not my students; they all speak impressive English. But most everything else requires a translator. For instance, here in the dining hall at the International Campus, the ticket vending machine is entirely in Korean and doesn't have pictures. In an English-speaking campus where all the classes are conducted in English, I would've expected to be able to order lunch in English. All this reflects an interesting ambivalence toward English and globalization in Korean culture. On the one hand, Korea is doubtlessly a world leader in so many ways — Korea's hosting the Olympics and the recent Nuclear Summit. On the other hand, there seems to be

resistance to actually going all the way, to accommodating the inevitable results of globalization, that is, non-Korean speakers, into daily life.

## How do you feel about the students?

I wasn't sure what it would be like to teach Western texts, such as Homer's *Iliad*, in Korea, but my students are fantastic. Really. They've worked so hard all their lives to earn a place at a SKY school, and I'm utterly impressed by their intelligence and study habits. I also think that UIC students are very brave, and by enrolling here rather than at a more familiar university, they've taken a really radical stand about their futures and the direction they see themselves, and Korea, headed in. I also have great respect for the students who are able to complete college in their second language. It's so different when you grow up in the U.S. speaking English; in America we study other languages, but it's so rare to have the proficiency necessary to pursue a degree in your second language. I don't think I could do it. You see, I like to talk, a lot, and if I had to attend college in my second language, I would have been very quiet. I would have been too scared to talk. Some of my students are not yet as comfortable. So, I tell them to speak in English as much as possible. Not just in class – but at breakfast with their friends, in the evenings with their roommates, at parties on the weekend. Practice, practice, practice. If you never speak English outside of class, of course you won't feel ready in class. And I promise to learn Hangul so I can order my own lunch. ▶

### **What are your research interests?**

I'm currently finishing an article about different styles of teaching Western Civilization in the United States — this whole idea of a course on Western Civ. is ubiquitous in the U.S., but it came about at a particular moment in history, in response to all sorts of cultural trends and social pressures. Now, I'm especially interested in one day publishing an article about teaching Western Civ. in Korea. However, my main research agenda is the history of the novel as a genre. Usually, the novel

is defined as being uniquely modern, and often, but not always, uniquely English in origin. But I'm interested in how English 18<sup>th</sup>-century Gothic novels, like *The Castle of Otranto*, are related to 2nd Century Roman prose fiction.

### **How does UIC compare as a liberal arts college to your undergraduate experience at St. John's College?**

My alma mater, St. John's, is very different from UIC, and all other schools, because it offers only one

major, Liberal Arts, through a four-year core curriculum, which means that for their whole college careers, St. John's students all take the same classes. We mainly studied primary texts, including Sophocles, Plato, Aristotle, Kant, Hegel, Virginia Woolf, and Freud. But, in many ways, that type of education is so specific it's only workable for a tiny minority of students. There's more to life than just reading. You've got to get a job. UIC takes the best aspects of a liberal arts college — the small classes, with the intense interactions between students and professors, all the "active" learning, the emphasis on primary texts — and translates it into a new, globalized, Asian version of a liberal arts degree. Most of my UIC students will go onto careers in finance, business, law — and I'm so glad that they'll have read Homer and Sophocles with me first.

On a practical note, the scheduling here is very strange to me, because in the United States students take three classes at a time. I couldn't believe it when I found out how many classes students in Korea take. When I discovered that, I cut down on the readings that I had assigned.

### **What do you hope to achieve as a professor?**

The goal of a liberal arts education is to help students learn and think in ways that will serve them for the rest of their long and complicated lives. Getting a good grade on the final exam is important. But I'm really more concerned with how they learn to live with these books in the decades to come. ■



Left Incheon Songdo Yonsei International Campus (YIC). Cafeteria and Library.

(Written by UD Freshman Representative,  
Kyu Eun Kim)

# Prof. Soderholm on UIC's Life Science and Biotechnology Major

Professor Jon Soderholm teaches for the natural sciences major, Life Science and Biotechnology (LSBT), at UIC. He studied Zoology at UC Davis, and went on to receive his Ph.D. in Molecular Genetics and Cell Biology at the University of Chicago. He was a postdoctoral fellow at UC Berkeley for four years. In an interview with The UIC Scribe, he shares his thoughts on how LSBT has improved, how students have succeeded after graduation, and why LSBT is a versatile major.

## **What brought you to Korea as a UIC professor?**

I was teaching summer school at Yonsei in 2007 and I met with some of the UIC and Life Sciences college professors. They told me they were looking to expand and hire foreign professors for LSBT. At that time I was finishing my postdoctoral work and preparing to apply for a job. I decided to apply for this job because I thought it would be exciting to live in Korea and the job sounded perfect for me.

## **Were you worried about living in a different country?**

Yes, I was worried a little bit. I go home often to the States, and that helps me maintain balance. I try to keep an open mind, I try to be patient, and I hope that other people here are patient with me too because it goes both ways. A simple thing like getting a cell phone is not easy here. Those things can be challenging. Sometimes it can be fun when you have a challenge, because you have to figure out how to solve it.

## **How are you as a professor? What is your reputation like?**

I can only describe what I try to do in class. In the case of the upperclassmen especially, I try to make them be more analytical in class, rather than just learning the information that is in the textbooks. Science includes a lot of information that students have to memorize, but I also try to assign analytical readings and primary research articles, so that students can have a better sense of where the basic information that they learn comes from. It comes from years of work from many different people focusing on tiny things, but all of that work is necessary for the output, which is what they read in the textbooks. Probably more importantly, that information is used practically, in medicine and all different areas of science. I want them to



also know that science is dynamic, that it's always changing, theories are debunked, and models are reshuffled and changed. Ideas about how biological systems work are always changing as new research is done; new information comes out, old information is altered or modified, and I want the students to be aware of that. This occurs through reading research articles, in addition to reading the textbooks.

## **Are the research papers difficult to read?**

Yes, and sometimes the students struggle with them. However, I've had former students say that although they didn't enjoy reading the papers while they were in my classes, they were glad that they read them and had that experience. Once students enter graduate school, they have to read research papers all the time and having that experience helps them to do a better job. I think it's helpful. They may not like doing it at the time, but later, I think that they appreciate it.

## **What area in science does LSBT focus on? ►**

LSBT focuses on life science-related topics. As freshman the students do take calculus, chemistry, and physics, but most of the other courses are focused on life sciences, although there are classes that they can take from the Yonsei-general departments, such as nanotechnology.

#### **Why do students have to decide that they want to take the LSBT track on entry?**

It's mainly to help maintain a good class size. It's also because students have to take basic science courses as freshmen, which are considered major electives. This also puts them on the right track to get their courses done on time.

#### **How does LSBT differ from the Yonsei science program?**

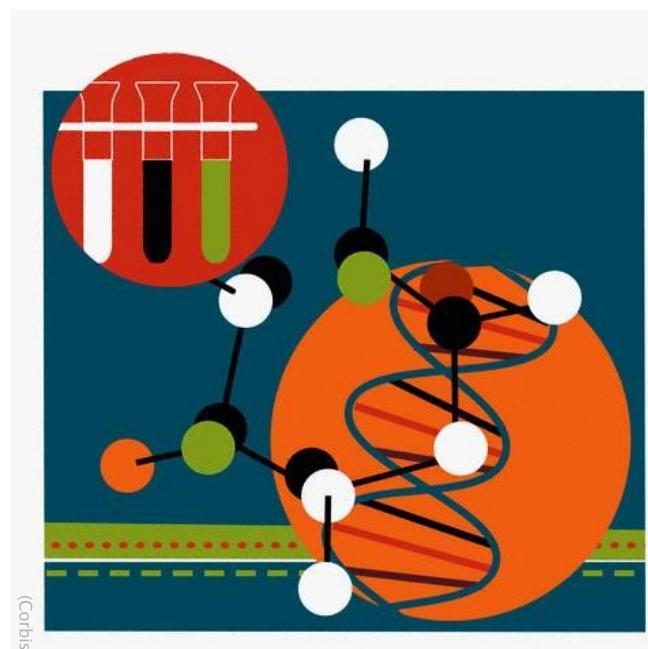
The two major differences that I know of is that our classes are all taught in English, while non-UIC life science courses are mostly taught in Korean. Our courses are small, while many of the classes taught in the natural sciences departments in Yonsei are large.

#### **Do you foresee any future collaboration between the Technological Arts Division (TAD) and LSBT?**

I've looked at the curriculum and I think that it's hard right now to imagine integrated classes with LSBT. But there are a couple of courses in Techno Arts, aimed at designing equipment, for example, that might work. Perhaps there could be some kind of cross-talk or collaboration between understanding how scientific equipment is designed or constructed, and how it's used. At this point, it's hard to imagine it, but that doesn't mean it can't happen. It could be very interesting.

#### **Why should students major in LSBT? What can they expect?**

They can expect a broad array of classes and a fairly comprehensive life sciences education. While they're here, they'll have great opportunities to do independent research in a laboratory under the supervision of a faculty member in one of the Yonsei life sciences departments.



(Copis)

That's really helpful. The study abroad program is also really helpful to LSBT students. If they join the study abroad program and travel to another university, they'll have opportunities to work in labs at the host university and also to take courses that aren't offered here.

Our students have been very successful after graduation, and they have several options. Many students enter the program thinking that they want to go to

medical school, but as they approach graduation, they decide they want to do something else. Several students have chosen Master's or Ph.D. programs. We also have had students who have chosen to attend law school or to go straight to work at a company without pursuing an advanced degree. Students who choose LSBT can expect a broad education and then they can expect to have many options after they graduate. There really are a lot of things that you can do with this degree, it's very versatile.

#### **What would you say about success of UIC students?**

Overall, UIC graduates have been very successful and I can say for our major that the students have done really well. They have entered top graduate programs abroad and in Korea, and many of them are attending Yonsei medical school or Korea University medical school. It's impressive what the students have done. We have LSBT graduates attending the University of Wisconsin, John Hopkins's University, Cornell University, The University of Illinois, among others.

#### **It sounds like the students are quite open with the professors about their future plans.**

Yes, we have strong relationships with the students. Both Professor Brooks and I get to know the students really well, and we try to help them as much as we can, so I think they feel comfortable talking to us. The students also take courses with professors in the College of Life Science and Biotechnology and develop close relationships with them as well. Due to the structure of our major, we get to watch the students develop from the

time they enter to the time they graduate, so it's almost like a family.

#### What has improved about LSBT?

One improvement is that the number of courses has increased since the beginning of UIC. With the arrival of Dr. Brooks in the fall semester of 2009, we were able to expand the curriculum quite a bit. He added several new courses, which was one improvement. We've had really good participation from the students in terms of representing and promoting the major. Also, we have a laboratory and experiments course that we've improved during the last two years. We refined the course content and made the experiments more coherent.

#### What further improvements would you like to see?

I think it would be great if we could get one more foreign professor to join the program. Then we would have three professors joint-appointed with UIC and the Life Sciences College. If we had a third faculty member, we could open up several more courses. One area that is missing from our curriculum is the area of ecology and evolution. There are courses in that field that I think would be really interesting, but currently we don't have a UIC faculty member who is dedicated to those courses.

#### Where do you see LSBT in ten years' time?

Eventually, it would be great to have one of our graduates

come back and join the faculty after attending graduate school and doing postdoctoral research abroad.

#### Do you have any final words to UIC students, in general?

When you choose a major, don't feel like you're confining yourself to a narrow career path. Choose a major based on what interests you while you're in college. Try to keep your options open and make a plan for after graduation, but while at UIC you should study what excites and interests you. Options will open up and you'll have opportunities that aren't necessarily directly linked to your major. The title of your major shouldn't restrict your ideas about where your career can go. For example, one LSBT graduate, is currently attending law school. She'll have many career options because of her science background. With her background in LSBT and a law degree she could, for example, work in intellectual property law. During their time at UIC, students should think broadly and creatively about their future careers. In addition, as much as possible, students should pursue internships and other experiences outside of the classroom. Such experiences will help students decide what to do after graduation and also allow them to build a strong resume. ■

(Written by Sarah Yoon)



## From UIC to Cornell

Anthony Kusnadi, a Life Science and Biotechnology major at UIC, has been selected from an initial pool of thousands of applicants for an opportunity to pursue a PhD degree in Immunology and Microbial Pathogenesis at the Weill Cornell Graduate School of Medical Sciences in New York, USA.

#### "Choosing LSBT is an easy pick"

Hailing from Jakarta, the Indonesian native told us that it was the complexity of physiology and biotechnology that first instilled in him the passion for the field. "It was the right field to pursue since it is booming currently with novel inventions, techniques, methods, treatment and drugs to significantly improve the quality of our lives," he said. The 4 years that he has spent at UIC has strengthened the longstanding and committed relationship with LSBT and prepared him for the next big thing.

"The small classes' size in LSBT major is definitely positive, since students receive more relative attention from the professors, and can also schedule appointments with professors to talk about their concerns. The LSBT professors are excellent. I discovered camaraderie with them along the way, and they are so approachable whenever I stumble upon problems," he reminisced. ▶



### Research, research, research

Somehow, immunological research always finds its way back into our conversation, leaving no tinge of doubt about where Anthony's passion lies. He started doing research in his freshmen year, and then during an exchange program at the University of Washington, followed with a summer internship at the Memorial Sloan-Kettering Cancer Center in New York. One gets the feeling that he considers his research projects with great attention and pride. "Sans research experience, there would be no graduate school for me," he said. His love for science gives a sense of security to be found only in people with a true love for their work.

During his junior year, while he was on an exchange program at the University of Washington, Anthony did thorough research on graduate schools for his field, weighing factors such as the prestige of the program, funding for international students, potential collaboration, location, and acceptance rates. Most schools in the US guarantee tuition waivers and provide an annual stipend for applicants accepted into their PhD programs. For Anthony, the best part of the application process was browsing through the schools' websites. "I would start to imagine what I would achieve or receive if I was admitted." Although he did not submit his applications until just before the deadline, "since I am a perfectionist", Anthony says that the key is to start early. "I prepared for GRE (Graduate Record Examinations) during the summer after my junior year, and took the test at the beginning of my senior year. I asked for recommendation letters well in advance, to make sure my professors had plenty of time to write them. One thing I would have done differently though would have been to start working on my Statement of Purpose earlier," he said. His advice to students awaiting responses from graduate schools, he said, "stay busy, and forget that you are waiting." ■

(Written by Hai-Ha Pham Tran)

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# The Promising Growth of UIC

## Introducing New UIC Divisions ASD and TAD

Prior to March 2012, Underwood International College consisted solely of the Underwood Division (UD), which conducts all of its classes in English for students from both Korea and abroad. UD students are required to study an East Asian language, take courses in the “Common Curriculum” (such as Critical Reasoning, World History, and World Literature), and select one of five majors in their second year: Economics, International Studies, Comparative Literature and Culture, Political Science and International Relations, or Life Science and Biotechnology. This semester, however, UIC welcomed two new divisions—Asian Studies and Technological Art (or Techno-Art), abbreviated as ASD and TAD respectively. Understandably, being brand new to UIC, not much is known about these divisions by the average UIC student; as a result, the question: “What exactly are ASD and TAD?,” has been posed many times.

When the term “Asian Studies” is heard, most interpret it to mean that students in the division study about Asia. However, according to Professor Helen J. S. Lee, director and chair of ASD, there is much more than this to the program, and it has a great deal of potential to produce graduates who will contribute to international relations between East Asia and other regions of the world. Before proceeding, it should be clarified that ASD is *also* a part of UIC, rather than being a lone division. As Professor Lee emphasized, applicants to the UD and ASD follow the same admission track and interview process; the

main difference is that while UD freshmen are yet to declare their major when they enter UIC, ASD students have already chosen to major in Asian Studies.

Like their counterparts in the UD, ASD students are required to take several “Common Curriculum” courses, such as World History, World Literature, and Critical Reasoning. In addition, the ASD curriculum offers its own liberal arts courses like Special Topics in Asian Studies, and requires students to achieve fluency in either Chinese or Japanese. Freshmen entering ASD will have the opportunity to learn about the history of East Asia and its relationship to countries throughout the world. Professor Lee also stated that the Asian Studies major curriculum transcends disciplinary and national borders and builds on basic training in critical thinking, writing and reading. The upper division major courses in the ASP L-H-P series (Literature-History-Philosophy) examine contacts, exchanges, and influence among China, Japan and Korea with a concentration on historical phenomena and theoretical concerns in the region rather than national histories per se.

There will be many exciting opportunities available to ASD students as they ascend through the program: in addition to the “Experience Asia” Program, where students are placed in internships in Japan, China, Hong Kong, and Seoul, ASD plans to offer courses taught by prominent professors in relevant departments such as history and Chinese

literature. Unlike UD students, whose majors are run by external Yonsei University departments (Economics, for example), ASD students remain within their own division for their entire university career. But they can also choose to minor or double major in any of the UIC majors, such as International Studies. In Professor Lee’s words, ASD students receive an “inbound” education, meaning that they are not obligated to step outside their division, which will allow them to develop close relationships with their fellow students and professors.

A first impression of ASD was provided by freshman Gyowon Sun, vice representative of the division’s student council, who attended high school in Sydney, Australia. After learning of the program’s establishment at UIC, Gyowon realized that Asian Studies was the major that she wanted to pursue. She said that in every ASD class, the professors, rather than simply giving lectures, actually train students to become future Asian leaders. Because ASD requires that its students be fluent in two to three East Asian languages (Korean, Chinese, and Japanese) when they graduate, many promising career choices will be available, such as those in diplomacy or international law. Gyowon is nevertheless concerned with the fact that ASD is so new and unfamiliar to most UIC students. She is, therefore, currently working with the UIC student council to promote ASD, and with other ASD students to develop its identity and maintain its familial atmosphere for next year’s batch of students. She concluded by saying that she was extremely satisfied ►

with her decision to become an ASD student, in large part because of the diverse backgrounds of students (who come from the USA, Shanghai, and Indonesia, along with Korea) and the close relationships that she is developing with fellow students.

ASD and UD may seem similar in that students from both divisions study subjects pertaining to the humanities and social sciences. But many are wondering what exactly the term “Techno-Art” means. Techno-Art, according to Professors Taeyoon Sung and Eui Chul Jung (director and chair of TAD respectively), represents an emerging interdisciplinary area in which Design/Art, Technology, and Management are converged. There are three concepts at the core of Techno-Art: Creative Competence, Global Convergence, and Ecological Integrity. All three aim to develop and nurture talented students who can provide creative ideas leading to innovation, create globally competitive products by converging skills in design and management, and understand the ecological impact of technological advances on societies and environments. For instance, a TAD graduate may go on to create diverse design applications from small artifacts in our daily lives to public and social service systems and products.

Professors Sung and Jung stated that because modern society wants its creators and innovators to serve societal needs, TAD focuses on three aspects. The first is *information and interaction*, in which students are guided towards creating new interactive experiences between everyday citizens (an example being “kakaotalk,” a mobile messaging application for smartphones invented in Korea) through simpler and more effective information delivery systems. The second, *service design*, aims to nurture students who can envision, design, and evaluate products that improve



lives through intangible services, which refer to backstage operations that play an important role in providing a pleasant user experience in public and commercial settings, such as administrative offices, hospitals, and restaurants. Lastly, *culture technology* develops students who can create innovative contents that provide people with enjoyable experiences, such as animation for games.

A taste of the TAD experience was provided by freshman TAD representative, Jee Hye Lee, a high school graduate from Connecticut, USA, who attended Cornell University before coming to UIC

this year. Initially, she was unsure of what kind of career she would be able to pursue after graduating from TAD. After a month’s worth of classes, however, she has observed that her division provides approaches that are more diverse than she had assumed. For instance, the class Introduction to Technology is taught by three professors who each focus on their particular expertise in information design, design thinking process and methods, and interactive design technology. Through this experience, Ji Hye has become more hopeful about the future potential of TAD. She remains concerned that TAD is still

unfamiliar to most UIC students, that its identity not yet clearly defined, and that only a small number of professors have joined the division. She predicts, however, that TAD will quickly grow and become very successful in the long term.

It is clear that UIC has had an immense growth spurt in 2012, expanding its branches and adding more students. And, as with any new division or department, there are questions regarding the futures of ASD and TAD. Fortunately, both divisions and their students show a great deal of promise. The UIC community is excited to witness the development and growth of these two divisions, and is hopeful about their role in making UIC a globally-renowned institution. ■

**Left page (Clockwise from top left)**  
Prof. Hideshi Takesada, Professor of Asian Studies; Prof. Helen Lee, Director of the Asian Studies Division (ASD) and Chair of Asian Studies; Prof. Eui-Chul Jung, Chair of Technological Art; Prof. Taeyoon Sung, Associate Dean of UIC and Director of the Technological Art Division (TAD).

**Top right** Techno-Art Division students celebrating Daedong Festival in Songdo on May 8<sup>th</sup>, 2012.

**Top left** Asian Studies Division students at the Spring semester 2012 Member Training (MT).



(Written by Amie Song)

# UIC's Two New Divisions and Expansionism Issues

## Report on the Dialogue with the UIC Dean

The Dialogue with the Dean (known simply as the Dialogue) has been a regular event at UIC since March 2007. This forum presents a unique opportunity for students to express their concerns, confusions, and complaints directly to the Dean. In other words, the Dialogue constitutes an actual two-way conversation between students and the person in charge of UIC, newly-appointed Dean, Professor Park Hyungji. Along with Dean Park, this year's event was attended by Associate Dean Sung Taeyoon, new Underwood Division (UD) Chair, Professor Sohn Yul, Common Curriculum Chair, Professor Anthony Adler, Asian Studies Director, Professor Helen Lee, and CC Faculty members, Professor

Chad Denton and Professor Jesse Sloane.

This semester, the Dialogue was of particular interest to the entire UIC student body. It lasted three and a half hours and included the participation of over 200 students, whereas previous Dialogues have usually lasted two hours and drawn about 50 students. The unprecedented participation in this year's Dialogue reflected anxieties resulting from the integration of two new divisions into UIC, the Techno-Art Division (TAD) and the Asian Studies Division (ASD), in early March of this year. It should be noted that prior to this semester UIC had only one division, the Underwood Division (UD), which consists of five majors (as listed in

the above illustration). As a result of this sudden change, students expressed concern that the decision to include TAD and ASD into UIC was made with little advance notice and no consultation with UIC students. One common feature of the many questions raised was the responsibility of the UIC administration to deliver important announcements to students in a timely and transparent manner. Along with this came concerns about the integrity of UIC's identity as a liberal arts institution and the welfare of the student community. Will the integration of ASD and TAD significantly impact the existing program for UD students, and will it mean any changes to the



(UIC Public Relations)

structure of their current curriculum or the process of declaring a major?

Regarding the short notice provided to UIC students about the addition of TAD and ASD to UIC, Dean Park explained that the establishment of these two new divisions, as well as their integration into UIC, were part of new Yonsei University President *Kap-Young Jeong's* campaign plans. To fulfill his dreams for Yonsei as a truly international and global university, President Jeong believes that UIC must lead the way. Consequently, one of his first actions after his inauguration in February 2012 was to expand UIC's size and influence by adding TAD and ASD to it.

With respect to UIC's stated mission of fostering qualities such as creative and critical thinking, democratic citizenship, and global leadership in its students, Dean Park encouraged UD students to embrace a "paradigm shift" and UIC's evolving identity. In the six years following UIC's establishment in March 2006, UD was the sole division of UIC. Therefore, UD students naturally tended to equate UD with UIC, considering themselves to be the only "genuine" members of UIC. However, she said, UD students need to accept that they are to share Underwood International College with their new fellow students from TAD and ASD.

This "paradigm shift" will in no way affect the quality education that UD students — who still comprise the vast majority of UIC — have come to expect. Dean Park assured students that UIC administrators and professors "remain absolutely committed" to preserving the essence of UIC. UIC will maintain its liberal arts mission, with a rigorous, premium quality Common Curriculum, small class sizes in most majors, a student-focused approach, and a wide range of courses, all taught in English. UIC

remains one college, she insisted, with three divisions and nine majors. According to the Dean, UIC will continue to grow in the future, adding even more majors and divisions, but it will remain true to its founding principles.

For the students in attendance, however, these explanations still did not justify the fact that they did not receive adequate information about such major changes to their own college. The Student Council and many UIC clubs, for instance, were completely unprepared to deal with the additional students coming from the two new divisions, which caused certain problems and confusion. These issues involved the identity of existing clubs, and whether they should open their membership to students from TAD and ASD or remain UD-only clubs. These questions are inextricably linked with club structure and activity planning, as the newly-added divisions are Songdo-based, creating difficulties for clubs that require frequent meetings in Sinchon. Because of these concerns, just before the Dialogue, the Provisional Student Council distributed a statement to students demanding greater involvement in the UIC decision-making process.

It appears, however, that current UD students will not suffer any substantial negative effects from this integration. Indeed, UD students may enjoy some long-term benefits, such as a wider range of major choices, while UIC, a relatively new institution, will likely gain greater recognition from the Yonsei community and beyond. In fact, the real burden will be assumed by the administration of UIC and Yonsei University. Our new Dean, along with the Offices of Academic Affairs and Student Services, now faces the challenge of maintaining UIC's reputation with the sudden influx of almost 200 freshmen to Songdo this semester.

These questions about the integration of TAD and ASD into UIC dominated the discussion in this year's Dialogue with the Dean. Dean Park spent an unprecedented amount of time answering questions and making efforts to reassure students about a future in which UIC will grow bigger, while not straying from its founding principles. While the establishment of UIC's two new divisions may have been abrupt, and undertaken without consulting students, UIC now faces the task of building new bridges among students from all three divisions and taking advantage of the new possibilities resulting from the integration. The *UIC Scribe*, as the student-run newsletter of UIC, would like to thank the Dean for this semester's Dialogue, for her time, hard work, and her sincere consideration for the welfare of all the students of UIC. ■



(Written by Thuy Thi Thu Pham)

# Shine We Are International Students at UIC

**W**hy did you choose UIC? What is the greatest challenge you have ever encountered in UIC and Korea? What kind of changes have you undergone during your college life at UIC? These are just a few of the questions usually tossed at UIC students, especially international students. Each of them may respond from a unique perspective. Within the scope of this article, we will hear from three international students about their fascinating experiences with UIC.

## Why UIC?

“Why UIC” is perhaps a question that all UIC students especially international students would be asked when they first come, regardless of their backgrounds, their stories would always fascinate you.

Taylor Herman (USA, Major



undeclared ’11.5) comes from Indiana, in the Midwestern part of America. Her interest in Korea blossomed from when she started to learn Taekwondo in 2005. Taylor’s master was Korean, from whom she picked up some basics of Korean, and it was during that time Taylor decided to study the language further. Taylor was admitted to Indiana University in spring 2010 and found that there is an exchange program between Indiana University and Yonsei. Searching the Yonsei website, Tailor found UIC and fell in love at first sight.

Kuan Yang (China, Economics ’07.5) came to UIC, through a different but equally distinctive path. In 2006 Kuan participated in Samsung Intelligence Express, a TV quiz show sponsored by China Central Television and the Samsung Corporation where selected high school students from cities and provinces across China compete on general knowledge. Not only did he win a championship title for the city of Xi’an, Kuan also won a full scholarship sponsored by Samsung to study at UIC.

Daniel Woehler’s (Germany, Economics ’08.5) move from Germany to Korea in 2007 was both a return to his “home” country but also a voyage to a new environment, as his mother is Korean yet he was born and raised in Germany. When his German father (who had worked in Seoul from 1985 to 1987) announced a change of employers and subsequent move to Korea, Daniel immediately wanted to exploit this once-in-a-lifetime opportunity to discover not only his mother’s homeland, but also a new

country and culture. After graduating in 2008 from an American international high school in Seoul, he was awarded the Leadership Scholarship from the Korean Foreign Schools Foundation and was recommended to UIC.

## Leadership

Cultivating tomorrow’s global leaders is one of UIC’s missions. The following leadership experiences of Daniel Woehler and Kuan in UIC may inspire others to start their own journeys as leaders.

Daniel served as the president of Underwood Global Committee (UGC) from 2009 to 2010 in his sophomore year. UGC helps UIC International students adjust to life in Korea and thrives to create a vibrant global community within the UIC student body. One of the biggest challenges Daniel encountered as UGC’s president was to “create interesting activities for the entire UIC student body with their different cultural backgrounds, diverse interests and preferences.” After establishing the UGC Congress, he initiated and organized the “UGC Fashion and Talent Show”, aimed to give all UIC students the chance to present their talents and cultures. The success of the “UGC Fashion and Talent Show” has made it an annual event in the UIC agenda and carries on UGC’s motto, “Unity in Diversity.”

Daniel is convinced that “leadership starts with the tiniest things.” It can start with managing a group project for class. For him, a leader is “broad-minded and very approachable,” and is able to

motivate people to develop new ideas and gives support in implementing them. Daniel strongly encourages UIC students to share their interests in clubs, and if such a club is not present yet, to start their own. Not only does this help students to gain leadership experience and make new friends, it also promotes an “active and even more diverse, yet also more united UIC.”

As the co-founder and president of Yonsei Toastmaster Club, Kuan exemplifies an adventurous leader who dares to take the first step and lead a team starting from zero. “One of the clubs I was involved to a great extent was Yonsei Toastmasters. It dated back to my junior year when I was an exchange student in UC Berkeley where someone introduced me to Toastmasters of Berkeley, a branch club under Toastmasters International in which people practice public speaking and leadership skills,” Kuan said. He went there and fell in love with the idea, thereby coming to think of creating a Toastmasters club in Yonsei as well. Later Kuan co-created Yonsei Toastmasters with several other UICians under the help

of other toastmasters clubs in Seoul. Kuan specially recommends checking out Yonsei Toastmasters for improving speech skills, acquiring confidence, and most importantly “it is hard for a new guest to feel isolated there.” His inspiring story serves as an illustration of what makes a true leader: one who is both observant and adventurous.

### **Self-Discovery**

Yang Kuan, who is now studying in the Haas School of Business at UC Berkeley considers his four years at UIC an enlightening personal discovery. The goals that Kuan gradually set for himself and the path to achieving them are definitely worth learning from.

During Kuan’s freshman year, the liberal arts courses helped him sharpen his English skills and rendered him a feeling for literature and history studies. He also started learning Korean, taking two semesters of language courses and a month-long summer specialized course at the Korean Language Institute (KLI). In his sophomore year, thanks to the UIC Global Career Tour Kuan was able to visit several financial companies and government agencies in London, through which he made up his mind to “have a career in finance in the future.” Kuan exchanged to UC Berkeley during his junior year, where he learned about the graduate programs in finance. Back at UIC as a senior and considering the possibility of working in Korea, Kuan further boosted his Korean by attending KLI again and completed the highest level. During that period, Kuan applied for jobs and graduate school at the same time. Finally, he received offers from the Samsung Corporation and the Haas School of Business.



From left to right Daniel Woehler from Germany (Econ, '08.5), Taylor Herman from USA (Major undeclared, '11.5), and alumnus Kuan Yang from China (Economics, '07.5).

### **Hope for UIC**

When asked which aspects of UIC need to be improved, the three interviewees shared the same expectation of “attracting more international students.” Daniel emphasizes that we need more “high quality international students.” Besides, Taylor hopes that UIC can help international students adapt better when they first arrive.

In addition, Kuan proposes that UIC should provide international students with “a more intensive Korean language program” given that the Korean levels of most international students are relatively low, which prevents them from effectively communicating with local residents, further exploring Korean culture and society, and even finding a job after graduation. Kuan also calls for a better developed Career Development Service to help students, especially international students, to gather information and access the job market. ►

### Final Words for *hubaes* (Underclassmen)

Yang Kuan defines UIC as “a frontier international college that incorporates both Korean and Western cultures” which offers one of the best undergraduate programs in the world. However, he also reminds UIC students that “getting into UIC does not guarantee one with a fulfilling college life,” rather “it is up to you to make good use of the opportunities provided.” He also points out that as freshmen, some of us may not have a specific goal. But “you will gradually discover your interests and passions and then just go for them.”

Daniel encourages underclassmen to “make use of any opportunity possible to explore new cultures, languages and personal interests”, as you never know which skills and experiences will prove useful in pushing you forward in life and preparing you for the next challenge. He believes that “the reward almost always comes later” and the more you try new things and the more you prepare through work and leadership experiences, the better you will be qualified for that dream job.

Despite different backgrounds and college experiences, the three have exhibited something in common: an enriching UIC experience of learning, sharing and growing. Pain or gain, challenge or chance, frustration or fun, it seems that the bittersweet thrill of UIC experience will leave an indelible mark on every “UICian” as an unforgettable chapter of life. ■

(Written by Yingxin Wang)

# Report on KONY

In March 2012, there was a lot of talk about a non-profit organization called Invisible Children and its recent campaign, STOP KONY. Founded in 2004 by then-college students Jason Russell, Bobby Bailey, and Laren Poole, the campaign aims to raise awareness about Joseph Kony, the founder and current leader of the Lord’s Resistance Army (LRA). The LRA is a Christian fundamentalist militant group that was founded in 1987 and that operates in Uganda, South Sudan, and the Democratic Republic of Congo. Kony’s posse has become notorious for widespread human rights violations, from mutilation and torture to slavery and rape. On March 5, Invisible Children released “KONY 2012,” a short film highlighting the charity’s efforts to have Kony indicted by the International Criminal Court (ICC) by December 2012, when the campaign officially expires. “KONY 2012” became a viral sensation on YouTube, garnering over 86 million views in less than a month.

A huge contributing factor to the campaign’s burgeoning success was that most people were still inadequately informed about the LRA and Joseph Kony’s history to judge the situation impartially. While highly moving, the video placed a misleading emphasis on Kony’s past activities in Uganda, where he hasn’t been seen for the last six years. The United Nations refugee agency reports that while Kony’s crimes have dwindled in his home country, attacks by the LRA are on the rise in other countries, namely Congo and Sudan, which remains one of the LRA’s sole allies.

To combat Kony, Invisible Children suggested military intervention. However, involving any military action will certainly



result in a greater death toll in civilians, mainly children. Furthermore, while the Ugandan government’s backing in Invisible Children’s perseverance was admirable, it should reevaluate its own policies regarding its use of child soldiers and crimes against humanity.

Since its release in March, “KONY 2012” gained its fair share of both ardent supporters and detractors. Critics raised two key points in their argument against the movement: Joseph Kony is no longer active in northern Uganda, and the LRA’s activities have faded away since the early 2000s. Supporters of the movement suggest, however, that Invisible Children did achieve an important goal: bringing to light an atrocity that should continue to remain in the public’s consciousness. ■

(Written by Hayon Yoon)

# Korea Combats Youth Cruelty in School Violence

Recent media reports have portrayed school violence as an epidemic afflicting Korean society. Experts note that it is a phenomenon indicative of systemic social problems such as rising crime rates among Korean youth, a flawed school system, and adult neglect. School violence is one the most pressing issues confronting the government, as a recent national study revealed the shocking fact that one in ten students from elementary through high school deal with harassment from their peers on a daily basis.

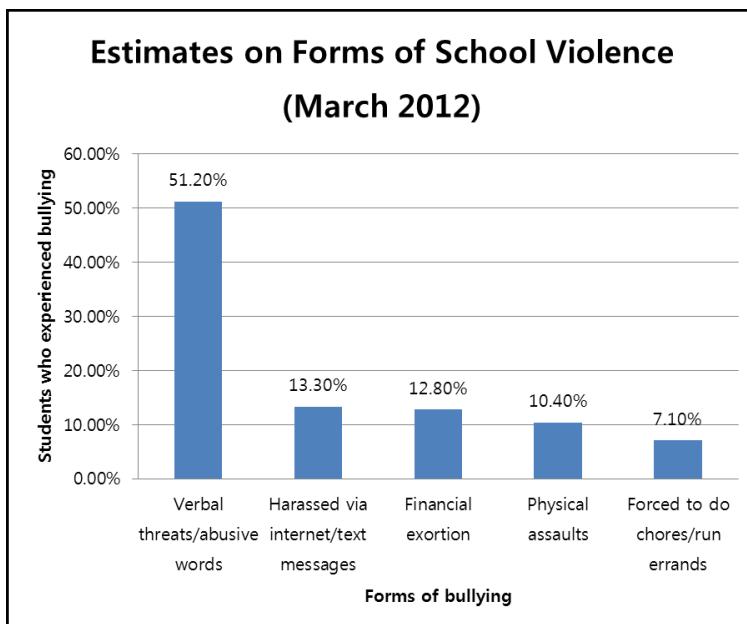
In early March 2012, the Ministry of Education, Science, and Technology released the interim results of its first ever nationwide survey concerning the question of school violence. A total of 5.58 million Korean elementary (fourth through sixth graders only), middle, and high school students were surveyed for this study. According to the *JoongAng Daily* newspaper, which published the study, about 25% of those surveyed responded, revealing that 12.3% of Korean students experienced some form of school violence in the past year.

Amongst the victimized students, 51.2% were subjected to verbal threats and harassment, 13.3% were bullied via the internet or text messages, 12.8% experienced financial extortion, 10.4% suffered physical abuse and 7.1% were forced to do chores or run errands for their peers.

This unprecedented government survey resulted from a string of suicides committed by middle school students in December of last year. The decisive case, which sparked national attention, was the suicide of a thirteen year old middle school student from Daegu. What began, in September of 2011, as an innocuous afternoon of video games with a former elementary school classmate turned into unrelieved agony for the Daegu student, as his so-called “friend” verbally and physically abused him around 300 times over the next three months. The violence escalated when the aggressor invited another friend to join the bullying. An article in the *New Daily* newspaper reports that the student was subjected to frequent beatings and terrorized by threatening text messages. He was also forced to perform humiliating acts such as licking snack crumbs off the floor while having a radio extension cord tied around his neck. Before jumping from the top of his apartment building, the student left a four page, handwritten will in which he apologized to his parents for being a “bad son.” The heartbreaking postscript read: “I never earnestly told my parents how much I loved them, so I’ll say it now. Mom, Dad, I love you!!!!”

The death of this thirteen year ►





old boy turned out to be the first of several suicides to result from school violence. Perhaps the most distressing element in these cases is that all the victims suffered in silence. Following the suicide of the Daegu student, Korean citizens, especially parents, expressed outrage on the internet that teachers and administrators failed to address such incessant bullying in their schools, a space where students should feel entirely safe to learn amongst peers. The *Korea Herald* reports that in the wake of another female student's suicide in Seoul, the police launched an investigation into the girl's homeroom teacher. This teacher is accused of intentionally turning a blind eye to the violence, despite pleas from the student's parents. A similar investigation of a homeroom teacher in another city is also underway. The possible charge of criminal negligence facing the two teachers may be groundbreaking: if they are charged, it will be the first time teachers are held legally accountable for the victimization of students

through bullying. In February, the two fifteen year old boys who mentally and physically abused the Daegu student were given prison sentences of three and three and a half years — although they will most likely be released within one year if they display good behavior. Judge Yang Ji-yeong of the Daegu District Court stated that "their prison terms will be enforced flexibly" given that they are "still immature, [and] have a chance of reforming themselves." Despite the apparent leniency of the punishments, the very fact that the Korean courts took action is noteworthy considering the relative scarcity of juvenile convictions in this country.

Yim-Seung-hye, a reporter for the *JoongAng Daily*, writes that the recent crackdown on negligent teachers and school bullies reflects the Korean government's "zero tolerance" policy launched in February 2012. In announcing the initiative, Prime Minister Kim Hwang-sik stressed that "this latest set of measures will not be directed

at schools alone, like previous measures, but will require the cooperation of schools, parents and society as a whole." The role of teachers and principals is central to this plan, as their authority to combat violence within their schools will be significantly augmented. Schools will be permitted — and highly encouraged — to immediately suspend bullies, as well as teachers who try to cover up any form of violence. Teachers will also have the duty to include reports of violence in the permanent record of students found to have instigated violence against other students; and the record will remain open for five years after graduation for elementary and middle school students and ten years for high school students. These measures, however, have been criticized by some experts as being unnecessarily punitive. They argue that they will only contribute to the vicious cycle of violence by labeling these students as "violent" bullies and thus preventing their reform. However, the government hopes that by empowering teachers and school administrators in this way, it can begin to eliminate the so-called "hush hush" mentality often found in Korean schools, which, they argue, breeds further violence.

The *Chosun Ilbo* newspaper published a piece claiming that many schools choose to ignore cases of bullying for fear that such reports will tarnish their reputation, while making the school subject to intrusive government investigations, which can reveal other systemic faults. Teachers feel that getting involved in incidents of school violence is "shameful" because it turns them into scapegoats by publicly and, perhaps, unfairly proclaiming their incompetence as instructors. The government's plan, therefore, has been met with opposition by prominent teachers' groups such as the Korean Teachers' and Education Workers' Union who

claim that it places undue burden on teachers by treating school violence as a solely school-related problem, as opposed to a larger, societal one.

It is important to point out, however, that under the new plan, police will take an equally prominent role in combating the phenomenon of youth cruelty. Requiring police involvement reflects the government's position that school violence is not simply innocent roughhousing between rambunctious teens; rather, it is a serious crime to be prosecuted by the legal system. Bullies will thus be regarded not as problem students, but as criminals. The *JoongAng Ilbo* reports that the police will continue to strengthen patrol duty by increasing the number of officers in areas where students frequently gather and installing more surveillance cameras in vulnerable areas where students are often attacked, such as alleys in the vicinity of schools. Moreover, Lee Woo-young of the *Korea Herald* writes that after weeks of profiling schools gangs — the groups of students most likely to bully their peers — the police have drawn up a nationwide list of approximately 2,800 school gang members who will be under police monitoring. Since the police have begun to take a

proactive role, the number of incidents of school violence reported to the 117 hotline (a support center specifically dedicated to responding to incidents of school violence and counseling the victims) jumped to more than 3,700 in March of this year compared to a mere 280 reports last March.

Four months have passed since the death of the Daegu student, and the increased reports of school violence by students indicate a positive change in

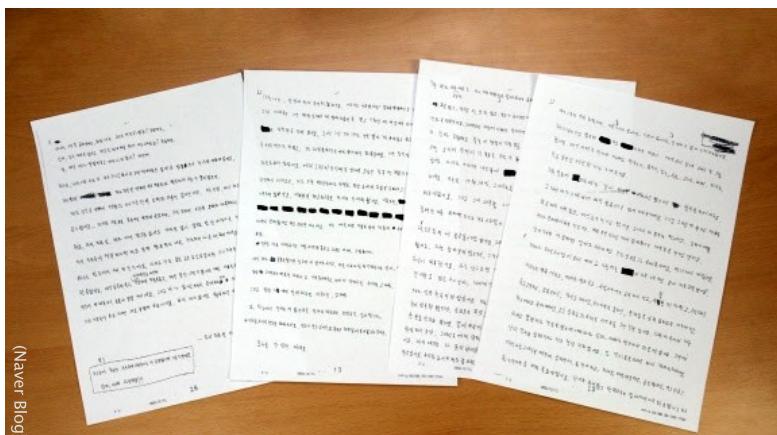
Korean schools. Before the national outrage surrounding the suicide of the Daegu student, victims of school violence rarely reported incidents of abuse for fear of retribution from their attackers. Nevertheless, punishing bullies is only a short-term solution, as it addresses the problem after a student has already been victimized. In other words, punitive measures fail to address the roots of a complex problem: why do students become violent toward their peers? Because experts believe that the answer lies in a student's lack of respect and empathy for another human being, the government's zero-tolerance policy will also include a

wide array of character development programs, such as extracurricular activities in sports and the arts. These programs, according to University of Southern California education professor Dr. Suzie Oh, should be run by the school and focus on developing "emotional self-awareness, emotional control, self-esteem, positive social skills, social-problem solving, conflict resolution, and teamwork." Dr. Oh also argues that bullies are not created

overnight, but often come from broken families where they are neglected by their parents. Many bullies have suffered from physical and psychological abuse, so addressing school violence at its foundations involves alleviating not only the victim's pain, but also that of the victimizer. Thus, wiping out school violence will be a long process requiring the affectionate attention of Korean society to all neglected students. ■

*In a police investigation, a teacher was accused of intentionally turning a blind eye to the violence, despite pleas from the victim's parents.*

Left Will left by a Daegu elementary school student, who committed suicide as a result of bullying in September, 2011.



(Naver Blog)

(Written by Eun Hae Kim )



## Yonsei AKARAKA Concert 2012

In May, Yonsei held its annual three-day Daedong Festival, titled “Blue Rose” this year. The Festival concluded with the AKARAKA concert on Friday. K-Pop

performers this year included Bada, Psy, Leessang, and three members from Girls’ Generation (SNSD). ■





# Just *Cha*

## An Overview on Korean Tea

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*The new moon is beautiful in the sky  
in early evening.*

*Clear light shining amiably is  
boundless.*

*A group of stars circles clearly  
around the Milky Way.*

*All come together with Jade Dew tea  
and make a sleepless night.*

(“The Hymns to Korean Tea” by  
Ven Cho-Ui)

These beautiful lines from the English translation of “The Hymns to Korean Tea” by a Buddhist monk, Ven Cho-Ui in 1837, embody the close association between tea and Buddhism, two aspects of Korean culture that have been closely associated in history and remain so to this day. Kim Daeryeom, a Buddhist monk and a Silla envoy to Tang China, is credited with first bringing green tea seeds to Korea in 828, which he planted on the mountain slopes of Ssanggyesa Temple, Gyeongsangnam Province.

The plant gained popularity among the local people and by the time of the Koryo Dynasty (10th to 14th centuries) tea was appearing in many aspects of Korean culture including poetry, drama, art and song. The first ceremonies relating to the preparation and drinking of tea also appear to have originated during this time. One of them was Hon-ta, a part of the Buddhist tradition in which green tea was offered to the Buddha resting in local temples. Later under the reign of the Choson Dynasty in the fourteenth century, Buddhism was supplanted by Confucianism, and with that critical change, the practice of drinking tea went out of favor. In the 1590s, the Japanese invasion gave an ironic twist to the history of Korean tea, when Korean potters were forced to work their craft in Japan. These craftsmen produced some of the finest tea bowls for Japanese tea

ceremonies, many of which are considered priceless treasures today.

Early in the nineteenth century, passionate tea lovers — almost all of whom were scholastic Buddhist monks — succeeded in reintroducing the culture of tea in Korea. The first person was Chong Yak-Yong (1762-1836), often referred to as Tasan or Tea Mountain. In Jeollanam Province, he had grown tea and also nurtured the tea drinking habit together with his disciples. Even years after he left, tea flourished in the area. His frequent tea drinking companion, the young Cho-Ui (1786-1866), later popularized the Korean Way of tea — Hankuk Chado. Cho-Ui wrote extensively about tea, devoting different books to its growth, its production, the proper preparation, and its healthful benefits. His books on tea — “Tongdasong” or “Ode to the Korean Tea”, and “Tashinjon” or “Lives of the Tea Gods” — are considered classics. This regeneration of interest in Chado and tea ceremonies was continued and developed thanks primarily to monk Hyo Dang in the 20th century. He wrote the first book on tea to be published in modern Korea, “The Korean Way of Tea”. Hyo Dang chose a more natural style of ceremony and gave the name Panyaro, the Dew of Enlightened Wisdom, to the green tea he made and to the form of tea ceremony that he taught, according to Diana Rosen.

There is a reason for such a long-standing link between Korean tea and Korean Buddhism. Pure land and Zen have always been the most popular and effective ways of practicing Buddhism in Korea. Zen (Chan in Chinese and Seon in Korean) emphasizes meditation and direct experience over concentration on studying the texts. It aims at

harmony, serenity, and spiritual health. Daily tea serves these purposes well since the practice of drinking tea is considered as a way to purify the inner realm and bring one back to calmness. Therefore, Suyangdado, the performing of tea ceremonies as a way of cultivating the mind, emerged out of Buddhist monks’ daily routine. The Korean tea-ceremony format emphasizes ease and naturalness as friends enjoy brewing and drinking green tea in a semi-formal and spiritually-oriented yet friendly setting. It is far less rigorous and elitist than the famous Japanese tea-ceremony styles. Less ornate than a Japanese tea set, the ceramics and utensils of a Korean one are all as simply natural as possible, although made with an unforced artistic skill. The beverage and its manner of drinking both embrace the core values in Korean Chado — Korean Way of Tea — are peacefulness, respectfulness, purity and wise insight, according to David A. Mason.

The kind of tea used in tea ceremonies is green tea. *Nokcha*, or green tea, is made from tea leaves that have been dried to retain their green color. In Korea, tea bushes can only be grown in the southernmost part of the country. The best-known tea production regions in Korea are Boseong in Jeollanam Province, Jeju Island, and Hadong in Gyeongsangnam Province. Tea is first plucked around the third week of April, or the first week of May.

There are two main methods of hand-drying in use in Korea when making the best green tea. The way of drying resulting in what is known as Puchocha is much more common; the fresh leaves are first tossed in a very hot iron cauldron, being stirred constantly to prevent burning. This softens them. Then the leaves are removed from the heat to be rubbed and rolled vigorously on a flat surface, so that they curl tightly on



(Noroo Blog)

themselves. They are then returned to a less intense heat, and the process is repeated nine times, until the leaves are completely dry. This method of processing fresh tea leaves is relatively similar to those in neighboring countries such as China and Vietnam.

With the tea known as Chungcha, the fresh leaves are plunged for a moment into nearly boiling water, then allowed to drain for a couple of hours, before being placed over the fire. With Chungcha the drying and rolling are done concurrently, the leaves are not removed from the heat until they are completely dried. During this time, the leaves are constantly turned, rubbed, and pressed to the bottom of the cauldron. The work is therefore manual and hard. It also takes many years of experience to know just when to stop the drying. Consequently, not surprisingly, this tea, which has by far the finest fragrance, is very expensive.

The water used for Korean green tea should be much cooler than the boiling point, a characteristic that makes it distinct from Chinese and

Japanese tea ceremonies. For the first cup of a really good tea, water as low as 30 degrees will produce the best results.

Although green tea is the only kind of tea served in tea ceremonies, interestingly, it constitutes just part of the vast meaning of “tea” in Korea. “Tea” applies for almost any drinks with plant origins. Tea in Korea is basically divided into three types based on the materials.

#### Fruit-based

*Maesilcha* (plum tea), *mogwacha* (Chinese quince tea), *omijacha* (schizandra tea), *yujacha* (citron tea), *daechucha* (jujube tea), *gugijacha* (dried wolfberry tea).

#### Plant-based

*Bbongnip cha* (dried mulberry leaves), *gamnip cha* (dried persimmon leaves), *solnip cha* (pine needles), *gukhwa cha* (wild chrysanthemum flowers).

#### Grain-based

*Yulmucha* (adlay tea), *boricha* (barley tea).

#### Root-based

*Saenggang cha* (ginseng root tea), *danggwi cha* (Korean angelica roots tea).

For many Koreans tea is more than just a beverage. At Jilsiru, the most popular traditional tea shop in Seoul, tea menu varies from season to season. The shop owner, Yoon Sook-ja, who is also a professor of traditional Korean food at Baewha Women’s College, said: “We don’t just eat and appreciate seasonal fruits and flowers, but by ingesting the season’s bounty as tea, our bodies assimilate the season’s vital energy or *chi*.” Traditional teas embrace centuries-old wisdom used to link human life to nature. Just as we naturally desire water after eating salty foods, explained Yoon in an interview with Tomoe Kim, teas made with seasonal ingredients provide elements our bodies crave at particular times of the year.

In daily life, believed to have the capacity to retain all the properties beneficial to health, *nokcha* – green tea is widely used to enhance the ►

green color of vegetables and to neutralize fish or meat odors. As to its medicinal effects, the catechin in green tea helps prevent food poisoning and geriatric diseases. Nokcha is widely used in cookies, cakes, bingsu (a shaved ice dessert), and ice creams to enhance both flavor and color. People also use green tea for aesthetic purposes: water infused with green tea is used for bathing, while yogurt mixed with green tea powder is often applied as a facial pack. ■

For further information, tea-lovers can visit the O'Sulloc Museum on traditional Korean tea in Jeju island, or Gyeongdong Market in Seoul, which is the biggest wholesale and retail place for herbal teas in Korea.

Previous page *Gugijacha* (dried wolfberry tea).

Right top and bottom *Nokcha* (green tea).



(Written by Thuy Thi Thu Pham)

# UIC GALLERY



Above UIC senior students took their commemorative graduation photos outside Underwood Hall on Thursday, June 3rd, 2012.

Below left Yonsei club Emmaus Campus Ministry held their New Wine Retreat between Monday, March 30th, to Tuesday, April 1st, 2012. The current club president is UIC '08 alumna Judy Jooeun Choi.

Below right On Friday, June 11th, 2012, Yonsei University held its annual AKARAKA festival concert (see page 24). Girls' Generation members, Taeyeon, Tiffany (not shown), and Seohyun performed.



(Emmaus)



(Tangpa)

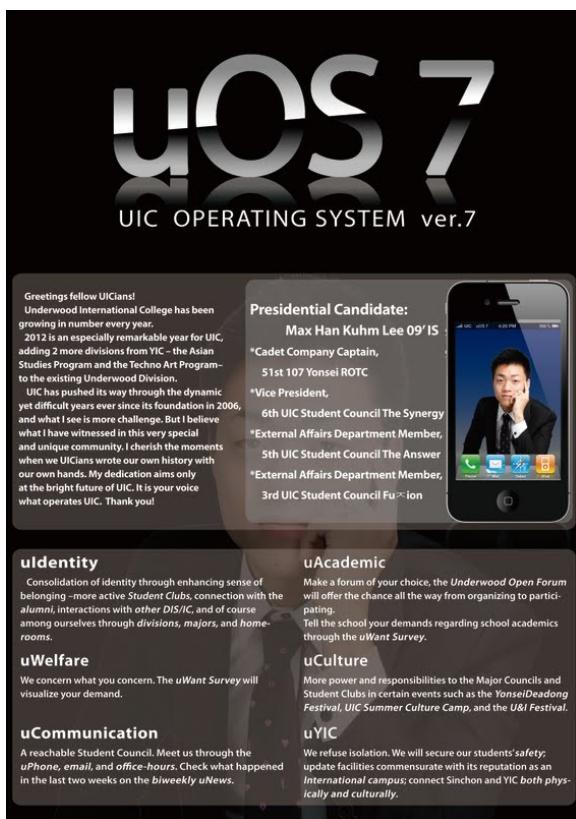
# uOS 7 UIC Student Council Page

## Student President, Max Han Kuhm Lee

Student Council President Max Han Kuhm Lee (International Studies major, '09) was elected by the UIC student body during the voting period between March 13-14, 2012. He campaigned without a vice president. *uOS 7*, the name of UIC's seventh Student Council, stands for "UIC Operating System, version 7" (campaign poster below).

The delayed election occurred for the first time in UIC, as a result of a petition filed by presidential campaign team *Beyond* (Cedric Sungryul Park; Insung Lee) in December, 2011. *uOS 7* (with then-vice presidential candidate Myung Jin Choi) won in fall election by a margin of two votes. Prior to the re-election of *uOS 7*, the 2012 UIC Exigency Committee (Haram Lim; Minbok Wi) acted as provisional Student Councils during the winter vacation to mid-March.

Max Han Kuhm Lee served as vice president in the sixth Student Council, *Synergy*, in 2011.



## Songdo 2013

In April 2012, Yonsei University's administration decided to send 2,100 freshmen to Songdo Yonsei International Campus (YIC) from 2013. Freshmen will be required to attend at least one semester at YIC.

*uOS 7*, together with the General Yonsei Student Council, and General Executives Committee (except the College of Pharmacy), took collective action against the university administration's decision. They protested the insufficiency of dormitories to accommodate at least 200 students next year. It will also be difficult to recruit enough residential advisors (RA) in proportion to the increase in students. Given the new UIC divisions ASD and TAD (see page 13), it will be crucial to maintain a number of RAs for next year's students.

The current dilemma in the General Yonsei Student Council is whether to compromise and begin cooperating with the university administration (thereby be better prepared to accommodate the change next year), or to continue to support students who oppose the relocation of freshmen from 2013.

*uOS 7* believes in the need to compromise, in order to optimize the residential and welfare rights of next year's freshmen. However, they remain critical of the administration's decision-making process. Together with the General Yonsei Student Council, they are requesting for a university board of regents, that will serve as a decision-making and checking organization, as of May 2012.

## The 2012 *uOS 7* Student Council pledges

- Consolidation of identity through an enhanced sense of belonging. More active Student Clubs, connection with alumni, and interaction within UIC (divisions, majors, homerooms).
- uWant Survey for student concerns.
- Underwood Open Forum for academic concerns.
- Accessible Student Council through uPhone, email, office-hours, and a biweekly uNews.
- More power and responsibility to Major Councils and Student Clubs in events, including the Yonsei Daedong Festival, UIC Summer Culture Camp, and the U&I Festival.
- Updated facilities.
- Connection of Sinchon main campus and Songdo YIC campus "both physically and culturally".

# Final Remarks

**U**nderwood International College (UIC) is a highly selective four-year liberal arts college, serving as an intimate, elite setting within the larger institution of Yonsei University, Korea's premier research-oriented private university. All instruction is conducted in English to facilitate multi-cultural and multinational perspectives on campus. The college is open to students of all nationalities and is devoted to educating future global leaders and democratic citizens. UIC seeks to balance a rigorous liberal arts foundation with diverse, often interdisciplinary, majors.

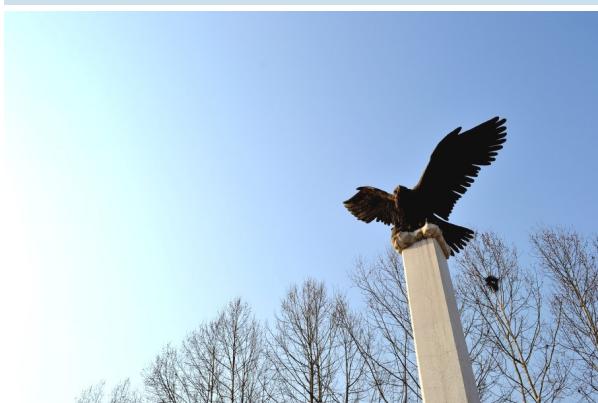
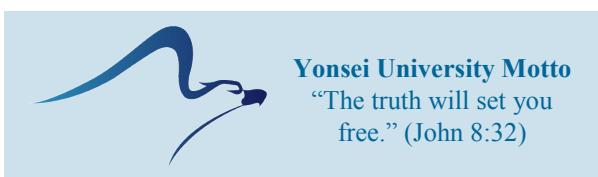
Since its founding in 1885 by American missionaries, Yonsei University has taken a leading role in the internationalization of Korean higher education. UIC takes its name from the founding Underwood family and acknowledges its origins as the first modern institution of higher learning in Korea while standing at the forefront of today's rapidly changing, increasingly global society. Yonsei's educational philosophy emphasizes nurturing leaders who will contribute to their communities in the service of truth and freedom. UIC brings together visiting and permanent faculty from Ivy League-level universities around the world and draws upon top faculty talent from within Yonsei in order to educate creative, critical, and independent thinkers who will take their place on an international stage.

UIC also aims to generate a vibrant, truly multinational, yet uniquely East Asian community for our students. While maintaining its broadly based liberal arts education, UIC draws upon the rich and distinguished tradition of Korean studies at Yonsei. The curriculum capitalizes on its distinctive location as a crossroads of East Asia, bringing together students and faculty interested in East Asian studies and offering a Korean Studies minor. UIC students are encouraged to take advantage of the opportunities offered by the close partnerships established with peer institutions in China, Japan, and other Asian countries. UIC students can also take part in Yonsei's extensive exchange program with the option of spending a year in any of over 620 institutions in 59 countries. UIC's strong affirmation of its East Asian roots, along with its commitment to excellence in the liberal arts, creates an intellectual meeting point for the East and West. Offering a distinctive English-based education and drawing upon a truly international student body, UIC helps define a new paradigm in liberal arts education for the twenty-first century.

(From the UIC website, <http://uic.yonsei.ac.kr>)



Above (Clockwise from top left) Thank you to our revising professors! Prof. Jesse Sloane, Prof. Kelly Walsh, Prof. Jen Hui Bon Hoa, Prof. Chad Denton, Prof. Neeraja Sankaran, Prof. Nikolaj Pedersen.





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**UNDERWOOD INTERNATIONAL COLLEGE** (UIC) is an all-English college within Yonsei University, a private university based in Seoul, South Korea. UIC freshmen take classes at Songdo (a city nearby Seoul). 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.

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

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