

California State University, Northridge  
College of Education

**SED 516KOL: Seminar in Teaching the Bilingual and Bicultural Student:  
Korean-American (3 units)**

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**Course Description:**

This course is required for Korean bilingual multiple subject and single subject teaching credential students and is also open to other classroom teachers, administrators, supervisors, and other professionals interested in human services. Participants will gain an understanding of the Korean culture and major eras of Korean and Korean-American history; historical, political, socioeconomic contexts of Korean immigration to the U.S.; contemporary issues of the Korean-American students, family, and community with particular emphasis on socialization patterns, cultural values, learning styles, bilingual and bicultural education issues in juxtaposition to effective teaching strategies; Korean-American contributions to the U.S.; and explore ways to work effectively with Korean and Korean-American students and their families by designing and implementing culturally sensitive and appropriate programs and projects. Participants will acquire strategies to empower and collaborate with Korean parents for the success of their children.

**Course objectives:**

Participants in this course will be able to:

1. Demonstrate an understanding of Korean history, geography, family life, religion, child-rearing practices, learning styles, value, and education system,
2. Demonstrate an understanding of Korean-American immigration history and their struggles to sociocultural and economic adaptation, psychological adjustment, racism, cultural consonance and dissonance, bicultural identity development, and overcoming interrupted formal education,
3. Gain an appreciation for the Korean customs, culture, beliefs, values, parenting styles, aspirations, educational and professional attainment, families, and community through ethnographic study, socio-cultural and/or literary explorations,
4. Recognize and support the relationship between primary language and culture and its critical role in strengthening the Korean-American families, community, and student learning success, and
5. Develop a teacher-friendly resource guide containing fingertip facts about Korea and Korean-American students and their families and communities that may be of interest to classroom teachers, a list of culturally sensitive curriculum/literature and effective teaching strategies, and a compilation of effective strategies for working with Korean-American students, parents, families and community.

**On-line Class Policies:**

1. Participation: Students are expected to a) devote 4-6 hours per week (between Monday – Saturday 12 midnight) to course activities and homework assignments, and b) a minimum of CANVAS login frequency of 2x per week to ensure active participation and contributions to online class lectures, activities, discussions, and projects.
2. Assignment Due Dates: All assignments must be posted **on or before** the due dates and times. NO LATE assignments will be accepted. NO EXCEPTIONS.

3. **Rights and Responsibilities:** It is the responsibility of all members of the class to treat all members of this online class courteously and professionally at all times.

### **Required Texts:**

1. Hurh, Won Moo. *The Korean Americans*, Greenwood Publishing Group, 1998.
2. Reader packet (CANVAS)

### **Course Requirements & Grading Policy:**

1. Online Attendance and Active Participation (15 points). As this is a fully-online class, attendance and active participation (synchronous and asynchronous class meetings) points will be earned by the quality and quantity of your participation in the threaded discussions, video-analyses, reading reflections, synchronous and/or asynchronous lectures, assignments, and etc.

**IMPORTANT NOTE:** It is expected that each student will access the course website a minimum frequency of two (2) times per week. Due to the intensive nature of online learning, students should allocate at least 4-6 hours per week to complete weekly readings, reading notes, online attendance and active participation activities.

2. Reading Reflections (10 points = 10 RRs x 1 point each)

Reading reflections are based on assigned chapter readings—see Tentative Course Schedule section of the syllabus for more details—and should be completed and posted by Sunday 12:00 midnight. Each reading reflections should be a minimum of 1-2 pages in length and may include key terms and important concepts covered in the assigned chapter readings.

Ethnographic Study (20 points). **BTPE 6.5** This is a brief ethnographic study to be conducted in subject(s)' classroom or home setting. See below for more details about the ethnographic study options:

- Option #1 (in classroom setting): Select and observe one (1) Korean-American student in an instructional setting, over 2-3 visitations with 50-60 minutes per visit. The focus of observations should include a) their socio-interaction patterns (verbal and non-verbal), b) classroom interaction patterns, c) learning styles and learning preferences as observed, and d) intra- and inter-cultural differences. **OR**
- Option #2 (in home setting): Select one (1) Korean-American individual (you may select yourself as the subject) and conduct an in-depth interview focusing on his/her immigration, struggles with acculturation and adaptation experiences (socio-culturally, psychologically, emotionally, economically, and academically), and subject's current status.

The written report should be 5-6 pages in length in APA Style (6<sup>th</sup> edition), clearly delineating your observational and/or interview study findings, as well as instructional recommendations for future classroom teachers of Korean-American students.

3. Lesson Plan/Literature Review & Oral Presentation (30 points = Lesson plan or Lit Review @ 20 points + Oral Presentation @ 10 points). **BTPE 1.4; 2.5**

- Bil Auth MS/SS candidates: Design a Korean-English bilingual lesson using the departmental lesson plan template. Lesson plan must be in a) either social studies or reading/language arts, b) 30-60 minute in duration, c) bilingual or monolingual literature-based, d) K-12 Standards-based, and e) typed in both Korean and English. Lesson plan must include a) a copy of the literature, b) written lesson plan, c) two copies of the follow-up activity (a ready-made teacher-sample and a copy to be completed by the students), and d) a teacher-friendly simple scoring rubric for lesson assessment. Lesson demonstrations may be done synchronously (via Zoom) or asynchronously (video upload). **OR**

- **Literature Review:** All others who are not pursuing a bilingual credential, write a review of literature or a book review on Korean Americans. Search and find 4-5 articles on Korean Americans OR select one of the recommended books listed under the Recommended Text section of this syllabus, read, and then write a 4-5 page summary report, clearly delineating your newly gained understanding and appreciation for Korean-American students' experiences and/or struggles in acculturation and assimilation in US. The summary report must contain the following: title(s), author(s), publisher(s), publication date(s), brief synopsis, your reflections, and recommendations for future teachers of Korean-American students based on the content of the literature. Oral presentation may be done synchronously (via Zoom) or asynchronously (video upload).

4. **Teacher-Friendly Resource Guide (25 points).** **BTPE 1.3**

This teacher-friendly resource guide may be in the form of a quick reference guide or a ½-day Teacher Professional Development Program, designed to provide future teachers of Korean-American students a) applicable fingertip facts about Korea and Korean-American students and their families and communities, b) a list of culturally sensitive K-12 curriculum/literature, and c) a compilation of effective strategies for working with Korean-American students, parents, families and community.

**Recommended Book List:**

- Abelman, N. & Lie, J. (1995). *Blue dreams: Korean Americans and the Los Angeles riots*. Harvard University Press.
- Choi, S. N. (1991). *Year of impossible goodbyes*. Boston, MA: Houghton Mifflin Company
- Choi, S. N. (1993). *Echoes of the white giraffe*. Boston, MA: Houghton Mifflin Company
- Danico, M.Y. (2004). *The 1.5 generation. Becoming Korean American in Hawaii*. Honolulu, HI: University of Hawaii Press.
- Kim, E. H. & Yu, E. Y. (1996). *East to America: Korean-American life stories*. New York: The New Press.
- Kim, R. E. (1988). *Lost names: Scenes from a Korean boyhood*. Berkeley, CA: University of California Press.
- Lee, C. R. (1995). *Native speaker*. New York: Riverhead Books.
- Lee, H. (1996). *Still life with rice*. New York: Simon & Schuster.
- Lee, H. (2002). *In the absence of sun*. New York: Three Rivers Press.
- Lee, M. J. (2007). *Free food for millionaires*. New York: Warner Books.
- Pai, M. K. (1989). *The dreams of two yi-min*. Honolulu: University of Hawaii Press.
- Paik, M. L. (1990). *Quiet Odyssey: A pioneer woman in America*. Seattle: University of Washington Press.
- Park, L. S. (2002). *When my name was Keoko*. New York: Yearling, An Imprint of Random House Children's Books.
- Son, J. (2003). *Finding my hat*. New York: Orchard Books.
- Yu Danico, M. (2004). *The 1.5 generation. Becoming Korean American in Hawaii*. Honolulu, HI: University of Hawaii Press.
- Other literary text upon professor approval.

**Grading Policy:**

A	96-100	A-	91-95		
B+	86-90	B	81-85	B-	76-80
C+	71-75	C	66-70	C-	61-65

**Tentative Course Schedule:** Note that the course schedule is tentative as the pace of the course will depend on student learning needs.

<u>Session/ Date</u>	<u>Topics to be Covered</u>	<u>Readings/ Assignments</u>
1.	ZOOM Meeting – Date & Time Certain Needed Introductions, Course Content, and Requirements PROTOCOL: Online Course Technical Requirements: Zoom, Video	Readings: - None
2.	Brief History of Korea in Juxtaposition to History of Korean US Immigration <ul style="list-style-type: none"> <li>- The Three Kingdoms (60 BC – 918 A.D.)</li> <li>- Koryo Dynasty (918-1392)</li> <li>- Chosun/Yi Dynasty (1392-1910)</li> <li>- Japanese Annexation (1910-1945)</li> <li>- After WWII - Liberation, Partition, &amp; Two Korean States (1945-1950)</li> <li>- Korean War (1950-53) &amp; American Involvement</li> <li>- Post-Korean War (1953-present) – Syngman Rhee, Park Chung Hee, Chun Doo Hwan, Roh Tae Woo, Kim Young Sam, to the South; Kim Il-Sung and Kim Jong-Il to the North</li> <li>- Socioeconomic Conditions</li> </ul> Korea: Ethnic Roots & Customs <ul style="list-style-type: none"> <li>- The Land, History, People, Clothing, Child Rearing Practices, Culture, Language, Religion, &amp; Traditional Beliefs <b>BTPE 1.3</b></li> </ul> Family Celebrations & Activities <ul style="list-style-type: none"> <li>- First Birthday “Dol”, 60<sup>th</sup> Birthday or “Hwan-Gap”, Chusuk (Harvest Moon Festival, 8/15 Lunar Calendar), New Year’s Day (1/1 or Variable date using Lunar Calendar), Independence Movement Day (3/1), Arbor Day (4/5), Buddha’s Birthday (4/8 Lunar Calendar), Alphabet Day (10/9), Mother’s Day (5/8), Memorial Day (6/6), Christmas (12/25), etc.</li> </ul>	Readings: - Hurh Ch. 1 - (10 min Video) - Three Kingdoms (CANVAS)  Assignment: - RR #1
3.	Korean Immigration to US – Historical Overview <ul style="list-style-type: none"> <li>- Causes, Characteristics, &amp; Settlement Patterns of Korean Immigration</li> <li>- The First-Wave Immigration (1903-1905)</li> <li>- The Second-Wave Immigration (1951-1964)</li> <li>- The Third-Wave Immigration (1965 and After)</li> <li>- Return Migration (1980-93) <b>BTPE 1.4</b></li> <li>- Current Immigrant &amp; Return Migration Trends (21<sup>st</sup> Century)</li> </ul>	Reading: - Hurh Ch. 2 - (75 min Video) – Immigration History  Assignment: - RR #2
4.	ADJUSTMENTS & ADAPTATIONS (1) - Economic Adjustments & Community Formation <ul style="list-style-type: none"> <li>- Demographic Characteristics in Context of Generations</li> <li>- Socioeconomic Characteristics <ul style="list-style-type: none"> <li>o Education, Income, &amp; Poverty Status in US (1990)</li> <li>o Employment Status &amp; Occupational Structure &amp; Challenges</li> <li>o Korean Immigrant Small Business: Causes, Concentration &amp; Consequences</li> </ul> </li> </ul>	Readings: - Hurh Ch. 3  Assignments: - RR #3
5.	ADJUSTMENTS & ADAPTATIONS (2) -Cultural & Social Adaptation <b>BTPE 2.1</b> <ul style="list-style-type: none"> <li>- Cultural Assimilations – Language, Cultural Exposures, Food Habits, Cultural Values &amp; Social Attitudes <b>BTPE 6.6</b></li> <li>- Social Adaptations – Close Family Ties, Friendship, Close Neighbors, Voluntary Associations, Help-Seeking Networks</li> <li>- Strong Ethnic Attachments &amp; Selective Assimilation</li> <li>- The Next Generation Case Study: Story 1 and Story 2</li> <li>- Cultural &amp; Social Stagnation</li> </ul> <b>Ethnographic Study Protocol Discussed – Focus, Qs, Report Format</b>	Readings: - Hurh Ch. 4 - <i>Acculturation (Pak, 2001)</i>  Assignments: - RR #4
6.	ADJUSTMENTS & ADAPTATIONS (3) - Family Life <b>BTPE 1.5</b> <ul style="list-style-type: none"> <li>- The Korean American Family Kinship System</li> <li>- The Structure of Korean American Family</li> <li>- Korean Immigrant Wives’ Burden of Double Roles</li> <li>- Socialization of Korean American Children – Social &amp; Psychological Cost of Strong Passion and High Expectation for Success</li> </ul>	Readings: - Hurh Ch. 5 - <i>K-Family (Lee, 1974)</i> - <i>Family Assimilation (Hong &amp; Hong,</i>

	<ul style="list-style-type: none"> <li>○ Model Minority <b>BTPE 2.4</b></li> <li>○ Juvenile Delinquents</li> <li>- Care of the Elderly</li> <li>- Child-Rearing Practices &amp; Parenting Styles</li> </ul>	<p>1996)</p> <ul style="list-style-type: none"> <li>- <i>The ‘Other Minority’</i> (Lew, 2014)</li> <li>- <i>Parenting Style</i> (Otto, 2016)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>- RR #5</li> </ul>
7.	<p>ZOOM MEETING – Date &amp; Time Certain Needed</p> <ul style="list-style-type: none"> <li>- Grand Conversation about the Ethnographic Study Findings</li> <li>- Lessons Learned</li> <li>- Implications for Teachers of Korean Immigrants &amp; Korean Americans</li> </ul>	<p>Readings:</p> <ul style="list-style-type: none"> <li>- None</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>- <b><u>Ethnographic Study DUE</u></b></li> </ul>
8.	SPRING BREAK	
9.	<p>ADJUSTMENTS &amp; ADAPTATIONS (4) - Korean Ethnic Associations &amp; Religious Participation</p> <ul style="list-style-type: none"> <li>- Korean Ethnic Churches &amp; Its Role in Korean Immigration Experience</li> <li>- Korean Buddhist Temples in America &amp; Its Role in Korean Immigration Experience</li> <li>- Other Ethnic Associations – Koreatown Ethnic Activities Center</li> <li>- Social Class, Family, &amp; Ethnic Identity</li> </ul>	<p>Readings:</p> <ul style="list-style-type: none"> <li>- Hurh Ch. 6</li> <li>- <i>Church &amp; K Immigrants</i> (Kang, 1992)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>- RR #6</li> </ul>
10.	<p>ADJUSTMENTS &amp; ADAPTATIONS (5) - Intergroup Relations <b>BTPE 6.1</b></p> <ul style="list-style-type: none"> <li>- Korean Americans &amp; White and Other European Americans</li> <li>- Korean Americans &amp; African Americans – LA Riots</li> <li>- Korean Americans &amp; Other Asian Americans</li> <li>- Stereotypes &amp; Their Impact on Ethnic Identity Formation</li> </ul>	<p>Readings:</p> <ul style="list-style-type: none"> <li>- Hurh Ch. 7</li> <li>- Video on LA Riot (CANVAS)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>- RR #7</li> </ul>
11.	<p>ADJUSTMENTS &amp; ADAPTATIONS (6) - Psychological Adjustment</p> <ul style="list-style-type: none"> <li>- Profiles of Korean Immigrant’s Mental Health – Poor, Fair, &amp; Good</li> <li>- Mental Health &amp; Its Correlational Factors <ul style="list-style-type: none"> <li>○ Gender Differences</li> <li>○ Length of Residence</li> <li>○ Interracially Married</li> <li>○ Immigrants through Third Countries</li> </ul> </li> <li>- Inter-Generational Gap <ul style="list-style-type: none"> <li>○ First vs. 1.5 generation</li> <li>○ 2nd Generation &amp; their Korean Community Involvement <b>BTPE 6.5</b></li> </ul> </li> </ul>	<p>Readings:</p> <ul style="list-style-type: none"> <li>- Hurh Ch. 8</li> <li>- <i>Acculturation &amp; Family</i> (Choi &amp; Kim, 2010)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>- RR #8</li> </ul>
12.	<p>ADJUSTMENTS &amp; ADAPTATIONS (7) - Unique Characteristics of Korean Americans &amp; Their Impact on American Society</p> <ul style="list-style-type: none"> <li>- Korean Ethnic Church</li> <li>- Self-Employment in Small Business</li> <li>- Urban Middle-Class &amp; Its Implications</li> <li>- 1.5 Generation Phenomenon &amp; What Do They Have to Tell Us?</li> <li>- Contributions to American Society <ul style="list-style-type: none"> <li>○ Economic, Education, Professional &amp; Political</li> <li>○ Notable Korean Americans &amp; their Contributions to American Society in juxtaposition to Korean American Society</li> </ul> </li> </ul>	<p>Readings:</p> <ul style="list-style-type: none"> <li>- Hurh Ch. 9</li> <li>- (8 min VIDEO) Korean vs. Korean Americans</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>- RR #9</li> </ul>
13.	<p>Factors Affecting Korean Immigrant Students <b>BTPE 6.5</b></p> <ul style="list-style-type: none"> <li>- Age of Immigration &amp; Language Proficiency (ES, MS, HS)</li> <li>- Cultural Dissonance: Individualism vs. Collectivism</li> <li>- Home-School Dissonance: Language Loss, Communication Breakdown, Parenting Styles &amp; Expectations, Peer Relations, Learning Styles &amp; Preferences</li> <li>- Erosion of parent-child relationship</li> </ul>	<p>Readings:</p> <ul style="list-style-type: none"> <li>- <i>Learning Style</i> (Park, 1997)</li> <li>- <i>Parent Involvement</i> (Lim, 2012)</li> <li>- <i>Continuation of Model Minority</i></li> </ul>

	Korean Folktales (bilingual), games, arts, music, drama, movie  <b>PROTOCOL: Lesson Plan or Literature Review</b>	(Park, 2008) - (34 min VIDEO) - Korean Arts & Lifestyle Assignments: - RR #10
14.	<b>PROTOCOL: Teacher Friendly Resources</b> BTPE 1.6; 6.4 - Finger Tip Facts – history, culture, values, family dynamics, acculturation issues including academic performance - List of Culturally Sensitive K-12 Curriculum - Effective Instructional Approaches & Strategies - List of Korean-American Organizations Beneficial for K-12 Teachers - List of Korean-American Community Organizations Beneficial for K-12 Teachers	Readings: - Korean-English Literature (K-12)
15.	LESSON PLAN or LIT/BOOK REVIEW (Synchronous or Asynchronous TBD) - Show & Tell: Lesson Plans - Open Mike for Literature Review or Videotaped Presentation - Grand Conversation	Readings: - None  Assignments: - <b><u>Lesson Plan or Lit Review DUE</u></b>
16.	TEACHER-FRIENDLY RESOURCE GUIDE (Synchronous or Asynchronous TBD) - Virtual Gallery Walk - Threaded Discussions Regarding teacher resources - Implications for Future Teachers	Readings: - None Assignments: - <b><u>Teacher-Friendly Resource Guide DUE</u></b>

**Korean-American Organizations:**

- Korean American Family Services
- Korean American Business Association
- Korean American Federation of Los Angeles
- Korean American Coalition
- Korean American Women’s Association
- Korean American Foundation
- Korean Kids Bookstore & Toys
- SeJong Bookstore

**SED 516KOL: Seminar in Teaching the Bilingual and Bicultural Student: Korean-American**  
 Bilingual Authorization Program Standards Course Matrix

Pages on which Standards are **Introduced are in yellow**

**BTPE**

- 1.1
- 1.2
- 1.3 **p. 4; p. 3**
- 1.4 – **p. 2; p. 4**
- 1.5 – **p. 4**
- 1.6 – **p. 6**
- 1.7

**BTPE**

- 6.1 – **p. 5**
- 6.2
- 6.3 –
- 6.4 – **p. 6**
- 6.5 – **p. 2; p. 5**
- 6.6 – **p. 4**
- 6.7

**BTPE**

- 2.1 – **p. 4**
- 2.2
- 2.3
- 2.4 – **p. 5**
- 2.5 –
- 2.6
- 2.7

**BTPE**

- 3.1
- 3.2
- 3.3
- 3.4
- 3.5

**BTPE**

- 4.1
- 4.2
- 4.3
- 4.4

**BTPE**

- 5.1
- 5.2
- 5.3
- 5.4