

HANYANG UNIVERSITY COURSE CATALOG

GRADUATE COURSES IN ENGLISH



HANYANG UNIVERSITY

GREETINGS

If industrialization represented the previous generation, globalization is the essence in today's generation. Globalization is a worldwide phenomenon which involves interconnections between nations and integrations within the global economy, and South Korea is no exception. Despite the difficulty we face as an ethnically homogeneous nation, Korea has made a tremendous progress in joining the rest of the world in the international arena. Hanyang University, as one of the nation's most innovative and progressive institutions, has actively pursued diversification and internationalization to spearhead Korea's participation in the world affairs.

One of Hanyang's main goals is providing opportunities for students to develop into active participants in the international arena as global leaders. It is time to pursue a higher quality of education for Hanyang University in the globalization era. Communication with global institutions, globalization strategy through investing in cutting-edge technologies, and specialization strategy by merging advanced fields will serve as a crucial platform for becoming the 'Center of Global Research and Education.'

Going further to help our students become better equipped to navigate through this globalized world, we have dedicated considerable effort and resources to create an extensive curricula for classes conducted in English. Composed of a diverse interest of studies, our classes are designed to promote integrative thinking, creativity, and critical reasoning skills to provide future global leaders with the intellectual tools and strong ethics to lead our society into a brighter future.

Provost and Senior Vice President
Kwan-Soo Lee

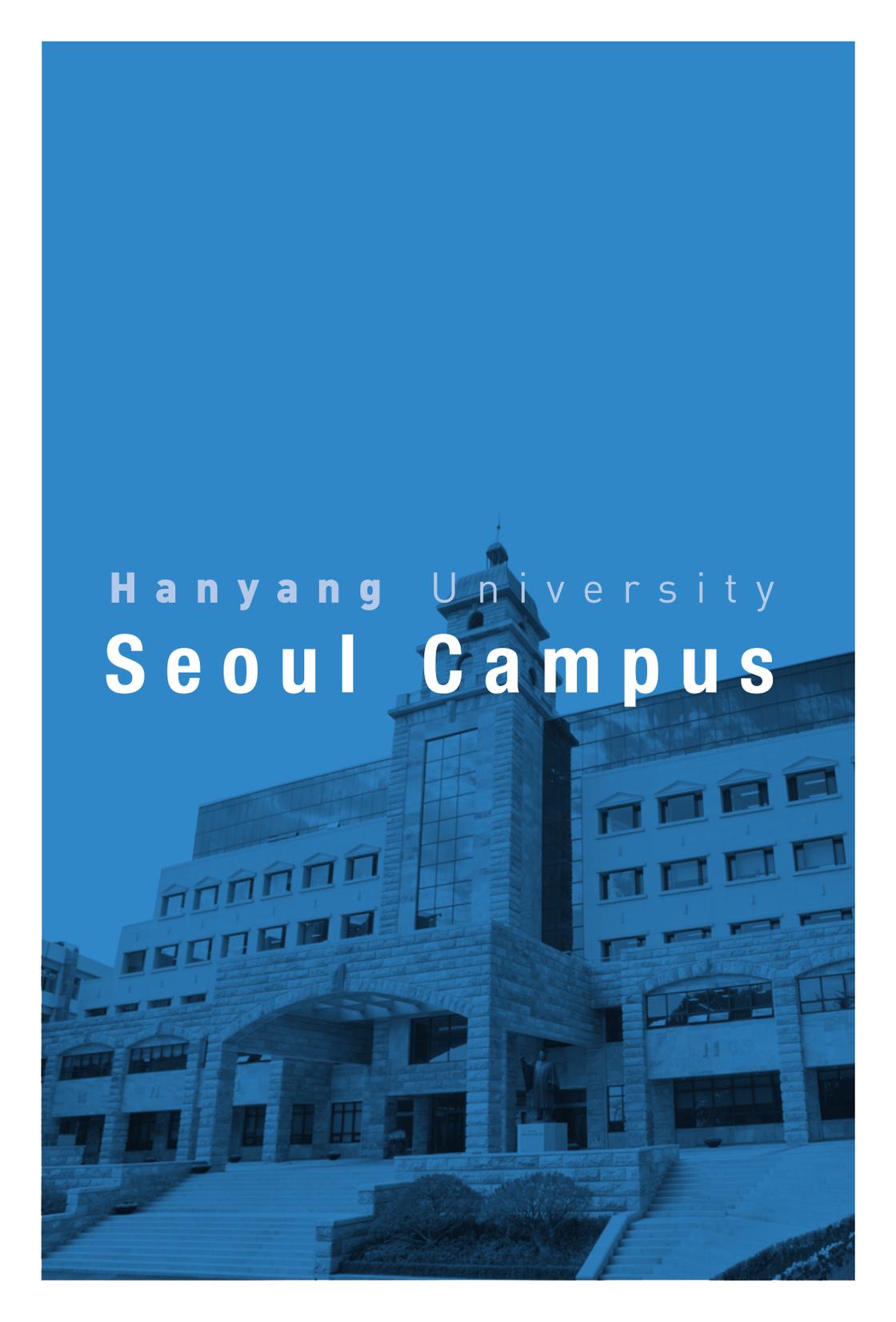
HANYANG UNIVERSITY

CONTENTS

SEOUL CAMPUS

COLLEGE OF EDUCATION

- Department of Applied Art
- Department of English Language Education
- Department of Multicultural Education



Hanyang University
Seoul Campus

H A N Y A N G U N I V E R S I T Y

Department of
Applied Art



Classification: Major Elective

Theories of Secondary School Art Education

Course Code		APE8059	
Credits	Class hr	Lab hr	
3	3	0	

This course intends to explore the contextual meanings of art education through reading various articles in association with critical issues in art education. By shedding light on the relationship between art and society, students will seek alternative ways of teaching art for all children. Students are expected to critically read texts with regard to art and education, and to reflexively think about the profession of teaching art. In addition, students will construct a lesson plan in English based on their readings, internet research, and class discussions. The objectives of this course are threefold. First, students will be able to investigate the sociological aspects of art. Second, they will understand various theoretical approaches to art and education. And last but not least, they will have a chance to explore the meaning of art for themselves and to discuss the social and culture roles of art in their lives.

Frequency of offering: Every Other Spring

Prerequisite: None

Classification: Major Elective

New Media

Course Code		APE9009	
Credits	Class hr	Lab hr	
3	3	0	

Arguments have been made regarding the very definition of "new media," and this course will review shifts in media studies that now include research questions regarding culture industries, mobile media, user participation and new media intelligences. In order to facilitate a foundational knowledge, this course (via both lecture and seminar discussion) will examine case studies situated at the convergence of both various design and contemporary art subfields (cinema, graphic design, industrial design, interaction design, socially engaged art), and changing ideas about the mediascape (pervasive, ubiquitous, social, personal, tactical, empathetic). This course is also subdivided into a three-part survey of emergent sub-areas facilitated by new technologies: IoT, VR and AR, mobile and responsive web. The seminar is comprised of lecture, discussion and case study, and practice when deemed necessary.

Frequency of offering: Every Other Spring

Prerequisite: None

Classification: Major Elective

Study in High Media

Course Code	APE9010	
Credits	Class hr	Lab hr
3	3	0

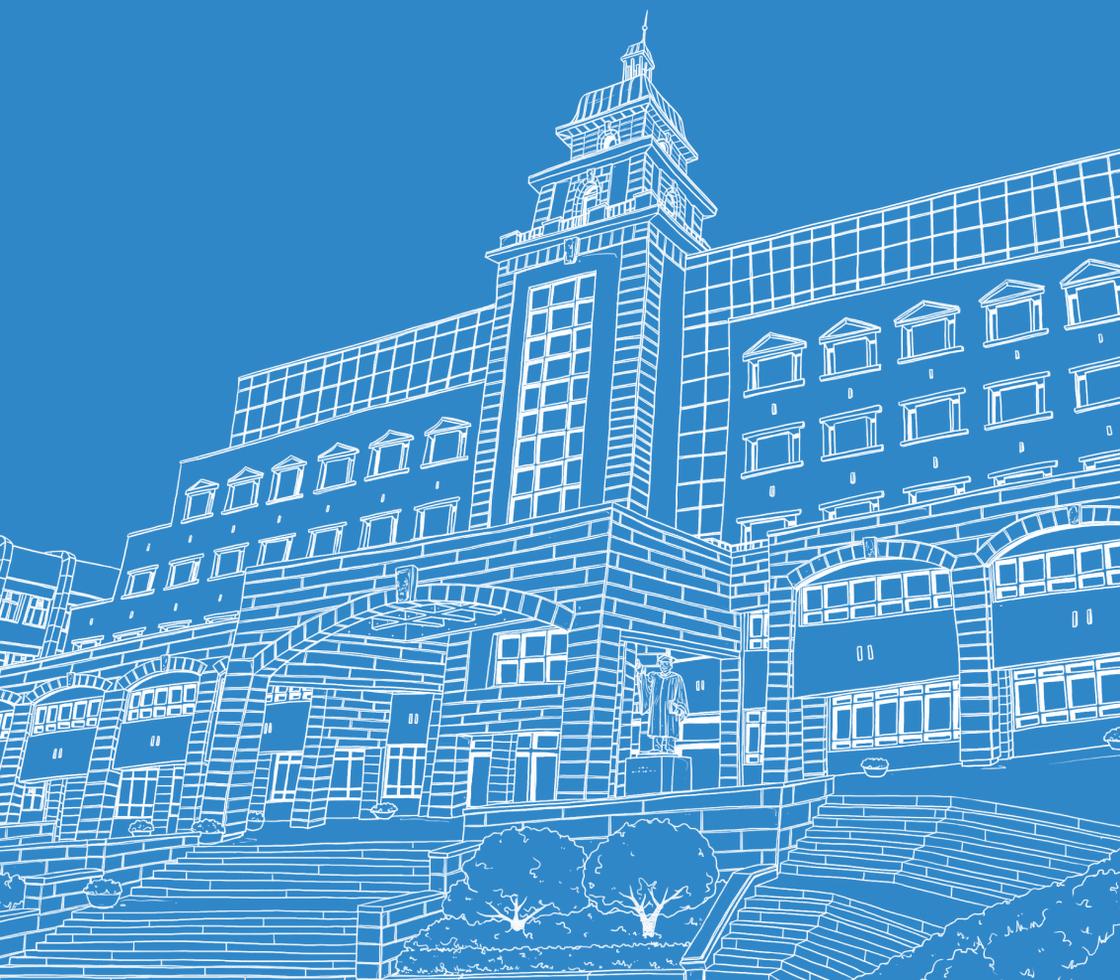
This course will review the latest arguments regarding the very definition of "new media," as well as attendant shifts in media studies that include research questions regarding culture industries, mobile media, user participation, new media intelligences, digital media and multicultural education. In order to facilitate a foundational knowledge, this course (via both lecture and seminar discussion) will examine case studies situated at the convergence of both various design and contemporary art subfields (cinema, graphic design, industrial design, interaction design, socially engaged art), and changing ideas about the mediascape (pervasive, ubiquitous, social, personal, tactical, empathetic) from thinkers situated differently geographically, historically and temporally. The course material is also subdivided into a three-part survey so that students will be engaging emergent sub-areas facilitated by new technologies: IoT, VR and AR, mobile and responsive web.

Frequency of offering: Every Fall

Prerequisite: None

H A N Y A N G U N I V E R S I T Y

Department of
**English Language
Education**



Classification: Major Elective

English Syntax And English Language Pedagogy I

Course Code		DEE9002
Credits	Class hr	Lab hr
3	3	0

Among the five basic language components (i.e., Syntax, Morphology, Semantics, Phonetics and Phonology), Syntax is assumed to play a crucial role in that it builds basic structures for Lexicon (e.g., Morphology), Meaning (e.g., Semantics), and Pronunciation (e.g., Phonetics/Phonology). Among many other syntactic frameworks (HPSG, LFG, CCG, TAG, etc.), this course introduces Minimalist Program, the recent successor to Chomskyan Syntax. Minimalist Program specifically inquires into the ‘why’ and ‘how’ part of languages: why is a particular sentence grammatical or ungrammatical? How can a particular construction be derived when human beings utter the sentence? The main focus will be on X-bar with Binary Branching, lexical categories (N, A, ADJ, and ADV), functional categories (I and C), Movement, Agreement, Case, Split CP, NP Shell (small/little n), VP Shell (small/little v), Economy, and Phase. If time permits, this course also compares English and other languages because ESL/EFL learner errors can largely be attributed to the syntactic system of learner’s native language.

Frequency of offering: Every Other Spring

Prerequisite: None

Classification: Major Elective

Applied Linguistics

Course Code		ENG8023
Credits	Class hr	Lab hr
3	3	0

Applied Linguistics for English Language Teaching is designed to acquaint graduate students with the basic principles of linguistics and issues relevant to second language teaching. As the basic knowledge of linguistics is essential, the course will survey the subfields of linguistics such as discourse, phonology, morphology, semantics and syntax. Students will also study the nature of language, first and second language acquisition theories, stages of second language development, and linguistic components that will impact students' performance. However, the main focus of this course is on the relationship between language and real society, such as language and education, world English, language policy, etc. Hence, this course encourages educators to share personal visions of second language learning and to plan for meeting diverse linguistic needs.

Frequency of offering: Every Other Spring

Prerequisite: None

Classification: Major Elective

Research Methodologies for English Language Teaching

Course Code	ENG8085	
Credits	Class hr	Lab hr
3	3	0

This course offers opportunities to explore the organization and elements of research articles, and be familiar with the basic types of research designs used in second language studies. To provide a feel for what research is in second language studies, students will be asked to engage in analyzing a variety of studies within Applied Linguistics which utilize qualitative and quantitative research methods. By the end of the course, students will be asked to formulate research questions and/or hypotheses, and design a study for their potential research interest area. The students are asked to think about a research topic that may help them understand the field better.

Frequency of offering: Every Other Spring

Prerequisite: None

H A N Y A N G U N I V E R S I T Y

Department of
Multicultural Education



Classification: Major Elective

Multicultural Education Research Methods

Course Code	MTE6003	
Credits	Class hr	Lab hr
3	3	0

South Korea is rapidly transforming into a multicultural country, and urgently requires research to help prepare its new teaching force to be effective multicultural educators. In this regard, this course aims to develop students' ability to generate significant research themes and to execute the research process. This course places an emphasis on applying knowledge required in localized multicultural situations, reflecting on the implementation, and ultimately gaining multicultural education research competencies. In this course, students will learn basic concepts and skills for data collection, quantitative and qualitative analysis, and research writing. They will discuss methodological issues in multicultural education research such as: gaining access, acquiring the insider's view, and overcoming researcher's biases. Dispositions required for this course include the ability to interrogate existent systems of beliefs regarding others and themselves while transforming into a multicultural researcher with an empathy for cultural differences.

Frequency of offering: Every Other Fall**Prerequisite:** None

Classification: Major Elective

Theories and Practice of Multicultural Art Education

Course Code	MTE6004	
Credits	Class hr	Lab hr
3	3	0

The course aims to introduce students to the social, political and multicultural realms of art education. This course includes the historical and contemporary study of art and art education, and in particular, art educational concerns within a broader societal context in relation to current issues. Topics will include postmodernism, visual culture art education, and critical pedagogy. By closely examining an unfamiliar culture as well as their own cultures, students will uncover the biases and assumptions that they have taken for granted. Using a variety of hands-on experiences, pre-service teachers will learn historic, geographic, and religious influences that contribute to the creation of the art forms of different cultures. The course is particularly geared to assist participants to pose pertinent questions and to develop researchable topics pertaining to teaching art for diversity and students' lives. The main purpose of this course is to lead students to investigate the concept of difference, otherness, tolerance, resistance, communication, and unity in association with individuals, cultures, and schools and the media. This course is designed to increase the cultural sensitivity and awareness of pre-service teachers so that they can develop their students' understanding, knowledge, and appreciation of many cultures and arts.

Frequency of offering: Every Other Fall**Prerequisite:** None

Classification: Major Elective

Instructional Methods in Multicultural Art Education

Course Code	MTE6025	
Credits	Class hr	Lab hr
3	3	0

The course aims to ground students' understanding of the social, political and multicultural realms of art education in instructional methods. To aid in our study, this course includes a survey of historical and contemporary study of art and art education contemporary art and multicultural education, visual culture art education, critical pedagogy, teacher and student action research, social justice in education, and life-long learning. The course is particularly geared to assist participants in reviewing research trends in research questions, and to explore teacher-tested curriculum while interrogating conceptualizations of schooling, instruction and assessment. The goal of this course is to enhance students' ability to develop their research on methods to educate art while critically reflecting the purpose of art education based on their life experiences and understanding of multicultural values.

Frequency of offering: Every Fall

Prerequisite: None