

The
No. 468 MARCH 13, 2015
Argus
Since 1954

WHO IS
CONDUCTING
STRAINED REFORMS?



HANKUK UNIVERSITY OF FOREIGN STUDIES

Published monthly except the school holidays by and for students of Hankuk University of Foreign Studies, The Argus, the oldest campus English newspaper in Korea, pursues the highest standard of campus journalism and academism.

- *President and Publisher* Dr. Kim In-chul
- *Executive Editor* Prof. Kim In-chon
- *Editor-in-Chief* Park Ji-yeon(DIS-3)
- *Editorial Consultants*
 - Kang Young-joon(EC-3)
 - Jo He-rim(ELG-4)
 - Kim Min-jeong(H-3)
- *Reporters* Ko Dong-wan(D-2)
 - Lee Dong-woon(IB-3)
 - Jang Eun-ae(IEL-2)
- *Copy Readers* Prof. Brandon Walcutt
 - Prof. Merrilee Brinegar
 - Prof. Michael Heinz

107, Imun-ro, Dongdaemun-gu, Seoul, Korea
(Postal Code 130-791)

Tel: (02) 2173-2508 Fax: 2173-2509

81, Oedae-ro, Mohyeon-myon, Cheoin-gu Yongin, Gyeonggi Province, Korea

(Postal Code 449-791) Tel: (031) 330-4113

Printed by HONG DESIGN | Tel: 464-5167 Fax: 464-5168

Editorial

The Power Dynamic between Gab and Eul

A 'Gab and Eul' relationship between two sides in Korea is recognized as one that has an unequal power structure in it from the beginning. For example, this situation could exist between an employer and employee, a worker providing service and a customer, and so on. In these relationships, one party has more power than the other, which encourages the subjugated person to take orders or fulfill requests without questioning the authority figure.

This expression is actually becoming more popular as an explanation of how Korean society works nowadays. Such relationships are supposed to be considered sensible for an effective working process. However, it is being abused by society in several ways. 'Gab,' the person with more power, tends to misuse their power by making private or abrupt orders to 'Eul,' the subjugated party, who cannot refuse the demands because they need to keep their job. In other words, it can be said that the Gab and Eul relationship has grown improperly in the form of Gab becoming despotic and arrogant.

The cases of Jo Hyun-a, former vice-president of Korean Air, who was publically and harshly criticized this winter for her imperious attitude toward her employee, an incident centering on a mother and daughter who became infamous because of their verbal abuse of a part-time worker for a mistake, and many other cases have been shown in TV news and newspapers recently. All of the many incidents were concluded to be proof that our society has come to a point in which it needs to solve the unhealthy Gab and Eul relationship.

As easily as this improper relationship can be found in our society, it can also be found on campus. The school administration tends to consider themselves to be the Gab that can change school regulations according to their needs without considering the needs of the students, who they consider as Eul. The school's needs in most cases are a higher assessment of the school from the Ministry of Education or a higher entrance exam score for the freshman. This interest leads to abrupt announcements to students regarding changes in school regulations, ignoring the regular process of discussing matters between the two relevant sides, referring to both Gab and Eul parties.

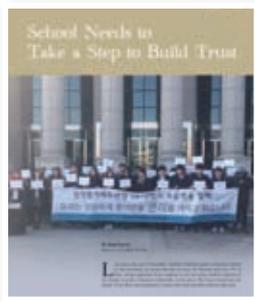
A college campus should be recognized as the first type of society that students become a part of. It is sad to see how the unhealthy trend in our larger society is also happening in HUFs campus society. Changes should be made so that students on campus will not have to use the Gab and Eul relationship expression when describing campus issues. 

Park Ji-yeon
Editor-in-Chief





CONTENTS



Cover Story

>> HUFS notified the changes made to grade evaluation last fall semester after the finals. It was then that HUFSSans realized the reforms made, and students have had conflict with the school since then and till now. HUFSSans are exhausted of the school continuing its unilateral notifying, and trust between students and school is growing weak. It is time to take a look at what happened and listen to the voice of HUFSSans.

02 • News Desk

05 • News Briefing

06 • People

Making New Talented People and New Society

09 • Road Casting

What Are Your Hopes for This Year?

10 • Culture Trip

Redeveloping Traditions

13 • Cover Story

- What Grading System Reforms Lead To
- Voices of HUFSSans

22 • Voice of Wisdom

Attending a Wonderful ELT Conference in Nepal

25 • Eye of The Argus

Should We Increase Minimum Wage?

26 • Film Review

Gone Girl Left Her Voice

28 • Opinion & Cartoon

	2014		2015
Applying method of relative evaluation	It is applied if there are more than 20 students		It is divided into Type A, B and C
	A0, A+	30%	-Type A similar to 2014
	(A0, A+)+(B0, B+)	65%	-Type B: less than 10 students A0, A+ = 50% (A0, A+) + (B0, B+) = 80% Below C+ = 20%
	Below C+	35%	-Type C: Pass or Fail Physical education(1 credit with 2 hours) Teachers request
Retaken course	-No limit number of times -No limit to the highest grade		-Limited to five times -Highest grade limited to A0
Retaken course and 'F'	No record on transcript		Record on transcript

Changes to Evaluation Again

Though conflict happened after the second semester of last year, the Academic Affairs Team of HUFS put up the changes to evaluate scores on Feb. 3.

If this proposal is approved, every lecture must adopt a curved grading system that gives A or A+ to up to 30% of students and, B or B+ to up to 65% of students in a lecture. This is Type A evaluation, which does not apply to lectures for teaching education, military science, natural sciences and engineering, or lectures that have fewer than 10 students. These lectures adopt Type B that evaluates scores by giving A or A+ to up to 50%, and B or B+ to up to 80% of students in the lecture. Type C includes physical education(1 credit with 2 hours) and Pass or Fail lectures that teachers asks(some lectures of College of Humanities). These lectures are evaluated as Pass or Fail. However, students who retake the course, military

entrusted students and students with foreign nationality are excluded, so they would not be influenced by the changes.

The proposed changes include regulations about retaking courses as well. The highest possible score for retaken courses currently remains as A0. All lectures would be officially recorded without removal of the first grade from transcripts.

The number of times students can retake a course is proposed to be changed to five times starting this year. A grade of F would be recorded on a transcript even if students retake the courses, and the retaken courses would be recorded as R(Retake).

These proposed changes seem to take into account the government-initiated college reforms. 

By Jang Eun-ae

HUFS Global Volunteers Visited Indonesia



▲ Volunteers of Seoul Campus and students at SD Ukhuwah take a picture during activity.

HUFS Global Volunteers visited Indonesia's Subang district to do educational services, improve the educational environment and exchange culture in Indonesia.

There were 18 volunteers from Seoul Campus and 19 volunteers from Global Campus, who visited an elementary school, SD Ukhuwah, located in the Subang district.

Volunteers of Global Campus visited from Jan. 11 to 19, and one of the Seoul Campus visited from Jan. 30 to Feb. 5 this year. What volunteers did as educational service activities is like teaching Taekwondo and having cultural exchanges through teaching K-POP, and environmental activities like tree planting in the local area. Student volunteers were selected by an application and interview. Before the trip, volunteers received training on Indonesian culture, history, language and so on.

Through this program, volunteers can get two credits as refinement credits if they submit a volunteering report. There are many other benefits as well. This volunteering program is sponsored by HUFS and supervised by Asia Exchange Association. 

By Ko Dong-wan

2015 Membership Training for Freshmen Held

Membership Training for Freshmen(Sae-teo), which is the first annual event for freshmen of HUFs, was held from Feb. 13 to 15 for Seoul Campus and from Feb. 12 to 14 for the Global Campus.

One for Seoul Campus was held at Hanhwa Resort in Sokcho, and the other for the Global Campus was held in Welihillipark in Hoengseong. At these events are introductions of key personnel, clubs, colleges and departments, and club performances. Students participate with the college or departments they belong to.

Sae-teo of Seoul was sponsored by the 49th Emergency Planning Committee, and the one for the Global Campus was sponsored by HUFs Student Council of the Global Campus. 📷



▲ Student council of College of Occidental Language holds Sae-teo.

By Ko Dong-wan

Major Exploring Program for High School Students

HUFs hosted a major exploring program for high school students who are university-bound, which took place on Seoul Campus in Obama Hall on Feb. 2.

The program is conducted by the Admissions Team, and it is designed to assist high school students to find their own career path.

At the event, each professor introduced their major, and also the Admissions Team gave a lecture about the admissions officer system of HUFs. About 4,000 students participated in this program. 📷

By Lee Dong-woon

HUFs Team 'Kkotpiuli' Awarded in Seoul Administration Competition

Dec. 23, last year, HUFs Team 'Kkotpiuli' got a participation prize in the Seoul Administration Competition.

Team 'Kkotpiuli' presented a promotional idea for 'Seoul, Blooming into Flower.' 'Seoul, Blooming into Flower' is the campaign of Seoul city, which encourages people to look after woods and flowers in their daily life. This competition was held at Seoul Citizens' Hall. The Mayor of Seoul 'Park Won-soon' attended this competition. Besides HUFs, teams from Keimyung, Silla, Sogang, Chonnam National, Seoul Women's, Seowon, Halla, Sungshin Women's and Hanyang universities participated. 📷

By Ko Dong-wan

HUFs Takes 11th in Number of Foreign Students

HUFs takes 11th place for the number of foreign students, as unveiled by the Ministry of Education.

There were 1,514 foreign students at HUFs as of April 1, last year, including 406 students in language study abroad programs, 322 students in undergraduate programs, 261 students in master's programs, and 458 students in doctorate programs. Yonsei University topped out with 4,609 foreign students, and Kyung Hee, Hanyang, Seoul, Sungkyunkwan, Konkuk, Dongguk (Seoul), and Kookmin universities follow. 📷

By Ko Dong-wan

Hankuk University of Foreign Studies

Hankuk University of Foreign Studies

Hankuk University of Foreign Studies

▲ Hankuk University of Foreign Studies, written by HUFS typography. From above, B(Bold), M(Medium), and L(Light).

Development of HUFS Typography

HUFS newly introduced “HUFS typography” to heighten its brand value by using it in various mediums such as video clips.

This typography consists of three versions: light, medium, and bold, so there is an appropriate one for any situation. Everyone can now download it on the HUFS homepage for free. 📄

By Lee Dong-woon

Overcoming Visual Handicaps, Student Awarded Special Prize

On Feb. 24, Kim Hyun-yong (29, a prospective graduate of Translation and Interpretation) received a special prize from the president at HUFS Seoul Campus.

He overcame his visual handicap and entered HUFS Graduate School of Interpretation and Translation majoring in Korean-English Translation. He got excellent grades and acquired a master’s degree without a leave of absence.

HUFS awarded a special prize to Kim saying, “Despite a hard condition, he graduated with honor through constant dedication, and he set a great example for society.” 📄

By Lee Dong-woon

Students Deferring Graduation Receive ‘Certification’

From 2015, students who have completed coursework but are deferring graduation will receive a certification rather than proof of enrollment, while certifications were originally reserved for undergraduate education students.

The Academic Support Center and Registrar replied that students who completed school have the same degree as enrolled students.

However, some students who get recognized as undergraduate education students expressed doubt that they could be viewed negatively by companies to which they applied because of the certification. 📄

By Lee Dong-woon

HUFS-LACS Academy Reads Papers on Latin America



▲ HUFS graduate students, professors and ambassador take part in LACS.

Latin American Studies(LACS) Academy, which is a study group of Latin American areas, presented papers on Dec. 6 at the HUFS International Hall of BRICs.

They analyzed the economy, politics and society of the leftist party in Latin America. Sussimu Fujita, who is Ambassador to Brazil, and Helder Ferreira do Vale, who is a professor of Latin American Studies, attended this conference.

The economic lecture focused on an overview of the policies and limitations of the Brazilian informal economy. In terms of politics, the topics were mainly the Bolivian election in 2014 and the dispute about the right to local autonomy. This session covered the relationship between election victory and the dispute about the right to local autonomy. Finally, the society session was about the policies and limitations of education generalization of the Brazilian leftist party. This session analyzed the welfare policy and analyzed its limitations. 📄

By Jang Eun-ae

News Briefing

By Park Ji-yeon
Editor-in-Chief
bloomindi@hufs.ac.kr

Passion Pay



©hnd.co.uk

Interns and apprentices are expected to show passion in their work despite their poor pay. Employers argue that unpaid job opportunities for young job seekers are fine because the experience will be worth it.

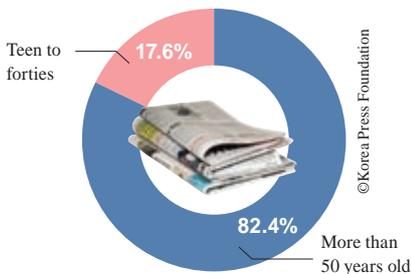


©KHEI

70 percent of universities that let students put off graduation ask these students for a partial tuition fee. The biggest reason for this tuition fee is to lessen the number of students who did not graduate, which will lead to better results in university assessments.



82.4%



©Korea Press Foundation

While 82.4 percent of newspaper subscribers are more than 50 years old, 17.6 percent of the readers range from teenagers to people in their forties.



©dailian.co.kr

5,580 won

The minimum wage increased to 5,580 won an hour this year. It increased by 370 won, which is up 7.2 percent from 5,210 won in 2014.

KOAP

The first Korean Aptitude Test for Talent Identification (KOAP) test took place on March 7. As an official recruitment exam established by the government, people can use the results when applying to multiple enterprises instead of taking a different exam for each workplace. 🇰🇷

#JeSuisCharlie

Meaning 'I am Charlie' in French, tens of thousands of protestors held placards saying 'Je Suis Charlie' in January to show their support for Charlie Hebdo, a satirical French weekly magazine writer who was assassinated by Muslim gunmen.



©dailymail.co.uk

Making New Talented People and New Society

By Lee Dong-woon
Reporter of National Section



There are young people who are trying to change the world and society. They are actually trying to solve problems through their own ideas and activities. The Argus met with Choi Byeong-ju, the manager of the Impact Challenger Project at the Root Impact Company and Kim Ga-yeong, who works at the Impact Square Company through the Impact Challengers Program.

The Argus: Please briefly introduce yourself.

Choi Byeong-ju(Choi): My name is Choi Byeong-ju. I am working at the Root Impact and am the manager of the Impact Challengers Program in our company.

The Argus: What is the Root Impact, and what is its goal?

Choi: Root Impact is a company that improves conditions for change makers, people who are trying to make our society better and helps them develop. In order to do that, we are taking on projects for young people under 40, since we believe that we can make our society better.

The Argus: First, we have heard that Root Impact is also known for the DDan-jit or Other Things Scholarship. What is that?

Choi: If you think about the scholarship, you might think that their standard would be grades at school or family background, right? But you know that it is not the only criteria for determining a good student. So by looking at other things, DDan-Jit, we believe we can make young people pursue other goals.

It was a good try, but it lacks from the fact that we cannot judge people fairly. And giving them a scholarship or money is often not the best way to help them, so we did not make it more of a process. What we did think about, however, was how we could help young people better.

The Argus: So, what is the Impact Challengers Program?

Choi: Even if young people are concerned about social problems, they have difficulties in actually starting to resolve issues. To solve this, the Impact Challengers Program connects young people with social enterprises. They can officially work as interns in a company, and see the actual process in which people solve social problems. This can make them think more about social problems and help them take part in the solutions. We started with five social enterprises. In 2014, we connected with 11 companies, and coming up in 2015, we will work with 15 companies.

The Argus: Can you tell us examples of who participated in your project?

Choi: I remember Cho Seong-oh who participated in the Impact Challengers Program during the first year. She joined Marymond, a company that works toward helping forced sex slaves. They make designer patterned merchandise. She started as an intern in the company, and now she has become a regular worker and manages the

brand communications of the company.

The Argus: Is there any relationship between your past experience and what you are now doing?

Choi: I wanted to make a change in society when I was a student and I actually joined a student movement. But after that, I thought that it was only a chance for society, but could not be assured that it was a solution for society's problems. Then I entered another company and worked there. But when I saw Root Impact, I thought this could be a solution. So I entered the firm and am still working here.

The Argus: While you have been working in the company, have there been any difficulties?

Choi: Social recognition about work is the biggest thing. For example, if some people say they are working at Samsung Electronics, you can assume what they do or what their company is. But in my case, it is a little harder. And some of my acquaintances think our company is just like their company's social contribution department that spends their money. In this vein, social recognition is the biggest thing.

The Argus: Do you have any words for young students?

Choi: This is hard to say, but what I want to say is that they should just do their own thing. Even if some very famous people say to do something, their recommendations do not necessarily fit most people. So students should just try to do something through their own efforts and their own experiences. This could help them develop more.



▲ Choi Byeong-ju discusses Root Impact's plans with Kim Ga-yeong, who is an Impact Challenger.

People



©Root Impact

▲ Impact Challengers have a meeting with Yoon Tae-hwan, head of Root Energy, a social enterprise.



©Root Impact

▲ Impact Challengers exchange their work experiences at their monthly meeting.

After that, The Argus met Kim Ga-yeong who participated in the Impact Challengers Program and works at the Impact Square.

The Argus: Can you introduce yourself?

Kim Ga-yeong(Kim): Hello, my name is Kim Ga-yeong. I participated in the Impact Challengers during its first year, and through this experience I entered Impact Square as an intern.

The Argus: What does your company, Impact Square, do?

Kim: Our company consults with clients about social matters. I got to know this company through Impact Challengers and learned that I could join a company that focuses on certain social problems like energy or a neglected class of people. However, Impact Square is different in that it centers on broad social problems.

The Argus: How is your company's atmosphere?

Kim: It is very friendly and comfortable. Relationships between workers are very comfortable, and even though I am just an intern, my coworkers respect my opinion. Actually, we also have a selective working hour policy. We can work at the time at which our levels of efficiency are highest. The company is considerate of every member.

The Argus: Could you explain your work at the company?

Kim: My company is a consulting firm. I mainly do research and investigate information related to consulting. Also, because our company is not that large, I sometimes do chores like cleaning, but all the workers do this.

The Argus: Does your major or past experience relate to your current job?

Kim: Before joining Impact Challengers, I was actually not concerned with social affairs and majored in French, which is irrelevant to my current job. However, moved by the program, I entered this company. Majoring in a language helped me deal with social affairs. Rather than looking at things from a business perspective, it has encouraged me to think outside of the box. Of course, I learned a lot from people who majored in business administration.

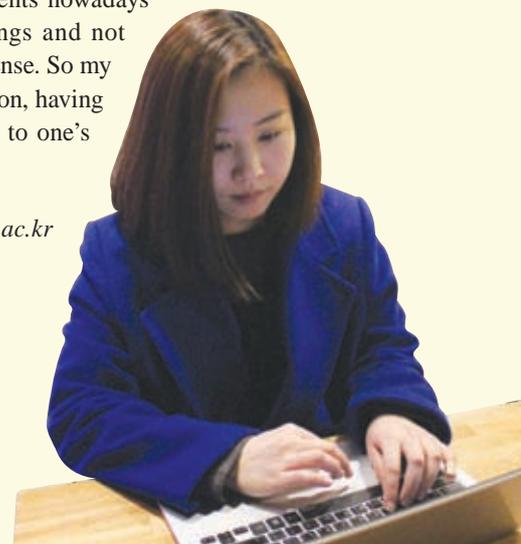
The Argus: Since you have worked at the company, have there been any difficulties?

Kim: Just like the interview with Choi, social recognition is the most important thing. It is a self-contradiction that I cannot even take chances with my friends and acquaintances, but I am thinking about changing society. Even my parents cannot 100 percent understand my work.

The Argus: What do you want to say to young people?

Kim: I think “immersion” is very important. In my opinion, although there is some truth in Steve Job’s “Dot Theory”, which states that every experience is connected and can be used in some way, I think choice and concentration should not go unnoticed. Not every experience can become an asset, and only “immersed” experience can help me. But many students nowadays just want to experience things and not immerse themselves in that sense. So my point is, after setting a direction, having an experience that is related to one’s specific should be pursued. ✉

d23100@hufs.ac.kr





What Are Your Hopes for This Year?

By **Ko Dong-wan**

Reporter of Culture Section

As the New Year arrives, many people make promises to themselves such as planning diets, registering academy. We, HUFSSans, also get ready for a bright start to this year. For this, The Argus met four HUFSSans who spent last semester at HUFS and are ready for a new start like beginning the spring semester or graduating, and listened to their hopes.



Shimasaki Haruka, Japan, Exchange Student

Before I came to Korea, I did not have any Korean friends. However, I have made a lot of Korean friends. My Korean is improving through my studies here. I will go back to Japan soon and graduate from university. Because I am studying Korean in Japan, I would like to get a job related to Korea by studying the language more. I am really satisfied with my studies at HUFS.



Kim Jung-min, South Korea, Business Administration, '11

Because I am a junior this semester and an eldest son, I am worried about preparing for a job. I am studying English Interpretation and Translation as a double major. But there are some lectures of the double major that I study with my major. I feel that it will be difficult to finish 54 credits for each major to graduate in four years although I have always taken 20 credits a semester since I was a freshman. I want to be a diplomat. I will try hard to become a diplomat and get good grades. I think becoming a diplomat is not my only dream. I will find other possibilities and try hard.



Mossane Seck, France, Exchange Student

To earn credits here, there has to be a correlation between the HUFS lectures and the university I came from. I am worried about that. I want to reach the 3rd level, which is the middle of six levels of Korean language studies. Because I met many friends in Korea and the International Affairs Team helped me adapt to life here, I am really satisfied with life in Korea. To get to know more about the country, I will study Korean history more by taking lectures. In France, I learned some incorrect facts about Korean history. However, I learned great historical facts about things like King Sejong. I do not want to leave.



Kim Kyu-ri, South Korea, Dept. of Spanish, '14

I want to work harder for the student council and accomplish good achievements. I want to get along well with the freshmen. I will study Spanish more and prepare for studying abroad in Central or South America. Studying Spanish at HUFS is helpful to realize this. I have no regrets about last year, and I hope this year will be like the last. 🇰🇷

kdw845@hufs.ac.kr



Redeveloping Traditions

By Ko Dong-wan
Reporter of Culture Section

Seongbuk-gu, which is located in northeastern Seoul, is a city district with a rich historical legacy dating back to the beginning of the Joseon Dynasty. It was once home to the northern castle of Han-yang, which was the capital of Joseon. After Korea achieved independence from Japan's forced colonial rule and economic development, Seongbuk-gu became a neighborhood for working-class people.

With the current Redevelopment Boom, many cities are being redeveloped, but in Seongbuk-gu many residential districts seem to be stuck in the 1980s. In 2004, Seongbuk-gu was being considered for total demolition and redevelopment. However, the citizens in the area changed their minds. They decided to maintain their current living site. Ordinarily, people are in favor of redevelopment, but they abandoned such ideas. What happened to this city? In this article The Argus explores Seongbuk-gu, which is transforming into a cultural city.

The Beginning of the Cultural Creation Project

In 2004, Seongbuk-gu was divided into 42 separate areas for redevelopment. However, in some areas, redevelopment plans

were canceled to adopt the 'Improving Residential Environment Plan.' Seongbuk-gu has a lot of priceless historical remains, so the city decided to preserve its historical legacy. The district has put in practice a cultural independence policy. Thus, everywhere in the district, many old houses are being repaired.

Additionally, there are devices around the cultural assets of the city to provide people with the history of Seongbuk-gu, the locations of other cultural assets, information about the many cultural festivals held in the city, tips on how to look around the city and so on. Also, the name of every historical artifact is declared on a signpost in English.

Representative Sites of Seongbuk-gu

- Seongbuk-dong Cultural Cluster

Kansong Museum, Korean Furniture Museum, Seongbuk Museum of Art, Simujang, Kilsangsa, Suyeonsanbang, Bukak Skyway and so on. All of them comprise the priceless treasures of Seongbuk-gu. Seongbuk-gu is adjacent to Jongno, considered the center of Seoul, so many famous Korean people have tread upon this space. Each place has its own story.



▲ Gilsangsa's calm atmosphere contrasts with the crowded Seoul city.



▲ Han Yong-woon's statue is located at the entrance of Simujang.

Kansong Museum

Kansong Museum, the first Korean private museum, opened in 1938. It was founded by Jeon Hyoung-pil who put emphasis on the spirit of the Korean people because at that time, the Korean people lived under Japanese Colonial rule. Kansong was Jeon Hyoung-pil's nickname. Around 1938, Japan made a particularly strong effort to obliterate the spirit of the Korean people by removing their cultural assets. So Jeon Hyoung-pil bought a lot of cultural assets and founded the Bohwagak, which was the former name of the Kansong Museum. His efforts did not cease even after Korea gained independence.

The stories of Jeon Hyoung-pil collecting cultural assets are impressive. For example, the Hunminjeongeum Manuscript, which Japan had tried to find, was found by Jeon Hyoung-pil, and he protected it even during the Korean War. On top of this, Jeon Hyoung-pil protected a lot of other cultural assets, like the Goryeo Celadon, various Korean art objects made with white porcelain, a genre painting of Kim Hong-do, and Shin Yoon-bok; all of which have been designated national treasures. The museum houses twelve national treasures, four Seoul-designated cultural treasures and ten additional cultural artifacts of profound significance.

Now with the founding of the Kansong Art and Culture Foundation, the exhibition is being held in the Dongdaemun Design Plaza (DDP). Kansong Museum seems to have lost its own role as a result of the development of DDP, but there yet remains the spirit of Jeon Hyoung-pil, who loved the Korean people and our culture.

Korean Furniture Museum

This museum showcases characteristic traditional Korean furniture. While this might sound a bit boring, it was selected by CNN as "the most beautiful museum in Seoul" in 2011. Jung Mi-suk, the director of this museum, grieved over the loss of traditional furniture that was being thrown away during modernization, so she started buying pieces of significance.

After having purchased about 2,500 pieces, she decided to open a museum. She bought 10 traditional homes that were about to be demolished and had them dismantled and reassembled in their current location.

Simujang

This is the house of the early twentieth century poet 'Han Yong-woon.' His house is situated within an alley that has a sharp incline. Before you go into the alley, you can greet the bronze statue of 'Han Yong-woon,' which is sitting on a bench awaiting visitors.

Han Yong-woon fought for the independence of Korea and was also a poet. His poems have achieved so many honors that most Korean students study them growing up. Han Yong-woon was one of the 33 representatives during the March 1st Independence Movement against Japan. He was also one of the 10 representatives who remained faithful.

Most traditional Korean houses were built facing the south for sunshine. However, this house faces north because if this house had been built facing south, the house would have faced the Japanese Government-General of Korea. Han Yong-woon hated that idea. Unfortunately, he passed away in 1944 before independence. After his death, his daughter lived there, but after the Japanese Embassy was built on the opposite side of the street, she moved to Jongno. This house then became a research institute dedicated to Han Yong-woon's ideology. This house is austere, but within dwells the fighting spirit of Han Yong-woon and other fighters for independence.

Suyeonsanbang

This was the house of novelist 'Lee Tae-jun,' who had a tremendous impact on the history of Korean novels like 'Doldari,' meaning a stone bridge and 'Bokdukbang,' meaning a real estate agency.

Lee Tae-jun named this house 'Suyeonsanbang' and lived from 1933 to 1946. Interestingly, in 'Museorok,' Lee wrote



▲ A rest area for the elderly is located at Jangsu Village, with a sign saying, "Grandma's rest area".



▲ The sentence on the drawing at Jangsu Village says, "You hit the jackpot in your later years".

an instructive essay relating this house with life. Then he expressed social critique through satirical novels. This house has become a Korean desert café. In this elegant café, you can feel like you are a historical persona reveling in your taste for the arts.

Kilsangsa

This is currently a Buddhist temple, but originally it was a premier high-class Korean-style restaurant. In 1995, its owner Kim Young-han was impressed by the Buddhist monk Beopjeong's essay, 'Non-Attachment,' and as a result she donated the restaurant to the Buddhist community. After that it was redecorated into a temple which opened in 1997.

Beopjeong conducted Buddhist ceremonies there until 2003. There are many quotes of Beopjeong throughout which induce profound reconsideration of one's life. The atmosphere of the temple is dreamlike as it is surrounded by dense woodlands. This large, quiet temple is a unique, relaxing haven amidst the busy cityscape of Seoul.

- Jangsu Village

This village was slated for destruction at one point, but the residents considered alternative development plans that relied on home repairs. In 2011, the carpet company 'Dongnae Moksu' was founded. The company was selected as a 'progressive social enterprise' by the Seoul city. Even now, many houses are being repaired. There are many murals that university students and volunteers have drawn.

Through such efforts, the residential environment has seen a lot of improvement. Lim Jae-soon, who has lived there for more than 30 years, said, "up until a few years ago we had no gas line, but now we do. This has made life much more satisfying for me, and I pleased with the decision to repair and upgrade our homes instead of building new ones."

Throughout the village there are neighborhood parks, rest

areas for the elderly and an education center for the residents.

- Not on a Skyscraper

The night view of a city has come to symbolize a great many cities like New York, London, Paris, Tokyo, and Hong Kong. Seoul is no different. There are many skyscrapers from which you can see the night view of Seoul. However, there are two locations that present you with particularly charming night views.

Naksan Park

This is a part of the Seoul Fortress Wall and has a walkway. When you go there at night, splendid illuminations embroider Seoul's concrete jungle.

Bukak Skyway

As its name suggests, Bukak Skyway is like a path to the sky. This is a scenic drive. The ruins of a castle and the Octagonal Pavilion Park can be seen on the roadside. You can enjoy the night view by standing on the Octagonal Pavilion and take in the awesome atmosphere filled with nice restaurants and cafés.

It is clear that poverty was common in Sungbuk-gu in all but the wealthiest of areas. However, it is also clear that these days life in Sungbuk-gu has changed.

The suicide rate in Sungbuk-gu was the fifth highest out of 25 districts, yet now, Sungbuk-gu is ranked 20th. As it the change shows, the poor quality of life which permeated Sungbuk-gu has been eradicated. The new atmosphere of Sungbuk-gu is both pleasant and comfortable, but enough history remains to teach us about the past to better our present.

P.S. Touring Sungbuk-gu is best when wearing sneakers. 🍳

kdw845@hufs.ac.kr

What Grading System Reforms Lead To



© HUFSA All

By Jang Eun-ae
Reporter of Campus Section

Last year at the end of December, students witnessed grade evaluations reform at our university on social network services, the Internet and even TV. It drew strong opposition from students as our university notified students of the change in grade evaluations unilaterally. In this piece, The Argus looked into the details of the affair and examined its causes and some possible solutions that exist.



 **Dec. 22: the university releases notice regarding impending grade evaluation reforms**

“All lectures henceforth will use relative evaluation for the second semester of 2014,” said the president of the university in a unilateral statement on December 22, 2014. The General Student Council (GSC) and university authorities had their first meeting on the subject that very day. The GSC was told that the university had no choice but to reform the grade evaluation system at that meeting. After the meeting, student representatives ran a “Central Campaign Commission” in cooperation with both

the Seoul Campus and Global Campus. From this they posted this statement in response to grade evaluation reforms on HUFS Candle, “We accept the reforms in view of damages that would be suffered by the freshman who will enter our school next year, nevertheless, we definitely speak for the students in expressing our dislike for such retroactive changes. Along with this, we could hear the definite measures from our university about the rate of returning educational expenses and the rate of scholarship payments”, said GSC, HUFS Candle.

professors and teachers some power to revise their grade evaluations. Third, the university stated that it would not blame students if they requested a grade change from their professors. Fourth, university authorities said that they would notify the students of the changes made through a letter from the president. However, the university did not answer all of the students’ questions over time.

 **Jan. 12: the university sends a letter of gratitude**

The university sent a letter of gratitude “to the students for understanding and enduring the system changes of our university.” Through this the university hoped to end the affair. It was however a unilateral declaration from the university that angered students. Following this the GSC applied for an injunction.

 **Dec. 29: the university and GSC hold a second meeting**

HUFS president, student representatives and students had a second meeting on December 29, 2014 in the auditorium of the Cyber Building. Many students attended the second meeting and made sharp inquiries about the changes made to grade evaluations. However, university authorities evaded their questions over and over again and often changed the subject. The university suggested four plans at the end of the meeting. First, they stated their intention to form a “grade correction committee.” Second, they stated that they would grant

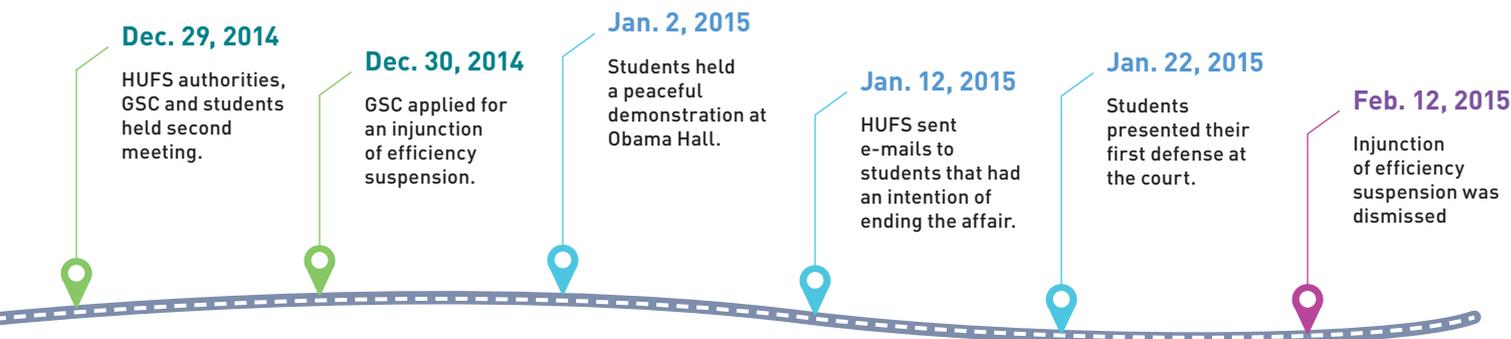
 **Grade evaluation reforms that will apply from this year**

The university announced that grade evaluation will be reformed and those reforms will apply beginning this year. There are four major changes as a whole. First, the way to apply for relative evaluations has been divided into Type



© HUFS Candle

Students are sitting in front of Strategy Planning Team for rejection of reformed grade evaluation.



A, Type B and Type C. Second, the number of times a course may be retaken is now limited to five times total and the maximum grade that students who retake a course can get is A0. Third, all language lectures delivered by native speakers of those languages will be graded using relative evaluations. Fourth, retaken courses and F's will be marked on transcripts.

Issues students are facing

Retroactive application

The university gave notification of the switch from absolute evaluations to relative evaluations to the students in a manner that ignored democratic process after the final exam period in the second semester of 2014. This will make it hard for the university to operate its system and enact regulations in the future. This action has also cost them the trust of the students. As HUFs Candle stated, "We feel that it is our right to criticize both the procedure the university followed and the principal on which it acted. We were forced to choose between national scholarships and our grades. We believe that this deserves our full censure."

Ignoring characteristics of minor language departments



Students put post-its on faculty's office door during occupation.

There are some classes that have fewer than ten students particularly exposition and conversation classes within departments dedicated to minor languages. Some classes have only five students. In such classes, relative grading could lead to excessive and unwarranted competition. Additionally, such grading ignores the principles required for evaluating language proficiency in an accurate manner.

Seol, class of 2011, is not a fan of relative grading for language courses. He attends the College of Oriental Languages and said that, "It is hard to establish grading standards with regard to languages. Additionally, classes at the university with fewer than 20 students have utilized absolute grading standards for a very long time. There are four aspects necessary to evaluate language proficiency. These are reading, listening, speaking, and writing. However, the courses offered at our university do not

cover all such aspects. Thus, it does not make sense to apply relative grading to the classes of less popular languages."

Being at a disadvantage when seeking a job due to credit inflation

The media has written reports about the university's credit inflation problem. As a result of this, many companies may consider HUFs credit inflation problem when they do conversions of applying students' credits. The Career Development Center at HUFs has stated, "Each company has its own unique evaluation system." If that is so, that could be a problem for graduating HUFs students. For example, student A received all of his/her credits before the grade evaluations were reformed and put off graduation. In contrast, student B received all of his/her credits after the grade evaluations were reformed. However, they could graduate in the same year. Despite having been subjected to different evaluation systems, companies will be ignorant of this fact creating a disadvantage for student A.

Roots to the issues

College rating systems

While the purpose of this system is good, it also creates some disadvantages

“Students have the right to criticize unilateral procedure.”



Students together at Obama Hall to discuss the issue.

for students. The college rating system of the Ministry of Education has a few specific negative outcomes. If our university receives a “D” rating, the number of incoming freshman will be diminished. This would also reduce the amount of financial aid the school receives. It would also limit students’ access to college loans and lead to a suspension of the national scholarship for students. Concerns about such possible outcomes has led to excessive competition between universities so that many schools concern themselves more with improving their index score than with practical development.

School’s absence of communication with students

HUFS did not consider students’ opinions but merely wanted to acquire a high score on the Ministry of Education’s college index. The problem is that students were ignored during this procedure. At a meeting between university authorities and students on December 29, 2014, HUFS president said, “You have to make some sacrifices for your underclassmen.” It seems that the university is content to let students shoulder their burdens. Also the university erected a statue of Kim

© HUFS ALI

Heung-bea on the Global Campus in addition to setting up CCTV to prevent damage. All of this broke a promise made to the students. The university continued to be ignorant of this in meetings that took place in August 2014.

Additionally, they reduced the size of the College of Education. When asked about the actions of the university over the past year, one student representative said, “This rough treatment by the university comes from an incomplete understanding of foreign language education.”

Absence of plans and rapid application

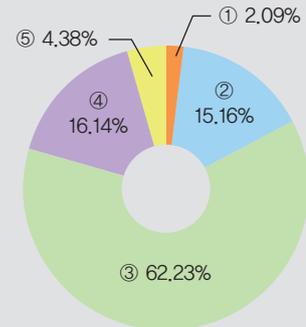
The university tried to solve the problem that had occurred by retroactive change because they did not set up measures. Furthermore, it was irrational behavior on the part of the university to overlook the damage done to students in terms of their future. One student representative described the problem as follows, “The administration’s approach to solving problems is similar to calling the doctor after someone is dead.”

Keys to the controversy

Increasing the school’s ranking by pursuing other components of the college rating system

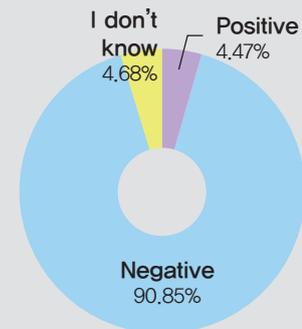
There are six components within the index of college ratings: the school mission and plans for development; education, university faculty, educational facilities, finance, and socially-minded activities. If our university is expected to receive a “D” rating due to credit

How concerned are you about the reformed grade evaluations that were applied the second semester last year?

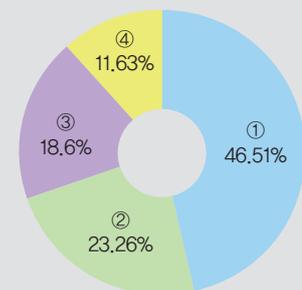


- ① No concerns
- ② I know the process of the affair
- ③ I checked the flow of the affair through SNS or Internet
- ④ I participated in a meeting, occupation or a lawsuit
- ⑤ Etc.

What do you think about the reformed grade evaluations?

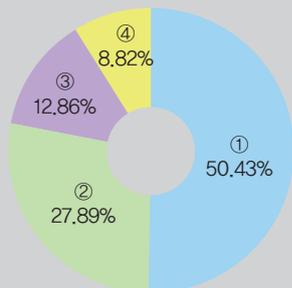


If you chose 'positive', what is the reason? (multiple answers possible)



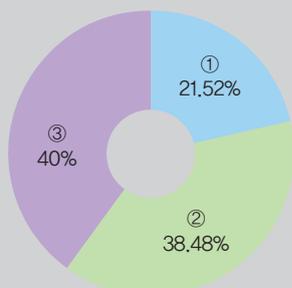
- ① It reduces the credit inflation of HUFS
- ② It helps HUFS get a higher place in the Ministry's university assessment
- ③ It unifies each departments different grade evaluation system
- ④ Etc.

If you chose 'negative', what is the reason? (multiple answers possible)



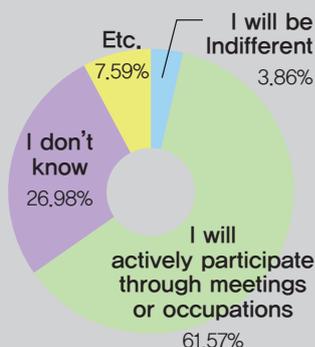
- ① It applies retroactive application without communicating with students
- ② It ignores characteristics that minority language departments have
- ③ Its purpose is simply getting a high grade in the Ministry's university assessment
- ④ Etc.

Were your grades influenced by the reformed grade evaluations?



- ① No, because grades were raised during grade correction period
- ② Yes, because grades did not change during grade correction period
- ③ Grades remained unchanged regardless of reform

How will you react to future regulation reforms at HUFs?



“The university has to announce changes via email in advance.”

inflation, it could be increased by another component of the college rating system. For example, our university could undertake more socially-minded activities or develop educational facilities like the library. Our university could support volunteers and promote volunteering programs and could also make rapid progress remodeling the library.

Smooth communication with students

HUFs should establish various solutions through amicable communication with students. For example, our university could create a department that receives and files student opinions. At Kyung Hee University nearby HUFs, there is a commission for making decisions about college tuition. This commission is comprised of an equal number of university authorities and students. They discuss ways to reduce tuition fees and review accounting documents. They also hold conferences regarding their administrative systems and school regulations. The students on the commission have the right to request that experts examine the data.

Should this type of problem arise again, it seems reasonable to suggest that the president of the university needs to meet with the student presidents of each college before they make any announcements.

HUFs needs to rebuild students' trust

The university has a responsibility to notify students of changes that may give students problems, and to set proper plans to avoid the occurrence of such things. So the university has reviewed each department and has corrected the problems related to the sudden change in grade evaluations to some extent. For example, they have reduced the rate of relative evaluations employed within the departments that feature less popular languages.

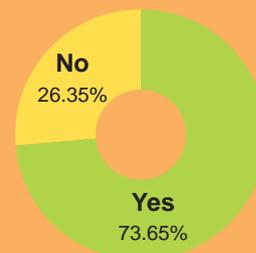
“A university should announce changes via email so that students and parents can feel informed.” said Park Ji-Yun, from the Department of International Economics and Law, class of 2014. Most of all, university authorities and students need to understand one another and consider options together.

HUFs has a tendency to solve problems without consideration of students' opinions as can be seen in the second semester of 2014. The university has acted in a unilateral manner regarding retroactive grade changes, the establishment of the Kim Heung-bea statue on Global Campus, and the reduction of students in the College of Education. These actions have drawn strong resistance from students and greatly diminished students' trust in our university. The university needs to better communicate with students through democratic processes when reforming the operation and regulation of our university. ✉
jea2060@hufs.ac.kr

Voices of HUFSans

By Jang Eun-ae
Reporter of Campus Section

Did you read the reformed grade evaluations that will be applied in 2015?



Applying the policy of relative evaluations: Type A, Type B and Type C

Type A of relative evaluation that will be applied in 2015 is similar to the existing relative evaluation policy. However, Type B of relative evaluation will replace the existing absolute evaluation system. The rate of As and Bs will be higher in Type B than with Type A. It will also apply when class attendees include fewer than 10 students or when the course of study is for the teaching profession, military science and practice of natural science experiments. Finally, Type C includes physical education(1 credit with 2 hours) and Pass or Fail lectures that teachers request(some lectures of the College of Humanities). These lectures are evaluated as Pass or Fail.

Choi Kwan-woong, Department of South Slavic Studies '14

Damages will be larger than before for students who belong to the departments of minority languages by this 2015 revised bill of grade evaluations as the ratio of relative evaluations will increase in 2015. This expectation may occur as it is hard to appraise the ability of commanding a foreign language through the relative evaluation of a class that does not have many students. However, there is no safety for them, and there is also no benefit for the student public. Type B of relative evaluation will be limited because it applies to special cases such as courses of study for the teaching profession, military science and practice of natural science experiments.

Retaken courses

Park Ji-yun, Department of International Economics and Law '14

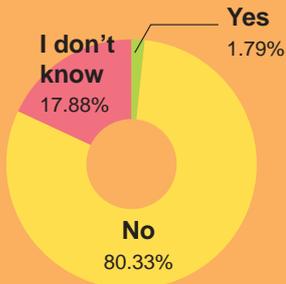
Other universities give opportunities for students to retake classes up to three times per class, but our university only gives students this opportunity a total of five times. It is an irrational and unfair policy that the number of courses that can be retaken is limited to five times in comparison with the other universities. It seems to be that the university just wants to get a high grade on the university evaluation index. Thus, I think it would be better for the university to provide an opportunity for students to retake classes, dividing major subjects and culture-based classes. For example, the number of courses that students can retake is two for a major subject and three for a culture related class.

University is the place where students learn and seek to study, but it seems that our university takes the attitude that they are running a business and that students are objects. Furthermore, a university has to give notice in detail to students and parents for changes in policies beforehand. However, our university notified students unilaterally and only tried to get their input for a short period of time.

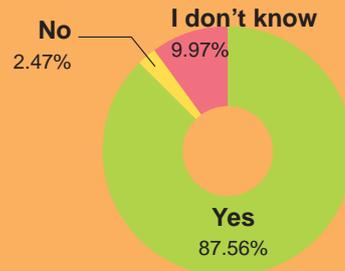
Retaken courses and F grades will be marked on transcripts

Kim Min-kyun, Department of Political Science and

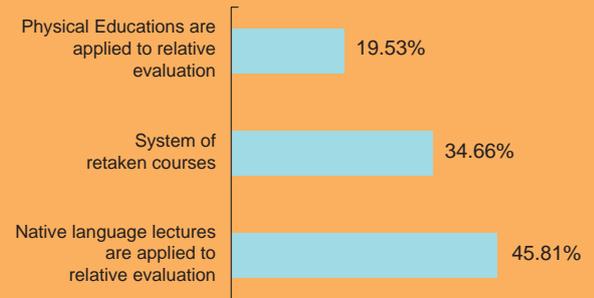
Do you think the reformed grade evaluations include students' opinions?



Do you think the reformed grade evaluations have to be improved?



If you chose Yes, what is the reason?



E-mail survey done by 1350 students of Seoul Campus and Global Campus from Feb.17 to Feb. 23

Diplomacy '14

I disagree that retaken courses and F grades will be marked on transcripts in the revised 2015 bill of grade evaluations that has been adopted at our university. A grading system appraises the effort students made in courses and shows the degree of course knowledge acquisition. If retaken courses are marked on transcripts even though students must retake them to better learn the course content that they did not absorb, this simply considers students as objects of evaluation. Also, marking the retaken courses interferes with the essentials of education.

Our university specializes in the acquisition of languages, but it takes a long time to learn and have a good command of a foreign language. Therefore, the effort of a student who learns a new language is several times the effort of a student who has learned it already. However, if retaken courses and F grades are marked on transcripts, it will limit a student's right to education that supplements deficient capabilities. Therefore, I don't think that marking retaken courses and F grades on transcripts is a good practice.

All native language lectures will receive relative evaluations

Noh Ji-young, Department of International Business '13

Languages themselves are especially hard to appraise as the speaking part of the evaluation is ambiguous. Also, a

relative evaluation provides the possibility that students could receive C grades despite earning a high grade such as 95 out of 100 because of the relative evaluation for language lectures despite the small number of students. Also, the grades earned by students who took a class might have only been divided by a whisker. For example, students A and B might have earned a 96.1 percent and a 96.2 percent, respectively, on a final test. These points are considered good grades from the perspective of an absolute evaluation, but student A may receive the grade of B and student B may receive an A due to the use of relative evaluation. I think that this is an unfair treatment.

Moreover, I wonder how test for pronunciation are evaluated in a native language lecture. Students have unique intonations which can be difficult to appraise through a relative evaluation. Therefore, I disagree that all native language lectures will be graded with a relative evaluation.

The opinions of the majority of students about the reformed grade evaluation were obtained by questionnaire and detailed opinions were received by interview. This research was conducted to check whether the position of the General Student Council corresponds to the opinions of the majority and to validate the positions of the students who did not raise their voice about the reformed grade evaluation. 

jea2060@hufs.ac.kr

Can You Calculate Future Value of Our Education?

By Lee Dong-woon
Reporter of National Section

Capitalism is the basis by which our society functions. As such, people say that everything's worth can be calculated in terms of a monetary value. Cellphones, bags and books all have an easily calculated price. However, what is the precise value of your major in terms of its future impact on society? Can that be calculated?

These days the government is pressuring universities to get rid of majors that it believes do not offer society many benefits.

To protest this government encroachment into higher education, students from ten universities have formed an organization called "Students for the Formation of a Better Student Union." They have stood before the National Assembly and posed this question: "Can you calculate the value of our education?" 

d23100@hufs.ac.kr



상명대
 보호하고
 만원인축하는
 교육부
 문화재청은
 각성하라!

비호속에
 기생하는
 상명대는
 책임지고
 해결하라!!

2015 교육부의 反교육적 대

사업수익중심
 정원조치 선도
 전면재검토!

학생피해 전가
 대학구조개혁
 통과



Attending a Wonderful ELT Conference in Nepal



Gavin Farrell

Assistant Professor
Department of English Linguistics

This February I was fortunate enough to attend the 20th annual Nepal English Language Teachers' Association (NELTA) International Conference for the second year in a row. By all measures it was a delightful experience.

The Plenary Speakers were David Hayes from Brock University in Canada. He delivered a well-received speech on professional development, something NELTA actively prioritizes for its members. Elka Todeva from the School for International Training in Vermont spoke on ecological approaches to ELT. Past Plenary speakers have included Diane Larsen-Freeman, Penny Ur, Adrian Underhill, Rebecca Oxford, among other distinguished scholars.

As is the case at any education conference there were booksellers. However, prices of books sold in India and South Asia are priced differently by major publishers like Oxford, Cambridge, and Routledge. A \$40,000 book in Korea sells for \$4 at NELTA. A great bargain! Bookworm that I am, I couldn't resist

buying over 30 books.

Attendance was impressive with 800 participants. With 204 presenters from 16 countries, each of the 50 plus rooms(over three days) had a good number of attendees, unlike some conferences where presenters bemoan the fact that only 3 or 4 people showed up. The sessions I saw all had 10-15 people. I was lucky enough to have about 20 attendees listen to my presentation on feedback in debating classes, a topic that came from own teaching of debating at HUFS.

My Presentation

Debating is a notoriously difficult undertaking. Debaters are required to speak extemporaneously to The House (one of many debating parliamentary terms we use), glance at their notes, speak persuasively, and think on their feet. It is multitasking of a high order, and the most intellectually demanding task, in my opinion.

My presentation focused on the two types of feedback that I give students. The first is typed in class and then emailed to the nearby Chamguel photocopy shop for immediate pickup up. The second type of feedback is whole class feedback that I write on the board.

“Clash,” or rebuttal, is a difference of ideas and is infamously challenging for debaters to develop, including experienced debaters and native speakers. For example, The Government side might say that the purpose of prison sentences is to rehabilitate criminals so they don’t commit crimes again when released.

An example of good clash would be an Opposition speaker rebutting something like this: “Mr. Speaker, The Prime Minister has told us today that prison is a place to better oneself, to get an education. They paint a pretty picture of prison. It sounds like a spa. Free education? I

want to go to prison, if that’s the case, but it’s not (pause). Prison is for punishment (pause). A criminal has done something so egregiously wrong that they deserve to be separated from society. They are being punished by losing their right to freedom. Prison isn’t for education, as the Prime Minister believes. Prison is first to protect society from criminals and second to punish them (pause). We all know this. When children do something wrong they are punished. This is common sense, and we must strongly disagree with the argument put forth by the Government.”

This sample speech is something that I would map out on the board and then demonstrate in formal debating style with hand motions, eye contact, pausing, etc. Feedback from students indicated that they like seeing the professor model formal debating style.

Whole class feedback is useful for students to learn the general rules and conventions of debating, and most importantly to learn how to develop clash, which CANNOT be prepared before the debate. Note-taking is an important skill that debaters develop over the semester.

However, when I asked students for comments about the class, they mostly preferred the personalized feedback on the printed handout (one page per student). For example, if a debater has bad posture, it’s better to make that feedback specific to them, not to the whole class. Nobody likes their singular weaknesses pointed out to the whole class.

My NELTA audience was attentive and asked pertinent questions. They were from a number of countries and I look forward to presenting again next year at NELTA. (NB The Hankuk University of Foreign Studies Research Fund provides money for an airplane ticket once a year





to an international conference, something very, very few universities do, so I am personally grateful for this. I've also presented at Thai TESOL and Cambodia TESOL.)

The NELTA Organization

NELTA is the largest ELT organization in South Asia and their endeavors are numerous and impressive. Hemata Raj Dahad, President, Motikala Subba Dewan, Senior Vice President, and Suman Laudari, Training Coordinator were all kind enough to spend time with me discussing their organization.

NELTA has 7,000 members and 3,000 Life Members. These members are very actively involved, especially with funding. They are very generous, so much so that NELTA has its own building with offices and classroom, something unheard of in ELT organizations.

NELTA has 43 branches and they put on over 50 conferences and seminars a year. When asked what topics attendees want, Motikala said the teachers just want to develop professionally, a simple yet noble purpose. They're unfamiliar with grammar teaching techniques and how to teach poetry or novels in English, so presentations focus on these. Teaching English in English is a major obstacle as it is in so many Asian countries, and this is a priority for the Teacher Training Department of NELTA.

Funding also comes from international organizations such as the American Embassy in Kathmandu and the British Council. When do the proposals for funding get sent out? "All year!" Motikala laughed. "Proposals, proposals, proposals. We're always writing proposals." With no money from the government they have to be self-sufficient and the evidence is that they are extremely

successful here. Funding proposals for this 2015 conference started going out in March 2014!

While the Nepali government doesn't provide funding, NELTA has a unique and influential relationship with government administration, schools, and universities. For example, they received 100,000 pounds from the British Council to buy textbooks. NELTA then distributed the textbooks to schools and universities around this country. This extraordinary work is extremely uncommon for non-profit ELT organizations.

Affiliations with other ELT organizations is something NELTA excels at also. They have relationships with SLETA in Sri Lanka, BELTA in Bangladesh, ELTAI in India, SPELT in Pakistan, and Asia TEFL, which is hosting their conference in Nanjing, China this year. (Note to KATE and Korea TESOL: They are interested with developing ties here in Korea.)

Teacher Training

Suman Laudari is the Training Coordinator for NELTA, and this is the next major area for expansion. There are a number of NELTA members who work for the Nepal Education Department so when the government wants consultations on curriculum design and textbook selection, NELTA has been called on for 15 years.

The English education for elementary and high school teachers in Nepal has been and still is teacher-centered and conducted in Nepali. As such, they lack confidence to teach English in English, and have further trouble conducting a student-centered classroom. Changing this is a priority for NELTA, according to Suman, particularly since the Government English language syllabus prioritizes these new methods. English education classes for teachers has already started and there are plans to expand this over the next few years. NELTA teacher trainers visit schools as well as host teachers at their facility. "We have a bright and vibrant future, especially in education policy, curriculum development, research, and of course teacher training, which is my passion," says Suman.

Come next year!

All in all NELTA is an impressive ELT conference that HUFSS professors should consider attending. "Come and enjoy South Asia's biggest ELT conference," encouraged Motikala. I completely concur. 🇳🇵



Should We Increase Minimum Wage?

By Kang Young-joon

Editorial consultant

Have you ever seen the ads about part-time jobs where Hye-ri, a member of the girl group Girl's Day, appears on TV? The ads are the subject of debate on the Internet. These controversial ads were made to inform part-time workers of their rights. However, some business owners say they cannot pay part-time workers the minimum wage because of the current economic depression, so they have asked the website to stop showing the ads. Yet is the minimum wage really too high?

This year, the minimum wage was raised to 5,580 won, which is an increase of 7.1% or 370 won from the previous year. So what is the basis for determining this wage? First of all, we need to see how wages are adjusted. Wage is another name for the price of labor. Business owners need labor, and workers supply their labor, and wages are determined by finding the value that owners are willing to pay and workers are willing to accept. If business owners want more labor while the labor that workers provide remains unchanged, a shortage occurs, leading to a higher equilibrium price. In contrast, if the demand remains unchanged and the supply of labor increases, a surplus occurs, leading to a lower equilibrium price. The price determination of labor theoretically occurs in this manner. However, the minimum wage is not the same with the equilibrium wage adjusted. It is the government that enacted the minimum wage for stabilization of livelihood of workers.

If the minimum wage is determined at a price higher than the equilibrium, those who are willing to work at a lower price, unskilled laborers, may lose their jobs because the owner may think that the minimum wage is too high considering the sophistication of the labor done by the workers. So this has led some to protest against the minimum wage because it could lead to a loss of jobs for unskilled laborers. However, this kind of protest should be raised only when raising the minimum wage appears to be increasing unemployment rates. So does raising the minimum wage really cause unemployment rates to rise? A comparison of examples from other nations' minimum wage adjustments and our own may help us understand this situation better.

So how do we compare such things? We can use the Big Mac Index. The Big Mac Index is useful in that the Big Mac is one of the most popular goods in the whole world, and it is made of the same ingredients everywhere. We could compare three countries: Korea, Japan and the United States. The Big Mac Indexes of the three countries are \$3.78, \$3.14 and \$4.79 respectively. Then, how about the minimum wage of those countries? Japan leads with \$7.70, followed by the U.S. at \$7.11, and Korea brings up the rear at \$5.04. In order to buy a Big Mac, a person making minimum wage needs to work 45 minutes in Korea, 24.5 minutes in Japan and 40.4 minutes in the U.S. You need to work more to buy a Big Mac in Korea. So is the minimum wage of Korea proper? It seems that it is set at a particularly low level considering prices in Korea. It could be increased. If the minimum wage increases, will that result in an increase in unemployment rates? As of 2014, the unemployment rate of Japan is a little bit higher than that of Korea by 0.4 percent. It does not seem to be a considerable discrepancy. And although every year the minimum wage has been consecutively rising, the unemployment rate has not risen commensurately in Korea.

Some say that a store that cannot pay the minimum wage should be liquidated. This seems a bit too severe. We should consider the situations of certain stores. If they really cannot afford to pay the minimum wage, then the minimum wage should remain unchanged or should be possibly reduced to an affordable wage. However, if businesses pay less than the minimum wage simply to improve their profit margins, they should be punished and the minimum wage should also be raised. 📧

youngjoon92@hufs.ac.kr

Film Review



Gone Girl

Left Her Voice



By **Kim Min-jeong**
Editorial Consultant

“**W**hat are you thinking? How are you feeling? What have we done to each other?” The movie starts with a husband named Nick asking the above questions to his wife, showing that something happened between the married couple. Soon after this scene, Amy, his spouse, goes missing.

What you see is not always true

After Amy goes missing, Nick is panicked and tries to find her by calling the police. However, every situation and piece of evidence points to Nick as being the one who made her disappear or even murdered her. Amy was famous since she was born because of a book, “Amazing Amy,” written by her mother. Because of this, Nick receives a bad reputation in the eyes of the public.

When the viewers see Nick struggling

with the truth, some might recognize that the story is proceeding with the narration in Amy’s voice. For an hour, half of the movie’s running time, the audience watches the film from the viewpoint that Amy intended; Nick Dunne might have killed his wife after a quarrel.

However, when the camera moves from Nick to Amy and the scene transforms, the audience may realize that the portrayed scene was not all true and the missing Amy was the one who caused her husband to be suspected for her own murder. Amy bled a lot to make their house appear to be a crime scene and even wrote in a diary about a story with a happy start and a tragic end for the couple, in hopes that the police would find it. While leaving the house, she said that Nick had taken her pride, dignity, hope and money, which was not any different from murdering her. Due to this, in the early stage of the film, the viewers may think exactly what she intended. For an hour, they take the side of Amy without noticing her duplicity because of the presence of her voice.

There is no absolute good and no absolute evil

After knowing the truth, viewers may think, “Poor Nick. And Amy is very bad like she said in the movie.” However, another reverse view can be seen while the camera is focused on Amy. Because she caused her husband to be suspected of murderer, Amy has to hide herself from the world. She dyes her hair, wears glasses and uses only cash. When she moves to a new area, her neighbors take all of her money. The scene in which Amy is attacked by others allows her to be pitied like Nick.

Think about the reason why Amy makes herself disappear. It was because Nick was cheating on her and Amy added about him, “Lazy, lying, cheating and oblivious husband.”

After taking her money back from the people who stole it, Amy decides to go to Desi Collings, her previous boyfriend before getting married. With his great wealth and endless love, Desi greets Amy warmly. However, in a few days,



Amy kills him and goes back to Nick. Different from Desi, who always wanted to be with her, Amy changes her mind as soon as she sees Nick on a TV show while she is at Desi's house. On the show, Nick pretends that he regrets what he did and begs to her come back. Watching his face, Amy may think, "That is exactly what I want. He has stopped being lazy, lying, cheating and being oblivious!"

After killing Desi and coming back home, Amy settles the matter related to being missing with many lies like she had done before. She murdered someone, lied to cover up what she did and now pretends that she is part of the happiest couple in the world after all they have gone through. She might be a sociopath, but she added, "I've killed for you. Who else can say that?" Once again, Nick becomes the reason for what she did to her ex-boyfriend.

Is marriage a crazy thing?

"Why would you even want this? All we did was resent each other and try to control each other. And cause each other

pain," said Nick. Amy answered, "That's marriage."

After seeing the real Amy, Nick tries to leave her many times, but it is not that easy because Amy gets pregnant with his baby using his sperm from the hospital. However, in the end, he admits that he also wants to stay with her and becomes her partner in crime. They continue pretending to be a happy couple that is being honest with each other.

Amy has controlled her men and punished the guys who do not want to be under her thumb. Desi might have been killed since there was nothing Amy could do to change him because he was perfect and did not feel deficient by himself. Whenever Amy has a relationship with a man, she turns him into the man of her dreams and she enjoys it. However, the degree gets so severe that "Amazing Amy" becomes a murderer.

The director of the movie, David Fincher, also made a film called "The Curious Case of Benjamin Button" in 2008. Different from the past, the director showed real aspects of marriage this time. While Benjamin showed the

love between couples which everyone may envy, Amy revealed the reality of married couples' love that the majority of people may find familiar.

The most interesting thing from a reporter's viewpoint was that there was no difference between the public in the movie and the one in reality. Sensational and provocative incidents like murder, blood, missing people, the famous, and assaults make members of the public raise up their voices. Also, popular TV shows depict the authorities busy running down people who are not guilty, producing other false rumors. The police (in this case, it was the FBI) closed the case without any investigation in spite of the death of Desi because Amy, the newsmaker, came back with a tragic story. Amy knew exactly what people wanted to hear and manipulated them to avoid prosecution. Despite knowing the whole story, I cannot erase the feeling that the film is playing a trick on viewers, and the movie itself is very sarcastic regarding reality. ^A

cherryblossomin@hufs.ac.kr



Amy goes missing and everyone looks for her.



Nick is suspected for murdering Amy.



Amy actually leaves Nick intentionally and leaves him in trouble.



Amy comes back after killing Collings and keeps the marriage going on.

Lack of intercommunication at HUFS

I'm Appolinaire Minani, Rwandan, and am 40 years. My major is International Development (French Program, HUFS 2014-2015). As it's raised in its name, HUFS is known as one of the best Korean universities especially in teaching foreign languages and promoting other academic fields with language proficiency. As one of the foreign students who got a chance to be enrolled in a master's program from July last year, I've already got familiar with the Korean life in general and the academic one in particular. However, I observed a lack of intercommunication among the foreign students themselves in any way.

We most of the times see the banderoles written in Korean and probably advertising or announcing academic events to take place at HUFS. However, as our Korean level is still low to get the message, we can't know if we can attend or not. Sometimes, we also have visitors from foreign countries who take part in conferences, according to our lecturer's guidance. However, I did not yet see any academic events including globally foreign students as I expected. I may be wrong or the name of university may not have anything to do with such events in any way. HUFS has been producing talented individuals who contributed significantly in modernization and promote world interaction and intercommunication. Why is this wonderful quality is so silent within the campus?

*Appolinaire Minani
International Development (French Program)*

Hoping to See Stories from Oversea in The Argus

Last year, I went to Ireland to study English. I was a foreigner there, but in Ireland, foreigners can also get a job and work with a student visa. Luckily I got a job there. It was like a working holiday and I really enjoyed it.

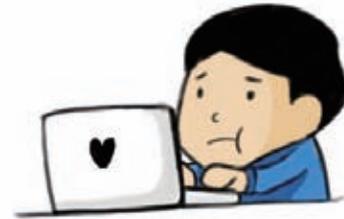
After I came back to Korea, I want to go and live in other countries as well. So I'm looking for other countries that signed a working holiday agreement with Korea. However, most of the information are only on Australia and UK.

I would like to get information and read stories about unknown countries like Denmark, Taiwan, and so on. It would be nice if The Argus could publish such stories from people who have been at foreign countries.

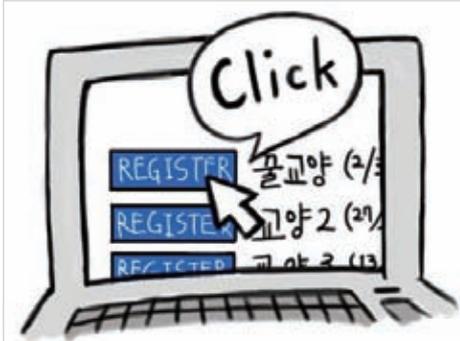
*Han Ji-won
Division of Economics 11'*

Course Registration from this Semester

Only a few students in a class...



But there's no
absolute evaluation anymore..

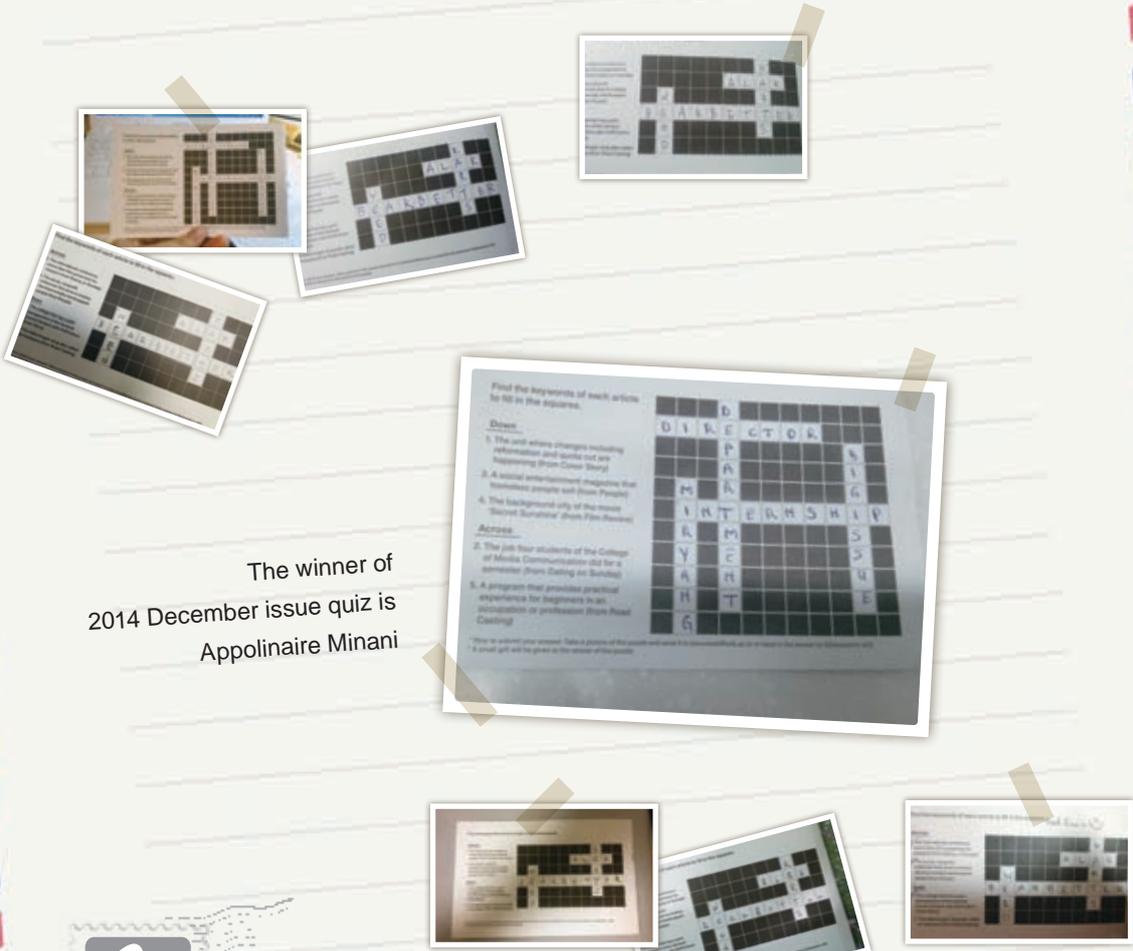


I can do it!
Let's go for it!



Baek Jeong-hoon
Dept. of South Slavic Studies 14'

Thank you for your answers!



The winner of
2014 December issue quiz is
Appolinaire Minani



We look forward to your answers for this March issue!



한국외국어대학교 영자신문사 *The Argus* 에서 95기 수습기자를 모집합니다

1. 기한: 2015.03.11(수) ~ 2015.03.25(수)
2. 면접: 2015.03.26(목) 18:00 ~
3. 지원방법: 1) (서울 캠퍼스) 학생회관 402호 or
학교 홈페이지 www.hufs.ac.kr의 공지사항에서 지원서 받기
2) 지원서 작성 후 hufsargus@gmail.com으로 메일 보내기
4. 문의사항: (편집장 박지연) 010-8605-6224
(서울) 02-2173-2508

