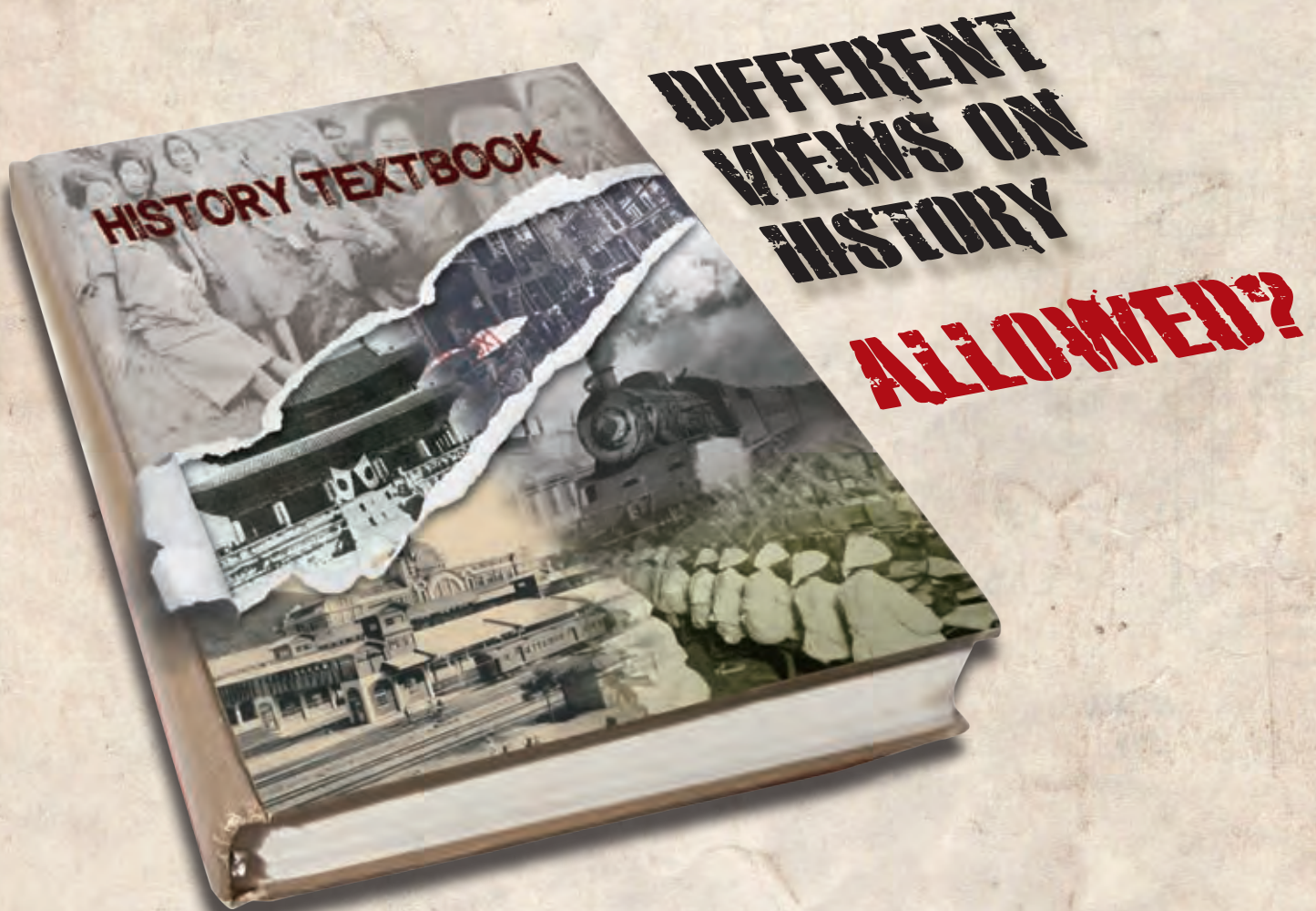


The Argus

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HANKUK UNIVERSITY OF FOREIGN STUDIES

The Argus

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Editorial

‘Digitally Fluent’ But ‘Culturally Lagging’

Korea is one of the world IT powerhouses and the industry has definitely changed the way society runs in only a decade. Even recently, an American research institute estimated that Korea would be the first saturated mobile device market in the world. Before boasting about how ‘digitally fluent’ Korea will be, we should consider whether policies and education are keeping up with the rapid changes.

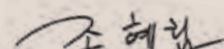
Worries arise in the wrongful online language usage of teenagers. Vicious online comments on Internet postings have become a serious social problem. Private information of Internet users is passed on to different businesses and even illegal organizations without the users’ consents. Contents uploaded online always face copyright issues. The values and ways people think have also changed. People spend less time interacting with each other in real life. The young generation probably spends more time socializing online than in real life. However, there is no one setting the rules of what is right and wrong in these new phenomena that intensifies everyday.

In addition, in this information-oriented society, information literacy or knowing how to use and deal with information properly is said to be more important than storing this information in your head. That is not what schools teach students though. Education seems to be way behind the whole IT trend. Rather, it is just focused on tests and ranking each student which university he or she would go. When education becomes only a tool to prepare students for exams, it is difficult to look forward to appropriate curriculum changes.

There should be definite measures and changes taken to provide a more fitting education system and policies to prevent such phenomena. It is the role of education and policy makers to prevent further cultural lagging behind technology in the society. 

Jo He-rim

Editor-in-Chief



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A New Way of Teaching History: YouTube



The New Scenery of the



Students enjoy their university life in the new campus where the completion of several construction and renovation of buildings and facilities has ended to add more convenience for them. The new look of the campus is proudly welcoming new comers. 





Campus Welcomes HUFSans





▲ HUFS President Park Chul, right, poses with Kristian Berg Harpviken, the Chief of Peace Research Institution of Oslo (PRIO).

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HUFS Ranks Number One in History Field

HUFS ranked number one in a highly influential history research paper, according to the research paper and journals analysis released on Sept. 29 by Dong-A Ilbo, one of Korea's leading newspapers.

Dong-A Ilbo and National Research Foundation (NRF), the leading academic foundation in Korea, researched and analyzed academic papers of seven areas: History, Political Diplomacy, Public Administration, Sociology, Pedagogy Korean language and Literature, and Economics, registered in Korea Citation Index (KCI), which provides citation information, statistical and bibliographic information on domestic journals.

In researching and analyzing, Dong-A Ilbo and NRF looked into how much of the research papers registered in the database of KCI were indirectly or directly quoted in other academic thesis. They also analyzed the centrality or the influence of the quoted thesis in other academic papers.

In addition, HUFS was ranked as the first in history field, while political diplomacy, public administration, and Korean language and literature came as 9th, 16th, and 17th respectively. The analysis also announced Professor Yeo Ho-kyu of Dept. of History at HUFS as the 8th most authoritative scholar in history in Korea.

In the field of Political Diplomacy, Chung-Ang University was ranked the first. Daegu University ranked first in the field of Public administration and Korea University ranked the first in the Korean language and Literature field.

▲

By Park Hyun-chul

HUFS President Visit PRIO in Oslo to Strengthen Academic Cooperation

HUFS President Park Chul visited the Peace Research Institution of Oslo (PRIO) and the University of Oslo between Oct. 25 to 26, to discuss the promotion of bilateral international academic exchange and cooperation.

On Oct. 25, President Park and the Chief of PRIO, Kristian Berg Harpviken, agreed on the International Area Studies Review (IASR) registered in Social Science Citation Index (SSCI), which is a citation database that covers some 2,474 of the world's leading journals of social science across more than 50 disciplines. In addition, HUFS and PRIO discussed ways to enhance bilateral ties through cooperation in international studies, researcher exchange, and academic exchange.

Since the signing of Memorandum of Understanding between HUFS and PRIO in 2011, both parties have collaborated in international studies

and published IASR. The IASR was registered in SCOPUS in March, an authoritative bibliographic database containing abstracts and citations for academic journal articles.

What is more, President Park-Chul visited the University of Oslo and enjoyed lunch with the President of the University of Oslo Ole Petter Ottersen. During the luncheon, they discussed the advanced research cooperation in Humanities & Social science and student exchange program.


The next day, President Park-Chul visited the Norwegian Nobel Institute and held talks with Geir Lundestad, the chief of the Norwegian Nobel Institute. They discussed ways to cultivate creative students. ▲



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Academic Ties Built Between SOAS and HUFS


HUFS and the School of Oriental and African Studies (SOAS), University of London, both of which specialize in International Area Studies, agreed upon active cooperation and holding annual academic event, when HUFS President Park Chul visited the school in London on Oct. 2.

SOAS is the leading college in the field of foreign studies in Britain, as HUFS is in Korea. The institution is well-known as the first school to establish the Dept. of Korean Studies outside Korea. 

▲ The two presidents, Park Chul and Paul Webly are having a meeting at University of London.

Awarding Ceremony to Honor the Works of Professors


A ceremony to appoint retiring professors as honorary emeritus was held on Oct. 10 in the President's office in Seoul Campus.

The professors appointed as honorary emeritus are Park Jong-pyeong of Dept. of Arabic, Lee Jeong-ho of Dept. of Hindi, Han Mi-kyeong of Japanese Studies Division, Kim Seung-jin of Dept. of International Economics and Law, Kim Chang-jun of Economics Division, Song Il of Business Administration Division, Jeong Byeong-kwon of Dept. of Polish, and Lee Moon-su of Dept. of Romanian. 

Pursuing 'Post-post-soviet' in Russia Discussed by IRS

The 133th colloquium was held by HUFS Institute of Russian Studies (IRS) on Sept. 26, discussing the agenda of 'Korean Culture Reconstitution in Field of Humanities in Russia.'


Professor Lee Ji-yeon from Hanyang University, who presented on the topic of "Post-post-soviet Modern Russian Society's Political Dispute and Public Culture," stressed that the current Russian society is now pursuing a Post-post-soviet culture.

The colloquium was harmonious with each participant sharing creative thoughts. 

PRODIOSA Lecture Hall Opening Ceremony Held

On Oct. 8, the opening ceremony of the copperplate of the PRODIOSA Lecture Hall was held in the new Cyber Education Building, Seoul. The ceremony was held in order to honor Park Jae-jin (Dept. of Spanish 74') for his donation of scholarship for HUFSA students during the past five years.

Visiting HUFS for the first time since his graduation 30 years ago, Park claimed he was pleased with the new dazzling look of the school campus.


The PRODIOSA scholarship has been given to students for five years, since 2009. 

By Jo He-rim



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Swedish Program Opportunities Extended for HUFSans' Cultural Experience

HUFS President Park Chul visited Stockholm University in Sweden on Sept. 30 and had a luncheon with the President of the university, Astrid Soderbergh Widding. The visit is a first since the Dept. of Scandinavian was first established at HUFS in 1974. The two presidents agreed on a more active students exchange program and academic cooperation. President Widding was pleased to hear that the Dept. of Scandinavian at HUFS would be celebrating its 40th anniversary next year. 

By Jo He-rim

KLGC and Cuban Institute Establish Club Martiano Coreano

A Memorandum of Understanding (MOU) was signed on Oct. 8 at HUFS, between HUFS Korea-Latin American Green Convergence Center (KLGC) and La Sociedad Cultural Jose Marti, a Cuban culture center. The two institutes also held an inauguration ceremony for Club Martiano Coreano.


The new club promotes Cuban culture and society and the ideology of Jose Marti. It is the first affiliated club of Jose Marti Cultural Center in Korea, which currently has branches in several countries of Europe and Latin America. 

By Jo He-rim

Strengthening the Ties with Univ. Colima at HUFS

On Sept. 12, the president of the University of Colima in Mexico visited HUFS Seoul campus.

A meeting was put together for the University of Colima in which the president of the university, Jose Eduardo Hernandez came to HUFS and discussed ways to improve the interchange between the two schools.


In attendance were Park Chul, the president of HUFS; Shin Jeong-hwan, the President of Research and Industry-University Cooperation Foundation, in addition to other faculty members from the University of Colima. 

By Kim Min-jeong

HUFS Festival Held on Both Campuses

Daedongje, hosted by HUFS Candle, the General Student Council (GSC) of Seoul campus, was held from Oct. 10 to 11. The events included a talk concert, music festival 'Voice of HUFS,' and an all-night movie theater.


World Folk Culture Festival (WFCF), also hosted by the GSC of Global campus, Chaum, on Sept. 29 in Yeouido Park. The 23rd WFCF consisted of 17 performance teams and displayed various cultural events.

The two events were not only a joy for all HUFSans but also it was able to promote HUFS and enhance its global reputation. 

By Kim Min-jeong

First Step toward World Best Amateur International Cup

The very first HUFS International Cup was held from Sept. 26 to 27 in the Suwon World Cup Stadium. This event allowed the positive outlook of Korean amateur soccer and also promoted the sportsmanship of Korea.

In this event, hosted by the HUFS Division of International Sports and Leisure, 240 athletes of 12 teams from nations all over the world, such as England, the U.S, Brazil, and Germany, participated and enjoyed the excitement together. 

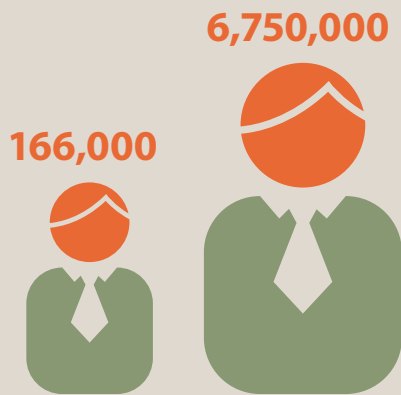
By Jo He-rim

News Briefing

By Park Hyun-chul
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Working poor

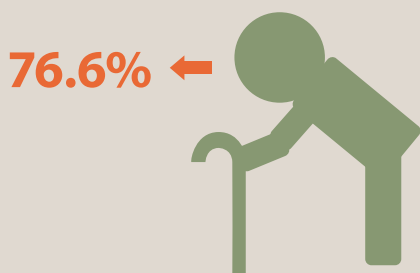
The working poor among college graduates has increased by 10 percent every year, according to the LG Economic Research Institute, a private think-tank established in 1986 by LG, one of the largest companies in Korea. The number of working poor, including college graduates, rose from 166,000 in 2000 to 6,750,000 in 2012.



Silver-poor

The poverty ratio of single elderly households is 76.6% in Korea, while the ratio of OECD-members' average is 30.7%, according to a report in 2012 by the Samsung Economic Research Institute (SERI), established by the leading corporation in Korea, Samsung.

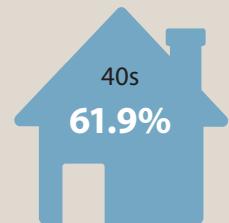
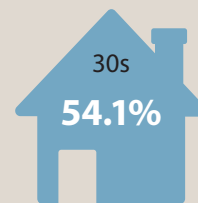
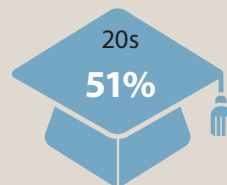
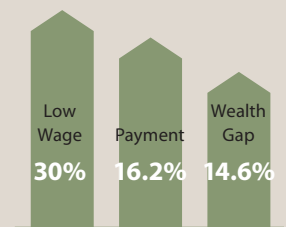
*The term "silver-poor" refers to poor elders.



The POOR: The Status quo of Poverty in Korea

The Reason: What makes you poor?

- Among young 20s
51% responded: tuition fees and educational expenses
- People in their 30s and 40s
30s-54.1% responded: purchasing a home
40s-61.9% responded: purchasing a home



House-poor

A report by the Hyundai Research Institute (HRI), established by Hyundai, the one of the largest companies in Korea, showed that the ratio of House-poor is 10.1% of all households.

*The term "house-poor" refers to home owners that have difficulty in paying off their debts due to a prolonged slump in the housing market after borrowing from banks in anticipation of a future windfall from rising property prices.



Edu-poor

Another report by HRI said that the number of Edu-poor is 824,000 households in 2012.

*"Edu-poor" is a newly coined term that refers to those who became poor due to excessive educational expenses.





Race Horses VS. Wild Horses

By Woo Hae-chung
Planning Director

The black and white flag went down and a fiercely competitive race began. Instead of racehorses on a track, over a million university students dressed in black suits started running toward a finish line in which only the top one percent can reach.

In fact, more and more university graduates are joining the getting-job-race, which seems almost similar to a horse race in that the former students do not know where they are heading to. It is no surprise to learn that the severe competition is somewhat an inescapable result of our sluggish economy.

At the same time, however, an inevitable question comes to mind, asking, “Do the applicants really receive a ‘fair’ evaluation? Does this race have any protective measures for the runners? Is this race even worth winning?”

In terms of the way the hiring process evaluates candidates, the current procedure has been criticized for its obscure and unclear recruiting criteria. There is substantial room for corruption about which the rumors are spreading throughout the job market.


Most job applicants believe that their resume photos are the deciding factor in whether they are hired or not. Some even say that one of the top banks in Korea had selected its first round candidates by merely screening the resume photos, in other words, the candidates’ appearances. Considering the time and effort consumed in writing a three to four-page cover letter and resume, applicants’ sweats turn to, if true, a waste of a day.

These days, general conglomerates demand that the job applicants write all about how they grew up, underwent hardships and thoughts along those lines. The funny thing is that the reviewers only spend three days to evaluate all the essays. How marvelous it is that it takes only three days to read the tens of thousands of essays submitted. This is why most job seekers are concerned about the obscure and unclear procedural points of hiring people.

A second question is about the protective measures that provide participants with a sense of security while running in the race. Some of the runners desperately want everyone to stand on the same starting line, but as we all know, this is not accepted. In reality, the applicants are treated differently because of the school they graduated from and that results in a widening gap between society members.

Therefore, leading companies need to provide equal opportunities to all applicants so that a social culture can be established where a person’s ability is considered more important than their educational background.

For instance, there is a handicap in horse racing in which horses possess different weights. A better horse will possess a heavier weight to give him a disadvantage when racing against slower horses. The goal of this race lies in guessing which horse can overcome their handicap. In our society, blind interviews could be considered to be a handicap in the race for employment.

Last September, the job race begun for the university graduates of 2014. At the end of this race, there will be a slight number of winners and lots of losers. Yet, the question will remain open to the winners. Is it worth winning? Are you feeling extraordinary and ready to become a first ranked horse? We have to remember that there is a saying, “Do not become a tamed racehorse, rather become a wild horse galloping on the vast grassland.” 

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LIVE IT UP IN THE LIBRARY FOR MIDTERM!

By Park Ji-yeon

Overseas Correspondent

The fall semester is already halfway into it, and the midterms have arrived. It is the time for all university students to study hard for their exams; staying up late in the school library or making a study group with classmates but mostly cramming the notes and textbook into one's brain. Does it go the same for students around the world as well, or is it just the case for HUFSans? The Argus met four students from State University of New York (SUNY) at Oneonta from different countries and backgrounds. How do they prepare for their exams in this American university and how does it differ from the Korean style?

The Argus: Please introduce yourselves.

Ji-young: Hi, I'm Choi Ji-young and I'm an exchange student from Chung-nam University which is located in Daejeon. I am 22 years old, and I was a senior back in Korea so I had a lot of studies to cope with.

Micaelina: I am Micaelina Velardi and I am a junior here. I came from the upstate New York area where I had lived since I was 14 years old, and I am 21 years old now.

Xiao-sheng: Hi, my name is Xiao-sheng Shi and I am from Shanghai, mainland China. I am 20 years old, and I graduated from high school in Shanghai and I'm a freshman here in SUNY Oneonta.

Risa: Hello! My name is Risa Tomoike. I am 19 years old and I am an exchange student from Fukuoka, Japan. I major in English Literature.

Ji-young



Exchange student from Chung-nam University
English Education major

Micaelina



Junior year in SUNY Oneonta
Theater major

Xiao-sheng



Freshman from China
Art and design major

Risa



Exchange student from Japan
English Literature major

Being a university student in SUNY Oneonta...

University classes in America are known to be interactive and passionate, and they really are. The atmosphere is very free; there are students who eat snacks during classes and students are also free to leave or enter the classroom whenever they wish during the classes, which is not very easy to do so in Korean universities. Also, because most courses follow absolute evaluation system, there is not a lot of competition between students which means less stress and a more enjoyable university life.

The Argus: What do you think about the class atmosphere in your courses? Do you think there is a strong or weak point to it?

Ji-young: First of all, I like how professors try to remember each student's name and actually call them by their names. It surely helps to forge a closer relationship between professors and students. The weak point of it is that the professor will easily notice when you haven't done your homework thoroughly. So if you want to enjoy the class, you are required to do your studies well beforehand.

Micaelina: The classes are all very open in the sense that you don't get ridiculed for asking a silly question, which in my opinion is the strong point of classes here. There are times, however, when students will not be respectful towards the professors. In my History class, I felt bad when students mocked the professor for getting excited about the class.

Xiao-sheng: I agree with the strong points. I do have another idea for the weak point, which is about how the random questions can actually be an obstacle sometimes to the class. Since it is easy for students to talk and ask questions in class, there are times when the class discussion heads to another direction, and eventually, the class doesn't progress.

The Argus: How are the courses and education here different from high school or university in your home country?

Risa: Unlike how it is here, Japanese universities have different classes every day so I usually take around 20 different classes in a semester. So I didn't get to know my professors well, but now that I'm here, I can become very close to the professors. Also, Japanese students



▲ University students in the U.S. actively participate in classes.

aren't really encouraged to speak up in class whereas the classes here are very interactive, so I can actually get involved in the course.

Xiao-sheng: I really like it here the way how the professors' office hours are open to the students. I'm not so sure how it's like in Chinese universities because I never had the chance to study in one, but I know how teachers are highly respected in China so students find it hard to approach them. Here, students don't hesitate to visit the professors in their office hours and they are always welcome to do so.

Micaelina: I was homeschooled instead of attending a regular high school, but I can still say that there aren't so many opportunities to address a large group of people before you go to a university. I think the biggest difference is that you can and have to speak in front of the whole class in a university, which in turn is a really good experience for the students.

Ji-young: I'd like to point out the difference in the learning style between my classes in Korea and SUNY Oneonta. Most Korean university students learn by cramming, but it's the opposite here; the students question and answer a lot during the classes, and the professors encourage discussions. I can really feel that the classes are lively!

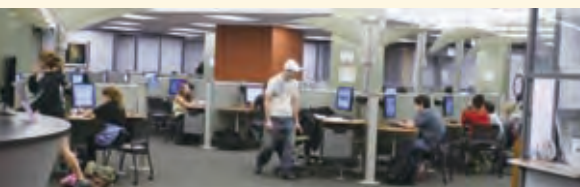
The Argus: How are you utilizing the education programs that are provided by SUNY Oneonta?

Micaelina: I am thinking about repetition of word 'get' advices from



◀ Milne Library is the place where SUNY Oneonta students go to study.

▼ Students are studying in groups and using the computer lab in Milne Library.





▲ Students are not afraid of asking question in class.

the Center for Academic Development and Enrichment (CADE) on how to effectively get ready for exams. I tend to get very nervous before exams and I know that CADE gives a lot of help in solving this problem and helping students study.

Risa: I am in a CADE Writing program so I meet a professor twice a week and get feedback on my English writings and paperwork. It is a great help for students who use English as a second language and some of my American friends who have a hard time writing compositions are also in CADE Writing programs too.

Ji-young: I'm in the CADE Writing program too and I think it's great if you want to get 1:1 feedback from a professor on your writings. I also take a Russian course from a language program and the cool thing about this class is that a student teaches the class. There are also many other small-sized language courses that students teach; there is even a Korean course!

■ Cramming for the exams?

It is usual for American university students to have a lot of quizzes every week because it stimulates students to constantly study and revise their work. Though it is different for everybody, a normal student wouldn't have to cram a textbook into his or her head for an exam because they would have already studied it for quizzes beforehand. However, there are still similarities to a Korean university student's midterm life.

The Argus: When was the moment you really realized that the midterm is coming up?

Xiao-sheng: I felt it when I got fewer party invitations. Less partying means that even the party animals are going off to study.

Risa: Xiao-sheng is right. It also came hard to me when more students were showing up in class and asking questions about the upcoming exam to the professor. This is the same for the classes I took in Japan too.

Micaelina: I realized it when my History professor started discussing a term paper that was due in three weeks. He used half of the class to explain about the paper and I'm sure it wasn't only me in that class who didn't have any idea about the exam before he mentioned it.

The Argus: Is there any exam that is taken not by multiple choices but by other special methods?

Ji-young: I major in English so my exams are not very extraordinary. However, the questions on my Traditional Grammar exam surprised me because they were asking the students to analyze structures of sentences by drawing a mind map. It was a very basic question but it was a style I had never seen on any of my English exams during my four years of university life back in Korea.

Micaelina: In my Modern Dance Class, the exam tests your way of combining dance styles. In groups of four, students are tested on their memorization and choreography. Though it is tough to prepare for the exam, I enjoy it because it is my favorite class.

Risa: My Acting exam is similar to Micaelina's in a way that students have to perform in front of the professor and class. As for me, I have to act a scene with a partner, so getting ready for this exam is quite different from others in the way that I have to do teamwork with my partner.

The Argus: How are you preparing for your midterm?

Micaelina: I use flash cards! Writing a question on one side and the answer on the other side and then becoming familiar with it is the method. I am also thinking about going to CADE to apply for a tutor who can help review my studies.

Ji-young: I also get help from my CADE tutor. Asking questions to professors by email is very useful too. I also made a study group with my classmates; we add a tune to the facts that we have to memorize to make it easier to remember.

Risa: I don't study in groups because I know that we are going to trail off and start gossiping from at some point. I rather go to the library and go through the study guide and my notes.

Xiao-sheng: There's not much to study because if you do all the quizzes and homework regularly, there's not much cramming to do later for the test. I simply review the important points before the exam.

It is well known that Korean universities are hard to enter into and American universities are hard to graduate from. This is based on the fact that university students in U.S.A have a lot to study throughout the semester and exams really test how much they had studied for the classes. Also, as it can be noticed in our interviews, there are many effective programs that help students become active and passionate in studying. It will be good if there are good programs for HUFSans as well, so that students can be involved interactively in classes too. After all, it is important to motivate the students' will to learn because that is the beauty of learning after all. 📖

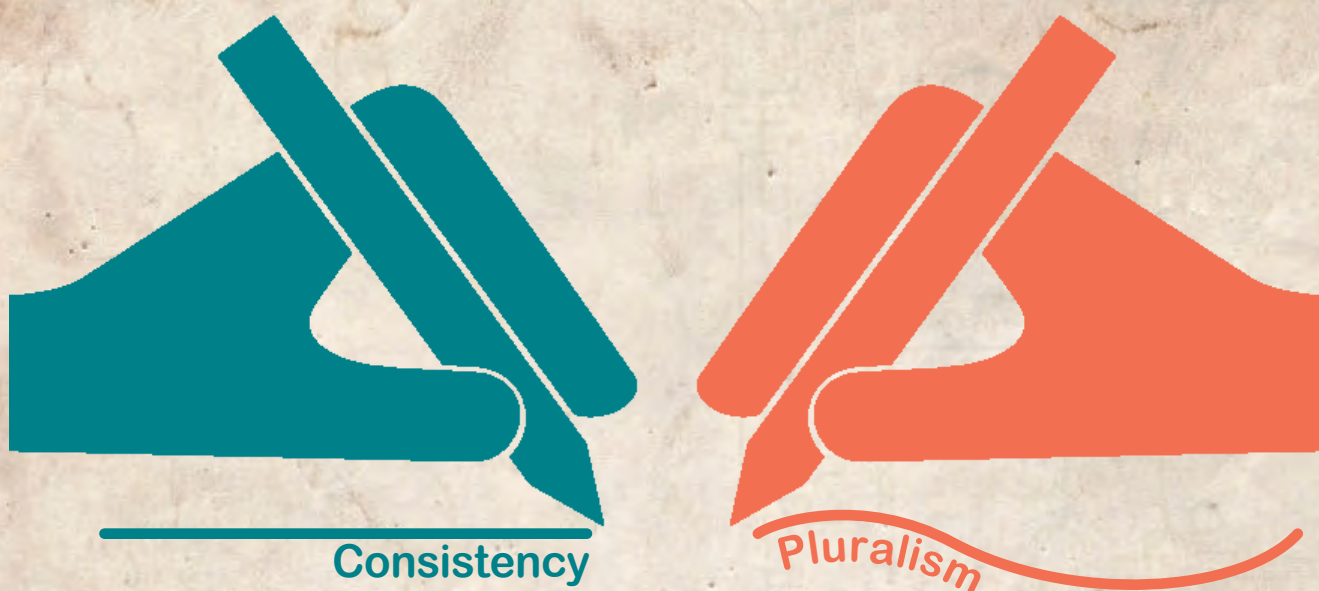
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Who Fights for True History Education?

By Kim Min-jeong
Associate Editor

Where does the understanding of history begin? Most people will answer that it is based on knowledge they learned in school. If this is the case, then it may be worth considering whether or not our history textbooks, the basis of our learning, contain contents that are accurate.



Last Aug. 30, Kyohaksa, a publishing company that writes educational textbooks, published a Korean history textbook and it was approved for official use in high schools. The approval of the textbook, however, became controversial after some historical and educational groups asserted that the contents of the textbook distort aspects of Korean history. For this reason, a conflict arose in which some called for the textbook to be discarded and opponents claimed that discarding would be unjust. Addressing this conflict, the Ministry of Education (MOE) announced that it would call for a revision of the controversial textbook and all of the previously utilized history textbooks on Oct. 17. However, can MOE say that the conflict over Korean history textbooks is about the proper development of history education?

Consistency vs. Pluralism

The recent conflict over textbooks can be seen as stemming from the conflicting perspectives people have regarding



▲ A Korean history textbook from Kyohaksa becomes controversial.

Korean history. In this conflict, there are two perspectives which focus respectively on, consistency or pluralism. The textbook from Kyohaksa has come under criticism for contents that are considered ideologically biased; for the omission of important historical incidents previously included in most textbooks; for contents that appear to have been plagiarized from a portal site, Naver and an online encyclopedia, Wikipedia; and for containing factual inaccuracies. The most controversial issue is that the contents of the textbook have been deemed by some to be ideologically biased. The controversy regarding its ideological bias can be seen as resulting from the conflict between those who desire to view history with consistency and those who desire plurality in historical writing. Those who value consistency put stress on the coherence of a description and its consistency with previous views on a

▼ Various textbook can be published due to the textbook screening system.



historical event. In contrast, pluralists emphasize the possibility of multiple perspectives of the same event. In fact, the confrontation between the two perspectives has been going on for a long time and is directly connected to the conflict between two ideologies in Korea. For example, there was some controversy when the sixth educational curriculum was reformed and revised into the seventh educational curriculum. As a result of the changes, history textbook publishers changed from being government publishing agencies to private publishing companies. Textbook companies have had differing views regarding Korean history and these differed views have led to various controversies when these textbooks have sought to acquire official adoption into the school system. The recent case involving the publisher Kyohaksa is considered a standard example of the controversy over what constitutes biased contents in a textbook.

Different views on Korean historical education

There are two perspectives on how Korean history should be taught. One side is focused on consistency. They argue that it is important to have a consistent view of historical facts as they were seen in the past and people

who have this viewpoint are typically opposed to the history textbook written by Kyohaksa. For example, they are critical of the textbook's treatment of the Japanese colonial era, because the Kyohaksa textbook took a positive stance towards the era, very much at odds with the preexisting viewpoint in prior textbooks. A secretary, named Kim Miyeong, working for Democrat Park Hyeja, said, "The contents of the textbook are problematic because they deny the Constitution of the Republic of Korea which has inherited a historical view of the March First Independence Movement and 4.19 Revolution.

On the contrary, the other side lays stress on pluralism. They think history

could be seen differently. For instance, they have a positive view of the Japanese colonial era because Korea modernized rapidly at that time. Those in favor of pluralism argue that it is their goal to make the youth feel proud of Korea by providing a view that is different from the existing one. Baek Han-woong, an aide to a member of the ruling party named Kim Se-yeon, said, "The reason the textbook from Kyohaksa was criticized is because it expresses different views. Its viewpoint is not the same as the viewpoint ten years ago."

Questions brought up by the conflict

There are some questions that arise in light of the above conflict. First, who will judge the degree of bias existing in the textbooks' contents? It is judged by the writers of history textbooks. Each writer has his or her own views on history that they express in their textbooks and therefore, they are likely to consider the contents of other textbooks more biased



▲ Textbook plays an important role in educating Korean students.

than their own. This can be said not only of textbook authors, but of academic circles of historians as well, who possess a variety of views on history.

The existence of various views on history has been established by a theory. Leopold von Ran'ke, a German historical scholar, sought to write history with positivism. This means he focused on objective fact, only. In the case of Benedetto Croce, an Italian history scholar, he focused on relativism. In the relativist view, anything an author writes can be history but there is still controversy as to whether it is true or not. Considering the relativist view in regards to the recent issue about textbooks reveals considerable controversy. There is also a second question created by this conflict. What are both sides fighting for? Is it a conflict between ideologies with each side fighting for hegemony? If the conflict is based on political motivations, can it be seen as a fight for the most accurate historical education for students?

The background of the conflict

Then, why is there an ideological conflict in the education world? The first reason is the textbook screening system. The system was adopted to encourage an exchange of opinions about a historical event. Before adopting the system, all history textbooks were published by the government but the government decided to let go of leading the process and show more respect for the diverse views of scholars. It was expected to promote interchange between scholars of differing viewpoints but the scholars and writers of textbooks work for private publishing companies making it impossible for them

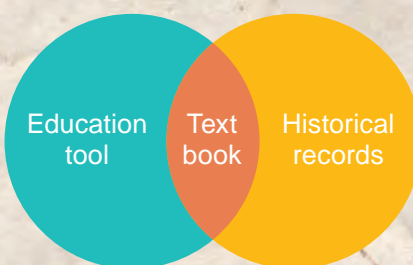
to have a mutual exchange of opinions. A staff member of a private publishing company, Jihaksa, said that there was no interchange about contents after the writing team was made. The system is still being implemented but the scholars are not able to utilize it.

The second reason for ideological conflict in the educational world is that the textbook screening system was poorly constructed. The system did provide an opportunity to showcase differing views on historical events but the contents of a textbook based on various views should be reviewed by others, for instance, scholars with prestige and teachers in the field of education. However, the current system does not allow this. In making textbooks, writers do not have enough time to factor in and include compendious contents and it takes a little less than a year to finish a textbook. Additionally, while screening a textbook, there are few people who take part in the examination due to budgetary deficits and they are only given little time to review it. For example, in 2011, the number of examinants for a history textbook used in middle schools was 26, while 15 examinants were used to for a high school textbook. Besides, their review period was only about a month. Due to these constraints, unsatisfactory textbooks for educational purposes may

easily pass the screening system and go on to spark significant controversy in the public sphere.

The third reason for the ideological conflict in textbook adoption is the attempts by interest groups to exert political power in the world of education by affecting textbooks. Textbooks are intended to be learning materials that deliver the absolute truth to students. A HUFS student named Lee Myeong-seo, who belongs to Dept. of Indian Studies, said, "As a university student, I think that all of the knowledge in a textbook cannot be completely true. Still our schools and teachers taught students that it is the truth and as a student, I accepted it. There may be the possibility of distortion, but it seemed that textbooks in my school days were full of absolute truth." Then, how does a student in high school nowadays feel? A student named Kim Jin-seo from Haeundae Girls' High School said, "The textbooks that I am learning from now may lack in terms of the quantity of contents but I make up for that with other reference books. But I never thought that the contents or knowledge in textbook might be fabricated."

There are two political powers in Korea divided by leftist and the right wing polities that are trying to exert influence over the process of writing history textbooks and it can be seen that they are ignoring the meaning and importance of textbooks. There are some harmful influences that have come from their exertions of power. First, it interferes with the process of students acquiring accurate historical knowledge due to the distortions created by writers' historical views based on political motivations. Moreover, it makes students stuff their



heads with knowledge that has a biased point of view. Lee Deok-il, a scholar of history who works at the Hangaram History and Culture Institute, said, "In the case of the textbook from Kyohaksa, it is evident that it has errors in its contents. It has been judged to contain intentional omissions as well as views that differ greatly from those of other textbooks." Moreover, a textbook is not just a tool for education; it is also official data that can influence the future as historical records may support an errant opinion in the future.

Solutions for the conflict

Raising the threshold of standards for textbook writers can supplement the screening system. By strengthening the neutrality of contents in a textbook, some standards for selecting writers should be established considering their career, major, ideological inclination and so on. Augmenting the number of reviewers can also be a solution for supplementing the system. A researcher named Yun Hyeon-jin, from Korea Textbook Research Foundation said, "Examinants with various views on history are needed and the time for screening textbooks should be prolonged. These needs require budgetary support from the government."


Second, in making a textbook, the intervention of political power should be minimized. A professor named Sin Woon-yong who belongs to Dept. of History at HUFS, said, "There should be no political power or organization based on political clout in compiling history." For example, making independent committees for reviewing textbooks based on budgetary support by the government but free from power could

be a settlement. Or giving schools the complete right to choose could also be a problem because in the case of education, teachers and students are directly influenced by the textbook. In the case of the U.S. and Europe, textbooks can be made by anyone who wants to do so but their adoption by schools is based on government standards. A professor named Ban Byeong-ryul from HUFS Dept. of History, said, "Governments acknowledge the variety of views on history and it is considered to be a method for educating students about the truth." From this point of view, the decision made by MOE recently could be seen as a wrong stance in that it does not acknowledge a variety of views in considering history and imposes only the views of other scholars of history.

Thus, changes are needed in terms of awareness. First, awareness that history education is a public value is necessary. A history textbook has a common consciousness and it is the first route to developing the consciousness of students. The degree of variation needed in views of history can be argued about extensively but education still belongs in public arena. Professor Ban said, "The history in textbooks cannot be written with political ends in mind and relations of gain and loss. It can not only result in distortions in history education but it can

also damage academic verification."

Changes are not limited to students and scholars of history. Grown-ups need to change their attitude toward Korean history through history education which helps historical consciousness settle in them as well. History education needs a critical eye but today's education in Korea focuses on memorization. HUFS professor Shin said, "Adults including university students should learn Korean history because then they will be able to have critical views for understanding historical facts."

Some might say that history is recorded by the winners. When there is no controversy in interpreting history, some distortion might happen as it was written by winners. However today, Korea, a democratic country, cannot use this logic completely. Yet scholars of history have often applied their own perspectives on interpreting a historical event, this needs the consent of the people to have power as a historical record. In teaching history, there should be no exertion of political power which people do not agree on. If this happens continuously, the voice of the people asserting the need for the modification of the contents will be heightened. 

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How We See History

Haramkkun fuse in popping creativity into history

By Kim Min-jeong
Associate Editor

Last Aug. 15, there was an event celebrating Korean National Liberation Day at Bosingak, a Korean belfry located in Jongno-gu. There were a lot of performances in the event and, among them, a dance performance was held. Some people in the performance dressed up as historical figures such as An Jung-geun, Yun Bong-gil, Yu Gwan-sun, Kim-Gu, all of whom were fighters for national independence. They were dancing while rapping at the same time. On the following day, a video was uploaded on YouTube showing the performance above. At the end of the video, many citizens talked about how they felt after watching the performance. The people performing were a team called Haramkkun and their goal was to do some meaningful activity related to cultural creation. The Argus met the leader of the team, Yim Byeong-du and heard his own stories about their historical activity.

The Argus: Tell us about the team, Haramkkun.

Yim Byeongdu (Yim): It is a complex word combining two words, 'Haram' and 'Kkun.' 'Haram' is a pure Korean word meaning dreamer and 'Kkun' means a person specialized in an area. In Korea, there are various specialized areas within the realm of culture and I wanted to show them to the public. The members of our team see it as a cultural playground that has lots of equipment and within the playground they can realize and actualize their dreams as dreamers. I am the leader of the team and the team consists of dancers, singers, artists in many areas like webtoons, illustration, media, and so on. The team consists of 26 members and the age spectrum varies from 16 to 32.

The Argus: How did you form the team?

Yim: At first, I was in a dance performance team promoting friendship. However, I felt it was meaningless due to the unchanging nature of daily life and it felt like life was a treadmill. So I left the team and made my own team named 'Haramkkun' for handling and showing every cultural area. That was in 2010.

The Argus: What kind of activity do

you want to do in society?

Yim: First, I want to tell you that my most important concern is whether I feel that I am having fun or not. After deciding whether it is fun or not, I choose the theme for an activity. The theme is something meaningful. I do not intend for my work to have profound meaning but when I do something creative, I want to add some positive meanings based on the right standards that society at large agrees with.

The Argus: Last June. 6 and Aug. 15, your team did a special performance which elicited a fervent response on the Internet.

Yim: In the past, I visited Dokdo and produced a video related to flash-mobs. Seeing this video, some staff members working in Seoul City Hall called us to have a performance like the video, recording flash-mob on both days. While preparing two performances, my intention was for citizens to take part in our performances by singing the national anthem together and for all of this to be shown on YouTube. With some help from Seoul City Hall, we were able to make it happen successfully.

The Argus: Both performances were related to Korean history.

What was the intention of that planning?

Yim: I did not mean to deliver accurate historical knowledge but I want to include a positive message in what I do. I have a positive view toward Korea and wanted others to feel the pride I have. While chasing it down, I was tempted to have much more pride and that temptation made me think about North Korea in a broader sense. Those thoughts were reflected in the theme I selected, 'unification' for our past performance. I started to think about the project and determined the direction. Finally, I could make a performance dealing with the human rights of people in North Korea. By making that performance, I felt like I could live in history with far more pleasure.

The Argus: We were wondering about the process you have for choosing the theme related to history.

Yim: First, I choose the historical theme considering the timeliness in the planning stage. For instance, there is a day for Dokdo in October and I could make a performance related to Dokdo. After studying the theme, I compose the performance and make the film, upload it on SNS, YouTube and so on.



The Argus: After seeing the performance, how did people react?

Yim: People gave us a very positive response. In fact, in using dance and song as a main component of the performance, I wanted them to participate in it. To show the intention of the performance and make the audience feel the implicit meaning, participation is the best way. For instance, our team members had historical themes while preparing for the performance. They had no idea beforehand but as they took part in the performance directly, they were able to develop their own views of history. Based on their own views, I think it can be more effectively delivered to the people.

The Argus: After showing this historical performance, what thoughts did you come up with?

Yim: I felt big sense of accomplishment. ‘Work harder, more sincerely, and with a greater sense of duty!’ That was how I felt. Now, however, I focus on steadiness rather than a sense of duty, but my first experience of accomplishment is something that I will never forget for the rest of my life.

The Argus: Have you ever thought that some people might have a view that differs from yours?

Yim: Everyone can watch what I do. The theme I tried to show in the performance could be seen as a political view by some people but under the freedom of expression, I felt free to perform without doubts. It can be cautious but it cannot be wrong. I always tell myself ‘I am not going to stop performing because I am afraid of being wrong. ‘I can do more’ is the right stance.’

The Argus: Recently, there are some stances on history which

show differing views from the established one. What do you think about them?

Yim: It could be seen as objective when one delivers a historical case using just the facts, including the date of the event, but I think the historical record cannot be an absolute truth. Comparing myself to history, I have questions like ‘Can my life be recorded by someone without any mistakes based on an objective view?’ It is very difficult to write an absolutely objective truth. I cannot consider my views as objective, so I accepted them based on small doubts rather than by being fully absorbed in them. I want the public to share my stance.

The Argus: How are you able to have incessant performances since 2010?

Yim: I do not want to be criticized as a “one hit wonder”. Today, my creed is steadiness. In delivering my intention to the people, steadiness is the best way to make them feel my sincerity.

The Argus: Tell us about the experience that impressed you the most.


Yim: In 2009, I made a flash-mob performance celebrating National Independence Day. It was my most sincere performance ever. At that time, the concept of a flash-mob was not so wide-spread, so the event was done on a small scale, which was aided and led by the government. With a sense of something lacking, I decided to make a performance with the theme of giving cheers. I let people know the performance through the Internet and gave a small present to the people who gathered. The present was that I painted my design, which meant ‘Hurray, Korea!’ on their t-shirts. The flash-mob included many people with the same design on their t-shirt. That performance got a record amount of hits on YouTube.



The Argus: What are you going to deliver next?

Yim: As I have done before, I want to chase two hares at once, ‘creative and fun work’ and ‘patriotism.’

The Argus: Tell us what you want university students to know about Korean history.

Yim: Please think about this once, ‘could I exist without my family?’ Such thoughts extends to, ‘could I exist without my country?’ While feeling a sense of belonging and taking part in your community, you can have your own viewpoint toward Korean history, and that is more worthwhile than anything. 

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Autism

Needs Your Consideration and Better Understanding

By Jeon Seong-jin
Editorial Consultant

A recent television drama titled *Good Doctor* (2013), broadcasted by TV channel KBS2, portrays a doctor suffering from autism. Being a medical resident, it is difficult to tell the differences from the outside. However, when looked upon closely, he shows distinct symptoms of autism. His facial expressions do not correlate to his real feelings. He uses awkward forms of honorific language. He tilts his head and his eyes do not look at the person he is talking to.

The movie *Temple Grandin* (2010) also portrays autism through the example of a woman named Temple Grandin played by Claire Danes. She finds all sounds annoying and loud, and is unable to stand huge volumes. She mumbles her words, speaks too fast or too loud when she is trying to explain something she is interested in. But she shows remarkable signs of genius in inventing an exclusive butchery process which provides a better and safer way for butchery. She is also a famous zoologist in reality, and a professor at Colorado State University as well. This means that even though she suffers from autism, she has enough will to overcome her hurdles and



©Talk about Autism

▲ Child with symptoms of autism should not be left alone. Parents need to give their child a sincere consideration.

become an expert in a specific area.

However, such portrayals of autism in dramas, movies and television programs tend to be somewhat overly beautified. In reality, people with symptoms of autism are more alienated from the society. Media usually portrays individuals with autism possessing special abilities in certain fields. However, the reality is that most patients have imprisoned themselves in the deepest of their hearts and minds, rarely trying to communicate with others. Then what is autism? Does autism mean a genius streak, or simply mental disorder? The Argus would like to give readers a chance to distinguish between superficial and genuine meaning of autism, and understand what autism really is.

General definition and symptoms

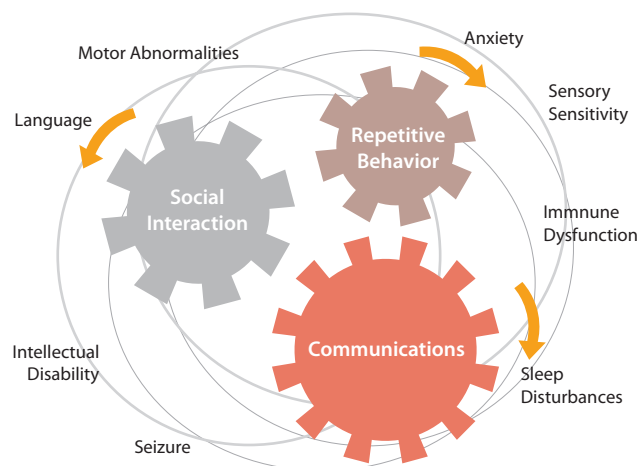
According to definitions by Austica, a British organization who aims to help people better understand autism, autism may equal to Autism Spectrum Disorders or conditions, and lifelong disabilities that, at their core, affect a person's social and communication abilities. As it is widely known, the word 'autism' can be traced back to the Greek word 'autos' which means 'self.' Hence, one with autism can also be understood as someone who has locked oneself up in one's own space of mind. Major symptoms of autism include social interaction problems, communication problems, and repetitive movements. However, these major symptoms do not always guarantee that an individual has autism. Each person has his or her own distinctive symptoms; hence a diagnosis is very carefully made.

Broad spectrum of autism

Autism has also a wide range of spectrum. Each individual shows different and complicated symptoms of autism, and autism does not necessarily bring certain set of disabilities at the same time. Some people might only have problems with language, and others may possess more than two symptoms. In this article, however, The Argus would like to introduce three major syndromes of autism that most books and materials on describing autism generally agree on. Kanner's Syndrome refers to the general definition of autism as mentioned earlier in this article. Others include Asperger's Syndrome and Servant Syndrome. In the following paragraphs, will show the symptoms of Asperger's Syndrome and Servant Syndrome, both of which are fairly familiar to readers.

Different and distinctive symptoms of each syndrome

Although Asperger's Syndrome also belongs to the family of autism, there are several distinct differences. Like others with autism, people with Asperger's go through similar symptoms



of autism. One distinct symptom of this syndrome is that it lacks expression of compassion for others. Hence, people with Asperger's Syndrome cannot help but experience hardship in socializing with others. It also includes emotional exchange, eye-contact, and displaying of odd gestures. Unlike other autism patients, however, those with Asperger's Syndrome do not refuse to interact with others. They just have some problems in handling their emotional status or the way to speaking on a particular subject. For this reason, aspies are curable with proper treatments. Secondly, Servant Syndrome, which is also a well known syndrome, means a person who has autism with extraordinarily high level of intelligence. The protagonist of drama Good Doctor mentioned earlier is also described to have this syndrome. A well-known American movie, Rain Man, also portrays a character with autism who displays high intelligence.

Still, pessimistic views towards autism

As it is repeatedly referred, autism does not always accompany a remarkable talent or high level of intelligence. Rather, there are still plenty of people who face daily challenges due to autism. Due to lack of understanding, the symptoms of autism such as abnormal gestures and screaming tend to draw negative reactions. Yes, it is true that disabilities can be a hard thing to understand for most of the people in general, unless they truly understand the problems or situations the disabled are facing. Our society is composed of various values and it would be a better place when all members of the society can live side by side helping each other in times of difficulties. The important thing is not just to simply recognize the various symptoms and syndromes of autism, but to sincerely understand those suffering from it. 📖

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Yesco's CEO Gives Ways to Go for HUFSans.

By Choi Jae-hee
Cub-reporter

On Oct.16, Koo Ja-chul, a HUFS alumnus (Dept.of English 79') and the head of a city gas conglomerate, Yesco, gave a special lecture to over 200 students of HUFS on a variety of topics, including his philosophies of life and inspiring messages for the youth. Yesco is a company that provides Liquified Natural Gas around Seoul and Gyeonggi Province.

"It is a bliss that you students were born in this generation." Koo told the students.

He maintained that nowadays, Koreans are proud to be Koreans due to the country's rising status in the international community.

According to him, Koreans' national characteristics such as great sociability and politeness leave favorable impressions on foreign officials and business people in the global arena.

In addition, in today's digitalized society where various recording technologies are available, Hangul receives much



▲ The head of Yesco takes a photo with his juniors after the lecture.

more recognition for its phonetic aspect.


All in all, he emphasizes that Korean students should remind themselves of how much their country is acknowledged by various developed countries and that there are many great reasons to be proud.

His stories while working in the U.S. was another inspiration to students. During the time when he worked in banking in New Jersey, he had difficulties overcoming cultural differences regarding language. Understanding distinct foreign expressions and cultures

is an important factor that students should take into account when learning a foreign language. He also stressed that making mistakes is the fastest way to learn. His key to success was "not to be afraid of being embarrassed when it comes to learning."

The final message of the lecture was that "nothing is impossible once you set your mind to it."

He encouraged the future generations of HUFS to constantly believe how perfect their lives are and that they will be successful in all their endeavors. He insisted that such mind setting leads people to maintain their positive attitude towards life.

Before wrapping up his lecture, he personally requested the students to grow to become a more inspiring lecturer than himself and convey his message on to the future generations. 

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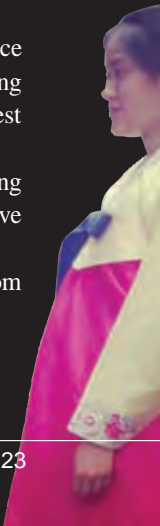
Natural Beauty Project *Beauty Can be Man-made?*

By Jo He-rim
Editor-in-Chief

What was once perceived as God-given is now no longer true when it comes to a beautiful appearance as medical technology is developing at a rapid-fire pace in Korea. The number of people undergoing plastic surgery for a better look is now enough to place the country as the world's second largest market in cosmetic surgery, the first being Hungary.

While more Koreans seek 'beauty' through the practice of cosmetic surgery, there is a foreigner who is casting doubt on the standards of beauty and is promoting the natural beauty found within the Korean women who have not undergone any surgical modifications.

Aoife Casey, an Irish photographer, held an exhibition entitled the Natural Beauty Project Seoul 2013 from Sept. 1 to Sept. 10, in the hopes that it will help people to reflect on their own natural beauty.





Aoife Casey and Korea

The Argus: Please introduce yourself.

Aoife Casey: I'm an Irish artist that came to Seoul in March of this year. I have been a practicing artist for over ten years using a variety of mediums such as sculpture, photography, painting, drawing and performance. Currently, I am a full-time teacher in an English academy located west of Seoul.

The Argus: What led you to Korea?

Aoife Casey: The recession in Ireland had a lot to do with my decision to come to Asia. It is very difficult to make ends meet for a lot of Irish people at the moment with a freeze on pay raises, low employment opportunities and the cost of living continually increasing. I feel Asia offers people a way of exploring somewhere exciting and different while living a comfortable lifestyle.

The Argus: Have you ever been to other countries?

Aoife Casey: Yes, I have traveled extensively through Europe, Australia, America and many parts of Asia.

The Argus: What is your first impression of Korea?

Aoife Casey: My first impression of Korea is that it is an extremely developed country both economically and

technologically. I was also struck by the people's rigorous work ethic and that it is embedded at such an early age. Also, I have found the Koreans I have met to be extremely friendly, supportive and helpful.

Natural Beauty Project Seoul 2013

The Argus: When did you start to become interested in photography?

Aoife Casey: I have been taking photos for over 15 years. I learned a lot from watching my father use his camera when I was young. I started to use photography much more when I travelled after college. I documented all the places I visited and people I met along the way.

The Argus: What motivated you to start the Natural Beauty Project Seoul 2013?

Aoife Casey: I began the Natural Beauty Project Seoul 2013 as a way of visually exploring the role plastic surgery plays in Korean society today. I wanted to connect with women and ask them how the prevalence of plastic surgery in society affects how they feel about themselves.

The Argus: What do you think about 'lookism' in society? Does the trend stand out more in Korea? How about in other countries?

Aoife Casey: I definitely feel 'looks'

are a massive focus in Korea, along with other Asian countries as opposed to peoples' personalities, skills and kindness. This, in turn, puts a lot of pressure on people to look a certain way and to be valued under these terms.

The Argus: What do foreigners think of the plastic surgery trend in Korea?

Aoife Casey: I cannot speak for all foreigners, but what I have heard from a lot of people is that they are genuinely shocked to see how large a part of the culture that plastic surgery has become and the pressure on women, and men too, to be flawless.

The Argus: What about plastic surgery in other countries?

Aoife Casey: Plastic surgery, of course, exists in other countries. Plastic surgery is the fastest growing medical specialty around the world. I understand it is quite prevalent, for instance, amongst the affluent society in Brazil where breast reduction is the most popular surgery. However, what I noticed was how widely spread, available and advertised it is in Korea. In Korea, it is now financially accessible to anyone with a modest income and the main focus is on the face. Surgeries are becoming more invasive, involving body parts such as the jaw, nose, eye and mouth. Some of these procedures take months to recover from.



The Argus: Where did you prefer to take pictures of the people?

Aoife Casey: It really depended on what the model wanted. Some were happy to have their picture taken in a coffee shop or gallery, while others preferred somewhere more private or natural, like a park or their homes.

The Argus: What kind of people did you take pictures of?

Aoife Casey: I took them of a variety of people, young and old, and from a number of backgrounds. Participants were students, a lawyer, a poet, a financial consultant, a teacher, and a recruitment agent. A couple of the participants were adoptees who had spent most of their lives abroad. Some had no English skills. Others were fluent. I took a picture of a four year old girl. It was very indiscriminate.

The Argus: What were some reactions you got from the people you took pictures of?

Aoife Casey: All the models were extremely excited to have their picture taken and to be involved in a project that brings to the surface the many questions people may be asking themselves, but are afraid to voice like, “Why do I have to look a certain way?” “Who makes up the rules about beauty?” “Why can’t I be accepted and appreciated the way I am?” and “Is it the same everywhere else?”

The Argus: Whom among the models did you remember the most?

Aoife Casey: There isn’t any one among them whom I remember the most. I remember each person for different reasons as everybody had their own life story. I connected with each person on a slightly different level. It was wonderful to make so many new friends and acquaintances. I feel everyone involved came away with something meaningful from the project.

The Argus: What do you think natural beauty is?

Aoife Casey: Personally, I feel natural beauty is something that emanates from a person who is confident in their own skin, knowing and respecting themselves and is proud of that fact.

The Argus: What do you plan for your next project?

Aoife Casey: I am interested in continuing to explore aspects of Korean culture. I am interested in visually exploring Korean modernity (an economic force) and its relationship with tradition (a cultural force) There are many themes that I want to explore such as “social structures,” “kinship,” “classes,” “statuses,” “rules,” “oppositions,” “solidarities,” “hierarchies,” “authority,” “values,” “ideology,” “religion,” and “purity.”

The Argus: What does the project mean for you? What is the message you want to give to the audience?

Aoife Casey: The project, for me, is a celebration of natural beauty and of the strength and integrity to oneself that a lot of the women I have met have shown me. Really, I want the project to deliver a positive message, one of self-acceptance and celebration of Korean beauty. 📷

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Beauty emanates from a person who is confident in their own skin, knowing and respecting themselves and is proud of that fact.

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Aoife Casey



Photos by Kim Su-young

Young Applicant's Diary: The 1.5 Million's Efforts to Become Twinkling Stars

By Kim Su-young

Editorial Consultant

The second half of this year's employment season, which began in September, is heading toward its close. Young applicants who are seeking employment, called 'Chwijunsaeng,' are anxious to seek their career positions and are getting busy working. Because they are making an effort to enter their dream companies, they usually prepare between at least ten resumes to a maximum of one hundred and take aptitude tests and have interviews. In this case, HUFSans are not excepted. To learn more, The Argus accompanied two HUFSans who were searching for jobs from Oct. 12 to 13 and looked deep into their lives regarding their difficulties finding jobs and their thoughts about Korea's serious unemployment crisis.

The Argus first met HUFSan 'A,' an '06 student from Dept. of Russian. He leads a busy life preparing for employment, just like the other young applicants. After being discharged from the army in 2009, he studied for a year in an academy to enter a law school, after which he had changed his plan. After the second semester of his fourth year, he decided to put off his graduation and made up his mind to get a job first. Even so, he has not yet abandoned his dream. He is still thinking about studying law again after getting a job and then making his dream come true.

The Argus also met a HUFSan 'B,' an '07 student from Dept. of Thai. After leaving the army, he went abroad twice for language training as well as a 7+1 exchange student program. However, his situation is different from HUFSan 'A' since he is searching for a job while attending his last semester's classes. He feels that, unlike the other students who have taken time off from school or put off their graduations, his approach to search for a job is much more difficult.

Sat., Oct. 12

10 a.m., despite it being a weekend, 'A' went to HUFs early to attend the 'Employment Consultation with Seniors' workshop that was held by the HUFs General Student Council which provides advice from upperclassmen who already found their jobs. After finishing the two hour lecture, 'A' was mentored by upperclassmen who have had jobs in various fields. After listening carefully to their advice, he asked questions. Finishing the mentoring session, 'A' headed for Hyehwa Station to join a study group for job interview that started at 2 p.m. He recently received the opportunity to be interviewed for a position on the 17th, overcoming 80 to one odds. This will actually be his first interview ever and he really wants to get into the company so he skipped lunch to be there on time. After the interviewing practice, he has to prepare for the SAMSUNG Aptitude Test (SSAT) that will be held tomorrow, Oct. 13. Today is too busy!

Actually, he started to prepare to find employment beginning in September, just like the other students who are searching for jobs. He has sent out almost 20 resumés



▲ 'A' participates in 'Employment Consultation with Senior' workshop that is held by the General Student Council of HUFs Seoul campus.

to date. Although it sounds like a lot, he said it is not that many compared to other students. However, writing resumés is hard for him, especially considering the short time available since most large companies require all applications within a one to two week period. Due to this situation, he even missed submission of some of the resumés by only a few minutes. But he could not be continually disappointed and not do something about it. Instead, he has begun to prepare not only more resumés and also take aptitude tests and prepare for interviews if he makes it through the application review process. To support all of these activities, he stays very busy.

Meanwhile, what did 'B' do during 'A's preparatory work? This weekend, similar to 'A,' 'B' also has no time. He is headed to a company located near Yeongdeungpo Station to take an aptitude test. He practiced earlier, solving all the questionnaires in the company's three attitude test preparatory books. In addition, these tests are never cheap.

'A,' who had already taken two companies' aptitude tests, remarked that the aptitude tests sometimes have problems. Of course, he agreed that a company needs this process to select the most superior applicants from the large number of candidates. But some applicants often face difficulty in finding the books from the companies because the other candidates often buy all the copies. Plus, the cost is also not really very low, ranging from at least 25,000 won to a maximum 30,000 won, though the applicants must buy them no matter the expense to be properly prepared. In the case of 'A's friend, he had to buy his book in Busan because no copies could be found in any book store in Seoul. Moreover, if the costs of on-line lectures pertaining to the aptitude tests or interviews are included, the price tag for young applicants is enormous.

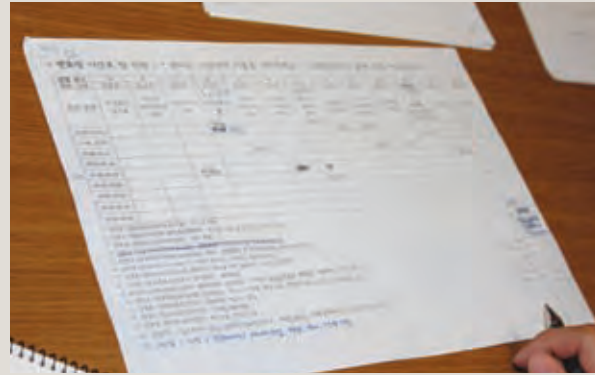
Sun., Oct. 13

10 a.m., in the morning, 'A' took the SSAT, held by SAMSUNG. Over 100,000 applicants take the test in 83 test venues throughout the country, reminding many of the national college entrance exams. 'A' was there. Through this test, the company is supposed to select only 5,500 applicants.

On this day, 'B' was also about to take SSAT, but he did not. Owing to the fact that most young applicants take this test, he was somewhat skeptical as the value of the effort seemed rather nominal and without much meaning. Therefore, he decided to focus on resumés of



▲ Young applicants are lined up to consult with seniors who had jobs in various fields.



▲ 'A' fills out the form to get a mentoring.

other companies which he has interest in. Up to this point, he submitted 28 resumés and heard notice of pass the resumés from two companies, but he had only applied for positions in the distribution field and that of a managing director which he very much wanted. He believes that his wishes might come true if he applies for what he wants.

However, isn't it hard to search for jobs and study at the same time? He answered it is certainly very hard. Sometimes he has to be absent from classes to attend job fairs or lectures which are held by hiring companies and hurts his grades. He understands why most young applicants put off their graduations or take time off from school to search for their jobs, because it can improve their chances by making sure they stay focused, have time to properly conduct their search and also allow them to keep their composure. Nevertheless, he believes that his method has good points too. He will be ready sooner than those who put off their graduation or take time off from school, so even if the results are not be good, he would not

be impatient. For those reasons, he is still positive.

For most young applicants, time is always tight. In addition, the hardest thing for them is the anxiety caused from their job search. Furthermore, students can also become depressed when they hear news of their friends who already got a job. Moreover, due to their search efforts, they lack sleep and cannot stay in contact with their friends. This is the current situation of young applicants.

This trend has been prevalent throughout the Korea economy for university students looking for positions and is even prompting research to be conducted on the stress young people received from their job searches. Even though many experts believe that opportunities for employment are increasingly improving, the near future outlook isn't very bright. 📖

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▲ 'A' asks for some informal know-how on interviewing skills from the instructor.



▲ Over 100,000 applicants take the SAMSUNG Aptitude Test (SSAT) in 83 test venues throughout the country.

Adults with Disabilities Have Right for Education



By Jeon Seong-jin

Editorial Consultant

After a 23-year hiatus, the Republic of Korea celebrated ‘Hangul Proclamation Day’ as a holiday again on Oct. 9. King Sejong the Great invented the Korean alphabet ‘Hangul’ in 1446, after considering that most of his subjects did not have access to reading because only a privileged few could learn and use sophisticated Chinese characters. In addition to its historical impact on the Korean peninsula, contemporary scholars and linguists continue to praise the scientific system used to invent Hangul.

The creation of Hangul has had an impact on modern society. However, it seems the King’s original intention behind the invention of an alphabet is a bit vague. With the progress of information and the global market economy, an alphabet is no longer just a tool for writing something. It means something more than that. Having an exclusive alphabet has become a form of power. Furthermore, when certain information is written in a specific language and its own alphabet, the alphabet enables the information to be more salable nowadays. This means if somebody possess the artistic skill to work in a particular alphabet, then this can become a means to attain success and riches.

On Hangul day at Gwanghwamun Square in Seoul, which is the central area of the northern half of the city, individuals with disabilities gathered in front of the statue of King Sejong the Great. They rallied for a motion to establish a law on sign language with the Ministry of Education to better procure lifetime education for people with disabilities. They set a table for a memorial service in front of the King’s statue, who invented an alphabet to serve the public’s needs. Their protest after the service at the square eventually led to a confrontation with the police.

In the modern era where information and literacy are highly valued as tools for success, learning something means a lot to people. Many sorts of tests which evaluate fluency in a language have become essential for those who long for a successful career. Though people do not like to state this in public, a person’s educational background, particularly the university they attended, has a significant impact on how bright an individual’s career will be. This poses a significant question to society; is a basic education for all people living with disabilities too much to ask for?


People living with disabilities have already experienced serious obstacles in life that others have not, yet they are additionally forced into a position behind others when seeking to get in line for jobs. Irrespective of the need for a successful career, people with disabilities are human beings who make up an important part of Korean society. Of course there are people who do their best to help the handicapped, but why is it so difficult to guarantee them the right to learn their own language through the passing of a government motion that costs an amazingly high amount of money?

Everyone knows that the times have changed, and the members of our society are very different from those who lived during King Sejong’s reign. However, considering the significance of ‘Sejong’s sincerity in inventing Hangul for those who could not afford to obtain literacy, those in need of help should receive every opportunity to learn their own language. All humans are created equal, and in this competitive society, they should be offered the tools for better communication to ensure fair competition. 🇰🇷

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Halloween and the Fear within Yourself

On a Halloween day, faces hang down on the streets at Itaewon, Seoul. Monsters, zombies, and ghosts, creatures that does not exist in the real world. It is ironic that people are afraid of thses faces when they have come up with these creatures. As such, the fear and darkness that may distress you is coming from within yourself. Each ugly body of your thoughts can disappear once you let go. 





A Hole in the Nobel Committee

By Ahn Jun-Yong

Guest Reporter

Every October Koreans are waiting to hear great news. We are waiting for someone to assume the great legacy of the former President Kim Dae-Joong. He was the first Korean to win a Nobel Prize and we hope for another prize winner. The poet, Koh Eun has been considered long time nominee for the Nobel Prize in Literature during recent years. Nobel Peace Prize awarded to former President Kim, the possibility of receiving another Nobel Prize, and also the confirmed discovery of the Higgs Particle, also known as the 'god particle,' which led to the Nobel Prize in Physics, are the reasons why Koreans' interests higher than usual.

Starting in 1901, 862 Laureates or prize winners and 24 organizations have been awarded prizes over the 112 years of the organization's life. For the last two years in a row, the Nobel Committee has awarded the Peace Prize to the organizations rather than individuals, including this year's Peace Prize Laureates, the Organization for the Prohibition of Chemical Weapons (OPCW). This newly settled convention is controversial and once again problems of selecting an appropriate candidate for the Nobel Prize have arisen since the 2009 Peace Prize. In 2009, current President Barack Obama of the United States of America was awarded for the Nobel Peace Prize and even The New York Times called it a "stunning surprise." People of the world worry that the Committee has political motivations and have started to identify problems with the nominee selection process. What they are saying is that the literature, physics, physiology or medicine, and chemistry prizes remain politically neutral, but

peace and economic science prizes are one the ones that can be affected by the flow of world politics.

Then, what is the problem with the nominee selection process that is so controversial? Although, the process itself doesn't have a flaw; but the decisions of the Committee are causing the controversies. The Laureate selection processes for the prizes are all slightly different from each prize, but basic structure is the same. In September, the year before the ceremony, the Nobel Committee send out confidential forms to professors, members of the national assemblies and governments, and the leaders of international organizations. The following February is the deadline for the completed nomination forms. From these nominations, the Committees choose about 200 preliminary candidates for each prize. Until the final selection process in September, the Nobel Committee spends several months consulting experts worldwide. The members of the Committee, professors, experts, and the nominators of the final candidate gather together for a series of meeting to decide the most ideal and appropriate Laureates for the Nobel Prize. Finally, in October, the Committee will choose the actual Laureates through a vote. After the vote, the names of the Laureates are announced and as you might have heard on the news, five of the Laureates were announced over the past few weeks. The award ceremony is held in Dec. 10 and five prizes, excluding the Nobel Peace Prize, ceremony will take place in Stockholm, Sweden. The ceremony for the Nobel Peace Prize is held in Norway, Oslo.

As mentioned above, the process itself doesn't have many flaws, but controversy



OPCW

2013 NOBEL PEACE PRIZE

Organization for the Prohibition of Chemical Weapons (OPCW)



© Nobel Committee

occurs when the final Laureates are outside of people's expectations. Here are few examples.

Having given the European Union (EU) the Nobel Peace Prize last year, the Nobel Committee announced a new winning organization, the OPCW, based on "its extensive efforts to eliminate chemical weapons" which mostly occurred during its work in the ongoing civil war in Syria. During the press conference after the announcement of the Laureates, one reporter raised a question that the Committee put focused on intentions rather than their direct results or achievements. It seems that the Nobel Committee credited OPCW with stopping Syria's recent use of chemical weapons against the anti-government army and it is quite certain that OPCW was illuminated by the action that they took. Even though Thorbjørn Jagland, the head of the Committee, said that OPCW is highlighted by the situations in Syria and that the Committee more closely considered the organization's sustaining activity in preventing deadly chemical weapons, the controversy is still remains at the surface.

This issue is not the main reason for the criticism. Last year, the EU was awarded for "over six decades contributed to the advancement of peace and reconciliation, democracy and human rights in Europe." Awarding the EU raised a controversy, because even the political leaders of the members of the Union membership didn't think the EU had done anything in particular towards the world peace to be given the Laureate for the Peace Prize. Nigel Farage, leader of the Independence Party of Great Britain said, "... maybe they handed the prize to the EU, because they couldn't wait. Nobel prizes cannot be awarded posthumously." Farage criticized the decision of the Nobel Committee as he saw the Union is not that integrated and not appropriate to be given the Peace Prize.

The Committee which had been confronted with lots of controversies and criticisms last year had selected the OPCW, which is another organization that is headquartered in The Hague, the Netherlands. It seems that the Committee has to endure the criticism that 'the Nobel Committee is pro-Europe.'

However, this is not the first criticism that they have to contend with. President Barack Obama was nominated for the Peace Prize just 12 days after his inauguration. He was awarded it "for his extraordinary efforts to strengthen

international diplomacy and cooperation between peoples." Many media sources in the United States reported that the decision was made too early and Obama, being the first African American to become U.S. president, might have stood to bring some domestic integration and unity, but his effect on the rest of the world was hard to estimate.

The Nobel Prize in Economic Science can bring some hot news to the world, because the worldwide economy is directly related to the social situations, but not as much as the Peace Prize. How can the Committee ease people's criticism, while other fields in the Nobel Prize remain quite stable? Well, selecting appropriate nominee for the Peace Prize is tricky, as there are opposing or hostile bodies opposing the Laureates.

Many have criticized the Nobel Committee, claiming that the committee had forgotten the true and valid reason



© Nobel Committee

▲ Thorbjørn Jagland, the head of the Nobel Committee, announces the Laureate for the Nobel Peace Prize.

for the establishment of the Nobel Peace Prize. "... The person who shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses." This quote was mentioned in the will of Alfred Nobel. Therefore, the Nobel Committee has to return to the original and pure meaning of the Peace Prize. The Committee has to learn from the past controversies and choose nominee carefully by gathering not just the experts or academic view, but also consider public opinion. In this way, the Committee can be free from the view of being a 'closed Committee.'

Nobel Peace Prizes are awarded to people who most contributed to the world peace. The Nobel Committee should not start more worldwide conflicts by nominating controversial Laureates. These controversies not only hurt the value of the Nobel Prize itself, which is the most authoritative award in the world, but also discards Alfred Nobel's greatest wish, the desire for world peace. ☹

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A portrait of Gavin Farrell, a man with dark hair and a beard, wearing a grey blazer over a blue shirt. He is looking slightly to the right of the camera.

A New Way of Teaching History: YouTube

By Gavin Farrell
Professor, Department of English Linguistics

The teaching of history is, or at least definitely should be, fundamental to any culture and its education systems. This may be truer for countries like South Korea with a difficult history of wars, conflicts, and occupation. How the past is remembered is a matter of building national pride, instilling justice, and defining a sense of identity.

In a free democracy with rule of law, the advantage for history studies is that many voices can contribute to the history curriculum. Various perspectives and differing judgments are free to compete in the market place of ideas. By definition, these perspectives will not align neatly, and in fact, may clash.

That is what we are seeing in South Korea today: decades of politically unencumbered thought are putting past events into increasingly divergent views. While conflict is not always pretty to look at, it is far better to have the free expression of ideas than the suppression of ideas.

The teaching of history is a new endeavor for me. It happened by chance. A Department of English Linguistics course, Media English, was assigned to me a few semesters ago. It's a real romp: we cover Adam Sandler songs, the zombie tv show *The Walking Dead*, movie clips starring great actors such as Gregory Peck and Al Pacino, and my personal favorite: HBO's sublime *The Wire*. More culturally and historically significant, we also look at important speeches by political figures.

YouTube is an obvious cultural force. It is well utilized by entertainers, most notably by PSY and his Gangnam Style, which finally brought a K-pop star to a coveted international audience. Scholars and educators are also making good use of this new medium. The Khan Academy started out as a math tutoring idea for the founder's relative, and now has 700 lectures math, physics, economics, art history, American civics, and many subject areas were delivered in over a dozen languages.

Massive Open Online Courses (MOOCs) are seen as the future of education for some pundits. The movement has attracted major players from industry and education, such as the project that has partnered Google, TedX, Harvard, and MIT. At the expense of being contrarian, MOOCs seem most valuable, not as a direct learning tool for students, but rather as source of course materials for other professors.

Another massively popular presence is TED-TV, which has its own YouTube channel. Again, it may be highly rated and indeed gets big names to lecture, but the monochrome turtlenecks, speakers who hold their hands so the tips of their fingers touch ala Mr. Burns from *The Simpsons*, and stating the obvious ever so eloquently all while pacing is all a bit pretentious for me.

TED-TV is a good example of how history has long been taught: a lecture that describes. That will always be the tendency of history textbooks, and also more importantly in my opinion, so is the bent that a teacher or professor puts on the material.

One way to mitigate the influence of interpretation is for students to study primary sources. A primary source is what it sounds like: a text by an original actor in a historical event.

For example, in the course Media English, one of the YouTube speeches we use is American President Franklin D. Roosevelt's (FDR) address to Congress Dec. 8, 1941, after the Japanese attack on Pearl Harbor. Certainly students need to know the context of the events, but listening to one of the most important American speeches affords different learning opportunities. In that speech is the one single English word of the 20th century, "infamy," that poses questions to students, such as, 'Does it carry the most meaning?' 'Does it signify the most importance?' 'Is it of the greatest magnitude?'

Augmenting FDR's video recorded speech on YouTube are the original pages that he read from. By looking at the typed draft dictated by FDR and then the penned deletions, additions and notes written by the President himself students can see subtle changes. In fact, the very word "infamy" was hand written by FDR, replacing the scratched out "world history." It was a lexical choice presumably made quickly, yet it is a word in American English that is associated with one context only: FDR saying just that once to indicate America's involvement in World War II, which then led them to be a superpower. Better for students to study such changes in a speech than to have to memorize facts, dates, and numbers.

In his book, *Meaning Over Memory* Peter Stearns, advocates the teaching of thinking skills rather than memorization tasks and rote learning. The purpose of history education "is to teach skills and convey insights about how people and societies function."

Media English is in the Department of English Linguistics, so while history education can be inserted into the curriculum, it should not be forgotten that students are primarily students of the study of language. Winston Churchill used the phrase "iron curtain" most famously in 1946 in Missouri as guest of President Harry Truman. Most students have experience with just American English and are most familiar with the Standard American English accent. Churchill's oratory style is definitely worth studying, but his accent is an obstacle for students. Or another way of looking at it, his accent is a learning opportunity. The content of the speech can be studied as historical artifact, and Churchill's British accent can also be examined. Students can be provided with the written text and note differences in word and sentence stress, vowel length, and other elements that make Churchill's accent new to them.

Another significant historical figure that students appreciate learning about is President John F. Kennedy. His 1961 inaugural speech (of course available on YouTube) is notable for many reasons: he is the youngest elected President, the first Catholic President, the first President born in the 20th century, and he won the election partly due to his commanding performance against Richard Nixon in the first televised debate.

To reinforce the idea that memorization is not a skill that is utilized in the class, quizzes are open book. PowerPoints of my lectures are available on HUFS e-class, as well as any handouts given in class. Students are responsible for keeping all handouts in a portfolio, which is evaluated at the end of the course. (I tell students that if their parents ever ask, "What are we paying all this money for? What did you learn?" they can show their portfolio as evidence.)

Portfolios should be brought every class, particularly since quizzes are scheduled regularly. If students forget their portfolio or don't have all the handouts, they will be at a disadvantage for the quizzes. That was the case for one student on the week after studying the Kennedy, for which there was a quiz. One of the questions asked, "Who won the first televised Presidential debate?" Bless her heart, one student wrote, "Not the sweaty guy." A more typical question goes like this: What part of the speech was most meaningful to you? Why?

The study of history is important. But it can have lighthearted moments, and these moments reveal what students have learned and what is important to them. YouTube presents primary texts in a manner that is consistent with how students engage the world already. It may seem that they are 'just watching a video,' but in fact they are seeing historical events the way the world originally saw them. Given a chance to interpret the speeches and define what they see as significant, they learn independently and on their own terms. 📺

The Argus, Fascinating Channel for Meeting New World

I can assure you that this newspaper, The Argus, is the most attractive school media run all by college students. In the October issue, the attraction and creativity of The Argus can be found.

What makes The Argus attractive is that it deals with various fields in a short issue. Starting with the article about radioactive crisis from importing Japanese goods, to the last page of the magazine, The Argus successfully shows cultural, philosophical, and social issues. All articles are dealing with creative issues or systems of thinking.

For example, a column about anarchism in Easy Channel A shows a creative idea clearly. The term, Anarchism, is introduced not as the common meaning, the state without any regulation (even the concept of nation), but as the motivation and basic ideology of social innovation or changes.

Like these, The Argus tries to show something new and fresh with the special creativity as a college paper. It leads readers to communicate with the new world that they never have experienced. This is why I expect further growth of The Argus.

Kim Hae-ju 13'

Dept. of Public Administration

Glancing the Real World through The Argus

Cold Winter is coming, but the passion of The Argus, for being a beacon of truth, is still burning.

In the October issue, The Argus dealt with many controversial issues from political to actual role of media. Despite the variety of issue they handled, The Argus has succeeded to perform their duty of delivering the truth. At this point, what really inspired me was the cover page of the issue. Personified TV which asserts more reality in its programs makes me question whether the broadcasting station has been performing its own duty. Furthermore, it makes me think about my duty of whether I've been carrying out the role of conscious citizens or not.

Provided in proper place, other articles like Photo Essay helped me to rest my mind which makes me relax. But, as a freshman, one thing I sought to read was missing; articles dealing with the issues at HUFs which would interest HUFsans. It would've been more instructive if there were some articles which would help students' school life.

Jung You-Gun 13'

Dept. of English Literature

What is Hidden Behind...



What it Means to be an Argusian

It has been almost two years since I became part of The Argus. Two years ago, I was a cub-reporter. The first impression of The Argus was strict and scary. It took time for me to understand its system and get used to it. During the hard-training in the winter vacation, I was busy, meeting seniors and preparing to become a real reporter. I struggled to finish assignments, staying up all night. I made many mistakes that cub-reporters would make.

As a reporter, I remember running around the campus and the city, busy taking photos, interviewing people and gathering news, my heart filled with pride. However, it was a difficult time in which The Argus kept pushing me to my limit. Writing an article was not easy at all; I had to find accurate and enough evidence to properly support my logic in the article. I needed to know how to interview others as a reporter. I learned. I learned not only how to write though; I learned my limits and my weaknesses; so close to giving up, but I never let go of the rope. Other members and senior members were always there for me, giving me endless support and understanding.

The hard time slowly passed and I was more composed. I knew my weaknesses and then I could slowly fill in what is missing in me. I was becoming an Argusian, my mind more open to its people and The Argus was no longer 'scary' but 'cozy' and 'warm.' Problems and hardships that were once so big to me were smaller now. I was more mature and stronger.

As the Editor-in-Chief, I still face my weakness and there are still difficult times but I am working hard to overcome them. Now, I also see my strengths. Half of my university life cannot be explained without The Argus and I hope for all my junior reporters to also have the chance to make their own valuable experience from The Argus.

By Jo He-rim

Editor-in-Chief

Dept. of English Linguistics 11'



The Argus

www.theargus.org