

December 1, 1995

Dear Dean Wright:

I am writing to you to convey my interest in developing a course of Korean language studies here at Dartmouth.

As an assistant professor in the Government Department I teach courses on Japan and Korea. For example, this spring I am offering "Politics of Economic Development in Korea and Taiwan," while next year I will teach "Korean Politics" which will cover both North and South Korea. I am willing to help in any way possible raise funds or develop a course of Korean language. I feel a "missionary zeal" because ten years ago I wanted to study Korean at Stanford and was unable to do so.

I've enclosed a longer "proposal" that lays out some of the ideas that I have about the plausibility of successfully offering Korean and ways to raise funds, and here I will just summarize the ideas.

Dartmouth is the only Ivy league school not to offer Korean language. Likely enrollment for Korean is 20-25 for the first year, and 10-15 for the second year. This fall, in an informal course for no credit, over 21 students began the course, and over 12 finished, despite the other demands on student's time!

The funding for Korean language need not take away from other programs: it is plausible to expect that a two-year "trial lecturer" position could be funded with corporate and alumni donations. I have relatively deep connections in Korea with Samsung and Hyundai and other corporations, and would be happy -- even eager -- to accompany you or President Freeman to Korea and arrange initial meetings with various agencies and companies.

I have talked with Linda Fowler of Rocky who is quite interested in developing internships with Korean companies that would further generate wide student interest. Additionally, Dickey is interested in developing ties with Asia and Korea.

Please glance at the proposal, which provides an elaboration on the points I have raised in this letter. I look forward to working with you on this project, and hope that you and Dean Lagomarsino will find Korean language potentially rewarding enough to pursue its development.

Thanks for your time.

Sincerely,

Dave Kang
Assistant Professor

A MODEST PROPOSAL:
KOREAN LANGUAGE AT DARTMOUTH

(Summary)

December 1, 1995

- Dartmouth is the only Ivy league school that does not offer Korean language courses.
- The Deans, chair of DAMELL, and other administrators on campus have all indicated that teaching Korean language is a desirable goal.
- Probable Enrollment in Korean Language, courses at Dartmouth is 20-25 for first year, 10-15 for second year
- Providing Korean language would be unlikely to significantly diminish the enrollment in Chinese or Japanese
- As a trial establish a two-year visiting position for one lecturer, and the ultimate goal may not include an FSP and related humanities courses
- Funding is probably more available now than ever before: alumni, Korean businesses, and Foundations are all interested and actively have sought to fund Korean Studies at Dartmouth; Provost Bollinger has expressed “eagerness” to raise funds for Korean language
- Generate student interest through Rockefeller Center Internships with Korean conglomerates

KOREAN LANGUAGE AT DARTMOUTH

Dave Kang
Assistant Professor
Government Department
December 1, 1995

Dartmouth is the only Ivy league school that does *not* offer Korean language courses.

In the past few months I have talked with Deans Green, Wolford, and Lagomarsino, Professors Mowry and Blader of DAMELL, Linda Fowler (director of the Rockefeller Center), and other administrators on campus about the possibility of teaching Korean language at Dartmouth. All responded positively to the general idea.

In fact, *Dartmouth implicitly agrees that Korean language is an important course offering.* An official admissions pamphlet of foreign languages taught at Dartmouth that is sent out to prospectives *includes* Korean, with a little subtitle saying the course is taught by students. This might be seen as slightly misleading, considering that Korean is listed along with Chinese and Japanese, both fully funded courses within the Dartmouth curriculum (see Appendix A.)

Developing academic and alumni relations with East Asia has enormous potential, and Korean language is one minor way in which Dartmouth can attract top students and show a commitment to continuing a strong record of providing Asian studies while also responding to the changing nature of academic and college needs.

However, despite broad support for the idea of Korean language, several obstacles exist. In conversations with Deans and members of DAMELL, two concerns about the feasibility of teaching Korean language at Dartmouth have consistently emerged. All agreed that both potentially low enrollment and also possible "substitution" of Korean for other currently offered Asian language courses were the two major obstacles to providing Korean language at Dartmouth.

We believe these obstacles are unfounded!

THE TWO BIG OBSTACLES!

I. ENROLLMENT

Probable Enrollment in Korean Language courses at Dartmouth is 20-25 for first year, 10-15 for second year

This is based on the following figures:

- **More than 12 students took a student-initiated Korean class this Fall 1995**

Student interest in Korean language is so strong that students have successfully taught courses for the past 4 years. At the end of this quarter there were 12 students still taking the course -- over 25 began the course (see Appendix B.)

- **Enrollment tends to be 10-15% of the Korean-American population on campuses similar to Dartmouth**

Brown University has 300-350 Korean American students, and 47 students were enrolled in various Korean language courses in Fall of 1995 (for full numbers back to 1987, see appendix C.)

Dartmouth currently has approximately 150 Korean-American undergraduates.

- **Enrollment tends to be 10-15% non-Korean, 85-90% Korean-American (see appendix C.)**

II. SUBSTITUTING FOR CHINESE OR JAPANESE

Providing Korean language would be unlikely to significantly diminish the enrollment in Chinese or Japanese

- **There are already students taking an informal Korean language course**

As noted above, these students are taking Korean *in addition to* the official offerings of Chinese and Japanese. This already substantial enrollment has not affected the official Chinese and Japanese enrollments (See appendix B).

- **In a survey of all students currently in ASP, only three responded affirmatively that they would have substituted Korean for their current Asian language course**

Surveys of student opinion are notoriously inexact. What is notable about this survey is that we might have expected the opposite result: that many students would wish to provide a “show of support” for Korean, even if they truly had no intention of taking Korean themselves. However, the informal survey showed that there was little desire on the part of those taking Chinese and Japanese to switch to Korean. While clearly there will be some substitution, we do not believe offering Korean language courses at Dartmouth will seriously imperil the current Japanese or Chinese enrollments.

FUNDING

1. Funding is probably more available now than ever before

Provost Lee Bollinger has expressed an active interest in fund-raising in Asia, and he explicitly said he would welcome the opportunity to raise funds *this spring if possible* for Korean language at Dartmouth. Additionally, other campus administrators have also noted that Dartmouth's contacts and relations with Asia are far weaker than they should be, and this may be a chance for all the Asia-related programs to increase the awareness of Asia to the campus and, significantly, the development office.

2. The requirements for a two-year visiting position are of significantly lower cost to the College than a tenure-track position and allow for a trial period

3. Potential Sources of Funding Include:

- *Korean or Korean-American Alumni*

Dean Lagomarsino told me that a few years ago the College had done a preliminary study of potential Korean Studies donors. He believes that the window of opportunity for raising funds from alumni is growing wider for the moment.

- *Major Korean conglomerates*

I have made contact with Korean conglomerates, with the goal of devising a strategy by which they might donate to Korean Studies (see the section on "Related Programs.") While clearly the actual fund-raising must be done by a senior member of this campus, I am willing to help in whatever way I can to facilitate this process.

- *The Korea Foundation*

One of the major goals of the Korea Foundation is the widespread implementation of Korean language studies in the

United States. It is possible that over time Korea Foundation would be willing to fund Korean language at Dartmouth.

Preliminary Contacts in Korea

1. Samsung Group, Chulsoo Lho (special assistant to the Chairman)
2. Dong-A Group, Jehoon Lah (chairman and CEO)
3. Hyundai Group, Kyongsoo No (former VP)
4. Banker's Trust Seoul Office (Charles Chang, executive VP)
5. Han Sungjoo (ex-Foreign Minister, ROK)

INSTITUTIONAL PROCESS

- **Add courses within DAMELL and go through the COI**

Significantly Deans Green, Wolford, and Lagomarsino all agreed that it was not necessary to bring the issue of Korean language instruction before the large and unwieldy Faculty Senate. They agreed that it would be desirable to merely “add courses within a department” which would only require approval from DAMELL and approval of the Committee on Instruction. This significantly lowers the institutional barriers to bringing Korean language to Dartmouth.

- **Fund a two-year Visiting position as a trial**

This would allow the College to evaluate the viability of a longer term program. It would also provide credibility to our fund-raising efforts when the College approaches donors about funding a permanent, “hard money” position.

- **A Modest Proposal**

Dean Green has suggested that a *two-year visiting position as an experiment* was both possible and desirable. This would allow DAMELL and the college to determine the viability of the program without needing to institutionalize the entire process. This would allow a trial-run with the goal towards fully institutionalizing Korean language within the Dartmouth curriculum.

Additionally, and more significantly, Deans Green, Wolford, and Lagomarsino all agreed that from their perspective it was not necessary to create an entire “Korean Studies Program.” That is, all Deans agreed that teaching just language with perhaps one course of literature -- without the need for a full-fledged two tenure-line faculty members and FSP -- was a viable model for the addition of future language programs.

RELATED PROGRAMS

While developing an entire Korean Studies program may not be necessary, there are some minor innovations that might make the entire project more successful.

Generating Student Interest: Rockefeller Center Internships

Linda Fowler, Director of the Rockefeller Center at Dartmouth, is very supportive of Korean Language at Dartmouth and quite interested in setting up internships that might be run through Rocky that would generate greater student interest in Korean language. The value of internships -- whether or not run through Rocky -- is that it would potentially create more student demand for Korean language among the population in general, thereby widening the interest in Korean language beyond Korean-Americans.

One possible plan would be to create, in collaboration with major Korean conglomerates, an internship program whereby students at Dartmouth could take Korean language and then spend three or six months as an intern for a Korean company. The internship could either be located in the US or in Korea.

The Korean companies are extremely interested in identifying and hiring competent US students. This arises for a number of reasons. First, Korean companies are vigorously attempting to internationalize their business, and this requires internationalizing their workforce. Second, Korean companies in America face a unique problem: Korean-Americans do not wish to work for Korean companies, preferring in general to work for established US companies. As a result Korean companies in America are attempting to devise strategies by which they can realistically compete for the best graduates of US colleges. Providing undergraduate internships would be one such strategy.

In all my conversations with Korean executives the idea of a collaboration with Dartmouth College was enthusiastically embraced. For example, I have explicitly approached extremely high-level executives (Chairman's office or higher) at both Samsung and Hyundai group. In the words of one executive, the idea of

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establishing internships or other relationships with Dartmouth was “not only possible, but probable.”

Foreign Study Programs

There already exists a de-facto Foreign Study Program: Yonsei University in Seoul is the major venue for almost any study in Korea. I can discuss the issues of an institutional relationship with Yonsei at length if DAMELL desires, but let me note just a few points here.

First, Yonsei provides excellent Korean language instruction, and adequate instruction in the social sciences.

Second, the Yonsei program is well-developed and experienced in working with foreign students.

Therefore, taking advantage of the Yonsei program would be beneficial, and offer an interim step without having to establish a new Dartmouth FSP. The Deans suggested that developing a full-fledged FSP/language/literature offering in Korean is not necessary or even desirable. While it is clearly not my place to make suggestions to the faculty in DAMELL, I concur with that assessment. I have already been approached by the Dean of the International Division at Yonsei University about establishing formal ties between Yonsei and Dartmouth. I would be happy to pursue this avenue in any way deemed desirable by DAMELL and the College.

Appendix B: Student-initiated Korean classes at Dartmouth

This is an incomplete list of the students that took Gu-hyun's informal Korean language course offered this fall quarter. These are actual students who actually spent the time to take the class the entire quarter.

Esther Lee
Judy Yi
Frank Aum
Ann Bilderback
Edward Suh
Tami Kim
Jackie Kim
Janny Bae
David Rhee
Newrhee Kim
Andrew Koh
Grace Kim
Jenie Oh

Total: 13 students

Additionally, many students spend their own money to travel to Yonsei University in Korea to study Korean, a sizable commitment to learning the language. Here is a partial list:

| | |
|-------------------|--------------------|
| Denny Kwon '96 | Andrew Kim- '95 |
| Min '98 | Mira Lee- '95 |
| Melissa Cho '98 | Bernie Cho- '93 |
| Jannet Lee '98 | Steve Lee- '92 |
| Mike Kim '97 | John Kim- '92 |
| Teresa Lee '95 | J.C. Choi- '93 |
| Al Lee- '92 | Rachel Kim '98 |
| Gu-Hyon- '95 | Jacqueline Kim '98 |
| Swl- '94 | |
| many, many others | |

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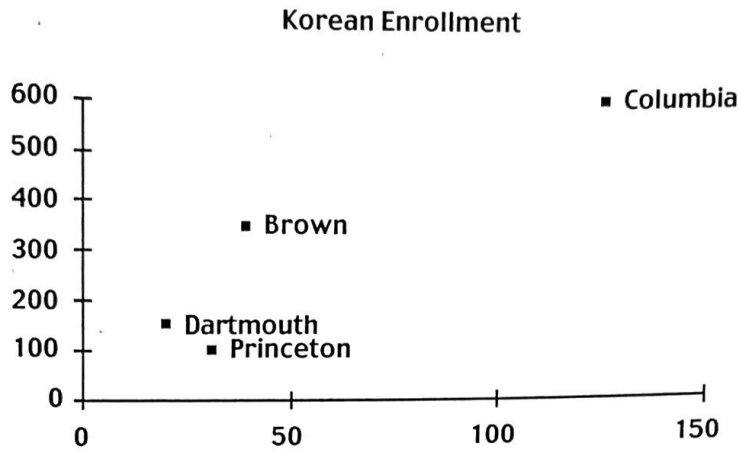
APPENDIX C: Comparable Institutions and Korean Enrollment

I asked the students to find information about enrollments at comparable institutions. The information has come trickling in, and with about half of the important information available I decided to go ahead with my little proposal. A more full data set should be available in the winter term if needed.

Table 1: Korean Language Enrollment at other Schools

| 1995 Academic Year | 1st Year | 2nd Year | 3rd Year | 4th Year | Other | Total # Enrolled | % Korean-American | Korean American population | Enrolled/K-A |
|--------------------|----------|----------|----------|----------|-------|------------------|----------------------|----------------------------|--------------|
| Brown | 25 | 14 | 14 | 14 | 8 | 75 | 80 | 350 | 0.111428 |
| Columbia | 70 | 55 | 22 | 9 | n/o | 158 | 88 | 600 | 0.208333 |
| Cornell | 35 | 13 | n/o | n/o | n/o | 48 | 80 | | |
| Harvard | 60 | 30 | 15 | 10 | n/o | 115 | 95 | | |
| Princeton | 19 | 12 | n/o | n/o | n/o | 27 | | 100 | 0.27 |
| Berkeley | 125 | 90 | 20 | 20 | 60 | 315 | 75 | 2,000 | 0.1075 |
| Yale | 45 | 25 | n/o | n/o | n/o | 70 | 80 | | |
| Dartmouth | | | | | | | | 150 | |
| Time-Series | 1991 | 1992 | 1993 | 1994 | 1995 | Inception Date | # of Courses Offered | | |
| Brown | 28 | 49 | 89 | 69 | 75 | 1986 | 6 | | |
| Columbia | 100-144 | | | | | 1970 | | | |
| Cornell | 48 | | | | | | | | |
| Harvard | | | | | | 1959 | | | |
| Princeton | | | | | | 1989 | | | |
| Berkeley | | | | | | 1940 | | | |
| Yale | 78 | | | | | 1989 | | | |

Graph 1: A Crude Interpolation of Dartmouth



These figures are based on the assumption that enrollment in Korean classes would be roughly indicated by between ten and fifteen percent of the Korean-American population on campus, and the following data:

| | 1st Year | 2nd Year | Total | Korean-American |
|-----------|----------|----------|-------|-----------------|
| Brown | 25 | 14 | 39 | 350 |
| Columbia | 70 | 55 | 125 | 600 |
| Princeton | 19 | 12 | 31 | 100 |
| Dartmouth | | | 20 | 150 |

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Appendix D: An Example of a Successful Program

Date: Wed, 4 Oct 1995 15:30:23 -0700 (PDT)
 From: Kyung-Nyunk Richards <kayrich@uclink3.berkeley.edu>
 Subject: Re: hello!
 To: "David C. Kang" <David.C.Kang@Dartmouth.EDU>

David sonsaeing-egeh:

Thanks for your interest and advocacy for Korean Language education at your university. I welcome your inquiry and wish to encourage your effort in pursuing the program.

(1) We offer the following courses as a regular program
 Korean 1A (Fall) 1B(Spring) 5 sections this year, about 125 students
 Korean 10A(Fall) 10B(Spring) 3 sections this year, about 90+ students
 Korean 100A(Fall) 100B(Spring) 1 section this year, about 20 student

When we have faculty(visiting or otherwise) we also offer
 Korean 101 (4th year Korean) 1 section about 20 students
 Korean 150 (Modern Korean Poetry) 60+ students enroll but I don't
 have the figure for this semester
 Korean 155 (Modern Korean Prose (Not offered this sem.)
 Korean 187A and 187B (Korean Literature in Translation) It is
 offered this sem. but dont have the fig for it.

The total number of students enrolled in just the language courses are over 260 and I don't know how many more in the literature courses.

(2) The number of instructors at lecturer level for the three levels of language courses is two. The number of tAs for the first year is 3 and 2 for the second year. We also have a tutor about 6 hours a week for the first two levels.)

(3) Percentage of Korean Americans in these courses vary but in general about 85% is Kor-Am students. Interesting (informal observation) change in student demographics in our courses is the increasing number of non-Koreans of various ethnic groups such as Chinese, Japanese, Vietnamese, etc. in the beginning level. I think it is a sign that Korean language is becoming more of an international language.

Good luck to you in this endeavor and don't hesitate to contact me if you need any additional info.

How are your courses going? What courses do you teach? What is it like to teach there? Do you enjoy teaching? Or would you rather do research and write? Etc, etc, etc.

Sincerely,
 Kay Richards