

GLOA 450-K01: K-Pop, Hallyu & Korean Culture
KORE 320-K01: Korean Popular Culture in a Global World
Spring 2024

Professor: Gyu Tag Lee

Time: Monday / Wednesday 15:30 – 16:45

Room: G105

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Office Hours: Tuesday 14:00-17:00 or by appointment

Course Overview (Course Description):

This course provides an introduction to the contemporary culture of Korea, with an emphasis on the *Hallyu* (Korean Wave), K-Pop and Korean culture and media. Major themes throughout the course will be: (1) Important aspects that have shaped today's Korean society and media culture; (2) Korea in East Asia; (3) the development of *Hallyu*; (4) the history of K-Pop and its globalization and (5) the co-existence of local and global in Korea. Although readings and assignments are set up on different forms of cultural products, the overall intent of the course is comprehensive understanding of the ambivalence of Korean popular culture – local and global at the same time.

Students are going to listen to many K-Pop songs, watch a couple of Korean films, excerpts from K-Drama, Korean documentaries, and more. It means that this course will be fun and even entertaining sometimes! However, it is REALLY important for students to actively participate into the class discussion when enjoying all those K-media products. Though it is a upper level undergraduate course, the instructor would like to lead the course to a quasi-graduate level course asking students to act autonomously.

Learning Outcomes (Class Objectives):

Upon successful completion of this course, it is expected that each student will

- Understand how Korean contemporary culture and society has been shaped by different influences from outside with its own effort and interpretation
- Understand the history of modern Korea from the global perspective
- Recognize how Hallyu and K-Pop has become the global cultural phenomenon in- and outside East Asia
- Develop reading and interpreting skills (media literacy) when enjoying media products
- Think critically about Korean-ness or 'being Korean'

Course Textbooks:

- **There's no specific textbook for this class.**
- Most of the required/recommended course texts will be made available on Blackboard

(<https://mymasonportal.gmu.edu>) or will be provided by email. It is your responsibility to print these texts or read them electronically, and take good notes. Please check Blackboard regularly for course texts and announcements. Also, PowerPoint materials used in the class would be available on the Blackboard.

- A couple of books are recommended to understand this course more deeply.
 - 1) *Transnational Convergence of East Asian Pop Culture*. Edited by Seok-Kyeong Hong and Dal Yong Jin. New York: Routledge (2021).
 - 2) *Understanding the Korean Wave: Transnational Korean Pop Culture and Digital Technologies*. By Dal Yong Jin. New York: Routledge (2023).
- For those who can read and understand Korean well, Korean books below are strongly recommended:
 - 1) *The K-Pop Age* 『케이팝의 시대』 by Gyu Tag Lee 이규탁 (2016)
 - 2) *K-Pop in Conflict: Between Local and Global* 『갈등하는 케이, 팝: 한국적인 동시에 세계적인 음악』 by Gyu Tag Lee 이규탁 (2020)
 - 3) *Z With Luv: Post-BTS and the Future of K-Pop* 『Z를 위한 시: 포스트BTS와 케이팝의 미래』 by Gyu Tag Lee 이규탁 (2023)
 - 4) *Hallyu in Globalization and Digital Culture Era* 『세계화와 디지털 문화 시대의 한류』 by Seok-Kyeong Hong 홍석경 (2013)

These books will be available at the IGC Library. They are ‘recommended’, not ‘required’ for this course though they surely would assist you to understand the course better.

- Another important “text” for this course is your **GMU email account**. I will be periodically sending out updates, announcements, and syllabus changes to your GMU email addresses and it is your responsibility to regularly check your email and maintain space in your inboxes. The phrase “I did not get your email” is not an acceptable excuse.
- I usually do not open emails during weekend and holidays. You may receive a reply from me after the beginning of workdays.

Course Policies and Student Responsibilities:

NOTE: Class Etiquette

As a class dealing with culture and society, this class sometimes covers sensitive human issues. The classroom should be a comfortable place to discuss concerns, hear ideas, and engage in friendly debate. This includes our physical classroom, online classroom (Blackboard), and all the ways that we interact with each other for the course.

We are all expected to be respectful to everyone that is involved with MUSI 102 this semester. Please remember that some behaviors may be bothersome to others or are distracting. I hope we can create a shared learning environment where we all help each other learn more about ourselves, each other, and our world. Avoid language that is offensive, any comments made in-person or online that could marginalize anyone or make anyone feel like they do not belong here are unacceptable. Please be open to learning and sharing. I learn a tremendous amount from my students each semester.

I ask that please don't use your laptop or other device during class to participate in the class discussion more and not to become distracted by it. This means no surfing the web or being on social media during our class meeting. I reserve the right to not allow any devices or electronics during our meetings if they become too disruptive (except for those needed for university approved learning purposes). This class is a 3-credit course.

1. Attendance

- a. You are expected to **attend all classes**, arriving **before** the class begins and remaining engaged for the duration of each class meeting. If you cannot attend class due to illness or other emergency, you should notify your professor directly or by email before class.
- b. Arriving late or leaving early is equal to 1/2 absence. **Any more than 3 absences** will result in a grade penalty in participation.
- c. If a student misses **more than seven(7) classes** (eight(8) classes or more) he or she would be fail.

2. Class Preparation and Participation

a. Class Preparation and Participation

- (1) Students must prepare in advance for every class meeting (recommended reading and written homework). Class participation means that you actively engage in the discussions/activities and that you take notes during discussions and lectures.
- (2) DO NOT WORK ON OTHER CLASS ASSIGNMENTS, TEXT MESSAGE/KAKAO TALK, READ EMAIL, FACEBOOK OR ENGAGE IN OTHER SOCIAL MEDIA DURING CLASS TIME. Your grade will be seriously lowered if the instructor finds you doing those things.

b. Mobile Phones and Other Electronic Devices (Laptops, Tablets, etc.)

- During class all mobile phones should be switched off or to silent mode, and put away out of sight. Mobile phones on your desk, lap, or within sight are not allowed. Using phones without permission can negatively impact your participation grade.
- If mobile phones or other devices use continues after the start of class you may be asked to leave the classroom, which could also affect your attendance score.
- Students should keep in mind that this is a **laptop ban class** when we have a face to face meeting.

c. Homework and Written Assignments

- You must complete the homework and written assignments *independently and individually*. **Copying homework and/or a written assignment from a current or former student is cheating.** University policies for cases of academic integrity can be found at: <http://oai.gmu.edu/>. *If you have any questions about these policies, please ask your professor before completing the assignment.*

d. Course Readings and Worksheets

- You are responsible for completing reading homework for every class meeting if there is any. You should be prepared to share the main ideas from each reading and have the written assignments ready for in-class discussions/activities. Your professor may check to see if your homework is complete at any time. These homework checks are part of your Preparation and Participation Grade. Do not email “missing” or late worksheets to your professor. You must be present in-class to receive credit for homework.

e. Graded Assignments

- These must be typed using MS Word. All text must be in 12-point font and double-spaced. Please check spelling and grammar prior to submitting your assignments.

f. Using AI writing programs (such as ChatGPT)

- a. The use of artificial intelligence (AI) to produce writing for this course is **NOT ALLOWED** unless it is otherwise stated by the instructor. If a student is found to have used AI-generated content for an assignment, that student may fail the assignment or even the course.

※ If you want to get advising for your writing assignment, you can visit GMUK Academic Resource Center. Please find more information about it at the end of this syllabus.

3. Late Work

- You must get permission from the Professor to submit work after the posted due date. *Otherwise, late work will not be accepted and will result in a “zero” grade.* Even when permission is given, late work may be subject to a certain percent grade penalty (20%-40%).

4. Blackboard

- You are expected to use Blackboard to access course materials. Also, you should be able to access your GMU e-mail account.
- Should any class sessions need to be recorded, students will be notified in advance. Any recordings will be stored on Blackboard and will only be accessible to students taking the course during this semester.
- A selection of certain works (e.g., articles, podcasts, videos, book chapters) will be available to students through Blackboard and remain subject to all rights and restrictions of the publisher and are to be used solely for academic purposes.

- Course materials and recordings are not to be distributed, sold, or employed for any other purposes.

5. Time Management

: You are encouraged to make an appointment with the course professor as soon as you experience difficulty in the course or have questions about an assignment or exam. Do not wait to get help. Keep in mind that poor planning on your part does not constitute an emergency on the part of your professor (i.e. if you wait until the last minute to make an appointment with your professor, you may not have the opportunity to do so).

University Policies:

1. Academic Integrity

: It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work.” More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at <https://oai.gmu.edu/mason-honor-code/>.

2. Students with Disabilities

: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Academic Affairs at 032-626-5060. All academic accommodations must be arranged through the Office.

3. Notice of mandatory reporting of sexual or interpersonal misconduct

: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact Mason Korea’s Title IX Coordinator by calling 032-626-5110, or emailing mktix@gmu.edu. You can find detailed information on our website <https://masonkorea.gmu.edu/resources-and-services/title-ix>.

4. Equity and Inclusion

: Mason Korea is an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

5. Anti-racism Statement

: We are committed to an anti-racist approach to higher education that acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of

racism against Black individuals and other people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities. We aim to interrupt cycles of racism and to cultivate a more equitable, inclusive, and just environment for students, staff, faculty, alumni, and friends of all racial backgrounds.

6. Land Acknowledgement Statement

: Land acknowledgement engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work. At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

7. Diversity Statement

: Mason Korea seeks to create a learning environment that fosters respect for people across identities and perspectives. We hope to continue to create an intentionally inclusive community that promotes and maintains an equitable and just work and learning environment. We (and I!) welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

Course Assessments and Grading Scale
Spring 2024

Your course grade will consist of the following:

1. Monthly Response Papers (three [3] total)	20% (total 200 pts.)
2. Film Reflection Papers (four [4] total)	14% (total 140 pts.)
3. 'In the News' Presentation	20% (200 pts.)
4. Excursion and Reflection Paper	11% (110 pts.)
5. Blackboard Discussion	10% (100 pts.)
6. Participation	25% (total 250 pts.)
6.1 Attendance	10% (100 pts.)
6.2 Classroom Discussion Participation	15% (150 pts.)
Total	100% (1,000 pts.)

Grading Scale

- A+ = 98.0~100, A0 = 94.0~97.9, A- = 90.0~93.9
- B+ = 86.0~89.9, B0 = 82.0~85.9, B- = 78.0~81.9
- C+ = 74.0~77.9, C0 = 70.0~73.9, C- = 66.0~69.9
- D0 = 60.1~65.9, F = 0 to 59.9

Overview of Course Assignments

1. Monthly Response Papers: 20% (50+60+90 = 200 pts.)

- a. Students will be asked to write **three (3), 1,200-word papers**. The paper should address your reactions and interpretations of class materials (including lectures, films, and 'In the News' presentations and discussions) each month. The papers are relatively informal in structure. In other words, you can discuss whatever you found intriguing about the readings and lectures without organizing the paper around a central argument as you would in a more formal paper.
- b. Professor will give a detailed instruction about the paper 1 to 2 weeks before the due date (such as possible topics, format, etc.).
- c. *NO LATE SUBMISSION WILL BE ALLOWED without prior permission.*
- d. Note on grading: When marking these, I will NOT be strictly looking for grammar, organization, and so on. I will be looking for evidence that you are engaged with what we've done during the class, and your own thoughts/reflections/opinions about the topic that you choose to write about. Papers that simply re-hash the lectures or the readings, or that fail to show an explicit connection to the class will receive reduced or zero credit.
- e. Using AI writing programs: Refer to the course policy section 2-f.

2. Film Reflection Papers: 14% (140 pts)

- During the semester, students will watch 4 films and write their thoughts, ideas, impressions and arguments about it. For each reflection paper, Professor will give students a couple of questions to think about when watching the film. The minimum word-count for each reflection paper will be 350 words.
- The reflection paper does not have to be very formal and strictly academic. You can write your thoughts, opinions, and arguments more freely than the typical academic essay.
- **Avoid summarizing** the readings and other references – move quickly into an analytical response and show your own arguments/opinions. This essay should be argumentative, rather than too descriptive and/or informative.
- If your answer is well-made and seems more insightful/interesting than usual, you will get up to 5 extra points. Therefore, if you get extra points for some of your essays, your total points can be more than 140 pts.
- Note on grading: When marking this, I will NOT be strictly looking for grammar, organization, and so on. I will be looking for evidence that you are engaged with what we've done during the class, and your own thoughts/reflections/opinions about the topic that you choose to write about. Papers that simply re-hash the lectures or the readings, or that fail to show an explicit connection to the class **will receive reduced or zero credit**.

3. 'In the News' (Presentation and Leading discussion): 20% (200 pts.)

- a. A group of students (consisting of two or more) chooses a topic from recent news/magazine articles and/or TV news about contemporary Korean politics, economics, society, history, culture, etc.
- b. Then the group make a 15-minute presentation about it, explaining why they choose the topic and the details about the issue.
- c. After the presentation, we will have a discussion session about it. First, two discussants appointed by the Professor at random will ask questions and give comments on the presentation. Then other students can jump into the discussion.

4. Blackboard Discussion: 10% (100 pts.)

- a. During the semester, students will have to participate in 6-7 online Blackboard Discussions. Professor often will give you a couple of discussion questions sometimes with reading materials (such as newspaper/magazine articles) or videos through Blackboard Discussion section. Please read the assigned article(s) and make your own thoughts and replies to others' thoughts on the Blackboard.
- b. You will make comments on others by the different due date from your own discussion. Details will be announced on each Discussion forum.

- c. If your answer is well-made and seems more insightful/interesting than usual, you will get 3 extra points. If you get those extra points for some of your discussions, your total points can be more than 100 pts.
- d. If you don't make reply to others' answers when participating in the discussion, 2 pts will be deducted (for example, you make a less satisfying answer without making reply to other, you may get 6 pts only).

5. Excursion & Reflection Paper: 11% (110 pts.)

- a. Our class will have an excursion in the semester (expected to be one of Saturdays in November). The excursion is to see and feel directly what we learn and discuss in the classroom.
- b. Students will write one excursion paper (350-word, double-spaced). The paper should be submitted in the very next class after the excursion.
- c. Details about the excursion (such as the exact date, time, and the place) will be announced later in the class.
- d. Participating excursion is MANDATORY. Students should arrange their own schedules.

6. Participation: 25% (total 250 pts.)

In-class participation is important not only to the individual student, but also to the class as a whole.

6.1 Attendance: 10% (100 pts.)

: Refer to the course policy section 1.

6.2 Classroom Discussion Participation: 15% (150 pts.) → *Important!*

- Class participation is crucial to one's overall grade. It will be assessed by your participation during other students' presentation and other usual class participations.
- ***This is separate from your general attendance. They are separately graded. It means your attendance does not count as classroom discussion participation.***
- It will be counted based on how many times you participate. Therefore, you can get zero if you do not make any participation during class discussions in the semester. You can get the full participation grade when you make five(5) participations through the whole semester (you will get some extra credit if you make participations more than seven(7) times).
- Just saying 'yes' or 'no' or rising your hands when the instructor asks simple OX questions will not count as participation.

*** It is your responsibility to check your participation status during the semester.**

Class Schedule:

(All dates are subject to change)

Week 1 (02. 19 / 02. 21)**Course Introduction****Week 2** (02. 26 / 02. 28)**Important Moments of Modern Korea (I)**Reading:

PARK Myung-Jin et al. (2000). "Modernization, Globalization, and the Powerful State: The Korean Media". In James Curran and PARK Myung-Jin (Eds.), *De-Westernizing Media Studies* (pp. 111-123). London and New York: Routledge.

Recommended Film:

Inside Men 내부자들 (2015)

Week 3 (03. 04 / 03. 06)**Important Moments of Modern Korea (cont.)****Film 1** (Theme: Globalization of Culture in South Korea):

Untold Scandal 스캔들: 조선남녀상열지사

Week 4 (03. 11 / 03. 13)**How to Understand *Gukppong* and cyber-nationalism in East Asia?**Readings:

Sudhanva D. Shetty (2016). "Between Patriotism and Nationalism". Retrieved from http://www.huffingtonpost.in/sudhanva-d-shetty/patriotism-nationalism-a-b_9354822.html

PARK Jihoon & WANG Yue (2022). "Homeland vs. Korean idols: Cyber-nationalism in Chinese K -Pop Fandom". *Global Cultural Contents*, Vol. 52, pp. 163-182.

Week 5 (03. 18 / 03. 20)**How to Understand *Gukppong* and cyber-nationalism in East Asia? (cont.) / Globalization of Culture in South Korea**Readings:

BAK Sangmee (2006). "McDonald's in Seoul". In *Golden Arches East: McDonalds in East Asia* (2nd edition) (pp. 136-160). Stanford: Stanford University Press.

Korea Herald (2016). "Why More Koreans Eating Alone". Retrieved from <http://www.koreaherald.com/view.php?ud=20160529000252>

Week 6 (03. 25 / 03. 27)**Globalization of Culture in Korea (cont.)**

*** 1st Monthly Paper Due (03/31)**

Week 7 (04. 01 / 04. 03) Development of Regional Cultural Market in East Asia Before Hallyu / East Asian Cultural Exchange before Hallyu (I): HK in the 1980s

Reading:

IWABUCHI Koichi (2009). “Reconsidering East Asian Connectivity”. In Chris Berry et al. (Eds.), *Cultural Studies and Cultural Industries in Northeast Asia: What a Difference a Region Makes* (pp. 25-36). Hong Kong: HKU Press.

Week 8 (04. 08 / 04. 10) NO CLASS

Film 2 (Theme: HK Film at the Edge of Golden Age):

Chungking Express 重慶森林 (중경삼림)

*** 04. 08: Spring Recess**

*** 04. 10: National Assembly Election Day (대한민국 제22대 국회의원 선거)**

Week 9 (04. 15 / 04. 11) East Asian Cultural Exchange before Hallyu (I): HK in the 1980s (cont.)

Reading:

Chu, Yiu-Wai (2017). *Hong Kong Cantopop: A Concise History*, Ch. 1 “Introduction” (pp. 1-20). Hong Kong: HKU Press.

Week 10 (04. 22 / 04. 24) East Asian Cultural Exchange before Hallyu (II): Japan in the 1990s

Reading:

IWABUCHI Koichi (2003). “Japan’s Asian dreamworld”. In *Recentring Globalization: Popular Culture and Japanese Transnationalism* (pp. 199-210). Durham: Duke University Press.

Week 11 (04. 29 / 04. 30) Beginning of Hallyu

Reading:

SHIM Doobo (2008). “The Growth of Korean Cultural Industries and the Korean Wave”. In Chua Beng Huat and Koichi Iwabuchi (Eds.), *East Asian Pop Culture: Analysing the Korean Wave* (pp. 15-31). Hong Kong: HKU Press.

Film 3 (Theme: Korean love story):

Christmas in August 8월의 크리스마스

*** 04. 30: Make Up Day (Following Wednesday Schedule)**

*** 05. 01: NO CLASS (Labor Day 노동절)**

Week 12 (05. 06 / 05. 08)

History of Hallyu: From *Hallyu* 1.0 to 3.0

Reading:

JIN Dal-yong (2016). "The Rise of Korean Wave". In *New Korean Wave: Transnational Cultural Power in the Age of Social Media* (pp. 3-17). Urbana: University of Illinois Press.

*** 05. 06: NO CLASS (Children's Day – Alternative Holiday 어린이날 대체공휴일)**

*** 2nd Monthly Paper Due (05/06)**

Week 13 (05. 13 / 05. 16)

History of Hallyu: From *Hallyu* 1.0 to 3.0 (cont.)

Reading:

YOON Tae-Jin and KANG Bora (2017). "Emergence, Evolution, and Extension of 'Hallyu Studies': What Have Scholars Found from Korean Pop Culture in the Last Twenty Years?". In Tae-Jin Yoon and Dal Yong Jin (Eds.), *The Korean Wave: Evolution, Fandom, and Transnationality* (pp. 3-21). Lanham: Lexington Books.

*** 05. 15: NO CLASS (Buddha's Birthday 석가탄신일)**

*** 05. 16: Make Up Day (Following Wednesday Schedule)**

Week 14 (05. 20 / 05. 22)

History of K-Pop (I): US and Japan as Two References

Film 4 (Theme: K-Pop Industry):

Nine Muses of Star Empire(Documentary) 나인뮤지스 - 그녀들의 서바이벌

Reading:

Gyu Tag Lee (2021). "New Generation Dance Music: the beginning of K-pop and J-pop's influence". In Seok-Kyeong Hong and Dal Yong Jin (Eds.), *Transnational Convergence of East Asian Pop Culture* (pp. 75-95). New York: Routledge.

Recommended (if possible):

Gyu Tag Lee (2016). *The K-Pop Age* 케이팝의 시대. Paju: Hanul M Plus.

Week 15 (05. 27 / 05. 29)

History of K-Pop (II): From 1990s to 2020s

Readings:

Ju Oak Kim (2016). "Establishing an Imagined SM Town: How Korea's Leading Music Company Has Produced a Global Cultural Phenomenon". *Journal of Popular Culture*, Vol. 49(5), pp. 1042-1058.

Gyu T. Lee (2019). "BTS: New Directions for K-Pop's Ongoing Global Success". *EAF Policy Debates*, No. 116.

Recommended (if possible):

Gyu T. Lee (2016). *The K-Pop Age* 케이팝의 시대.

Week 16 (06. 03)

Future of K-Pop

Readings:

Gyu T. Lee (2019). Faraway, So Close: Produce 48 and the Cultural-Industrial Collaboration between K-Pop and J-Pop. *Korean Journal of Popular Music*, Vol. 24, 251-288.

Recommended (if possible):

Gyu T. Lee (2020). *K-Pop in Conflict: Between Local and Global* 갈등하는 케이, 팝: 한국적인 동시에 세계적인 음악. Seoul: Three Chairs.

*** 3rd Monthly Paper Due (06/09)**

Enrollment

- : Students are responsible for verifying their enrollment in this class.
- : Schedule adjustments should be made by the deadlines published in the Schedule of Classes. Deadlines each semester are published in the Academic Calendar available from Mason Korea website (<https://masonkorea.gmu.edu/academic-calendars/academic-calendars>).
- : **Last day to add – Feb 26, 2024**
- : **Final Drop Deadline (with 100% tuition refund) – Mar 4, 2024**
- : **Unrestricted Withdrawal Period (100% tuition liability) – Mar 25, 2024**
- : After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.
- : Undergraduate students may choose to exercise a selective withdrawal. See the website for selective withdrawal procedures.

GUMK Academic Resource Center

: The Academic Resource Center, GMUK is in the business of looking at your papers and problems to improve your academic achievement in the area of Writing, Mathematics, Accounting, Statistics, and Economics. You are invited to utilize the faculty and student tutor services at a variety of stages in your academic activities, checking to see that your project specifically meets the directions specified by your instructor.

While tutors are ‘fixing’ your writing or projects, they do help you become conscious of particular error patterns that emerge in your work. For more information, please contact Professor Eunmee Lee, director of Academic Resource Center (elee45@gmu.edu). You can refer to Mason Korea website (<https://masonkorea.gmu.edu/resources-and-services/academic-resource-center/academic-resource-center>).