

-Draft Syllabus-
Vxxx, Energy, Environment, and Social Innovation

Program Directors and Primary Instructor:

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Location and Dates:

Seoul, South Korea, Spring Break 2025

International Partner:

Seoul National University (SNU), Seoul, South Korea

Description of the Course:

COURSE INFORMATION

This course is designed to equip students with an understanding of the interplay between energy, environmental sustainability, and the principles of social entrepreneurship. A holistic approach is employed covering energy systems, environmental science, and social enterprise models. Understanding the regulatory landscape is essential for effective change. Students engage with environmental policies, governance structures, and international agreements, gaining the knowledge required to navigate and influence policy decisions. Students gain insights into the complex relationships between these domains and explore innovative solutions for sustainable development. The intersection of business and social impact is a focal point of this course. Students learn how to integrate environmental sustainability into social enterprises, exploring business models with different approaches to the role of revenue/profit and positive societal outcomes.

Clean energy technologies (CET) are a response to the negative externalities of climate change resulting from market failure. One view is that climate change represents the most salient case of market failure experienced. A growing interest in climate change was reflected in both public policy and investor appetite from 2005-2008. The Energy Policy Act was passed, creating tax credits as incentives for renewable energy, and the Advanced Research Projects Agency was established in the Department of Energy. Gaddy et al (2016) report that from 2006-2011 \$25 billion dollars of venture capital funding was invested in CET start-ups.

The importance of public investment in value creation by social enterprises and innovation is underscored by the response of the market to the lack of private financial returns by CET start-ups. CET investment rose from approximately \$1 billion to \$5 billion from 2004-2008, however investment dropped sharply in 2008. Venture capitalists expect financial rewards by the CET being acquired or through the public issuance of stock (i.e., an initial public offering). Gaddy et al report research demonstrating CETs were less likely to be acquired or issue stock publicly.

Recognizing the global nature of environmental challenges, the course embeds students into the South Korea context to serve examining energy, environment, and social innovation. Several

factors underscore its significance. Seoul is a major economic hub not only for South Korea but also for the entire East Asian region. Its economic strength and technological advancements make it a key player in shaping policies and practices related to energy, environment, and innovation. South Korea, with Seoul at its forefront, has been a global leader in technological innovation. The country has a strong emphasis on research and development, leading to advancements in various fields, including renewable energy technologies, smart infrastructure, and sustainable practices. Seoul has been actively pursuing green initiatives to address environmental challenges. The city has implemented measures to reduce air pollution, increase green spaces, and promote sustainable urban development. These efforts contribute to global discussions on environmental sustainability and serve as a model for other cities. South Korea has been investing in renewable energy sources, and Seoul, being the capital, plays a crucial role in driving these initiatives, aligning with global efforts to combat climate change.

Seoul actively participates in international collaborations and agreements related to energy, environment, and innovation. Its involvement in global forums and partnerships facilitates the exchange of ideas, technologies, and best practices, contributing to the collective efforts to address global challenges. Samsung SDI and Stellantis N.V. have a manufacturing plant in Kokomo, Indiana creating vehicle electric batteries. The presence of major corporations (e.g., Samsung and Hyundai) and academic institutions in Seoul fosters a conducive environment for research and development in energy and environmental technologies. Collaboration between government, industry, and academia is crucial for driving innovation and implementing sustainable practices.

Student Learning Outcomes

Upon successful completion of this course, the student will:

- Have an awareness of how green growth strategies are linked in countries as informed by the Korean experience, including an awareness of the efforts of Seoul and Korea to transition toward renewal energy sources.
- Understand how the government addresses and encourages policy development and innovation with respect to energy, innovation, and the environment.
- Be familiar with how countries in Asia collaborate to address shared concerns with respect to energy and innovation.
- Be familiar with the historic, cultural, and government context of Seoul and South Korean broadly (e.g., language, culture, and civic life).

Instructional Techniques and Assignments

This course is taught through a variety of interdisciplinary instructional approaches involving faculty from O'Neill and Seoul National University plus practitioners. The approaches include:

1. Lecture classes taken daily in South Korea.
2. Sessions hosted by lecturers and invited South Korean guest lectures.
3. Cultural excursions and field trips in and around Seoul
4. A community mapping assignment completed during the cultural excursions and field trips.
5. Written personal reflections noting the lessons you learn during the trip, how the travel learn course benefits you, what you accomplished during the study abroad experience.

Each of the days will have a full agenda from 9:00 am until 4:00 pm, plus evening dinner and events for robust cultural experience.

Participation & Attendance

Participation in pre- and post-departure trip sessions are mandatory. Registration and attendance in class is required, as is attendance at the workshops. All -scheduled field trips are obligatory.

Texts: All course readings will be listed/posted to Canvas.

Grading:

Grades will be allocated according to the following assignments:

Class participation: 20%

In-class quizzes: 20%

Written personal reflections and community mapping assignment: 20%

Group Project: 40%

Grading scale. The following grading scale is used for assignments and final grades:

Above 93 = A
90 - 92% = A-
87 - 89% = B+
83 - 86% = B
80 - 82% = B-
77 - 79% = C+
73 - 76% = C
70 - 72% = C-
67 - 69% = D+
63 - 66% = D
60 - 62% = D-
Below 60% = Failing

Getting Oriented

Before traveling to South Korea, students should familiarize themselves with Korean Language, culture, politics, and civic life as much as possible. Below is a list of required and suggested films and books to get started. Films/Movies

- **Welcome to Dongmakgol (2005):** North and South Korean soldiers are in a secluded village that are not aware of the war, or much of life in the outside world.
- **Microhabitat (2017):** This movie is about a young woman living in Seoul who makes art but doesn't have enough money to pay her rent.
- **Architecture 101 (2012):** This is a movie about the first love of Korean college students. In their Architecture 101 class, two friends who have a crush on each other take a camera to Jeongneung, the old neighborhood in Seoul where they live.
- **Life Is Beautiful (2022):** A man takes a road trip through South Korea for his wife, who is nearing the end of her life. This musical drama features beautiful shots of Seoul and Busan and is accompanied by songs that were popular in the 1990s and 2000s.
- **Joint Security Area (2000).** The Joint Security Area (JSA, often referred to as the Truce Village or Panmunjom) is the only portion of the Korean Demilitarized Zone (DMZ) where North and South Korean forces stand face-to-face. This movie can help students understand the tension between two Koreas that we still endure even now.
- **1987: When the day comes (2017).** Set in 1987 and based on a true story, the film focuses on the events that led up to the June Democratic Uprising in Korea, triggered by the death of a student protester during police interrogation which the authorities conspire to cover up. It is believed that democracy in Korea was consolidated after 1987.
- **A Taxi Driver (2017).** Based on a real-life story, the film centers on a taxi driver from Seoul who unintentionally becomes involved in the events of the Gwangju Uprising in 1980. The uprising began after local Chonnam University students who were demonstrating against the martial law government were fired upon, killed, raped, and beaten by government troops.
- **Taegukgi: The Brotherhood of War (2004).** The story of two brothers who are forcibly drafted into the South Korean army at the outbreak of the Korean War.
- **Assassination (2015).** In 1911, during Japan's rule over Korea, a resistance fighter named Yem Sek-jin tries but fails to murder the governor-general along with a pro-Japanese businessman named Kang In-guk.
- **I Can Speak (2017).** Based on true story of the ongoing fight to force Japan to acknowledge its comfort women (sexual slavery during the Japanese occupation of Korea). The subject of Japanese subjugation and the related war crimes lurks just under the surface in any cultural conversation in Korea.
- **Here is full list of movies about South Korea's democratization**
- <https://www.cinemaescapist.com/2018/05/10-movies-south-koreas-democratization/>
- **Kimchi Chronicles.** A great piece on Korean food & culture.

- https://www.youtube.com/results?search_query=kimchi+chronicles+youtu+be

Books

- **The Voices of Heaven** (2013). *Independent Publishers Book Awards*. It describes everyday life in 1950s Korea, and the war effectively parallels the battle raging in the family home--an insurmountable rift divides the family, just as it does their country. It's a realistic sketch of Korea that few Westerners have seen, depicting a patriarchal society that limits women's choices, and each character faces a unique battle stemming from that unfortunate situation.
- **Human Acts** (2014). The novel draws upon the democratization uprising that occurred on May 18, 1980 in Gwangju, Korea. In the novel, one boy's death provides the impetus for a dimensional look into the Gwangju uprising and the lives of the people in that city.
- **Pachinko** (2017). *National Book Award for Fiction*. Pachinko is an epic historical fiction novel following a Korean family that immigrated to Japan around Japanese occupation in Korea.
- **The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture by Eunhy Hong** (2014). Eunhy Hong explores the remarkable ways that pop culture rose to fame internationally over the years. She also explains how Korea was still a developing country in 1985, and Korean pop culture was still well-known only in Korea. She iterates that Hallyu, K-pop, and Korean cinema rose to fame because of the unique films that Korean directors made. Americans started to enjoy films and music by Korean artists, and many have gone international. Psy and his viral hit song "Gangnam Style" helped Hallyu become well-known all over the world. The book gives thorough insight on how Hallyu changed Korean history and culture, and how K-pop started to rule as a power symbol. She also talks about how she grew up fitting into society surrounded by these Korean values. She also talks about the ways in which Korean technology became advanced over the years, and how the brand Samsung has dominated the world's smartphone market. Hong explains her perspective about Korea and how they rose to fame on digital TV, and the historical context behind this innovation.

COURSE POLICIES

Many of us have responsibilities for ourselves and others. If your circumstances are such that you are struggling to meet course expectations locally or while abroad, please be in touch with the professor to discuss options for moving forward and receiving the support you need. While we recognize that it can be difficult to communicate at times, especially when in a foreign land, you are strongly urged to reach out so that we can best support you. If you need special accommodation, please contact the Office of Student Affairs and the course instructor for assistance, before the travel departure date.

ASSIGNMENTS

Details for the two big assignments, the group presentation and the community mapping project, are given below.

DRAFT--Community Mapping Project: Signage Treasure Hunting -the Good and the Bad

This project aims to provide opportunities for English native speakers to review English signage from a “communication effectiveness” perspective. Students in groups will conduct a team project identifying and reviewing signage in Korean cultural and tourist sites. Places covered during cultural excursions will be included for students’ projects.

Community Mapping data uploading

At each cultural site visited during the excursions, the student team/group will identify good and bad signs about the site in question. Student groups will review the signages based on following the criteria:

- Signage check points for assessment:
 - Language (English): Clarity
 - Design & Style: whether the signage is designed in stylish and effective manner
 - Usefulness: Usefulness of the information for direction or guidance
 - Location relevance: the signs are where they are needed
 - Visibility: whether they are visible to tourists and visitors during the tour/walk

The following information must be uploaded:

- Signage Name
- Date
- Rating: Excellent| Good| Poor
- Photo(s)
- Description (Why is it good or bad? How can it be improved?)

Final presentation

Student groups will present their work on the final day of the South Korea sessions (10-12 slides, 12-15 minutes). Presentation is to report environment, energy, and entrepreneurship learning from South Korea (see Canvas for detailed instructions).

Academic Integrity. Academic integrity is extremely important and as such academic dishonesty will not be tolerated. Students who commit such acts may experience an academic sanction for the course and be reported to the Dean of Students. Academic dishonesty can take different forms, and includes, but is not limited to: cheating, plagiarism and computer abuse.

Writing assignments in this course are to be the student's words, with limited exceptions (e.g., limited quotations), **informed by research**. Use of AI (such as ChatGPT) in this class to assist in completing assignments will be allowed as a research device similar to Google, Academic Search (EBSCO), and other such tools often on the IU library website.

If you use AI in an unauthorized manner, you will be committing plagiarism* and will be subject to penalties in this class and sanctions by Indiana University.

*Plagiarism: Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

The academic policy can be located at: <http://www.iu.edu/~code/code/>. O'Neill faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](https://www.turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the [Turnitin.com](https://www.turnitin.com) reference database solely for the purpose of detecting plagiarism of such papers. **Students have the option of submitting their papers without a reference to their name on the paper or file name for the purpose of anonymity of your paper** in the [Turnitin.com](https://www.turnitin.com) reference data base file. Your instructor can identify your paper through the Canvas submission. Submitted papers will be in **APA style with Times Roman Font 12 typing format**.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Online Course Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Dropping the Course: Students who stop attending class without properly withdrawing from the class by the date mandated by the registrar will receive a grade of F. It is important to withdraw from a course within specified timeframes (refer to the Office of the Registrar website at <http://registrar.indiana.edu/policies/index.shtml>). Withdrawal after the automatic withdrawal period requires approval by the instructor and relevant Program Director and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade shall not be approved. You must be passing the course at the time of withdrawal. Contact your advisor or the appropriate Program Director if you want to petition for late withdrawal.

COURSE SCHEDULE:

IMPORTANT: Modifications are likely to be made to this syllabus throughout the semester. The modifications shall be provided in class and/or Canvas. The Canvas site will be the primary depository for documentation, resources, and data sets. Thus, all documents must be uploaded to Canvas in addition to being submitted to the relevant parties.

DATE	ACTIVITIES/ASSIGNMENTS
Week 1 of campus meeting	<p>Introduction and course overview</p> <p>Watch Movies, Prepare for Class Discussion next week:</p> <p>Architecture 101 (2012): This is a movie about the first love of Korean college students. In their Architecture 101 class, two friends who have a crush on each other take a camera to Jeongneung, the old neighborhood in Seoul where they live.</p> <p>Life Is Beautiful (2022): A man takes a road trip through South Korea for his wife, who is nearing the end of her life. This musical drama features beautiful shots of Seoul and Busan and is accompanied by songs that were popular in the 1990s and 2000s.</p> <p><i>Assigned reading to be completed by Week 9:</i></p> <p>The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture by Eunyoung Hong (2014). Eunyoung Hong explores the remarkable ways that pop culture rose to fame internationally over the years. She also explains how Korea was still a developing country in 1985, and Korean pop culture was still well-known only in Korea. She also talks about the ways in which Korean technology became advanced over the years, and how the brand Samsung has dominated the world's smartphone market.</p> <p>The Voices of Heaven (2013). It describes everyday life in 1950s Korea, and the war effectively parallels the battle raging in the family home--an insurmountable rift divides the family, just as it does their country. It's a realistic sketch of Korea that few Westerners have seen.</p>
Week 2 of campus meeting	Environment and ecosystems
Week 3	Environment and ecosystems
Week 4	Energy challenges and innovations

DATE	ACTIVITIES/ASSIGNMENTS
Week 5	Energy challenges and innovations
Week 6	Entrepreneurship and Societal Impact
Week 7	Entrepreneurship and Societal Impact and depart for Seoul South Korea
Day 1 in Korea	General Orientation and Group Meal
Day 2 in Korea	Morning: Academic Preparation Orientation; Environment-ASEAN Korea cooperation project (municipal solid waste management). Guest Speaker
Day 3 in Korea	Morning: Environmental Ecosystem-collaboration for sustainable development and carbon neutrality in promoting agriculture and fisheries. Guest Speaker
Day 4 in Korea	Morning: Entrepreneurship and Development, Guest Speakers (local professors, Korea Institute of Public Administration)
Day 5 in Korea	Morning: Entrepreneurship and Innovation-Korean Development Bank, Climate Change and Socially Responsible Investment Guest Speaker
Day 6 in Korea	All day: Cultural Excursion-Seoul City Tour, including the Blue House and Gyeongbokgung Palace
Day 7 in Korea	Morning: Team assignment work, Student Final Presentations
Day 8 in Korea	Checkout and depart
Week 8	Back at O'Neill: Reflective class discussions

IV. OTHER IMPORATANT MATTERS FOR COURSE SUCCESS

Expectations of civility and professional conduct. The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.

- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Technology Resources. Get no-cost access to hundreds of software programs and applications through IUware and IUanyWare. All you need is your IU email address.

Use IUware to install software directly onto your hard drive. Use IUanyWare to stream 400+ apps on your desktop or through the mobile app with your IU login.

Visit iuware.iu.edu and iuanyware.iu.edu, or contact the UITs Support Center to learn more.

Technology needs for this class: A student will need the following to when an online proctored test from a remote location is required:

- 1) A suitable device (Desktop PC/Laptop)
- 2) An Internet connection with at least 25 Mbps download speed (contact vpsa@indiana.edu with questions or issues).
- 3) A functional webcam, microphone, and headphones/earbuds (a headset that combines headphones and microphone is recommended)
- 4) In PC/Laptop, a modern browser (Safari and Internet Explorer are not recommended)

Note: for Respondus Monitor the tech needs are: Windows: 10, 8, 7 or Mac: OS X 10.12 or higher; iOS: 10.0+ (iPad only). Must have a compatible LMS integration. Web camera (internal or external) & microphone A broadband internet connection

There may be industry production backlogs. Students should anticipate delays when ordering both hardware and WiFi subscriptions and should plan ahead.

Internet Connectivity Resources: Students with internet connectivity issues should contact vpsa@indiana.edu, and they will help triage that best option to help them get online.

UITs has made it possible for students to access Windows computers in the STCs remotely during campus closures using IUanyWare. However, STC Mac labs are not available via IUanyWare. Further information can be found at: <https://kb.iu.edu/d/bfer>.

Writing Tutorial Services. Writing Tutorial Services helps students at any stage of the writing process, from brainstorming to outlining to revising. Graduate and undergraduate peer tutors

work one-on-one with students on writing assignments from all types of classes, with an emphasis on introductory-level courses. <https://wts.indiana.edu/>

TimelyCare

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. <https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

Counseling and Psychological Services

For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>.

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Bias-Based Incidents

Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188; or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously (<https://studentaffairs.indiana.edu/student-support/get-help/report-bias-incident/index.html>).

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

Jewish Culture Center

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserve@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>