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| **Faculty Information** | **Name** | |  | | | | | | | |
| **E-mail** | |  | | | | | | | |
| **Home University** | |  | | | | | | | |
| **Department** | |  | | | | | | | |
| **Homepage** | |  | | | | | | | |
| **Course Information** | **Class No.** | |  | **Course Code** | | |  | **Credits** | | 3 |
| **Course Name** | | ***Hallyu Cultural Marketing: Cross-Cultural Strategies and Global Impact*** | | | | | | | |
| **Lecture Schedule** | | **Total Contact Hours** | | | | 45 hours | | | |
| **Lecture Hour** | | | | 8:30-11:30, Mon-Fri | | | |
| **Course Description** | | This intensive graduate-level course explores the global dissemination of Korean cultural content (K-pop, K-drama, K-beauty) through a cross-cultural lens, focusing on how social, political, and economic contexts shape marketing strategies. Over 15 days, students will integrate theories of cultural globalization and consumer behavior with simulated case studies, emphasizing qualitative analysis and strategic design. Key activities include decoding K-content’s adaptation to regional values, evaluating soft power dynamics, and producing graduate-level research on cross-cultural marketing challenges. | | | | | | | |
| **Course Objective** | | • Apply cross-cultural theories (e.g., Hofstede’s dimensions) to analyze K-content’s global reception.  • Critique the balance between cultural authenticity and market adaptation in K-pop, K-drama, and K-beauty.  • Develop strategies for managing cultural misunderstandings in transnational campaigns through hands-on workshops.  • Produce a 4,000-word research paper and strategic deck demonstrating graduate-level analytical rigor. | | | | | | | |
| **Prerequisite** | | Coursework in marketing, cultural studies, or international relations is recommended. | | | | | | | |
| **Materials/Textbooks** | | **Core Readings:**  • Marinescu, V. (2014). *The global impact of South Korean popular culture: Hallyu unbound*. Lexington Books. **ISBN: 978-0739193389**  • Hollensen, S. (2020). *Global marketing* (8th edition). Pearson. **ISBN:** **978-1292251806**  **Supplementary Materials:**  • Academic articles from Journal of International Marketing and Harvard Business Review case studies. | | | | | | | |
| **Daily**  **Lecture Plan** | **Week 1** | **Day** | **Topic** | | **Learning Objectives** | | | | **Assignment** | |
| Day 1 | Hallyu’s Historical Evolution as Cultural Diplomacy | | Trace K-content’s global expansion and define key concepts (soft power, glocalization). | | | | Activity: Group discussion on “K-pop’s Role in Korea’s National Branding. ” | |
| Day 2 | Hofstede’s Framework in K-Pop Fandoms | | Compare fan cultures in individualist (U.S.) vs. collectivist (Japan) societies. | | | | Case Study: BTS’ s “Butter” music video – regional cultural references analysis. | |
| Day 3 | Cultural Mediation in Squid Game and Parasite | | Evaluate how K-drama portrays Korean society for international audiences. | | | | Workshop: Rewrite subtitles for a K-drama scene to emphasize regional values. | |
| Day 4 | Innisfree’s "Green Beauty" in Diverse Markets | | Critique cultural adaptation strategies in skincare marketing. | | | | Role-Play: Pitch a K-beauty line to a Latin American audience. | |
| Day 5 | Hybridity in K-Pop Fandoms (BLINK, ONCE) | | Analyze fan translation practices and their impact on cultural diffusion. | | | | Debate: “Do Fan Communities Enhance or Distort Cultural Authenticity? ” | |
| **Week 2** | Day 1 | Controversies in K-Pop’s Global Promotions | | Develop crisis communication strategies for cultural appropriation issues. | | | | Mock Press Conference: Manage a hypothetical K-pop group’s cultural insensitivity apology. | |
| Day 2 | Brand Korea 2030" Through K-Content Exports | | Compare Korea’s soft power tactics with Japan and China. | | | | Group Project: Design a K-food campaign for the UN’s International Year of Millets. | |
| Day 3 | BLACKPINK’s Global Endorsements (Dior vs. Shiseido) | | Deconstruct cultural symbols in K-beauty ads using semiotic analysis. | | | | Activity: Redesign a K-pop album covers for a target market (e.g., MENA). | |
| Day 4 | Authenticity vs. Commercialization in K-Content | | Propose ethical guidelines for cross-cultural marketing. | | | | Policy Memo Workshop: Draft recommendations for fair cultural representation. | |
| Day 5 | Designing Cross-Cultural Marketing Studies | | | Draft a 2-page proposal for a K-content research project (e.g., K-horror in SEA). | | | Peer Review: Present project ideas in 5-minute pitches. | |
| **Week 3** | Day 1 | Advanced Academic Research Skills | | | Conduct a systematic literature review using 10+ peer-reviewed articles. | | | Assignment: Submit a literature review outline with annotated bibliography. | |
| Day 2 | Qualitative Research Methods in Practice | | | Apply thematic analysis to K-content marketing materials. | | | Lab Activity: Introduction to NVivo software for coding fan discourse. | |
| Day 3 | Theorizing Research Findings | | | Relate empirical data to cross-cultural theories (e.g., Appadurai’s "scapes"). | | | Seminar: Present work-in-progress analyses for instructor feedback. | |
| Day 4 | Polishing Academic Papers and Strategic Decks | | | Revise research papers and design data visualizations for strategy projects. | | | Peer Review: Critique paper abstracts and strategy deck storyboards. | |
| Day 5 | Final Presentations and Assessment | | |  | | |  | |
| **Grading Policy** | **Assessment Component** | | Academic Research Paper | | | | | | 50% | |
| Cross-Cultural Strategy Project | | | | | | 40% | |
| Class Participation | | | | | | 10% | |
| **Total** | | | | | | **100%** | |
| **Assessment**  **Details** | | **• Academic Research Paper**  4,000–4,500 words (APA format), integrating 15+ peer-reviewed sources and cross-cultural theories.  Qualitative analysis of a K-content marketing challenge with original insights and policy recommendations.  **• Cross-Cultural Strategy Project**  20-slide strategic deck + 25-minute oral defense, applying course frameworks to a target market.  Evaluate cultural adaptation strategies for feasibility and sensitivity, including data visualizations.  **• Class Participation**  Active engagement in seminars and workshops, contributing to 6+ discussions with theoretical citations.  Constructive peer feedback on 2+ projects, focusing on analytical depth and cultural relevance. | | | | | | | |