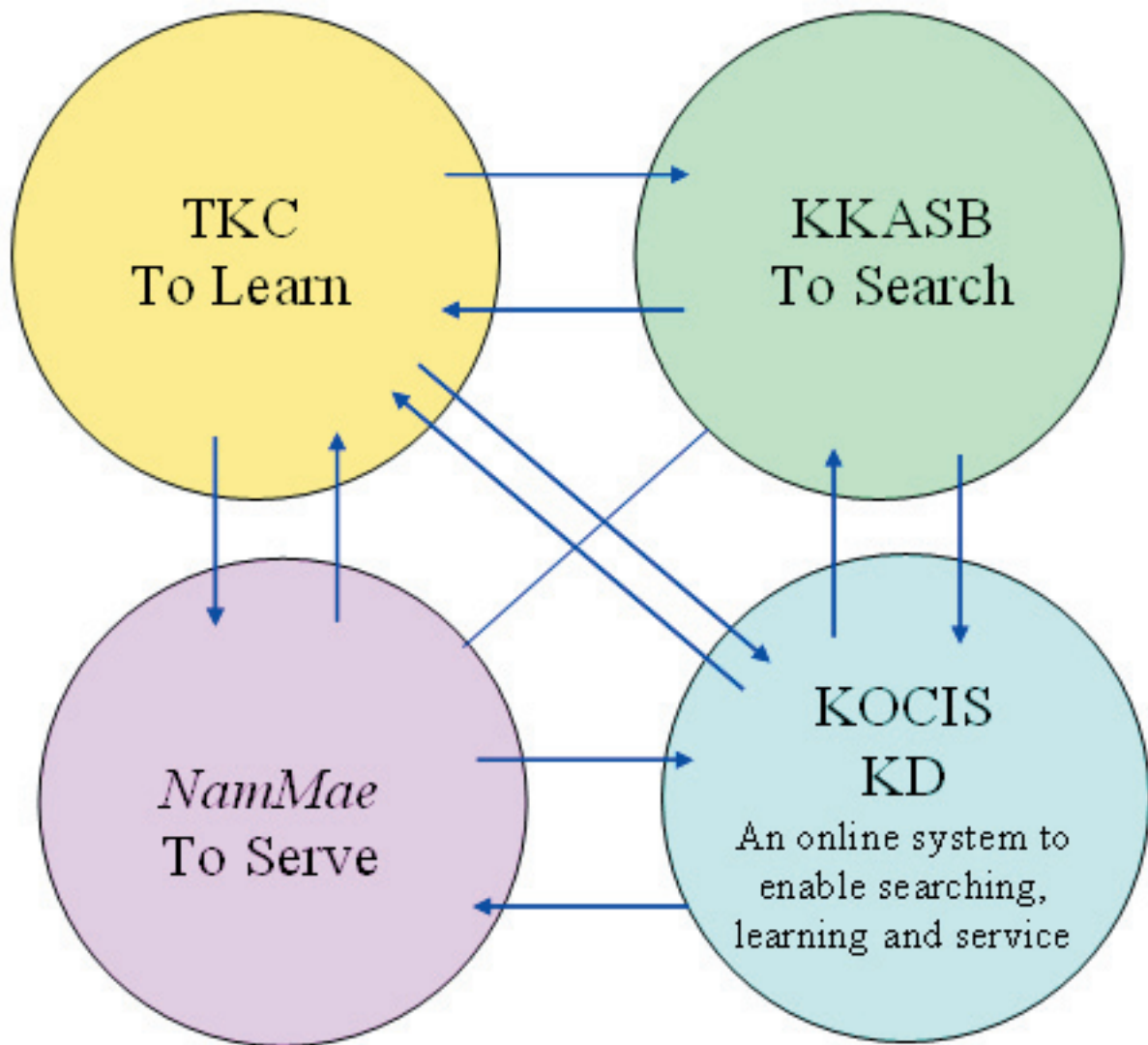


Dynamics of East Rock Institute
To Search, To Learn and to Serve

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CORE STRENGTH: FOUR KEY COMPONENTS OF THE INSTITUTE

East Rock Institute's core strength and unique character are embodied in the dynamism of its four major components:

- **KOREAN AND KOREAN-AMERICAN STUDIES BULLETIN (KKASB):** An interdisciplinary scholarly research journal examining the culture, history and experiences of the Korean diaspora. The list of books published by East Rock Press on Korean Women, Koreans in Windy City (Chicago), and about ERI founders Kwang Lim Koh and Hesung Chun Koh are available on request. (See attached order form).
- **KOREAN CULTURAL INFORMATION SYSTEM – KOREAN DIASPORA (KOCIS-KD):** A database and tool for organizing cultural information, derived from a decades-long international collaboration of research institutes and universities. For ERI's award winning teaching website on Korean Culture, please visit www.instrok.org.
- **TEACH KOREA CORPS (TKC):** A movement to train young professionals to develop curriculum materials and host master classes for school teachers who wish to learn about Korea. Also a movement to introduce Korea into American public and private high school class rooms in collaboration with experienced high school teachers and established scholars on Korea.
- **NAMMAE:** The young professionals of ERI who serve as a volunteer corps for ERI programs and support one another in their pursuit of becoming authentic leaders in their respective communities and professional spheres of influence.

KKASB Korean and Korean American Studies Bulletin

Since 1984, ERI has been publishing KKASB—a one-of-a-kind journal that focuses on the richness and diversity of Korean culture, the Korean-American experience and the worldwide Korean Diaspora. KKASB's contributing authors uniquely target the following areas:

- (1) *Aspects of Korean culture that have not been sufficiently introduced to the English-speaking world.* Examples include Korean religion and cultural values, personality and culture, gender roles, cultural factors affecting the epidemiology of Korean-Americans with cancer, Korean archeology, wisdom of Korean food, and the dynamics of U.S.-South Korea Trade Relations, etc.
- (2) *Issues dealing with Korean-Americans and their relation to Korean culture.* ERI believes that the study of Korean-Americans is not distinct from the study of Korean history from the antiquity to the modern era. KKASB boldly examines Korean-Americans from a perspective unrestricted by the traditional boundaries of academic disciplines while being rigorously disciplined in its research methods. The interplay of geopolitics, transnational cultural exchange, public health policy, socioeconomic class structure, and/or Korean Cinema all fall within the scope of KKASB's mandate.
- (3) *The history and characteristics of Diaspora Koreans around the world.* People of Korean descent make up the fourth largest worldwide diaspora. As part of its work, ERI has hosted numerous conferences on the Korean Diaspora to stimulate studies on new but important topics, and KKASB acts as a conduit for reporting the outcomes of such collaborative inquiries, both national and international. KKASB's study of the Korean Diaspora naturally supports ERI's mission to bridge communities and cultural divides.

KOCIS-KD Korean Cultural Information System on Korean Diaspora.

KOCIS is an electronic information system that supports an ongoing effort to facilitate greater collaboration in research related to Korea. This system's digital archives include all the materials published in KKASB and some of the original articles on traditional Korean culture authored by the ERI members. Its unique organizational structure enables users to uncover and select those relevant, comparable, and above all trustworthy data points. This system derives from ERI's belief that comparative inquiries between the Korean and other East Asian cultures further understanding of Korean culture by highlighting those cultural characteristics common to as well as distinct from other East Asian cultures. Developed with major funding from US, Korea and Japan, KOCIS-KD is considered a pioneering effort in the exploitation of information science within a social science discipline. As the developer of this system, Dr. Koh served as US delegate to World Information System of UNESCO in the 1960s and 1970s. KOCIS-KD is the basis of eHRAF and Japanese National Museum of Ethnology Information System.

NamMae Young Professionals of ERI

NamMae—literally brothers and sisters—is a gathering of leaders among Korean Americans. NamMae's mission is to raise a new generation of ethically minded Korean American leaders as well as serve as critical workforce for ERI programs and events. While NamMae members seek excellence in their own personal professional development, they place greater importance on virtuous and ethical behavior over talent and individual accomplishment. Moreover, NamMae members believe service to others is prerequisite of the learned person. NamMae comprises individuals involved in diverse professional pursuits. NamMae was founded by group of former Yale College students who served as ERI volunteers during their undergraduate years. NamMae welcomes full participation and membership from all those who are related to Korea by birth, adoption, marriage or by choice, and seek to embody the seven tenets of authentic leadership.

TKC Teach Korea Corps

Teach Korea Corps is a grassroots movement that provides young Korean-Americans with an opportunity to learn their cultural heritage and empowers them to serve as instructors of their heritage to school teachers. TKC hosts (i) conferences in which accomplished Korean-Americans become master teachers and (ii) workshops for professional educators, such as American high school history teachers. Through their research and curriculum development, master teachers gain cultural competency and a deeper appreciation of their heritage. These workshops rely on a focused and interdisciplinary examination of Korean culture as much as in comparative context so that school teachers can learn about Korea, gain new insights into the cultural background of their Korean students, and expand their understanding of cultural studies in general.

In addition to these four core components and programs, East Rock Institute has held numerous seminars, forums, and conferences, and maintains sizable libraries and rare archives.

Conferences

ERI has held over 28 annual conferences of Korean and Korean-Americans and several international conferences at Yale University and in conjunction with four associations for Asian Studies Annual meetings held in Toronto, Chicago, and Boston. ERI has held international conferences held in cooperation with Yale University in New Haven, Korea University in Seoul, and International Research Center for Japanese Studies in Kyoto, Japan.

Libraries and Archives

ERI maintains rich libraries on Korean culture and other East Asian cultures and archives on Korean and Korean Americans.

OPERATIONAL STRUCTURE OF THE INSTITUTE

While the core, on-site staff members are not many, ERI interns and volunteers—generally college and graduate students from the States and Korea—are prodigious, and this community collectively contributes towards a wide range of projects and programs. The ERI family includes highly experienced community and professional leaders (e.g., ERI Board members, Advisory Board both in Korea and United States), young professionals, graduate and professional school students (e.g. divinity school, law school, medical school, etc.), and even a growing number of high school students. (See ERI family power point). The rich diversity of the ERI family fosters the constant, dynamic interactions among ERI's four projects component. This interplay can be seen in the following instances:

- NamMae introduces young professionals to TKC, and these young professionals deepen their understanding of Korean culture through teaching. TKC succeeds through a collaborative effort of Koreans, Korean-Americans and Americans, bridging together people of different cultures and generations.
- ERI's concept of *authentic leadership* has been well-received by Diaspora Koreans in Germany, Spain, Switzerland, and Japan, not to mention in Korea. These worldwide conferences provide NamMae with opportunities to build a worldwide peer network.
- The curricula developed for TKC can be stored in KOCIS-KD and/or published as a special series to KKASB.
- KKASB provides resources for TKC and also houses the knowledge of NamMae's cultural heritage.
- Long history of international and interinstitutional collaboration of ERI in relation to KOCIS-KD development continues to be reflected today by the collaboration of NamMae with other young leaders groups of Diaspora Koreans in Europe and Asia.
- While KKASB and KOCIS primarily relate to and support ERI's theoretical, scholarly activities, NamMae and TKC act as the practicing wing of ERI. This interplay between theory and application mutually strengthens the effectiveness of the application and soundness of the theory. In particular, ERI's understanding of authentic leadership can be applied, tested, demonstrated and elaborated by NamMae.
- While TKC and NamMae bring together people of different generations, KOCIS-KD and KKASB enable ERI to place Korea in global and historical context.
- Finally, ERI's expertise is on Korea and Diaspora Koreans. However, ERI's aim to serve the larger community and work on larger principles such as authentic leadership should be relevant and applicable to most, if not all, human societies.

SEVEN TENETS OF “AUTHENTIC LEADERSHIP”

The seven tenets of authentic leadership of ERI include not only the sense of mission, superior skills, spirituality and passion, but also the belief that virtues should exceed one's skills. By gaining cultural competency, developing good human relationships, dedicating oneself to role fulfillment, with historical and global outlook have proven to bring out authentic leaders.

CONCLUSION

The essence and uniqueness of ERI is in its dynamic interaction of these four components and not so much in the excellence of each component alone. To search, to learn and to serve effectively we cannot afford to neglect any one components of these essential parts of ERI. In short, ERI in our effort to bridge cultures we are multi-generational, international, and collaborative. Combining theory development with its application in practical life, with our heart as well as our head, we consider process as important as the products and outcome we bring about.