College of Liberal Studies, Seoul National University

CLS

... a place and occasion for students to discover themselves, encounter strange objects, and weep for the organization not so much to learn as giving students a forum to learn and to be active learners ... a community thinking and learning.
<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 History</td>
</tr>
<tr>
<td>02 People</td>
</tr>
<tr>
<td>03 Lives</td>
</tr>
<tr>
<td>04 Studies</td>
</tr>
<tr>
<td>05 Stage</td>
</tr>
</tbody>
</table>
Welcome to the College of Liberal Studies, Seoul National University

The college was established in 2009 to offer a unique and innovative program, which was fairly comprehensive in coverage, tenor, and objectives. The program design was created with the intention of enabling students to make important contributions to the global community and to become global leaders. The college was furthermore established as a part of cumulative development plans undertaken by Seoul National University in 2007 to respond to the growing challenges of our highly competitive time and environment. Our college motto "Beyond Boundaries, Toward a Brighter Future" reflects the faculty's strong commitment to create a stimulating academic program and atmosphere in which creative ideas and critical thinking may thrive. In order to achieve this goal, the college prizes and encourages trans-disciplinary methods and learning into an educational experience that ranges beyond the traditional boundaries of knowledge. With our distinctive programs, we would like our students to be creative and attain what seems unattainable.

A Truly Liberal Educational Environment

Our objectives are numerous. One of them is to foster a truly free learning environment in which students may choose majors in accordance with their interest, aspiration and aptitude, or by designing and formulating their own majors in order to achieve their potential and career ambitions. No matter what majors students may finally choose, we hope to assist them to become kind, thoughtful and virtuous persons capable of self-reflection and good thinking, writing and oral delivery. We do not want our students to see their education merely to prepare themselves for any particular job upon their graduation. In a profound sense, we hope to prod them to acquire an inquisitive mind about old conventions, customs, prejudices and dogma inhibiting free exercise of critical thinking and imagination. We would like to see our students develop the habit of being critical of themselves and their surrounding communities. The English name for CLS – College of Liberal Studies – aptly expresses this transcendent spirit.

College of Liberal Studies: A Place of Unique Educational Experiences and Opportunities

CLS, founded on a new educational model for undergraduate studies, offers a variety of innovative and hitherto untried programs, such as close personal interaction with faculty and professional advisors, peer mentoring, camp Byuri Camp and global field study projects. These are all framed to give students a deep, well-rounded and stimulating university education. We invite you to join us in exploring this unique venture of humanistic and scientific learning with the help of a team of professors, research scholars, and advisors who are dedicated to students' wellbeing as their foremost priority. Our students can and should always count on individualized attention from the college. Our most cherished educational principles are active learning by students, and active teaching by professors. We believe that we, students and faculty, are engaged together in this educational process. Classes and curricula such as Selected Topics Seminars, Creative Seminars, Classics Seminars, Global Experiential Learning, Independent Study, as well as Capstone Design – are all based on our conviction that the best learning process involves close student-faculty interaction and participation, and that studying may be both challenging and deeply gratifying at the same time. For example, first-year students taking the Selected Topics Seminar will attend small-sized classes with three professors from different disciplines giving lectures on a variety of important subjects – including time, space, life, knowledge, kindness, love, happiness, and civilization. The course may be demanding to some, but it provides them with a clear sense of what it means to study at our college.

We also believe that the college's challenging and innovative programs would be futile unless they are tempered by intellectual courage and, above all, ethical values. This is why CLS faculty and staff are wholly committed to the idea of cultivating a humanistic climate in which our students may grow as fine human beings with strong moral sensibilities and conscientious leadership. During the short period of its operation, the college has already demonstrated enormous potential and will promise to make a vital contribution to Korea's higher education in the 21st century. We look forward to seeing the college perform true to the college's founding principles and continue this prodigious educational journey.
The founding of SNU in 1946 marked the opening of the first national university in the modern Korean history. Originally, the university was composed of one graduate school and nine colleges, with 491 faculty members and 4,500 students. Today, the university is comprised of 16 colleges, 3 specialized graduate schools, 1 graduate school, and 141 research institutes as well as other supporting facilities with 5,361 faculty members and 28,011 students.

SNU has been ranked 35th in 2013 QS World University Rankings, 5th in producing CEOs worldwide according to a survey conducted by Ecole des Mines de Paris - MINES Paris Tech, and are now working towards becoming one of the top ten universities in the world by 2025.

CLS started as a long-term, innovative educational project in 2007. As of 2008 an establishment committee for SNU CLS was formed, and in 2009 The College of Liberal Studies was officially founded with the aim of promoting cultural and interdisciplinary studies. Professor Kyung-Ho SUH was appointed as the first dean and in March 2009, 157 students were admitted. In 2012, the college held its first commencement exercises. Now, approximately 874 students are pursuing the baccalaureate degree.

CLS students study specially designed interdisciplinary courses created to enhance understanding of how different branches of knowledge interrelate. These courses enable students to acquire the skills and concepts they will need to work effectively across multiple disciplines. CLS further encourages students to link traditional subjects in new ways, or explore the conceptual and methodological differences between arts and sciences.

Students will also study a foreign language – essential in today’s global society. Other global orientation programs give students the opportunity to immerse themselves in foreign cultures, and to further their sense of global citizenship. Moreover, students will be given the opportunity to explore future employment options through internships.

Beyond the educational context, students will develop a range of invaluable skills and attributes that CLS cultivates: productivity, teamwork, determination, leadership, perseverance, motivation, and confidence.

CLS students must have an insatiable curiosity, a desire to challenge the rules, and push the boundaries. CLSers, by nature, have interests in a wide variety of things, demonstrated not only through the originality and diversity of their academic choices and approaches, but also through their fellowship and sense of community.

Upon graduation, students are expected to have acquired a specialized knowledge of their chosen major, along with invaluable qualifications such as strong leadership, communication skills, wisdom, and willingness to work creatively and flexibly in diverse fields.
People

Faculty Speak

“... an experimental community of people with curiosity, passion, and vision for the future.”
by Professor Byungsoo KIM
(Political Science, University of Chicago, Ph. D.)

“... not so much an organization to provide teaching as giving students a forum to learn.”
by Professor Kyung-Ho SUH
(Chinese Literature, Harvard University, Ph. D.)

“... a place where students should be always alert to raise questions and to be active learners.”
by Professor II Mo YANG
(Far Eastern Philosophy, Tokyo University, Ph. D.)

“... a place where students are given the freedom to pursue a broad range of studies and activities, and where they are encouraged to reflect the kind of contributions they would like to make to the world.”
by Professor Dayk JANG
(Evolutionary Studies and Philosophy of Science, Seoul National University, Ph. D.)

“... campus life full of serendipity.”
by Professor Sangmin LEE
(Theoretical Physics, Princeton University, Ph. D.)

Former Visiting Professors

Visiting Distinguished Professor Sung Bok KIM
History, University at Albany, State Univ. of New York
Michigan State University, Ph. D.

Visiting Professor Eui Hang SHIN
Sociology, University of South Carolina University of Pennsylvania, Ph. D.

Visiting Professor Edward J. Baker
Korean Studies, Harvard University Yale University Law School, LL. D.

Student Program Coordinators

Young Ji KIM
Chinese Language and Literature Seoul National University, Ph. D.

Wonseok LEE
Oriental Philosophy Seoul National University, Ph. D.

Ji Youn AHN
Art Education Seoul National University, Ph. D.

Affiliated Professors

Professor Moo Young HAN
Rainwater Management University of Texas at Austin, Ph. D.

Professor Sung-ook HONG
History of Science Seoul National University, Ph. D.

Professor Ju-Hong JEON
Physiology Seoul National University, Ph. D.

Professor Jina KANG
Technology Management Economics and Policy Program University of California, Los Angeles, Ph. D.

Professor Cheongtag KIM
Quantitative Program Ohio State University, Ph. D.

Professor Seong-II KIM
Parks and Recreation Management Texas A&M University, Ph. D.

Professor Taiyou KIM
Techno-Economics, Industry technology policy Colorado School of Mines, Ph. D.

Professor Yongdai KIM
Statistical Learning and Data Mining, Survival Analysis Ohio State University, Ph. D.

Professor MinGyo KO0
International Public Administration University of California, Berkeley, Ph. D.

Professor Kyoga LEE
Music Information Retrieval Stanford University, Ph. D.

Professor Sang-Hyuk LEE
Harmonic Analysis POSTECH, Ph. D.

Professor Sang-Mook LEE
Marine Geophysics and Geodynamics Massachusetts Institute of Technology – WHOI, Ph. D.

Professor Sukjae LEE
Early Modern Philosophy Yale University, Ph. D.

Professor Un Jong PAK
Legal Philosophy Freiburg University, Ph. D.

Professor Jaemin YU
Computational Nano-Materials Physics Northwestern University, Ph. D.

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(Anthropology, Harvard University, Ph. D.)

“... a community thinking and learning together for truth and justice.”
by Professor Bumsoo KIM
(Theoretical Physics, Princeton University, Ph. D.)

“... campus life full of serendipity.”
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Professor Un Jong PAK
Legal Philosophy Freiburg University, Ph. D.

Professor Jaemin YU
Computational Nano-Materials Physics Northwestern University, Ph. D.
Our Daily Life

Glancing at Freshman’s Diary

Jae Won Kim who entered the college in 2014
Major: The Study of Happiness (Student-Designed Major) & Psychology

Selected Topics Seminar 1
Three professors from different academic backgrounds talk about “Knowledge,” an experience transcending all academic boundaries. Fortunately, I developed interest in and appreciation for philosophy.

Individual Course Design
Time for getting together with my freshmen peers and faculty members. We had free-wheeling discussions and asked about CLS. Time for exploring who and what I am and what I want to do with my study and life.

Global Experiential Learning Orientation
Selected for overseas volunteer program! We will be teaching kids and carrying out tasks in Laos, so we have weekly meetings on how we would do that.

Attend Student-Designed Major Fair
Designing my own major feels like navigating singlehanded across the Pacific. Taking small but steady steps by attending events like the ‘Student Designed Major Fair’.

A New Language
Language and communication skills are essentials in today’s global society, and thus are of great importance in CLS. All students must take at least two classes that teach the same foreign language. You may decide to try a new language or expand upon a language you already know. Learning foreign languages help students become a true global citizen and improve their confidence.

Major Fair and Mentoring Program
Before becoming a junior, CLS students choose two academic areas in which they will specialize. The college holds Major Fair and offers students information and advice regarding selection of major fields of concentration for the upper division period.

Global Experiential Learning Orientation
Global volunteering program enables students to expand their world view, immerse oneself in a different culture, meet new friends and create international networks. Students will learn how to make connections across different subjects, and approach problems that require global solutions, in the interconnected world of today.

Mathematics class: The Basics and Applications
A liberal arts major in high school, life for me was distant from math. And to encounter it after a very long time... is stressful.

For General High School (Non-Seoul and Overseas) Student Orientation
Since I did my high school education abroad, I had no friends in the college at first, but I got acquainted with new verdant fresh and even my seniors as the first semester progressed. I enjoyed a great classroom atmosphere as well as great socializing gatherings.

Required Math Classes
Math is a mandatory course in CLS. The requirement aims to create links between different subject areas and provides students with the necessary tools for interdisciplinary study between arts and natural sciences. CLS students are informed about the need to show their proficiency in both arts/social/humanities fields and natural sciences. This proficiency will enable them to understand interdisciplinary study.

One Monday of 1st semester

11:00
Selected Topics Seminar 1
Three professors from different academic backgrounds talk about “Knowledge,” an experience transcending all academic boundaries. Fortunately, I developed interest in and appreciation for philosophy.

12:00
For General High School (Non-Seoul and Overseas) Student Orientation
Since I did my high school education abroad, I had no friends in the college at first, but I got acquainted with new verdant fresh and even my seniors as the first semester progressed. I enjoyed a great classroom atmosphere as well as great socializing gatherings.

14:00
Selected Topics Seminar 1
Three professors from different academic backgrounds talk about “Knowledge,” an experience transcending all academic boundaries. Fortunately, I developed interest in and appreciation for philosophy.

15:00
Qn&mdsml College Writing
Writing is stressful, but I believe I’ll need good writing skills definitely, no matter what academic majors and professional paths I choose.

17:00
Individual Course Design
Time for getting together with my freshmen peers and faculty members. We had free-wheeling discussions and asked about CLS. Time for exploring who and what I am and what I want to do with my study and life.

One Tuesday of 2nd semester

09:00
I went to the CLS Lounge and worked on the team project for “Selected Topics Seminar 2”.

11:00
Selected Topics Seminar 2
In depth and diverse approaches to stories. I felt as if my views on various subjects were changing.

14:00
Elementary Chinese 2
Living up to the CLS’s motto of incubating global leaders, CLS students have to select a minimum of two courses for a single foreign language requirement. The entry level was manageable last semester, but I can’t say the same for the intermediate level...

15:00
Global Experiential Learning Orientation
Selected for overseas volunteer program! We will be teaching kids and carrying out tasks in Laos, so we have weekly meetings on how we would do that.

16:00
Attend Student-Designed Major Fair
Designing my own major feels like navigating singlehanded across the Pacific. Taking small but steady steps by attending events like the ‘Student Designed Major Fair’.

CLS’s emphasis on writing reflects the growing demand for creative, versatile, and penetrating minds capable of – and confident in – articulating original thoughts.
Our Yearly Life
Glancing at Sophomore’s Diary
Hui Young SHIM who entered the college in 2013
Major: Business Administration & Human Behavioral Ecology
(Student-Designed Major)

FEB: World Experience, Taiwan
Last October, I was selected for the college-sponsored World Experience Program. Three times before departure, I took in-depth courses on Taiwan’s history and culture, and then presented on my group’s topic. Our professor was extremely harsh on us, so up until the moment we entered plane we were busy revising our entire plan. So our stay in Taiwan went in a breeze, but we still managed to discuss with each other every night and share what we felt. Finishing our paper on Taiwan was difficult, but it was definitely an opportunity to me. An upperclassman passed students from Seoul…luckily an upperclassman passed on a tutor opportunity to me. I guess life will be less tough for awhile.

MAR: General High School (Non-Seoul and Overseas) Student Orientation
This orientation, sponsored by the CLS, was organized for the entire SNU student body. I always felt lacking information compared to the students from Seoul…luckily an upperclassman passed on a tutor opportunity to me. I guess life will be less tough for awhile.

MAY: Homecoming Day Plan Submitted
An opportunity to plan out the Homecoming Day was posted on our college website. As a huge fan of parties, I had to seize this opportunity. So I quickly gathered a group of friends, and started working on the plan in the center of the CLS building, Sunshine Library. We asked lower and upperclassmen for short surveys, and built the Homecoming Day we wanted. I really hope our plan is selected...

OCT: The 5th Student Exchange Program - International Symposium
After China’s Yuanpei College hosted the 4th Student Exchange Program, the CLS hosted the 5th. As a staff member, I participated in the 4 day event. I felt like an international scholar presenting and debating in a symposium under the topic 'One East Asia'. After the symposium, I guided my new friends all over Seoul. We promised we’ll meet again in Hong Kong next year.

SEP: Interview with Student Program Coordinators
In October, I would have to decide on my very own student designed major. Something I had pondered on ever since my entrance to SNU, I was constantly questioning if my academic pursuits had to take this form, when I found myself knocking on the door of our academic advisor. I feel lucky to have someone with whom I can discuss my career plans, academic and social concerns whenever I wish to.

DEC: Homecoming Day
My team’s plan was selected after all! We planned and organized CLS Homecoming day. CLS people both in and out of schools, graduates, and current students all joined to create an event of 150 people. Moreover, it was a huge pressure to meet the needs of a wide range of guests – from professors to freshmen. Anyhow, we are grateful to CLS for an opportunity to host an event of such scale. I feel I can skillfully host any kind of event now.

CLS has established a counseling model to consolidate undergraduate education. Students have access to academic advisors who counsel students in daily issues, academics, and career plans.

General High School (Non-Seoul and overseas) Student Orientation
At the beginning of every semester, CLS organizes a meeting to help students from high schools outside Seoul to connect with each other. These students live away from their families, and have less high school alumni compared with students from Seoul. They may have trouble finding emotional stability and practical support. This student orientation tackles this problem by searching for solutions and helping them address any difficulties. CLS actively reaches out to students returning from the military or students trying to switch majors—simply put, students who may need help.

CLS College of Liberal Studies, Seoul National University
**Our Yearly Life**

*Glancing at Junior’s Diary*

Sung Ho Son, who entered the college in 2010

Major: Artificial Intelligence Engineering (Student-Designed Major) & Linguistics

**JAN: Global Camp, Germany**
I chose to go to Berlin and take a politics course at Free University. My major is not politics, but learning about EU was quite interesting, and looking around the city was an awesome experience. Oh, and I also had to apply for spring semester courses in the end of January.

**FEB: Signing up for Courses (It’s tough to find the appropriate timetable. I might be skipping lunch every Monday and Wednesday next semester…)**
Applied for classes in next semester. Since I am taking courses from different majors, it is hard for me to find the appropriate timetable. I might be skipping lunch every Monday and Wednesday next semester…

**FEB: College Commencement Exercises**
CLS’s graduation ceremony means a lot to graduating seniors as everyone’s name and major are called at the end of the ceremony. The speech of the representative of graduating students, JiWon Yu, stays in my mind. “As nobody regulated or provided a guideline of my college life as a student in CLS, I was able to DO anything.” Now I ask myself what JiWon used to ask herself. “Should it be this choice?” “Who am I?”

**SEP: “My major is….”**
The Fall semester began. When I introduce myself as a CLS student, people often ask me about my major. I have to explain my major concentration and what CLS is and does. Sometimes it feels like a burden to me. But the more I go through this, I get more opportunities explaining my major and become more used to it. During this process, I receive advisory feedback and sometimes critique about some of the weaknesses in my major and my thoughts. However, it helps me to develop my study and earn more confidence.

**SEP: Summer Session**
I am taking midterms. When I feel lost I talk to others in CLS who are taking the same course with me. We stick together to survive in other majors.

**OCT: Planning and Organizing the Promotion Video of CLS**
I saw the notice looking for people who will help making the promotion video of CLS. I applied for it and got to work with some other students, mostly freshmen. It is not an easy thing for me to plan a video clip which is going to be longer than 10 minutes, but discussing what to include in the video with team members is fun.

**DEC: College Events Planning and Organizing**
Undergraduates are encouraged to take on a leading role and plan out CLS events. This increases students’ attachment to the college, as well as providing a leadership experience for students.

**Byuri Camp**
Byuri is a Korean word that refers to the headline of a fishing net. Like the headline that hold the net together, this annual 3-day long camp serves to bring all students and faculty members of CLS together, even after students have chosen different majors. Faculty and students gather together to discuss the past, present and the future of CLS, engage in various activities, and have a lot of fun in general.

**College Commencement Exercises**
At CLS graduation ceremony, every graduating student’s diploma is read aloud, and personally delivered. This is because every CLS student receives a unique diploma, unlike general college students who would receive the same diploma as their peers. This distinctive ritual has become a proud tradition of CLS graduation ceremony.

**Byuri Camp**
Like the headline that hold the net together, this annual 3-day long camp serves to bring all students and faculty members of CLS together, even after students have chosen different majors. Faculty and students gather together to discuss the past, present and the future of CLS, engage in various activities, and have a lot of fun in general.
five students who study different majors, and discover In class, students form groups each composed of four or real world problems. conceptual framework in which students can understand different point of views and feedbacks, according to and thus promote collective creativity, while exchanging new connections, which in turn will draw students to be applied across existing field boundaries to stimulate in-class discussion, focusing on one particular concept interdisciplinary subject, interests and learning through creative fusion. During the project, students single team works on all aspects of the problem in contemporary problems which need to be approached from two or more academic disciplinary angles. Every single team works on all aspects of the problem in order to conceive solutions. During the project, students practice ‘active learning’, and some projects eventually turn out to become a long-term scheme related to a class project. The first quarter of this course is ‘creative subject searching period’, where students listen to former projects developing creative solutions for social problems and search their own subjects with the advice. In the second quarter, students try to seek solutions for problems they discovered. During the third quarter, students seriously begin to study and develop their plans. In the last fourth quarter, students give a presentation both about the team projects and individual studies. Once the study has proceeded, students write research plans under professors in charge, and at the end of the term they share the preliminary outcomes with other students.

Creative Fusion Seminar/ Creative Fusion Project
This course of study provides students the opportunity to take lectures in CLS before they graduate. The course aims to encourage students to structure their own interdisciplinary subject, interests and learning through in class discussion, focusing on one particular concept through an interdisciplinary approach. Concepts can be applied across existing field boundaries to stimulate new connections, which in turn will draw students to existing knowledge and the subject expertise they have built during their major studies. This process resembles Selected Topics Seminar 1, the course students took when they were freshmen. The essence of this course is that students get to learn a diverse range of approaches, and thus promote collective creativity, while exchanging different point of views and feedbacks, according to their majors, with each other. Thus, students develop a conceptual framework in which students can understand real world problems. In class, students form groups each composed of four or five students who study different majors, and discover

Our Yearly Life
Glancing at Senior’s Diary

Min soop LEE who entered the college in 2009
Major: Cognitive Biopsychology(Student-Designed Major)
& Economics

JAN: Preparation for World Experience Program (Shanghai and Nanjing)
World Experience Program is one of the extra-curricular programs of CLS with faculty and a small number of students to visit specific places in foreign countries. This time, we visit the Provisional Government of Korea in exile in Shanghai and Nanjing, located near Nanjing University. We are also organizing sessions to prepare for discussions with students majoring in Korean at Nanjing University.

MAR: Beginning in residence mentoring
You can visit the mentoring room anytime before you decide your major. Since I am also a senior now, I applied and was accepted as a mentor! I am very delighted to help junior students both as a natural science and engineering mentor, and as the first generation of awarded scholarship money!

MAY: Interview for Graduation
Since each student has different requirements for graduation in CLS, the interview for graduation review is necessary in your last semester to make sure the degree requirements are followed.

JUN: Final presentation of Creative Seminar Class
This class is for senior students, who have completed several semesters in their own majors, to solve problems related to their majors that they themselves have identified.

JUL: Attending 'The international society for Cognitive Science'
I have submitted my poster for 'The international society for Cognitive Science'. It could do it because CLS supported me both mentally and in practical ways.

AUG: Byuri Camp
It’s a great opportunity to think again about why you decide to study in CLS. You can find yourself again while talking to your juniors.

SEP: Application for a Graduate School
I have decided to apply for graduate school in science of philosophy based on my designed major cognitive biological psychology. I finished preparing required papers and submitted my application.

OCT: Capstone Design Interview
The students who selected Student-Designed Major have to pass a lot of qualification processes. Overall Planning is one of them. In the class, we put our results like thesis, performances, exhibitions and others to wrap up our Student-Designed Major. Not just to graduate, I want to well finish my Student-Designed Major.

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Selection of a Major & Student-Designed Major

The unique characteristic of CLS is that students can choose their majors or design a new major program on their own. Students are admitted to school without having selected a major, but they will have the privilege to explore and ruminate on various major options. This is probably the best feature of the college programs the students can enjoy. CLS students can make their choice combining all kinds of majors and interdisciplinary studies with the exception of College of Nursing, College of Education, College of Pharmacy and Medical College, at the end of two regular semesters of study at CLS. It must be noted that the students shall continue to maintain their affiliation with CLS even after they made a non-CLS major. Having completed the graduation requirements of two majors, they are entitled to receiving bachelor's degree from each major unit. There is no bar to pursuing double majors in CLS for their degrees, however.

Unlike existing majors or interdisciplinary courses, a Student-Designed Major means constructing an academic curriculum by the students themselves based on the combination of two majors. The Student-Designed Major may be pursued as a major subject to a review by the Student-Designed Major committee. In the case of designation, it is separated from existing majors or interdisciplinary studies, and the same official name cannot be used. The newly designed majors are finally committed as a regular major following integral design course, and the students may receive a Bachelor of Science, Arts, or Engineering when they graduate. In the case of Student-Designed Major, the curriculum must consists of major courses in SNU. Courses completed in other universities, or graduate schools, are also allowed as major courses subject to the committee's prior review and approval.

A list of Student-Designed Majors

<table>
<thead>
<tr>
<th>Biological Engineering</th>
<th>Korean Studies</th>
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<tbody>
<tr>
<td>Science, Technology and Environmental Studies</td>
<td>The Study of Human Rights</td>
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<tr>
<td>Culture &amp; Arts Contents</td>
<td>Cognitive Informatics</td>
</tr>
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<td>Kinetic Modeling</td>
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<td>Contractual Institutions</td>
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<td>East Asian Humanities</td>
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<td>The Study of Happiness</td>
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The College of Liberal Studies is the only college at SNU that offers students the freedom of choosing any major they want in all arts and sciences (with the exception of a few professional degrees), unlimited by their educational backgrounds. The choices are quite diverse, with over 60 majors to choose from, but for students whose interests are not represented by a single existing major, an option of creating a Student-Designed major is available. CLS also provides series of its distinctive courses, designed to help students mature academically.

**Selected Topics Seminar 1**
This seminar offers lectures and discussions on selected topics by a team of faculty members to assist students in formulating comprehensive perspectives for an integrated analysis of the topics, encompassing the fields of liberal arts and sciences. The purpose of this seminar is to make students familiar with the diverse approaches and methods of different disciplines.

**Selected Topics Seminar 2**
This seminar offers students an experience of reading and writing on selected major topics of different disciplines. The course goal is to develop creative thinking through group discussions of the reading materials, as well as developing research questions, and formulating possible answers. The instructor will provide an intensive guidance for improving students’ writing skills by commenting on a series of students’ essays on assigned topics.

**Selected Topics Seminar 3**
This seminar includes readings, lectures and discussions in English or another foreign language on selected topics of different disciplines.

**Selected Topics Seminar 4**
This seminar encourages students to explore in depth a major topic, while learning in a practical way the essentials of research methodology. It aims to develop students' creativity and research skills by offering a chance to plan and perform one’s own research project under the guidance of an instructor.

**Classics Seminar 1**
This course is designed for third- and fourth-year students who major in various disciplines, and aims to enhance the students' ability of critical thinking and problem solving through reading and discussion of ancient and modern Western classics in humanities, social sciences, natural philosophy, and natural sciences. While reading and discussing the classics together with students who have different academic backgrounds, the students have a chance not only to improve their knowledge of the classics, but also to encounter different perspectives and approaches from other disciplines which they are not familiar with. Moreover, while crossing disciplinary boundaries in the discussion with other students, the students may have a chance to explore the fundamental issues raised in the classics from various perspectives, and to improve their capability of creative, inter-disciplinary thinking. Finally, while reading and discussing the classics, the students may develop their own questions, and to solve these questions in their own way.

**Classics Seminar 2**
This course, which is consecutive to Classics Seminar 1, is designed for third- and fourth-year students who major in various disciplines, and aims to enhance the students' ability of critical thinking and problem solving through reading and discussion of 19th and 20th century Western classics in humanities, social sciences, and natural sciences. Contrary to Classics Seminar 1, which focuses on the ancient and modern Western classics, this course focuses on 19th and 20th century Western classics, which have a closer relationship with contemporary society, and thereby aims to provide students with an opportunity to reflect on their own life and reality. While reading and discussing the classics together, the students may understand other students' perspectives, arguments, and interpretations in order to improve their capability of creative reading, logical/critical thinking, and presentation. Finally, while doing a team project with other students, the students may also develop social and communication skills.

**Individual Course Design 1**
This course is designed to enable students to review the history of modern universities and different academic disciplines, and their approaches in order to help them identify or develop their own major, and understand what it means to major in a field of study at university in the 21st century. Lectures and workshops will be organized to help the students understand the historic formation and development of university and higher education in the East and West, the changes in role and function of university, the past, present and future of major disciplines and their branches. It will also focus on the dynamics of fusion, composition, and integration of fields of knowledge, so that they can make informed choices and designs regarding their fields of study and career paths.

**Individual Course Design 2**
This course focuses on individual interview sessions with an instructor, who will help the students learn about the different approaches of the disciplines they consider majoring in, and explore the career paths open to them in the future. This course is a requirement for those who want to start a Student-Designed Major. However, the course is also highly recommended for those who are planning to choose their fields of study from existing majors, but need help in discovering their aptitudes and potentials.

**Community Service-based Learning**
This course provides students with opportunities of experiential learning through participation in the activities at service-oriented, nongovernmental and public organizations.

**Global Experiential Learning**
This course facilitates students' activities that cultivate a global outlook, and encourage leadership development through internships at international organizations.

**Creative Fusion Project**
This course offers students an opportunity to experience creative fusion research by interdisciplinary approaches. The students who are studying their own majors in various disciplines come together to find new research topics, discuss methods, and write an interdisciplinary research proposal together. During these activities, the students work as a group, which will eventually present preliminary research results at the end of the term. From this course, the students will develop experiences of group creativity for solving multidimensional challenges and interdisciplinary approaches to complex problems.

**Independent Research 1/2**
This course focuses on individual interview sessions with an instructor, who will help the students learn about the different approaches of the disciplines they consider majoring in, and explore the career paths open to them in the future. This course is a requirement for those who want to start a Student-Designed Major. However, the course is also highly recommended for those who are planning to choose their fields of study from existing majors, but need help in discovering their aptitudes and potentials.

**Capstone Design**
This course offers students an opportunity to review the cumulative record of their undergraduate study experiences. Students should complete outputs of any forms such as paper, thesis, or a prototype product of one’s own design. The instructions include the basic theories and techniques for problem solving, and students are expected to exercise them during practice hour. The course will furthermore focus on increasing cooperation and writing ability.

**Creative Fusion Seminar**
This course aims to give junior or senior students an opportunity to experience creative fusion research by interdisciplinary approaches. The students who are studying their own majors in various disciplines come together to find new research topics, discuss methods, and write an interdisciplinary research proposal together. During these activities, the students work as a group, which will eventually present preliminary research results at the end of the term. From this course, the students will develop experiences of group creativity for solving multidimensional challenges and interdisciplinary approaches to complex problems.

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Reaching for the World: Extra-Curricular Programs

Overseas Volunteers Program
In overseas volunteers programs students visit poor, underdeveloped, foreign countries during every summer and winter vacation. It is organized jointly by organizations in Korea or corresponding countries. Students who joined this program in 2013 founded the volunteer club Cambodelight after they returned from Cambodia in order to continue their volunteering work. Every year, members of Cambodelight donate profits—earned by selling cookies to the SNU community—to Cambodia.

Internship
The internship provides an opportunity to gain diverse experiences, and to make career preparations. If you submit the International/Domestic Field Study application form, and get the prior approval, it is possible to receive credits if you take the corresponding course within a year.

Global Camp
The Global Camp is a special program for students to take summer or winter courses at prestigious institutions abroad, mostly in Europe and the US. The aim is for them to gain international academic experience and develop a higher global awareness. A scholarship is provided to pay for tuition fees, and additional financial aid for airfare is granted upon successful completion of the courses. Credits are granted for the courses taken in the Global Camp, if requested by the students. Each summer about 30 students participate in this program, and a smaller number of students take part in the Winter Global Camp.

World Experience Program
While the Global Camp is more Western-oriented, World Experience Program is designed to help students understand history, culture and international relations in East Asia. This program consists of a journey to a region in East Asia, guided by faculty members, while visiting sites of historic and cultural value. Past destinations include Nagasaki, Beijing and Kyoto.

Internship, USA 2012-2015
Global Camp, USA 2009-2014
Global Camp, Great Britain 2009-2012
International Collaboration in Academic Research, Beijing 2011-2013
World Experience Program, Manchuria 2015
World Experience Program, Kyoto & Osaka 2014
World Experience Program, Shanghai & Sojoo & Nanjing 2013
World Experience Program, Taiwan 2014
Field Study (Domestic), Kujaedo & Pajoo & Kwachun & Young Hung & Andong 2009-2015
Overseas Volunteers Program, Laos 2013-2016
Overseas Volunteers Program, Cambodia 2012-2013
Overseas Volunteers Program, India 2014-2015
Overseas Volunteers Program, Philippines 2012
Overseas Volunteers Program, Laos 2013-2016
Overseas Volunteers Program, Cambodia 2012-2013
Overseas Volunteers Program, Vietnam 2012-2013
Overseas Volunteers Program, Laos 2013-2016
Overseas Volunteers Program, Cambodia 2012-2013
Global Camp, Australia 2009
Global Camp, Germany 2009-2012
Global Camp, Great Britain 2009-2012
International Collaboration in Academic Research, Beijing 2011-2013
World Experience Program, Manchuria 2015
World Experience Program, Kunming 2014
International Collaboration in Academic Research, Beijing 2011-2013
World Experience Program, Taiwan 2014
Field Study (Domestic), Kujaedo & Pajoo & Kwachun & Young Hung & Andong 2009-2015
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Overseas Volunteers Program, Vietnam 2012-2013
Overseas Volunteers Program, Laos 2013-2016
Overseas Volunteers Program, Cambodia 2012-2013
Global Camp, Australia 2009
Leaving the College

Graduates' Parting Messages

"CLS gave me the opportunity to construct and study the degree that I wanted, learning humanities and politics which I would never have learned as a normal engineering major student. CLS has not only allowed me to explore all of my interests, but also encouraged me to move beyond them."

by Min Suk KIM, Majoring in Biological Engineering (Student-Designed Major), entered the college in 2009, graduated in 2011

"CLS does not let or expect students to be set in stone... That was the reason why I could challenge so many things as a CLS student. CLS taught me how to turn the endless indecisiveness into introspection in the middle of insecurity."

by JiWon YU, Majoring in Aesthetics, Communication(minor major), entered the college in 2010, graduated in 2014

"CLS really pushes the boundaries of education, teaching each of us skills as well as allowing us to explore various academic disciplines. As a CLSer, you can really think outside the box and observe everything you do in a much broader context. In CLS, even freshmen get a lot of chances to look deep into their minds, since selecting a major is directly connected to their career."

by Yung Sang YOO, Majoring in International relations, German Language and Literature(minor major), entered the college in 2009, graduated in 2012

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by JiWon YU, Majoring in Aesthetics, Communication(minor major), entered the college in 2010, graduated in 2014

"In CLS, I learned 'how to learn', I developed the ability to understand knowledge in my own way. So many students procrastinate because they see the challenge before them as overwhelming, and so did I. After I came to CLS, I realized that a good way to counter that is to break the big challenge down into smaller pieces and then take those one at a time -- like saving one starfish among thousands of them at a time. Sometimes 'think small' is more important than 'think big', and it is the very small thing which can eventually form the frame of mind essential for building a big scheme in our lives."

by Yura BAK, Majoring in Business Administration, International Relations, entered the college in 2009, graduated in 2012

"Because there's nothing promised, I realized that I can actually do anything, everything. That understanding was the most invaluable lesson I've learned from this school."

by Un Jin KWON, Majoring in Business Administration, Human Communication(minor major), entered the college in 2009, graduated in 2014
College of Liberal Studies, Seoul National University

...a place where students should be always alert to raise questions and to learn...