

# QIKJS-Part.II.A

## Qualitative Inquiry of Korean Judicial System

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### Challenges

The journey of doctoral research generally would be less amenable to any uniform results among the students. Other types of doctorate studies, such as taught-based program, would differ at least in view of its uniform nature of program expectations. They are required to complete 3 years for JD and four years for MD, as well as other similar terms already scheduled within the particular disciplinary curriculum. Since the research doctorates have a focus on the dissertation process upon the completion of coursework, the time plan to complete could differ for reasons. In some cases, it would take 6-8 years, but could be earlier in 3-5 years in other cases.

First, the student may take it longer for his enthusiasm and passion about the quality of dissertation. His scholarly aims would be lofty that the students may be reluctant to finish his or her degree. He may feel that he has to do more to meet his level of perfection subjectively aspired. Second, the student can consider the doctoral studies to be linked into his or her academic career so that he or she sees it a part of his near years posting as a university lecturer or professor. Therefore, he might not find it any urgent, but can let it flow with his fortune of PhD placement success. In these cases, the normal completion period of time might be exceeded. While the Walden peers are already working in various occupations, the second case would be unlikely in most of cases. Given the tightened instruction and well-organized workflow of dissertation process, the first case also would pertain less in actuality against other context of doctoral students, such as those of brick and mortar institutions (Center for Research Quality, 2014).

Despite some variations of individual student in degree completion time, I consider that the normal period of time is most appropriate to yield an effective outcome of doctoral education. Therefore, the colleges and universities would require a maximum years of completion period, often eight years, in which the students have to finish his dissertation. The policy will serve purposes. By doing so, the integrity of doctoral studies in view of educational interplay can be protected, for example. The students can centralize his vigor and energy on his study (Rudestam & Newton, 2015). The economy of doctoral education can be achieved so as to confer a qualification in due time for the social service. The relationship

between the supervisor and student will not unduly be interrupted because of the lengthier years of dissertation work. I generally believe that the inspired student would not procrastinate on his degree completion, which often testifies his enthusiasm as a scholar unless special circumstances are present. Since the dissertation work often would be a part of his long-years career path, the students would do best who are to be minded to take his piece of work with the *Unfinished Symphony* by Shubert No. 8. He can continue on his start-up work later after completion of degree, and expand or enrich through his research career so that it seems not bad idea to hold a priority of degree completion in normal period of time, and do make-up with the lifelong commitment (2015). In this case, of course, the vigorous work and efforts in collaboration with the supervisor are to be conditioned for the quality dissertation as this class is aimed at. We know that productive scholars or professors of eminence often would have not consumed unnecessarily long years of doctoral work, and his brilliant research achievements tend clustered in the near years from his completion of doctoral studies. This simply suggests a key importance of doctoral studies for the success as a scholar and inter-linkage between its completion and his enthusiastic years of post-doctoral studies. Therefore, I consider that it seems not effective to procrastinate on a dissertation work unless special needs are imposing.

For the Walden peers, I suppose other reasons may bring a conflict against due time plan if he or she is engaged tightly with the current job or family obligation. This challenge may approach as same as if we may have been sway with starting this Walden doctoral program. A conciliation to meet dual responsibilities between the dissertation work and other obligations needs to be planned so that we can seek their support for the smooth and productive process for completion of degree. Since my principal responsibility is to research the law and public policy as well as teach university students, the conflict of work is less imposing in my case. It can be a part of my job duty if I also hope to publish the finished work of dissertation in any book form. Through this class, however, I found it very challenging to prepare a fine dissertation prospectus. This kind of training would not be so frequent in the earlier years of doctoral education and more seldom in some disciplines, such as college of law. By taking a PPA doctoral studies, I have learnt much on the research method of social science and even the well-organized dissertation protocol including this class, "Writing a quality dissertation" (O'Sullivan, Rassel & Berner, 2008). While the documentary examination and its analysis may be are all the job the legal researchers often have to do on his desk, I found it amazing that the social science is generating a knowledge by engaging the human subjects as a participant notwithstanding qualitative or quantitative (Kim, 2015a,b,c,d,e). One time, the course name was not "Writing a quality dissertation," but "Writing a quality prospectus," which was changed into the current name and felt encouraging allowing a tying flow into the dissertation process. Most of all, the comment and suggestion of classmates through the weekly discussions thankfully enlighten myself to make grey ideas of my research topic clear and resolve the difficulties in preparation for the dissertation prospectus.

### **Support**

The support to complete a dissertation process would be biggest that I was backed by my family members spiritually and with continuing encouragement. One other support is not

clear currently, but I expect that I can be successful in obtaining a research fund in my hometown. The KRF and university offer various causes of research support that promote a new scientific discovery or authorship of influential books. I just anticipate that the success will come soon. One support is emotional that I may promote as a dean of college for next term. Although the role and responsibility are never grand, but just to share with a small number of professors in the college, I found it ambitious that the role is quite experimental in terms of the phonaesthetics between the law and public policy, my specialty at Walden. It is the college of law while the dean would be an administrator of college, such small society though. Therefore, it could be a kind of experimental lab to bring a social change in the college. Although the research topic is not related with the public administration of this college, the learning thus far can be applied and tested, and may stimulate my dissertation work of PAKJS. I expect that nagging like a mom might make the college people tedious, but I can do so actively now once I have learnt much on the administrative issues(?)

The challenges addressed by Barreca, G for the dissertators would be common for the peer students (2012). We can agree that the work relationship is distinct and particularized as well as of professional sorts. The journey to the completion of dissertation process, in his attribution, would be a common venture as if the apprenticeship of *Guild* or old bars had processed. While the principal responsibility falls upon the trainees, the learned hand will give an artful assistance to the success of dissertators. The most challenges for me are to know the precise nature of this relationship. His tip of advice and perception are not only encouraging, but also alert a due diligence on the part of dissertators. For example, we are to lead a schedule for due time plan, and the supervisor can help to improve rough patches. My general attitude is time-generous that the researcher could truly be a free flyer without the time stress not the same way as examinees do in the exam place. I realized that the wisdom and expectations go otherwise as Barrenca imagined, "Set yourself a clock if you need to..... pretend you're doing a timed exam" (2012). However, his view would not let us lonely by comparing, "Don't kid yourself into thinking that once you.....full professorship....the anxieties dissipate or disappear...they might dress better and keep you awake at night on better sheets. But if you learn how to work with your stress now...." (2012). Although not frequent actually, I had come to know that one superannuated lawyer, with a career of dean as Stanford Law School, had taken the state bar exam, and had succeeded on the second try. Still the grey professors would strive to publish his articles on the competitive academic journals. The Buddhists take the world as a life reality of anguishes and adversity the same as the westerners take it a stress. Given his saying "...you will be thankful later..." the eventual turns can be shared common between the Buddhists and westerners since the Buddhists expect through the end state of pleasure from an abysmal struggle within the meditative process and spiritual indulging. Our challenges in these thoughts can be overcome being trusted with the conviction, "Reward will be sweet although effort is hard and bitter."

### **Ideas**

While the ideas about my topic are expected to develop on the progress, concerns to deal with the academic freedom and free competition within the idea market may deem some comment. The settings and milieu not exactly coincide with those of doctoral research, the

national monopoly of high school history textbook now is being contended in the Korean community (Kim, 2015). The opposition party and scholars on the history interest had attacked the government policy of monopoly with acid criticism and street campaigns. Now Koreans are serious with the kind of folksonomy between the advocates and opposers of national monopoly. Their cause stands on the freedom of expression while the government perceives an evil of current loose system -- rampant versions of high school history books advocating on the pro-Japanese imperialism and socialist compassions – as pounding and so harmful to the national interest. Since the high school age is agile and affected easily, the national policy may survive the public antagonism. Nevertheless, the doctoral researchers are otherwise to fairly benefit that we are expected to be a good craftsman and to avoid any rigid set of procedures in our writing and, of course, with the kind of sociological imagination (1959). For the dissertation process, we would be urged of the kind of habilitation of the unpretentious intellectual craftsmanship. In the least, it would be beneficial that we would not be banned just because of the fear that the social harm of contents would be disproportionately gross than the benefit as if the Korean constitutional court had ruled or expected to rule on the textbook freedom of Korean high school history course. Instead, we may be squeezed by our supervisor that the mannerism of verbiage or using intelligibility of as a means of evading the making of judgments on the society should be avoided. However, it is really luxurious that we can stand for the primacy of individual scholar and stand opposed to any ascendancy. We could thrive in contrast with many possibly banned writers of Korean high school history textbooks and based on the free flows of idea in the market as the constitutional scholar, A. Meiklejohn, elaborated. We can even make any trans-historical constructions we think our work requires. We thank the supervisors never will be a regulator, but a distinct context of guide to assist with climbing the apex of mountain seen as a flag waiting for the dissertators.

### **Questions**

Now we say farewell for this class, and the time has been amusing and helpful indeed. By the way, my questions for the next step are posted. (i) How do the course structure and mode of instruction differ between other classes and 20 credits dissertation course? (ii) Given we say an ABD (all but dissertation) status, are we called ABD if we complete all coursework, but only such 20 credits dissertation course left?

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