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Birmingham-Southern College  
Tuesdays 6-9 pm  
Humanities Center Rm 208

**National Consortium for Teaching about Asia (NCTA)  
Birmingham Area, Spring 2008  
Teaching about Asia Seminar<sup>1</sup>**

**Course Aims and Description**

The objective of this seminar is to present the history of the “Sinitic” world to teachers so that they can, building on the material assigned in this seminar and other items deemed worthy of further investigation, teach Chinese, Japanese and Korean civilization to their students in middle and/or high school. The basic premise of the course is that there is a China-centered (“sinitic”) world that encompasses China, Japan and Korea, but that the history of these civilizations shows distinct patterns of change and continuity, even though strongly tied to a cultural base derived from encounters with an already developed Chinese civilization. The idea is to find a balance between the notion of a single, Sinitic, cultural sphere on the one hand and distinct Chinese, Japanese and Korean civilizations and patterns of historical change and continuity on the other. There is a persistent “orientalist” notion of a monolithic Asia (“orient”) and the idea of a “Sinitic” sphere might play into that to the extent that people might conclude that Chinese, Japanese and Korean civilizations are the same; on the other hand, it is historically inaccurate to separate the development of Japanese and Chinese civilizations without recognizing the clear linkages of them to their Chinese source. We must, therefore, see a single foundation without sacrificing clear cultural differences on the one hand and see the cultural differences without sacrificing their continuity with a Chinese source.

The seminar is designed for middle and high school teachers with a view to introducing important themes and patterns of historical change and continuity in Chinese, Japanese and Korean history and culture so that teachers may more readily incorporate East Asia into their curricula. It is a thirty-hour course consisting of ten three-hour sessions. The instructor will lecture and lead discussions on the assigned materials, readings and other media resources, and devote time to open discussion about how one might make use of East Asian materials in the pre-collegiate classroom environment.

This seminar is offered as part of the National Consortium for Teaching about Asia, a program funded by the Freeman Foundation, of Stowe Vermont. This is a nationwide program, the mission of which is “to foster a permanent place for the teaching and study of Asia at the middle and secondary school levels.... The objectives of the program” are meant to foster in the teacher-student a “lifelong approach to professional development” and to provide the opportunity for

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<sup>1</sup> February 5, 12, 19, 26; March 4, 11, 18; April 1, 8, 15; makeup date March 25.

“curriculum development” by providing “texts and resources, continuing education programs, and study tours to East Asia.” The program is coordinated by Columbia University, Indiana University, the University of Colorado, the University of Washington, and the Five College Center for East Asian Studies. Our seminar is administered by the East Asian Studies Center (EASC) of Indiana University, Bloomington. The outreach coordinator in the Indiana University office is Jiang Qiong (Qiong Jiang in American word order).

The program targets teachers of grades 6-12 in world history, world cultures, and world geography. Also considered for eligibility are educators in the arts, literature, and East Asian languages.

### **Books**

- Patricia Ebrey, Anne Walthall, and James Palais, *East Asia: A Cultural, Social, and Political History* (2006)
- William T. de Bary, et. al., eds., *Sources of Chinese Tradition* (2<sup>nd</sup> ed., vol 1 only)
- de Bary, et. al., eds., *Sources of Japanese Tradition* (2<sup>nd</sup> ed., vol 2 only)
- Peter H. Lee and Yŏngho Ch’oe, ed., *Sources of Korean Civilization* (2<sup>nd</sup> ed., vols 1 & 2) (**not sure yet**)
- Kajiyama Toshiyuki, *The Clan Records: Five Stories of Korea*
- Richard Minear, ed. and trans., *Hiroshima: Three Witnesses*
- Richard Kim, *Lost Names: Scenes from a Korean Boyhood* (1988)
- Helie Lee, *Still Life with Rice: A Young American Woman Discovers the Life and Legacy of Her Korean Grandmother* ((1996)
- Yoko Kawashima Watkins, *So Far from the Bamboo Grove* (1994)
- Lan Samantha Chang, *Inheritance* (2004)

### **Requirements and Responsibilities for Seminar Participants**

- \* participate in the seminar discussions and prepare for these discussions outside of class
- \* write the teacher implementation plan (TIPs)
- \* attend at least one continuing education program after the seminar
- \* integrate East Asian content wherever possible in your curriculum

### **Teacher Implementation Plan**

The Teacher Implementation Plan (TIP) is the final product and main course requirement for the Teaching about Asia seminars. All participants must develop one for use at their respective schools. The TIP serves three purposes: (1) to provide you with ready-to-use lesson plans, (2) to act as a roadmap for others on how best to incorporate East Asia-related content into a curriculum, and (3) to provide useable lesson plans for you and your colleagues to share. The TIP should demonstrate that teachers can expand their current curriculums to include historical, cultural, and current events information related to China, Japan, and Korea.

**Elements of the TIP:**

As a minimum, each TIP should include the following. Please number the sections in your TIP as they're listed below. TIPs will NOT be approved if any section is missing.

1. An explanation of what opportunities you will have to teach about East Asia in the next school year: grade level, subject area, hours of instruction. You should also describe other ways you will share the information from the seminar with the community beyond your own classroom (your colleagues, school, neighborhood, etc.).
2. An explanation of how you will apply the seminar to your own teaching.
3. A brief explanation on the pedagogical philosophy that underlies your choices of lessons and materials.
4. Three lesson plans - one each on China, Japan, and Korea. A single "lesson plan" may be an entire, multi-day unit or a single activity that requires only one class period. Please specify the number of days or amount of class time required for each lesson plan. Please also make sure that your lesson plans are detailed enough so that another teacher could use it with only limited preparatory research.
5. A list of resources (books, periodicals, videos, websites, etc.) you plan to use for each lesson plan.

**Format of the TIP:**

1. All TIPs should be handed in to seminar instructors in two forms: hard copy and an electronic storage medium (floppy disk or email attachment). Electronic versions of the TIP should contain only the text.
2. Use either Microsoft Word or WordPerfect software.
3. Hard copy versions of TIPs should be fully documented. If you make a reference to a particular work, it should be included in a reference list.
4. All TIPs will be forwarded to the East Asian Studies Center and will become the property of the National Consortium on Teaching about Asia. As such, they may be published, bound, or shared with other Consortium members for their use. Some TIPs may be selected for publication on the EASC website.

Be sure to include your name on your TIP so as to make sure to receive credit for all your hard work!

**Graduate Credit from the University of Indiana**

As a participant in our "Teaching about Asia" seminar, you have the option of earning 3 graduate credit hours from the University of Indiana. This may require an additional assignment as well as an additional cost for the graduate credits. While the specific assignments will be tailored for each participant, you can expect to complete some combination of the following: an extra lesson plan or an annotated bibliography. Participants may register for EALC E505-Topics in Learning about Asia. The cost will be approximately \$796.29.

**Attendance Policy:** Each participant is required to engage in 30 contact hours of course work. If a participant must miss class for an acceptable reason, the participant must make up the contact hours by completing appropriate work approved by the instructors.

### **Email List**

After the completion of your seminar, you will be subscribed to an email ListServ for alumni of the center's teaching seminars. The purpose of the ListServ is to keep you inspired and informed about teaching East Asia by allowing you to keep in touch with colleagues doing similar work. You will receive announcements of relevant upcoming programs and be able to exchange ideas about teaching resources, ideas, classroom successes, etc.

### **Follow-up Report**

At the end of the implementation year, participants are required to write a report on their East Asia teaching successes, challenges, improvements, etc. You will receive a letter requesting the follow-up report. Included here are the guidelines for the follow-up report so that you can be preparing throughout the year. Completion of the follow-up report is required in order to receive Part 2 of the individual stipend (\$300).

1. Descriptions of the lessons implemented. Please also confirm that the lessons implemented were those from your original Teacher Implementation Plan (T.I.P.). If you were unable to use your T.I.P. lessons, please explain the reasons for this and how you came to use the lessons you did.
2. For each lesson, describe what worked and what did not. What changes will you make for the following year?
3. List of resources used (include print, internet, speakers, etc.). Include full citations.
4. Other initiatives you undertook to inform others about East Asia (extracurricular activities, teacher training, special school or community programs, etc.)
5. Your plans for incorporating East Asia into your curriculum in the following year.
6. List of items purchased with school resource buying grant. Include full citations. (IU's EASC Web Site)

### **Benefits of Participating in NCTA Seminar**

You and your school benefit from participation in the program<sup>2</sup>

- \* one free 10-week/30 hour *Teaching about Asia* seminar, led by your instructor
- \* \$200 worth of texts and resources for your personal library
- \* \$500 individual teacher's stipend\*
- \* \$300 in resources for your school\*
- \* **Alabama State Continuing Education credits**
- \* option to earn graduate credit for the course, for a fee of \$796.29, from Indiana University
- \* continuing professional development opportunities
- \* eligibility to apply for one study tour to East Asia\*

### **Individual Stipends**

The total individual stipend for successfully completing the seminar is \$500. This is paid in two parts: \$200 after your Teacher Implementation Plan is approved, and later \$300 after your follow-up report is approved. The individual stipend is yours to spend as you wish. You must be currently employed as a teacher in grades 6-12 to be eligible to receive the stipend. Sorry, but substitute teachers are not eligible for this program.

### **School Resource Buying Grant**

This \$300 is to be used to purchase permanent resources for the school. The grant should not be used to pay for food, performances at the school, gifts, honoraria, etc. Remember as well that the resources remain at the institution where you taught during your implementation year; they do not travel with you should you change schools. To guide you in your purchases for the school, please see Selected Bibliography of Resources on East Asia, available at <http://www.indiana.edu/~easc/bibliography/>. The list includes resources used in NCTA seminars as well as those found useful by your colleagues at other schools. By the way, the \$300 is given to each teacher to spend for the enrichment of their schools resources on East Asia, thus, if a school has more than one teacher attending the seminar, the school receives \$300 for each teacher. What a deal!

### **Study Tour**

Perhaps the most exciting inducement to participate in the NCTA seminar is the opportunity to go on the study tour, annual trips that enable the student-teacher to experience China, Japan, or Korea firsthand. Typically two to three weeks in length, the tour takes 20 student-teachers, led by a scholar specializing in East Asia, a curriculum consultant, and EASC staff members. The itinerary includes visits to sites of historical, cultural, religious importance, and all sorts of other things.

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<sup>2</sup> The stipend, school resources and study tour opportunity are receivable only upon successful completion of all the requirements of the seminar.

Those teachers who successfully complete the seminar are eligible to apply for NCTA-sponsored summer study tours to Japan, Korea, and China. You will be notified at the time the study tour is announced. Participation is limited to one NCTA-sponsored tour only. If you complete all your responsibilities in a timely fashion, you will be eligible to participate in a study tour to East Asia in the Summer of 2009. If a participant completes the follow-up report early, there is a possibility of eligibility for a study tour in Summer of 2008. There is a cost to the teacher, but the majority of the costs are covered by the program, meaning that the price of the tour will be very, very reasonable. The application process is selective, dependent in no small measure on your participation in the seminar and the written work you produce (the TIPS).

### **Schedule of Discussion Topics**

Tu 2/5	Intro to Sinitic World, Problems of Cross-Cultural Interpretation and Getting Down to Basics
Tu 2/12	Aristocratic China, Han through Tang, and the Classical Period of Chinese Thought During the Warring States
Tu 2/19	Buddhism: Basic Concepts, Its Arrival in China and Reaction to It by Confucian and Daoist Traditions, and the Development of Many Schools, In China, Korea and Japan
Tu 2/26	Korea: Aristocratic Society Model on China
Tu 3/4	Japan's Aristocratic Societies: Heian Imperial and Three Military ( <i>Bakufu</i> ) Regimes
Tu 3/11	China's Shift from Aristocratic to "Gentry" (Scholar-Official) Elite, the Shift in Balance of Power between Emperor and Bureaucracy Resulting from Institutionalization of Examination System, and the Commercial Revolution
Tu 3/18	East Asia's Different Encounters with Colonizing Western Powers in the 19 <sup>th</sup> Century
Tu 4/1	Japan as an Imperialist Power: Japan's Colonization of Korea and Manchuria, War against China and War in the Pacific
Tu 4/8	Postwar Asia: The "Asian Century"?
Tu 4/15	Controversy and Division over Memory of War and Occupation in Japan, China and Korea