Seminar on Teaching about East Asia  
January 24-April 11, 2009  
Ypsilanti, Michigan  

**Instructors:**  
William Londo (lead, Japan)  
[ londo@msu.edu ](mailto:londo@msu.edu)  
Aminda Smith (China)  
[ amsmith@msu.edu ](mailto:amsmith@msu.edu)  
Catherine Ryu (Korea)  
[ ryuc@msu.edu ](mailto:ryuc@msu.edu)  

**Correspondence and materials should be sent to:**  
William Londo  
Asian Studies Center  
301 International Center  
East Lansing, MI  48824  
ph. 517-353-1680

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### Course Description

This seminar is part of the National Consortium for Teaching about Asia and is funded by a grant from the Freeman Foundation; it is administered though Michigan State University in cooperation with the Indiana University East Asian Studies Center, which coordinates the Midwest programs in eleven states. It is designed to provide an introduction to important aspects of East Asian society, culture, and history that will enable teachers to teach about China, Japan, and Korea more effectively in the middle and high school classroom through lectures and presentations, discussions of readings and videos, and considerations of how to develop and present lesson plans on East Asia.

### Goals of the Seminar

The goal of this seminar is to acquaint teachers with the history, geography, politics, culture, and literature of China, Korea and Japan and to help them devise effective ways of teaching this material in middle and high school social studies and other courses. Participants will gain information about these countries and will be provided with lists of additional resources upon which they can draw to enhance their knowledge. Teachers will create three teaching modules as part of this program and these modules will be shared with the class. A first draft of the teaching plan for each country typically will be due the week after the section of the course on that country is completed, and final teaching plans, submitted by postal or e-mail will be due April 20.

### Schedule

The seminar will consist of eleven three hour sessions held on Saturdays from 1:00 to 4:00 p.m. with at least one break per session. The program will begin Saturday, January 24; and the first hour will be devoted to completing the CEU registration forms, general course introduction, and questions. The final class will be held April 11, and teaching implementation plans, one each for China, Korea, and Japan, will be due in the office of William Londo by 4:00 p.m. on April 20.

### Location and facilities for the seminar

Most lectures will be presented using powerpoint and each presentation will be put on the TEA website after the class in which it was used. At the end of the course, teachers will receive a CD with all course powerpoint presentations.
Stipends
Enrolled students will receive books chosen by the course instructors that will be used in the course. Upon completion of the 30 hour seminar and submission of the three satisfactory teaching implementation plans (a lesson plan on each of the three countries covered in the course, China, Japan, and Korea), submitted by postal or e-mail, due April 20 (see above), participants will receive a stipend of $250. At the same time, the participants’ schools will receive a $300 stipend for the purchase of teaching resources on East Asia. In January, 2010, a follow-up enrichment activity will be held. At this time the participants must submit a report describing how material relating to East Asia was presented in the classroom and how successful it was. The second $250 stipend will be disbursed after this report is received.

Graduate Credit
Participants have the option of taking the seminar for 2 graduate credit hours through Michigan State University; to do so they must register, either as degree students or as life-long education students and pay the appropriate tuition for graduate credits. They will also complete an annotated bibliography of East Asian materials with an emphasis on how these materials could be used in teaching East Asian history and culture in addition to the teaching modules. If you have never taken a course from MSU, the lifelong education application form can be accessed at the registrar’s web-site: https://admissions.msu.edu/application/app.asp?AL=L. Once this form is completed, you will receive an MSU ID number and can register for the course, TE 891-section 701. Students taking the course for graduate credit will be required to complete an annotated bibliography.

State Board CEUs
Participants who complete this program successfully will qualify for 3.0 SBCEUs. To earn the CEUS, you must attend ten of the eleven sessions –CEUs are not granted for less than thirty hours’ attendance.

Attendance
Each participant is required to engage in 30 contact hours for this seminar. If you must miss class for an acceptable reason, you must make up the contact hours unless you are missing the class to do further work in or about East Asia. Missed contact hours can be made up by writing an annotated bibliography on a topic form the missed class which will then be given to the other participants. This will meet the Freeman requirements, but will not make up the missed time for CEU credit.

Teacher Implementation Plan (TIP)
You must develop a TIP for use at your school for each of the three geographical areas we are studying: China, Japan, and Korea. Each TIP will include the following:

- an explanation of what opportunities you will have to teach about Asia next semester, including the level, subject area, hours of instruction;
• a brief essay on the pedagogical philosophy that underlies your choices; an explanation of how you will apply the course material to your own teaching; and a resource list citing books, periodicals, videos, and websites related to the lesson plan;
• the lesson plan.

Further details and examples of good teaching plans will be provided during the seminar and can be found online at http://asianstudies.msu.edu/outreach/EastAsiaTeachingSem_new/modules.htm. At the end of the course, participants will share these lesson plans with the instructors and one another: they will be added to the course website and made available as a teaching resource. Each participant will also receive a CD with all the TIPS on it, so they have a “bank” of possible teaching ideas and modules.

Books and materials for the course

Each participant will receive the texts to be read during the course. The course instructors have selected texts that should be both interesting and useful in teaching East Asia in the classroom. We will also discuss a number of videos which are available either at video rental stores, or from the Asian Studies Center at MSU. The texts for the course are as follows:

Patricia Buckley Ebrey, The Cambridge Illustrated History of China
Dai Sijie, Balzac and the Little Chinese Seamstress
James Watson, Golden Arches East: McDonalds in East Asia
Bruce Cumings, Korea’s Place in the Sun: A Modern History
Richard Kim, Lost Names
The Rainy Spell and Other Korean Stories, trans. Suh Ji-Moon
John Whitney Hall, Japan from Prehistory to Modern Times
The Pillowbook of Sei Shonagon
Natsume Soseki, Botchan

Additional readings will appear on the website for this course on ANGEL, MSU’s course information software or will be distributed in class.

Class Schedule

January 24: Course Introduction and Geography of East Asia (Instructors)
  o course introduction
  o Geography of China, Korea, and Japan

January 31: China I (Smith)
  o The Middle Kingdom: What is China and Who are the Chinese?
  o Confucianism, Buddhism, Daoism
Men, Women, Children, and the Family
Activity and Discussion: Teaching about Chinese culture and tradition

February 7: China II (Smith)
- Foreign Relations: from the great Wall to the Opium War
- Fashion, Food, and Entertainment: Popular Culture throughout History
- Chinese America
- Activity and Discussion: teaching about China with Primary Sources

February 14: China III (Smith)
- Mao’s China: Revolution and Tradition
- Discussion and Activity: Teaching Balzac and the Little Chinese Seamstress
- Global Economies, Political Dissent, and China in the 20th and 21st Centuries
- The Year of the Ox: Contemporary China and the Future

February 21, 28, and March 7: Korea I-III (Ryu)
E-mail: ryuc@msu.edu (Skype Enabled)
Tel: 517-353-6656

Description, Objectives, and Approaches
Korean cultural history is reputed to be nearly 5000 years old (ca. the 23rd century BC-the 21st century AD). Rather than approaching Korean cultural history in chronological order, we will investigate in this seminar the ways in which Korea’s past and present, and even future, are selectively evoked in the construction and negotiation of Korea’s national identities in the contemporary era. The spectrum of these identities ranges from the emergent images of ultra postmodern Korea to persisting figures of Korea as a war-torn backward country in the American cultural imagination, and still to other equally problematic images of Korea in the global consciousness (e.g., North Korea as an unsanctioned nuclear power). Investigating such representations of Korea requires that we analyze their constituents—the religion, history, language, literature, music, food, fashion, traditional visual and performance arts, and contemporary films—as they have been mobilized and reconstructed in the politics of cultural identity, a crucial force in the global community that is becoming increasingly multicultural and multiracial with attendant conflicts and ambivalence, as well as aspirations and hopes. In other words, our inquiry will focus specifically on the ideological functions of the key elements that are generally touted as the core of “Korean-ness.”
Required Texts

In addition to the Korea-related texts listed above, full-text articles posted on ANGEL course information software.

Tentative Course Outline

* Each lesson is 55 minutes long, followed by a 5-minute break.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lesson #</th>
<th>Topics</th>
<th>Lectures, Readings, &amp; Discussions</th>
<th>Projects</th>
</tr>
</thead>
</table>
| Feb. 21 | 1 | Introduction | *Historical Overview  
*Discussion: Conceptual Approaches to Teaching Korean Culture and History  
*How to Read Hangul (the Korean alphabet) | |
| 2 | Cultural Heritage, Tourism, and Identity | *Unesco Heritage Sites in the Two Koreas  
*Discussion: Required Readings and Activity 2 | Activity 1 |
| 3 | Culinary Korean: Food and National Identity | *Beyond Kimchi and McDonalization  
*Discussion: Required Readings | |
| Optional Activity | Dinner at Hana (Korean restaurant) | |
| Feb. 28 | 4 | Politics of Aesthetics: The Beautiful Korea | *Mapping Political Hierarchies in the Aesthetic Space of Museums  
*Discussion: Required Readings and Activity 2 | Activity 2 |
| 5 | Constructing Korean Identity, Musically | *Reviving the Korean Beat: National Identity through P’ansori & Hallyu (The Korean Wave)  
*Discussion: Required Readings | |
| 6 | For Heaven’s Sake: Korean Spirituality | *Shamanism, Buddhism, and Christianity in Korean Ways  
*Discussion: “The Shaman Painting” by Kim Tongni (1936) and Activity 3 | Activity 3 |
| March 7 | 7 | Coloniality and National Subjectivity | *Colonial and Postwar Korea: Sovereignty, Identity, and Globality | |
### Detailed Course Plans (Tentative)

**Lesson # 1**

Introduction to Korea (browse through all the links posted on Angel).

**Required Readings:**

Bruce Cumings, *Korea’s Place in the Sun: A Modern History*, Ch. 1 (The Virtues).

**Lesson # 2**

**Required Readings**


**Recommended Reading**


**Activity 1: Cultural Heritage and National Identity**

Visit the website [http://whc.unesco.org](http://whc.unesco.org) and follow the instructions in Activity 1 posted on ANGEL.

**Lesson # 3**

**Required Readings:**

Bruce Cumings, Ch. 2 (The Interests, 1860-1904).


For Pure and Delicious Pleasure: Introduction to Korean Food. Browse through all links on ANGEL.

**Lesson # 4**

**Required readings:**


*Activity 2: My Favorite Korean Artworks from the Seoul Metropolitan Museum of Art and the New York Metropolitan Museum of Art*

Follow the instructions in Activity 2 posted on Angel.

**Lesson # 5 (01/24/08)**


4. Hallyu-related article and video: Browse through the links on Angel.

**Lesson # 6**

**Required readings:**

Video Lectures on Shamanism by Laurel Kendall, Ph.D. Curator, American Museum of National History):

1. What is Shamanism (59 minutes)
2. Shamans within the frame of Korean Religion (30 minutes)
3. How Shamans have been regarded over time (23 minutes)
(These lectures are available on Angel)


*Activity 3: Literary Representation of Korean Spirituality
Follow the instructions in Activity 3 posted on ANGEL.

**Lesson # 7**

**Required reading**

Bruce Cumings, Ch. 3 (Eclipse, 1905-1945).

**Lesson # 8**

**Required reading**

Richard E. Kim, *Lost Names*

Interview article on ANGEL

*Activity 4 on *Lost Names*

Follow the instructions in Activity 4 posted on ANGEL.

**Lesson #9**

**Required reading:**

Bruce Cumings, Ch. 4 (The Passions, 1945-1948), Ch. 5 (The Collision, 1948-1953), and Ch. 6 (Korean Sun Rising: Industrialization, 1953-1996) in passim.


*Activity 5

Follow the instructions on Activity 5 posted on ANGEL.
March 14: Japan I (Londo)
Hane, Mikiso: Japan A Short History Chapter 1
Readings on the Japanese language (ANGEL)
The Pillowbook of Sei Shonagon
George Tanabe and Ian Reader: “The Dynamics of Practice” (ANGEL)

March 21: Japan II (Londo)
Hane, Chapter 2-3
Excerpts from The Tale of the Heike (ANGEL)
Reader, “Die Buddhist” (ANGEL)
Matsumoto, “Early Cameras Focus on Japan” (ANGEL)

April 4: Japan III (Londo)
Hane, Chapter 4, 7
Natsume Soseki, Botchan
Sayle, “The Buddha Bites Back”
Watson, Golden Arches East, Ch.
Kristof, “Where Children Rule” (ANGEL)

April 11: East Asia Today and Wrap-up