TEACHING ABOUT ASIA SEMINAR: 2010
for
Social Studies and Humanities Teachers, Grades 6-12
sponsored
by the
National Consortium for Teaching about Asia (NCTA)
Saint Paul Academy and Summit School
Tuesday Evenings
January 12 - March 23, 2010
6:00-9:00 p.m. (6:30-9:30 p.m. on January 19 and February 16)

Instructor
P. Richard Bohr
Professor of History & Director of Asian Studies
College of Saint Benedict/Saint John's University
1537 North Pascal Street/St. Paul, MN 55108
320-363-5918 (office); 651-647-9035 (home); rbohr@csbsju.edu

Course Description
This 11-week, 33-hour course is sponsored by the National Consortium for Teaching about Asia (NCTA), funded by the Freeman Foundation, and administered by Indiana University's East Asian Studies Center (EASC). It provides a broad overview and pedagogical approach to the history and cultures of China, Korea, and Japan for grades 6-12 social studies and humanities teachers who plan to integrate East Asia-related content and materials into their classroom teaching.

Learning Objectives
1) Study the history, culture, and current events of China, Korea, and Japan in preparation for introducing East Asia into classroom teaching. In particular, we will explore the themes of tradition and change/similarities and differences among these countries as well as East Asia’s impact on today’s world.
2) Discuss pedagogical approaches, paying particular attention to the advice of previous seminar participants.
3) Participate in seminar activities, including lectures, large- and small-group discussions, debate, role play, guest speakers, interactive dynamics, and audiovisual presentations.
4) Identify the growing breadth and diversity of teaching materials and learning resources, including those available locally (e.g. Minneapolis Institute of Arts, the University of Minnesota’s Confucius Institute).
5) Create long-term sustainability by tracking information from EASC’s listserv (IUNCTA) regarding events, resources, and study tour opportunities; participating in NCTA and other networking activities; and receiving a free, year-long subscription to Education About Asia.
Course Requirements

To obtain the certificate of completion, stipend, school resources buying grant, and other benefits, seminar participants must:

1) Attend at least 30 class hours (of 33 hours offered), spread over 11 weekly sessions.
2) Complete weekly assignments before class.
3) Submit a draft of your Teacher Implementation Plan (TIP), composed of three lesson plans -- one each for China, Korea, and Japan -- by the seventh class (February 23), which explains how you will incorporate East Asia content and source materials into your lesson plans. The final version of your TIP is due on March 23.
4) Implement the TIP during the subsequent academic year.
5) In the Spring of 2011, attend one follow-up event and submit a follow-up report explaining how you implemented your TIP to EASC by June 30, 2011.

Attendance Policy

You may miss more than one class for an acceptable reason, providing you make up the hours by writing a one- to two-page response to the reading for the missed class, a course-related activity, or other assignment.

Course Readings (in chronological order)


Teacher Implementation Plan (TIP)

The TIP will serve as your plan for integrating content and materials from this NCTA seminar into your own courses within the year of the seminar's completion, and it will be shared with other teachers throughout the growing NCTA network. The TIP should include the following information:

1) A reflective essay on how the seminar has changed your knowledge of and thinking about East Asia.
2) A description of the opportunities afforded you to teach about East Asia during the school year following this course, with special emphasis on grade level, subject area, hours of instruction, and of the ways you intend to share the seminar information beyond your classroom (e.g. with your colleagues, professional organizations, and community groups).
3) An explanation of how you will apply the results of the seminar to the broad range of your teaching.
4) An explanation of the local, state, and/or national standards which are addressed in each lesson plan. You need not address all three standards categories. Please choose whichever is most useful and/or applicable to your situation.
5) Three lesson plans, one each on China, Korea, and Japan. 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 the amount of class time required for each lesson plan. Also, please make certain your lesson plans are detailed enough to enable other teachers to use them with only limited preparatory research.
6) A list of resources (e.g. books, periodicals, videos, and websites) which you plan to use for each lesson plan.

**Format**
- Your TIP should be mailed to the instructor in hard copy and on a CD. Please do NOT send it as an e-mail attachment. Electronic versions of your TIP should contain only the text.
- Please use Microsoft Word software.
- Hard copy versions of the TIP should be fully documented. If you make a reference to a particular work, please include it in a reference list.
- Your TIP will be become the property of NCTA and may be published, bound, or shared with other NCTA members for their use. Your TIP may be selected for publication on the NCTA website.
- Please be sure to include your name on the TIP file.

Rough drafts of your TIP must be postmarked by February 23, 2010; final versions by March 23, 2010.

**Graduate Course Credit**

If you wish to receive graduate credit for this course, please submit your graduate credit forms (available in your NCTA packets) to the instructor. You will then be billed for the class and will receive a grade for a graduate class entitled “Topics in Learning About Asia,” offered in the Department of East Asian Languages and Cultures at Indiana University.

**Annotated Bibliography**

In addition to your TIP, those taking the seminar for graduate credit will submit an annotated bibliography on some particular topic (e.g. East Asian Art; Women in China, Korea, and Japan; Politics in Post-1949 China). The bibliography should include 25 items, each with a 50-100 word annotation. Hard copies of the bibliographies must be postmarked by May 4, 2010.
Meeting Schedule

Jan. 12  Getting Oriented: An Overview of East Asia (Text, chaps. 1-2)  
        Resource: East Asian Studies Center, Indiana University  
        (www.indiana.edu/~easc)

19      "Three Ways of Thought" in East Asia: Confucianism, Daoism/Shinto,  
        and Buddhism (Text, chaps. 3-5; Waley)  
        Resource: Asian Educational Media Service (www.aems.uiuc.edu)

26      China Mentors East Asia’s “Great Tradition” (Text, chaps. 6-8)  
        Resource: China Institute (www.chinainstitute.org)

Feb. 2   Korea and Japan Modify the Chinese Model (Text, chaps. 9, 11-12, 14)  
        Resources: Korea Society (www.koreasociety.org) and About Japan: A  
        Teacher’s Resource (http://aboutjapan.japansociety.org)

9       The Coming of the West and East Asia’s “Modern” Transformation: An  
        Asian and a Western Perspective (Text, chap. 13; Fukuzawa)  
        Resource: Asian Studies Development Program (ASDP), University of  
        Hawai‘i (http://www.eastwestcenter.org)

16      China’s Fall (Text, chaps. 15; See)  
        Resource: AskAsia (http://www.askasia.org)

23      Japan’s Rise, Korea’s Subjugation, and East Asians in Diaspora (Text,  
        chaps. 16-17; Kim)  
        Resource: Stanford Program on International and Cross-cultural Education  
        (http://spice.stanford.edu)

Mar. 2   War, Nationalism, and Revolution in East Asia (Text, chaps. 18-20; Chang)  
        Resource: Asia for Educators (http://afe.easia.columbia.edu)

9       Mao and After: The Emergence of "Greater China" (Text, chap. 21)  
        Resource: Expanding East Asian Studies (www.ExEAS.org)

16      China, Korea, Japan, and America in the "Asian Century" (Text, chaps. 22-23;  
        Reid)  
        Resource: Education About Asia (www.aasianst.org/eaa-toc.htm)

23      Past Seminar Participants Talk About Developing and Implementing the TIP  
        Resource: Confucius Institute (http://www.confucius.umn.edu)