National Consortium for Teaching about Asia  
TEACHING ABOUT ASIA SEMINAR  
For Teachers, Grades 6-12  
East Asia In Motion: Processes, People, Perspectives  
Revised Syllabus, January 20, 2011

**Instructor:**
Dr. Patricia Sieber, The Ohio State University, sieber.6@osu.edu

**Dates and Times:**
The NCTA-Columbus seminar will meet on Thursdays from 6:00 – 9:00 p.m. on the following dates:
- January 13, 20, 27
- February 3, 10, 17, 24
- March 10, 17, 24
- April 7

**Location:**
All meetings will take place on the campus of The Ohio State University, in 145 Hagerty Hall (1775 College Road, Columbus), with visitor parking available directly across the street in the Ohio Union garage. Directions to the garage can be found at: http://ohiounion.osu.edu/visit_the_union/directions

**Background:**
**Organization:** This seminar was organized by the East Asian Studies Center (EASC) of The Ohio State University on behalf of the National Consortium for Teaching about Asia (NCTA), a national initiative supported by the Freeman Foundation. For detailed information, please visit http://ncta.osu.edu. The East Asian Studies Center (EASC) is a federally funded Title VI Center with a mission to disseminate knowledge about East Asia to academic, educational, and other communities in the State of Ohio and beyond. In collaboration with its three Institutes, EASC organizes roughly 200 public events a year. For detailed information, please visit http://easc.osu.edu.

**Instructor:** Patricia Sieber was born in Tokyo of Swiss parents involved in international trade. She attended K-12 education in Zurich, Switzerland, but spent summers abroad in Japan. After graduating from high school with a focus on languages (German, French, English, Latin, Greek), she attended Sophia University in Tokyo for a year, learning Japanese and enrolling in courses in Japanese history, art history, literature, and religion. Thereafter, she continued her studies of Japanese and chose Chinese Studies as her major at the University of Zurich. After a two-year stint as an exchange student in Beijing, she earned MA and PhD degrees in Chinese from the University of California, Berkeley with a specialization in traditional Chinese drama. She joined the faculty at OSU in 1997 and became the director of OSU’s East Asian Studies Center in 2005. She is the author of *Theaters of Desire* (2003) and the editor of *Red Is Not the Only Color* (2001), and has published numerous articles on Chinese literature in journals and encyclopedias. Current research projects involve the development of the song tradition in Mongol China as well as the reception of Chinese fiction and drama in eighteenth and nineteenth-century Europe. She has presented her work in China, Taiwan, Europe, and all over the U.S.; she visited Korea on a
study tour in 2007. This is her first NCTA seminar. She lives with her husband (OSU Engineering faculty) and their cat in Victorian Village, a historic neighborhood in Columbus.

Seminar Requirements:
To receive the certificate of completion, stipends, school resource-buying grant, and other benefits, you must:

- Attend at least 30 hours of class (ten sessions – see below).
- Complete the main reading assignments before class.
- Complete one website presentation assignment in the course of the class.
- Be an active participant in group and class discussions.
- Submit an abstract, first draft, and final version of your Teacher Implementation Plan (TIP). The TIP consists of two sections, (1) a personal reflection essay and (2) three publishable lesson plans, one each for China, Japan, and Korea. For details, see the TIP section below.
- Implement these lesson plans in the year following the seminar in your own classroom.
- Attend a follow-up event in Spring 2012 and submit a follow-up report on how your TIP was used in class to EASC by June 30, 2012.

Graduate Credit (optional):
Interested participants may opt to purchase graduate credit from The Ohio State University in Spring 2011. Successful completion of the seminar is worth three graduate credits (quarter system credits) under the course number CHINESE 693--0070 IND 13139 with Patricia Sieber as the instructor of record. Course will be graded on a satisfactory/unsatisfactory basis. Regular OSU graduate tuition rates apply and can be found at:
http://www.ureg.ohio-state.edu/ourweb/more/Content/FeeTables/Web_au10_Fee_Table/Graduate/Masters_PhD.htm.

Attendance Policy:
You may miss one class for an acceptable reason (such as illness, family, or coaching responsibilities). Attendance is required for at least 10 of the 11 sessions in order to be eligible for program benefits. If a session must be cancelled (due to bad weather or illness of the instructor), we will make it up on April 14, so please reserve this date.

Course Objectives:
1. To refine knowledge about East Asia: Through the textbook (Murphy, East Asia, 2010) and by ways of lecture and guest speakers, the seminar will introduce the history (politics, social structures, institutions), culture (education, technology, trade, religion, arts), and literature (ideals, concerns, tensions, perspectives) of one of the most consistently dynamic regions of the world. We will treat each country separately (China, Japan, Korea), but also attend to their relationships with one another. We will look at each country chronologically through the lens of medieval, early modern, and modern history. At the same time, in each session, through readings called “contemporary focus,” we will examine how historical phenomena are still relevant for an understanding of current issues and events. Key questions running through the course will be (1) in the context of East Asian history, how did the values, particularly those of the elites, change during a given period? (2) in the context of world history, what particular or
unique contribution did East Asian culture make to the repertoire of world culture at that time? (3) how does knowledge of a given period enable us to have a better grasp of current issues and events?

2. To enhance ability to interpret primary sources: In each session, through readings called “voices from the past,” we will examine the voices of Chinese, Japanese, and Korean men and women from the period under discussion. On the one hand, such texts shed light on the history and culture of the period in general. On the other hand, such writings present an interior view of how men and women negotiated the opportunities and the constraints of their time and place. Taken together, these readings will allow us to develop greater understanding for and potentially more empathy for the perspectives of individuals in East Asia and their respective societies.

3. To learn about and evaluate teaching resources: In each session, seminar participants will present on websites relevant to the themes covered in that particular class. While there are many East Asia-related websites, not all of them are equally reliable, informative, or useful. The purpose of the assignment is to (1) to evaluate the website in relation to the readings for that day (implicit objective) and (2) to present on how the resources of the site might be useful for the K-12 curriculum (explicit objective).

4. To create viable teaching materials: The creation of a TIP is one of the requirements for the course. In creating a TIP for use in your own classroom, you will also, through the digital NCTA lesson plan bank, allow teachers and students nationwide to share in your expertise. Throughout the course, we will conduct conversations about how to develop lesson plans through visits by guest speakers, through the (unmoderated) discussion forums on CARMEN, and through individualized feedback from the instructor.

5. To become part of a nationwide network of NCTA graduates: The course is intended to allow you to forge ties with other K-12 educators locally as well as East Asia-focused faculty and staff at OSU and beyond. Hopefully, being part of this community will make it possible for you to continue learning about East Asia and sharing your expertise long after the seminar itself has ended.

Books (all to be supplied):

Textbook (Secondary Source):


Rationale for adoption: Since its first appearance in 2001, the textbook has been continuously updated to cover events through 2009. The textbook is relatively succinct, covering both traditional and modern East Asia in a single volume. At the same time, it discusses developments across a broad range of human endeavors (history, politics, economics, arts, literature etc.). The textbook is richly illustrated and contains numerous excerpts from primary sources of the period under discussion. At the end of each chapter, the textbook includes the latest print scholarship in English. Most of these books are available through OhioLINK. Importantly, each chapter also contains numerous references to websites.

Voices from the Past (Primary Sources) (in NCTA bag):
China:


Japan:


Korea:


Types of Assignments:

1. Reading Assignments

Discussion: All class sessions will involve substantial discussion of the readings. It is especially important that you read the “voices from the past” (literary texts in your possession) and the “contemporary perspectives” (newspaper articles to be viewed or downloaded from CARMEN). Discussion will take the form of individual reflection, small group discussion, and general class discussion among participants. In order to make this part of the course enjoyable and meaningful for yourself and for all the other participants, it is imperative that you prepare the readings before the class for which they are assigned.

Aids: Approximately a week before the session (Friday of the week prior), the instructor will post materials for the next week on CARMEN. When these postings are ready, she will alert participants through an email generated over CARMEN. She will post guidelines on which sections of the readings to pay particular attention to. She will also list questions for the “voices from the past” reading(s) on CARMEN. Some questions will be purely factual, others will be designed to stimulate reflection, comparison, and discussion. Please be prepared to answer
and/or discuss the relevant assignments and questions in class. Needless to say, please bring your own questions to class as well.

2. Website Presentation

Presentation: Each participant will share their insights on a website in a ten-minute presentation in the course of the seminar. Please sign up on the first day of class on which day you will present and please honor that commitment so that we can space the presentations evenly throughout the quarter. Please observe the time limit of 10 minutes. You will be able to navigate around the website in the classroom. Please prepare a one-page hand-out for your presentation and deposit it in the dropbox marked “Website” on CARMEN by 4 p.m. the day of your presentation. EASC will then produce copies for all seminar participants. This hand-out will eventually be transferred to a “Resources” section on CARMEN, to which all course participants will have access.

Aids: Potential sites include the list of NCTA-suggested sites in your seminar packet, those listed at the end of each section of the textbook (Murphy, East Asia, 2010), and those of your own choosing.

3. Teacher Implementation Plan (TIP)

The TIP is the final product and main course requirement for the Teaching about Asia seminars. Each seminar participant must develop one for use at his or her school. The purpose of the TIP is to provide ready-to-use lesson plans that can be incorporated into classrooms and shared with colleagues. The TIP should demonstrate that teachers can expand their current curricula to include historical, cultural, and current events information related to China, Japan, and Korea. Once TIPs are completed and approved by the instructor, the lesson plans only (items 5-6 from the list below) will be posted to the NCTA-Ohio lesson plan bank at http://ncta.osu.edu/lesson_bank_into.html.

A. Elements of a TIP

At a minimum, a TIP should include the following. Each section of the TIP must be numbered. Sections should be listed in the order below.

1. A reflective essay on how the seminar has changed your knowledge of and thinking about East Asia.
2. An explanation of what opportunities you will have to teach about East Asia in the next school year, including grade level, subject area, and hours of instruction. You should also describe other ways in which you will share the information from the seminar with the community beyond your own classroom (your colleagues, school, neighborhood, etc.).
3. A description of the specific ways in which you will apply the seminar content to your teaching.
4. The local, state, or national standards addressed in each lesson plan. You do not need to address all three. Choose whichever is most useful or applicable to your situation.
5. 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 and 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 them with only limited preparatory research.

6. A list of resources (books, periodicals, videos, websites, etc.) you plan to use for each lesson plan.

B. Timeline for TIPs:

Jan 27: Presentations by NCTA graduates on TIP development
April 7: Abstracts for TIPs due to instructor in designated “Abstracts” CARMEN dropbox
(detailed guidelines on what to include in the abstract to follow)
April 14: Instructor will return abstracts to participants with approval and/or feedback (feedback will be uploaded through CARMEN to original dropbox)
May 6: First draft of TIP due to instructor (designated “FirstDrafts” CARMEN dropbox)
May 20: Instructor will return TIPs with feedback (CARMEN dropbox)
June 3, 2011: Final version of TIP due (designated “FinalVersion” CARMEN dropbox)

June 13, 2011: Chinese 693 Grades due at OSU Registrar’s Office (only relevant for participants enrolled for OSU graduate credit)

Aids: Sample lesson plans on CARMEN and on the NCTA lesson plan bank more generally (http://ncta.osu.edu/lesson_bank_info.html)

Course Schedule:

Thursday January 13

Introduction of Course, Materials, Instructor, Staff, and Participants

Thursday January 27: China (1)

Song China: The Meritocratic Education System

Reading Assignments:
Voices:
“Li Qing-zhao’s (1084-ca. 1151) Epilogue to Records on Metal and Stone,” in Owen, Anthology of Chinese Literature, pp. 591-596.
Contemporary Focus: Download from CARMEN
Guest speakers on TIPs: Jona Hall (Marietta Middle School); see CARMEN for her lesson plan on China; Brent Martin (Mt. Vernon High School); see CARMEN for his lesson plan on Japan.

Website Presenters: Alex Thanos, Ashley Dugan

Thursday, Feb 3: China (2)

Mongol Yuan China: The Eurasian Melting Pot

Textbook: “Chapter 6: Achievement and Disaster: The Song and Yuan Dynasties, 960-1368,” in Murphy, East Asia, pp. 116-122.

Voices:
Guan Yunshi (1286-1324), to “Clear River” (Qing-jiang-yin), Owen, Anthology of Chinese Literature, p. 738.

Contemporary Focus: Download from CARMEN

Guest Speaker on Resources: Amy Carey (EASC)

Website Presenters: Ryan Wertz, Kasandra Emler

Thursday, February 10: China (3)

Ming and Qing China: China Goes Global

Textbook: “Chapter 7: New Imperial Splendor in China: The Ming Dynasty” and “Chapter 8: The Qing in Prosperity and Decline,” in Murphy, East Asia, pp. 123-170.


Contemporary Focus: Download from CARMEN

Website Presenters: Mat Dunham, Sharon Drummond, Whitney Burris

Thursday, February 17: China (4)

Modern China: The Quest for a New National Momentum


Contemporary Focus: Download from CARMEN

Website Presenters: Brad Savage, Irina Sun

Thursday, February 24: Japan (1)
Hei’an Japan: The Court and Social Mobility for Women

Voices (choose one of the following, more if you have time):
Contemporary Focus: Download from CARMEN

Website Presenters: Patricia Stevens, Jessica Parker

Thursday, March 10: Japan (2)

Medieval Japan: The Rise of Military Elites

Contemporary Focus: Download from CARMEN

Website Presenters: Genevieve Robinson, Matthew Yingling

Thursday, March 17: Japan (3)

Early Modern Japan: The Making of a New Urban Order

Textbook: “Chapter 14: Tokugawa Japan,” in Murphy, East Asia, pp. 264-284.
Contemporary Focus: Download from CARMEN

Website Presenter: Ruhel Ghebretnsae

Thursday, March 24: Japan (4)

Modern Japan: The Multiple Reinventions of Japan

Contemporary Focus: Download from CARMEN
Website Presenters: Jeff Gottke, Bethany Boyd

Thursday, April 7: Korea (1)

Early Korea: At the Crossroads of Cultural Innovation and Adaptation

Voices: Download from CARMEN
Contemporary Focus: Download from CARMEN

Website Presenters: Ed Rebmann, Jamel C. Ammons

Thursday, April 14: Korea (2)

Modern Korea: The Unfinished Business of Empire

Contemporary Focus: Download from CARMEN

Website Presenters: Nick Geruntino, Jon Parker