ASIA: LEARNING FROM, TEACHING ABOUT
Charles W. Hayford

Aims

1) To examine the history and culture of China, Korea, and Japan from classical times to today in order to deepen our own understanding and appreciation. Unlike a college survey, however, we emphasize knowledge useful in the classroom. We listen to debates in China, Japan, and Korea over the individual, the family, social groups, religion, and government to bring out similarities and differences among these cultures and recognize these peoples as “us” not “them.” We start from the “images” of Asia today – the rising power of China, conflicted Japan, prosperous Korea – and balance them against the classic traditions as they changed through the ages. We explore how traditions change in order to endure and ask how – or whether – classical traditions are related to Asia’s and the world’s future.

2. To find reliable, teachable materials and prepare ourselves to teach them. We locate and evaluate teaching resources, especially the exploding internet; look at the challenge of teaching with film, fiction, and popular culture; introduce Chicago area resources, such as museums, consulates, and other groups; exchange tips on how to promote Asia outside the classroom; and keep up with Asia in the news.

3. To build networks and sharing within this group, with participants from previous years, and with regional and national NCTA networks.

Background

The East Asian Studies Center at Indiana University, Bloomington, organizes this seminar on behalf of the National Consortium on Teaching about Asia (NCTA), a national initiative supported by the Freeman Foundation of Stowe, Vermont. This year we are again hosted by the Confucius Institute, Chicago.

For more information, see the Indiana University East Asian Studies Center Center’s website: http://www.iub.edu/~easc/outreach/educators/seminar/index.shtml

NCTA Requirements: For credit, stipend, money for curriculum materials, & other benefits you must

- Attend 33 hours of class (eleven sessions – see below)
- Complete the reading or viewing assignments, before class whenever possible
- Participate in discussion and individual or group presentations; present your evaluations of teaching units, books, websites, current events, or other resources.
- Prepare a Teacher Implementation Plan (TIP). By the seventh class submit a draft made up of three lesson plans, one each for China, Japan, and Korea. The final version of your TIP is due by the last session unless arranged otherwise with the instructor. For TIP requirements, please see the last page of this syllabus.
- Implement these lesson plans in the year following the seminar.
- Follow Up: in the year following our seminar attend at least one follow up event; submit to the IU office an evaluation of how your TIP was used in class.

Graduate Credit (optional)

Participants are eligible to purchase three graduate credits from Indiana University at the Indiana in-state rate. In addition to the three TIPs, you must write an additional project approved by the instructor, ordinarily an Annotated Bibliography of 25+ books, articles, and websites. For details, see the Center website.
Attendance and Fulfilling the Thirty-three Hour Requirement

We have eleven three hour sessions (plus one backup). If you miss class for an acceptable reason (such as illness, family or school responsibilities), you may make up the hours (not more than twice) by writing a one to two page response paper on the reading from the missed class or a course-related activity (such as a film or an art exhibit), or a similar topic you and I negotiate.

Reserve April 16th: If we cancel a session (e.g., for Chicago weather) we will make it up on this date.

Structure of the Sessions

Sessions begin with a presentation from the instructor, guest scholar, or returning teacher. After questions and discussion, we either review a film, introduce a resource, comment on events in the headlines, investigate a teaching unit presented by a guest or members of our group, or pursue further discussion or small group activity. We also share developments in the news and local Asia related events. There may be quick (ungraded!) class writing, and from time to time we ask you to introduce a book or teaching resource.

Teaching Materials

Each week we introduce teaching units, materials, or catalogues from such sources as Stanford Program on International and Cross-Cultural Education (SPICE); National Center for History in the Schools (NCHS); China Books and Periodicals; etc.

Websites and Internet Resources

Each week we introduce websites and resources. You can see references on Delicious, a social bookmarking website, a Google blog: Asia: Teaching About, Learning From, and we have a Dropbox account for sharing files. The East Asian Studies Center also maintains an informative listserv, IUNCTA, (Indiana University NCTA), to which you will be subscribed when you finish the course.

Books (provided)

- PARISI and MASALSKI, Japan (Social Science Education Consortium). Excerpts.
- Donald CLARK, Korea in World History (Association for Asian Studies, 2012).
- James L. HUFFMAN, Japan and Imperialism, 1853-1945 (Association for Asian Studies, 2010)
- Asia: Learning From, Teaching About (Chicago 2011). Comprised of weekly handouts and short readings.

Films For Home Viewing

- LEE Ang, Eat, Drink, Man, Woman (1994)(Instant Video Link @ $2.99)
- FAN, The Last Train Home (Instant Video Link @ $3.99)
- TAKAHATA, Grave of the Fireflies (1985) (provided).
- Korean film TBA.

Education About Asia (EAA)

When you complete the course you will receive a year’s subscription to Education About Asia, the Association of Asian Studies magazine for teachers. Articles more than three years old are now available for free at http://www.asian-studies.org/EAA/index.htm.
1. **1/8 INTRODUCTIONS: WHAT DO WE TEACH WHEN WE TEACH “ASIA”?


2. **1/15 CONFUCIUS: THE RISE AND FALL... AND RISE**

   What is Confucian “tradition” in the modern world? Is “Confucian” the same as “Chinese”? What is the role of language in East Asian culture? How do you write “Chinese characters” (hanzi/ kanji)? What is lost (gained?) in translation?

   Please Read: Ebrey, *China*, Chaps 1, 2, readings in *Asia: Learning From, Teaching About*: “100 Schools of Thought,” “Death, Religion, and the State.”

   Home View: Ang Lee, *Eat, Drink, Man, Woman* (Taiwan, 1995) (Amazon Instant Video)

   Websites o’ the Week:

3. **1/22 WHY IS CHINA SO BIG?**

   Chinese claim thousands of years of civilization, 2,000 years of imperial rule (221BCE to 1911 AD). What caused this longevity? Is there an East Asian civilization? Continuity, evolution, change? Circular reasoning (what’s “Chinese” is Chinese)? Is the PRC the imperial heir or a generic modern nation? Will the communist system survive in China or fall apart like the Soviet Union?

   Please Read: Ebrey, *China* Chaps. 3, 4; “100 Schools of Thought,” in *Teaching Asia*

   Discussion: “Resolved: Confucius Lives!” (Discussion of films and reading).

   Websites O’ the Week:
   - Chinese Geography: Readings, Maps: [http://afe.easia.columbia.edu/china/geog/maps.htm#1b](http://afe.easia.columbia.edu/china/geog/maps.htm#1b)

4. **1/29 THE HEIGHT OF EMPIRE: GLOBALIZATION AND THE SILK ROAD**

   The *Tang Dynasty* (6th-9th centuries) was cosmopolitan, multi-ethnic trade and cultural hub of East Asian civilization which welcomed and tamed Buddhism; the *Song Dynasty* (10th-12th centuries) was the world’s richest realm, at the center of an international system it did not dominate. Was this China “premodern” or “premodernized”?

   Please Read: Ebrey, *China* Ch 5, 6; *Teaching Asia*

   Websites O’ the Week:
   - “Wikipedia *City of Cathay/ Along the River During Qingming*”; Mongols; Silk Road.

5. **2/5 WHO CREATED THE MODERN WORLD? ASIAN AND EUROPEAN IMPERIALISMS**

   The *Mongol Empire* unified Eurasia and destroyed traditional cultures; in China, Mongols established the *Yuan Dynasty* (13th century); dissolution of the Silk Roads forced Europeans to explore alternatives, connect the seas, establish global trade, and control overseas territory. The *Ming* and *Qing Dynasties* (14th-20th centuries) created new Chinas, which faced European imperialisms.

   Please Read: Rossabi, *Mongols: A Very Short Introduction*; handouts; continue TIPs research

   Website o’ the Week: [http://spice.stanford.edu/catalog/](http://spice.stanford.edu/catalog/)

   *2/12 NO CLASS*
6. 2/19 JAPAN: MODERNITY, EMPIRE, AND WAR

The Meiji Emperor (r. 1868-1912) presided over a “revolution from above” which organized traditions and new elements to invent a nation. This nation then built an empire, invaded China, and vied with the West. Was Japan’s modernization a peculiarity or normal for modern nations?

**Guest Presenter:** James Huffman, Wittenberg College, Emeritus

**Read:** Parisi & Masalski, *Japan,* (excerpts); start Kim, *Lost Names*


7. 2/26 KOREA: KINGDOM, COLONY, AND WAR

PLEASE HAND IN DRAFT NOTES FOR YOUR TIPS

Korea historically was a major power and cultural center; imperial rivalries from the 19th century to 1945 tore it apart; today the two parts of a divided Korea are rethinking their relations with China and Japan, with the American dominated world system, and with each other.

**Returning Teacher:** TBA

**Please Read:** Donald Clark, *Korea in World History, Teaching Asia* on Korea.

**Website O’ the Week:** Korea.net (Korean Culture and Information Service) [http://www.korea.net/exploring.do](http://www.korea.net/exploring.do)

8. 3/5 JAPAN’S CONTESTED IDENTITY: FROM EMPIRE TO CONSUMER DEMOCRACY

Japanese have long debated the nature of Japanese identity, first in relation to China, then the West, then Asia, then globalized world culture. In the 1930s, Japanese turned to expansion, after World War II, rethought their responsibility for the war, tradition, and the meaning of modernization; this debate is revealed in fiction, film, and popular culture.

**Returning Teacher:** Kelly McKee, Lake Forest High

**Please Read:** Parisi/ Masalski, *Japan* (excerpts); read for TIPs.


**Home View:** Takahata, *Grave of the Fireflies* (1985)

9. 3/12 MAO’S REVOLUTION AND CHINA’S RISE

Mao Zedong’s revolution created a Chinese nation in 1949. For many years radical Maoism, especially the Cultural Revolution of 1966-1976, defined China in terms of authoritarianism and economic autarchy. Are recent rapid growth and stability of the “reform period” rooted in the earlier revolutionary years or in China’s history? Both?

**Please Read:** Ebrey, *China* Ch 10, 11

**Website O’ the Week:** Stephen Landsberger, *Chinese Posters: Propaganda, Politics, History, Art:* [http://chineseposters.net/index.php](http://chineseposters.net/index.php);

**Home View:** Fan, *Last Train Home* (Amazon Instant Video)

Discussion: “The Pleasures and Dangers of Film in Understanding Asia”

10. 3/19 1) OPEN TOPICS: CHINA TODAY? CRISIS IN EAST ASIA?

2) PRESENTATION AND DISCUSSION OF TIPS

NO CLASS 3/26 OR 4/2

11. 4/9 GRAND FINALE!! PRESENTATION AND DISCUSSION OF TIPS

12. 4/16 RESERVE IN CASE OF CANCELLATION MAKEUP

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TEACHER IMPLEMENTATION PLAN (TIP)

The Teacher Implementation Plan (TIP) is the primary course requirement. The purpose is to prepare lesson plans to use in your own classroom which the NCTA can make available to others. Since each teacher is in a different situation, however, TIPs aim at different grade levels, present different topics, use different methods, and explore different materials.

ELEMENTS OF A TIP

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

1. A reflective essay on how this NCTA seminar enhanced your knowledge of and thinking about East Asia.
2. An explanation of the opportunities you will have to teach East Asia content in the next school year, including grade level, subject area, and hours of instruction. You should also describe other ways you will share the information from the seminar with the community beyond your own classroom, including your colleagues, school, and community.
3. A description of the specific ways in which you will apply the seminar content in your teaching.
4. Summarize the local, state, or national standards addressed in each lesson plan. You do not need to address all three local, state, and national standards. Choose whichever is applicable to your situation.
5. Three separate and self-contained lesson plans: one each on China, Japan, and Korea. Depending on your situation, a single “lesson plan” may be a 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. Also, insure that your lesson plans and descriptions are detailed enough so that another teacher can implement them with only limited preparatory research.
6. A list of resources (books, periodicals, videos, websites, etc.) which you plan to use for each lesson plan.

FORMAT

• Your TIP should be given or mailed to the instructor in two forms, hard copy and CD disc. Do NOT send it as an e-mail attachment. The CD version of your TIP should contain only text.
• Please use either Microsoft Word or WordPerfect software.
• The TIP should be fully documented. If you make a reference to a particular work, please include it in a reference list.
• Your TIP becomes 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.
• Number and include your name on each page of each of the three TIP files – the office in Bloomington gets a ton of TIPs, and we don’t want to lose a single precious page!