Seminar for Teaching about Asia  
Spring 2011  

Sponsored by  
National Consortium for Teaching about Asia (NCTA)  

Administered by  
Outreach Office, East Asian Studies Center  
Indiana University  
Memorial Hall West 207  
Bloomington, Indiana, IN 47405  

Offered at Purdue University through the Cooperation of the  
Department of History and Continuing Education  

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Sessions take place in  
Beering Hall, BRNG 1206  
Tuesday, 6:00-9:00 p.m.  
Purdue University, West Lafayette, IN 47907  

Instructor  
Dr. Sally A. Hastings, Associate Professor of History  
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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. Seminar sessions will focus on the  
traditional social and political structure and cultural activities of China, Japan, and Korea  
as well as the pattern of their modern development and their conditions today.  
2) Discuss pedagogical approaches, with special attention to the responsibilities of  
teaching a culture that is not one’s own.  
3) Participate in seminar activities, including lectures, group discussions, guest speakers,  
and audiovisual presentations.  
4) Identify the growing breadth and diversity of teaching materials and learning  
resources, including those available locally (e.g. Purdue Galleries, Purdue University’s  
Confucius Institute).
5) Create long-term sustainability by tracking information from EASC’s listserve (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*.

**Texts for the Course**


**LECTURES, ACTIVITIES, AND READINGS**

**January 11**  
Introduction to the Course  
Lecture: Introduction to East Asia and its Religions  
Video: “Shinto”  
Video: “An Initiation "kut" for a Korean shaman”  
Website: Spread of Buddhism in China:  

**January 18**  
Government, Society, and History of China  
Presentation: Chinese Writing and Painting, Dr. Alice Wang  
Lecture: China in 1800: A Glance at the Past  
DISCUSSION: *Mencius and Analects*  
(Copies of *Mencius* available for loan; *Analects* in available online from [http://classics.mit.edu/Confucius/analects.html](http://classics.mit.edu/Confucius/analects.html).  
READINGS from Ebrey et al.:  
“Hundred Schools of Thought,” 26-32.  

**January 25**  
Arts of Imperial China  
Presentation: Chinese Literature, Dr. Daniel Hsieh  
Video: “National Palace Museum Collection. Pottery and Porcelain”  
DISCUSSION: Prepare to share with other members of the seminar a lesson plan on some aspect of Chinese art that you could use in a class you might teach.
Use as your starting point one of the following readings from Ebrey et al. or the Metropolitan Museum of Art Asian Art collection.

**READINGS from Ebrey et al.:**
- “Huang Sheng’s Garments,” p. 143.
- “Gardens of Suzhou,” 235.


**February 1**  
**Government, Society, History, and Art of Traditional Japan**  
Lecture: Japan in 1800: A Glance at the Past  
Video: “Tradition of Performing Arts”  
READING: Roberts, “Mori Yoshiki: Samurai Government Officer,” in Walthall  
Presentation: The Warring States Period and Games  
Nicholas Gaspar and Sanket Desai, history graduate students, Purdue  
[http://aboutjapan.japansociety.org/content.cfm/japans_medieval_age](http://aboutjapan.japansociety.org/content.cfm/japans_medieval_age)  
[http://aboutjapan.japansociety.org/content.cfm/the_epoch_of_unification_1568-1615](http://aboutjapan.japansociety.org/content.cfm/the_epoch_of_unification_1568-1615)

**February 8**  
**Government, Society, History, and Art of Traditional Korea**  
Lecture: Korea in 1800: A Glance at the Past  
Video: “The Beauty of Traditional Korean Arts”  
DISCUSSION: Sibley. *The Legend of Hong Kil Dong*  
[http://www.koreasociety.org/arts.html](http://www.koreasociety.org/arts.html)

**February 15**  
**Formal and Informal Imperialism in East Asia**  
Video: “Two Coasts of China”  
Lecture: Unequal Treaties and Japanese Imperialism  
DISCUSSION: Daughter of Han  
Optional Reading: Any of Chapters 3-7 of Walthall  

**February 22**  
**World War II in Asia**  
Lecture: Defending Autonomy and Resisting Imperialism  
DISCUSSION: Read any three of chapters 8-12 from Walthall, *The Human Tradition in Modern Japanese History* and be prepared to share how you might be able to use any or all of them to explain continuity and discontinuity between prewar and postwar Japan.  
Video: “On the Wings of Defeat”  
[http://cidc.library.cornell.edu/DOF/japan/japan.htm](http://cidc.library.cornell.edu/DOF/japan/japan.htm)
的要求

1. 参与者需要在参与讨论的任何“DISCUSSION”任务之前完成有关阅读任务。在参与课堂讨论时，参与者需要完成相关的阅读任务。

2. 每位学生需要提交一份课堂实施计划，在课程结束时提交。教师实施计划（TIP）是此课程的最终产品和主要要求。每个参与者必须开发一个教师实施计划。
for use at his or her school. The purpose of the TIPs is to provide you with ready-to-use lesson plans that you can incorporate into your classroom and share with your colleagues. The TIPs should demonstrate that teachers can expand their current curricula to include historical, cultural, and current events information related to China, Japan, and Korea.

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 any section is missing.

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 you will share the information from the seminar with the community beyond your own classroom (your colleagues, school, neighborhood, etc.).
3. A description of 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 (local, state, and national standards). 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, Web sites, etc.) you plan to use for each lesson plan.

Format

- All TIPs should be handed in to seminar instructors in two forms: hard copy and on a CD. Do NOT send your TIP as an email attachment. Electronic versions of the TIP should contain only text.
- Use Microsoft Word software.
- TIPs should be fully documented. If you make a reference to a particular work, it should be included in a reference list. Do not send copies of entire stories or chapters from books; cite them and include them in the reference list.
- All seminar participants will receive a compilation CD of TIPs produced by their seminar classmates.
- All TIPs will be forwarded to the East Asian Studies Center and will become the property of the National Consortium for Teaching about Asia (NCTA). As such, they may be published, bound, or shared with others. Some TIPs may be selected for publication on the EASC or national NCTA Web site.
- Be sure to include your name on your TIP.
REQUIREMENTS FOR PURDUE UNIVERSITY OR INDIANA UNIVERSITY CREDIT

Annotated Bibliography

Participants taking the Teaching about Asia seminars for graduate credit through Indiana University or Purdue University will complete an annotated bibliography as an additional assignment. This assignment is intended to be a useful exercise, exposing teachers to a number of resources for further study and possible incorporation in their class materials. The annotated bibliography should include at least 25 items and may include books, periodicals, videos, websites, and curricular resources. The annotated bibliography should be organized around a theme or topic of the teacher's choice. Take this opportunity to study in-depth a topic of interest from the Teaching about Asia seminar. Sample topics might include:
* East Asian art
* Women in China, Japan, and Korea
* Post-WWII Korean Literature
* The American Occupation in Japan
* Politics in Post-1949 China

Elements of the Annotated Bibliography:
The bibliography may not include required reading from the Teaching about Asia seminar. Each item on the bibliography should be accompanied by an annotation of 50-100 words. For each item on your bibliography you should:
* Summarize the topic(s) of the material. (For an academic book, include the author's argument.)
* Evaluate the material. Is the topic dealt with thoroughly and clearly? Does the item seem well researched and provide adequate evidence? Are there flaws or gaps in the material?
* Evaluate possible uses for the material. What is the intended audience? How could it be used by teachers or students?

Format:
* You must follow a standard bibliography form. MLA and Chicago-style are recommended, but any standard, recognizable bibliographic format is acceptable.
* All annotated bibliographies should be handed into seminar leaders in two forms: hard copy and on a CD. Do NOT send your project as an email attachment.
* Use Microsoft Word. All annotated bibliographies 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 bibliographies may be selected for publication on the EASC website.