Objective: The grand objective of this NCTA (National Consortium for Teaching about Asia) seminar is to prompt and assist American middle school and high school educators in incorporating teaching about Asia into the 6-12 curriculum. 'Asia' here refers specifically to East Asia: China, Japan and Korea. Introducing and making sense out of the pasts and presents of these three lands and their peoples that are the foci of the seminar.

Eligibility: The NCTA targets grades 6-12 teachers in the following areas: world history/cultures, geography, social studies/sciences, arts, and literatures.

Benefits: Participants and their schools enjoy the following benefits from the NCTA program:

- free 10 week/30 hour NCTA seminar led by a specialist on East Asia
- $200 worth of texts and resources for your personal library
- $500 personal stipend*
- $300 in resources for your school*
- 30 Illinois CPDUs
- option to purchase graduate credit
- continuing professional development opportunities
- study tour to East Asia*

* to receive the stipend, school resources and study tour opportunity, all program requirements must be satisfied

Requirements: Participants must prepare for the sessions by doing the readings (see schedule below), do an assigned assignment, attend 10 seminar sessions, and preview & submit 3 TIP lesson plans (see page 6).

Texts & Films: (provided)

Abelmann, Nancy, Melodrama of Melody, Hawaii, 2003
Cumings, Bruce, Korea's Place in the Sun: A Modern History, Norton, 1998
de Grazia, Sebastian, Masters of Chinese Political Thought, partial reprint, 1972
Hemelryk Donald, Stephanie The State of China Atlas, California, 2005
Kerr, Alex, Dogs and Demons: Tales from the Dark Side of Modern Japan, Hill and Wang, 2002
Leong, Anthony, Korean Cinema: The new Hong Kong, Trafford, 2002

Cala, My Dog! (China, 2003); Ping Pong (Japan, 2002); My Sassy Girl & Take Care of My Cat (Korea, 2001)
Secret Service (Japan, 1995)

Times & Location: Tuesday evenings: 5-8 PM, Room 101 International Studies Building, 910 S Fifth St, Champaign, Illinois. Directions to site and location of free parking areas will be sent to enrolled participants. Seminar dates: Jan 17, 24, 31; Feb 7, 14, 21, 28; Mar 7, 14; Apr 4, 11, 18 (12 sessions total).

Instructor/Organizer: Ken Klinkner, Assistant Director of the Center for East Asian & Pacific Studies, University of Illinois at Urbana-Champaign. Dr. Klinkner has extensive knowledge of East Asia, having lived in Korea, Japan and China for over seven years and taught on their cultures and politics at the University of Illinois and Bradley University. Most recently, he focuses and writes on Chinese pop culture. Since 2000 he has led groups of college students and K-12 instructors on summer study-travel seminars in China.
Introduction: Seminar Objects & Requirements
Objective — understanding and making sense of East Asia
Requirements — attendance, readings and TIP (Teaching Implementation Plan)

**CHINA — formulizing a state; casting a social order**
Governing an Empire: Zhou dilemma, Qin answer & Han synthesis
— key question: How to resolve a 500 year period of incessant war?
Putting things in Order: Five Relationships
— key questions: What are the basic human relationships? What virtues are cued to these relationships?
Teaching Topics: Letting 100 Schools Contend — posing and answering big questions
Readings: Ebrey 38-85
Recommended: de Grazia: 109-179; 218-275; 283-317; 333-388

**CHINA — great tradition: lessons & lore**
Popular Religions: Buddhism & Daoism
— key question: Why the need for magic?
Popular Lore: the 4 Chinese Classics
— key question: Who are the heroes and rogues and what are the great romances you recall from literature?
Teaching Topics: Are needs, heroes and loves universal?
Readings: Ebrey 86-135, 201-209, 232-233
Recommended: Romance of the Three Kingdoms, Journey to the West, Water Margin, Dream of the Red Mansions, Deer and the Cauldron

**JAPAN — formulizing a state; rulers and 'rules' — form, substance and style**
Form and Substance of Rule: Emperors, Regents, kampaku, shogun
— key questions: Who rules? As goes the emperor, so goes the _________?
Aesthetics and Style: miyabi, makoto, mono no aware, waka, ...
— key question: What governs? As goes the __________, so goes the ________?
Teaching Topics: What is the trump? Form or Substance
Readings: Varley, 1-139
Recommended: films: Kagemusha (Shadow Warrior), The Fall Guy

**JAPAN — lessons and lore**
Substance and Style: bushido - 'Way of the Warrior'
— key question: How does the samurai code reflect the substance and style of Japan
Peace and Wealth: city life - 'Way of the World?'
— key question: How mundane was (is) it?
Readings: Varley 140-234
Recommended: Samurai Trilogy (film) — Musashi by Eiji Yoshikawa book; Ikiru (film)
KOREA — a cultural bridge or a great civilization
— key questions: What is distinctive about Korean civilization? What appears to be the substance of the Korean personality? How is this displayed via Buddhism and Confucianism?
Readings: Cumings, 1-85
Assignments: 2 teachers read one of the other introductory histories on Korea and compare and contrast it to Cumings' version and develop a lesson plan using the two historical narratives: Breen, 1-116; Eckert et al, 1-222 (see Recommended texts, below)

21 February

'Breaking Molds' — response to the challenge of the West
— key question: How to condense and package knowledge & information?
CHINA — stagnation, rebellion, revolution
Readings: Ebrey, 220-282
JAPAN — recasting the model and expansion
Readings: Varley, 234-303
Recommended: Gordon, 60-160; Jansen, 223-494
KOREA — occupation and resistance
Readings: Cumings, 86-184
Assignments: 2 teachers write up lessons plan/teaching points, and prepare powerpoint (ppt) on China, Japan and Korea respectively, give 15 minute presentations and do Q & A panels.

28 February

'Remoldings' — new castings in postwar world
— key questions: What has changed? Substance and/or form? Eastern or Western molds?
JAPAN — in whose image? resilience or plasticity?
Readings: Varley, 304-351
Recommended: Gordon, 226-344; Jansen, 675-765
KOREA — cast in the cold war
Readings: Cumings, 237-431, 456-495
CHINA — revolution of a sort
Readings: Ebrey, 262-336
Assignments: 2 teachers prepare lesson plans: teaching points, slides and ppts on China, Japan or Korea respectively, give 15 minute presentations and do Q & A panels.

07 March

'Miracle States' — economic rise of East Asia
— key question: How many economic development models are there?
JAPAN — rise of 'Japan incorporated'
KOREA — coming out of the 'Cold'
CHINA — China awakes
Recommended: TBA
Film Discussion and Curriculum Development: Ping Pong — how to make sense out of film and put film clips into powerpoints
14 March

'New Looks’ — East Asian pop culture
   JAPAN — social trends, graphic novels and cults
   Recommended:  *Akira* (graphic novel and anime film), *Dragon Ball* (anime series)
   KOREA — new wave film
   Read:  Leong, 1-259 (skim through)
   Recommended:  do the above and see if you can find some of these films locally or online, e.g.
   www.aems.uiuc.edu
   CHINA — film, television and internet
   Read:  Klinkner, 100 pages pdf
   Film Discussion: *My Sassy Girl & Take Care of My Cat*

04 April

'Asian Games' — from out of the past into the present
   Thinking: Chess games — Chinese - Korean, Japanese; Go - Go-moku
   Gambling / Social: Mahjong
   Film Discussion:  *My Dog, Cala*
   Assignment:  4 teachers select a film from Leong text or recommended list (see below) and develop curriculum units: 15 minute presentation and discussion

11 April

'Making Sense of East Asia then and Now'
   Teachers preview one of their TIPs

18 April

'Making Sense of East Asia then and Now'
   Teachers preview one of their TIPs
Recommended Readings

History


Breen, Michael, *The Koreans* (2nd ed), St Martin's, 2004

Films

*Aiqing mala tang (Spicy Love Soup)*, Zhang Yang, 1997
*Biruma no tategoto (Harp of Burma)*, Ichikawa Kon, 1956
*Chinese Odyssey I-II*, Zhou Xingchi (Stephen Chow), 1994
*Chungking Express*, Wong Kar-wai, 1994
*God of Cookery*, Stephen Chow, 1996
*Gufeng (Stock Market Madness)*, Li Guoli, 1994
*Hidden Fortress*, Kurosawa Akira, 1958
*Heipao shijian (Black Cannon Incident)*, Huang Jianxin, 1986
*Ikiru (To Live)*, Kurosawa Akira, 1952
*Meiwan meiliao (Sorry Baby)*, Feng Xiaogang, 1999
*Kagemusha (Shadow Warrior)*, Kurosawa Akira, 1980
*Kamata Koshin-kyoku (The Fall Guy)*, Fukazaku Kinji, 1982
*Rajio no jikan* (Welcome Back, Mr MacDonald), Mitani Koki, 1997
*Sasame Yuki (Makioka Sisters)*, Ichikawa Kon, 1983
*Samurai Trilogy*, (Miyamoto Musashi I-III), Inagaki Hiroshi, 1954/55/56
*Shall We Dance*, Suo Masayuki, 1996
*Suzhouhe (Suzhou River)*, Lou Ye, 2000
*Tianxia wuzei (A World without Thieves)*, Feng Xiaogang, 2004
*Wanzhu (The Troubleshooters)*, Mi Jiashan, 1988
*Ziyu zile (Master of Everything)*, Li Xin, 2004

Novels

Classics

*Journey to the West*, Wu Chengen, 2003 — Foreign Language Press
*Outlaws of the Marsh (Water Margin)*, Shi Naien, 2001 — Foreign Language Press
*Three Kingdoms*, Luo Guanzhong, 2002 — Foreign Language Press

*The Tale of the Heike*,
*Pillow Book*, Sei Shonagon, 1991 — Columbia
*The Taiheiki*,

Contemporary

*Musashi*, Yoshiwara Eiji, 1995 — Kodansha
**Teacher Implementation Plan**

The Teacher Implementation Plan (TIP) is the final product and main course requirement for the Teaching about Asia seminars. All participants must develop one for use at their respective schools. The TIP serves three purposes:

1. provide teachers with ready-to-use lesson plans
2. acts as a roadmap for others on how best to incorporate East Asia-related content into a curriculum
3. provides useable lesson plans for colleagues to share.

The TIP should demonstrate that teachers can expand their current curriculums to include historical, cultural, and current events information related to China, Japan, and Korea.

**Elements of the TIP:**

As a minimum, each TIP should include the following. Number the sections in the TIP as listed below. TIP's will NOT be approved if any section is missing.

1. an explanation of what opportunities participant has to teach about East Asia in the next school year: grade level, subject area, hours of instruction. Describe other ways to share the information from the seminar with the community beyond participant's classroom (e.g. with colleagues, school, neighborhood, etc.)
2. an explanation of how participant will apply the seminar to his/her own teaching.
3. three (3) lesson plans must include China, Japan, and Korea. "Lesson plans" may refer to an entire unit or may be activities that require only one class period. Please specify the duration of participant's particular lesson plan.
4. a list of resources (books, periodicals, videos, websites, etc.) to be used for each lesson plan.

**Format:**

- All TIPs should be handed in to seminar instructors in two forms: hard copy and an electronic storage medium (floppy disk or CD). Electronic versions of the TIP should contain only the text.
- Electronic versions should be Word documents.
- Hard copy versions of TIPs should be fully documented. If participant makes reference to a particular work, it should be included in a reference list.
- Please do not include copies of copyrighted works or web pages. Cite those works in the text.
- All TIPs 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 TIPs may be selected for publication on the EASC website.

**TIP Compilations**

TIPs will no longer be distributed as bound volumes but will be compiled on CD. Each participant who completes the seminar will receive a CD with the lesson plans developed by those in their seminar.