Seminar on Teaching about East Asia  
September 26-December 5, 2007  
MSU Tollgate Conference Center, Novi, MI

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Course Description
This seminar is designed to provide an introduction to important themes in East Asian history and culture that will enable teachers to more easily teach about China, Japan, and Korea in the middle and high school classroom. Thus there are two main themes to the seminar: the acquisition of knowledge of, and understanding about, East Asia; and the development of ideas about how to bring this knowledge into the classroom. This seminar is part of the National Consortium for Teaching about Asia and is funded by a grant from the Freeman Foundation; it is administered though Michigan State University in cooperation with the Indiana University East Asian Studies Center, which coordinates the Midwest programs in eleven states.

The course will include lectures and presentations, discussions of readings and videos, plus the presentation and construction of curricular material. All material presented in this course will be designed to assist teachers in constructing and teaching lessons about East Asia. In addition, a couple of teachers from the spring 2005 course held in East Lansing will attend one or more sessions and discuss the creation and implementation of lesson plans.

Schedule: The seminar will consist of 10 three hour sessions which will be held on Wednesday evenings from September 26 to December 5, skipping the Wednesday before the Thanksgiving holiday. The course will meet from 5:30 to 8:30 pm and teachers are encouraged to bring a “brown bag” supper to the course.

Location of the seminar
Location of the course is the MSU Tollgate Conference Center, 28115 Meadowbrook Rd, Novi Michigan, 48377. This is behind the Twelve Oaks Mall, just off RTE 96 and there is plenty of parking. Each lecture will be accompanied by a power-point which will also be put on the web-site after each class and is freely available for teachers to use. At the end of the course, teachers will receive a CD with all the course power-point presentations.

Stipends
On the first day of the course, enrolled students will receive $200 worth of books for their personal library, or will receive them shortly thereafter if they haven’t all arrived by Sept. 26. These books are chosen by the course instructor. Upon completion of the 30 hour
seminar and submission of the three teaching implementation plans (a lesson plan on each of the three countries covered in the course, China, Japan, and Korea) participants will receive a stipend of $200. At the same time, the participants’ schools will receive a $300 stipend for the purchase of teaching resources in the East Asian field for each participant from that school who completes the program. In Spring, 2008 a follow up enrichment activity will be held; at this time the participants are to submit a report describing the success of classroom implementation of material relating to East Asia. A further stipend of $300 will be given when this report is submitted. Since this is the final year of the program, the follow up report must be completed by the end of April, 2008.

**Graduate Credit**
Participants have the option of taking the seminar for 2 graduate credit hours through Michigan State University; to do so they must register, either as degree students or as life-long education students and pay the appropriate tuition for graduate credits. They will also complete an annotated bibliography of East Asian materials with an emphasis on how these materials could be used in teaching East Asian history and culture in addition to the teaching modules. If you have never taken a course from MSU, the lifelong education application form can be accessed at the registrar’s web-site: [https://admissions.msu.edu/application/app.asp?AL=L](https://admissions.msu.edu/application/app.asp?AL=L). Once this form is completed, you will receive an MSU ID number and can register for the course, TE 891-section 701.

**Attendance**
Each participant is required to engage in 30 contact hours for this seminar. If you must miss class for an acceptable reason, you must make up the contact hours unless you are missing the class to do further work in or about East Asia. To do this, you will write a 1-2 page paper on the readings from the missed class.

**Teacher Implementation Plan (TIP)**
You must develop a TIP for use at your school for each of the three geographical areas we are studying: China, Japan, and Korea. Each TIP will include the following: an explanation of what opportunities you will have to teach about Asia next semester, including the level, subject area, hours of instruction; a brief essay on the pedagogical philosophy that underlies your choices; an explanation of how you will apply the course material to your own teaching; and a resource list citing books, periodicals, videos, and websites related to the lesson plan. Further details and examples will be provided during the seminar; we will also have presentations by teachers who have taken the course in previous years who will discuss their own experience with constructing these lesson plans and in implementing them. At the end of the course, we will share these lesson plans: they will be put on the course website and made available to any teacher who wishes them. We will also send each participant a CD with all the TIPS on it, so they have a “bank” of possible teaching ideas and modules.

**Snow days or Emergency days**
If school is canceled in the local school district for weather or other causes, the seminar will also be canceled and the class session made up. Since the instructor is driving from
East Lansing, heavy snowfall may also cause cancellation of the evening’s course. If you are uncertain about whether class will be held, please don’t hesitate to call the instructor (353-1680). We will have a class rota for calling in case of cancellation as well.

**Books and materials for the course**

Each participant will receive a package of books to be read during and after the course. I picked these books both because they would be interesting for the class and also because they have material that should be useful in teaching East Asia in the classroom. We will also discuss a number of videos which are available either at Blockbuster, or from the Asian Studies Center at MSU but are not including these in the materials list.

The book list includes:

Kongdan Oh and Ralph Hassig, *North Korea: Through the Looking Glass*. This book discusses the division of Korea into North and South, and the development of North Korea since the Korean War.

Richard Kim: *Lost Names*. This is a semi-autobiographical novel of childhood during the Japanese occupation of Korea in the 1930s and 1940s. We will discuss this in one of the classes and talk about how it might be used in a classroom setting.

Dai Sijie: *Balzac and the Little Chinese Seamstress*. This novel was also made into an award winning film and is the story of two young students, sent to the remote countryside during the Cultural Revolution who keep their spirits and hopes alive by reading banned Western novels. It is an excellent novel for high school students.

Tetsuko Kuroyanagi: *Totto-chan: The Little Girl at the Window*. This memoir tells the story of an unusual school in Japan during World War II and gives the Japanese perspective on that war from a young girl’s point of view.

Ji-Li Jiang, *Red Scarf Girl: A Memoir of the Cultural Revolution*. This is a dramatic and well written memoir of a young girl and her experiences in the Cultural Revolution. It is especially good as one can see her initial enthusiasm and support of the Revolution and her gradual awakening to its reality and rejection of its values.

James Watson: *Golden Arches East: McDonalds in East Asia*: This is a fascinating account of the prevalence of McDonalds in East Asia and how this mega-corporation has adapted to the prevailing culture in China, Hong Kong, Japan, and Korea. Children of all ages could readily compare McDonalds here and in Asia.

Ha Jin: *War Trash*. This award winning novel by a noted Chinese author, discusses the plight of Chinese prisoners of war in an American prison camp during and after the Korean War. It gives an excellent portrayal of the fears and the reality of prison from the point of view of those the US was fighting. It could be used in US history classes to give an alternative point of view.
Haruko and Theodore Cook: **Japan at War: An Oral History.** This is an excellent and amazing collection of first hand reports of Japan in World War II told by the people engaged in the war.

China Institute Publication: **From Silk to Oil: Cross-cultural Connections along the Silk Roads: A Curriculum Guide for Educators.** This is an excellent collection of essays, maps and teaching modules dealing with the great trading route from Asia to Europe from the beginning of history until today.

**Class Schedule**

**Sept 28:** **Introduction to the course**
   a) Learning about course expectations and about each other
   b) Geography of East Asia: maps, lands and peoples
   c) Initial discussion of teaching modules and what could be done with geography in middle and high school.

**Oct 5:** **Focus on China**
   a) Political organization, unity and the role of the emperor
   b) Confucianism and Communism: literature and poetry in government
   c) Economics and the state; local versus national
   d) Teaching ideas on Confucianism and politics in China

**Oct 19:** **Focus on China**
   a) Social organization: the family and Confucianism
   b) Religion --Buddhism and Daoism
   c) Women and the family; extraordinary women; the anti-foot binding movement
   d) Education past and present
   e) Discussion of teaching ideas on the Chinese family and culture

**Oct 26:** **Focus on China**
   a) China’s international relations, past and present
   b) The Great Wall in myth and reality
   c) China as the Center of the World
   d) China and the West
   e) Discussion of the book: **Red Scarf Girl**
   f) Discussion of teaching ideas on China and the World

**Nov 2:** **Focus on Korea**
   a) Korean identity and cultural borrowing
   b) The political system and the Yangban class
   c) Korean adaptations of Confucianism
   d) Korean struggle for unity, past and present; important inventions
e) Discussion of ideas for teaching about Korea and the present day split between north and south; presentation by a past participant

**Nov 9: Focus on Korea**
- a) Korean culture and the family
- b) Shamanism
- c) The adaptation of Buddhism, Daoism; and Christianity
- d) Discussion of the book: *Lost names*
- e) Discussion of ideas for teaching Korean culture

**Nov 16: Focus on Japan**
- a) The formation of the Japanese state; founding myths and their influence
- b) The emperor, the Shoguns and the samurai
- c) War and peace; adoption and adaptation of ideas
- d) Discussion of ideas for teaching traditional Japanese myths, culture and history; presentation by a former participant

**Nov 23: NO CLASS**

**Nov 30: Focus on Japan**
- a) Tokugawa Japan and isolation: the transformation of the Samurai class
- b) The opening of Japan by the West and the march to modernize
- c) Shinto and its transformation; rise of the “new religions”
- d) Discussion of the book:
- e) Discussion of ideas for teaching about modernization

**Dec 7: Focus on Japan**
- a) War and its aftermath
- b) Devastation and the Japanese economic miracle
- c) Japan and Asia in the post-war world
- d) Discussion of *Totto-chan*
- e) Discussion of teaching ideas on modern Japan

**Dec 14: East Asia Today**
- a) Economic, political and social transformations
- b) Discussion of *Golden Arches East: McDonalds in East Asia*
- c) Presentation of TIPS to the class
- d) Wrap up and evaluation
- e) Discussion of implementation requirements and follow up activity