Syllabus for Seminar on Teaching about East Asia
Greater Toledo Area
For Social Studies and Humanities Teachers, Grades 6-12

January 16 – April 3, 2007
Tuesdays, 6:00 - 9:00 p.m.
The University of Toledo
Scott Hall Room 0135

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Freeman Seminar:
This 30-hour seminar is designed to provide junior and senior high-school teachers with useful background for bringing East Asia into their classrooms. Covering the sweep of East Asian history, it introduces China, Japan, and Korea in a way designed to help teachers make these countries come alive over their long histories. During the ten three-hour classes, we will examine East Asia through readings, videos, curriculum materials, discussion, and group planning. Guest speakers will bring their expertise to the seminar.

Course goals:
1. Help teachers learn about the history and culture of East Asia
2. Help teachers learn how to find useful materials
3. Demonstrate teaching techniques
4. Be a role model
5. Be a resource person
6. Be enthusiastic about East Asia and sharing it with teachers

Sponsors: This seminar is funded by a generous financial grant from the Freeman Foundation. The East Asian Studies Center (EASC) at Indiana University, working with the National Consortium on Teaching about Asia, oversees this seminar. Ohio State University’s East Asian Studies Center administers the program.

Those who complete the program will receive:
1. Solid foundation for teaching about East Asia
2. Texts and resources on East Asia ($200 value)
3. Option to purchase graduate credits
4. A $300 grant to your school for the purchase of East Asia resources
5. A $200 personal stipend for those participants successfully completing the seminar
6. A $300 personal stipend after submission of hour follow-up report
6. Eligibility to apply for a study tour to East Asia
National NCTA requirements:
In order to get credit, receive your stipend, gain additional school curriculum materials, be eligible for travel tours, and other benefits, you must:

1. Attend all 10 sessions of the seminar and prepare any required assignments
2. Complete the primary reading or viewing assignments before class
3. Participate in class discussion and presentations
4. Complete three lesson plans, one each on China, Korea and Japan as part of your Teacher implementation Plan (TIP)
5. Implement these lesson plans in the year following the seminar
6. Participate in follow-up activities
7. Submit to OSU a report on how the lessons were implemented
8. Continue integrating East Asia into the curriculum wherever possible

Annotated Bibliography due April 3 for participants earning graduate credit:
Participants taking the Teaching about Asia seminars for graduate credit through University of Toledo 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). (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 or Chicago-style is recommended, but any standard bibliographic format is acceptable.

- All annotated bibliographies should be handed in to seminar leaders in both hard copy and electronic storage medium (floppy disk or email attachment).

- Use either Microsoft Word or WordPerfect software.

- 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 NCTA-Ohio website.

Follow-up Event

All participants will be required to attend a free social/educational event related to East Asia at or shortly after the end of the implementation year. In addition to the featured activity, participants will share their experiences related to implementing lesson plans over the previous year. The Enrichment Event will be designed and planned by individual site instructors. Attendance is required.

Follow-up Report

At the end of the implementation year, participants are required to write a report on their East Asia teaching successes, challenges, improvements, etc. In early May, you will receive a letter requesting the follow-up report, which is due by the end of June. Included here are the guidelines for the follow-up report so that you can be preparing throughout the year. Completion of the follow up report is required in order to receive Part 2 of the individual stipend ($300).

1. Descriptions of the lessons implemented. Please also confirm that the lessons implemented were those from your original Teacher Implementation Plan (T.I.P.). If you were unable to use your T.I.P. lessons, please explain the reasons for this and how you came to use the lessons you did.

2. For each lesson, describe what worked and what did not. What changes will you make for the following year?

3. List of resources used (include print, internet, speakers, etc.). Include full citations.

4. Other initiatives you undertook to inform others about East Asia (extracurricular activities, teacher training, special school or community programs, etc.)

5. Your plans for incorporating East Asia into your curriculum in the following year.
6. List of items purchased with school resource buying grant. Include full citations.

Graduate Credit from The University of Toledo (optional)
As a participant in our "Teaching about Asia" seminar, you are eligible to purchase up to 3.0 graduate credits for "Topics in Learning about Asia" from The University of Toledo. In addition to the Teacher Implementation Plan, you will be required to make a 25-page annotated bibliography on a relevant topic approved by the instructor.

Individual Stipends
The total individual stipend for successfully completing the seminar is $500. This is paid in two parts: $200 after your Teacher Implementation Plan is approved, and later $300 after you (1) attend the Enrichment event and (2) your follow-up report is approved. The individual stipend is yours to spend as you wish. You must be currently employed as a teacher in grades 6-12 to be eligible to receive the stipend. Substitute teachers are not eligible.

ListServ
After the completion of your seminar, you will be subscribed to an email ListServ for alumni of the Center's teaching seminars. The purpose of the ListServ is to keep you inspired and informed about teaching East Asia by allowing you to keep in touch with colleagues doing similar work. You will receive announcements of relevant upcoming programs and be able to exchange ideas about teaching resources, ideas, classroom successes, etc. The list moderator will occasionally start discussion threads or initiate an online study activity (a book club, for example).

School Resource Buying Grant
This $300 is to be used to purchase permanent resources for the school. The grant should not be used to pay for food, performances at the school, gifts, honoraria, etc. Remember as well that the resources remain at the institution where you taught during your implementation year; they do not travel with you should you change schools. To guide you in your purchases for the school, please see Selected Bibliography of Resources on East Asia, available at http://www.indiana.edu/~easc/bibliography/. The list includes resources used in NCTA seminars as well as those found useful by your colleagues at other schools.

Study Tour
Those teachers successfully completing the seminar are eligible to apply for Center-sponsored summer study tours Japan, Korea, and China. You will be notified at the time the study tour is announced. Participation is limited to one NCTA-sponsored tour only. If you complete all your responsibilities in a timely fashion, you will be eligible to participate in a study tour to East Asia in the Summer of 2008.

Teacher Implementation Plan due April 3 (Submitted to OSU April 24)
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) to provide you with ready-to-use lesson plans, (2) to act as a roadmap for others on how best to incorporate East Asia-related content into a curriculum, and (3) to provide useable lesson plans for you and your 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. Please number the sections in your TIP as they're listed below. TIPs will NOT be approved if any section is missing.

1. An explanation of what opportunities you will have to teach about East Asia in the next school year: grade level, subject area, 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.).

2. An explanation of how you will apply the seminar to your own teaching.

3. A brief explanation on the pedagogical philosophy that underlies your choices of lessons and materials.

4. 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 or 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 it with only limited preparatory research.

5. A list of resources (books, periodicals, videos, websites, 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 an electronic storage medium (floppy disk or email attachment). Electronic versions of the TIP should contain only the text.

- Use either Microsoft Word or WordPerfect software.

- Hard copy versions of TIPs should be fully documented. If you make a reference to a particular work, it should be included in a reference list.

- 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 NCTA-Ohio website.

- Be sure to include your name on your TIP!
Attendance policy:
In order to make sure that everyone meets his/her thirty-hour requirement, I have scheduled an eleventh three-hour session. If it is necessary for you to miss class for an acceptable reason (illness, family responsibility, or coaching commitment), this extra class will substitute. If you miss more than one class you must make up the hours. Appropriate class absence substitutes include a two-page response to the reading from the missed class, a response paper related to a course-related subject, a relevant film review, or an appropriate assignment approved by the instructor. If school is cancelled in the area, the seminar also will be cancelled and the class sessions will be made up. If there is doubt, call me at home, 419-531-8242.

Coursework:
Participants are expected to attend all ten sessions, to complete the main reading assignments prior to class, to participate in discussion, and to submit a Teacher Implementation Plan for teaching East Asia in your classes, along with at least three lesson plans, at the end of the seminar. Individuals who miss a session will be expected to complete a make-up assignment. Participants will be provided with a course description and syllabus, textbooks, and any supplementary materials necessary for the successful completion of the seminar. The seminar sessions are designed for enrichment of understanding of East Asia through lectures, discussions, introduction of source materials and East Asian educational sites, films, guest speakers, and field trips.

Books:
Ebrey, Patricia Buckley, Anne Walthall, and James Palais, East Asia: A Cultural, Social, and Political History (Houghton Mifflin, 2006)
Fishman, Ted C. China Inc. (paperback, 2005)
China Project, Mapping Asia (1994)

In addition, each student will receive one of the following:
Gary Mukai, Understanding China in the 21st Century (SPICE, 1995)
Lynn Parisi, Japan 1945-1989: Re-creating a Modern Nation (SSEC, 2002)
Gary Mukai, Understanding the Korean Peninsula in the 21st Century (SPICE, 1997)
The China Institute in America, From Silk to Oil: Cross Cultural Connections along the Silk Roads (2005)

Arrangement will be made to give you access to all four of these lesson-plans sets.

The Association for Asian Studies will also give you a year’s subscription to Education about Asia after you have successfully completed the workshop and all its requirements. You can see samples of Education about Asia at the Association for Asian Studies website: www.aasianst.org with its links to the journal.
Schedule of classes:

**January 16** Introduction to East Asian Geography, Culture, and History
I. East Asian Materials
   A. Introducing the topic
      China Project, *Mapping Asia* (an introduction to this tool)
   B. Introducing the materials
      1. Books
      2. Journals, magazines, & newspapers
      3. Movies & videos
      4. WWW sites
   C. How do we use these materials in our classes?
      1. Sharing our ideas and plans
      2. How to implement teaching plans

**January 23** Early Chinese History and Culture (China to 1644)
Readings: Ebrey, Walthall & Palais, *East Asia*,
Connections: "The Prehistory of East Asia" pp. 1-9
Chap 1, “China in the Bronze Age: Shang & Western Zhou” pp. 10-24
Chap 2, “Philosophers and Warring States in Eastern Zhou” pp. 25-42
Chap 3, “Founding of Bureaucratic Empire: Qin-Han China” pp. 43-64
Connections: "Buddhism in India and Its Spread Silk Road” pp. 65-70
Chap 4, “Political Division in China and Spread of Buddhism” pp. 71-87
Chap 5, “Cosmopolitan Empires of Sui and Tang China” pp. 88-110
Chap 8, “China among Equals: Song, Liao, Xia, & Jin” pp. 153-175
Chap 14, “The Ming Empire in China (1368-1600)” pp. 269-289

**January 30** Early Japanese History and Culture (Japan to 1600)
Readings: Ebrey, Walthall & Palais, *East Asia*,
Chap 7, “Early State and Society in Japan to 794” pp. 137-152
Chap 10, “Heian Japan (794-ca. 1180)” pp. 192-207
Chap 11, “Kamakura Japan (1180-1333)” pp. 208-224
Chap 13, “Japan’s Middle Ages (1330-1600)” pp. 252-268
The China Institute in America, *From Silk to Oil: Cross Cultural Connections along the Silk Road* (2005)

**February 6** East Korean History and Culture (Korea to 1598)
Readings: Ebrey, Walthall & Palais, *East Asia*,
Connections: “Cultural Contact across Eurasia (600-900)” pp. 111-115
Chap 6, “Korea: Choson, Three Kingdoms, Silla, & Parhae” pp. 116-136
Chap 9, “The Koryo Dynasty (889-1259)” pp. 176-191
Connections: "Meeting New Challenges (1200-1600)” pp. 225-234
Chap 12, “China & Korea under Mongol Rule (1215-1368)” pp. 235-251
Chap 15, “Centralization in Early Choson (1351-1598)” pp. 290-306
Guest speaker: Dr. David “Jim” Nemeth (UT) on Korean Geography (tentative)
February 13 China the Middle Years (1644-1911)
Readings: Ebrey, Walthall & Palais, East Asia,
Connections: “Growth and Stability (1600-1800)” pp. 307-312
Chap 16, “The Creation of the Manchu Empire” pp. 313-330
Chap 19, “China in Decline” 375-396
Fishman, Ted C. China Inc. (paperback, 2005)

February 20 Japan the Middle Years (1600-1868)
Readings: Ebrey, Walthall & Palais, East Asia,
Chap 17, “Edo Japan (1603-1800)” pp. 331-347
Chap 20, “Japan in Turmoil (1800-1867)” pp. 397-430
Guest speaker: Dr. Joseph Hara (UT) on Japanese Language (tentative)

February 27 Korea the Middle Years (1598-1800)
Connections: “Western Imperialism (1800-1900)” pp. 365-374
Chap 18, “Late Choson Korea (1598-1800)” pp. 348-364
Chap 22, “The Final Years of Choson Korea (1800-1895)” pp. 431-446
Oberdorfer, The Two Koreas: A Contemporary History

March 6 No class this week (UT spring break)

March 13 Early 20th Century in East Asia and World War II
Readings: Ebrey, Walthall & Palais, East Asia,
Chap 23, “Remaking China (1900-1927)” pp. 448-464
Chap 24, “Rise of Modern Japan (1900-1931)” pp. 465-483
Chap 26, “War and Revolution, China (1927-1949)” pp. 501-519
Connections: “World War II” pp. 520-528
Chap 27, “War and Aftermath in Japan (1931-1964)” pp. 529-545
Guest speaker: on Korea under Japanese Occupation (tentative)

March 20 Contemporary China
Readings: Ebrey, Walthall & Palais, East Asia,
Chap 29, “China since Mao (1976 to the Present)” pp. 565-583
Lau & Goldblatt, (eds.) The Columbia Anthology of Modern Chinese Literature
Gary Mukai, Understanding China in the 21st Century (SPICE, 1995)
Guest speaker: (tentative)

March 27 Contemporary Japan
Readings: Ebrey, Walthall & Palais, East Asia,
Chap 31, “Contemporary Japan (1965- to the Present)” pp. 604-624
Theodore W. Goossen, The Oxford Book of Japanese Short Stories
Lynn Parisi, Japan 1945-1989: Re-creating a Modern Nation, (SSEC, 2002)
Guest speaker: Dr. Joseph Hara (UT) on Japanese Culture & Life Styles (tentative)
April 3 Contemporary Korea

Readings: Ebrey, Walthall & Palais, *East Asia*,
Chap 30, “Korea (1945 to the Present)” pp. 584-603
Richard E. Kim, *Lost Names: Scenes from a Korean Boyhood*

Guest speaker: Dr. David “Jim” Nemeth (UT) on Korea Today (tentative)

April 10 No class, Toledo Public School’s spring break
April 17 First possible make-up date, if needed
April 24 Second possible make-up date, if needed
Professors Hoover on Great Wall

Professor Hoover learns about growing rice

Meeting a traditional Japanese

Visiting Toyohashi Sister City Friends

Toyohashi youth drummers

Professors Hara & Hoover and Councilman Sobczak attend Toyohashi’s 100th Anniversary