Seminar on Teaching about East Asia

Instructors:
Dr. Dennis Hart
Kent State University
330-244-3440
dhart@kent.edu

Dr. Young Rae Oum
330-666-4984
youngrae@earthlink.net

Seminar Location:
Our Lady of the Elms High School
1375 West Exchange Street
Akron, Ohio 44313-7697
330-867-0880

Seminar Times:
January 17 – March 20, 2007
Thursdays, 4:30 PM – 7:30 PM.

Seminar Description
It is an exciting and important time to study about East Asia. As ever, we need to better understand the people and events in China, Japan, and North and South Korea as well as our relationship to them. One objective of this seminar will be to introduce you to the literature and methods of inquiry for East Asia. By the end of the seminar, you will be well equipped to teach your students about the histories, politics, societies, and cultures of East Asia.

In this seminar, we will learn various issues in the East Asian countries and discuss how to educate our young students about East Asia. We will learn from each other how to think critically of different cultures, and advance our pedagogical efficacy. The major topics covered in this seminar include: approaches to understanding East Asia, histories of each country, modernization, nationalism and identities, political systems, social institutions, contemporary cultures, gender issues, and diaspora.

This seminar is designed for teachers of grades 6 through 12 who wish to gain a broad knowledge of East Asia, past and present. It will provide middle and high-school teachers with important views on East Asia and assist them in bringing these themes into their classrooms.

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 own expertise to the seminar. This course has the following goals:

1. Learn about the histories and cultures of East Asia
2. Learn how to locate and utilize useful pedagogical materials
3. Become proficient in innovative teaching techniques
4. Be a role model with global knowledge and respect for other cultures
5. Be a resource person for colleagues and students
6. Be enthusiastic about East Asia and globalizing the curricula

The East Asian Studies Centers (EASC) at Indiana University and at Ohio State University working with the National Consortium on Teaching about Asia, are sponsoring this seminar. Generous financial support from the Freeman Foundation has made this seminar possible.
As part of the seminar, participants will:
1. Have gained the expertise and knowledge necessary to teach about East Asia.
2. Receive $200 in books and teaching materials on East Asia.
3. Will have the option to earn graduate credit hours.
4. Receive a $300 grant for their school to purchase resources on East Asia.
5. Earn a $500 personal stipend for completion of requirements.
6. Be eligible to apply for a study tour to East Asia at a greatly reduced price.

Participant Requirements:
1. Attend all ten sessions of the seminar. (If you must miss a session, you will need to contact the instructors to arrange appropriate make-up work.)
2. Read as much as possible of the assigned materials before the session. There will be a small amount of “must read” pages for each week.
3. Complete three lesson plans, one each on China, Korea, and Japan.
4. Fulfill extra requirements if taking the seminar for graduate credits (to be arranged individually).
5. Implement these lesson plans in the year following the seminar.
6. Participate in follow up activities and submit a report on how the lessons were implemented.
7. Continue integrating East Asia into your school’s curriculum wherever possible.

Required books (The participants will receive all required books on the first day):

**SEMINAR OUTLINE**

Please note: Please read ahead as much as you can. For each week, there is a small amount of pages marked with a star (*). These are the readings that are essential. For the literature books, the class will decide which stories to read.
2007 NCTA Seminar

**Week I** January 17
**Topics:** Introduction of seminar participants and instructors. Overview of the course, receive textbooks, syllabus, and packet of information, including seminar procedures, and forms.

**Activities**
- Defining and Rethinking Asia
- Why Study Asia?
- Pedagogical Issues and Textbook Analysis.

**CHINA**

**Week II** January 24
**Topics:** Premodern Chinese history and society (up to Ming dynasty)

**Readings:**
- Gascoigne and Gascoigne, *Dynasties*, Chapters 1 to 7.
- Ebrey, *Cambridge Illustrated History*, Chapters 1 to 8. (*pp. 42-49; 54; 58-59; 60-64; 67; 85-86; 113; 130-135; 156-157; 169-172; 208*)

**Activities:** Historical map exercise
**Past Participant Presentation.**

**Week III** January 31
**Topics:** Qing dynasty and the end of tradition, early 20th century.

**Readings:**
- Ebrey, *Cambridge Illustrated History*, Chapters 9-10 (*pp. 294-297; *pp. 308-309; *pp. 321-332*)
- (Supplementary reading will be handed out.)

**Activities:** Textbook analysis.

**Week IV** February 7
**Topics:** Growth of the PRC, modern Chinese politics and economics, PRC foreign relations. Modern Chinese society and culture, gender, and national identity.

**Readings:**
- Ebrey, *Cambridge Illustrated History*, Chapters 11 (*pp. 294-297; *pp. 308-309; *pp. 321-332*)
- (Supplementary reading will be handed out.)

**Activities:** Constructing TIP for China.
**Past Participant Presentation.**

**JAPAN**

**Week V** February 14
**Topics:** Early Japanese history and society, Tokugawa.

**Readings:**
Activities: Historical map exercise

Week VI  February 21
Topics: Meiji Restoration & Modern Japan: the road to WWII, the post-war reconstruction, rise of a global economy, relations with US.
Readings:
  • Varley, *Japanese Culture*, Chapters 9, 10.
  • John W. Dower, *Embracing Defeat*, pp. 33-64 (handout)
  • Michael Weiner Ed., *Japan’s Minorities: The Illusion of Homogeneity*, Chap. 1, The Invention of Identity, pp. 1-16 (handout)
Activities: Textbook analysis.
Past Participant Presentation.

Week VII  February 28
Topics: Japanese society and culture today; “cosplay”; gender issues.
Readings:
  • Varley, *Japanese Culture*, * Chapter 11
  • Anne Allison, *Producing Mothers* (handout)
  • Rohlen, *Japan’s High Schools*, pp. 77-110 (handout)
Activities: Constructing TIP for Japan.

KOREA

Week VIII  March 6
Topics: Early Korean history and society, the Choseon dynasty, Japanese occupation.
Readings:
  • Lee, Schultz, & Wager, *New History*, Chapters 1 to 14 (pp. 2-5; 13-16; 26-34; 66-73; 92-94; 110-112; 120-124; 142-144; 172-173; 189; 221-226; 250-255; 255-261; 306-309)
  • *Exploring Korean History*, entire book. (Don’t fret. It is a short and easy read.)
  • *Korea through the Ages, volume I.* (Once again, an easy read.)
  • Cumings, *Korea’s Place*, Chapter 3 (*174-184)
Activities: Historical map exercise
Film Clips: *Chwi Hwa Seon, Chunhyang, Silence Broken.*
Past Participant Presentation.

Week IX  March 13
Topics: Divided Korea, emergence of two states, North Korean society.
Readings:
  • Halliday and Cumings, *Korea: The Unknown War*, * pp. 15-69 (about 20 pages worth of text), (handout)
  • Cumings, *North Korea: Another Country*, Chapter 1: War is a stern Teacher (handout)
  • *Korea through the Ages, volume I.* (An easy read for an easy session.)
Activities: Textbook analysis.
Film Clips: *North Korea: A Day in the life, A State of Mind.*

Past Participant Presentation.

**Week X** March 20 The last class!

**Topics:** Modern Korean cultures. South Korean society. Korean American Diaspora. Course wrap up.

**Readings:**
- Cumings, *Korea’s Place*, Chapter 5, 6, 9 (*pp. 322-336; 382-393)*

**Activities:** Korean Nuclear Weapons Debate, Constructing TIP for Korea

---

**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) 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:**
1. 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.
2. Use either Microsoft Word or WordPerfect software.
3. 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.
4. 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.

Be sure to include your name on your TIP so as to make sure to receive credit for all your hard work!

Graduate Credit from Kent State University
As a participant in our "Teaching about Asia" seminar, you have the option of earning 1 to 3 graduate credit hours from Kent State University. This may require an additional assignment as well as an additional cost for the graduate credits. While the specific assignments will be tailored for each participant, you can expect to complete some combination of the following: an extra lesson plan or an annotated bibliography. Participants may register with Kent State University as members of a workshop with the option of receiving graduate credit. Kathy Brown from the Kent State University College of Education will provide more detail and help participants register for the workshop in the first class. For more information please contact Dennis Hart (dhart@kent.edu) or Kathy Brown (kbrown5@kent.edu)

Attendance Policy: Each participant is required to engage in 30 contact hours of course work. If a participant must miss class for an acceptable reason, the participant must make up the contact hours by completing appropriate work approved by the instructors.

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 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. Sorry, but substitute teachers are not eligible for this program.

Email List
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). (IU’s EASC Web Site)
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. By the way, the $300 is given to each teacher to spend for the enrichment of their schools resources on East Asia, thus, if a school has more than one teacher attending the seminar, the school receives $300 for each teacher. What a deal!

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. You will receive a letter requesting the follow-up report. 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. (IU’s EASC Web Site)

Study Tour
This may be the most exciting part of the entire program. 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 2010. There is a cost to the teacher, but the majority of the costs are covered by the program, meaning that the price of the tour will be very, very reasonable.

Snow or emergency days:
If school is cancelled in the area where the seminar meets, the seminar also will be cancelled and the class sessions will be made up later.