Spring 2008 Tuesdays 6:30-9:30pm  
Northwestern University  January 15- March 25, 2008  
Two sessions at Confucius Institute  
Rm. 106 Walter Payton College Preparatory High School 1034 N. Wells Street

Charles W. Hayford, Visiting Scholar  
C-Hayford "at" Northwestern.edu

National Consortium for Teaching about Asia  
CHICAGO AREA TEACHING ABOUT ASIA SEMINAR  
For Teachers, Grades 6-12

Course Aims

1. To introduce history, culture, and current questions of China, Korea, and Japan from classical times to the present in order to deepen our own enjoyment and confidence. Unlike a full college survey, however, we emphasize up-to-date knowledge in topics useful in preparing for the classroom. We start from the “images” of Asia today – teeming millions and solitary hermits, the rising power of China, resurgent Japan, prosperous Korea – and balance them against the classic traditions as they changed through the ages: samurai, geisha, and Sony executives; the Dao, feng shui, and the lone protester facing the tank; anime, manga, and pine tree landscapes; Confucius, Buddha, and Hello Kitty. We listen to debates over changing roles for the individual, the family, social groups, religion, and government. We bring out similarities and differences among the cultures of China, Japan, and Korea and compare them with other regions.

2. To find reliable, teachable materials and prepare ourselves to teach them. We locate and evaluate teaching resources, especially the evolving internet; look at the challenge of teaching with film, fiction, and popular culture; introduce Chicago area resources, such as museums, consulates, and other groups; and keep up with Asia in the news.

3. To share knowledge about teaching and about East Asia within this group, with participants from previous years, and with regional and national NCTA networks.

Background

The East Asian Studies Center at Indiana University organizes this seminar on behalf of the National Consortium for Teaching about Asia (NCTA), a national initiative supported by the Freeman Foundation. This year we are co-hosted by the Confucius Institute, Chicago.

Seminar Requirements

- To get your credit, stipends, school-buying grant, eligibility for study tours, and other benefits:
- Attend at least 30 hours of class (ten sessions – see below).
- Complete the main reading or viewing assignments before class whenever possible.
- Participate in discussion and individual or group presentations; each week we will ask participants to present and evaluate teaching units, books, websites, reports on current events, or other resources.
- Submit a Teacher Implementation Plan (TIP) made up of three lesson plans, one each for China, Japan, and Korea – for details see below.
- In the year following our seminar: attend at least one follow-up event; submit a follow-up report on how your TIP was used in class to EASC.

Graduate Credit (optional)

Participants may purchase three graduate credits from Indiana University at the Indiana in-state graduate credit rate. In order to receive this graduate credit, you must complete the TIP (see below) plus an additional project,
such as an annotated bibliography of 25+ sources on a topic arranged with the instructor. For further information, see EASC website http://www.indiana.edu/~easc/taa_seminar/.

**Attendance Policy**

To make the thirty-hour requirement more feasible, we have *eleven* three hour sessions. In addition, if you miss a class for an acceptable reason (such as illness, family or coaching responsibilities), you may make up the hours (but not more than twice) by writing a one- to two- page response paper on the reading from the missed class; a response paper related to a course-related activity (such as a film or an art exhibit); or a similar assignment you and I negotiate.

Please reserve April 1. If we cancel a session (for instance, for Chicago weather) we will make it up on this date.

**Structure**

Sessions generally begin with a presentation from the instructor or a guest. After questions and discussion, we either review a film or performance, introduce a resource, comment on events in the headlines, investigate a teaching unit presented by a guest teacher or members of our group, or pursue further discussion or small group activity. We will also share developments in the news and local Asia-related events. There may be quick (ungraded!) class writing, and we will occasionally ask you to report to the class your assessment of a book or teaching resource.

**Teaching Materials**

Each week we will introduce teaching units, materials, and catalogues from such sources as Stanford Program on International and Cross-Cultural Education (SPICE); National Center for History in the Schools (NCHS); China Books and Periodicals; Japan Clearinghouse, etc.

**Websites and Internet Resources**

We have a file on Del.icio.us, a social bookmarking website, which tags sites of interest. We also have a seminar site on Google to exchange information on useful blogs, websites, and other resources. The East Asian Studies Center also maintains a listserve, IUNCTA, to which you are required to subscribe.

**Reading Assignments**

Readings are designed to be useful to those with backgrounds in Asian history, also to those who are building one; I will gladly suggest alternatives or supplements. Please try to read or look through readings before the class for which they are listed.

**Readings (all to be supplied)**

- Martin Amster, ed., *From Silk to Oil: Cross-Cultural Connections Along the Silk Road* (NY: China Institute, 2005).
- *Teaching Asia/Asia Teaching* (2005). Class reader, handouts, to be chosen and supplied as the course develops.
- Further books as we explore.
Films for Home Viewing (provided)

• Takahata, Grave of the Fireflies (1987; 93 min., two hankies). Repercussions of 1945 firebombing on Japanese family.
• Wang, Beijing Bicycle (2001; 113 min.). Coming of age in today's Beijing.

Further Suggested Home Viewing (widely available)

• Ang Lee, Eat, Drink, Man, Woman (1995; 124 min.; brief sexuality).

Further books, films, and resources, chosen with the instructor’s guide, to help you prepare your TIPs or present to the class.

At the successful completion of the seminar, you will receive a year’s subscription to Education About Asia (for samples, see Association for Asian Studies website: www.aasianst.org, links to Education About Asia ).
SCHEDULE

1.1/15 a) Introductions (NCTA, Instructor, Course, Participants)
   b) “What Do We Teach When We Teach ‘Asia’ What Is ‘Asia’?”

2.1/22 Confucius: Sage, imperial Philosopher, Devil... National Heritage
   When did China become China? What functions has “Confucius” served? Is “Confucian” the same as “Chinese”? Is Confucian “tradition” still relevant in the modern world? What is the role of language in East Asian culture? How do you write “Chinese characters” (hanzi/ kanji)? How they express ideas and poetry? What is lost (and gained) in translation? What internet resources are reliable?
   
   Please Read: Shaughnessey, China, Chaps. 1, 2, 6, 7, 9, 10; readings on language in Teaching Asia

3.1/29 unifying Imperial china: politics, society, and culture
   The Chinese have claimed continuity from the establishment of the Qin Dynasty (221 BCE) to the fall of the Manchu Qing Dynasty (1911). What caused this longevity? How much was it real and how much an optical illusion? What breaks, accidents, innovations, and developments were also part of the historical record?
   
   Please Read: Shaughnessey, China Chaps. 3, 4, 5, 8, 12; articles in Teaching Asia/Asia Teaching
   Discussion: “Resolved: Confucius Lives!” (Discussion of films and reading).

4.2/ 5 The Height of Empire: Globalization and the Silk Road
   The Tang Dynasty (6th-9th centuries) was a cosmopolitan trade and cultural center which welcomed and tamed Buddhism; the Song Dynasty (10th-12th centuries) was the world’s richest realm. Was this “premodern” or “premodernized”? Was “imperial China” the basis of today’s unity and prosperity?
   
   Please Read: Amster, From Silk to Oil (China Institute, 2005) excerpts.
   Consult: Websites on “City of Cathay/Spring Festival on the River”; Mongols; Silk Road.

5.2/12 Creating New Worlds, Destroying Old: Asian and European Imperialisms
   The Mongols briefly unified much of Eurasia; dissolution of their empire led Europeans to connect the seas, establish global trade, and conquer key territory. Who created the modern world?
   
   Please Read: articles in Teaching Asia/Asia Teaching; continue on book, film, or resource of choice.

6.2/19 Japan: inventing tradition, modernity, and the nation
   The Meiji Emperor (r. 1868-1912) presided over a “revolution from above” and the formation of the Japanese nation. Following the tradition of inventing traditions such as sushi, sukiyaki, new “traditions” were invented or re-invented, including samurai, geisha, bushidō, haiku, karate, and then later kamikaze pilots, hara-kiri., The “traditional” Japanese family and the emperor were also drastically reshaped.
   Returning Teacher (Presentation?)
   
   Please Read: Buruma, Inventing Japan; articles in Teaching Asia/Asia Teaching; start Kim, Lost Names
7.2/26 Korea: Kingdom, Colony, and War
Korea in history was a major power; today the two Koreas are rethinking their relations with each other, with neighbors China and Japan, and with the American dominated world system; views of Korean history are likewise changing.

# Guest Specialist TBA; Returning Teacher Presentation

Please Read: articles in Teaching Asia/ Asia Teaching; finish Kim, Lost Names

8.3/4 What is “Japanese”? Fiction, film, and popular culture
In Japan there has long been debate over Japanese identity, first to differentiate from China, then from the West. In the decades after World War II, Japan rethought war responsibility, tradition, and the meaning of modernization; this debate is also revealed in fiction, film, and popular culture.

# Guest Specialist and/or presentations by master teachers from previous workshops.

Please Read: articles in Teaching Asia/ Asia Teaching

9.3/11 Mao’s revolution and china’s rise
Mao Zedong’s revolution came to power in 1949; for many years the radical phase, that is, the Cultural Revolution of 1966-1976, defined China in terms of chaos, suppression, and economic autarchy. But are recent rapid growth and stability of the “reform period” rooted in the earlier revolutionary years and more representative of China’s history?

Please Read: Mitter, Bitter Revolution
Tentative: Returning Teacher Presentation.

10.3/18 Open Session – we will decide Topics
# Guest Specialist and/or presentations by master teachers from previous workshops.
Discussion: “The Pleasures and Dangers of Using Film and Fiction to Teach Asia”

11.3/25 Presentation and Discussion of Your TIPs

[Please reserve April 1 for Make Up or dinner reunion]