National Consortium for Teaching About Asia  
SEMINAR ON TEACHING ABOUT ASIA

Course Aims
This seminar will provide junior and senior high-school teachers with practical, up-to-date knowledge and support for bringing China, Japan, and Korea into their classrooms and communities. Our theme is tradition, challenge, and choice in each of the three countries from classical times to the present: We probe history to understand how constantly changing “world wide webs” challenged traditions (“Confucian,” “Daoist,” “Statist,” and other competing persuasions); we listen to their debates; we look at the changing roles which they assigned to the individual, the family, society, and government. We survey teaching resources, especially those online; 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. Our eleven three-hour classes mix lecture, film, discussion, and small group exchange of views and experiences. Guest specialists and master teachers will share their expertise with the seminar, and we will go on a guided visit to the Asian collection at the Chicago Art Institute.

Background
The East Asian Studies Center (EASC) at Indiana University, working with the National Consortium on Teaching about Asia, organizes this seminar. This national initiative is made possible by generous support from the Freeman Foundation of Stowe, Vermont. For more information see http://www.indiana.edu/~easc/taa_seminar/. Participants wishing to purchase graduate credit may receive 3 graduate credits from Indiana University, at the regular, in-state graduate credit rate. In order to receive graduate credit, you must complete the TIP (see below) plus an additional annotated bibliography of 25+ sources on East Asia on a topic arranged with the Instructor (further description on the Center website).

Requirements
Participants are expected to attend 30 hours (ten sessions); to complete the main reading or viewing assignments prior to class; to participate in discussion; make one or more individual or group presentations; and, after the end of the sessions, to submit a Teacher Implementation Plan (TIP) for teaching East Asia, including at least three lesson plans. If you miss a session, you can complete a make-up assignment. The seminar will supply participants with a detailed course description and syllabus, textbooks and films, access to website with further support, and any supplementary materials necessary for the successful completion of the seminar. If we cancel a session for any reason (such as Chicago weather), we will make it up later.

Structure
Each session will begin with a presentation from the Instructor or guest giving background on the major themes and problems for the week. Then we will generally either view a film, investigate a teaching unit presented by a guest Master Teacher or individual presentation, followed by discussion or small group activity. There may be quick (ungraded!) in-class writing to get your thoughts started.
Reading Assignments
Assignments are (somewhat) flexibly structured to be useful both to those with some background in Asian history and to those who are now building that background. Each week there are chapters suggested in Rhoads Murphey, East Asia: A New History (3 ed., 2003). This is a comprehensive text which will be a refresher for some, basic reading for others. Supplementary reading is often indicated, and the Instructor will happily consult about other readings. Naturally, you will adjust your reading strategies according to your schedule, but do look through all the reading without getting bogged down (no final exam!).

Readings (all provided)
1. J. L. Watson (ed.), Golden Arches East: McDonald's in East Asia (Stanford, 1997). Anthropologists address “globalism” and “glocalism” by discovering how McDonald’s works differently in the Beijing, Taipei, Hong Kong, Seoul, and Japan.
6. At least one further book, film, or resource, chosen in consultation with the Instructor, to be presented to the class.
7. Learning Asia, Teaching Asia (class reader), plus class handouts.

Teaching Materials
We will present a wide range of teaching units and have sample copies of materials from such sources as Stanford Program on International and Cross-Cultural Education(SPICE) and National Center for History in the Schools (NCHS). You will receive a year’s subscription to Education About Asia (see www.aasianst.org/eaa ).

Films For Home Viewing (all provided)
2. Takahata, Grave of the Fireflies (1987)
3. Zhang, To Live (1994; 132 min.)
PROPOSED MEETING SCHEDULE

1. Introductions: What Is (Was?) “Asia”?
   **Introductions:** Instructor, Course, Participants....
   **Discussion:** “What Do We Teach When We Teach ‘Asia’?”

2. Constructing Empire: Geography, Culture, and Politics
   **Please Read:** Murphey, *East Asia*-Preface, Ch 1-3 (pp. xii-54); Watson, *Golden Arches*
   **Teacher Presentation/Discussion**
   2) Teaching the Big Mac (brought to you by the Ketchup Advisory Council)

3. The Axial Age: Socrates, the Buddha, and Confucius
   **Please Read:** *Classical China* (SPICE UNIT); “100 Schools” (Reader); Hayford, “China Stories: Images, Lies, and Legends”
   **Home View:** Lee, *Eat, Drink, Man, Woman*
   **Discussion:** “Resolved: Confucius Lives!” (Discussion of films and reading).

4. Did The Mongols Create The Modern World (Or Just Modern Asia)?
   **Please Read:** Murphey, *East Asia*-Ch 4-6 (pp. 56-121); begin book, film, or resource of Choice
   **Consult:** Websites on Mongols, Silk Road (reader)

5. Making New Worlds, Destroying Old Ones: Asian and European Imperialisms
   **Please Read:** Murphey, *East Asia*-Ch 12-15 (pp.230-307); Kim, *Lost Names* (pp. 3-198); continue on book, film, or resource of choice.
   **Class Film:** “The Two Shores of China” (Pacific Century Series; 55 min.)
   **Discussion:** “Imperialism: Progress or Poison?”

6. Teaching Asia Through Visual Culture
   Meeting at Art Institute of Chicago or Event TBA when we see spring possibilities.

7. Inventing Tradition: Confucius Reborn in Early Modern Manchu China, Tokugawa Japan, Yi Korea
   • **Guest Specialist** “Women, Confucius, and Culture: The Example of Korea”
   **Please Read:** Murphey, *East Asia*-Ch 9 (pp. 176-189); continue on book, film, or resource of choice.

8. Making Modern Asia: The Mid-century Crisis, 1919-1949
   • **Guest Specialist:** “Japan 1945-1951: Restoration or Revolution?”
   **Please Read:** Murphey, *East Asia*-Ch 17-19 (pp.328-388);
   **Home View:** Takahata, *Grave of the Fireflies* (1988); start Liang, *Son of the Revolution*.
9. Revolution and Nationalism and World War II: Mao’s Revolution in (Which?) Perspective
Please Read: Murphey, East Asia-Ch 20 (pp. 389-414); Liang, Son of the Revolution
Home View: Zhang, To Live (1994; 132 min.)

10. Revolution and Nationalism After World War II (II): Japan From Bust to Boom to Bust
Please Read: Murphey, East Asia-Ch 21 (pp. 415-431);
Home View: Lee, Spring in My Hometown (1998; 120 min.)
Discussion
Teacher Presentations of Projects: e.g. “Teaching Asia Through Film”

********** Chicago Public Schools Spring Break **********

Please Read: Murphey, East Asia-Ch 22 (pp. 433-453)
Home View: Wong, Chungking Express (1996; 102 min.)
Discussion: “Confucius Redux?”
Teacher Presentations of Projects, Evaluations