

Seminar on Teaching about East Asia
January 24-April 11, 2009
Ypsilanti, Michigan

Instructors: William Londo (lead, Japan)

londo@msu.edu

Aminda Smith (China)

amsmith@msu.edu

Catherine Ryu (Korea)

ryuc@msu.edu

Correspondence and materials should be sent to:

William Londo

Asian Studies Center

301 International Center

East Lansing, MI 48824

ph. 517-353-1680

Course Description

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 through Michigan State University in cooperation with the Indiana University East Asian Studies Center, which coordinates the Midwest programs in eleven states. It is designed to provide an introduction to important aspects of East Asian society, culture, and history that will enable teachers to teach about China, Japan, and Korea more effectively in the middle and high school classroom through lectures and presentations, discussions of readings and videos, and considerations of how to develop and present lesson plans on East Asia.

Goals of the Seminar

The goal of this seminar is to acquaint teachers with the history, geography, politics, culture, and literature of China, Korea and Japan and to help them devise effective ways of teaching this material in middle and high school social studies and other courses. Participants will gain information about these countries and will be provided with lists of additional resources upon which they can draw to enhance their knowledge. Teachers will create three teaching modules as part of this program and these modules will be shared with the class. A first draft of the teaching plan for each country typically will be due the week after the section of the course on that country is completed, and final teaching plans, submitted by postal or e-mail will be due April 20.

Schedule

The seminar will consist of eleven three hour sessions held on Saturdays from 1:00 to 4:00 p.m. with at least one break per session. The program will begin Saturday, January 24; and the first hour will be devoted to completing the CEU registration forms, general course introduction, and questions. The final class will be held April 11, and teaching implementation plans, one each for China, Korea, and Japan, will be due in the office of William Londo by 4:00 p.m. on April 20.

Location and facilities for the seminar

Most lectures will be presented using powerpoint and each presentation will be put on the TEA website after the class in which it was used. At the end of the course, teachers will receive a CD with all course powerpoint presentations.

Stipends

Enrolled students will receive books chosen by the course instructors that will be used in the course. Upon completion of the 30 hour seminar and submission of the three satisfactory teaching implementation plans (a lesson plan on each of the three countries covered in the course, China, Japan, and Korea), submitted by postal or e-mail, due April 20 (see above), participants will receive a stipend of \$250. At the same time, the participants' schools will receive a \$300 stipend for the purchase of teaching resources on East Asia. In January, 2010, a follow-up enrichment activity will be held. At this time the participants must submit a report describing how material relating to East Asia was presented in the classroom and how successful it was. The second \$250 stipend will be disbursed after this report is received.

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>. Once this form is completed, you will receive an MSU ID number and can register for the course, TE 891-section 701. Students taking the course for graduate credit will be required to complete an annotated bibliography

State Board CEUs

Participants who complete this program successfully will qualify for 3.0 SBCEUs. To earn the CEUS, you must attend ten of the eleven sessions –CEUs are not granted for less than thirty hours' attendance.

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. Missed contact hours can be made up by writing an annotated bibliography on a topic from the missed class which will then be given to the other participants. This will meet the Freeman requirements, but will **not** make up the missed time for CEU credit.

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;
- the lesson plan.

Further details and examples of good teaching plans will be provided during the seminar and can be found online at

http://asianstudies.msu.edu/outreach/EastAsiaTeachingSem_new/modules.htm. At the end of the course, participants will share these lesson plans with the instructors and one another: they will be added to the course website and made available as a teaching resource. Each participant will also receive a CD with all the TIPS on it, so they have a “bank” of possible teaching ideas and modules.

Books and materials for the course

Each participant will receive the texts to be read during the course. The course instructors have selected texts that should be both interesting and useful in teaching East Asia in the classroom. We will also discuss a number of videos which are available either at video rental stores, or from the Asian Studies Center at MSU. The texts for the course are as follows:

Patricia Buckley Ebrey, *The Cambridge Illustrated History of China*

Dai Sijie, *Balzac and the Little Chinese Seamstress*

James Watson, *Golden Arches East: McDonalds in East Asia*

Bruce Cumings, *Korea's Place in the Sun: A Modern History*

Richard Kim, *Lost Names*

The Rainy Spell and Other Korean Stories, trans. Suh Ji-Moon

John Whitney Hall, *Japan from Prehistory to Modern Times*

The Pillowbook of Sei Shonagon

Natsume Soseki, *Botchan*

Additional readings will appear on the website for this course on ANGEL, MSU's course information software or will be distributed in class.

Class Schedule

January 24: Course Introduction and Geography of East Asia (Instructors)

- course introduction
- Geography of China, Korea, and Japan

January 31: China I (Smith)

- The Middle Kingdom: What is China and Who are the Chinese?
- Confucianism, Buddhism, Daoism

- Men, Women, Children, and the Family
- Activity and Discussion: Teaching about Chinese culture and tradition

February 7: China II (Smith)

- Foreign Relations: from the great Wall to the Opium War
- Fashion, Food, and Entertainment: Popular Culture throughout History
- Chinese America
- Activity and Discussion: teaching about China with Primary Sources

February 14: China III (Smith)

- Mao's China: Revolution and Tradition
- Discussion and Activity: Teaching *Balzac and the Little Chinese Seamstress*
- Global Economies, Political Dissent, and China in the 20th and 21st Centuries
- The Year of the Ox: Contemporary China and the Future

February 21, 28, and March 7: Korea I-III (Ryu)

E-mail: ryuc@msu.edu (Skype Enabled)

Tel: 517-353-6656

Description, Objectives, and Approaches

Korean cultural history is reputed to be nearly 5000 years old (ca. the 23rd century BC-the 21st century AD). Rather than approaching Korean cultural history in chronological order, we will investigate in this seminar the ways in which Korea's past and present, and even future, are selectively evoked in the construction and negotiation of Korea's national identities in the contemporary era. The spectrum of these identities ranges from the emergent images of ultra postmodern Korea to persisting figures of Korea as a war-torn backward country in the American cultural imagination, and still to other equally problematic images of Korea in the global consciousness (e.g., North Korea as an unsanctioned nuclear power). Investigating such representations of Korea requires that we analyze their constituents—the religion, history, language, literature, music, food, fashion, traditional visual and performance arts, and contemporary films—as they have been mobilized and reconstructed in the politics of cultural identity, a crucial force in the global community that is becoming increasingly multicultural and multiracial with attendant conflicts and ambivalence, as well as aspirations and hopes. In other words, our inquiry will focus specifically on the ideological functions of the key elements that are generally touted as the core of “Korean-ness.”

Required Texts

In addition to the Korea-related texts listed above, full-text articles posted on ANGEL course information software.

Tentative Course Outline

* Each lesson is 55 minutes long, followed by a 5-minute break.

Dates	Lesson #	Topics	Lectures, Readings, & Discussions	Projects
Feb. 21	1	Introduction	*Historical Overview *Discussion: Conceptual Approaches to Teaching Korean Culture and History *How to Read Hangeul (the Korean alphabet)	
	2	Cultural Heritage, Tourism, and Identity	*Unesco Heritage Sites in the Two Koreas *Discussion: Required Readings and Activity 2	Activity 1
	3	Culinary Korean: Food and National Identity	*Beyond Kimchi and McDonalozation *Discussion: Required Readings	
Optional Activity			Dinner at Hana (Korean restaurant)	
Feb. 28	4	Politics of Aesthetics: The Beautiful Korea	*Mapping Political Hierarchies in the Aesthetic Space of Museums *Discussion: Required Readings and Activity 2	Activity 2
	5	Constructing Korean Identity, Musically	*Reviving the Korean Beat: National Identity through P’ansori & Hallyu (The Korean Wave) *Discussion: Required Readings	
	6	For Heaven’s Sake: Korean Spirituality	*Shamanism, Buddhism, and Christianity in Korean Ways *Discussion: “The Shaman Painting” by Kim Tongni (1936) and Activity 3	Activity 3
March 7	7	Coloniality and National Subjectivity	*Colonial and Postwar Korea: Sovereignty, Identity, and Globality	

	8	History, Fiction, and Identity	*Discussion: <i>Lost Names</i> by Richard E. Kim	Activity 4
	9	War and National Identity	*The Two Koreas: The Korean War and Its Legacy *Discussion: “The Rainy Spell” by Yoon Heung-gil	Activity 5

*****Reading Strategies for Required Readings*****

It is not necessary or possible to retain all the information contained in the required readings. As long as you can articulate in your own words the main argument and its logic presented in each reading assignment, you should be able to make meaningful contributions to our class discussions.

Detailed Course Plans (Tentative)

Lesson # 1

Introduction to Korea (browse through all the links posted on Angel).

Required Readings:

Bruce Cumings, *Korea’s Place in the Sun: A Modern History*, Ch. 1 (The Virtues).

Lesson # 2

Required Readings

Shiji Yamashita, J.S. Eades, and Kadir H. Din, “Introduction,” in *Tourism and Cultural Development in Asia and Oceania*, eds. Yamashita and Kadir, and Eades (Bangi: Penerbit Universiti Kebangsaan Malaysia, 1997), (ANGEL).

2. Okpyo Moon, “Tourism and Cultural Development: Japan and Korean Contexts,” in *Tourism and Cultural Development in Asia and Oceania*, eds. Yamashita and Kadir, and Eades (Bangi: Penerbit Universiti Kebangsaan Malaysia, 1997), (ANGEL).

Recommended Reading

1. Jozsef Borocz, “Travel-Capitalism: The Structure of Europe and the Advent of the Tourist,” *Comparative Studies in Society and History*, Vol. 34, No. 4 (Oct., 1992), pp. 708-741 (ANGEL).

*Activity 1: Cultural Heritage and National Identity

Visit the website (<http://whc.unesco.org>) and follow the instructions in Activity 1 posted on ANGEL.

Lesson # 3

Required Readings:

Bruce Cumings, Ch. 2 (The Interests, 1860-1904).

James L. Watson, “Introduction: Transnationalism, Localization, and Fast Food in East Asia,” in *Golden Arches East: McDonald’s in East Asia*, ed. James L. Watson (Stanford, Calif.: Stanford University Press, 1977).

Sagmeek Bak, “McDonald’s in Seoul: Food Choices, Identity, and Nationalism,” in *Golden Arches East: McDonald’s in East Asia*, ed. James L. Watson (Stanford, Calif.: Stanford University Press, 1977).

Boudewijn C.A. Walraven, “Bardot Soup and Confucians’ Meat: Food and Korean Identity in Global context,” in *Asian Food: The Global and the Local*, eds. Katarzyna Cwiertka with Boudewijn Walraven (Richmond: Curzon, 2002), pp. 95-115 (ANGEL).

For Pure and Delicious Pleasure: Introduction to Korean Food. Browse through all links on ANGEL.

Lesson # 4

Required readings:

Laurel Kendall, “Peoples under Glass: A Tale of Two Museums,” in *Consuming Ethnicity and Nationalism*, ed. Kosaku Yoshino (Honolulu: University of Hawaii Press), pp. 111-132, Course Pack.

Chewon Kim, “Masterpieces of Korea Art in America,” *Artibus Asiae*, Vol. 20, no. 4 (1957): 296-302 (ANGEL).

*Activity 2: My Favorite Korean Artworks from the Seoul Metropolitan Museum of Art and the New York Metropolitan Museum of Art

Follow the instructions in Activity 2 posted on Angel.

Lesson # 5 (01/24/08)

Chan Park, “‘Authentic Audience’ in *P’ansori*, a Korean Storytelling Tradition,” *The Journal of American Folklore*, Vol. 113, No. 447 (Summer 2000), pp. 270-286 (ANGEL).

2. Chan E. Park, “P’ansori, The Ancient Korean Art of Story Telling,” in *Traditional Storytelling Today: An International Sourcebook*, ed. Margaret Read MacDonald (Chicago: Fitzroy Dearborn Publishers, date) (ANGEL).

3. For your viewing pleasure!: Watch the feature film “Chunghyang” (literally, “Spring Fragrance”) (2000) (ANGEL).

4. *Hallyu*-related article and video: Browse through the links on Angel.

Lesson # 6

Required readings:

Video Lectures on Shamanism by Laurel Kendall, Ph.D. Curator, American Museum of National History):

1. What is Shamanism (59 minutes)
2. Shamans within the frame of Korean Religion (30 minutes)

3. How Shamans have been regarded over time (23 minutes)

(These lectures are available on Angel)

Kim Tongni, “The Shaman Painting (*Munyŏdo*, 1936)” trans. Sena Byun, in *Korean Modern Fiction: An Anthology*, eds. Bruce Fulton and Yongmin Kwon (New York, Columbia University Press, 2005), pp. 35-58 (ANGEL).

*Activity 3: Literary Representation of Korean Spirituality
Follow the instructions in Activity 3 posted on ANGEL.

Lesson # 7

Required reading

Bruce Cumings, Ch. 3 (Eclipse, 1905-1945).

Lesson # 8

Required reading

Richard E. Kim, *Lost Names*

Interview article on ANGEL

*Activity 4 on *Lost Names*

Follow the instructions in Activity 4 posted on ANGEL.

Lesson #9

Required reading:

Bruce Cumings, Ch. 4 (The Passions, 1945-1948), Ch. 5 (The Collision, 1948-1953), and Ch. 6 (Korean Sun Rising: Industrialization, 1953-1996) in passim.

Mike Budd and Clay Steinman, “M*A*S*H Mystified: Capitalization, Dematerialization, Idealization,” *Cultural Critique*, No. 10, Popular Narrative, Popular Images (Autumn 1988), pp. 59-75 (ANGEL).

Philip K. Jason, “Vietnam War Themes in Korean War Fiction,” *South Atlantic Review*, (1996): 109-121 (ANGEL).

Yoon Heung-gil, “The Rainy Spell” (1978), in *The Rainy Spell and Other Korean Stories*, trans. Suh-Ji-Moon (Armonk, New York: M.E. Sharpe, 1998).

*Activity 5

Follow the instructions on Activity 5 posted on ANGEL.

March 14: Japan I (Londo)

Hane, Mikiso: *Japan A Short History* Chapter 1

Readings on the Japanese language (ANGEL)

The Pillowbook of Sei Shonagon

George Tanabe and Ian Reader: “The Dynamics of Practice” (ANGEL)

March 21: Japan II (Londo)

Hane, Chapter 2-3

Excerpts from *The Tale of the Heike* (ANGEL)

Reader, “Die Buddhist” (ANGEL)

Matsumoto, “Early Cameras Focus on Japan” (ANGEL)

April 4: Japan III (Londo)

Hane, Chapter 4, 7

Natsume Soseki, *Botchan*

[Sayle, “The Buddha Bites Back”](#)

Watson, *Golden Arches East*, Ch.

Kristof, “Where Children Rule” (ANGEL)

April 11: East Asia Today and Wrap-up