



## East Asian History and Culture for Teachers - Spring 2017

### Description

East Asian History and Culture for Teachers is a professional development course for K-14 educators offered by Kansas Consortium for Teaching about Asia at the Center for East Asian Studies, University of Kansas with support from the Freeman Foundation of New York and Stowe, Vermont. It offers an interdisciplinary examination of Chinese, Korean and Japanese history and culture from earliest through contemporary times. Topics closely align with state, national and AP world history standards, but will benefit all educators.

### Location and Dates

Regular lecture/discussion sessions held 4-6 PM on January 23 & 30; February 6, 13, 23, 27; March 6, 23, 27 and April 3 at the Olathe School District Instructional Resource Center (Room E), 14190 Black Bob Road, Olathe, Kansas.

### Objectives

1. Identify main points of East Asian geography, history, culture with an emphasis on China.
2. Make a more permanent place for East Asian content in the K-14 curriculum by acting as a resource person about this world area.
3. Learn about educational resources for teaching about East Asia such as *Postcards from Asia* podcasts and create a mini-lesson on such.
4. Create and implement one lesson plan about East Asia using at least one primary source.

### Benefits for participants

1. Receive copies of all PowerPoints seen plus additional educational resources on East Asian topics.
2. Be added to Kansas Consortium for Teaching about Asia and Center for East Asian Studies educational listservs detailing statewide, national, and international opportunities to learn more about East Asia.
3. Be eligible for subsidized study tours to East Asia through NCTA ([www.nctasia.org](http://www.nctasia.org)).
4. (OPTIONAL) Receive \$100 honorarium for attending at least 7 sessions and successfully creating one mini-lesson and one lesson plan about East Asia
5. (OPTIONAL) receive two graduate credits from Baker University Graduate School of Education. (Cost of \$130 borne by participant.)

### Requirements

1. View websites as noted on syllabus before each session (in lieu of a textbook) and be able to discuss study questions in class.
2. (Optional for graduate credit)
  - a. Attend at least 7 sessions.
  - b. Write a one-paragraph reflection to each of the study questions for each session.
  - c. Listen to 10 "Postcards from Asia" (<http://ceas.ku.edu/postcards-asia>), conduct a mini-lesson on at least one in the format of your choice, report on the results.
  - d. Create one lesson plan on an East Asian country that uses the KCTA template (<http://kcta.ku.edu/sites/kcta.ku.edu/files/docs/lessonplantemplate22015.doc>) and uses at least one primary source. These lesson plans may be posted online (<http://ceas.ku.edu/lesson-finder>) as a resource for possible use by other educators.

### Instructor

Nancy Hope, Associate Director of the Kansas Consortium for Teaching about Asia, (<http://kcta.ku.edu/staff>). She can be contacted at 785-864-3918 or [nfhope@ku.edu](mailto:nfhope@ku.edu).

## Instructional Outline

### 1. January 23: Introduction to East Asia

#### Topics:

- Why we need to know about East Asia
- Recommended online resources for teaching about East Asia (including *Postcards from Asia* (<http://ceas.ku.edu/postcards-asia>))
- How China got so rich
- Geography of China

#### See these websites before class:

- “Why Study Asia” (<https://www.youtube.com/watch?v=kRYLpSJHCWc>)
- “Dissecting the Rise of China: China’s Rise, Regional Security, and Domestic Reform” (<https://www.youtube.com/watch?v=mt-hkQts9Vw>)
- “Understanding Geographies of China: An Assemblage of Pieces”  
[http://sites.asiasociety.org/education/VISIBLE\\_TRACES/curriculum/pdf/CBDessay.pdf](http://sites.asiasociety.org/education/VISIBLE_TRACES/curriculum/pdf/CBDessay.pdf)

#### Consider the following:

1. Why is East Asian content needed in the K-14 curriculum?
2. What are some of the implications of China’s rise?
3. What are the nine major geographical regions of China; what are their distinct characteristics?

### 2. January 30: First Civilizations

#### Topics:

- Rice culture
- Shang Dynasty accomplishments
- Chinese language

#### See these websites before class:

- “Timeline of Chinese History” [http://afe.easia.columbia.edu/timelines/china\\_timeline.htm](http://afe.easia.columbia.edu/timelines/china_timeline.htm)
- “Building a Rice Paddy” <http://www.pbs.org/wgbh/nova/satoyama/hillside2.html>
- “Shang Dynasty”  
[http://etcweb.princeton.edu/asianart/timeperiod\\_china.jsp?ctry=China&pd=Shang%7CZhou](http://etcweb.princeton.edu/asianart/timeperiod_china.jsp?ctry=China&pd=Shang%7CZhou)
- “Creating a bronze vessel”  
<http://etcweb.princeton.edu/asianart/interactives/bronze/bronze.html#>
- “Chinese language” [http://afe.easia.columbia.edu/special/china\\_1000bce\\_language.htm](http://afe.easia.columbia.edu/special/china_1000bce_language.htm)

#### Consider the following:

1. Why must the study of East Asia include a discussion of rice?
2. Name four accomplishments of the Shang Dynasty?
3. What are an advantage and a disadvantage of the Chinese language?

### 3. February 6: Chinese Worldviews

#### Topics:

- Confucianism and Daoism
- Mandate of Heaven and the Dynastic Cycle
- Buddhism

#### See these websites before class:

- “Ancient Dynasties: Zhou Dynasty” <http://www.chaos.umd.edu/history/ancient1.html#zhou>
- Confucianism <http://afe.easia.columbia.edu/cosmos/ort/confucianism.htm>

- Daoism <http://afe.easia.columbia.edu/cosmos/ort/daoism.htm>
- Buddhism <http://afe.easia.columbia.edu/cosmos/ort/buddhism.htm>

**Consider the following:**

1. What idea of Confucius would you share with students; how would you do this?
2. What idea of Laozi would you share with your students; how would you do this?
3. What idea of the Buddha would you share with students; how would you do this?

**4. February 13: First Empires**

**Topics:**

- Qin Dynasty accomplishments (Shi Huangdi, Terracotta Army, Great Wall)
- Han Dynasty accomplishments (paper, filial piety, diplomacy)
- Silk Road connections

**See these websites before class:**

- "The Imperial Era: Qin and Han Dynasties" [http://etcweb.princeton.edu/asianart/timeperiod\\_china.jsp?ctry=China&pd=Qin|Han](http://etcweb.princeton.edu/asianart/timeperiod_china.jsp?ctry=China&pd=Qin|Han)
- "Story of the Terracotta Army" <https://www.youtube.com/watch?v=kTQs9yzx8pg>
- "AFE Special Topic: The Silk Road" [http://afe.easia.columbia.edu/special/silk\\_road.htm](http://afe.easia.columbia.edu/special/silk_road.htm)

**Consider the following:**

1. Why was the Terracotta Army created?
2. How did the Han dynasty differ from the Qin dynasty?
3. What is the Silk Road; what effect did it have on China?

**5. February 23: China's Golden Age / Influence on Japan**

**Topics:**

- Tang accomplishments (Examination System, Chang'an, poetry and painting)
- Indigenous Japan (geography, peoples, language, cultural borrowing)

**See these websites before class:**

- Key Points of the Tang Dynasty [http://afe.easia.columbia.edu/main\\_pop/kpct/kp\\_tang.htm](http://afe.easia.columbia.edu/main_pop/kpct/kp_tang.htm)
- Chinese Scholar-Official [http://afe.easia.columbia.edu/special/china\\_600ce\\_scholar.htm](http://afe.easia.columbia.edu/special/china_600ce_scholar.htm)
- Japan Matters for Kansas <http://japan.asiamattersforamerica.org/sites/default/files/download/asian/Japan%20and%20Kansas.pdf>
- Timeline of Japanese history [http://afe.easia.columbia.edu/timelines/japan\\_timeline.htm](http://afe.easia.columbia.edu/timelines/japan_timeline.htm)
- Japanese Language [http://afe.easia.columbia.edu/special/japan\\_600ce\\_language.htm](http://afe.easia.columbia.edu/special/japan_600ce_language.htm)

**Consider the following:**

1. How did Tang dynasty China differ from Europe at that time?
2. Why should students know about Japan?
3. What are some of the challenges of the Japanese language?

**6. February 27: Song Surge / Japanese Court Culture**

**Topics:**

- Song accomplishments (inventions, trade and commercialism, the arts)
- Classical Japan (aristocratic women, literature and art).

**See these websites before class:**

- Song Dynasty in China <http://afe.easia.columbia.edu/song/>
- Chinese Inventions [http://afe.easia.columbia.edu/song/readings/inventions\\_ques.htm](http://afe.easia.columbia.edu/song/readings/inventions_ques.htm)

- Heian Japan: An Introductory Essay <http://www.colorado.edu/cas/tea/curriculum/imaging-japanese-history/heian/essay.html>
- Writers of the Heian Era <http://chnm.gmu.edu/wwh/modules/lesson2/lesson2.php?menu=1&s=0>
- "Tale of Genji" <http://www.learner.org/courses/worldlit/the-tale-of-genji/watch/>

**Consider the following:**

1. What was "modern" about the Song dynasty?
2. What are some of the important Chinese inventions?
3. What were the contributions of aristocratic women during the Heian Period?
4. Do you think "The Tale of Genji" is still important today; why?

**7. March 6: Warrior Culture in Japan**

**Topics:**

- Japan's warrior culture (samurai, daimyo, castles, Zen)
- Edo period Japan (political stability, literature, drama, woodblock prints)

**See these websites before class:**

- Japan's Medieval Age [http://aboutjapan.japansociety.org/content.cfm/japans\\_medieval\\_age\\_the\\_kamakura\\_muromachi\\_periods](http://aboutjapan.japansociety.org/content.cfm/japans_medieval_age_the_kamakura_muromachi_periods)
- Epoch of Unification [http://aboutjapan.japansociety.org/content.cfm/the\\_epoch\\_of\\_unification\\_1568-1615\\_1](http://aboutjapan.japansociety.org/content.cfm/the_epoch_of_unification_1568-1615_1)
- Medieval Japan Parallels to Europe [http://afe.easia.columbia.edu/at/md\\_japan/mj01.html](http://afe.easia.columbia.edu/at/md_japan/mj01.html)
- "Essays in Idleness" [http://afe.easia.columbia.edu/special/japan\\_1000ce\\_idleness.htm](http://afe.easia.columbia.edu/special/japan_1000ce_idleness.htm)
- Tokugawa Japan: An Introductory Essay <http://www.colorado.edu/cas/tea/curriculum/imaging-japanese-history/tokugawa/essay.html>

**Consider the following:**

1. What were the samurai; where did they come from?
2. What did the samurai value?
3. How did the Tokugawa shoguns maintain their hold on power?

**(Optional): Postcards from Asia mini-lesson submission**

Those enrolled for Baker University Graduate School of Education credit should email their mini-lesson and reflections as detailed below to Nancy Hope at [nfhope@ku.edu](mailto:nfhope@ku.edu).

1. Listen to at least ten *Postcards from Asia* (<http://ceas.ku.edu/postcards-asia>) podcasts. What did you learn that you didn't know before listening to these?
2. Develop something that you learned from the *Postcards* into a mini-lesson, using a format of your choosing.
3. Implement the mini-lesson with your students.
4. Report on the implementation of this mini-lesson; include statement of 1) your students' reaction and 2) your reflection of your students' learning outcomes with ideas for future development.

**8. March 23: Yuan, Ming and Manchu China**

**Topics:**

- Mongols in East Asia
- Ming accomplishments (Zheng He's voyages, Great Wall, Forbidden City).
- Qing accomplishments and failures (Manchu rulers, Opium War, Taiping and Boxer Rebellions).

**See these websites before class:**

- Mongols in World History <http://afe.easia.columbia.edu/mongols/>

- Ming voyages [http://afe.easia.columbia.edu/special/china\\_1000ce\\_mingvoyages.htm](http://afe.easia.columbia.edu/special/china_1000ce_mingvoyages.htm)
- Opium War [http://afe.easia.columbia.edu/special/china\\_1750\\_opium.htm](http://afe.easia.columbia.edu/special/china_1750_opium.htm)
- Introduction to Modern China  
[http://afe.easia.columbia.edu/timelines/china\\_modern\\_timeline.htm](http://afe.easia.columbia.edu/timelines/china_modern_timeline.htm)

**Consider the following:**

1. What impact did the Mongols have on China?
2. How do the Ming voyages compare with European voyages of discovery?
3. What challenges did the Qing rulers face in responding to the West?
4. How do the Chinese and Western perceptions of the Opium War differ?

**9. March 27: Meiji Japan and Overview of Korea**

**Topics:**

- Meiji Restoration and its consequences
- Impact of Japan on the West
- Korea (colonization, Korean War, contemporary Korea)
- North Korea's relationship with its neighbors and the West

**See these websites before class:**

- Meiji Restoration [http://afe.easia.columbia.edu/special/japan\\_1750\\_meiji.htm](http://afe.easia.columbia.edu/special/japan_1750_meiji.htm)
- Japonisme [http://www.metmuseum.org/toah/hd/jpon/hd\\_jpon.htm](http://www.metmuseum.org/toah/hd/jpon/hd_jpon.htm)
- Central Themes for a Unit on Korea  
[http://afe.easia.columbia.edu/main\\_pop/kpct/ct\\_korea.htm](http://afe.easia.columbia.edu/main_pop/kpct/ct_korea.htm)
- Ten Top Things to Know about Korea in the 21<sup>st</sup> Century
- <http://aas2.asian-studies.org/EAA/EAA-Archives/7/3/459.pdf>
- "A Look Inside North Korea" <http://www.theatlantic.com/infocus/2013/01/a-look-inside-north-korea/100432/>

**Consider the following:**

1. How did Japan respond to the West in the late 19<sup>th</sup> century?
2. What influence did Japanese culture have on the West?
3. How has the past colored the relationship between Korea and Japan?
4. Why do Americans need to know about Korea?

**10. April 3: China and Japan's Changing Status (Optional: Register for credit)**

**Topics:**

- China and Japan now (population, environment, economy, militarization, popular culture)

**See these websites**

- China since 1945 [http://afe.easia.columbia.edu/main\\_pop/kpct/kp\\_china1945.htm](http://afe.easia.columbia.edu/main_pop/kpct/kp_china1945.htm)
- China Under Mao <http://spice.fsi.stanford.edu/multimedia/china-under-mao>
- Late Twentieth-Century Japan <http://www.colorado.edu/cas/tea/curriculum/imaging-japanese-history/late-20th-century/essay.html>
- Japan's Bubble Economy  
[http://aboutjapan.japansociety.org/content.cfm/the\\_bubble\\_economy\\_and\\_the\\_lost\\_decade\\_2](http://aboutjapan.japansociety.org/content.cfm/the_bubble_economy_and_the_lost_decade_2)
- Japanese Family Faces 21<sup>st</sup> Century Challenges <http://spice.stanford.edu/docs/123>

**Consider the following:**

1. What changes occurred in China after Mao died?
2. What is happening with the environment in China, in Japan?
3. Why is population a concern in China and in Japan?
4. What happened during the Lost Decade in Japan; what social changes resulted?

**April 24 (Optional): Lesson plan submission**

Those enrolled for Baker University Graduate School of Education credit should email a lesson plan as an MS Word document with any attachments (handouts, rubrics, PowerPoint, etc.) to Nancy Hope at [nfhope@ku.edu](mailto:nfhope@ku.edu).

This lesson plan MUST meet the following criteria:

- 1) Involve East Asia (China, Korea, Japan) in some way.
- 2) Be applicable to the grade level(s) and subject(s) a participant teaches.
- 3) Incorporate at least one primary source that can be located by others.
- 4) Follows the KCTA template (<http://kcta.ku.edu/sites/kcta.ku.edu/files/docs/lessonplantemplate22015.doc>).

Examples of lesson plans created by course participants in the past may be viewed in the Center for East Asian Studies lesson plan bank (<http://ceas.ku.edu/lesson-finder>).

**(Optional): Assessment for Baker University Credit**

Class attendance and participation	20%
Reflections on study questions	20%
Postcards from Asia reflections & mini-lesson	20%
Lesson plan	40%

**Grading Scale:**

100 – 90	= A
89 – 80	= B
79 – 70	= C
69 – 60	= D
59% & below	= F

**Grading rubric for reflections on study questions**

	<b>Unsatisfactory (0 - 2)</b>	<b>Basic (3)</b>	<b>Proficient (4)</b>	<b>Distinguished (5)</b>
<b>Content of Reflections</b>	Reflections show no personal response to issues and concepts in discussed in class/article.	Engagement with important issues and learnings convey little evidence of personal response and are not always of graduate level quality.	Most reflections demonstrate engagement with the important issues and are of graduate level quality.	Each reflection demonstrates engagement with the important issues and is of graduate level quality.
<b>Summary</b>	Summary of the key issues discussed in the class/article are not presented in the writer's own words.	Summary of the key issues discussed in class/ article presented vaguely.	Summary of the key issues discussed in class/ the article presented clearly.	Summary of the key issues discussed in class/ the article presented clearly, intuitively, and concisely.
<b>Writing conventions</b>	Many spelling and/or grammatical errors	Some spelling and/or grammatical errors.	Few spelling errors	No spelling or grammatical errors.

**Grading rubric for *Postcards from Asia* reflection and mini-lesson**

	<b>Unsatisfactory (0 - 3)</b>	<b>Basic (4-6)</b>	<b>Proficient (6-8)</b>	<b>Distinguished (9-10)</b>
<b>Identified new information after listening to ten "Postcards"</b>	No new information identified	One item identified	Two items identified	Three or more items identified
<b>Created mini-lesson</b>	Not created	Limited linkage to content of the <i>Postcard</i> .	Clear linkage to the content of the <i>Postcard</i> .	Clear and well developed linkages to <i>Postcard</i> content.
<b>Implemented mini-lesson</b>	Not implemented	Limited implementation.	Clearly implemented.	Clearly implemented with opportunity for extension.
<b>Reported students' reaction and learning outcomes to mini-lesson</b>	Not reported	Nominal, limited reporting.	Clearly reported.	Clearly reported with ideas for future development.
<b>Submitted on time</b>	Not turned in	Turned in late.	On time but not complete.	Turned in on time and complete.

**Grading rubric for lesson plan**

	<b>Not satisfactory (0 - 3)</b>	<b>Basic (4-6)</b>	<b>Proficient (6-8)</b>	<b>Distinguished (9-10)</b>
<b>Completeness following the required KCTA template</b>	Not every section completed	Every section of the lesson plan has some details.	Each section is clearly explained and references class materials.	Each section is thoroughly complete with specific reference to class materials.
<b>Link to State Social Studies Standards</b>	Not listed	Limited links to State Social Studies Standards.	Clear linkages to the content pieces of the State Social Studies Standards.	Clear and well developed linkages to both the content pieces of the State Social Studies Standards and the five state standards.
<b>Links to primary source(s)</b>	Not listed	Listed, but not in a way that others could find it too.	One clearly listed	More than one clearly listed
<b>Links to Web-based Resources</b>	Not listed	Limited links or references.	Clear links to the web-based resources.	Clear links to the web-based resources with opportunities for students to engage with the materials.
<b>Submitted on time</b>	Not turned in	Turned in late.	O on time, but not complete.	Turned in on time and complete.