Special Topics: Asia

Teaching about East Asia through the Arts

Revised 9/15/14

A seminar for K-12 Teachers and Education Students at the University of Pittsburgh, Greensburg

Funded by the Freeman Foundation and presented by the Asian Studies Center, University Center for International Studies, University of Pittsburgh and the National Consortium for Teaching About Asia

This course is an introduction to the cultures of China, Japan, and Korea, with special emphasis on the arts (broadly speaking) and ideas that have driven the development of these three countries today. The seminar is designed to encourage and facilitate K-12 teaching and learning about East Asia in World History, Geography, Social Studies, Art, and World Literature. Media specialists, librarians, art teachers, world language teachers, and others are also well positioned to help foster a place for East Asia in your schools. Some class time will be devoted to group discussions of teaching materials and strategies appropriate for different teaching levels.

Seminar Leader: Dr. Brenda G. Jordan

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MATERIALS: All participants will be provided with a copy of Charles Holcomb’s A History of East Asia and Christine Guth’s Art of Edo Japan: The Artist and the City: 1615-1868 as well as a one-year subscription to the journal Education About Asia. All other materials will be provided to you online or will be loaned to you from our Asian Studies Center Teacher Resource Library.

Reading assignments will be from Holcomb and Guth, or posted on our website: http://www.ucis.pitt.edu/ncta/downloads.html
Credits and Financial Benefits for K-12 Teachers

In addition to earning 2 continuing education/in-service credits (60 Act 48 hours), each participant who completes the course and course requirements will receive the following:

$200 worth of teaching materials for your school, including course resource books (Holcomb and Guth), a one-year subscription to the journal Education About Asia, and a $100 mini-grant for purchase of approved materials for your school.

(The purpose of the mini-grant is to get teaching materials into “brick and mortar” schools. Due to the increasing variety of our seminar participants, not all participants may be able to receive a mini-grant. Please consult with Brenda about this early in the course.)

$200 stipend at the completion of all requirements

The option of earning University of Pittsburgh academic credit

NCTA alumni are eligible to apply for NCTA study tours to East Asia, to participate in “alumni only” events and workshops, and are eligible for small grants and travel subsidies for conferences that we offer from time to time; NCTA alumni are also often given priority preference in competitive applications for summer institutes, Fulbright-Hayes study tours to East Asia and other programs. Our office also writes letters of recommendations for alumni who apply to competitive study tours and summer institutes.

Seminar Requirements

Expressed commitment to integrating East Asia into your curriculum.

In addition, to complete the seminar and receive the benefits, you must fulfill the following requirements:

- Attend and participate in all sessions (36 contact hours, with 30 hours in the fall and 6 hours in the spring)

- Complete all assignments and requirements, including designing an implementation plan that incorporates East Asian material into your curriculum and a mini-grant form for your school. (A full list of assignments will be posted on our website.)

- Each participant is expected to come to class prepared to participate in class discussions. Each week there will be a short written assignment based on the readings for that class. (Instructions will be given in class as well as posted on our website.)
2014 SCHEDULE

University of Pittsburgh Greensburg
117 Frank A. Cassell Hall (free parking)
Wednesdays 5:30 – 8:30 p.m. (dinner provided)

August 27
September 3
September 17
October 1
October 15
October 29
November 12
November 19
December 3
December 10

Two additional spring sessions for K-12 Teachers (dates to be decided with your input).

Wednesday, August 27: Geography and Climate Matters

Dr. Brenda G. Jordan and Dr. Patrick Hughes (NCTA)

Assignments for tonight (due BEFORE class):

Reading: “Introduction: What is East Asia” from *A History of East Asia* by Charles Holcomb. This short reading is from your textbook, but will have been made available to you on our seminar website.

Wednesday, September 3: Buddhism for the Unenlightened

Guest speaker(s): Dr. Clark Chilson, Religious Studies, University of Pittsburgh and Ms. Haixia Wang, Graduate Student in Department of East Asian Languages and Literatures

Assignments for tonight (due BEFORE class):

Readings: Holcomb text, “The Origins of Civilization in East Asia” (pp. 11-29) and “Buddhism Comes to East Asia” (pp. 70-79); also, please read:

On our seminar website: “Introduction to Buddhism and “Deer Park Sermon.”

Response paper (2-3 paragraphs/one page) based on the readings below (due by midnight on Tuesday before class; send as Word document to Dr. Jordan by email attachment: jordanb@pitt.edu) Questions for the response paper: What did you
know about Buddhism before you read these readings? What have you learned about Buddhism from these readings? What do you still want to know?

**Wednesday, September 17: Chinese Thought Systems**

Guest speaker: Cindy McNulty, Oakland Catholic High School (NCTA alumna)

Assignments for tonight (due BEFORE class):

**Readings**: Holcomb text, “The Formative Era” (pp. 30-57 with special emphasis on pp. 34-44 on the Hundred Schools of Thought), and (on our website):

- Confucius *Humaneness*
- Laozi *Daodejing*
- *Twenty-four Exemplars*
- Zhuangzi *Caring for Life*
- *EAA* article by D Wood Spring 2007

**Response paper** (2-3 paragraphs/one page) based on the readings below (due by midnight on Tuesday before class; send as Word document to Dr. Jordan by email attachment: jordanb@pitt.edu)  

**Questions for Response paper**: Pick one Chinese thought system and tell me what you understand about it now that you have read these readings. What don’t you understand and would like to ask our guest speaker? [Choose from Daoism, Confucianism, or Legalism.]

**OTHER**

Also to be assigned tonight: Book Review choices will be passed out. The assignment will be to write a one-page review of the book for our *East Asia Gateway for Linking Educators* (EAGLE) website. Please see the assignment sheet (“Teacher Seminar Assignments” on seminar website) for the full assignment.

**DUE**: please finish the books by **Wednesday, October 29** when we will discuss them in class. The written assignment is to be on the EAGLE website by **January 1**, as part of your portfolio. The books, however, are due back on **December 10**.

**Wednesday, October 1: Chinese painting as philosophy and the joy of tangrams**

Presenter: Dr. Brenda G. Jordan, and Mrs. Karen Gaul, 5th Grade Teacher, Winchester Thurston School (NCTA alumna)

Assignments for tonight (due BEFORE class):

**Readings**: Holcomb text, “Cosmopolitan Elite International Culture,” (pp. 69-70); “The Consolidation of Tang Rule” (pp. 93-100 with special attention to the
inventions and cultural high marks of the Tang Dynasty); and the following section from Chapter Five “Mature Independent Trajectories” (pp. 126-137 on the Song Dynasties and the rise of the Mongols).

Recommended if you have time: the other sections on early China in Holcomb that are not required reading—you will have a better “big picture” of East Asian culture if you have time for this extra reading.

Response paper (2-3 paragraphs/one page) based on the readings below (due by midnight on Tuesday before class; send as Word document to Dr. Jordan by email attachment: jordanb@pitt.edu). Questions for Response paper: What does Holcomb mean when he argues that “The most striking feature of sixth-century China was its cultural diversity”? What examples of cultural diversity in early China would you want to use for your students?

OTHER

CLASS DISCUSSION tonight: we will talk about teaching Chinese thought systems as a class discussion. Come prepared with some ideas for how to apply last week’s presentation to your own teaching situations.

Wednesday, October 15: the Shinto faith and Shinto arts; the Japanese language and the art of haiku

Presenter: Dr. Brenda G. Jordan, Adjunct Assistant Professor, East Asian Languages and Literatures, University of Pittsburgh

Assignments for tonight (due BEFORE class):

Readings: Holcomb, “Yamato Japan” (pp. 84-89); “Imperial Japan” (pp. 114-125).

Response paper (2-3 paragraphs/one page) based on the readings below (due by midnight on Tuesday before class; send as Word document to Dr. Jordan by email attachment: jordanb@pitt.edu). Questions for Response paper: What struck you as being some of the most significant features of ancient Japan? Which of these features would be important to teach your own students?
Wednesday, October 29: Korean Culture and Arts

Presenters: Christina Unger, Graduate Student in the Graduate School for Public and International Affairs, and Jungeun Lee, Graduate Student in the History of Art and Architecture

Assignments for tonight (due BEFORE class):

Readings: “The Emergence of Korean Kingdoms,” (pp. 79-84); “The Birth of Korea” (pp. 109-114); “Confucian Korea” (pp. 142-147).

Response paper (2-3 paragraphs/one page) based on the readings below (due by midnight on Tuesday before class; send as Word document to Dr. Jordan by email attachment: jordanb@pitt.edu) Questions for Response paper: Korea is still not taught much, if at all, at the K-12 or even college level in the U.S. If you had to select three significant features of ancient Korea to teach, which three would you select and why?

OTHER

CLASS DISCUSSION tonight: Round Table Discussion on your Book Review choice (from September 17).

If you read Lost Names, please go to the Education About Asia website for the following reading: “History as Literature, Literature as History: Lost Names (http://www.asian-studies.org/EAA/lostname.htm). You might also like to read Holcomb, “Korea Under Japanese Rule” beginning on page 244.

Also Recommended: Utilizing “Richard Kim’s Lost Names in the Junior High Classroom” (http://www.asian-studies.org/EAA/lostname.htm#Essays)

If you are reading A Single Shard, please go to our seminar website and read the pdf entitled “Singleton Japanese Pottery.” This is an essay entitled “Japanese Folkcraft Pottery Apprenticeship: Cultural Patterns of an Educational Institution” by Pitt emeritus professor John Singleton.

To be assigned tonight: Film Review. These films will be on loan to you from our Teacher Resource Library. The assignment will be to write a one-page review of the book for our East Asia Gateway for Linking Educators (EAGLE) website. Please see the assignment sheet (“Teacher Seminar Assignments” on seminar website) for the full assignment.

DUE: please finish the films by Wednesday, December 3 when we will discuss them in class. The written assignment is to be on the EAGLE website by January 1, as part of your portfolio. The films, however, are due back on December 10.
Wednesday, November 12: Japanese popular culture

Presenters: Rachel Jacobson, Asian Studies Center, and Brenda G. Jordan

Assignments for tonight (due BEFORE class):

**Readings:** “From Impressionism to Anime” (pdf file ImpressionismtoAnime) and “Japanese Popular Culture and Globalization” (pdf file JapanesePopularCulture). Both readings available on our course website.

**Response paper** (2-3 paragraphs/one page) based on the readings below (due by midnight on Tuesday before class; send as Word document to Dr. Jordan by email attachment: jordanb@pitt.edu). **Questions for Response paper:** What was the most significant thing you learned from these two readings, and why? Please elaborate. AND: do you now remember something from your childhood that was Japanese, but you didn’t recognize it as Japanese until you read these articles? If yes, what was it?

**OTHER**

**CLASS DISCUSSION tonight:** Ideas for your implementation plans and mini-grants. We’ll discuss ideas and guidelines as a group, and possibly in small group discussions as well. See “Teacher Seminar Assignment” document for more details.

Wednesday November 19: Two Contrasting Worlds of Japan

Presenter: Dr. Brenda G. Jordan

Assignments for tonight (due BEFORE class):

**Readings:** Holcomb, review again “Imperial Japan” (pp. 114-125); read “Warrior Japan” (pp. 148-159).

**Response paper** (2-3 paragraphs/one page) based on the readings below (due by midnight on Tuesday before class; send as Word document to Dr. Jordan by email attachment: jordanb@pitt.edu). **Questions for the Response paper:** What did you know about “warrior Japan” before you read this reading? What did you learn? Is there a question that you have for me about the warrior period?

**OTHER**

**To be assigned tonight, A CURRICULUM UNIT** of your choice for review. These units will be on loan to you from our Teacher Resource Library. The assignment will be to write a one-page review of the unit for our East Asia Gateway for Linking Educators (EAGLE) website. Please see the assignment sheet (“Teacher Seminar Assignments” on our seminar website) for the full assignment.
DUE: please finish using the units by **Wednesday, December 10**. The written assignment is to be on the EAGLE website by **January 1**, as part of your portfolio. The units, however, are **due back on December 10**.

**Wednesday, December 3: The Floating World in Japan**

Presenter: Dr. Brenda G. Jordan, Adjunct Assistant Professor, East Asian Languages and Literatures, University of Pittsburgh

Assignments for tonight (due BEFORE class):


**Recommended Reading**: Holcomb, all of Chapter 6, “Early Modern East Asia.”

**Response paper** (2-3 paragraphs/one page) based on the readings below (due by midnight on Tuesday before class; send as Word document to Dr. Jordan by email attachment: jordanb@pitt.edu). **Questions for the Response paper**: The Tokugawa (or Edo) period is one of the most interesting periods of cultural and artistic development in Japan. Please tell me what you learned from these readings that you didn’t know before about Japan.

**OTHER**

**CLASS DISCUSSION tonight**: Round table discussion: tell us about the film that you chose (on October 29), what you thought of it, how you would use it, would you recommend it? Do you have any additional teaching materials that would work well with this film?

**K-12 Teachers**: PLEASE BRING your schedules for the spring. We need to schedule the two follow-up meetings. We will also briefly discuss the mini-grants tonight.

**Wednesday, December 10: Going to School in East Asia: Japan**

Guest speaker(s): Erika Nara (Junior, Woodland Hills High School) and Katsuko Shellhammer (Japan-America Society of Pennsylvania)

Assignments for tonight (due BEFORE class):

**Readings**: Holcomb, Chapter 7 “The Nineteenth-Century Encounter of Civilizations”

**Recommended**, especially for high school level: the final chapters in Holcomb on the 20th century.

**Response paper** (2-3 paragraphs/one page) based on the readings below (due by midnight on Tuesday before class; send as Word document to Dr. Jordan by email attachment: jordanb@pitt.edu).
Question for the response paper: In three paragraphs, please tell me how each country—China, Japan, and Korea—reacted to the encounter with Western countries in the 19th century?

January 1, 2015: Teacher Portfolio due, including draft of implementation plan and your mini-grant request form; all response papers; film review/book review/curriculum review uploaded to the EAGLE website.

Follow-up sessions for K-12 teachers: 2 days in spring

DATE: Administrator questionnaire due March 31, 2015

Upon receipt of the questionnaire, we will process your stipends. You will then be considered a NCTA alumnus/alumna in good standing. This entitles you to numerous benefits and perks.