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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Assistant Director: Dr. Patrick Hughes [email: hughespw@pitt.edu; phone number is 412-648-7737]

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
Benefits for Education Students:

The Holcomb and Guth textbooks and a year subscription to *Education About Asia*.

Successful completion of all course requirements with a grade of C or better will also give you the designation of “NCTA alumnus/alumna.” See the paragraph below for the benefits of being an alumnus/alumna.

**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 for Students

- Attend and participate in all class sessions, including four sessions/out of class assignments that are specifically for your group. You are expected to attend every class meeting, as well as the special class meeting on October 22nd. For every class session that you miss, you will lose 4 points from your final grade. If unforeseen circumstances cause you to miss class, please discuss an excused absence with me.

- Complete all assignments and requirements, including designing an implementation plan that incorporates East Asian material into a curriculum plan. (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.)

Grading

Grading Scale:

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Below 60 = F
Assignments with percentage weight of the total (100 points)

- Attendance & Participation: 12 points
- Response papers: 18 points [each worth 2 points]
- Book Review: 15 points
- Culture Notes for a Book: 10 points
- Film Review: 15 points
- Evaluation of a Lesson Plan: 10 points
- Implementation Plan: 20 points

See “Pitt Students Assignments” document on our website for detailed information about your assignments.

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 22*
October 29
November 12
November 19
December 3
December 10

*In-class session October 22: The Natural Integration of Literature into the Curriculum, with Dr. Melissa Marks, University of Pittsburgh at Greensburg [this class is a special session ONLY for the Pitt education students]

Evening classes continue to meet during the Final Exam period; thus, December 10 will serve as your “final exam.”

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. Please see the “Pitt Student Assignments” document on our website for the full assignment.

DUE: please finish the books by Wednesday, October 29 when we will discuss them in class. The Book Review assignment is due by December 10. The books 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 22: The Natural Integration of Literature into the Curriculum

Special Session for Pitt Greensburg students with Dr. Melissa Marks, Associate Professor of Education, University of Pittsburgh at Greensburg

OTHER

To be assigned tonight, Culture Notes for a Book. See your “Pitt Student Assignments” document for details. Due: November 12.

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, A Film Review.** These films will be on loan to you from our Teacher Resource Library. See your “Pitt Student Assignments” document for details.

DUE: please finish the films by **Wednesday, December 3** when we will discuss these in class. The written assignment is due by **December 3**. The films are **due back on December 3**. See instructions in your “Pitt Student Assignments” document for details.

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**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 Impressionismo Anime) 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 & To Be Assigned Tonight:** Ideas for your **Implementation Plan**. We’ll discuss ideas and guidelines as a group, and possibly in small group discussions as well. See the “Pitt Student Assignments” document for details. Due **December 12**.

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**Wednesday November 19: Two Contrasting Worlds of Japan**
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: Evaluation of a Lesson Plan, due December 10. See your “Pitt Student Assignments” document for details.

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**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 about Japan.

**OTHER**

**CLASS DISCUSSION tonight:** Round table discussion: tell us about the film that you reviewed (assigned 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?

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**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?

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December 12, 2014: Implementation Plan due for Pitt Greensburg students.

**Academic Integrity Policy**: Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, noted below, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed.

**University of Pittsburgh Policy on Academic Integrity**: “The integrity of the academic process requires fair and impartial evaluation on the part of faculty and honest academic conduct on the part of students. To this end, students are expected to conduct themselves at a high level of responsibility in the fulfillment of the course of their study. It is the corresponding responsibility of faculty to make clear to students those standards by which students will be evaluated, and the resources permissible for use by students during the course of their study and evaluation. The educational process is perceived as a joint faculty-student enterprise which will perforce involve professional judgment by faculty and may involve without penalty- reasoned exception by students to the data or views offered by faculty.” (Senate Committee on Tenure and Academic Freedom, February 1974).

**Notice to Students with Disabilities.** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of Learning Resources Center, Dr. Lou Ann Sears, 240 Millstein Library Building (724) 836-7098 (voice), as early as possible in the term. Learning Resources Center will verify your disability and determine reasonable accommodations for this course.