

Appalachia And Asia: Incorporating Asian studies In The West Virginia Classroom



A seminar for K-12 Teachers at AREA 34, Hurricane, WV

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 ideas and cultural developments that make East Asia a distinct region. 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 Overview

This course will look at the societies of East Asia. Focusing on the cultural, political, intellectual, social, and economic factors that have influenced this region in the past and which will continue to influence it into the twenty-first century. During the course various lesson ideas will be discussed on how teachers can integrate the study of East Asia into their curriculum. By the end of the seminar, each teacher should have a better appreciation and understanding of East Asia and should be better able to instruct students in their schools.

Seminar Leader: Patricia Banning

Tel: 304 545 6762

Email: ncta1951@gmail.com

Materials:

All participants will be provided with a copy of Charles Holcombe's *A History of East Asia*, William Tsutsui's *Japanese Popular Culture and Globalization* and Donald's Clark's *Korea in World History*, as well as a one-year subscription to *Education about Asia*. In addition to these texts, teachers will be able to check out books and videos from Pat Banning's Lending Library at AREA 34 at each seminar.

Reading assignments will be from Holcombe, or posted on our website:

<http://www.ucis.pitt.edu/ncta/downloads.html>

Financial Benefits

Upon completion of the seminar and submission of a satisfactory lesson plan and philosophical essay, each teacher will receive a stipend of \$200. Additionally, the participant will receive a mini-grant of up to \$100 worth of East Asia -focused teaching resources for their classrooms once all other seminar requirements are fulfilled.

The option of earning **Marshall University 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, travel subsidies for conferences, and other benefits 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.

Online Resources

[Asia for Educators](#)

[H-Asia](#)

[Asian Education Media Services](#)

[Five college Center for East Asia Studies](#)

[Visual Sourcebook of Chinese Civilization](#)

[Korea Society](#)

[Ask Asia](#)

[UCLA Asia Institute: Asia in the K-12 Curriculum](#)

[National Consortium for Teaching about Asia](#)

[Education About Asia](#)

[Japan Society](#)

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 creating one lesson plan that incorporates East Asian material into your curriculum, a philosophical essay 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 writing assignment based on the readings for that class. Instructions will be given in class as well as posted on our website.
- **Assigned Materials (free and distributed in class):**
 1. Clark, Donald N. *Korea in World History*. Key Issues in Asian Studies. Association for Asian Studies, 2012.
 2. Holcombe, Charles. *A History of East Asia: From the Origins of Civilization to the Twenty-first Century*. 2nd ed. Cambridge UP, 2017.
 3. Tsutsui, William. *Japanese Popular Culture and Globalization*. Key Issues in Asian Studies. Association for Asian Studies, 2010.

- **Assignments:** In addition to the weekly questions on the readings, each participant will prepare and post **two content reviews** on East Asia Gateway for Linking Educators(<http://www.eagle.pitt.edu/>) suitable for the age group of the student’s you teach. You will review one book and one video (materials are in Pat Banning’s Lending Library). Each participant will prepare a **lesson plan** for use at their respective school in a format of their choosing. Each participant will also submit a **philosophical essay**, 3-4 pages in length on what they learned during the seminar and how they plan to apply it to their classes. Finally, each participant will submit a mini-grant proposal for texts, videos, and /or other relevant materials up to \$100.00 that will be useful to one or more of their classes and will also be available to other teachers at their school. We will discuss these above assignments as the seminar progresses.

Targeted State Academic Standards

While this seminar is designed to provide a broad introduction to East Asian cultures and society, the following state academic standards will receive special attention:

- Policy 2520.1—21st Century Reading and Language Arts
- Policy 2520.4—21st Century Social Studies
- Policy 2520.12 21st Century Visual Arts
- Policy 2520.14 21st Century Learning Skills and Technology Tools

2019 Schedule

AREA 34: 971 West Virginia 34, Hurricane, WV 225526
Mondays 5:30 – 8:30 p.m. (dinner provided)

September 9

September 16

September 24 – Tuesday

September 30

October 7

October 14

October 21
October 29 - Tuesday
November 4
November 19 - Tuesday

Follow Up Date: May 2, 2020

Monday, September 9: Overview of the Seminar

Patricia Banning (NCTA alumna)

Complete graduate registration forms and entry surveys

Familiarize yourself with the <http://www.NCTAsia.org> website

National Consortium for Teaching about Asia (NCTA; <https://ucis.pitt.edu/>) will be reviewed

East Asia gateway for Linking Educators (EAGLE; <http://www.eagle.pitt.edu/>) will be reviewed

Ice breaker activity – Culture Games/ Activities

Monday, September 16: Ancient China and the Origins of the Written Language (2,000 BCE – 200CE).

Guest speaker: Dr. David Kenley, Elizabethtown University

Assignments for tonight (due BEFORE class):

Readings: “What is East Asia,” (pp 1-11); “The Origins of Civilization” (pp. 12-30).

Response Paper (2-3 paragraphs /one page based on the readings) due by midnight on Sunday before the class; send as a Word document to Pat Banning by email attachment: (ncta1951@gmail.com) Questions for Response paper: **Questions for Response paper:** What did you learn from the readings about the beginnings of the written language and or the origins of civilization in East Asia. What more would you need to know about this reading to utilize it in a lesson.

Activity: Calligraphy using simplified characters. Handout will be provided from Education About Asia; Volume 21, Number 3 Winter 2016. “*Calligraphy in East Asia, Art Communication and Symbology*”. By Cheryl Crowley and Yu Li.

Tuesday, September 24: The Land Morning Calm: Korean History, Culture and Generation Information.

Guest speakers: Dr. Chong and Choon Kim, Professor Emeritus Marshall University

Assignments for tonight (due BEFORE class):

Readings: “The Emergence of Korean Kingdoms,” (pp. 81-88); “The Birth of Korea” (pp. 114-120); “Confucian Korea” (pp. 149-154).

Handout: Prepared by Dr. Kim. (This will be emailed to you).

Response paper (2-3 paragraphs/one page) based on the readings (due by midnight on Sunday before class; send as Word document to Pat Banning by email attachment: (ncta1951@gmail.com)). **Questions for Response paper:** Korea is still not taught much, if at all, at the K-12 or even at the 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**?

Activity: Presentation About Korea by Hayley Tolley. NCTA Alumna Teacher

Monday, September 30: Culture and Education in Japan

Guest speaker: Masahiro Yamaguchi – JOI Coordinator (Japan Outreach Initiative.)

Assignments for tonight (due BEFORE class):

Readings: Holcombe, “Yamato Japan” (pp. 88-94); “Imperial Japan” (pp. 120-131).

Response paper (2-3 paragraphs/one page) based on the readings (due by midnight on Sunday before class; send as Word document to Pat Banning by email: (ncta1951@gmail.com)). **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?

Activity: Origami lesson by Masahiro Yamaguchi

Monday, October 7: Using Asian Pop Culture in the Classroom.

Guest speaker: Dr. Zelideth Maria Rivas. Professor in the Modern Language Department (Japanese) at Marshall University.

Assignments for tonight (due BEFORE class :)

Readings: Holcombe, “The Reunification of Japan” (pp. 187-197) and Chapter 8, “The Nineteenth-Century Encounter of Civilizations” (pp. 235-255)

Recommended Reading: Holcombe, all of Chapter 6, “Early Modern East Asia.”
Also Recommended, especially for high school level: the final chapters in Holcombe on the 20th century.

Response paper (2-3 paragraphs/one page) based on the readings (due by midnight on Sunday before class; send as Word document to Pat Banning by email attachment:(ncta1951@gmail.com).

You have a choice this time! Choose ONE of the following options to answer:

Option 1: 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.

Option 2: 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?

Activity: Watch and discuss the DVD “*Spirited Away*” by Hayao Miyazaki

Monday, October 14: Introduction to Buddhism.

Guest speaker: Rukhasana Turner (Roxy) M.A in Communication Studies and Political Science, Marshall University. Currently: Research and International Consultant.

Assignments for tonight (due BEFORE class:)

Readings: Holcombe text, “The Origins of Civilization in East Asia” (pp. 12-30) and “Buddhism Comes to East Asia” (pp. 72-81); 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 (due by midnight on Sunday before class; send as Word document to Pat Banning by email attachment (ncta1951@gmail.com)). **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?

Activity: Tai Chi presentation by Stephane Harper

Monday, October 21: Chinese Culture and Customs:

Assignments for tonight (due BEFORE class):

Guest speakers: Fang Sheng, (Sherrie) born in Shanghai, China and studied at Beijing Foreign Studies University majoring in English and Cross -Cultural communications. Sherrie currently provides event management services as a freelance consultant. And Chuck Henson, an electrical engineer, educated at WV Institute of Technology who oversaw construction projects in remote areas of China and served in various facility and operations directors’ jobs the 18 years he lived in China.

Readings: Holcombe text, “Cosmopolitan Elite International Culture” (pp. 71-72); “The Consolidation of Tang Rule” (pp. 98-104 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. 132-145 on the Song Dynasties and the rise of the Mongols).

Recommended: If you have time, read the other sections on early China in Holcombe however while not required, you will have a better “big picture” of East Asian culture if you read this.

Response paper (2-3 paragraphs/one page) based on the readings (due by midnight on Sunday before class; send as Word document to Pat Banning by email attachment: (ncta1951@gmail.com)) **Questions for Response paper:** What does Holcombe 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?

Activity: Eight Brocades of Qigong taught by Sherrie Sheng

Monday, October 29: Chinese Thought Systems:

Guest speaker: Ms. Cindy McNulty, Oakland Catholic High School (Alumna)

Assignments for tonight (due BEFORE class):

Readings: Holcombe text, "The Formative Era" (pp. 31-59 with special emphasis on pp. 36-45 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 (due by midnight on Sunday before class; send as Word document to Pat Banning by email attachment: ncta1951@gmail.com). **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

CLASS DISCUSSION tonight: Possible ideas for your lesson plans, philosophical essays and where to locate resources for your 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.

Activity: YouTube video on Confucianism and SPICE Unit questionnaires on Confucian views, if time permits.

Monday, November 4: China in the Eyes of an Expat

Guest speaker: Dr. Will Edwards, Marshall University Executive Director of International Programs Emeritus. Currently: CEO International Education and Training Consultants.

Assignments for tonight (due BEFORE class):

Readings: Holcombe, “Deng Xiaoping and Market-Based economic Reform” (pp.369-373); “China and Globalization” (pp. 390-397).

Response Paper: (2-3 paragraphs/one page) based on the readings (due by midnight on Sunday before class; send as Word document to Pat Banning by email: (ncta1951@gmail.com)). **Questions for Response paper:** What struck you as being some of the most significant changes in modern China and its role in the world today? Which of these dramatic changes in China’s world standing would be important to teach your own students?

Activity: TBA

Tuesday, November 19: Japanese Watercolor Painting

Guest Presenters: Crickett Fisher, a NCTA alumna and art teacher for Kanawha County Schools, Anna Pruden, a NCTA alumna and art teacher for Kanawha County Schools and Cathy Thomas, a NCTA alumna and art teacher at Poca High School. The teachers will discuss a brief history of this form of art and how it can be applied in the classroom curriculum; incorporating social and emotional goals.

Assignments for tonight (due BEFORE class): Readings: Holcombe, “The Hermit Kingdom,” pp. 183-186; “The Nineteenth Century Opening of Korea,” pp. 235-240; and “Korea Under Japanese Rule” pp. 273-278. For *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>). Also Recommended: Utilizing “Richard Kim’s *Lost Names* in the Junior High Classroom” (<http://www.asian-studies.org/EAA/lostname.htm#Essays>). ***Please understand that the readings for this week are on Korea and not Japan but we needed to get one more week of readings and discussion questions in on Korea.***

Response paper (2-3 paragraphs/one page) based on the readings (due by midnight on Sunday before class; send as Word document to Pat Banning by email attachment: (ncta1951@gmail.com)) **Questions for Response paper:** What do you think are the most interesting and/or significant features of Korean history, from these readings?

Activity: DVD on Korea or work on philosophical essay and lesson plan. Review all the requirements needed to get the stipend and min-grant.

January 12, 2020: Teacher Portfolio due, including draft of lesson plan, your philosophical paper and your mini-grant request form; all response papers; film review/book review uploaded to the EAGLE website.

Please send your lesson plan and philosophical essay to me first for approval. I will send the philosophical essays to Dr. Jordan

Follow-up session for class: May 2, 2020

Upon receipt of the exit survey which will be completed in the May 2nd follow up session your stipends will be processed and sent to the address you listed on the participant information sheet the first night of class. You will then be considered a NCTA alumnus/alumna in good standing. This entitles you to numerous benefits and perks.