

WESTRIDGE SCHOOL

Mary Connor

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ASIAN STUDIES: China, Korea, Japan, and Vietnam

Website: www.socialstudies.com

I. PHILOSOPHY

- A. Increase interest in and appreciation of Asian studies.
- B. Develop ways to gain further perspectives on our culture by examining the cultures of China, Korea, Japan, and Vietnam.
- C. Examine the current economic status of each of these nations, their response to the Asian crisis in the late 1990s, and their position in the global economy.
- D. Strengthen reading, writing, and research skills acquired in the junior year.
- E. Utilize excellent supplementary sources, films, and field trips in order to enliven the course.
- F. Provide opportunities whereby Asian culture becomes part of the classroom experience.
- G. Incorporate Howard Gardner's multiple intelligence theory for individual projects.

II. GOALS

- A. See the connections between the past and present in China, Korea, Japan, and Vietnam.
- B. Transcend cultural limits, appreciate diversity, and learn from Asian cultures.
- C. Clarify students' sense of capability and range of possibilities by studying the experiences of people living at other times and today in China, Korea, Japan, and Vietnam.
- D. Appreciate the human and social aspects of history by actively drawing literature, philosophy, and art into the chronologies of these nations.
- E. Understand the role the United States has played in each of these countries, assess the significance of our role, and determine the appropriate policies at this time.

III. OBJECTIVES

- A. Stimulate reflection on our history and culture from the point of view of Asia.
- B. Familiarize students with the similarities and differences among China, Korea, Japan, and Vietnam as well as distinctive characteristics of each.
- C. Show how four ancient cultures have profoundly changed, yet exhibit a surprising degree of continuity.
- D. Present a non-Western view of art, ethics, and philosophy.

IV. METHODOLOGY

- Lecture •Discussions •Cooperative learning
- Application of Howard Gardner's multiple intelligence theory through individual projects (feng shui, Ikebana, Taekwondo, the abacus)
- Field trip (Pacific Asia Museum, Chinese lunch, and Chinese and Japanese gardens) (Korean Cultural Center, lunch in Koreatown, and Los Angeles County Art Museum)
- Korean ceremonial tea
- Hands on learning: T'ai Chi, feng shui, the Yi Jing (I-Ching), calligraphy, and Karaoke
- Celebrate the Harvest Moon Festival by telling a legend related to the festival and eating moon cakes
- ◆ Speak key phrases in Chinese, Japanese, Korean, and Vietnamese

V. CONTENT

We examine China, North and South Korea, Japan and Vietnam. We study the geography, history, social structure, belief systems, art and architecture of each country. United States foreign policy with each of these countries is also a component of the course.

VI. TEXTS

Connor, Mary E. *The Koreas: A Global Studies Handbook* (2002)
Ellington, Lucien. *Japan: A Global Studies Handbook* (2002)
Hayslip, Le Le. *When Heaven and Earth Changed Places*.
Lee, Helie. *In the Absence of Sun*
Mori, Kyoko. *Shizuko's Daughter*
Murphey, Rhoads. *East Asia: A New History* (2001)
Woods, L. Shelton. *Vietnam: A Global Studies Handbook* (2002)

VII. SUMMER READING (Two books are to be read, one on China)

Buck, Pearl. *The Good Earth* (China)
Buck, Pearl. *The Living Reed* (Korea)
Chang, Jung. *Wild Swans: Three Daughters of China*
Cheng, Nien. *Life and Death in Shanghai*
Choi, Sook Nyul. *The Year of Impossible Goodbyes* (Korea)
Elliott, Duong Van Mai. *The Sacred Willow: Four Generations in the Life of a Vietnamese Family*
Heng, Liang and Shapiro, Judith. *Son of the Revolution* (China)
Kim, Richard E. *Lost Names: Scenes from a Korean Boyhood*
Lee, Helie. *Still Life with Rice* (Korea)
Lord, Betty Bao. *Spring Moon* (China)
Mishima, Yukio. *The Sound of Waves* (Japan)
Potok, Chaim. *I am the Clay* (Korean War)

Seagrave, Sterling. *The Soong Dynasty* (China)
Wardell, Steven. *Rising Sons and Daughters: Life Among Japan's New Young*
Yoshimoto, Banana. *Kitchen* (Japan)

VIII. SUPPLEMENTARY SOURCES

Collingwood, Dean W. *Japan and the Pacific Rim*. (2001) Concise history and current issues
Elliott, Duong VanMai. *The Sacred Willow: Four Generations in the Life of a Vietnamese Family*
Fairbank, John K. *United States and China*
Kim, Richard E. *Lost Names: Scenes from a Korean Boyhood*
Ogden, Suzanne. *Global Studies: China (2002)* Concise history and current issues
Reischauer, Edwin. *The Japanese Today*
Snow, Edgar. *Red Star Over China*
Wong, Elizabeth. "Letters from a Student Revolutionary" (A play about the Democracy Movement at Tiananmen Square) ISBN 0-87129-645-4)

IX. AUDIO-VISUAL MATERIALS

- Chinese Medicine* with Bill Moyers
- Chunhyang* (Korea's favorite folktale by Korea's leading director)
- Discovering the Art of Korea*
- Gate of Heavenly Peace* (Democracy Movement and Tiananmen Square Massacre)
- Great Tales in Asian Art* ("The Tale of the Genji" and "Korean Masked Dance Drama")
- From Mao to Mozart* (China after the Cultural Revolution and visit of Isaac Stern)
- Half the Sky* (women in contemporary China)
- Heart of the Dragon: Remembering, Believing, Marrying, and Eating*
- Heaven and Earth* (Oliver Stone film about the Vietnam War from a Vietnamese woman's perspective)
- Japan "The Sword and the Chrysanthemum"* (hosted by Jane Seymour)
- Japanese Gardens* (hosted by Audrey Hepburn)
- Mao's Little Red Video* (propaganda shown during the Cultural Revolution)
- P'yongyang Diaries* (an extraordinary film that provides images of North Korea)
- Raise the Red Lantern* (excerpt)
- Shall We Dance* (Recent film about contemporary Japan)
- Slides from instructor's collection from trips to China in 1993, Japan in 1997, and Korea in 2000.
- Sop'yonje* (Award winning film about Korea)
- The Crossing* (The account of Helie Lee's rescue of North Korean relatives)
- The Last Emperor* (20th century China)
- To Live* (Communist Revolution, The Great Leap Forward, and the Cultural Revolution)