

Curriculum Project
USC East Asia Since 1800

With the popularization of Korean beauty products, discussions of plastic surgery, and the increasing popularity of tattoos and piercings, beauty becomes an evolving definition in this globalizing world. What is beauty? Who creates the standards? What influences its changing definition? Is it impacted by colonialism? How is it a reflection of the society's values? How does beauty represent the national identity?

In my American Literature class, we often discuss the American Dream. When we study novels such as *The Great Gatsby*, we see that highly sought after values--The American Dream in the American society--are represented by characters such as Daisy who represent the American Dream. She is one that the protagonist strives to reach, but cannot obtain.

Similarly, in the novel *Pachinko* by Min Jin Lee and "The Tattooer" by Tanizaki Jun'ichirô, the women who are described as beautiful are those who at the cusp of attainment vanish into something that is either horrifyingly sublime or corrupt.

According to Jessica Adams, "When we think about what beauty means in America, we immediately confront issues of race, ethnicity, sexuality, femininity, faith, and class."¹ In this three day curriculum, we will examine some of the issues that shape our definitions of beauty.

Essential Questions:

- What is beauty?
- Are fluid definitions of beauty a result of colonialism?
- How is it a reflection of the society's values?
- How does beauty represent the national identity?

Standards:

Students will know how to write essays with multiple chunks in their body paragraphs. However, we will further build off these skills as we focus on the following standards:

Reading

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (Reading Standard 9).

Writing

¹ <https://english.berkeley.edu/courses/2129>

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (Writing Standard 1).
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation (Writing Standard 7).
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (Writing Standard 8).

Vocabulary:

East Asia
Colonialism
Globalization
Exoticism
Race
Ethnicity
Sexuality
Femininity
Class

Assessments:

Formative: Tea Party
Summative: 3 body paragraph essay

Differentiation:

Graphic Organizers
Extended Time
Teacher Circulation
Exit Slips

Materials Needed:

Texts:
"The Tattooer" by Tanizaki Jun'ichirô
Pachinko by Min Jin Lee
The Great Gatsby by F. Scott Fitzgerald

<p>Magazine clippings Articles Graphic Organizers (as needed)</p> <p>Handouts: Tea Party Outline Assignment Page--Why, Aren't You a Beauty?</p>
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Day 1

Learning Objective: Students will analyze the effects of globalization in our view of beauty standards.

Essential Question: What is beauty?

Materials Needed:

Clippings from Korean, Japanese and American beauty magazines

Class Duration: 59 minutes

**Teacher dialogue is in Italics*

Teacher Moves	Student Moves
<p><i>Now that you've finished reading the Great Gatsby, now, we're going to engage in a global comparison of this text to ones from East Asia.</i></p> <p>Teacher encourages 3 volunteers to share their responses.</p> <p>What constitutes beauty in our society? What is it affected by?</p> <p><i>You'll see alternate views around other parts of the world. For the next three days, we will be focusing on the East Asian perspective.</i></p> <p>Teacher projects a map of East Asia and clarifies the different countries within it--China, Korea, Japan</p>	<p>Students respond to the journal prompt: What constitutes beauty in our society?</p> <p>Students discuss with their partners.</p>

<p><i>What do you know about Eastern standards of beauty? How has it be racialized? Do you think racism is a cause of plastic surgery?</i></p> <p><i>Look at the following magazine clippings and take notes to answer the following question:</i> <i>What constitutes beauty in the East Asian culture? Does it vary by country?</i></p>	<p>Students raise hands to participate</p> <p>Students record notes to the following questions as they look through magazine clippings with their partners: <i>What constitutes beauty in the East Asian culture? Does it vary by country?</i></p> <p>3 volunteers share their findings</p> <p>Students write exit slips to the following questions: What did you learn today? What do you still have questions about?</p>
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Day 2

<p>Learning Objective: Students will argue for whether the current definitions of beauty in East Asia is a result of colonialism.</p> <p>Essential Question: Are fluid definitions of beauty a result of colonialism?</p> <p>Materials Needed: Article by Professor Jennifer Jung-Kim about plastic surgery Article that claims that it is a result of colonialism</p> <p>Class Duration: 59 minutes</p>
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**Teacher dialogue is in Italics*

Teacher Moves	Student Moves
<p>Teacher projects some pictures of globalization, cosmetic surgery, colonialism.</p> <p>Teacher projects definitions on powerpoint. <u>Globalization</u>: the process by which businesses or other organizations develop international influence or start operating on</p>	<p>Students guess the words based on the pictures.</p> <p>Students write notes in their notebooks</p>

an international scale
Colonialism: the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically
Race: a group or set of people or things with a common feature or features.
Ethnicity: the fact or state of belonging to a social group that has a common national or cultural tradition
Femininity: qualities or attributes regarded as characteristic of women.
Class: a social division based on social or economic status.

Teacher asks for 3 volunteers to share out.

Students will read article provided together as a group and underline for any concrete details that they might use as argument for:
Are current definitions of beauty a result of colonialism?

Day 3

Learning Objective: Students will play the role of a beauty pageant from Korea, Japan, and America to discuss how they each reflect their society's values.
Essential Question: How is it a reflection of the society's values? How does beauty represent the national identity?
Materials Needed:
 Tea Party Outline
 Articles about society's values
Class Duration: 59 minutes

**Teacher dialogue is in Italics*

Teacher Moves	Student Moves
<i>You all will be playing the role of beauty</i>	

pageants representing either Japan, Korea, or America. Depending on your role, you will be given an article that articulates the national identity of that country. Then, you must make a decision whether the standards of beauty represent your society's values.

Students will read articles to collect information for role play.

Students have a tea party in which they mingle with two others in the class who are different from themselves. They take notes on each other's national identities.

Exit Slip:
 What does beauty symbolize in each of these cultures and how does this enlighten us about the society?

Tea Party Outline

	Korea	America	Japan
Standards of beauty			
National Identity			

Why, Aren't You a Beauty?
Final Assignment

"The only people for me are the mad ones, the ones who are mad to live, mad to talk, mad to be saved, desirous of everything at the same time, the ones who never yawn or say a commonplace thing, but burn, burn, burn like fabulous yellow roman candles exploding like spiders across the stars."

– Jack Kerouac, *On The Road*

In *The Great Gatsby*, Daisy Buchanan is an untouchable desire, a representation of Jay Gatsby's strive towards the American Dream. We have discussed the American society's definition of beauty and how Daisy represents the "national identity." To add to this we have also examined the theme in East Asian texts such as *Pachinko* by Min Jin Lee and "The Tattooer" by Tanizaki Jun'ichirō and how they represent their national identities.

For the following assignment, you will engage in a discussion of how beauty represents the national identity and society's values. Re-read parts of the three literary works and explore its the origins of its standards and its representation of the society.

You will need to write a minimum of 3 body paragraphs (one concrete detail to two commentaries) to develop a full-bodied response.

Mini Deadlines:

- _____ Tea Party Outline
- _____ Brainstorm Outline
- _____ T-Chart of Essay Outline
- _____ Minimum of 3 Commentary Graphic Organizers
- _____ Rough Draft
- _____ Final Draft