

East Asia: Origins to 1800

USC U.S.-China Institute/National Consortium for Teaching about Asia
Spring Seminar at USC; February - May 2024
3502 Watt Way, G24, Los Angeles, CA 90089

Session	Date	Speakers/Topics
1	Monday, February 26th - 1hr	Clayton Dube, USC Geography and Demography Early Chinese History and Thought
2	Monday, March 4th - 1hr	Clayton Dube, USC Hundred Schools Debate
3	Monday, March 11th - 1hr	Clayton Dube, USC Cosmopolitan China
4	Monday, March 18th - 1hr	Morgan Pitelka, University of North Carolina Classical Japan
5	Monday, April 15th - 1hr	Morgan Pitelka, University of North Carolina Warrior Japan
6	Monday, April 22nd - 1hr	Lori Meeks, USC Buddhism
7	Monday, April 29th - 1hr	Lynne K. Miyake, Pomona College Japanese Literature
8	Monday, May 6th - 1hr	Jennifer Jung-Kim, UCLA Patterns of the Korean Past
9	Monday, May 13th - 1hr	Clayton Dube, USC Mongols - Ming
10	Monday, May 20th - 1hr	Clayton Dube, USC Qing - East Asia at 1800

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Seminar Requirements

1. Attendance

You should **attend and actively participate** in all seminar sessions. **If you need to miss a session** (no more than four in the duration of the seminar), please let us know. You will need to make up each missed session.

- Attend an event (lecture/meeting/discussion panel, etc.) that focuses on issues related to East Asia or visit a museum exhibition or performance relating to East Asia. The U.S.-China Institute offers at least one public event each month.
- Submit a 150-200 word summary of what you learned, and post it in the forum
- Please note that each Saturday counts as two sessions. If you miss a Saturday, you will need to submit two makeup assignments.

2. Reading assignments

Please prepare for each session by **completing the corresponding reading assignment**. Much of what will be discussed in the class will be based upon the readings. Use the web forum to raise questions or discuss the readings with your classmates.

3. Web discussion forum

Each teacher is expected to actively participate in a seminar-focused **web discussion forum**.

To log in:

1. Go to <https://china.usc.edu/user>
2. Enter your username and password. Your username and password will be emailed to you.
3. Click on “forum” under the “K-12 curriculum” button on the menu bar.
4. You will have access to several general discussion forums that are public for educators. These include “[Asia in My Classroom](#),” “[Lesson Plans](#),” “[Film Festival](#),” and “[Web Resources](#),” etc.
5. You will also have access to the “[East Asia Origins to 1800, Spring 2024](#)” forum, which is the dedicated forum for your seminar. You will contribute to this forum as a part of your seminar requirements.

Participation in the forum entails the following:

- Minimum contribution of 30 thoughtful, well-written, analytical posts. You are encouraged and welcome to participate as much as possible in the forum, but please note that **posts like introductions, one-line responses, makeup-assignments, and the final essay will not**

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count towards the total.

- EVALUATIONS - at least one posting needs to be made following each seminar session:
 - React to the ideas presented
 - Discuss how these ideas can be effectively shared with students
 - Please post these in the forum under the corresponding session thread.

Either 1 Film Review **OR** 2 Website Reviews (these go towards the 30 post total)

- **FILM REVIEW** - a film review from a teacher's point of view:
 - 100-150 word summary on how you can use the film in the classroom
 - Reviewing a previously discussed film is acceptable, but be sure to offer your own assessment of the film and how it might be used with students
 - Post your review in the "Film Festival" forum at <http://china.usc.edu/k12/forums/forums/film-festival>
- **WEBSITE REVIEW** - assess the teaching usefulness of an East Asia-focused website:
 - Provide the website url, describe its contents and evaluate its ease of use
 - 100-150 word discussion on how the website could be used with students
 - Post your review in the "Web Resources" forum at <http://china.usc.edu/k12/forums/forums/web-resources>

4. Curriculum project

Upon completion of the seminar, you will incorporate the seminar experience into your own classes by **developing a multi-lesson curriculum project**.

Design a series of lessons to be used in one of the courses you teach. This multi-lesson plan should cover at least three days of instruction. You are encouraged, but not required, to create lessons that will help your students meet the California educational standards (included in the "Reference" section of your seminar binder). You are also encouraged to incorporate the Internet into your lessons, either in the research assigned, activities employed, or presentation of conclusions. You may wish to put draft versions of your lesson plan on the discussion forum to secure feedback from your colleagues.

Your multi-lesson curriculum project should include the following components:

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1. A rationale for the proposed unit

Explain how and where the unit fits into your course. What skills and/or content will your students have prior to the unit and what will they be ready to tackle?

2. Skill and content objectives

Refer to the CA and NCHS world history standards or the CA language arts standards (included in the “Reference” section of your seminar binder) and identify which of these is addressed by your lesson plans.

3. Detailed lesson plan

Include specific lesson objectives, class and individual activities, and materials to be used. Provide discussion-launching questions, questions to guide reading, and other procedural tips. Include copies of textbook readings, draft handouts, or other materials. Be sure to provide complete citations for the materials you include.

There are a wide variety of teaching guides you may consult for activity suggestions, and many primary source materials are available from the USCI website. You are encouraged to use music, film, and the web as part of your lessons. Also consider whether your location and budget might permit class trips to museums, temples, or ethnic commercial districts into your unit (don't neglect the possibility of virtual trips to museums and other sites).

4. A plan for assessing student achievement

Describe culminating activities, projects, or other tasks which will permit students to demonstrate the knowledge and skills they have acquired.

5. A final personal reflection/testimonial

Reflect on the seminar experience and the goal of incorporating East Asia into your teaching. Possible topics you may wish to address include changes in your attitudes, approaches, materials, or perspectives and which issues or ideas raised in the seminar are of greatest relevance to your teaching and students.

▪ Optional

Discuss possible extracurricular extensions of this unit (e.g., Model UN, world music/film club, etc.)

5. Course Survey and Feedback

At the end of the course, you will need to take a short online survey to provide feedback on the course.

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Checklist

Deadline - Monday, June 24

Requirement
Readings
30 forum posts, including at least one film review or two website reviews
Make-up assignments
Curriculum project
Course Survey and Feedback

Seminar Benefits

Teachers who successfully complete the seminar and its follow-up requirements receive:

- East Asian reference and teaching materials
- For LAUSD educators, 2 LAUSD salary points (no fee)
- For all other districts, 6 Continuing Education Units (processing fee covered by USC)

QUESTIONS?

If you have any questions, please feel free to contact:

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