A professional development seminar sponsored by the Freeman Foundation. Presented by the Institute for Asian Studies in collaboration with the College of Education at Florida International University.

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AY 2008-2009
Sponsored by the National Consortium for Teaching about Asia (NCTA)
A program funded by the Freeman Foundation

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Texts:
Natsume Soseki, *Kokoro* (Gateway Editions 1957)

Description:
This seminar is designed to give Florida middle and high-school teachers a relatively sophisticated introduction to the history and contemporary issues and problems of East Asia, a region whose dynamism and vibrancy is sure to make it an even larger part of the state of Florida and our children’s future.

Goals:
- Reach an understanding of the history of the countries of East Asia, their situation vis a vis each other and the large civilizations of the world.
- Identify the main issues and problems in the incorporation of Asia into the modern world-system.
- Apply this knowledge about Asia to specific and original lesson plans for incorporation into the curriculum.

Requirements:
Participants are required to do a substantial amount of reading prior to each seminar, to participate actively in seminar discussion, and to develop and present an original lesson plan that connects seminar material to state-mandated teaching requirements. There will be a follow-up session summer 2009. The seminars will consist of the following components:

1. News Discussion Piece
2. Monthly Readings
3. One Presentation
4. Final Lesson Plan
Syllabus 2008-2009

SESSION 1:  September 6
9:30  Administration/Welcome
10:30  Orientation and Overview of Modern Asia
12:00  Lunch
12:30-2:00  Guest Lecture: Vrushali Patil, Women in Asia

SESSION 2:  October 18  (Note: Changed from October 11)
9:30  Administration
9:45  Discussion of Current Asia Affairs
10:30  Topic: East Asia in Transition
12:00  Lunch
12:30-2:00  Guest Lecture: Hilary Landorf, Lesson Plans and Pedagogy
Readings  East Asia, Chapter 16 and 17 (325-338)

SESSION 3:  November 22  (Note: Changed from November 15)
9:30  Administration
9:45  Discussion of Current Asia Affairs
10:30  Topic: Tradition Confronting Modernity
12:00  Lunch
12:30-2:00  Guest Lecture: Jane Marie Russell, Tourism and China
Readings:  East Asia, Chapters 17 (338-344) and 18

SESSION 4:  December 13
9:30  Administration
9:45  Discussion of Current Asia Affairs
10:30  Topic: Asia-Pacific at War
12:00  Lunch
12:30-2:00  Guest Lecture: Peter Levenda, Business Negotiation
Readings:  White Collar Zen
          East Asia, Chapter 19

SESSION 5:  January 10
9:30  Administration
9:45  Discussion of Current Asia Affairs
10:30  Topic: China and Japan since the War
12:00  Lunch
12:30-2:00  Guest Lecture: Wendy Lo, Contemporary Culture
Readings:  Kokoro
          East Asia, Chapter 20

SESSION 6:  February 14
9:30  Administration
9:45  Discussion of Current Asia Affairs
10:30  Topic: Asian Business and Globalization
12:00  Lunch
12:30-2:00  Guest Lecture: Sandy Avila, Women and Southeast Asia
Readings:  East Asia, Chapter 21
SESSION 7: March 14
Southern Japan Seminar

SESSION 8: April 25
9:30 Administration
9:45 Discussion of Current Asia Affairs
10:30 Topic: Communism in Modern Asia
12:00 Lunch
12:30-2:00 Guest Lecture: Hilary Landorf, Lesson Plans and Pedagogy
Readings: Ho 
East Asia, Chapter 22

SESSION 9 (Follow-up): June 6 (Note: Changed from June 13)
9:30 Administration
9:45 Lesson Plan Presentations
12:00 Lunch
12:30 Lesson Plan Presentations
1:45 – 2:00 Wrap-up
**Guidelines for Creating Your Lesson Plan**

This page is designed to help you with the format of your lesson plan. The list will assist you in creating your best lesson plans because they are the details that often are easily overlooked.

- Make the topic clear and establish a connection to Asia
- Follow the outline format
- List all of your sources and include one to two sentences explaining about each source
- Include titles of your sources; books, articles, webpages, etc. Even if a webpage has moved, it can often still be found by using a search engine with the title as the item to search for.

Don’t forget to ask for help if you need it.

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### Lesson Plan Outline

<table>
<thead>
<tr>
<th>I. Subject</th>
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<td><strong>Topic</strong></td>
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<td><strong>Grade</strong></td>
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<td><strong>Time</strong></td>
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| II. Goal     |   |

| III. Instructional Objectives |   |

| IV. Content Outline |   |

<table>
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<th>V. Instructional Strategies</th>
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<td><strong>Set</strong></td>
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<td><strong>Activities</strong></td>
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<td><strong>Closure</strong></td>
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| VI. Assessment |   |

| VII. Materials |   |

| VIII. ESL Strategies |   |

| IX. Home Learning Extension |   |

| X. Sunshine State Standards/ CBC Standards |   |
Lesson Plan Outline

I. **Subject:** The subject in which you are teaching this lesson  
**Topic:** Name of the topic  
**Grade:** Grade level  
**Time:** The amount of time you are planning for the lesson

II. **Goal:** A goal is a learning outcome. It is expressed by a broad statement identifying the general education outcome you want students to display upon completion of the lesson. The goal is a concept, NOT just information.

III. **Instructional Objectives:** Objectives are the concrete measures by which your goal will be realized. Objectives show how students will get to the goal, and are expressed by action verbs.

IV. **Content Outline:** This is literally the content that you are going to use in the lesson. Content usually consists of facts – historical, theoretical, social, etc.

V. **Instructional Strategies:**  
**Set:** The learning activity that serves as your “springboard to inquiry.” Examples of a set include a key question, a KWL graphic organizer, a small-group discussion, a large-group discussion, simulations, and role play.  
**Activities:** Make sure that your activities are interactive, and that they relate to your goal and your objectives.  
**Closure:** Consolidation of your students’ learning. Consider using Bloom’s Taxonomy as the basis of formulating questions.

VI. **Assessment:** How do you know if your goal and objectives have been achieved? Think creatively about assessment. Above all, do not give students a lower order test after you have emphasized higher order thought processes in the class. The medium is the message.

VII. **Materials:** Include here both teacher and student resources.

VIII. **Home Learning Extension:** Short and/or long term work.

IX. **Sunshine State Standards/CBC Standards:** List the standards that are most useful for you and your administration.