NCTA
National Consortium for Teaching about Asia

Professional Development Seminar
2010 – 2011
November 13
January 29
March 5
April 9
May 14

A professional development seminar sponsored by the Freeman Foundation. Presented by the Institute for Asian Studies at Florida International University.

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Dr. Steven Heine, Professor and Director of Asian Studies and NCTA
Jennylee Diaz and Maria Sol Echarren, Asian Studies Coordinators
Description and Goals:  
This seminar is designed to give Florida K-12 teachers an 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.

The main goals include:

- Through the use of films we will create an understanding of East Asian culture and the relation between traditional and modern thought in the context of globalized social history.
- Apply this knowledge about Asia to specific and original lesson plans for incorporation into each teacher participants’ curriculum.

Materials:  
Course Packet with selected readings; will be provided by Asian Studies.  
The following films will be shown in class –  
*The Barbarian and the Geisha*, dir. John Huston  
Reading by LIZA DALBY, featured guest speaker  
*Saint Jack*, dir. Peter Bogdanovich

Recommended Films  
Watch ONE film either produced in Asia or about Asia during the Prep Day (see Session I below) and come prepared to discuss it in class. Here is a list of recommended films for you to pick one but if this is not available, you may select a different one:

*South Pacific*, Joshua Logan  
*The Bridge on the River Kwai*, David Lean  
*Rising Sun*, Philip Kaufman  
*Rashomon*, Akira Kurosawa  
*Yojimbo*, Akira Kurosawa  
*The Last Samurai*, Edward Zwick  
*Mississippi Masala*, Mira Nair
Syllabus for NCTA 2010 - 2011

SESSION 1: November 13
9:30    Administration/Welcome
10:00-12:00 Film Viewing: *The Barbarian and the Geisha*, dir. John Huston
12:00    Lunch
12:30-2:00 Group 1 Presentation/Discussion of Film – See List Below for Assignments

SESSION 2: January 29
9:30    Administration
9:45-12:00 Special Featured Guest Speaker: LIZA DALBY
12:00    Lunch
12:30-2:00 Group 2 Presentation/Discussion of Film – See List Below for Assignments

SESSION 3: March 5
All NCTA participants will be asked and required to attend the Annual Meeting of the *Southern Japan Seminar* held at FIU as one of the sessions for NCTA points; More details will be announced

SESSION 3: April 9
9:30    Administration
9:45-12:00 Film Viewing: *Saint Jack*, dir. Peter Bogdanovich
12:00    Lunch
12:30-2:00 Group 3 Presentation/Discussion of Film– See List Below for Assignments

SESSION 5: May 14
9:30    Administration
9:45-12:00 FINAL PRESENTATIONS
12:00    Lunch
12:30-2:00 FINAL PRESENTATIONS Continued
Requirements:
Participants are required to participate actively in seminar discussions and to develop and present an original lesson plan that connects seminar material based on state-mandated teaching requirements. The seminars will consist of the following components:

THE MAIN REQUIREMENT IS TO PRESENT A LESSON PLAN ON SATURDAY AND TO ATTEND THE FULL CLASS SESSION AND PARTICIPATE IN DISCUSSION REGARDING YOUR COLLEAGUES'/PEERS’ PRESENTATIONS.-

1. Preparation for each session
2. One Presentation as part of a Group
3. Final Lesson Plan and Presentation
4. ATTENDANCE POLICY
   1. ATTENDANCE MANDATORY ON EACH OF THE FIVE IN-CLASS DAYS.
   2. ANY ABSENCE WILL RESULT IN A DEDUCTION FROM THE STIPEND.

Guidelines for Group Presentations
Participants will be divided into four groups (please see the list below), each group is responsible for a presentation of 8-10 minutes (7-8 slides) on the assigned film or reading. Each group member has been assigned a specific topic of discussion on the assignment.

Discussants in Group 1, as well as for the other Groups should all try to preview their film in advance or if that is not possible, do some basic internet research so that they will come prepared to discuss the following topics along WITH A 7-8 SLIDE POWER POINT PRESENTATION.

Group 1 – The Barbarian and the Geisha

Group 2 – LIZA DALBY Reading

Group 3 – Saint Jack
Guidelines for Creating Your Lesson Plan for Final Presentation

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

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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.
“The Barbarian and the Geisha”

**Released:** 1958  
**Director:** John Huston  
**Country:** USA  
**Duration:** 1 hr. 45 mins.  
**Main Stars:**  
John Wayne (as Townsend Harris)  
Eiko Ando (as Okichi)  
Sam Jaffe (as Henry Heusken)

**Synopsis:**

Barbarian and the Geisha is the true story of Townsend Harris, who in 1856 was appointed the first American consul to Japan. Headquartered in Shimoda, Harris discovers that the Japanese thoroughly mistrust the Americans (and, as it turned out, not without reason). When Baron Tamura, the governor of the province, denies the ship permission to land, Harris asserts that he has come in accordance with the treaty signed between his country and Japan. Believing that all the disasters visited upon Japan since the signing of the treaty have been warning signs from the Gods, Tamura refuses to recognize the pact, but Harris defies him and comes ashore anyway. Although Tamura rejects Harris’ status as American Consul, he allows him to remain as a private citizen and grants him the use of a dilapidated old house. It's an uphill climb, but Harris gradually earns the respect of the local power brokers—and in so doing, is permitted to enter the city of Tokyo. The geisha Okichi, originally sent to thwart Harris’ mission, falls in love with him and protects him from harm.

Harris is ushered into the Great Hall of the Shogun, which has been closed to foreigners for centuries. Brandishing the treaty, Harris makes a plea to pull down the barriers existing between Japan and the United States. Tamura, warning that only violence will come of the treaty, begs Harris to leave immediately.
Liza Crihfield Dalby is an American anthropologist and novelist specializing in Japanese culture.

She is a 1972 graduate of Swarthmore College, receiving her Masters in 1974 and her Ph.D. from Stanford University in 1978. The title of her dissertation is *The Institution of the Geisha in Modern Japanese Society*. Upon receiving her Ph.D. she accepted her first teaching position at the University of Chicago. In 1975 she went to Japan on a Fulbright scholarship to research geisha for her Ph.D. thesis. Her book *Geisha* is based on her experiences with the geisha community in Kyoto's Pontochō. Her previous knowledge of the *shamisen* (a three-stringed instrument) unlocked the doors for her acceptance within the geisha community in Pontochō. Liza Dalby is the first westerner to have trained as a geisha.
“Saint Jack”

**Released:** 1979  
**Director:** Peter Bogdanovich  
**Country:** USA  
**Duration:** 1 hr. 52 mins.  
**Main Stars:**  
Ben Gazzara (as *Jack Flowers*)  
Denholm Elliott (as *William Leigh*)  
George Lazenby (as the *Senator*)

**Synopsis:**

Compelling character study, revolving around Jack Flowers, an American hustler trying to make his fortune in 1970s Singapore in small time pimping. He dreams of building a fortune by running a brothel himself and returning to the States to lead a life of luxury. Savvy but not unsavory he strikes up a friendship with William Leigh, a genial and decent auditor who travels to Singapore every year. Ultimately, the background of the Vietnam War comes into the picture as Jack is offered the opportunity by the CIA to run a brothel for the R&R activities of U.S. soldiers on leave in Singapore.