

Spring News

STARTALK 2008: Chinese Pedagogy Institute

Our very successful summer 2007 Chinese Pedagogy Institute, funded by the STARTALK program, will be followed by a second institute this summer serving twenty-four middle and high school teachers of Chinese in a two-and-a-half-week residential program from June 15 to July 2. Jennifer Liu (Chinese language program coordinator, EALC) will again direct the institute with assistance from Michael Everson (Foreign Language Education, University of Iowa) and Claire Kottenbeutel (Foreign Language Consultant, Wisconsin Department of Public Instruction). Participants will receive graduate credit applicable towards secondary teaching certification in Chinese. The institute will be split between IU's bucolic Bradford Woods facility and the Bloomington campus and will have a two-track curriculum. Teachers in the beginning track will learn about lesson planning and classroom instruction, and those in the advanced track will focus on curriculum design, materials development, and assessment. Tuition, instructional materials, lodging, and meals will be fully covered.



The institute will also include an eight-day practicum experience June 23-28 and June 30-July 1 called "A Taste of Chinese," which will introduce two dozen local middle and high school students to the Chinese language. There are still spots available for middle school students interested in applying. For a more information and an application, see the next page and our "Taste of Chinese" Web site at <http://www.indiana.edu/~easc/CPI/students.htm>.

NCTA Enrichment Event: "East Asian Bodies and Sports"

Although the foundation of our National Consortium for Teaching about Asia (NCTA) program is the thirty-hour Teaching about Asia seminar, NCTA also offers enrichment events for seminar alumni and those who are interested in taking the seminar in the future. This spring's NCTA Enrichment Event took a sporty turn with a day-long workshop on "East Asian Bodies and Sports: From Tradition to the Beijing Olympics." Fifteen teachers from Indiana, Ohio, and Illinois came to Indianapolis to attend presentations by three academic specialists who discussed historical, cultural, and political aspects of past Olympics in Japan and Korea and the upcoming Games in Beijing. The event also included a participatory presentation on Tai Chi, a Chinese martial art. After the presentations, teachers discussed strategies for bringing this material back to their classrooms in a curriculum session led by John Frank of Center Grove High School. Keep an eye out for future NCTA Enrichment Events in your area!

IL/IN East Asia Fair: "Rigidity and Flexibility in Japanese Arts"

Fifty-five high school students had a chance to see the multi-layered assembly of kimono, to experience the etiquette and the feeling of community in a traditional tea ceremony, and to try their hand at arranging flowers in ikebana at this year's IL/IN East Asia Fair on "Rigidity and Flexibility in Japanese Arts." IL/IN East Asia Fairs are annual events, sponsored by the Title-VI funded Illinois/Indiana East Asia National Resource Center Consortium, that bring together Indiana and Illinois high school students for a fun day of interactive learning about East Asia. In addition to the hands-on activities, the students received an introduction to traditional Japanese arts by Kimiko Gunji (director, Japan House, University of Illinois at Urbana-Champaign), one of the Midwest's leading experts on the topic. She emphasized that although it is commonly thought that Japanese arts follow strict, unbendable rules, in reality those constraints allow for a flexibility that inspires creativity. This event was organized by EASC and its consortium partner, the Center for East Asian and Pacific Studies at the University of Illinois at Urbana-Champaign.



Upcoming Events

Lifelong Learning course: "Religion in China: Confucianism and Beyond"

Learn about one of the world's most venerable and adaptable philosophies in IU's Office of Continuing Studies Lifelong Learning course "Religion in China: Confucianism and Beyond" this November. Sponsored by EASC and led by Cheryl Cottine (Ph.D. student, Religious Studies), this course, open to the public, will explore Confucianism, a tradition that has been very influential in China's cultural development. The three-session class will examine Confucianism's origins, evolution, and future in modern-day China. The class will meet in downtown Bloomington on three consecutive Mondays, November 3, 10, and 17. For more information and to register, contact the Office of Continuing Studies at continue@indiana.edu or (812) 855-4991.

NCTA Summer Seminar in Bloomington, IN

Although most NCTA Teaching about Asia seminars meet once a week over a ten-week period, EASC will offer a one-week residential summer seminar in Bloomington July 21-26 for middle and high school teachers in rural areas of the Midwest and South. Like all NCTA seminars, the Bloomington seminar will provide a broad overview of the history and cultures of China, Japan, and Korea and will give participants the opportunity to discuss classroom applications and resources. Although this summer's seminar has already reached full enrollment, there will be more Teaching about Asia seminars offered throughout the year around the country. For information on NCTA and to find a seminar in your area, see www.NCTAsia.org,

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CLASSROOM CONNECTION: WHAT'S FOR LUNCH?

A comparison of Japanese and U.S. School Lunches

Written by John Frank, Center Grove High School, Indiana

Japanese and U.S. school lunch programs provide nutritionally balanced meals to millions of school children each day. In the United States, standards for school lunches are determined by each state. Although one source of commonality among U.S. school lunches comes from the U.S. Department of Agriculture, which provides nutritional guidelines for school lunches and administers the National School Lunch Program. The stated goal of this program is to supply "nutritionally balanced, low-cost or free lunches to children each school day." In 2006 the program provided low-cost or free school lunches to thirty million students daily.

In Japan, nutritional standards for school lunches (gakko-kyushoku) are also set by an institution of the national government. The Japanese Ministry of Education provides guidelines and financial support for the school lunch programs administered by local governments. Obvious difference between American and Japanese elementary school lunches are the Japanese use of chopsticks (hashi) and portions of rice on Japanese lunch trays. (The Ministry of Education aims to serve rice-based meals three times a week.)

Other significant differences between Japanese and U.S. school lunches go beyond nutritional guidelines. The Ministry of Education defines school instruction as a classroom activity:

"It is expected that school children can develop a sense of gratitude for people working in food related occupations as well as an appreciation of nature through their own productive work in school agricultural gardens (growing food for their school lunches) and through teachers helping them realize the amount of hard work and sweat required of so many people before food arrives at the school lunch tables."

The Kikoman Company, a major producer

and distributor of Japanese food products, offers additional insight into the affective goals of the Japanese school lunch program:

"Children deliver and serve the food themselves and eat at their desks in the classrooms with their teachers. Each week, different students are appointed kyushoku toban—lunch staff. The process of taking responsibility to prepare, serve, eat, and clean up after lunch gives school children a real work experience. These kinds of cooperative activities help to build a sense of service and a spirit of harmony. In addition, lunchtime presents an opportunity to apply skills learned in homemaking, social studies, biology, and other subjects."



Suggested questions for classroom discussion:

1. Why do Japanese students serve lunch to their fellow students?
2. How would American parents and school children react to a new school lunch program based upon a Japanese model? Why would they react in this way?
3. What lessons might we learn about a nation by looking at the foods its people eat and its meal-time customs?

Additional resources:

Video of Japanese 4th-grade class eating lunch in Shimane Prefecture:
<http://www.youtube.com/watch?v=PJBb1Kq2D3Q>

Explore Japanese School Lunch!
An interactive PowerPoint slide show
By Atsuko Ando

Authentic materials including various movie and image files of a Japanese school and hot lunch, and sound files of native speakers with exercises in a PowerPoint slide show, accompanied by Web-based exercises and quizzes.
<http://www.carla.umn.edu/ictl/materials/japanese/schoollunch/index.html>

"Japanese Mothers and Obentōs: The Lunch Box as Ideological State Apparatus" in *Permitted and Prohibited Desires: Mothers, Comics, and Censorship in Japan*
By Anne Allison
University of California Press, 2000
Allison, a professor in the Department of Cultural Anthropology at Duke University, looks at the ritualistic way that Japanese mothers prepare elaborate obentōs, or lunch boxes, for their children and husbands.

a taste of chinese

for middle and high school students

overview

This summer, twenty-four middle and high school students with or without previous experience in Chinese will be invited to participate in an eight-day non-residential program at Indiana University Bloomington, to be introduced to basic listening, speaking, reading, and writing skills in **Mandarin Chinese**. The students will serve as teaching practicum subjects for teachers in our Chinese Pedagogy Institute.

how to apply

We are still accepting applications from **MIDDLE SCHOOL STUDENTS!** Complete the application form found on our Web site at www.indiana.edu/~easc/CPI/students. Admission in rolling until full.



June 23-28, June 30, 1-3 p.m.
July 1, 2-7 p.m.
Indiana University Bloomington

cost

FREE! What's more, students who are selected to attend will be paid \$75 for their participation. Students must be able to provide their own transportation to and from campus. They must also commit to attending all sessions.

www.indiana.edu/~CPI/students