



Greenwich Public Schools Curriculum Overview

East Asian Studies

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

This course will evaluate and examine China, Japan and the Koreas as critical components of the modern global economy and sustained international peace. These nations are connected through a deeply contested history and could again clash over claims to international waters, supply chains, the environment and nuclear proliferation. At the same time, these nations must address their own political and demographic challenges that can determine the future success of their countries. How these issues are addressed by the East Asian nations will have an impact on the larger global community.

Unit Pacing Guide

- Unit 1: Roots of Traditional Asia (Approximately 7-10 classes)
 - Unit 2: Security and Sovereignty (Approximately 10 classes)
 - Unit 3: Development and Growth (Approximately 7-10 classes)
 - Unit 4: The Citizen and the State (Approximately 10 classes)
 - Unit 5: Global Reach and Foreign Policy (Approximately 12 classes)
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Enduring Understandings for the Course

- Unit 1: Roots of Traditional Asia
 - Chinese, Japanese and Korean culture is built on the shared foundation of Confucian, Buddhist, and Daoist beliefs. Japanese culture also includes the indigenous religion of Shinto.
 - These traditional beliefs still shape many aspects of life in East Asia today.
- Unit 2: Security and Sovereignty

- During the nineteenth century, China and Japan made divergent responses to the growing threat of Western intrusion and influence. China, reluctant to relinquish its ancient position of regional power, clung to its traditional ways with the disastrous consequence of concessions and unequal treaties.
 - Japan, recognizing the inevitability of Western presence, embarked on a rapid course of modernization by Western standards. This intense industrialization, colonization, and militarization erupted into World War II, with Japan's brutal domination of China and Korea, and its eventual surrender precipitated by the first use of Atomic warfare in history.
 - From China and Korea's lingering animosity towards Japan, to China's defiant defense of its international trade policies, to the debate over pacifism in Japan, the events of this period continue to haunt international relations within East Asia, and between East Asia and the world.
 - Unit 3: Development and Growth
 - The world's economic center is shifting from the west to East Asia, where much of the world's population now lives and works. Japan, Korea and China have each undergone economic transformations after WWII, experiencing unprecedented economic growth that has had ripple effects across the world. During this unit students will learn about recent economic history in the region, before the will research a current economic trend or challenge: automation, fiscal, monetary policy, environment/ energy, world trade and demographic change.
 - Unit 4: The Citizen and the State
 - Japan and S. Korea are considered two of the most democratic countries in the world today.
 - Despite being nominally "people's" governments, China and North Korea remain totalitarian states, with limited tolerance for dissent.
 - Conversely, popular protest was instrumental in South Korea's transition from dictatorship to democracy in 1987, and was recently instrumental in unseating a prime minister.
 - Today, even in Japan and South Korea, the treatment and rights of minority groups throughout East Asia are evidence that truly democratic systems are challenging both to create and to maintain.
 - Unit 5: Global Reach and Foreign Policy
 - China, Japan and S. Korea are global actors with international ambitions. During this unit students will create a profile about a country's broad foreign policy objectives using a variety of examples as evidence. Moreover, students must consider whether or not this country's role in the world is growing, declining or remaining stable.
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Standards

[Connecticut Social Studies Framework](#), adopted February 2015 (pg. 120 - 127)

Literacy in History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing in History/Social Studies

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[College, Career, and Civic Life \(C3\) Framework from The National Council for the Social Studies](#)

Dimension 1: Developing Questions and Planning Inquiry

D1.19-12. Explain how a question reflects an enduring issue in the field.

D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling questions.

Dimension 2: Applying Disciplinary Concepts and Tools

D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

D2.Civ.12.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Civ.14.9-12. Evaluate public policies in terms of intended and unintended outcomes and related consequences.

D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

D2.Eco.5.9-12. Describe the consequences of competition in specific markets.

D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes

D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes

D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.

D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

Dimension 3: Evaluating Sources and Using Evidence

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Dimension 4: Communicating Conclusions and Taking Informed Action

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional and global problems; instances of such problems in multiple contexts and challenges and opportunities faced by those trying to address these problems over time and place.

Suggested Assessments

- Unit 1: Roots of Traditional Asia
 - To what extent are the traditional religions relevant in East Asia today?
- Unit 2: Security and Sovereignty

- Students will select a current conflict or controversy in East Asia and evaluate its historical roots and policy options. Possibilities include:
 - Contested histories: How should controversial events be remembered?
 - Territorial Disputes: whose claim is correct? Why?
 - North Korean Nuclear Program: What is the best response to North Korea? Why?
 - Militarization vs Pacifism in Japan
 - Cybersecurity: to what extent is intent espionage an act of war?
- Unit 3: Growth and Development
 - Explore a contentious trade issue -- i.e. tariffs, subsidies, proposed trade agreements, intellectual property -- between the case study nations.
 - How will automation and Artificial Intelligence reshape East Asia's economies? Does technology represent an opportunity or a concern?
 - You are in charge of a central bank -- the Bank of Japan, Bank of Korea or the Bank of China. Acting as the Central Bank's governor, provide a brief update about current economic conditions in the country. What are your areas of optimism or concern, and what policy option(s) should the bank pursue?
 - What is the state's role in the economy? How does this compare across Japan, Korea and China?
 - Which of the three countries has the greatest soft power? How do we define soft power and how do you evaluate which country is the most potent in this area?
 - Compare and contrast China, Japan and Korea's approaches to an environmental issue. Topics to consider: Climate change, water scarcity, air pollution, environmental conservation, energy independence.
 - Assess _____'s [China, Japan, S. Korea] projected demographic health. Use appropriate sources of data and information to present your argument. Propose a policy option and evaluate the challenges of implementing this policy. In all cases, students may incorporate international case study comparisons (European nations or the US) in their responses.
- Unit 4: The Citizen and the State
 - Comparative analysis of political rights and participation in China, Japan and Korea.
- Unit 5: Global Reach and Foreign Policy
 - *What is _____ [Japan, China and S. Korea]'s role in the world?* Does this country have a clear stance on foreign policy beyond Asia? Use the topics below to create a profile about your chosen country that outlines its broader foreign policy agenda; moreover, consider whether or not this role in foreign affairs is growing, declining or remaining stable.
 - Role in the United Nations
 - Relationship with the United States
 - Nuclear Proliferation and Arms Deals
 - Foreign Aid and Humanitarian Issues
 - Conflict Resolution
 - Environmental Regulation
 - Other topic?

Resources

General Resources:

- [Interactive China Maps](#) from Harvard University
- [China Digital Times](#)
- [ChinaFile](#)
- [ChinaHush](#)
- [China Media Project](#) from the University of Hong Kong's Journalism & Media Studies Center
- [ChinaSmack](#)
- [Offbeat China](#)
- [Shanghaiist](#)
- [Tea Leaf Nation](#) from Foreign Policy magazine
- [China Development Brief](#) (NGO)
- [ChinaUSFocus](#) - China-US Exchange Foundation initiative
- [China-Africa Project](#)
- [China](#) page from *The New York Times*
- [US-China Perception Monitor](#) from The Carter Center China Program
- [The Diplomat](#)
- [Sinocism Newsletter](#)
- [Wall Street Journal: China Real Time Report](#)
- [The World Bank: China](#)

Unit 1:

- [Court Cases from Qing China](#) from Columbia University
- [The Spider's Thread](#)
- [Spring, Summer, Autumn, Winter and Spring](#)
- [God is Not One: Daoism](#)
- [The Tao of Pooh](#)
- [Excerpts from *The Tale of Genji*](#)
- [Living in the Chinese Cosmos](#) from Columbia University
- [Last Train Home](#)
- [Trading Economics](#)
- [World Population Prospects](#), from The United Nations
- [World Bank](#)
- [World Population History](#)

Unit 2:

- [Letter to King George III \(Macartney Mission\)](#)
- [Reform vs. Revolution Sources](#)
- [Letter to Queen Victoria \(Commissioner Lin\)](#)
- [Treaty of Nanking](#)
- "Good-bye to Asia" excerpts (in Meiji packet)
- ["Old China, New Japan" woodblocks](#)

- *Letter from Meiji Emperor to President Grant (in Meiji Packet)*
- *Restoring the Status of Asia (in Nanjing sourcebook)*
- *A Case for Japanese Expansion (in Nanjing sourcebook)*
- *Donghak Rebellion Reading (from NYU resources)*
- *“Coming of Age During War” Documents (in Japan binder)*
- *Nanjing Documents: Collaboration and Resistance*
- *Manchukuo Excerpts from “Wild Swans”*
- *Hiroshima Exhibit Posters*
- *Excerpts from “Hiroshima” by John Hersey*

Unit 3:

- [Observatory of Economic Complexity](#)
- [Investopedia \(definitions of terms\)](#)
- [What is the Transpacific Partnership?](#) from the Council on Foreign Relations
- [Learning from the Japanese Economy](#) from Stanford University
- [How Eight Conglomerates Dominate Japanese Industry](#) from *Smithsonian Magazine*
- [What You Can Learn from Japan's Lost Decade](#)
- [Abenomics and the Japanese Economy](#) from the Council on Foreign Relations
- [Why Inequality is Different in Japan](#) from the World Economic Forum
- [Inside Japan's Nuclear Meltdown](#) from PBS Frontline
- [Chernobyl vs. Fukushima: Which was Bigger?](#) from LiveScience
- [Economics of Dictatorship: North and South Korea](#) from *The New York Times*
- [BTS Conquered America. What's next for K-Pop?](#) from *The New York Times*
- [South Korea's Chaebol Challenge](#) from the Council on Foreign Relations
- [South Korea's Chaebol](#) from Bloomberg
- [Shopping in Pyongyang and Other Adventures in North Korea Capitalism](#) from *The New York Times*
- [Mind Blowing Facts about North Korea's Economy](#) from Business Insider
- [The North Korea-China Relationship](#) from the Council on Foreign Relations
- [What to know about N.Korean Sanctions](#) from the Council on Foreign Relations
- [Chineseposters.net](#)
- *Tombstone* by Yang Jisheng
- [China's Cultural Revolution DBQ](#) from Stanford University
- [Voices from China's Cultural Revolution](#) from *The New York Times*
- [40 Years ago, Deng Xiaoping Changed China and the World](#) from *The Washington Post*
- *Age of Ambition* by Evan Osnos
- *Factory Girls: From Village to City in a Changing China* by Leslie T. Chang
- [Made in China 2025](#) from the Council on Foreign Relations
- [China Going Green](#) from the World Economic Forum
- [Why China Still isn't Winning its War on Pollution](#) from *The Diplomat*
- [One Belt, One Road Backgrounder](#) from the Council on Foreign Relations
- [China's Looming Crisis: A Shrinking Population](#) from *The New York Times*
- [Long Slide Looms for World Population, With Sweeping Ramifications](#) from *The New York Times*
- [Seoul's Losing Birth Rate Battle](#) from *The Diplomat*
- [How South Korea Stopped its Parents Aborting Girls](#) from BBC
- [The Mystery of Why Japanese People Are Having So Few Babies](#) from *The Atlantic*
- [Japan suffers biggest natural population decline ever in 2018](#) from CNN

Unit 4:

- [Constitute Project](#)
- [Chinese Communist Party Backgrounder](#) from the Council on Foreign Relations
- [Tiananmen in Photos](#) from *The Atlantic*
- [What does Tiananmen mean...](#) from *The Washington Post*
- [Tiananmen: The People Versus the Party](#) from PBS
- [Hong Kong Protests Summary](#) from *The New York Times*
- [Protest: The South Korean Weapon of Choice](#) from Harvard University
- [How Protests... Led to the Downfall](#) from The Canadian Broadcast Company
- [South Korea Worked a Democratic Miracle](#) from *The New York Times*
- [Pyongyang](#) (excerpts)

Unit 5:

- [The Diplomat](#)
- [Center for Strategic and International Studies](#)
- [International Institute for Strategic Studies](#)
- [UN Member States on the Record](#)