

Asia in the Schools

Preparing Young Americans for
Today's Interconnected World

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The Asia Society wishes to thank the Foundation for its generosity and foresight.

Asia[■] in the Schools

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Today's Interconnected World

A Report of the National Commission on Asia in the Schools

National Commission on Asia in the Schools

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P reface

Now, more than ever, Americans face both opportunities and challenges that originate beyond our borders. In such a shrinking world, it is critical for all Americans—not just groups of experts—to be more educated about Asia. As the world's largest, most populous, and fastest-growing region, Asia plays a vital role in the continued prosperity of the United States.

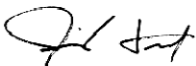
Regrettably, in our schools, most young Americans learn very little about Asia. But, as the movement to raise standards for our students continues, we, as a nation, have an opportunity to enhance the education reform effort to embrace international understanding, and, from our perspective, Asia-related learning. We must ensure that schools help students acquire the knowledge and skills they must have to succeed in our interconnected world. Learning about Asia and the mutual impact of our relationship with that region must become a new education basic. The report that follows, **Asia in the Schools: Preparing Young Americans for Today's Interconnected World**, presented by the National Commission on Asia in the Schools, calls upon the nation to make sure our young people are prepared for life and work in the twenty-first century.

The Freeman Foundation provided the visionary support and commitment that made it possible for the Commission to undertake this sweeping study. As the Secretariat to the Commission, the Asia Society played the central role in convening the Commission, conducting new studies and exhaustive research, bringing together experts, and preparing this landmark report.

Many extraordinarily dedicated Asia scholars, teachers, teacher educators, and outreach specialists shared their insights and advice with the Commission as it worked over the past eighteen months. Those people must continue to be a part of any endeavor to improve teaching and learning about Asia; their expertise, dedication, and energy will make success possible.

As lead representatives of the Commission, we had the benefit of working with fellow members who brought wide-ranging expertise and determination to our endeavor. Their invaluable insights guided the development of this report, which reflects their collective knowledge and breadth of experience.


On behalf of the Commission, we feel privileged to have had the opportunity to address an issue of profound importance to our nation—international understanding and security—and to join the process of promoting American awareness of Asia and the world. We call upon our fellow Americans to help initiate a national movement that will carry this work forward so that it can benefit all our young people.



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The background consists of a grid of overlapping squares in various shades of orange, yellow, and red. The squares are arranged in a way that creates a sense of depth and movement, with some squares appearing to be in front of others. The colors range from bright yellow to deep red, with most of the squares being in the orange spectrum.

A Call to Action



Our nation faces an international crisis—right here at home. By its size, wealth, power, entrepreneurial initiative, technological creativity, and demographic diversity, the United States is, in fact, a great “international nation.”

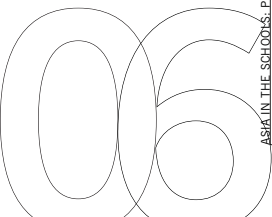
Yet, vast numbers of U.S. citizens—particularly young Americans—remain dangerously uninformed about international matters. They lack even the rudimentary knowledge of world affairs and cultures beyond our borders that is necessary to lead America in today’s global environment.

This knowledge deficit is particularly glaring in the case of Asia. The region has become the single most important trading partner of the United States and is increasingly the focus of U.S. economic and security interests. The peoples and cultures of Asia have influenced the world through their diverse religions, languages, music and art, histories and philosophies. And in the United States, twelve million Americans of Asian descent constitute one of the fastest-growing and most affluent demographic groups. Historically, Asian Americans have shaped the national landscape, and they continue to do so. Asia therefore is both a “growth area” for the United States, through its economy and its power in world affairs, and a natural focus of historical and cultural interest for U.S. citizens.

Apart from the professional community of Asia scholars and experts and a few enclaves of exemplary programs in the schools, however, the overwhelming majority of Americans know too little about Asia. The extensive nature of the problem requires long-term solutions and real investment in change. The nation’s schools must be where we turn to prepare our young people—America’s future leaders—to participate in a world in which Asia’s importance continues to become more vital. However, this is not an issue for schools to address alone. Our nation has a major stake in international understanding and security. Meeting the challenges these areas pose will require a concerted national effort, with contributions from all those involved in education. This means not only the dedication of parents, teachers, and school administrators, but especially the commitment of our nation’s leaders—governmental, business, academic, media, and civic.

Now is the time to push for education reform that is favorable to international learning. The fast pace of globalization lends urgency to the need for change, and the reform movement underway in education has not yet fully focused on what students need to know and understand about other regions and cultures.

This report is the work of the National Commission on Asia in the Schools, a distinguished group of American education, policy, business, media, and civic leaders brought together by the Asia Society, a leading American nonprofit, nonpartisan educational institution dedicated to fostering understanding of Asia and communications between Americans and Asians. In **Asia in the Schools: Preparing Young Americans for Today’s Interconnected World**, the Commission presents the most thorough analysis ever conducted of the status of teaching and learning about



Asia in our schools. The panel's most significant finding: There is a huge gap between the strategic importance of Asia—the largest, most populous, and fastest-growing area of the world—and Americans' disproportionate lack of knowledge about this vital region.

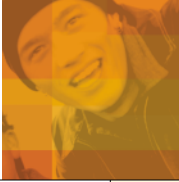
This report analyzes the strengths and weaknesses of current teaching and learning about Asia and Asian American topics in U.S. primary and secondary schools. It sets forth actions needed to improve the quality and broad accessibility of such instruction—actions based firmly on a concern for students' exposure to *all* regions and cultures.

This report also documents the work of a small but effective cadre of pioneering individuals who are bringing information about Asia to the nation's schools. Various institutions, including colleges and universities, not-for-profit institutions, museums, foundations, and other resource organizations support their efforts. The work of those individuals and groups represents many decades spent developing model programs and materials on Asia. It serves as a valuable resource upon which the entire nation can build.

Despite these positive examples, the Commission found reasons for concern in the way Asia and Asian American materials are treated—or often ignored—in U.S. schools. Although many schools teach about Asia, much of what passes for legitimate curricula and resources on Asia is outdated and often superficial or, even worse, distorted or inaccurate. The Commission found that teachers often work hard to incorporate Asia-related content in the classroom, but they must do so without adequate background or opportunities to upgrade their knowledge through professional development and often without the benefit of quality instructional materials.

These findings indicate that for young Americans to learn what they need to know about Asia and its impact on the United States, our education system must strive for significant improvement in what teachers teach and what students are expected to learn. While some benefit can be derived from adding new topics to the curriculum and introducing specialized courses on Asia or Asian American history, this Commission calls for a more practical approach: Studies of Asia must be *integrated* into *extant* teaching and learning structures across the spectrum of disciplines and at various levels.

Nonetheless, infusing Asia-related material into the current curriculum will require more than just inserting a few references to Asia in textbooks or in classroom activities. Changes that are more fundamental must occur—in teacher preparation and professional development, foreign language instructions, material development, and technology deployment—if we are to make systemwide progress.



The Commission's vision is that for *all* children to acquire the knowledge and skills necessary for life and work in today's interconnected world, every child in America should be able to attend:

- an elementary school that integrates accurate and engaging materials dealing with Asia and Asian American topics infused into reading programs and social studies curricula and affords students the opportunity to learn Asian languages;
- a middle school that builds interdisciplinary instruction on Asia-related concepts and content learned in earlier grades, encourages adolescents' growing curiosity about the world, and allows students to continue studying Asian languages at the intermediate level;
- a high school that provides opportunities to explore Asia-related topics in depth through social studies and geography as well as U.S. and world history themes and supports programs giving students competency in one of several Asian languages; and
- a school that engages in an ongoing educational partnership with a school in Asia through technology links and exchange programs and fosters in its students and faculty an appreciation for our nation's cultural diversity.

To achieve this vision we will need to make learning about Asia (and other regions) a national priority. We must mobilize our citizens to support a broad-based coalition to lead the nation in the vital effort to ensure that the study of Asia becomes an education basic.

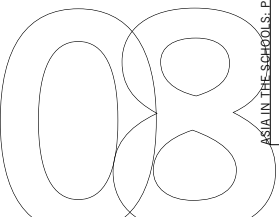
Therefore, this Commission calls upon:

POLICYMAKERS, STATE EDUCATION LEADERS, AND LOCAL EDUCATION OFFICIALS TO CRAFT POLICIES THAT MAKE LEARNING ABOUT ASIA (AND OTHER REGIONS) A NATIONAL PRIORITY.

Specifically, we call upon governors to appoint by December 2001 a Task Force on International Education composed of education, business, media, academic, and civic leaders. The group would be charged with conducting a thorough inventory of each state's Asian and other international resources to examine how these could be used to further education and reporting its findings by December 2002. The report should establish an agenda for action at the state and local levels and develop criteria for monitoring progress. Similarly, every school or district should conduct an "academic audit" of current efforts to help students learn about Asia and other regions.

FEDERAL, STATE, AND LOCAL GOVERNMENTS TO INCREASE INVESTMENT IN ASIA-RELATED EDUCATION, ESPECIALLY ASIAN LANGUAGE INSTRUCTIONS.

Specifically, we should increase the number of K-12 students studying Asian languages from the current level of less than two percent of those studying a foreign language to five percent by 2005, and to ten percent by 2010.



COLLEGES, UNIVERSITIES, AND RESOURCE ORGANIZATIONS TO DRAW UPON THEIR EXPERTISE TO ENSURE THAT TEACHERS HAVE OPPORTUNITIES TO LEARN ABOUT ASIA AS PART OF THEIR FIELD PREPARATION AND PROFESSIONAL DEVELOPMENT.

Specifically, by 2005, every social studies and history teacher should have had one Asia-related university or college course; most now have had no such preparation for bringing Asia-related content to their classrooms.

BUSINESS AND CIVIC LEADERS TO HELP RAISE AWARENESS OF THE IMPORTANCE OF LEARNING ABOUT ASIA AND TO URGE EDUCATIONAL LEADERS AND GOVERNMENT OFFICIALS TO SUPPORT GREATER INVESTMENTS IN THE FIELD.

Specifically, business and civic leaders can assist schools and districts in creating “school-to-school” links with Asia, particularly using communications technology, so that 50,000, or almost half of the nation’s schools, could have such links by 2010.

PUBLISHERS OF EDUCATIONAL PRODUCTS TO ENSURE THAT THE MATERIALS THEY PRODUCE PROVIDE UP-TO-DATE TREATMENT OF ASIA AND ASIAN AMERICAN TOPICS REFLECTING ACCURATE SCHOLARSHIP.

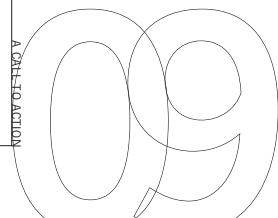
Specifically, an annual or biennial review of such materials is recommended to monitor progress in this area.

Detailed action steps for these and other suggestions are found in Chapter VI.

This Commission recognizes that the needed changes are large in scale and far-reaching and that implementation of our recommendations will require investments of time, energy, and resources. We also recognize that studies of Asia across the country will be integrated into different grades and subject matters in various ways. These changes mandate a vision of the overall need, but also an understanding of the evolutionary nature of progress in the decentralized U.S. educational system.

While the schools must be at the center of the national effort needed to meet these challenges, what is at stake is not just an education issue. The United States has a vital interest in international understanding and security. Preparing young Americans for the future that globalization will bring must be the responsibility of all citizens, and particularly government, business, academic, media, and civic leaders. Only a concerted national effort can effect the needed reforms.

In this century, international education must be integral to American education. That education must include studies of Asia—its nations, peoples, and contemporary issues—as well as exposure to Asian languages and understanding of the ways in which Asia and the United States mutually affect one another. Our children deserve—and our nation can afford—nothing less.





LANGUAGE AND NATIONAL SECURITY IN ASIA FOR THE TWENTY-FIRST CENTURY*

THE TABLE IS AN INDICATION OF ACTUAL AND POTENTIAL LANGUAGE NEEDS FOR ASIA IN THE 21ST CENTURY. THEY HAVE BEEN COMPILED FROM NATIONAL SECURITY POLICY DOCUMENTS. THE MAIN DOMAINS OF NEED COVER THE POLITICAL, MILITARY, ECONOMIC, AND SOCIAL.

REGION/COUNTRY	ISSUES	LANGUAGE**
EAST ASIA		
China	Security; arms control; nuclear nonproliferation; weapons of mass destruction; promoting democracy; prosperity; human rights; environment	Mandarin; Cantonese; 55 official minority languages
Japan	Enhancing security; prosperity; energy	Japanese
North Korea	Human rights; weapons of mass destruction; nuclear nonproliferation; missiles; enhancing security; regional state-centered threats	Korean
South Korea	Nuclear nonproliferation; weapons of mass destruction; missiles; promoting prosperity; enhancing security	Korean
Taiwan	Security; arms control; nuclear nonproliferation; weapons of mass destruction; environment	Mandarin, Minnan
SOUTHEAST ASIA		
Brunei	Enhancing security; promoting democracy; financial security, human rights	Brunei; Bajau; Iban; English; Chinese; Tutong
Burma		Burma Burmese; Karen; Shan; Arakanese; others
Cambodia		Central Khmer; Mandarin Chinese; Vietnamese; Indonesian
Indonesia		Javanese; Sunda; Malay/Indonesian; Madura; Bali; Sulawesi; Aceh; Banjar; Betawi; others
Laos		Laos Lao; Khmu
Malaysia		Malay; Chinese languages; Tamil; Banjar
Philippines		English; Spanish; Cebuano; Tagalog; Ilocano; Hiligaynon; Bikol
Singapore		Chinese (Min Nan, Yue, Mandarin, others); Malay; English
Thailand		Central Thai; Thai (Northeastern, Northern, Southern, Dam); Khmer; Pattani Malay
Vietnam		Vietnamese; French
SOUTH ASIA		
India	Nuclear nonproliferation; security; weapons of mass destruction; energy; drugs; arms control; environment	Hindi; Telugu; Marathi; Tamil; Bengali; Urdu; Kannada; Awadhi; Malayalam; Bhojpuri; many others
Pakistan		Western Punjabi; Sindhi; Saraiki; Urdu; Northern Pashto; Kashmiri; Baluchi (various); Hindko; Brahui
CENTRAL ASIA		
Kazakhstan	Nuclear nonproliferation; arms control	Turkish; Russian; other regional languages
Kyrgyzstan		
Tajikistan		
Uzbekistan		
Turkmenistan		

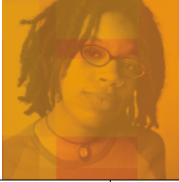
* Modified from the table entitled "National Security Issues by Region and Country" published in *Language and National Security in the 21st Century: The Role of Title VI/Fulbright-Hays in Supporting National Language Capacity* (College Park, MD: The National Foreign Language Center and University of Maryland, 2000), pp. 111-118.

** Where numerous languages are spoken, the principal regional languages are listed first, other local dialects follow.

Chapter I

The United States and Asia:

Opportunities and Challenges



IT'S NOT GOING TOO FAR TO SAY THAT THERE WOULD BE NO U.S. HISTORY WITHOUT ASIAN HISTORY—FROM CHRISTOPHER COLUMBUS'S ACCIDENTAL "DISCOVERY" OF AMERICA WHILE IN SEARCH OF A PASSAGE TO INDIA TO THE WARS OF THE TWENTIETH CENTURY—OUR PAST INTERMINGLES WITH THAT OF ASIA.

275,076 ASIAN STUDENTS WERE ENROLLED IN U.S. COLLEGES AND UNIVERSITIES DURING THE ACADEMIC YEAR 1998–99, WHEREAS LESS THAN 8,000 AMERICAN STUDENTS WERE STUDYING IN ASIA.*

ASIA IN THE SCHOOLS: PREPARING YOUNG AMERICANS FOR TODAY'S INTERCONNECTED WORLD

In this era of rapid globalization, Asia will play a much larger role in world affairs than it has in the past hundred years.

Given that our two regions are so enmeshed—geopolitically, economically, and culturally—our relationship with Asia is ripe with opportunities. At the same time, ignorance of Asia puts Americans at risk on many fronts, including losing our comparative advantage or even becoming irrelevant as globalization continues.

Asia's Global Profile

Asia is the world's largest and most diverse continent, encompassing more than thirty percent of the earth's land area. It is a region so diverse and complex—geographically, culturally, ethnically, linguistically, and religiously—that it defies any single regional categorization. It is also home to more than sixty percent of the world's population. Simply because of its size—its burgeoning economic strength notwithstanding—Asia will wield greater international influence in the years ahead.

Asia as a Market

Asia is home to the world's second-largest economy, Japan, and most of the fastest growing emerging economies. It includes the world's first, second, and fourth most populous nations—China, India, and Indonesia, respectively. With a near hundred percent literacy rate in countries like Korea, Singapore, and Japan, Asia's diverse populations increasingly represent consumers as well as manufacturers of goods produced globally. In this century, Asia is expected to provide a disproportionate share of world market growth because of its large and highly educated population base and rapidly growing economies. Already, our trade with Asia is more than double that with Europe and exceeds \$870 billion annually; continued expansion and growth of our economy will depend, in large part, on our being able to penetrate Asia's huge markets.

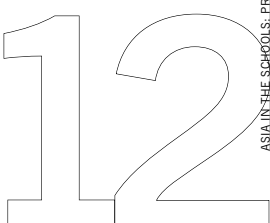
To further benefit from Asia's growth, American investors must also be able to assess capital market risks, which have political as well as economic bases. This requires an understanding of Asian countries and their emerging trends and issues.

Asia as a Partner

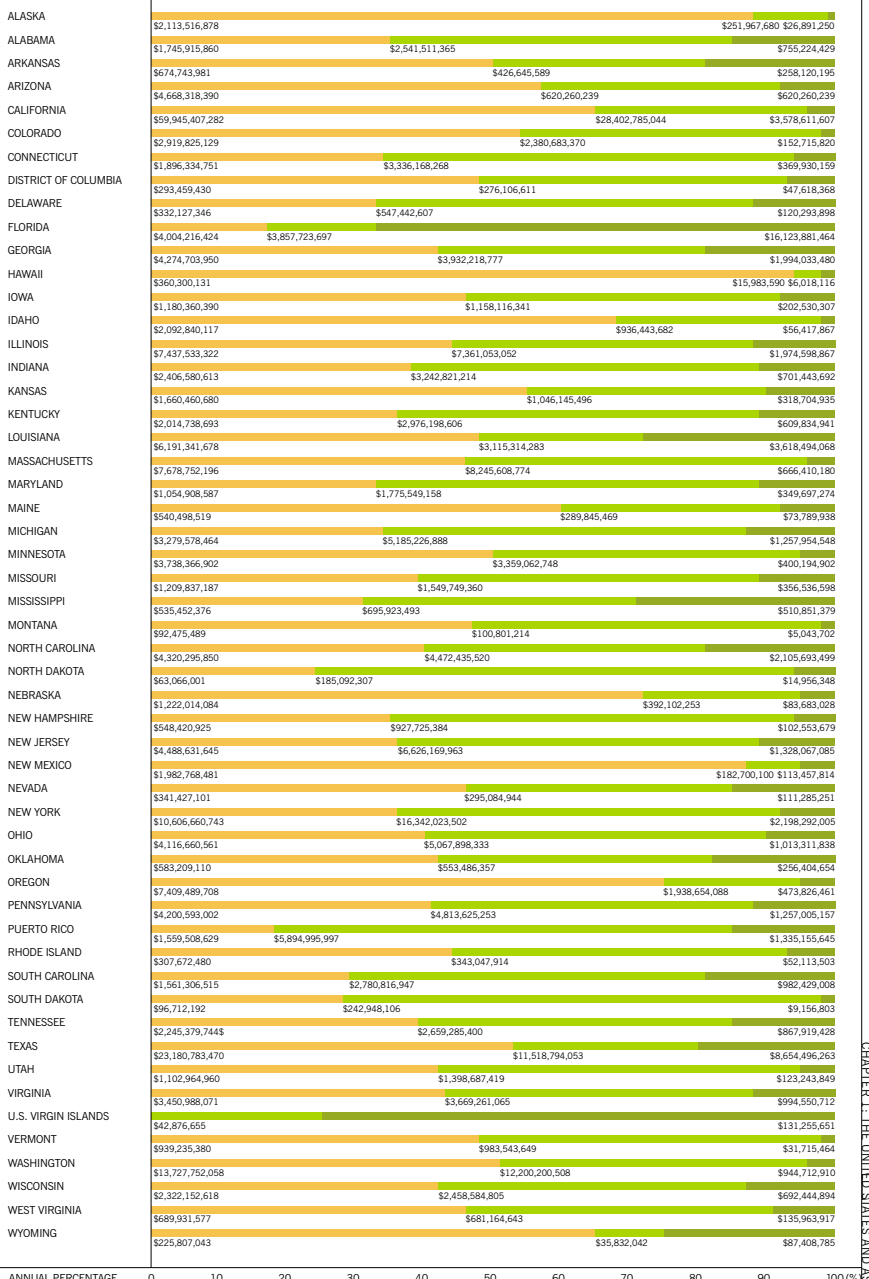
The United States is already tightly linked to Asian nations in many ways—from defense, security, business, and social concerns to academic, artistic, and personal pursuits. Everything from averting the spread of nuclear weapons and addressing human rights issues to understanding and managing global environmental and health concerns will require multilateral cooperation and the involvement of Asian nations. At the same time, for many Americans, geographical distance and cultural gaps must be bridged. Conflicts could easily result from a lack of understanding. These risks are considerable.

There is also the asymmetry in understanding. Asians usually know much more about the United States than Americans know about Asian countries. The asymmetry affects our dealings

* Source: Institute of International Education, the U.S. Department of Education, and the National Center for Education Statistics.



STATE EXPORT FIGURES 2000 ALL 50 STATES, WITH DISTRICT OF COLUMBIA, PUERTO RICO, AND US VIRGIN ISLANDS



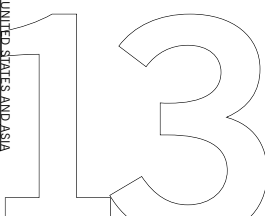
ASIA*
EUROPE**
LATIN AMERICA***

Data compiled by Massachusetts Institute for Social and Economic Research at the University of Massachusetts at Amherst (MISER AxesWeb) using figures from the Census Bureau, Foreign Trade Division.

* Asia includes: Afghanistan, Australia, Bangladesh, Bhutan, Brunei, Cambodia, China, Hong Kong, India, Indonesia, Iran, Japan, Kazakhstan, Kyrgyzstan, Laos, Malaysia, Maldives, Mongolia, Nepal, New Zealand, North Korea, Pacific Island countries, Pakistan, Papua New Guinea, Philippines, Singapore, South Korea, Sri Lanka, Taiwan, Tajikistan, Thailand, Turkmenistan, Uzbekistan, Vietnam.

** Europe includes the countries defined by European Union and EFTA.

*** Latin America includes Central and South America and the Caribbean, does not include Mexico.





with Asia on many different levels; it also colors our daily interactions with Asians and Asian Americans. Lack of cultural understanding causes problems for both sides, but particularly for the one that is less informed. To engage a partner in any enterprise, mutual understanding is crucial.

Asia as a Competitor

There is also the potential for conflict that stems from expressed and unspoken anxiety troubling many Americans with respect to Asia—particularly China and, to a lesser extent for now, Japan—as a competitor in the economic and political spheres. There is the risk that comes from our lack of understanding: American ignorance is our critical vulnerability, one which may lead to bad public policy or business decisions that can harm us as a nation, as citizens, and as workers.

Asia as the Invisible Unknown

Our nation boasts some of the most highly regarded Asia-focused research centers as well as universities and colleges with renowned Asia scholars. However, the vast majority of Americans know very little about Asia, let alone the individual nations and cultures that make up this diverse region. With ignorance comes weakness.

Although Indonesia, already the world's largest Islamic country, will in this century surpass the United States to become the world's third most populous nation, it is virtually invisible to Americans—even to most policymakers. We tend to recognize Vietnam as a war, not a country. And yet, with half of its population born after 1980, and a ninety-seven percent literacy rate along with a rich base of natural resources, Vietnam offers market and investment potential for U.S. businesses and an opportunity for our two nations to move beyond the memory of the war.

Asia in America

Twelve million Americans of Asian descent constitute one of our fastest-growing demographic groups. This diverse community, whose history in the United States dates back over two hundred years, represents more than thirty different nationalities and ethnic groups and even greater diversity in terms of languages, cultures, and histories.

Asian Americans make vital contributions to U.S. economic, educational, scientific, and cultural life, shaping our national identity and enriching our cultural diversity. How we relate to our nation's growing diversity and address related issues in our schools, the workplace, and within our political system will be critical to strengthening our democracy.

TWO FILIPINO AMERICANS MAY HAVE TO COMMUNICATE WITH EACH OTHER IN ENGLISH BECAUSE ONE'S NATIVE LANGUAGE IS TAGALOG, WHILE THE OTHER'S IS ILOCANO. IN A GROUP OF CHINESE AMERICANS, ONE MAY BE FROM RURAL CHINA, ANOTHER FROM COSMOPOLITAN HONG KONG, A THIRD FROM VIETNAM, A FOURTH FROM JAMAICA, AND A FIFTH FROM OHIO—EACH WITH DISTINCT STORIES TO SHARE. AMONG THREE SOUTH ASIAN INDIANS, ONE MAY BE A GRANDDAUGHTER OF EARLY SIKH IMMIGRANT FARMWORKERS IN CALIFORNIA, ANOTHER MAY BE A UNIVERSITY-EDUCATED HINDU WHO CAME TO THE UNITED STATES ORIGINALLY AS A FOREIGN EXCHANGE STUDENT, AND THE THIRD MAY BE A GUYANESE-BORN STORE OWNER IN MISSISSIPPI WHO ATTENDS A BAPTIST CHURCH.*

ASIAN IN THE SCHOOLS: PREPARING YOUNG AMERICANS FOR TODAY'S INTERCONNECTED WORLD

* By Peter Kiang, *Asian American Curriculum & Resource Guide* (Asia Society, 1998).

Why an Asia-Related Focus Now?

While learning about Asia can enrich personal and intellectual growth, it is clear that, as a nation, deeper understanding of Asia will be critical to sustaining our economic well-being, improving our living standard, opening new markets, maintaining peace, and embracing cultural diversity. However, our current shortcomings vis-à-vis Asia seriously undermine our ability to meet many of the immediate global challenges facing the United States.

Defense Department research shows that the United States is failing to graduate enough students with expertise in foreign languages, cultures, and the policy concerns of other nations—especially China and Korea, as well as the newly independent central Asian nations that emerged following the breakup of the Soviet Union—to fill the demands of business, government, and our universities.

While many teachers, administrators, and policymakers responsible for elementary and secondary education recognize the need to educate our students about world affairs and other cultures, many schools lack the know-how, resources, and support necessary to provide such instruction. Consequently, many students still receive instruction geared more to the industrial society of the twentieth century than the information age of the twenty-first. They are being fitted with the blinders of educational isolationism, which will hinder their success in today's interconnected world. The time has come to bring our schools up-to-date for all our students, not just a select few, by making international education, and specifically Asia-related learning, an integral element of quality education in our schools.

OUT OF MORE THAN 1.3 MILLION COLLEGE AND UNIVERSITY STUDENTS STUDYING FOREIGN LANGUAGES, ONLY ABOUT 140 GRADUATED WITH DEGREES IN CHINESE AND ONLY A HANDFUL IN KOREAN.*

* Source: *The New York Times*, April 16, 2001.



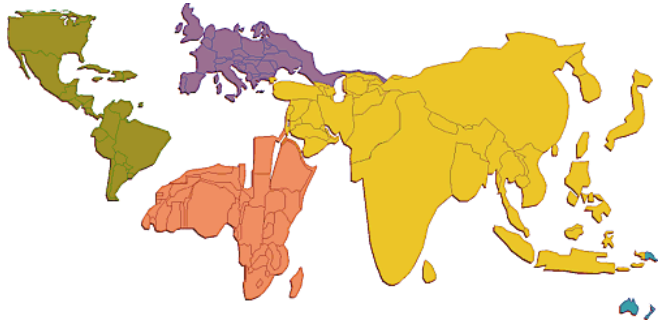
POPULATION CARTOGRAMS*

A CARTOGRAM IS A TYPE OF MAP BASED ON A SCALE OTHER THAN A TRUE SCALE. IN THIS CASE, THE CARTOGRAM IS BASED ON WORLD POPULATION DISTRIBUTION.

1995



2030



	1995	2030	CHANGE
THE AMERICAS	775	1,080	+39%
EUROPE	727	718	-1%
AFRICA	728	1,496	+105%
ASIA	3,458	4,960	+43%

* Map created by Richard Furno of *The Washington Post*. Used by permission.

Chapter II

What Americans Know and Think About Asia



O

ur students want to learn more about Asia, but schools and districts lack the resources to equip them with the knowledge they need.

The National Commission on Asia in the Schools carried out an extensive series of research activities aimed at answering two broad questions concerning our perceptions and knowledge of Asia:

- **How important is Asia to Americans?**
- **What do (don't) adults and students know about Asia?**

The Commission began by examining existing literature and then commissioned a number of new studies.¹

Following is a summary of the findings:

How important is Asia to Americans?

Most Americans agree that knowledge about Asia and other world regions is important to living and working in the twenty-first century. They look to the schools to promote such knowledge and understanding.

IMPORTANCE OF LEARNING ABOUT ASIA

Our studies showed that both adults and students see more extensive knowledge of Asia as vital to life and work. More than eight in ten adults (eighty-two percent) and seven in ten students (seventy-four percent) agree that there is a connection between Asia and America's future. Among adults this opinion is shared across lines of age, education, race and ethnicity, and geography.

More than seven in ten students said they wanted to learn more about a wide range of Asia-related topics, including languages, literature, art, music, history, and politics. Nine out of ten adults say it is important for students to study Asia in school—an opinion that transcends educational, socio-economic, racial and ethnic, and geographic lines.

When asked to specify why it is important for American students to learn more about Asia, both adults and students pinpoint the same two factors—Asia's influence on the U.S. economy and its population.

IMPORTANCE OF LEARNING ABOUT WORLD CULTURES

Both adults and students (more than nine out of ten in both groups) believe that students should “learn more about world cultures” and “understand the diverse cultures that make up the United States.” Colleges graduates were more likely than the general population (seventy-two to sixty-one percent) to support learning about other cultures. Those from states that export agriculture products and those who had studied a foreign language were particularly supportive of learning about Asia and other cultures.

MOST AMERICANS BELIEVE THAT THE NATION MUST TAKE AN ACTIVE ROLE IN WORLD AFFAIRS. NEARLY 70 PERCENT OF THE AMERICAN PUBLIC AND FULLY 97 PERCENT OF AMERICAN LEADERS BELIEVE THAT CHINA WILL PLAY A GREATER ROLE IN WORLD AFFAIRS IN THE COMING DECADE.*

ASIA IN THE SCHOOLS: PREPARING YOUNG AMERICANS FOR TODAY'S INTERCONNECTED WORLD

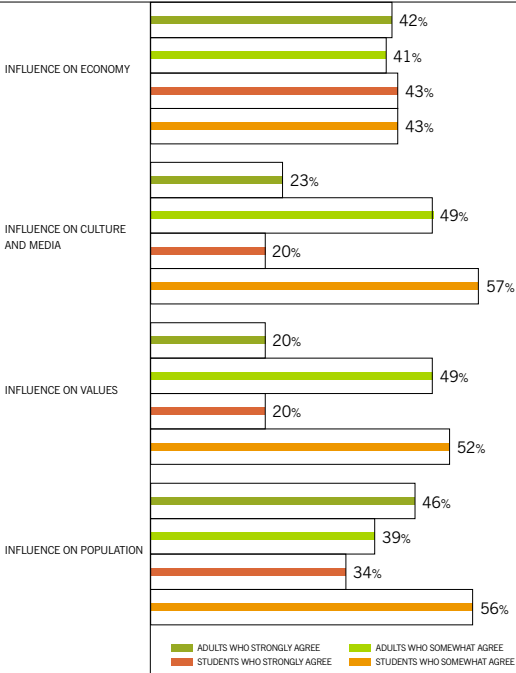
¹ These included two national telephone surveys conducted in August and September 1999 by Penn, Schoen & Berland. The first survey was conducted on 810 adults, 18 years and older, while the second involved 1,012 college-bound high school students aged 15 to 19. The result has a margin of error of +/-3.5% at the 95% confidence level.

* Source: Chicago Council on Foreign Relations, 1999.

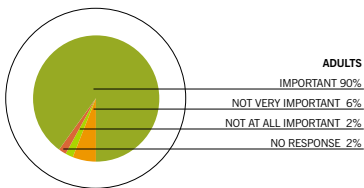
AMERICANS BELIEVE STUDENTS SHOULD LEARN MORE ABOUT THE WORLD



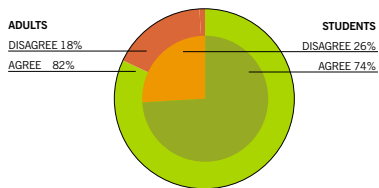
REASONS FOR LEARNING ABOUT ASIA



THE IMPORTANCE OF ASIA-RELATED EDUCATION FOR AMERICAN STUDENTS



LEARNING MORE ABOUT ASIA WILL HELP STUDENTS PREPARE FOR LIFE AND WORK IN THE NEXT CENTURY





ROLE OF SCHOOLS IN CONVEYING KNOWLEDGE OF ASIA

The surveys documented the importance of schools in imparting knowledge about Asia. More than three-quarters of the students identified teachers and schools as their principal source of information about Asia—far more than newspapers and magazines, television, or books. Even among adults, more than one-quarter continues to point to their schooling as a principal source of their knowledge about the region. Most students acknowledged that their exposure to Asia has come from social studies or history classes, and they express a desire for greater familiarity with Asian languages, literature, and the arts.

CONCERNS ABOUT HOW SCHOOLS DEAL WITH ASIA

The substantial majority of both groups expressed concerns about the treatment of Asia in the curriculum. Roughly sixty percent said that teachers and textbooks provide too little coverage of the region, with less than one in ten saying that schools devote too much attention to Asia.

What do (don't) adults and students know about Asia?

Although Americans acknowledge Asia's importance and most consider themselves knowledgeable about the region, a significant number have difficulty with even basic facts related to the region.

GENERAL KNOWLEDGE ABOUT ASIA

One survey asked sixteen general knowledge questions of varying difficulty. Even respondents who felt they were somewhat knowledgeable about Asia were able to answer correctly only the most basic questions. Some examples:

- More than eight of every ten adults and students did not know that India, with a population that is more than four times greater than that of the United States, is the world's largest democracy.
- Two out of three respondents did not know that Mao Zedong, commonly referred to as "Chairman Mao," was the first leader of the People's Republic of China.
- Despite the painful legacy of U.S. military involvement in Vietnam, half the adults and two-thirds of the students incorrectly identified Vietnam as an island nation.

Given that most Americans consider knowledge of Asia important for success in today's interdependent world, the results reported above give further evidence of our current deficit of knowledge concerning this major world region. The following section summarizes the Commission's research on Asia-related curriculum content, teacher preparation, and learning resources on Asia.

AMERICAN STUDENTS BELIEVE KNOWING ABOUT ASIA WILL BE IMPORTANT TO THEIR FUTURE, AND YET ONE OUT OF EVERY FOUR HIGH SCHOOL STUDENTS CANNOT EVEN NAME THE OCEAN THAT SEPARATES NORTH AMERICA FROM ASIA. THERE IS A MARKED GAP IN THE DEMAND FOR KNOWLEDGE AND OUR CURRENT EDUCATIONAL CAPACITY.*

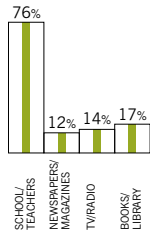
ASIA IN THE SCHOOLS: PREPARING YOUNG AMERICANS FOR TODAY'S INTERCONNECTED WORLD

* See note 1.

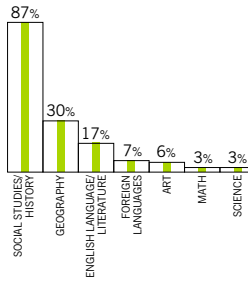


SCHOOLS ARE THE PRIMARY SOURCE OF INFORMATION ON ASIA FOR STUDENTS MULTIPLE SELECTIONS BY RESPONDENTS

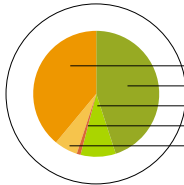
SOURCE OF INFORMATION



EXPOSURE TO ASIA CONTENT



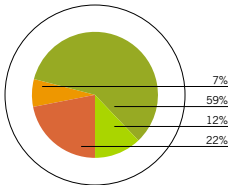
STUDENTS' ASSESSMENT OF THEIR TEACHERS' KNOWLEDGE ABOUT ASIA



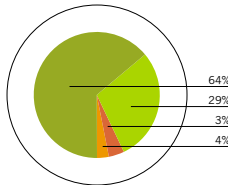
VERY KNOWLEDGABLE 39%
 SOMEWHAT KNOWLEDGABLE 45%
 NOT VERY KNOWLEDGABLE 9%
 NOT AT ALL KNOWLEDGABLE 1%
 NO RESPONSE 6%

ATTENTION DEVOTED TO ASIA

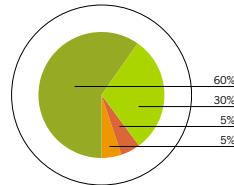
IN SCHOOLS



BY TEACHERS



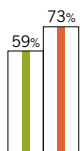
IN TEXTBOOKS



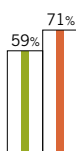
TOO MUCH NOT ENOUGH NOT JUST RIGHT NO RESPONSE

ASIA TOPICS THAT ARE IN DEMAND

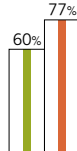
LANGUAGES



LITERATURE



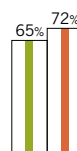
ART AND MUSIC



HISTORY



POLITICS AND ECONOMY



ADULTS STUDENTS

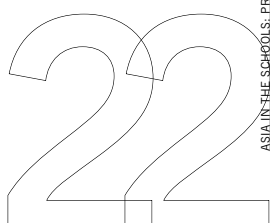


With many teachers lacking background in Asia-related education, work at the in-service level is critical. Throughout the country there are nonprofit organizations, world affairs councils, and university-based outreach centers (many of which are partly funded through the Department of Education Title VI programs) that support schools through teacher professional-development workshops, study tours to Asia for students and teachers, and development of such classroom resources as videos, Web sites, and teacher's guides. The National Consortium for Teaching About Asia (NCTA), Primary Source, and Programs in International Educational Resources (PIER)—East Asian Studies at Yale Center for International and Area Studies, for example, are programs that have had a significant impact at the in-service level.

NCTA is a multiyear initiative to encourage and facilitate teaching and learning about Asia in world history, geography, social studies, and literature courses. Launched in October 1998, with support from The Freeman Foundation, this program is a collaboration of East Asian Studies programs at five institutions: Columbia University, the Five College Center for East Asian Studies at Smith College, East Asian Studies Center at Indiana University, Program for Teaching East Asia at the University of Colorado Boulder, and the East Asia Resource Center at the University of Washington. NCTA has established introductory seminars for teachers in Arkansas, Colorado, Connecticut, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Montana, Nebraska, New Hampshire, New Jersey, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, and Washington. Many who give presentations at these programs are classroom teachers, including Pat Bureson. (See Chapter V, "best practices.")

Primary Source's New England China Network, established in 1996, also with support from The Freeman Foundation, aims to develop a substantial body of high school graduates with basic knowledge, understanding, and respect for China, its history, and people. The program works with universities and master teachers to provide graduate courses, seminars, and study-tours for K–12 teachers and administrators, and curriculum development support and materials for school districts. *A Guide for Teaching Ancient China, Grades 3–8* will soon become available. In 1998, Primary Source joined with the Brookline and Newton Public Schools and the Teachers as Scholars Program to set up the China Studies Partnership, with the goal of developing curriculum about China on a system-wide basis. The program currently works with thirteen school districts serving approximately 84,000 students. For contact information, see page 70.

PIER-East Asian Studies, established in 1974 and directed by Caryn Stedman, works to strengthen the understanding of East Asia—China, Japan, and Korea. To support schools and teachers, the program provides an intensive summer institute, travel and field study opportunities, professional development workshops, on-site training programs, curriculum development and evaluation, lesson plans online, resource services, consulting and clearing-house services, and language enrichments opportunities for high school students. For contact information, see page 71.



Chapter III

Teaching and Learning About Asia:

The State of the Field



To gain a picture of the current place of Asia-related studies in the K–12 curriculum nationwide, the Commission conducted an extensive teacher survey² and compiled information on three essential areas: curriculum content, teacher preparation, and teaching materials.³

The goal of this research was to answer the following questions:

- **Is the teaching of Asia specified in the K–12 curriculum?**
- **What kind of preparation do teachers get for teaching about Asia? Do teacher preservice programs require courses on Asia?**
- **What kind of materials do teachers use in teaching about Asia, and what kind of materials do they need?**

Asia in the Curriculum

The Commission analyzed state curriculum frameworks for social studies and language arts and examined the content of the most widely used social studies textbooks. It also surveyed social studies teachers on their teaching practices and conducted interviews with state coordinators of foreign languages. The results of curriculum research outlined below were based on frameworks from August 1999 through December 2000.

Our findings fell into several categories:

SOCIAL STUDIES CURRICULUM FRAMEWORKS

Over the past decade, most states have adopted social studies content that address standards in civics, economics, geography, and history. Asia-related topics command a logical place in the social studies framework. In fact, thirty states and the District of Columbia specify the teaching of Asian content, generally in the upper elementary grades (4–5), middle school (6–8), or high school (9–12). This means that there are concrete references to some aspect of Asian or Asian American topics. Such contents appear in a wide-range of subject areas, such as social studies, state history, U.S. history, world history, civics, economics, and world geography.

However, this does not mean that Asia is taught comprehensively. In the cases where an Asia-related topic is specified, much of it focuses on ancient history, such as Indus Valley civilizations in world history, or the conflict with Japan during World War II in U.S. history. Where teaching about Asia is not specified in the curriculum, course or lesson descriptions nonetheless leave room for the inclusion of Asia-related content. For example, discussions on the seven continents would logically include Asian countries. Likewise, elementary lessons that focus on “families and communities, now and long ago, near and far” could include Asian examples.

² 303 K–12 teachers (166 from high school; 64 from middle; 73 from elementary) from 39 states and the District of Columbia were surveyed. Taken as a whole, the great majority of respondents were grades 6–12 social studies teachers. The greatest number of respondents came from suburban settings (146), followed by urban/inner city (94), and rural (62).

³ These findings are based on the research collected from August 1999 through December 2000.

SOCIAL STUDIES CURRICULUM SURVEY* AS OF DECEMBER, 2000, UNLESS OTHERWISE NOTED

- **Asia-related content specified in the curriculum.** This indicates explicit reference to an aspect of Asia or Asian communities in the United States in the curriculum framework, e.g. Indus River Valley civilizations, Japanese-American internment, and so forth.
- **Asia-related content is logical to the curriculum and/or often cited as example(s).** This means that Asia-related content is suggested in the guidelines or could be adapted into the curriculum. For example, one elementary guideline calls for lessons that focus on "families and communities, now and long ago, near and far," while yet another level has as its guide "peoples and civilizations in world history."
- This indicates either no information is available or Asia-related content is not specified for a particular grade level.

	K	1	2	3	4	5	6	7	8	9	10	11	12
AK	■	■	■	■	■	■	■	■	■	■	■	■	■
AL	■	■	■	■	■	■	■	■	■	■	■	■	■
AR	■	■	■	■	■	■	■	■	■	■	■	■	■
AZ	■	■	■	■	■	■	■	■	■	■	■	■	■
CA	■	■	■	■	■	■	■	■	■	■	■	■	■
CO	■	■	■	■	■	■	■	■	■	■	■	■	■
CT	■	■	■	■	■	■	■	■	■	■	■	■	■
DC	■	■	■	■	■	■	■	■	■	■	■	■	■
DE	■	■	■	■	■	■	■	■	■	■	■	■	■
FL	■	■	■	■	■	■	■	■	■	■	■	■	■
GA	■	■	■	■	■	■	■	■	■	■	■	■	■
HI	■	■	■	■	■	■	■	■	■	■	■	■	■
IA	does not have state guidelines**												
ID	■	■	■	■	■	■	■	■	■	■	■	■	■
IL	■	■	■	■	■	■	■	■	■	■	■	■	■
IN***	■	■	■	■	■	■	■	■	■	■	■	■	■
KS	■	■	■	■	■	■	■	■	■	■	■	■	■
KY	■	■	■	■	■	■	■	■	■	■	■	■	■
LA	■	■	■	■	■	■	■	■	■	■	■	■	■
MA	■	■	■	■	■	■	■	■	■	■	■	■	■
MD	■	■	■	■	■	■	■	■	■	■	■	■	■
ME	■	■	■	■	■	■	■	■	■	■	■	■	■
MI	■	■	■	■	■	■	■	■	■	■	■	■	■
MN	■	■	■	■	■	■	■	■	■	■	■	■	■
MO	■	■	■	■	■	■	■	■	■	■	■	■	■
MS	■	■	■	■	■	■	■	■	■	■	■	■	■
MT	■	■	■	■	■	■	■	■	■	■	■	■	■
NC	■	■	■	■	■	■	■	■	■	■	■	■	■
ND	■	■	■	■	■	■	■	■	■	■	■	■	■
NE	■	■	■	■	■	■	■	■	■	■	■	■	■
NH	■	■	■	■	■	■	■	■	■	■	■	■	■
NJ	■	■	■	■	■	■	■	■	■	■	■	■	■
NM	■	■	■	■	■	■	■	■	■	■	■	■	■
NV	■	■	■	■	■	■	■	■	■	■	■	■	■
NY	■	■	■	■	■	■	■	■	■	■	■	■	■
OH	■	■	■	■	■	■	■	■	■	■	■	■	■
OK	■	■	■	■	■	■	■	■	■	■	■	■	■
OR	■	■	■	■	■	■	■	■	■	■	■	■	■
PA	■	■	■	■	■	■	■	■	■	■	■	■	■
RI	does not have state guidelines****												
SC	■	■	■	■	■	■	■	■	■	■	■	■	■
SD	■	■	■	■	■	■	■	■	■	■	■	■	■
TN	■	■	■	■	■	■	■	■	■	■	■	■	■
TX	■	■	■	■	■	■	■	■	■	■	■	■	■
UT	■	■	■	■	■	■	■	■	■	■	■	■	■
VA	■	■	■	■	■	■	■	■	■	■	■	■	■
VT	■	■	■	■	■	■	■	■	■	■	■	■	■
WA	■	■	■	■	■	■	■	■	■	■	■	■	■
WI	■	■	■	■	■	■	■	■	■	■	■	■	■
WV	■	■	■	■	■	■	■	■	■	■	■	■	■
WY	■	■	■	■	■	■	■	■	■	■	■	■	■

* Curriculum standards collected from the fifty states and the District of Columbia.
 ** The state of Iowa has locally-determined guidelines for curriculum standards.
 *** The state of Indiana's social studies standards surveyed are in draft form as of May 2001.
 **** The state of Rhode Island is working on a resource guide for teachers who are developing social studies programs.





Frameworks for social studies curriculum tend to be written in general terms to allow local districts and schools flexibility. Therefore, a good deal of information on our survey chart is drawn from our interpretation of the guidelines. It should be noted that a number of state frameworks are currently under development or are being revised.

CONCLUSIONS

While Asia-related topics are covered in the K–12 social studies curriculum, the teaching of Asia is neither comprehensive nor systematic. Individual schools and teachers appear to have a good deal of discretion in deciding if, and when, aspects of Asia are included in social studies lessons.

As further evidence of Asia’s minimal presence in the social studies curriculum, the January 1999 teacher survey found that, on average, these teachers devoted less than 5 percent of overall class time to Asian content, with most of those lessons focusing on cultural geography followed by physical geography.

AVERAGE PERCENTAGE OF CLASS TIME DEVOTED TO TOPICS RELATED TO ASIAN CONTENT

GRADE LEVEL	CULTURAL GEOGRAPHY	PHYSICAL GEOGRAPHY	ANCIENT CIVILIZATION	RELIGION	SILK ROAD	WW II	COLONIALISM	ECONOMICS	CURRENT EVENTS
6	15.0%	13.0%	13.2%	5.0%	1.2%	2.3%	1.0%	4.6%	4.8%
7	17.2%	12.8%	10.2%	5.5%	1.7%	1.6%	1.3%	4.4%	6.8%
8	6.0%	4.4%	0.8%	3.0%	1.0%	2.0%	1.8%	3.2%	6.5%
9	10.4%	6.5%	6.7%	7.2%	2.7%	2.8%	5.6%	3.5%	4.4%
10	9.0%	6.3%	7.0%	6.7%	1.4%	4.8%	5.5%	4.7%	6.0%
11	2.6%	1.9%	2.6%	2.0%	0.3%	5.3%	4.2%	4.0%	7.0%
12	3.8%	3.0%	2.7%	3.2%	0.5%	3.0%	3.5%	6.4%	11.2%

LANGUAGE ARTS CURRICULUM FRAMEWORK

Asia-related content in the language arts is most likely to be presented in the form of literature set in an Asian country, has Asian or Asian American characters, or is written by an Asian or Asian American author. Forms of writing with Asian roots—notably, Japanese haiku—are also traditionally covered in the language arts curriculum but often without adequate cultural context. State language arts frameworks were reviewed for specific or implied coverage of Asian or Asian American authors and topics. Again, the frameworks tend to be general in their guidelines, allowing schools optimum flexibility in determining curriculum. The results reviewed below are based on frameworks developed as of August 1998.

- In 15 states and the District of Columbia, no language arts standards were specified.
- In only one state is Asian literature specified: Texas requires “Oriental literature” [sic] as part of a broad focus on world literature in grades 9 and 10.
- In 31 states, the study of Asian literature is not specified, but it can be assumed that it is covered at some grade level; in 17 of those states, it might be covered in any grade beginning in kindergarten or first grade. This assumption is based on the content of commercial

literature programs today, to which the great majority of students in every grade will have some exposure. Since publishers of both supplemental and textbook literature programs are highly conscious of the importance of providing a multicultural view of literature and a clear ethnic balance, Asian stories and authors, along with Asian literary forms such as Japanese haiku, are part of every program. However, reviews done of widely available materials have revealed superficial, or worse, stereotypical treatment of Asia and Asian American themes.

CONCLUSIONS

While coverage of Asian literature and authors is not specified in most K–12 literature frameworks, most students are still likely to get some exposure to Asian authors through supplemental material and the trade books that are widely used in K–12 literature programs. The quality of these materials, however, is sometimes problematic. As with social studies, Asia-related content in language arts courses is unlikely to be covered comprehensively or systematically unless individual schools or teachers create a unit focusing on Asian literature.

ASIAN LANGUAGES

Recently available data on Asian language instructions indicate that instruction in Asian languages has begun to expand in recent years, with enrollment size for K–12 students studying Japanese or Chinese in private and public schools doubling in the last five years.⁴ Nonetheless, U.S. schools teach only a smattering of Asian languages, a good portion of the programs supported through outside funding, and the number of students exposed to these courses represent less than two percent of the total U.S. student population studying a foreign language at the elementary and secondary level.

Part of this may be attributed to what is historically a general weakness in foreign language instruction in U.S. schools. Whatever the reason, it is fair to say that there remains very little Asian-language instruction.

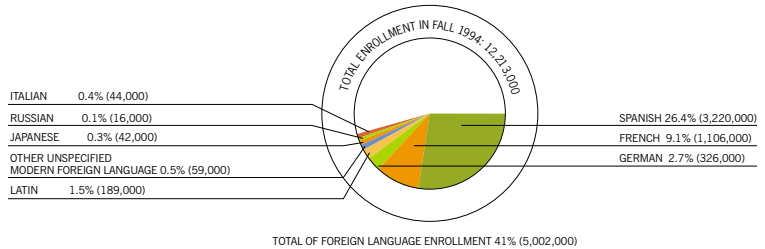
CONCLUSIONS

The doubling of students studying Chinese and strong growth in students studying Japanese at the elementary level bode well for growth in this area. Despite this growth, foreign language instruction in the United States is generally undervalued and often under-funded; therefore, the overall picture remains inconclusive. Without a national mandate and federal, state, and local support for language instructions, particularly Asian languages, we are not likely to see any systemwide impact. Also, given that so many Asian languages—Chinese, Korean, and Japanese, for example—are what are considered “hard” languages, requiring special demands upon learners, it argues for beginning the study of those languages as early as possible.

⁴ According to Second School Chinese Language Center at Princeton University, the number of high school students studying Chinese went from 6,227 in 1996 to 12,280 in 2000. At the middle school level, the enrollment went from 760 in 1996 to 3,386 in 2000. For Japanese, the enrollment in secondary schools rose from 48,147 in 1995 to 49,022 in 1999 and from 7,033 in 1995 to 28,454 in 1999 for elementary schools. Source for Japanese language figures: Japan Foundation.



FOREIGN LANGUAGE ENROLLMENT IN PUBLIC SECONDARY SCHOOLS (GRADE 9-12)



These figures are drawn from latest available data from the American Council on the Teaching of Foreign Languages, "Foreign Language Enrollments in Public Secondary Schools." The enrollment for Chinese, Korean, and other Asian languages are included in the "unspecified" category. At the time of writing, a new survey is being conducted. Results will be made public by early 2002.

Teacher Preparation in Asian Studies

As the bottom-line curriculum experts in their classrooms, teachers define the "taught" curriculum that is actually communicated to students. Thus the Commission was eager to learn how well American teachers are prepared to deal with Asia-related content. What knowledge is required for teacher certification? What courses are required in teacher-training institutions? Is background on Asia required or recommended in teacher-preparation programs?

For answers to such questions, the Asia Society surveyed both state certification requirements and the education programs of top universities. The following are highlights and conclusions.

TEACHER CERTIFICATION

Information was gathered from the National Association of State Directors of Teacher Education and Certification regarding license requirements and renewal guidelines for all fifty states and the District of Columbia.⁵

- Generally, there are no specific subject-area requirements stated in licensing guidelines. The closest is the District of Columbia's requirement of a computer literacy course for teachers seeking professional certification.
- Nothing in the licensing requirements indicates specific content background. While nomenclature varies, generally teachers must have a B.A. degree for provisional certification and additional coursework, which may include a master's degree or beyond, for more advanced or permanent certification.

CONCLUSIONS

Licensing guidelines do not shed light on teacher background except in the most general way, such as the requirement of a bachelor's or master's degree. Certainly, there is no way to gauge teachers' exposure to Asia-related content. For that, it may be more useful to look at course requirements in teacher-education programs.

⁵ The latest information available is from 1996.

CURRICULUM REQUIREMENTS OF SCHOOLS OF EDUCATION

Using the *U.S. News and World Report* designation of fifty top U.S. colleges and universities, data was gathered on the requirements for students obtaining a B.A. degree in history/social studies with a teaching certificate.

Highlights include:

- Asian history is not required by any of these top institutions for a degree in history and a teaching certificate.
- At best, some schools require a course in non-Western history, which may not involve Asia—or other important world regions—at all.

CONCLUSIONS

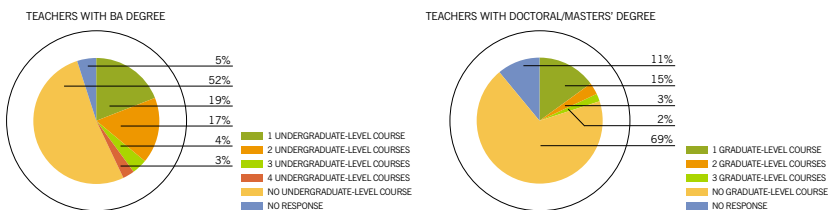
It is likely that graduates of these institutions—among the very best in the nation—with a degree in history as well as a teaching certificate, will have had some exposure to Asia-related content. However, because the required courses are cast as “non-Western history,” rather than clearly identified as Asian studies, the breadth and depth of content on Asia is likely to be limited. In addition, given that even these top schools do not require courses focused solely on Asia or any other parts of the non-Western world, colleges and universities with less rigorous teacher-training programs are less likely to require any depth of background in Asia-related content. These findings suggest that unless a prospective teacher is interested in Asia and chooses to fulfill history requirements with elective courses on Asian history, he or she is not likely to arrive in the classroom well versed in Asia, past or present.

SELF-REPORTING BY SOCIAL STUDIES TEACHERS

The 1999 teacher survey also found that ninety-five percent of teachers do not have adequate background to teach about Asia, despite its being specified in the social studies curriculum frameworks in most states.⁶ This indicates serious slippage between educational objectives and implementation.

In the light of such evidence, it is not surprising that more than six out of ten students think their teachers do not know very much about Asia.

TEACHER BACKGROUND IN ASIAN STUDIES



⁶ The 303 respondents all received their B.A. degrees from 1955 to 1999, with the median year being 1973. Ninety-three percent reported being certified to teach social studies. Five percent took three or more courses on as an undergraduate, with fifty-two percent having taken no courses and only three percent, or 9 teachers, reporting four courses. Among the 256 respondents with graduate degrees of Ph.D.s taking part in the survey, nearly seventy percent reported having taken no graduate-level courses on Asia, and only 5 out of the entire 256 surveyed reported taking three or more Asia-related courses.





Teaching Materials on Asia

The social studies teachers surveyed were also asked about materials they use to teach the following courses/topics with Asian content: cultural geography, physical geography, ancient civilizations, Asian religions, the Silk Road, World War II, colonialism, economics, and current events. The responses showed that while teachers tend to use a variety of materials, the most common materials used for all courses or topics are textbooks. Teachers also reported using film, video, trade books, journals and magazines, newspapers, and the Internet as sources of information for class presentation. Current events were generally taught in closer conjunction with topical publications, such as newsmagazines. The survey did not ask respondents to evaluate the quality of the materials they currently have access to.

TEXTBOOKS STILL THE MOST WIDELY USED CLASSROOM RESOURCE

For history or geography textbooks that must cover the world in several hundred pages, a few do a good job of contextualizing Asia. That said, a review of widely used textbooks found that there is ample opportunity for improvements—regardless of publisher or grade level. Frequently noted deficiencies include:

- Factual inaccuracies, clichés, and misspellings of Asian names and terms. In one high school textbook, the chapter on Korea starts with the thesis, “Almost no one visits Korea without being introduced to kimchee. Kimchee is made of cabbage and other vegetables, heavily spiced with garlic, onions, ginger, red pepper and shellfish sauce. Koreans eat it with breakfast, lunch, and dinner.”⁷ American textbooks’ portrayal of Korea could more usefully reflect the depth of a country with thousands of years of history, not to mention fifty years of close U.S.–Korea relations.
- Asian cultures are portrayed as universally exotic or impoverished or both, despite the diversity that characterizes the region. Asia is often presented as “frozen in time,” or at least until the time of European contact. In one high school textbook’s unit on South Asia,⁸ the first key to understanding this region states: “India is the largest country in South Asia. The British ruled much of the region until 1947.”
- Asia also gets scant coverage in many world history and social studies books, many of them presenting the region almost exclusively through Western eyes. McDougal Littell’s high school-level textbook, *History of the World*,⁹ treats the Mongol Empire, the largest empire in world history, in five paragraphs. Of these five, two concern Marco Polo, the teenage son of a Venetian merchant whose fantastical and much fabricated accounts of his travels in thirteenth-century China gave rise to so many European (mis)perceptions.

WHEN TEXTBOOKS FALL SHORT

Teachers were also asked to name secondary materials that they use in teaching each of the identified courses. Here teachers generally referred to literature—from children’s books and young-adult novels to plays to mythology and poetry anthologies. They also said that they rely



Queen Victoria decorates an Indian soldier, called a Sepoy, at Windsor Castle.
► What does the Sepoy wear on his head instead of a helmet?



Prime Minister Benazir Bhutto met with Chinese leaders in Beijing.
► What was Prime Minister Bhutto wearing on her head?

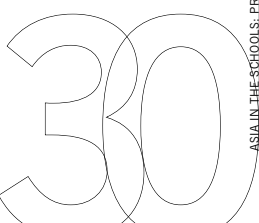
THE STUDY QUESTIONS FOR THESE IMAGES TRIVIALIZE IMPORTANT DIPLOMATIC EVENTS IN ASIA. (WORLD CULTURES. SILVER BURDETT GINN, 1995.)

ASIA IN THE SCHOOLS: PREPARING YOUNG AMERICANS FOR TODAY'S INTERCONNECTED WORLD

⁷ *World History: A Global Mosaic*. Glencoe McGraw Hill, 1999, p.375

⁸ *World History: Building a Global Perspective*. Prentice Hall, 1998, p. 555.

⁹ *History of the World*. McDougal Littell, 1995, p. 284.



on videos from the National Geographic Society, the History Channel, A&E, and PBS, as well as many identified by subject; classic films with related content, such as *Gandhi*; newspapers; posters; artwork; the Internet; and class speakers. In short, the list is typical of the additional resources good teachers gather to enliven any topic for students.

ASIAN MATERIALS “WISH LISTS”

When teachers were asked about the materials on Asia that they have difficulty finding, many simply responded “yes” or “anything would help.” Without knowing why respondents were not more specific, the sheer number of requests for more materials implies a clear need. The following are some of the more specific requests.

- Grade-level appropriateness, particularly on topics such as Confucianism and the Silk Road. Respondents asked for materials that are understandable and “compelling” to students of specific age.
- Asian perspectives on a given topic, such as World War II or colonialism. Some teachers asked for materials that feature young teens in different Asian countries, so that students get a viewpoint with which they can identify.
- Contemporary Asia—in particular, teachers asked for videos that are “not tourist oriented” on countries such as Japan, China, and Korea.
- Videos and other materials for teaching economics and current events.

CONCLUSIONS

Successful teachers tend to rely on a range of materials, particularly those that are more dynamic and interactive, to communicate content and cement learning. That style of teaching seems to be reflected in the range of primary and secondary sources that were named. Needs identified by teachers—such as material that is grade-level appropriate, provides a non-Western viewpoint, accurately portrays modern Asia, and offers a multimedia approach to topics like economics—would seem to signal their desire to add more breadth, balance, and meaning to their lessons on Asia.

At the same time, these responses need to be examined in context. Asia scholars and curriculum specialists note that one of the biggest problems is that while a wide range of quality materials on Asia and Asian American topics is available, schools and teachers do not have the resources to make use of them, or simply do not know about them. More significantly, there is little school system support for the added time and effort needed to find and develop appropriate uses for them in the classroom.

The research reported above makes it clear that there is a significant gap between what Americans think they need to know about Asia and the resources made available to schools to support student learning. To bridge this gap, Asia-related content must be better foregrounded in teaching resources and there must be “top-down” recognition that courses should include more than a passing reference to Asia. Until this happens and teachers are given adequate support, they will not feel they can take the time to do the research needed to locate quality resources. Teachers simply cannot do it all on their own.

EDUCATION ABOUT ASIA (EAA) IS AN EXEMPLARY TOOL FOR K-16 EDUCATORS WHO SEEK TO BRING INFORMATION ABOUT ASIA TO THEIR CLASSROOMS. PUBLISHED BY THE ASSOCIATION FOR ASIAN STUDIES, EAA OFFERS A RANGE OF STIMULATING ARTICLES ON SUCH SUBJECTS AS ANCIENT CULTURES AND LITERATURE, CURRENT EVENTS, AND INTERESTING FACTS ABOUT ASIA. IT ALSO PROVIDES EXTENSIVE GUIDES TO CLASSROOM RESOURCES, INCLUDING FILMS, BOOKS, VIDEOS, CURRICULUM GUIDES, WEB SITES, AND SOFTWARE PROGRAMS. FOR SUBSCRIPTION AND OTHER INFORMATION, SEE PAGE 68.



Asia Society considers “Asia” to include the Asia Pacific region, in particular the following nation-states and territories:

Central Asia:

Afghanistan, Iran, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan

East Asia (also referred to as **Northeast Asia**):

China, Hong Kong S.A.R., Japan, Mongolia, North Korea, South Korea, and Taiwan

South Asia:

Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka

Southeast Asia:

Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar (also known as Burma), Philippines, Singapore, Thailand, and Vietnam

AustralAsia:

Australia, New Zealand, Pacific Island countries, and Papua New Guinea



Chapter IV

What American Students Need to Know About Asia



Asia represents a challenge to educators for many reasons, starting with the fact that it embraces multiple cultural and geographic regions and that each of these regions has a long and complex history.

FURTHER DEFINITIONS OF ASIA

Greeks were thought to be among the earliest Westerners to use the term Asia to designate the lands situated to the east of their homeland. It is also believed that the name may be derived from the Assyrian word *asu*, meaning “east.”¹⁰

While the word *Asia* is in everyday use today to define internationally recognized geographic boundaries of specified nation-states and their cultural, religious, historical and linguistic boundaries and commonalities, it is nonetheless a contested concept and term. Therefore, when studying about Asia, it is important to introduce the diversity and complexity of the countries, cultures, and environments of the region by exploring how the geopolitical and cultural boundaries of Asian nations are described and debated.¹¹

An additional factor that contributes to the lack of knowledge of Asia and other regions of the world on the part of U.S. adults and students is that most educators lack a clear image of what they should be teaching about these regions. What is it that students need to know about other regions of the world? How do teachers go about bringing Asia into the classroom?

To provide guidance on such questions, the National Commission on Asia in the Schools formed a Task Force on What Students Need to Know about Asia. The goal of the Task Force was not to create a comprehensive Asian studies curriculum suitable for adoption by local school boards but rather to lay out the general parameters of content and approach necessary for global education. The work begun by this Task Force should continue to guide future curricular work. In particular, future effort should address what students need to learn about Asia in the course of a standard K–12 public education and how such content might be integrated across disciplines in existing curricula.

ASIA-RELATED EDUCATION, AS AN INTEGRAL PART OF THE K–12 CURRICULUM, CAN INCLUDE:

- THE STUDIES OF THE PHYSICAL AND CULTURAL REGIONS OF ASIA;
- THE INTERDISCIPLINARY STUDY OF ISSUES, SYSTEMS, AND CONCEPTS RELATED TO ASIA;
- CURRICULA THAT INCORPORATE ASIAN AS WELL AS ASIAN AMERICAN HISTORY AND PERSPECTIVES; AND
- THE STUDY OF ASIAN LANGUAGES AND FOCUSED EXPOSURE TO SOCIAL VALUES*

ASIA IN THE SCHOOLS: PREPARING YOUNG AMERICANS FOR TODAY'S INTERCONNECTED WORLD

¹⁰ *Model UN: A Guide to Delegate Preparation* (United Nations Association of the United States of America, 2000).

¹¹ Adapted from *Studies of Asia: A Statement for Australian Schools* (Curriculum Corporation and The University of Melbourne, 2000).

* Adapted from *International Education Curriculum Guidelines* (State of Washington, Superintendent of Public Instruction, 1988).

For the more general purpose of this report, the Commission recommends that the following principles be applied to planning, designing, and implementing teaching and learning about Asia.

Curriculum Principles

- **Learning about Asia should be integrated into existing course content across the curriculum at various levels.** Furthermore, since state standards are increasingly tied to state assessments, new assessments that emphasize Asia in the disciplines of history, geography, civics, and economics can be developed. Including Asia in state standards and assessments is an “open” opportunity for those who will seize it.
- **All elements of K–12 education—from curriculum frameworks and material resources to teacher pre- and in-service courses and programs—should reflect current scholarship on Asia and Asian American content.** This can be achieved through consultations or partnership with local universities or colleges, resource centers, museums, and other cultural or educational institutions with expertise on Asia.
- **There should be a balance between general studies of Asia and in-depth, sustained case studies of selected countries and/or thematic or topical units.** Decisions should be made to determine what Asia-related concepts and content should be required of all students in early grades and how the school curriculum can build on students’ interests and experience by offering in-depth case studies and thematic or topical units in later grades.¹²
- **Teaching and learning should be approached with knowledge, respect, and empathy and should challenge cultural stereotypes.** In particular, studies of Asia should lead students to critically assess representations of Asian peoples and nations in the media, literature, and other information sources, including textbooks.¹³
- **Opportunities for direct student experience of Asian cultures should be created.** These can be achieved by emphasizing second-language learning from an early age and expanding arts programs, media (such as the Internet), study-abroad trips, and exchanges that enable students to learn with, not just about, international peers.
- **A focus on contemporary issues and current events must go hand-in-hand with the study of the past; dynamism, change, and the interconnectedness of cultures throughout history should be emphasized.** Care should be taken not to present Asian cultures as static and unchanging, nor should they be described only in the context of their relationship to the United States and/or the “West.” Also, where possible, learning about Asia in relation to global, national, and local concerns should be contextualized, and such connections should be made across the curriculum areas.

¹² Adapted from *Studies of Asia: A Statement for Australian Schools* (Curriculum Corporation and The University of Melbourne, 2000).

¹³ *Ibid.*



Through formal studies and experiential learning on Asia, we expect all students to be able to achieve the following sets of understanding, skills, and attitudes:¹⁴

KNOWLEDGE

Students will:

1. Understand the potential impact of Asia on the United States and implications of U.S. decisions or actions vis-à-vis Asia.
2. Recognize Asia's physical and cultural diversity through the study of key geographic regions as well as through exposure to its varied languages, cultural traditions, values, and beliefs.
3. Attain an understanding of global systems and contemporary issues on both a global and topical level, as they concern Asia.
4. Develop an understanding of the emergence of major Asian civilizations as well as major historical events within and involving the region and their impact on world development.
5. Cultivate an understanding of the changes occurring within our society brought about by the growth of the Asian American community and other demographic groups.
6. Be able to communicate effectively with peoples from other countries and cultures in English and in at least one other language.

ATTITUDE

Students will:

1. Realize the importance of personal involvement and active citizenship in relation to international problems and issues and be able to make informed judgments about them.
2. Demonstrate a positive interest in learning about diverse peoples, i.e., their countries, languages, cultures, and ways of life.
3. Comprehend that multiple perspectives stem from differing economic factors, motives, beliefs, interests, hopes, and fears.
4. Appreciate the diversity of history as well as that of cultural expression, including religious celebrations, literature, the arts, social customs, and values.
5. Build an awareness of the diversity of cultures and values among various peoples (and nations) that extends beyond cultural stereotypes.
6. Function effectively in diverse cultural settings and interact with peoples of other countries and cultures.

¹⁴ Adapted from *International Education Curriculum Guidelines* (State of Washington, Superintendent of Public Instruction, 1988) and Curriculum Corporation and The University of Melbourne's *Studies of Asia: A Statement for Australian Schools* (2000).

Chapter V

Models of Excellent Teaching and Learning About Asia



W

hat follows are examples of “best practices” in sixteen schools, districts, and higher education institutions in eleven states.

They exemplify the path-breaking work of local teachers and administrators, supported by visionary foundations, organizations, and committed outreach personnel. The resulting programs range across disciplines and grade levels, and they represent outstanding examples of teaching and learning about Asia taking place in schools across the country.

An opportunity shapes a young person’s life

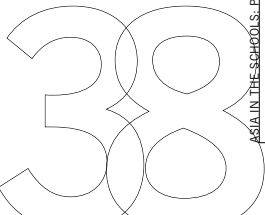
*Vanessa Baehr-Jones
Class of 2000, Stuyvesant High School
New York, New York*

Opportunities for personal experience abroad can fundamentally shape students (as well as teachers). Vanessa Baehr-Jones was one fortunate student who was able to participate in a unique study-abroad program for high school students, through the **American Forum for Global Education**. As Baehr-Jones put it, “...the program was significant.” She studied Chinese in high school upon her return, and as a first-year college student at Tufts she is taking intensive Chinese and is planning on majoring in the field. Her passion for Chinese culture, politics, and language was born of her experience there. Before that, she had taken a basic global studies course required for students at Stuyvesant High School. The textbook was a Barron’s review book, designed to help students prepare for the Regents exam in New York. Nevertheless, Baehr-Jones notes, “Education about China was definitely lacking.”

Other high school experiences also shaped her embrace of international politics and cultures—no one program or course of study works in isolation. She participated in Model United Nations as a sophomore, and found herself the representative for China. That really interested her. Her later visit to China brought it all alive for her: “You go there, you see all these people, all this culture... you really can understand the politics. You realize when you return that everything you read is biased, represents a particular perspective. If you search, you will find a bit of truth.” Baehr-Jones came away from her visit to China with the ability to think critically about her own and others’ perspectives, and to question the assumptions that had shaped her understanding of the world before she went.

What made the American Forum program so powerful? Baehr-Jones emphasized how comprehensive it was, and how demanding. The program included Saturday daylong workshops. Participants in the program were introduced to language, watched films, and studied history through works of history and novels. The group spent three weeks total in China: ten days at Beijing University, where classes were held and from where they made visits to local places of interest, and the remainder was spent traveling in Xi’an and Inner Mongolia. For her, the train trips provided some of her most memorable experiences, as did the opportunity to travel to different parts of China: “It’s an amazing program.”

Baehr-Jones’s advice for this Commission? **Create enthusiasm.** “If teachers are given material that is meant for review for an exam and only a little of that exam is on Asia, it’s not very exciting.



Teachers don't have the freedom to make decisions about the curriculum, and this doesn't allow for enthusiasm." When content on China is presented with first-hand knowledge and experience, it comes alive. "If teachers have direct knowledge and experience, it transfers over." Enthusiasm and personal experience of teachers and students can have lasting positive repercussions.

Teachers can bridge disciplines and educational divides

Kurt Jacobs

*Lopez Island High School
Lopez Island, Washington*

Pat Burleson

*Lopez Island Elementary School
Lopez Island, Washington¹⁵*

The American educational establishment is hardly a seamless entity. Two educators in Lopez Island, Washington, have worked together—jointly developing classroom materials, leading workshops, and team teaching—to help erase the seam between elementary, middle, and high schools.

Jacobs started his involvement with Asia in 1988 when he and Pat Burleson were offered a chance to participate in an NEH summer institute sponsored by the **East Asia Resource Center** at the **University of Washington** in Seattle. Jacobs took a seminar in Japanese History and Burleson took a course in Chinese History. The following summer they switched. They developed a course for the fourth and tenth grades on differences and similarities in Japanese aesthetics as seen through gardens. Bringing fourth and tenth graders together was an "outstanding combination." Neither group would misbehave in front of the other and they were caught up in the project.

In 1991 Jacobs went to Japan on a Keizai Koho, offered through the program's partnership with the National Council for the Social Studies, and became, as he put it, "totally hooked." He proposed an Asian studies class for high school students, which was approved by the local board of education. Additionally, he has developed a curriculum on Japanese and European castles, and thanks to the encouragement and support provided by Mary Hammond Bernson, Associate Director of the East Asia Resource Center at the University of Washington, he has presented the curriculum at seminars and conferences.

Like Jacobs, Burleson credits Bernson with "getting her into this whole thing." Burleson's husband is part Japanese and grew up in Japan, so Burleson had a personal interest, but she had not acted on it until she took part in the University's NEH summer institute. After her two summers of Chinese and Japanese history she returned for a third institute course on Asian art. She has gone on to work with the **Seattle Art Museum** to develop projects that use the Museum's Asian art collection.

Burleson recently became involved with the **National Consortium for Teaching about Asia**,¹⁶ a multiyear initiative chaired by Roberta Martin of Columbia University and led by five university-based outreach centers and involving many more institutions and individuals. The initiative is designed to encourage and facilitate teaching and learning about Asia in world history,

¹⁵ Burleson now works in Anacortes, Washington.
¹⁶ See page 22.



THE STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION (SPICE) HAS SUPPORTED EFFORTS TO INTERNATIONALIZE ELEMENTARY AND SECONDARY SCHOOL CURRICULA BY LINKING THE RESEARCH AND TEACHING AT STANFORD UNIVERSITY TO THE SCHOOLS THROUGH THE PRODUCTION OF HIGH-QUALITY CURRICULUM MATERIALS ON INTERNATIONAL AND CROSS-CULTURAL TOPICS. AS PRODUCERS OF NUMEROUS SUPPLEMENTARY CURRICULUM UNITS ON ASIA AND THE PACIFIC, SPICE DRAWS UPON THE DIVERSE FACULTY AND PROGRAMMATIC INTERESTS OF STANFORD UNIVERSITY TO LINK KNOWLEDGE, INQUIRY, AND PRACTICE IN EXEMPLARY CURRICULUM MATERIALS. FOR CONTACT INFORMATION, SEE PAGE 70.

geography, social studies, and literature courses, and Burluson acts as a regional teacher for the Consortium, leading workshops and developing lessons. Both Burluson and Jacobs rely heavily on materials developed by the **Stanford Program on International and Cross-Cultural Education (SPICE)** in their day-to-day teaching and make frequent use of *Education About Asia*, a K–16 resource journal devoted to teaching and published by the Association for Asian Studies, a professional association of Asia scholars and specialists.

A principal advocates for change

*Nancy Girvin
Emerald Middle School¹⁷
El Cajon, California*

“Anything imposed from the top down will get resistance. What you need is for teachers to embrace and take ownership of a program,” explains Nancy Girvin about the introduction of Asia into the Emerald Middle School. Girvin and four teachers traveled to New York for a two-week summer training session in preparation for taking part in the **TeachAsia** program. TeachAsia was developed by the **Asia Society** in 1994 as a national network of grassroots educational collaboratives that partnered schools with local resource institutions, including universities, museums, libraries, and other organizations with Asia-related expertise. When the five returned to El Cajon to introduce TeachAsia to Emerald Middle School, they discovered, “The staff was so receptive! It was purely voluntary, yet fifty-two percent of the staff came to the Saturday training sessions. They really, really loved the training!”

Everyone felt the readings were of very high quality and appreciated that professors from the University of California, San Diego, and San Diego State took time to prepare material and information that was especially relevant to middle school students and to the existing curriculum. The teachers experienced renewed enthusiasm at being students themselves. Girvin says that the TeachAsia program opened up the possibility for partnerships with the universities in San Diego—something new for her school.

The teachers integrated their Asia-related learning into the sixth and seventh grade curriculum. The California framework mandates the teaching of China in sixth grade and the teaching of Japan in seventh grade. The sixth grade curriculum was particularly affected by the Teach Asia program. The math teachers used the abacus to teach place-values, incorporating the history of the abacus in China into the lesson. “It was a revelation for our kinesthetic learners who had such trouble understanding place-values,” says Girvin. “With the abacus they got it!” The science teacher used the Tokyo subway system to teach about distances and map reading. Other teachers and students used the Asia Society’s “excellent” AskAsia Web site as a vehicle for teaching and learning technology. “Certainly the English and social science teachers found myriad ways to incorporate their training into the curriculum.” The social studies teacher worked with the Society staff to develop cultural exchange boxes and uses them in the classroom but

¹⁷ Nancy Girvin is now Director of Curriculum and Instruction at Cajon Valley Union Free School District.

also exchanges them with schools around the United States and Australia. In all cases the teachers applied the content to the extant standards.

While there is a small Asian student body (four percent of the students are of Asian descent), the school is culturally diverse and the program helped “us all appreciate cultural differences.” Parents were interested in the project and the PTA president even attended some of the TeachAsia sessions.

Girvin stresses that it was the team of teachers with whom she traveled to New York who developed the training. Her job as principal was to “keep it on the agenda.” This meant giving updates at every staff meeting, and attending all of the training sessions. According to Girvin, three important variables make such a program work: 1) the principal must make it a high priority on the agenda of the school, providing the leadership needed to move ahead; 2) programs, such as TeachAsia, must tie in with state standards and assessments; and 3) it is the interests and talents of the teachers that make the program “sing” and give it life beyond the period of the grant.

Teachers and administrators take initiative

*The Newton-Jingshan School Exchange Program
Newton, Massachusetts*

What individual teachers begin in a single school, an enthusiastic superintendent can expand to an entire district. Newton, Massachusetts, has been fortunate to have had the support of several committed superintendents eager to help build and expand a unique U.S.–China relationship.

This country’s oldest U.S.–China high school exchange program, the Newton-Beijing Jingshan School Exchange dates back to 1979 when teachers Claire Kanter and Fang Bi Wei met by chance in Beijing, and began exploring the idea of hosting students and teachers from one another’s schools. In Newton, Aaron Fink, then superintendent, supported the idea. John Strand, his successor, became further invested, and in 1985, the exchange of students and teachers began. In the fall, Newton hosts a group from China, and in the spring, Beijing hosts a Newton group. Two Newton teachers and five students per semester live with Chinese host families—a unique feature of the program. American teachers teach English while in China, and students attend classes in language, history, art, music, math, science, and martial arts, all in Chinese.

Newton’s current superintendent, Jeffrey Young, visited China in 1997 with his predecessor, Irwin Blumer, and a delegation of superintendents. He lends his valuable support to this exchange program. A hardworking Newton-Jingshan School Exchange Committee also provides valuable support. The current committee chairs are former exchange teachers. The committee now boasts over fifty members, consisting of the superintendent, Newton principals, ESL teachers, Chinese language teachers, English and history teachers, department chairs, exchange teachers, former exchange students, and dedicated parents who have remained invested in the effort. Funds for substitute teachers’ salaries and the summer Chinese Language institute come from the Newton Public Schools. The community has also raised an endowment to cover the



cost of Newton's own exchange program. Other private foundation support frees the committee co-chairs to help create exchange programs between other Chinese and American schools.

According to Charlotte Mason, and Carolyn Henderson, committee co-chairs, "The connection has greatly improved curriculum and instruction, built lasting friendships, facilitated mutual understanding, and extended learning beyond textbooks, for both the Chinese and American school communities." Over time, interest in Asia has grown, and Newton schools have made a strong commitment to teaching Chinese language, history, and culture. One elementary school has begun introducing Mandarin in grades three, four, and five, but by and large, the study of Mandarin begins in Newton's middle schools in grade six and continues through four years at both of Newton's high schools. There are now units on China in grades two, six, seven, nine, and ten and an Asian studies course in grade twelve. The impact of Newton's program has extended to other communities, with similar programs having started in Boston, Brockton, Brookline, Belmont, Dover, Framingham, Needham, Lexington, Wellesley, Portsmouth (RI), and other locations. Brookline, for example, is anticipating, amid great community excitement, the arrival of its third group of students and teachers from the Gao Xin School in Xi'an in fall 2001.

A school responds to the state's Asia curriculum vision

*Leland and Gray Union School
Windham Central Supervisory Union
Townshend, Vermont*

"We can make a difference! We are ambassadors of America to the world!" were the words of twenty-two high school students from Leland and Gray Union School to Senator James Jeffords of Vermont following their visit to Inner Mongolia in April 2000. They had traveled to China to perform *Journey to the East*, a program they had developed that included dramatic vignettes, acapella singing, and improvisational acting. The program and opportunity to visit followed a trip made by a teacher, Tom Conner, and Superintendent Holden Waterman. They had visited Inner Mongolia as part of the **Asian Studies Outreach Program at the University of Vermont**. In October and November of 2000 a performing arts group of nine students and five adults from Inner Mongolia came to Windham in a return visit. In one memorable evening a parent who happens to be a professional cellist joined the horsehead fiddle player from the Mongolian group in a number of improvised duets. This exchange program was funded by the Freeman Foundation.

The trip Conner and Waterman took to Mongolia has spawned an astonishing array of programs at Leland and Gray and has led to Asia being woven into the fabric of the curriculum and of the community. Waterman has applied for a Foreign Language Assistance Grant (FLAG) from the U. S. Department of Education to develop a K-12 Chinese language program. He plans to start Chinese in the middle schools, and then expand into the both the elementary and high schools. At Leland and Gray, the school is currently planning a three year project in which one out of two semesters each year will be devoted to a schoolwide interdisciplinary study of Asia with a focus on preparation for exchanges with Asia. This program is slated to start in 2002. The existing and future Asian studies programs are all offered within the context of the Vermont Standards. Waterman says it is quite possible to "develop creativity within standards-based curriculum,"

and he believes that Asian studies “can be done not to the exclusion of basic skills, pedagogy and technology skills acquisition.”

The World Cultures Program at Leland and Gray is geared towards helping students to understand globalization and the interconnectedness of learning about Africa, Europe, Latin America, and Asia. Asia is the start of what Waterman calls “The Passion of Windham Central.” This program’s aims to internationalize the community and instill in teachers and the community the belief that they can make things happen at home and in school that will profoundly shape how they live their lives in an increasingly interconnected world. The program has generated dialogue with nearby Marlboro College, which plans to implement a major technology program, including a move into e-commerce. Program developers anticipate that it may lead to business relationships with Asia. As one student said upon her return from Inner Mongolia, “I went knowing very little about Asia, let alone China and Inner Mongolia. I’ve returned not only knowing more, but I actually have friends in Inner Mongolia. The world is at our doorstep.”

A consortium for teaching Asia and the Pacific transforms a school

*Mid-Pacific Institute
Honolulu, Hawaii*

Mid-Pacific Institute is an independent college preparatory school. In recognition of the increasingly global nature of our society and the growing prominence of Asia and accompanying U.S. interest in the region, the school committed itself to ensuring that all Mid-Pacific students and teachers would become knowledgeable about the Asia Pacific region.

In order to realize that vision, the Institute in 1996 turned to the **East-West Center**, an internationally recognized education and research organization established by the U.S. Congress to strengthen understanding and relations between the United States and the countries of the Asia Pacific region. The school’s core team of teachers attended the Center’s ongoing summer institute offered through its Consortium for Teaching Asia and the Pacific in the Schools (CTAPS). Annually, the CTAPS institute brings together teams of teachers from public and private schools throughout Hawaii and from the U.S. mainland, Australia, and New Zealand to deepen teachers’ understanding of the Asia Pacific region and to develop interdisciplinary teaching strategies.

After completing the institute, the Mid-Pacific team, along with others, received additional training through follow-up workshops and seminars. Thus prepared, the school’s newly confident team of teachers worked with the East-West Center staff and scholars to create a professional-development program spanning the full academic year for its entire faculty.

With the Center’s ongoing support, the school has sustained the effort. The core CTAPS team has expanded to include additional teachers, and the group has offered a myriad of workshops and student activities focusing on Asia and the Pacific. As Gareth Russell said, “In our effort to improve the teaching of Asia and the Pacific and infuse it into the curriculum, we take special care that all parts of Asia are included,” among them such lesser known areas as Indonesia and



other parts of Southeast Asia. This is reflected in the past programs. Workshops have helped teachers integrate Southeast Asia into the curricula, and a student-run club has hosted cultural events that have attracted Asian diplomats, artists, and other outside speakers. A schoolwide project traced the history of Filipino immigration to the United States, and on a faculty field trip to a local Chinese cultural festival science teachers discovered the ingenuity of ancient Chinese inventions, including fireworks and the first earthquake detector.

New technologies create “school-to-school” links

*James Kenan High School
Warsaw, North Carolina*

*Evanston Township High School
Evanston, Illinois*

Multimedia classroom tools prove invaluable in delivering a world of information to classrooms, linking students across oceans, and offering access to scholars and other experts. One teacher who has made innovative use of new technologies is Shirley Benson, who teaches in the tenth grade.

“I have always been interested in students learning about their world. . . . I was teaching tenth-grade world literature course when I found out about the International School-to-School Partnerships Through Technology (ISPT),” says Shirley Benson, of the program run by the **North Carolina Center for International Understanding**. “I was partnered with a school in Japan when I went to the computer training class for the project.” So says Benson about her and her students’ introduction to Japan.

James Kenan High School is a rural school of approximately 500 mostly minority students who come from economically disadvantaged families. As Benson points out, “Knowledge of other parts of the world often eludes them.” However, through ISPT, “People in other parts of the world have become real for my students. They have e-mailed and seen photos of students in a school in Japan. They have shared almost every kind of idea from fads to world problems.”

Her class collaborated with the Hamamatsu Kita High School in Shizuoka, Japan, a school she later visited through a Fulbright grant. Using a Web site as their connection, Kenan students team up with Hamamatsu Kita students to carry out projects. Together, they have created a shared Web site called “Threaded Discussion,” on which students have discussed such topics as Tanaka poetry and the shootings in Columbine, Colorado.

Benson described the electronic relationship between the two schools as a great vehicle for increasing international knowledge and understanding. “The Internet is a fast, active, and involving way to teach and learn with people on the other side of the world,” she commented. “My partner teacher and I were able to coordinate projects that advanced our required curriculum while increasing students’ international knowledge. It was like team teaching across two hemispheres at once.”

In 1999, Michael Van Krey, a teacher at Evanston Township High School, received a phone call from the **United States Japan Foundation**, which promotes educational programs in the United States that connect with Japanese schools. The challenge presented to him: implement a technology component in his Japanese program that would enable exchange with a Japanese school.

Van Krey's school has been extremely supportive of the Japanese program through the four years he has taught it—and the administration loves the technology component. His greatest challenges have come from working with a school on a different academic schedule and with different curricular needs.

The Japanese school year starts in April, making the coordination of exchange difficult, and the requirements that students are compelled to meet in English are more rigid than those in place for Van Krey's students. He has far greater flexibility to pursue a program of this sort. Although he has only five computers in his classroom, his kids are able to get fully involved in the technology. His students are currently preparing multimedia presentations on various topics in Japanese. Computer resources seem to be less accessible in Japan, limiting what the Japanese students are able to do.

Van Krey's work brings Asia to students in multiple ways, through real-time and personal exchanges, and through learning Japanese. Students are gaining the technological and language skills that will allow them to continue to engage with Asia—and the world—in the future. Van Krey hopes to expand his program, and has a clear idea of what is needed to improve programs like his: funding for student exchanges; greater opportunities for cross-curricular work, joining the humanities, history, and second language learning; and expanding the availability of both Asian studies and Asian language courses.

A school brings together the community and the world

*Jefferson Middle School
Eugene, Oregon*

For the fourth year in a row, the students of Jefferson Middle School have witnessed remarkable things. The school hosted student-led community symposia reexamining Vietnam as a sovereign nation, not a war. Scholars, students, Vietnamese nationals, local Vietnamese Americans, veterans, anti-war protesters, and many others have come together to share their perspectives on the last three decades of U.S.–Vietnam relations. The computer lab links students and teachers with their peers in Asia and other parts of the world as well as across the country, allowing them to work on joint projects studying the impact of rivers on communities. Principals have provided support through emphasis on teacher development, and teachers are empowered to establish contacts with Asia scholars, both local and far-flung. They also are encouraged to work with and involve community groups in their projects. Their classrooms—social studies, science, language arts, or others—bear witness to the most impressive accomplishment of all: using a breadth of perspectives on Asia to build students' knowledge.

“How is it that a middle school in a small city in Oregon has been able to make education about Asia part of a normal day throughout the building?” asks Misa Kawai Joo, a teacher at Jefferson. “Part of the answer lies with Jefferson's fruitful collaboration with the **University of Oregon**, Eugene's Asian Council, and ongoing involvement with the Asia Society's TeachAsia program, supported by **The Freeman Foundation** and the **Japan Foundation Center for Global Partnership**. Our principal dedicated thirteen professional development days to workshops about Asia, not to mention 100 percent staff involvement.”



Although classes at Jefferson have often been developed and taught by cross-disciplinary teams of teachers, it was the students whose curiosity and creativity led to one of the most lasting programs. In late 1998, students learned about a program called Vietnam Challenge, a project that took veterans from all sides of the Vietnam War to bicycle the length of Vietnam and whose journeys, and related lessons, were featured on the Asia Society's **AskAsia Web site**. Encouraged by their teachers, students began posting e-mail questions via AskAsia to Vietnam veterans participating in the Challenge. The veterans' responses had a profound effect on students, who were "hooked and somewhat awed by the flood of emotion coming through," according to Ms. Joo. Twelve students pursued further studies, ultimately organizing a peace symposium for the sixth grade and the broader community. At the conclusion of the first symposium the students, "innocent of the deep divisions of the Vietnam Era," had had a "positive and powerful effect on their community." The symposium, in its fourth year, is now an annual event.

Importantly, Jefferson's activities have helped forge a strong relationship with Eugene's diverse Asian American community, and the school building has become a cultural meeting place for Asia-related programs in the community. The middle school's collaboration with the University has proved mutually beneficial, enriching learning at both institutions. According to Stephen Durrant, a professor at the University of Oregon who worked closely with Jefferson Middle School teachers through the TeachAsia program, "We Asia specialists remain missionaries at heart who are anxious to call attention to our programs and disseminate what we believe to be critical and often undervalued knowledge [about Asia]. It is always gratifying to [engage] an intelligent and responsive group, and all of us who have worked with teachers know of both their high quality and their deep appreciation for our efforts."

A teacher creates an Asian language program

*Norman Masuda
Palo Alto High School
Palo Alto, California*

Thirty years ago Norman Masuda agreed to take a year off from graduate studies in Chinese language and literature to teach Chinese in Palo Alto High School as a one-year substitute. He never left. After he had been teaching Chinese for a few years, parents suggested that, with their support, he go to the Board of Education and request that Japanese language classes be added. At one time the Palo Alto high schools offered Russian, Hebrew, Swahili, German, Spanish, French, Chinese, and Japanese. Today, due to cutbacks and a decline in the student population, only Spanish, French, German, and Japanese are offered. Chinese was phased out several years ago. He believes that the community continues to see a knowledge of Japanese as particularly useful for a future in business and economics.

Japanese is offered in seventh and eighth grade and then in four years of high school. Study over two years of middle school is equal to one full year in high school, so there are some students who have had the equivalent of five years of Japanese language by the time they graduate. Masuda says that many who have studied five years are able to enter third-year Japanese when they enter college; and almost all the others enter second year. For Japanese language Palo Alto

currently has two full-time teachers—one who teaches at both middle schools, and Masuda who teaches only in the high school—as well as two part-time teachers in the high school.

Masuda weaves cultural experiences into his teaching: “I want to include things that kids would have missed by not being kids in Japan. In his classroom he creates “a Japanese cultural atmosphere”—when students are studying directions, he has students perform the *bon odori* dance, which involves giving directions about moving right and left, and turning.

Masuda has begun to introduce technology into his classrooms and has developed a four-year plan in which each year of the language corresponds to specific computer skills. “It is counterproductive to have students using Powerpoint with first-year material—there is a lack of balance between the sophistication of the software and the limited knowledge of vocabulary, grammar, and kanji.” Therefore, first-year students work with basic Word; second-year students use their language knowledge to develop databases and work in Excel; third-year students create Powerpoint presentations; and fourth-year students develop their own Web pages.

As part of the American Council on the Teaching of Foreign Languages (ACTFL) team, Masuda helped create national standards in Japanese. He has also been active with the National Council of Japanese Language Teachers and in this capacity has been working with college and university language teachers to help smooth the articulation between high school and college courses. He continues to search for the perfect textbook. He believes materials are improving but that the best materials are those written for foreigners who live in Japan. There is ongoing discussion among all the Japanese language teachers about texts and there is careful coordination so that articulation between each year is smooth and clear.

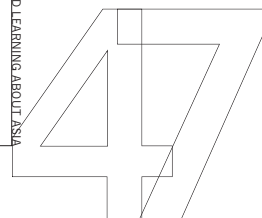
Teachers engage in creative research

*Hunter College High School
New York, New York*

A campus school of City University, Hunter College High School (HCHS) targets gifted and talented students. Although it is a public school, it does not fall under the mandate of the New York City Board of Education. This means that HCHS has to meet state requirements, but also allows it enormous flexibility in curriculum development.

Global Studies was introduced five years ago. Six semesters of Global studies are required starting with the second semester of seventh grade, through both semesters of eighth and ninth grade and the first semester of tenth grade. Global Studies has always had a strong South Asian component in addition to Japanese and Chinese sections. This is because three faculty in the social studies department have strong personal interests in India. Susan Meecker, the head of the social studies department and one of the three South Asia specialists, says that “it is often the passion of the individual teacher that fleshes out our curriculum offerings.”

In seventh grade students learn about cultures along the river valleys. In eighth grade they thematically cover 500 B.C.E. to the sixteenth century, looking at classical civilizations in India, Greece, Rome, China, and Japan. For instance, the course looks at the spread of great religious





systems, exploring how Buddhism traveled from India into Central Asia and China and thence to Japan while looking at the spread of Islam into North Africa, West Africa and into Asia. In ninth grade students learn about the seventeenth through the early twentieth centuries and study absolutism in several cultures such as Moghul India, Ming China, Tokugawa Japan, and Western Europe. In the first semester of tenth grade students look at the period from 1939 to the present and research issues of decolonialization, the global economy, the world after the war.

Meeker says that the teachers have to develop many of their own materials. They use texts prepared for the Global Advanced Placement test, but find that generally there is little material that covers the world the way the curriculum has been set up. In addition, what is available is of limited value in quality. Meeker particularly feels the profound lack of curriculum material available for South Asia. Another major setback has been the reduction of offerings in Asian languages. Budget cutbacks led to the cancellation of Chinese language classes in late 1990s. Currently HCHS offers only French, Spanish, and Latin.

“We have a very large Asian population in the school, which has to do with the changing population in New York City. We have an obligation to recognize and study these cultures,” says Meeker. Several teachers at HCHS are in the process of developing an interdisciplinary senior course that would cover art, English, social studies, and literature. This course would have a strong Asian component and Meeker feels that this humanities core approach will be particularly successful following the extensive grounding the students get in their Global Studies classes.

One district applies Asia-related content across the K–12 curriculum

*Brookline Public Schools
Brookline, Massachusetts*

Brookline School District now offers a comprehensive program designed to infuse Asian content into the classroom across the curriculum. Claire Jackson is the creator of this initiative, and her vision for the program has two key elements. First, she “believes deeply that if you want people to understand another culture, you have to have them struggle with learning another language,” building early language learning opportunities is the cornerstone of her program-building efforts. Next year Chinese language will be available in three elementary schools and Japanese in one. Chinese and Japanese programs already exist for these programs to feed into at the high school level.

Another key feature of her approach to promoting substantive change is the belief that efforts must be comprehensive. Adding a few curriculum units on Japan and China is not sufficient and will not result in significant and lasting learning. With the help of the Newton-Jingshan Exchange Program and **Primary Source**, a not-for-profit educational organization that provides teacher training and program-building resources, Jackson’s district has developed curricula, trained teachers, created a China exchange program, and expanded extant programs in Chinese. Her superintendent’s visit to China made him a strong advocate for the expansion of both China-related and Chinese language programs in the district.

“It’s been a wonderful journey ever since we started,” Jackson notes, “and we never could have done any part of what we do without the support, direct and indirect, of The Freeman Foundation.” Jackson’s biggest challenge has been locating sufficient funding to develop the nascent elementary school language programs to tide them over until the School Committee assumes financial responsibility. How might course development improve and be expanded? Were Asian studies and Asian language learning to become areas for which targeted incentive grants are available, such as was done to promote the integration of computer technologies and new media in schools, funding new curriculum development and dissemination would not be a problem. Even in the face of funding challenges, the Brookline example shows what can be done when there is sufficient political and social will to create change.

A sister-city relationship grows a new exchange program

Westport, Connecticut–Yangzhou, China

“The role the sister-city committee played in convincing the Board of Education of the value of a teacher exchange was invaluable. In effect citizens rose up to support the exchange. Because of the sister-city committee’s network we were able to establish the exchange. We couldn’t have done it without them.” So says Lynne Shain of the extraordinary collaboration between the Westport Public Schools and the Westport-Yangzhou Sister-City Committee. “The collaboration has been very powerful,” says Shain.

The sister-city relationship between Westport and Yangzhou (in Jiangsu Province) predated the educational exchange by about five years. The sister-city committee has a broad relationship with Yangzhou, extending to initiation of business ventures, exchanges of chefs, and art exchanges. In October of 1996, the then-superintendent, PTA council president, and two school board members (one of whom was the chair), and Shain went to Yangzhou and signed a formal agreement with their counterparts to establish an educational exchange. Funded by a grant from the **American Council of Learned Societies (ACLS)**, a Westport teacher spends a semester teaching in one of the schools in Yangzhou and every year Yangzhou sends two English teachers to Westport. The teachers team teach a class on Chinese language and culture in Staples High School and also spend six weeks in each of the four elementary schools of Westport. The fourth grade plan of study includes a unit on “Regions of the World,” and China is one of the regions studied. The two Chinese teachers teach together for an extended period in each of the twenty fourth-grade sections in the Westport elementary schools.

A scholar-teacher devotes his life’s work to Asia-related education

*Donald Johnson
New York University
New York, New York*

Don Johnson has spent most of his professional life promoting Asia in the schools. When he first came to the classroom in the 1950s, he was assigned to teach about India, a country about which he knew almost nothing. In the years that followed, he earned graduate degrees with a



focus on Asia and studied in India with the Fulbright Program. “The experience in India changed my life and the focus of my work,” he says.

After teaching Asian Studies in high schools for ten years, he went on to work at New York University for thirty-three years teaching Asian studies and international education. He introduced Asian studies courses in the School of Education and was able to make Asian studies a requirement for all undergraduate- and graduate-level preservice teachers.

Johnson’s major contribution to Asian studies was his development of the first master of arts program in Asian studies for teachers, which he directed for twenty years. The program featured two summers of study in India and China where courses were taught by Indian and Chinese scholars as well as American faculty. The program included numerous on-site classes at locations significant in Asian history or culture. Some 350 graduates of the program have gone on to professions as teachers and teacher educators in museums and state departments of education facilitating the study of Asia in our schools.

Johnson, along with his wife, Jean, has written several textbooks and many teaching units on Asia and has conducted hundreds of in-service sessions with teachers nationwide. He has also worked with several states, including New York and North Carolina, in developing Asian curricula and working with teachers. Don and Jean Johnson served as academic director and project director, respectively, for the highly successful Asia Society project TeachAsia, and served as Director of the **Asian Studies Program at New York University** for ten years.

“The most important reform in improving Asian studies in the schools would be for all future social studies teachers to be required as a regular part of their preservice course work to take at least two courses on Asia,” says Don Johnson. He laments, “...the wide separation between schools of education and liberal arts Asian studies programs,” and believes that “the two must work together in the education of our future teachers.”

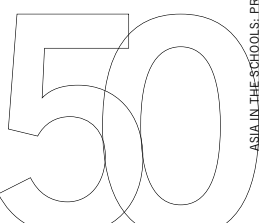
“I have so often stated publicly that we would not think of assigning someone to teach English who couldn’t speak English, yet we assign teachers to courses on Asia when they have never had a single course in the field,” Johnson says. “As dedicated as most teachers are, they cannot rely on one-day or one-week workshops to acquire the sophisticated knowledge they need to adequately teach about Asia. There is no shortcut to educational excellence.”

Faculty at schools of education build capacity to teach Asia

*Don Spence
East Carolina University
Greenville, North Carolina*

*Marianna McJimsey
Colorado College
Colorado Springs, Colorado*

Don Spence has long been involved in initiating teacher and program exchanges between North Carolina and Japan. **The North Carolina Global Partnership Schools Consortium**, of which he is part, is designed as a comprehensive program for collaborative cross-cultural exchange, program development, and research between North Carolina teacher education institutions and their K–12 partner schools and teacher education universities in other countries and their K–12 partner schools. The pilot program, funded by the United States–Japan Foundation, is



currently being implemented between selected universities and K–12 schools in North Carolina, including East Carolina University and schools in Greenville, and Japan. The pilot program is working toward articulating school-to-school partnership agreements as well as consortium guidelines for communication and decision making.

According to Spence, the goals of this project are to “(1) develop understanding about similarities and differences within and across cultures; (2) develop understanding about how social institutions including schools affect change; and (3) create models for collaborative approaches to learning and problem solving appropriate for global citizens in the twenty-first century.” The Consortium currently serves three different universities in the University of North Carolina system and K–12 partner schools in three regions of the state.

The current program calls for recurring support of this program from the North Carolina State Legislature for continued development and administration of this program as a statewide initiative, and Spence and his Consortium colleagues are currently working toward realizing this goal.

In 1990 and 1991 Marianna McJimsey participated in a Rocky Mountain Region Japan Project (now **The Program for Teaching East Asia** at the **University of Colorado**, Boulder), directed by Lynn Parisi. The project involved a team of teachers who were studying education in Japan. The team of twenty was composed of five groups of four educators from Colorado and several Western states. Each group included two education professors (a secondary methods person—McJimsey was one of these—and an elementary methods person) and two teachers (one secondary and one elementary).

Despite having grown up in India, McJimsey had not actively pursued Asian studies, but this program got her jumpstarted back into Asia. She began to incorporate the study of Japan into her methods courses at Colorado College.

Several programs and courses have developed out of McJimsey’s 1990–91 experience. One is an interdisciplinary program cross-listed for education and Asian studies and is available to students of history, economics, dance, theater, Japanese and Chinese languages, education, and science. Each summer a group of about forty students form smaller groups and go to different parts of Asia to study (in 2002 groups will be going to China, Korea, India, and Japan). In a past session in India, contact was made with a faculty member in Poona who subsequently came to Colorado College to teach a course in biology.

McJimsey introduces the study of Asia into all her education courses. Each year she teaches eight secondary and eight middle school instructors who range from first year teachers to teachers with twenty years’ experience. They are all extraordinarily eager and innovative, and work closely in methodology, curriculum development, and content enrichment.

Colorado College requires *all* undergraduate students to take a non-Western course. Anyone, therefore, going into education will be guaranteed to have had at least one non-Western course. In addition, the State of Colorado requires all social studies teachers to have non-Western studies for licensure.





McJimsey teaches a global education course, which takes Japan as its primary focus. It is open to anyone at the school, and she has been teaching it for ten years. In this course students study Japanese education but from the perspective of Japanese culture rather than as a case study analyzed from a Western education perspective. Education students look at how the history, sociology, and anthropology of a culture is reflected in its educational system. In fact, one of the requirements of the course is that students, using the principles learned in the course, write a paper (in teams of two) about education in another Asian country. McJimsey also gives workshops on this methodological model.

McJimsey teaches another methods class which works with budding teachers from middle and secondary schools. She incorporates history, political science, economics, art, and geography in this class, and all her examples are Asian. For instance, she demonstrates kinesthetic geography (Plato maps) using Japan. She works with the education department at the Denver Art Museum, making use of the scholar room in the museum. She wants her students to think of museums as primary sources—which is usually a revelation to them. She uses statues of the Buddha from Southeast Asia, India, Japan, and China to look at the effect of trade and political alliances within Asia.

ASIANetwork, which McJimsey founded 1992, is a consortium of primarily liberal arts colleges and universities committed to Asian studies and to teacher education. Many member institutions have a strong tradition of graduating students who go on to become teachers. ASIANetwork also supports establishing and maintaining strong Asian studies programs, and especially encourages language-based programs. A newsletter facilitates communication across the network and discussion about issues in the field.

Lessons learned

As these examples of “best practices” illustrate, across the nation, schools and teachers have successfully integrated teaching about Asia in their classrooms. Often, model programs are the result of teachers and administrators who have become interested in Asia, then turn that interest into curriculum or programs for their schools and districts. This is a strength of our education system—individuals can make a difference. However, it is also a weakness because when those people leave a school or school system, the programs often fade away. Successful programs also need top-down commitment and support to help move them beyond a single classroom or school. And, in addition to such high-level support, success can be achieved with a carefully crafted program.

While not every aspect or element as outlined below may be reflected in any given program on Asia, what follows can serve as a set of guidelines to consider when developing or evaluating Asia-related effort.

In the classroom

Content should demonstrate current scholarship, including:

- knowledge and integration of several disciplines;
- accuracy and authenticity of materials;
- age- and context-appropriate introduction of the social, cultural, and historical diversity of Asia;
- coherence of materials;
- an integrative curriculum;
- interface with existing curricula; and
- reference to and use of Asian language material whenever possible.

Methodology should be flexible and emphasize:

- skills acquisition (e.g., critical thinking, problem solving, etc.);
- transferability and replication potential;
- responsiveness to ongoing evaluation and assessment;
- social, emotional, and intellectual development of students;
- promotion of inquiry-based interactive learning and comparative skills; and
- utilization of new communications technologies.

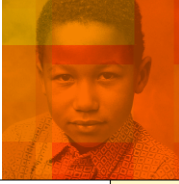
Crafting the art of teaching

Teacher education should involve:

- pre-service and in-service training with exposure to accurate, current scholarship on Asia;
- travel programs;
- study grant programs;
- conferences and seminars; and
- training on effective utilization of new communications technologies.

Curriculum development should integrate Asia-related content into the curriculum in ways that:

- are age appropriate;
- meet local, state, and national standards;
- are classroom tested;
- utilize materials vetted by Asia specialists and fellow educators;
- respond to different learning styles;



- make use of innovative teaching strategies and new media;
- are developed through collaboration with experts in the field, other teachers, or other specialists; and
- make effective use of out-of-classroom resources (museums, universities, etc.).

Linking the classroom with the wider world

Community partnerships should:

- allow for creative partnership opportunities;
- reflect the breadth of offerings of local community organizations;
- encourage relationships with local colleges and universities;
- identify and communicate with individuals (e.g., scholars, artists, community representatives, diplomats, etc.) with background and interest in Asia; and
- develop innovative ways to use community resources in the classroom and/or provide direct student experiences.

Connections with Asia should be explored through:

- technology-assisted school-to-school links;
- study tours and exchange programs for students and teachers;
- partnerships with educational, cultural, and business organizations in Asia;
- use of materials and resources from Asia or reflecting contemporary life in Asia; and
- contact with persons having direct and relevant Asia experience or background.

The preceding “best practice” models show that, despite limitations of time and resources, delivering high-quality education on Asia is achievable. In fact, most of the key elements needed to improve the study of Asia already exist in many American schools—both public and private—at the elementary, middle, and secondary level. Not only are there extraordinarily dedicated and creative teachers, they are supported by committed outreach personnel and a number of national, regional, state, and local organizations and foundations. However, without a national education mandate that can spur local initiatives and state support improvement, such models likely will not spread through the nation’s schools.

To apply the preceding examples nationwide will require a larger pool of dedicated people attracting support and spurring action from a number of advocates. How we move from the excellent examples of a handful of pioneers to systemwide reforms is the question to which we turn in the next section.

Chapter VI

Toward International Education:

Recommendations of the
National Commission on Asia in the Schools



The nation urgently needs to improve the way students are prepared for the world awaiting them. Enhancing teaching about Asia is central to this task.

OUR VISION FOR THE COMING DECADE:

- **Every child**, from elementary through high school, will encounter intellectually challenging material about Asia and Asian American topics integrated into diverse subject areas at appropriate grades. Student learning about Asia will entail experiential opportunities, including interaction with Asian counterparts through the Internet and exchange programs. Every student will have a chance to study a foreign language in the early grades, and the percentage of those studying an Asian language will have increased from the current less than two percent of total studying a foreign language to five percent by the year 2005, and ten percent by 2010.
- **Every teacher** will have a wealth of opportunities to build knowledge about Asia through formal studies, pre- and in-service programs, and through travel and exchange programs. They will become skilled in integrating Asia-related content across disciplines. Teachers and students will have access to high-quality basic educational tools on Asia and Asian American topics—textbooks, readers, tests, multimedia materials, curriculum guides, and Web content—that reflect up-to-date scholarship. Throughout the United States, the resources are in place to make this vision a reality.

The Commission's research revealed widespread acceptance by citizens and educators of the need to strengthen teaching and learning about Asia in our schools. Many of our universities and colleges possess some of the finest Asia-related resources anywhere, some with a history of K–12 outreach that dates back several decades. Many cultural institutions and not-for-profit organizations with expertise on Asia offer programs and materials for teachers and students. There are also superior textbooks and classroom resources, not to mention outstanding teachers. At scattered school sites, some students already are exposed to high-quality learning about Asia. It is time to promote these models nationwide and to begin putting in place a systematic approach to education about Asia.

What follows are measures the Commission urges educators, parents, and leaders of our nation—in government, business, civic, and academic communities—to take in order to help every child succeed in today's interconnected world.

What governors can do

GOAL: As chief stewards of their states' economic well-being and as innovators in education, governors should take the lead in raising public awareness of the need for better education about other regions, especially about Asia, and in developing statewide plans for achieving that goal.

RECOMMENDED ACTIONS TO BUILD AWARENESS:

- Include teachers in state trade missions to Asia (and other parts of the world) to enhance their exposure to these areas and convey official recognition of their critical role in expanding international knowledge and goodwill.

- Use public appearances as forums for talking about the relationship between Asia and state economic development.

RECOMMENDED ACTIONS TO MARSHAL STATE RESOURCES:

- Create a Governor’s Task Force on International Education in conjunction with leading business, media, state policy, and education leaders that will focus on the economic and citizenship imperatives for an international and Asia-related education focus. The Task Force should conduct an inventory of the state’s Asian and other international resources, examine how these could be used in teaching as well as accounting of available instruction, and issue a report that sets the agenda for action at the state and local levels.
- Issue a supplemental report that highlights the state’s links to other countries, using its release to call attention to “best practices” statewide and nationally.

What parents and guardians can do

GOAL: Parents and guardians should become advocates in ensuring that their children develop the skills and tools to help them succeed in the twenty-first century. They should work with teachers and through parents’ groups to create a demand for international and Asia-related education as a key aspect of elementary and secondary education.

RECOMMENDED ACTIONS TO RAISE AWARENESS:

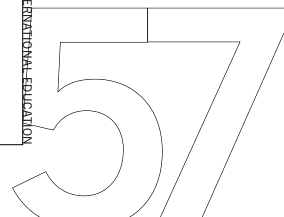
- Attend school board meetings to bring attention to the need for international and Asia-related education.
- Contribute articles and letters to the editor of local newspapers about the need to improve international education.

RECOMMENDED ACTIONS TO IMPROVE SCHOOLS:

- Support measures to integrate quality content on Asia and other regions into the core curriculum of the school.
- Demand that schools place qualified personnel to teach all subjects, insisting that those assigned to teach about Asia and other regions possess sound knowledge of their subjects.
- Seek opportunities for children to study Asian languages and advocate their inclusion as an option for students.
- Offer their expertise and experience on Asia to the classroom.

RECOMMENDED ACTIONS TO MARSHAL RESOURCES:

- Work with student and parent organizations to support exchange programs, acquisition of materials, and field trips to museums rich in Asian content.
- Host exchange students from Asia and other regions.





What state education departments can do

GOAL: Chief state school officers and their departments of education should ensure that their policies reflect a national priority for students to learn about Asia and the world and that this priority helps shape the statewide curriculum, assessment tools, and funding for professional development of teachers and acquisition of classroom resources.

RECOMMENDED ACTIONS TO IMPROVE TEACHER PREPARATION AND DEVELOPMENT:

- Institute a world history course requirement for teaching certification and licensing and make teacher certification tests more reflective of world history by including the history of Asia and other parts of the world, not just that of the United States and Europe.
- Require all social studies teachers to demonstrate a mastery of content and teaching skills related to Asia (and the world) in concert with the standards being developed for students.

RECOMMENDED ACTIONS TO IMPROVE LEARNING STANDARDS:

- Develop curriculum standards that promote integration of Asia-related content across the curriculum by working with Asia specialists, particularly scholars.
- Connect new standards to state policies on curriculum, assessment, teacher education, professional, development, accountability, and finance.

RECOMMENDED ACTIONS TO IMPROVE FOREIGN LANGUAGE INSTRUCTION:

- Reallocate existing dollars or secure new monies to initiate or expand foreign-language programs to include Asian language instruction.
- Work with higher education institutions to urge them to include proficiency in a second language as an admission requirement.
- Make a commitment to hiring teachers who have knowledge about and experience in countries besides the United States, paying particular attention to those who speak another language.

RECOMMENDED ACTIONS TO BUILD PARTNERSHIPS:

- Become active participants in the proposed state-level Task Force on International Education and endorse specific steps to build an international and Asian foci in schools.
- Set up an “innovation fund” to which schools and individual teachers can apply to improve international and Asia-related education at the individual school level, then spread the lessons throughout the state.

What schools and districts can do

GOAL: Schools and school districts should strengthen the teaching and learning about Asia and Asian American content by expanding worthwhile programs from the classroom, to the school, and to the entire district.

RECOMMENDED ACTIONS TO ENHANCE THE CURRICULUM AND COURSE OFFERINGS:

- Specify Asia-related content in local standards and curriculum.
- Develop a plan with goals and targets to increase the number of students taking advanced

courses such as Advanced Placement World History and Asian languages.

- Purchase quality instructional materials.

RECOMMENDED ACTIONS TO SUPPORT TEACHERS:

- Offer teacher professional development on Asia and allow time during the school day for teachers to collaborate on Asia-related lesson and course design.
- Institute sabbatical or professional development leave that will allow teachers to participate in structured study and travel opportunities.

RECOMMENDED ACTIONS TO RAISE AWARENESS AND EXPAND BEST PRACTICES:

- Conduct an “academic and program audit” of their current effort to help students learn about Asia and other regions. This audit should address courses offered, curriculum content in all subjects and at all grade levels, teacher preparation and professional development, textbooks and other materials, and student and teacher contact with counterparts in other nations and regions.
- Highlight “best practices” in districts and schools and use school- and districtwide meetings as well as Web and print vehicles to share their examples.

What professional organizations and teachers’ unions can do

GOAL: Professional organizations and teachers’ unions should support continued improvement of the K–12 system by providing teachers with the tools needed to bridge policy mandates and classroom realities. They should use their influence as national and regional organizations to reach far-flung audiences.

RECOMMENDED ACTIONS TO RAISE AWARENESS:

- Promote professional development about standards-based teaching of Asia-related content among members.
- Include Asia-related materials and hyperlinks on union Web portals and other electronic resources.

RECOMMENDED ACTIONS TO BRIDGE POLICY WITH PRACTICE:

- Highlight an emphasis on Asia-related content in their recommended standards and partner with groups or individuals with expertise on Asia to develop modules or lessons to support teaching to their standards.
- Broker partnerships for teacher professional development between K–12, higher education institutions, and other resource organizations with Asia-related expertise.
- Negotiate for more time and resources for high quality teacher professional development on Asia and Asian American themes.

RECOMMENDED ACTIONS TO SUPPORT TEACHERS AND TO IMPROVE TEACHING ENVIRONMENT:

- Support professional growth planning processes that encourage teachers to set goals for professional learning that includes Asia-related content.
- Support the recruitment of Asian American teachers and other teachers of color.



What higher education institutions can do

GOAL: Institutions of higher education should commit to extending their resources and scholars to enrich learning experiences at the elementary and secondary level. Furthermore, in the courses they offer, and in student requirements, schools of education should encourage prospective teachers to develop knowledge of Asia and skills to integrate Asia-related material across subjects.

RECOMMENDED ACTIONS TO LINK INSTITUTIONAL RESOURCES WITH K-12 SCHOOLS:

- Offer incentives and reward scholars for K–12 involvement.
- Encourage students who have returned from study abroad in Asia and Asian students who are studying in the United States to engage in community outreach activities.
- Reintroduce a language requirement for admission.
- Survey Asia-related resources and compile and centralize this information for dissemination to the community, especially to schools.

RECOMMENDED ACTIONS TO IMPROVE TEACHER PREPARATION:

- Establish a course requirement on Asia for all students working toward a social studies teaching certificate.
- Encourage the faculty of schools of education to work with the arts and science faculty to design coursework that integrates Asia-related content into teacher education programs.
- Encourage aspiring teachers to pursue competency in a second language.

What academic associations and individual scholars can do

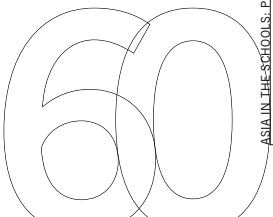
GOAL: Professional associations for scholars and specialists, such as the Association for Asian Studies and the World History Associations, and other scholarly networks should broaden their organizations' roles and the descriptions of their constituencies so that scholarship and teaching are, in equal measure, a focus.

RECOMMENDED ACTIONS FOR SCHOLARLY ORGANIZATIONS AND ASSOCIATIONS:

- Revise organizations' assumptions so that service to schools and the community, along with research work, are valued and institutionally rewarded.
- Offer incentives and reward scholars for K–12 involvement, particularly their work on textbooks and curriculum materials.
- Support K–12 participation in their activities by highlighting K–12 and higher education links in programs and sessions at annual conferences and regional seminars as well as in publications, newsletters, and Web sites.

RECOMMENDED ACTIONS FOR EVERY UNIVERSITY AND COLLEGE FACULTY MEMBER:

- Become involved in raising awareness and understanding of Asia at a broader community level by speaking in schools and at community functions.
- Contribute articles focusing on teaching and learning about Asia to teaching journals and other forms of publications.



What the business community can do

GOAL: Companies and corporations with ties around the globe and in Asia should work with policymakers and schools to promote education policies, standards, and content in international and Asia-related education.

RECOMMENDED ACTIONS TO BUILD AWARENESS AND KNOWLEDGE OF THE NEW ECONOMY:

- Contribute op-ed articles to local or national newspapers, promoting the importance of understanding our interdependence with Asia and other regions.
- Incorporate material about international and Asia-related education in speeches and public appearances by executives.
- Call on trade associations and/or other business entities to establish mechanisms, including Web sites, that show examples of our interconnectedness with Asia and other parts of the world.

RECOMMENDED ACTIONS TO PROMOTE INTERNATIONAL KNOWLEDGE AND SKILLS:

- Support the establishment of “school-to-school” links between American schools and schools in Asia (and other countries) through communications technology.
- Sponsor programs and scholarships for students and teachers to reward accomplishment in Asia-related subjects.
- Work with schools to encourage job shadowing for students and develop teaching opportunities for its workers and executives.
- Provide financial backing to supply high quality Asia-related materials to schools.
- Use their influence as donors and their role as civic leaders at the local and state levels to support study about Asia and other regions as integral components of the education of teachers.

What publishers can do

GOAL: Publishers of educational tools, including textbooks, standardized tests, videos, CD-ROMs, Web sites and trade books, should involve content experts about Asia, particularly scholars, in all phases of material development. Such products should reflect current scholarship about Asia by presenting content that is up-to-date and accurate.

RECOMMENDED ACTIONS TO IMPROVE CONTENT:

- Review Asia-related content in existing textbooks and curricula and purge materials that are outdated, inaccurate, or else stereotype Asia or Asians.
- Incorporate Asian content into materials that fall outside the history and social studies curricula.
- Develop a stable of Asia experts, writers, and editors to contribute to the development of new Asia-related content.

RECOMMENDED ACTIONS TO DISSEMINATE IMPROVED MATERIALS:

- Seek scholarly reviews of their Asia-related texts and publicize the results.
- Market products using rich Asia-related content as selling feature.



What the media can do

GOAL: The media should raise public awareness of the impact of current events involving Asia on our lives; they should also call attention to the importance of education about Asia at the local and national levels in meeting global challenges.

RECOMMENDED ACTIONS TO EDUCATE THE PUBLIC:

- When covering a story about a country or a site in Asia (or other parts of the world), provide geographic as well as some cultural context; identify the site on a global map precisely in terms of its locality, country, and region of the world.
- Newspapers and television stations in every state should investigate and produce a series on their state and the world, exploring the economic, cultural, and people-to-people ties between their state and the rest of the world.
- Research and publish articles about “best practice” programs and individual teacher and student accomplishments on Asia in their city or state.
- Incorporate Asia-related learning into mainstream program content (photos, documentaries, game shows, newscasts).

RECOMMENDED ACTIONS TO EDUCATE CHILDREN:

- Adapt current events involving Asia for inclusion in classroom editions of papers, magazines, and broadcasts.
- Feature “kids’ sections” that highlight Asia-related events and their relevance to American children’s lives.
- Develop feature stories and units on Asia for classroom viewing.

What museums, other cultural institutions, libraries, and nonprofit organizations can do

GOAL: Museums, other cultural institutions, libraries, and nonprofit organizations with expertise on Asia, Asian American issues, and other world regions should take a proactive role in advancing international, and more specifically Asia-related, education through partnerships with schools and districts.

RECOMMENDED ACTIONS TO RAISE AWARENESS:

- Promote the study of Asia in the schools through community and school outreach.
- Host Asia-focused programs and events for teachers as well as students.
- Designate a staff person to initiate and administer school-institution contacts.

RECOMMENDED ACTIONS TO ENRICH MATERIALS:

- Lend support to schools and districts in the development of teaching materials.
- Apply institutional expertise in developing new resources and materials on Asia and Asian American themes.



RECOMMENDED ACTIONS TO IMPROVE INSTRUCTION:

- Offer expertise to standards-producing agencies to promote the development of subject-area standards and assessment tools that reflect greater attention to Asia within the larger framework of international education.
- Develop partnerships with schools and districts to help develop resources and programs that directly advance teacher and student learning.
- Create library and museum programs for children emphasizing Asia and Asians as authors, artists, and subjects.

What philanthropic organizations can do

GOAL: Philanthropic organizations should provide critical stimulus nationally and locally by supporting mobilization efforts in addition to innovative ideas or “best practices” that promote improved instruction and learning of Asia and other regions in our schools.

RECOMMENDED ACTIONS TO SUPPORT TEACHER EDUCATION:

- Sponsor summer institutes and other forms of in-depth and sustained professional development for teachers on teaching about Asia.
- Establish scholarships that will enable pre-service education majors to minor in Asia studies (and other area studies as well as world history) and create new fellowships to train teacher experts who can serve as mentors to new teachers.

RECOMMENDED ACTIONS TO SUPPORT STUDENT LEARNING:

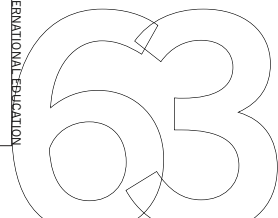
- Fund and promote foreign language programs that feature Asian languages.
- Initiate whole-school reform efforts built around a core of international education.
- Promote new social studies curriculum initiatives that include Asia-related content.
- Provide grant support to promote development of resources and methods to use emerging technologies to increase opportunities for teaching and learning about Asia in schools.

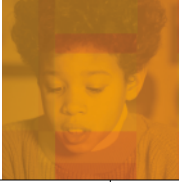
RECOMMENDED ACTIONS TO IMPROVE MATERIAL RESOURCES:

- Fund, on an ongoing basis, content analysis of Asia-related materials, particularly textbooks and other basic education tools, to identify strengths and challenges of existing teaching resources.
- Sponsor and publicize annual surveys of the nation's progress toward developing Asia-related materials that meet the highest standards.
- Make videos and other materials supported by philanthropic organizations available free or at cost to schools.

RECOMMENDED ACTIONS TO ENCOURAGE PARTNERSHIPS:

- Support a National Coalition on Asia in the Schools, building on the work of this Commission, that brings together policymakers, business leaders, Asia scholars and outreach specialists, teachers and teacher educators to promote policies in support of education about Asia, to map strategies to improve instruction and learning, and to deploy networks to carry out the recommendations in this report.





- At the local or state level, stimulate “Asia in the Schools” alliances to bring together similar groups to implement high quality models of education about Asia.
- Use the content analysis of Asia as a model to involve others in similar reviews of teaching and learning about Africa, Latin America, and other parts of the world.
- Encourage collaboration and dialogue among program developers and resource providers by supporting or hosting conferences or seminars on international education involving local, national, and international participants.

What the nation can do

GOAL: At the national level, the President, Secretary of Education, Secretary of State, and the leaders of the Congress should stimulate a national dialogue on the importance of learning about diverse cultures and regions of the world in order to meet global challenges that we, as a nation and as Americans, face in the twenty-first century.

RECOMMENDED ACTION FOR THE PRESIDENT OF THE UNITED STATES:

- Working with state governors, convene a White House Conference on International Education in our schools.
- Use the national stage to stress the importance of international education, and specifically Asia-related learning, for K–12 students.
- Promote a “teach about the world” day, when prominent Americans, including Cabinet members, members of Congress, governors, and leaders in other sectors, teach a K–12 class about Asia and other regions of the world.
- Recommend legislative proposals to strengthen the nation’s international and foreign language expertise.

RECOMMENDED ACTIONS FOR THE U.S. SECRETARY OF EDUCATION AND OTHER CABINET MEMBERS:

- Make funds available to support Asia-related programs and language courses, particularly at the elementary and secondary levels.
- Recognize the efforts of outstanding practitioners who have expanded teaching about Asia and other world regions in their schools and districts.
- Speak out about the importance of international understanding and foreign-language proficiency to support our nation’s interests, and use travel opportunities to stress the importance of international and Asia-related education to counterparts in other nations.

RECOMMENDED ACTIONS FOR CONGRESS:

- Allocate funding to develop a cadre of Asian language teachers for the primary and secondary levels.
- Strengthen and expand the outreach functions of national research centers (Title VI programs).
- Fund pilot technology-enhanced student and teacher exchange projects that link U.S. schools with schools in Asia and other parts of the world.

Chapter VII

Asia in the Schools:

Preparing
Young Americans
for Today's
Interconnected World



The sweeping changes taking place in the world and within our society have enormous consequences for today's young people—and for the preparation they will need to function in the increasingly interconnected world of the twenty-first century.

The task of preparing young people for the future falls, to a large extent, on the country's primary and secondary schools. It is their task to pass on knowledge and skills that will help our children succeed. Teaching and learning about Asia must play a key role in this preparation.

Asia is not just home to a vast heritage, it is a gateway to the future. Today, our two regions are tightly intertwined: global trade and commerce, national security, defense and regional security arrangements, global health and environmental concerns, and the growth of the Asian American community, all link our present and future with that of Asia.

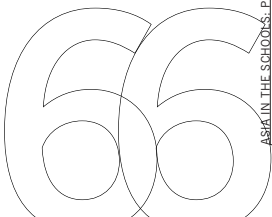
Equally important, the study of Asia can serve as a vehicle for equipping students with broad and transferable skills. To understand the nature of urbanization in Hanoi or Hong Kong is to understand a complex set of phenomena that occur from Nairobi to New York. Teaching and learning about Asia is a powerful vehicle to help American schools do what they need to do—and do it better.

Students say they are eager for knowledge about Asia and other parts of the world. Teachers say they want to learn and teach about Asia. Yet our schools have not kept pace. The curriculum, teacher preparation, language offerings, textbooks, and other educational tools frequently falter when it comes to Asia-related content. Such shortcomings seriously undermine the quality and equality of teaching and learning in American schools.

The time has come for a national effort to promote international education, something all students will need to become effective workers, citizens, and fulfilled individuals. In this century, there is no such thing as quality education that does not include a strong international component, with emphasis upon Asia a major element.

Enriching the curriculum with Asia-related content does not require adding to the school day or subtracting from other subjects. Asia can be woven into history, geography, civics, mathematics, literature, science, the arts, and economics. Asian content can naturally be included in a substantive way within the context of a broader world history curriculum or in a course on U.S. history by including the role of Asian Americans in the U.S. present and past. Geography offers opportunities to learn about Asian places and cultures and to study the geographic issues that unite and divide the United States and Asia. Civics lets students examine Asia-related policy issues and their impact, whereas economics can help them to understand concepts of global markets and our interdependence with the world. Literature presents a chance for students to become familiar with Asian authors and subjects, while visual and performing arts allow them to appreciate the richness and variety of cultural expressions that have their roots in Asia.

Excellence in education in the twenty-first century will be defined not only by literacy and numeracy but also by the ability to interpret information in global terms. We must take the steps necessary to ensure that every American child possesses the full range of knowledge and skills that will be demanded of them. As such, learning about Asia can no longer be a luxury available to some Americans. It must become an essential element of education for *all* Americans.



A

bout the Asia Society

Founded in 1956 by John D. Rockefeller 3rd, the Asia Society is a national nonprofit, nonpartisan public educational organization dedicated to increasing American understanding of Asia and broadening the dialogue between Americans and Asians. The Society has evolved in tandem with the transformation of Asian countries into major participants in global politics, economics, and the arts, and it has become the preeminent organization where America and Asia meet. The Society's New York headquarters serve as the hub of an international network of regional centers and offices in Hong Kong; Houston; Los Angeles; Washington, D.C.; Melbourne, Australia; Shanghai; San Francisco; and Manila.

The education initiatives of the Society focus on improving the quality of education about Asia at the elementary and secondary levels, and provide curricular materials, services, and support for teachers and schools throughout the United States. The Society's extensive use of the latest interactive media serves as a groundbreaking model for educational outreach.

The Society's Web sites serve as a gateway to enormous resources of information on Asia for those with a variety of interests and backgrounds:

www.AsiaSociety.org – provides information about the Society's programs, exhibitions, and permanent collection, as well as general background on the Society.

www.AskAsia.org – is one of the premiere resources for K–12 educators and students interested in Asian and Asian American studies.

www.AsiaSource.org – presents interpretation of breaking news stories, analysis of trends in Asia, guides to Asian visual and performing arts, access to country profiles, and more.

www.AsiaBusinessToday.org – provides knowledgeable, unbiased information on a range of issues including U.S.–Asia trade, technology developments, and global finance.

www.AsiaFood.org – online resource on Asian cuisine featuring two searchable databases of over 500 recipes and glossary terms.

Asia Society

725 Park Avenue
New York, NY 10021
Tel: 212-288-6400
Fax: 212-517-8315

REGIONAL CENTERS

AustralAsia Centre

175 Collins Street, Level 1
Melbourne VIC 3000, Australia
Tel: 61-3-9650-0998
Fax: 61-3-9654-6680

Hong Kong Center

4/F The Chinese Bank Building
61-65 Des Voeux Road Central
Hong Kong
Tel: (852) 2103-9511
Fax: (852) 2877-5343

Southern California Center

ARCO Plaza, Level C
505 South Flower Street
Los Angeles, CA 90071
Tel: (213) 624-0945
Fax: (213) 624-0158

Texas Center

4605 Post Oak Place, Suite 205
Houston, TX 77027
Tel: (713) 439-0051
Fax: (713) 439-1107

Washington Center

1800 K Street N.W., Suite 1102
Washington DC 20006
Tel: (202) 833-ASIA
Fax: (202) 833-0189

REPRESENTATIVE OFFICES

Northern California

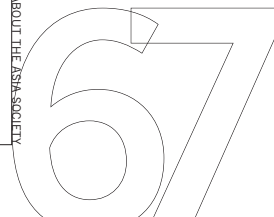
12 Geary Street, Suite 802
San Francisco, CA 94108
Tel: (415) 421-8707
Fax: (415) 421-2465

Philippines

Asia Society Philippine Foundation, Inc.
AIM Conference Center, 2nd Floor
Corner of Benavidez and Trasierra Streets
Legaspi Village
Makati City, Philippines
Tel: (632) 752-4374
Fax: (632) 752-4375

Shanghai

M & E (China) Inc.
511 Weihai Road, Suite 1718
Shanghai, 200041
People's Republic of China
Tel: (8621) 6267-0240
Fax: (8621) 6267-0240



R

esources

This is an alphabetical listing of resource centers dedicated to supporting teaching and learning about Asia.* The names listed are those who are most directly responsible for K–12 educational outreach programs. Most centers also have Web sites that feature useful information and classroom materials. For detailed information, go to www.AsiaIntheSchools.org.

American Forum for Global Education

New York, NY
Andrew Smith, President
Hazel Greenberg, Program Director
(212) 624-1300
www.globaled.org

American Museum of Natural History

New York, NY
Karen Kane, Manager, Museum Learning and Teaching,
Education Department
(212) 769-5100
www.amnh.org

Art Institute of Chicago

Chicago, IL
Robert Eskridge, Director, Education Department
(312) 443-3680
www.artic.edu/aic

Arthur M. Sackler Gallery & Freer Gallery of Art

Smithsonian Institution
Washington, DC
Ray Williams, Head, Education Department
(202) 357-4880
www.asia.si.edu

Asia Society

New York, NY
Education Division
(212) 327-9227
www.AskAsia.org; www.AsiaIntheSchools.org;
www.AsiaSociety.org; www.AsiaSource.org

Asian American Curriculum Project

San Mateo, CA
Florence Hongo, General Manager
(800) 874-2242
www.miracity.com/aacp

Asian Art Museum of San Francisco

San Francisco, CA
Brian Hogarth, Director of Education
(415) 668-8921
www.asianart.org

Asian Educational Media Service (AEMS)

Champaign, IL
David Plath, Program Director
Sarah Barbour, Program Coordinator
(217) 265-0640; (888) 828-AEMS
www.aems.uiuc.edu

Association for Asian Studies (AAS)

Ann Arbor, MI
Ann Beard, Publications Manager
(734) 665-2490
www.aasianst.org

Bay Area Global Education Program (BAGEP)

San Francisco, CA
Heather Murray, Project Associate
(415) 293-4650
www.wacsf.org/education

Brooklyn Museum of Art

Brooklyn, NY
Deborah Schwartz, Director, Education and Program
Development
(718) 638-5000
www.brooklynart.org

Center for Teaching International Relations (CTIR) University of Denver

Denver, CO
Mark Montgomery, Director
(303) 871-3106
www.du.edu/ctir

The Children's Museum

Boston, MA
Leslie Swartz, Vice President for Program Development
Willa Marie Moore, East Asian Educator and Japan
Program Manager
(617) 426-6500
www.bostonkids.org

China Institute

New York, NY
Nancy Jervis, Vice President, Director of Programs
Marleen Kassel, Director of Teacher Education Programs
(212) 744-8181
www.chinainstitute.org

Cleveland Museum of Art

Cleveland, OH
Marjorie Williams, Curator of Education
(216) 421-7340
www.clemusart.com

Columbia University

New York, NY
East Asian Curriculum Project (EACP)
Roberta Martin, Director
(212) 854-1723
www.columbia.edu/itc/eacp/japanworks/index.html
www.columbia.edu/cu/sipa/REGIONAL/EAI

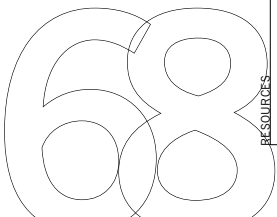
Southern Asian Institute

Barbara Gombach, Outreach Coordinator
(212) 854-3616
www.columbia.edu/cu/sipa/SASIA

Cornell University

Ithaca, NY
East Asia Program
Laurie Damiani or Gay Nicholson, Outreach
Coordinators
(607) 255-6222
www.einaudi.cornell.edu/eastasia

* This is not an exhaustive list.



South Asia Program

Anne Patterson, Administrative Aide
(607) 255-8493
www.einaudi.cornell.edu/SouthAsia

Southeast Asia Program

Penny Dietrich, Outreach Coordinator
(607) 275-9452
www.einaudi.cornell.edu/SoutheastAsia

Brigham Young University**David M. Kennedy Center for International Studies**

Provo, UT
Dana Bourjerie, Asian Studies Advisor
(801) 378-2788
<http://kennedy.byu.edu>

Earlham College**Institute for Education on Japan**

Richmond, IN
Erika Sebens, Assistant Director
(754) 983-1200
www.earlham.edu/~jpnstudies/outreach/iej.html

East-West Center

Honolulu, HI
Elizabeth Buck, Director of Education Programs
(808) 944-7768
www.ewc.hawaii.edu

Education About Asia

See Association for Asian Studies

ERIC (Educational Resources Information Center)

Syracuse, NY
Martin Collicutt, Director
(800) 464-9107
<http://ericir.syr.edu/ithome>

Exploris

Raleigh, NC
(919) 834-4040
www.exploris.org

Five College Center for East Asian Studies

Northampton, MA
Kathleen Woods Masalski, Program Coordinator
(413) 585-3751
www.smith.edu/fcceas

Indiana University

Bloomington, IN

East Asian Studies Center

Jacques Fuqua, Outreach Coordinator
(812) 855-3765
www.easc.indiana.edu

Inner Asian and Uralic National Research Center

Jeff Pennington, Assistant Director and Outreach Coordinator
(812) 856-5263
www.indiana.edu/~iaunrc

National Clearinghouse for U.S.-Japan Studies

C. Frederick Risinger, Director
Nicole Restrick, Associate Director
(800) 266-3815
www.indiana.edu/~japan

International Education Consortium

St. Louis, MO
Dennis R. Lubeck, Director
Sheila Onuska, Associate Director
(314) 692-9702
<http://info.csd.org/staffdev/iecweb/iec.html>

Japan Society

New York, NY
Elaine Vukov, Director, Educational Outreach
(212) 715-1275
www.japansociety.org

Japanese American National Museum

Los Angeles, CA
Kalene Nakamura, Director of Education and Programs
(213) 830-5626
www.janm.org/main.htm

Korea Society

New York, NY
Frederick Carriere, Vice President and Executive Director
Yong Jin Choi, Director, Korean Studies Program
(212) 759-7525
www.koreasociety.org

Metropolitan Museum of Art

New York, NY
(212) 879-5500
Education Department
www.metmuseum.org

Michigan State University**Center for Advanced Study of International Development**

East Lansing, MI
Jeffrey Riedinger, Director
Robert Glew, Assistant Director
(517) 353-5925
www.isp.msu.edu/CASID

The Mid-Atlantic Region Japan-in-the-Schools Program (MARJIS)

College Park, MD
Barbara Finkelstein, Director
(301) 405-3588
www.dickinson.edu/prorg/maraas/marjis.htm

National Association of Japan-America Societies

Washington, D.C.
(202) 783-4550
www.us-japan.org/education.html

National Geographic Society and Education Alliances

Washington, D.C.
1-800-368-2728
www.nationalgeographic.org

North Carolina Center for International Understanding

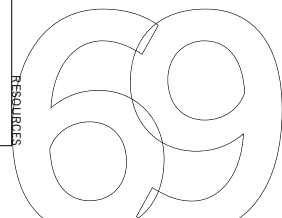
Raleigh, NC
Millie Ravenel, Director
(919) 733-4902
www.ga.unc.edu/NCCIU

Northern Illinois University Center for Southeast Asian Studies

DeKalb, IL
Julia Lamb, Outreach Coordinator for Southeast Asia
(815) 753-1771
www.niu.edu/acad/cseas

Ohio State University East Asian Studies Center

Columbus, OH
Owen Hagovsky, Assistant Director
(614) 688-4253
www.osu.edu/easc



Primary Source

Watertown, MA
Anne S. Watt, New England China Network
John R. Watt, Director of China Programs and Resident
Historian
(617) 923-9933
www.primarysource.org

**Princeton University
East Asian Studies Program**

Princeton, NJ
(609) 258-4279
www.princeton.edu/~eastasia

**International Studies Education Project
of San Diego (ISTEP)**

San Diego, CA
Elsie Begler, Director
(619) 594-2412
www-rohan.sdsu.edu/dept/istep

Seattle Asian Art Museum

Seattle, WA
Jennifer Vary, Museum School Instructor
(206) 654-3185
www.seattleartmuseum.org

**Stanford Program on International and
Cross-Cultural Education (SPICE)**

Stanford, CA
Gary Mukai, Director
(800) 578-1114
<http://spice.stanford.edu>

**State University of New York (SUNY)
Center for Urban Youth and Technology (CUYT)**

Albany, NY
Joseph Bowman, Director
(518) 442-4987
www.albany.edu/cuyt

Syracuse University

South Asia Center
Syracuse, NY
Priti Ramamurthy, Outreach Coordinator
(315) 443-4198
www.maxwell.syr.edu/southasiacenter

University of California, Berkeley

Center for South Asia Studies
Robert Goldman, Chairman
(510) 642-3608
www.ias.berkeley.edu/SouthAsia

Center for Southeast Asian Studies

Eric Crystal, Coordinator
(510) 642-3609
socrates.berkeley.edu/~cseas

Institute of East Asian Studies

Michelle Delattre, Program Assistant
(510) 643-0868
http://ieas.berkeley.edu/Contact_IEAS/contact_ieas.htm

University of Chicago

Chicago, IL

Center for East Asian Studies

James E. Ketelaar, CEAS Director
D. Gale Johnson, Outreach Director
(773) 702-8647
<http://humanities.uchicago.edu/humanities/ceas>

**Committee on Southern Asian Studies/
South Asia Language & Area Center**

James Nye, Center Director
(773) 702-8635
http://catalogs.uchicago.edu/divisions/soasian_center.html

South Asia Outreach Center

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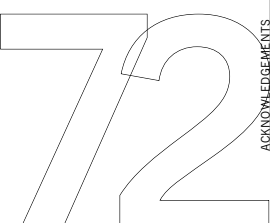
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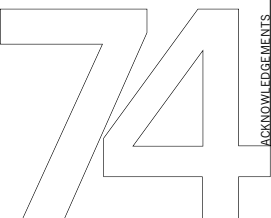
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In my new position at the East-West Center in Honolulu, I look forward to continuing my commitment to education about Asia and especially to having the opportunities to implement the recommendations set forth by this Commission. Preparing our children to live and work in today's interconnected world is an important task that must involve many players working together to help our schools do what they need to do—and to do it better.

Namji Kim Steinemann
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and
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June 2001

This report was written by Namji Kim Steinemann, Edward B. Fiske, and Victoria Sackett.

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