

AANAPISI Faculty Fellow Curriculum Development Form

PAASA – Year 1

“The main purpose of the curriculum (development)... will be to create modules on Cambodian/Khmer themes that will be embedded into courses across the general education curriculum. These modules will be designed to raise challenging and engaging themes and thereby to connect the study of various disciplines to the current conditions that may be seen in Cambodia and in the Cambodian American experiences in Lowell that affect many MCC students directly.” (MCC Program for Asian American Student Advancement Grant Application)

Faculty Member	Binnur Ercem
Course Name and Number	Cultural Anthropology /ANT 101

Review	<i>Signature</i>	<i>Date</i>
External Expert: Peter Hershock	Peter Hershock	9/28/17
Curriculum Coordinator: Dona Cady	Dona Cady	9/28/17

General Education Category		ISLOs Supported	
	Behavioral Science		Written and Oral Communication
	Humanities	X 	Multicultural/Global Literacy
	Mathematics		Critical Thinking
	Natural or Physical Science		Social Responsibility
	Social Science		Quantitative Literacy
	Undetermined		Personal and Professional Development

Module Description

I will incorporate the curriculum module into my online cultural anthropology class. In the weeks I discuss the topics of culture, exchange in economic systems, marriage and family, religion and medical anthropology, after providing the conceptual framework to students, I would use Cambodia as an example for deeper analysis. I think students learn better if the examples are visual. I searched our library's resources and found quite a number of great documentaries on Cambodia. I selected those that would fit my topics and purpose, and incorporated them into my syllabus. After showing the documentaries, I will have students to write a reflection essay on the relevance of the documentaries to the topics we learn. Each documentary is about an hour long, some little shorter, some little longer. I have included detailed descriptions and running times of each documentary in the next section).

Resources and Learning Objectives

Chapter 2: Culture

Learning Objectives:

After reading Chapter 2, the student should be able to:

- Define the term “culture” and explain its features.
- Discuss human characteristics that make creation of culture possible.
- Describe different kinds of culture.

- Identify components of culture.
- Discuss why culture is essential to humanity

Film and Discussion: *Seasons of Migration* (56 min) is a documentary about Sophilene Cheam Shapiro's four part classical Cambodian dance about the stages of culture shock. It blends the dance with commentary about the music and choreography, and personal stories of emigration and culture shock from Cambodian-American residents of Long Beach, California (the largest Cambodian city outside of Cambodia).

Chapter 5: Exchange in Economic Systems

Learning Objectives:

After reading Chapter 5, the student should be able to:

- Describe and discuss exchange.
- Discuss different types of economic organizations

Film and Discussion: *Sweatshop Fashionistas*. In 2014, three young fashion bloggers came to Phnom Penh for the first time to spend a month and live the life of a Cambodian garment worker. At the time, they did not know much about how their clothes were made and were horrified to find the conditions at the factories. The show provoked headlines and articles all over the world and companies like H&M were forced to respond.

In this sequel, Anniken and Frida Ottesen from the first season are joined by two other bloggers, Sarah Tjulander and Lisa Tellbe. These four Scandinavian women return to Cambodia as activists --no longer tourists -- to visit H&M's factories after a personal invitation from the clothing-retail company. They return to Cambodia's sweatshops, enter the factories, and meet with some workers and activists from the first series to see if anything has changed.

Running Time

47 mins

Year 2016

Chapter 8: Marriage and Family

Learning Objectives:

After reading Chapter 8, the student should be able to:

- Describe different forms of marriage.
- Describe and explain marital wealth exchange.
- Describe different forms of family.
- Describe different forms of post marital residence patterns.

Film and Discussion:

The Girls of Phnom Penh, which was filmed over six months in 2008 and 2009, follows three victims as they struggle to endure the ordeals of their daily existence.

Telling their own story in their own words, what grows increasingly evident in the discourse of the film is the extraordinary bond that exists between the three girls - like sisters united against all the horrors the world throws at them.

Srey Leak was deflowered by a stranger when she was 14. Like many Cambodian men, he believed her virginity would increase his good health and virility. Her family used the money to pay her mother's medical bills. Her two friends, Me Nea and Cheata, opted to sell themselves to support their families and young children.

The film paints a portrait of ordinary girls, little more than children, who share the same preoccupations, insecurities and vanity of teenagers the world over, yet nightly make the greatest of sacrifices. In the clutches of an unforgiving spiral of debt and ignominy, it is a mark of the girls' strength as well as their desperation that they each maintain they would do the same, given their time over again.

Running Time

64 mins

Year 2009

Chapter 13: Religion

Learning Objectives:

After reading Chapter 13, the student should be able to:

- Explain the concept of religion.
- Explain different types of religion.
- Describe types of religious organizations.
- Discuss functions of religion

Film: Two modern day countries dispute over an ancient temple, but why? What is so important about this ancient ruin from the 11th century?

Life and Death at Preah Vihear captures the conflict between two neighboring countries of Southeast Asia; Thailand and Cambodia, and the impact of colonial encounter with the West had on these countries and much of Southeast Asia.

Filmed over a span of 5 years, David Feingold sheds much needed light on the political and cultural divisions beneath the conflict over the ancient temple of Preah Vihear (Khmer)/Khao Phra Viharn (Thai). This film puts the present disputes of these two countries into historical context and captures the wonder, magnificence, and symbolism of the Hindu temple itself.

Running Time

52 mins

Year 2014

Chapter 14: Medical Anthropology

Learning Objectives:

After reading Chapter 14, the student should be able to:

Identify the differences between diseases and illnesses.

- Discuss advantages and disadvantages of Eastern and Western biomedical paradigms.
- Evaluate the effectiveness of biomedical synthesis.
- Explain cross-cultural differences and similarities of symptoms, explanations, and treatment of illnesses

Film: *Bunong's Birth Practices*. On the basis of a social anthropological case study, this film documents the birth practices of the Bunong in Mondulkiri province, located in the northeast of Cambodia. Social, economic, and political changes are transforming the province tremendously and are affecting villagers' beliefs, perceptions and habits regarding pregnancy, delivery and early motherhood. Traditional midwives, pregnant women, mothers and their families give a personal insight into their present decision-making strategies, which are at the crossroads between tradition and modernity. Filmmaker: Tommi Mendel, Brigitte Nikles

Running Time

54 mins

Year 2010