

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)

Module 1







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Faculty Member	Lara Kradinova
Course Name and Number	ENG 102 Composition II

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

Module Description

Reading and writing about cultural identity, race, and gender.

This module is presented in the middle of the semester and covers 3-4 weeks.

Students are assigned a variety of fiction and non-fiction texts that they annotate using Perusall and are prepared to discuss in class. Some texts are mandatory for everybody, some are presented in clusters from which a student needs to choose and read only one article. It is done to accommodate students' interests and cover more material.

The readings are to prepare students for two tasks:

One (done almost after every reading that presents an argument) is to write two responses: one to show that the reader agrees with the author; another to show that the reader disagrees. Students are asked to provide specific arguments for both points of view and discuss which response was more challenging to write.

The other task (completed in the end of the unit) is to "find a current (interesting to you) cultural phenomenon that is connected to the themes discussed in class (explicit sexuality of female performers, tradition of arranged marriage, relationships between parents and children, views on femininity/masculinity, etc.). Find one or several texts/images/artifacts illustrating this phenomenon (possibly in different cultures). Analyze the artifacts: What do they say about cultural values, expectations, and aspirations? Are they new phenomenon? Why have they occurred at this particular time/in this particular culture? Students create a multimedia presentation for this task and a bibliography.

Resources

Non-fiction:

Adichie, Chimamanda. "The Danger of a Single Story." *TED*, July 2009,

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story. This TED talk by a Nigerian-American writer discusses dangers of having too little cultural information and exposure and how it can lead to heavy reliance on stereotypes.

Cherlin, Andrew J. *The Marriage-Go-Round: the State of Marriage and the Family in America Today*. Vintage Books, 2010. I plan to use several chapters from this book that analyze how attitudes towards marriage and family are influenced by American cultural values of individualism.

Ford, Michele, and Lenore Lyons, editors. *Men and Masculinities in Southeast Asia*. Routledge, 2012. I plan to use selected chapters from this book – for example, "Being a Broh" (by Trude Jacobsen) discusses views on masculinity in modern Cambodia.

Helliwell, Christine. "'It's Only a Penis': Rape, Feminism, and Difference." *Signs*, vol. 25, no. 3, 2000, pp. 789–816. *JSTOR*, www.jstor.org/stable/3175417. This article discusses feminism and attitudes towards rape in Cambodia.

Lee, Lena. "Boys like Smart Girls More Than Pretty Girls': Young Korean Immigrant Girls' Understanding of Romantic Love in American Popular Culture." *Journal of Instructional Psychology*, vol. 36, no. 1, Mar. 2009, pp. 87–94.

Virmani, Amit, director. *Cowboys in Paradise*. 2009. This movie discusses Bali's male sex trade and attitudes towards it by Western females and Balinese males involved in it. The movie is also available on Vimeo; <https://vimeo.com/134703876>

Fiction:

"Two Kinds" by Amy Tan and "Hell Heaven" by Jhumpa Lahiri.

AANAPISI Module Outcomes (Examples)

Students will be able to:

1. Identify and analyze different writing genres, research methods, and data collection techniques.
2. Identify sociological concepts in order to evaluate the nature of contemporary societies discussed in class (including Cambodia) and social change
3. Identify the structures, institutions and processes shaping those contemporary societies and social change
4. Analyze and discuss the societies through historical and comparative perspective using conventions learned in class (MLA and APA citing, research paper/report/ presentation organization)
5. Find and critically analyze scholarly independently-found sources that either support or contradict articles read in class

Learning Activities (Examples)

Students will:

1. Respond to discussion, find relevant reliable sources, create writings of various lengths (ranging from one to four pages) and develop projects and multi-modal presentations in order to:
2. Respond to readings actively and critically through annotations, discussions, and written responses/writer's journals
3. Find and evaluate scholarly articles discussing various aspects of culture in different societies
4. Explain the interactions and connections between different societies/cultural systems in modern times

Course Artifacts (examples)







Students will produce samples of:

1. Article annotations on concepts such as, major characteristics of global civilizations, views on gender, culture, family, and technology, and interactions between American, Chinese, Cambodian and other cultures
2. Written work such annotated bibliographies and journals that explore modern cultural structures and artifacts, cultural trends and their influences in different societies (including the U. S. and Cambodia)
3. Multimodal presentations that focus on the major historical, social, and cultural trends (global and culture-specific); their causes and effects.

Module 2 (World Literature II)

Faculty Member	Lara Kradinova
Course Name and Number	ENG 141 World Literature II

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

Module Description
<p><i>The Journey to the West</i></p> <p>This module is presented in the beginning of the semester.</p> <p>Class 1. Prep: students read and annotate (using Perusall) assigned chapters.</p> <p>Discussion: genre, belief systems, symbolism.</p> <p>Mini-lecture: language of the story, Buddhism and its depiction in the story, other beliefs and their interaction with Buddhism.</p> <p>Class 2. Prep: second selection of chapters with annotations and questions for discussion. Discussion: staying power of the story, modern retellings (video clips and movie trailers), Western stereotypes about East, lessons learned (What is the morale of the story? What lessons have individual characters learned?).</p> <p>Homework: Create a piece of Monkey Wisdom, try to emulate the style of the book.</p> <p>Class 3. Presenting (students can use a shadow puppet from Cambodia for this presentation) and discussing Monkey Wisdom.</p>

Resources

Background info and classroom activities for teaching *Journey to the West* developed by Roberta Adams now at Roger Williams University for ExEAS (Expanding East Asian Studies), Columbia University Program :

<http://www.columbia.edu/cu/weai/exeas/resources/pdf/jtw-bginfo.pdf>

Journey to the West video that introduces students to the text. It's done with participation of Harvard and Columbia University professors, writers and actors for Annenberg Learner (it has a whole multimedia unit on the text):

<http://learner.org/courses/worldlit/journey-to-the-west/watch/>

Chapter-by-chapter summary with pictures:

<http://www.innerjourneytothewest.com/english/en-resource.html>

Trailers for *Journey to the West*, *Journey to the West 2*, *The Lost Empire*, *The Monkey King* and *The Monkey King 2* (YouTube), *Dragon Ball Z*,

<https://www.youtube.com/watch?v=CmKrgPr7PA8>

<https://www.youtube.com/watch?v=dIL6Gov4I1s>

<https://www.youtube.com/watch?v=8uplXxdypPc>

<https://www.youtube.com/watch?v=zCj-XP5cjOY>

<https://www.youtube.com/watch?v=2uzTY7SiLSM>

<https://www.youtube.com/watch?v=aOPJ6y3HWII>

The Lost Empire (full movie): <https://www.youtube.com/watch?v=7k55HWVYbRE>

ANAPISI Module Outcomes (Examples)

Students will be able to:

1. Identify cultural values present in the text
2. Observe the influences of different belief systems and analyze their significance.
3. Analyze and discuss Chinese society as depicted in the text society and the major issues it faces through historical and comparative perspective

Learning Activities (Examples)

Students will:

1. Respond to discussion, create writings of various lengths (ranging from one to four pages) and/or develop projects or presentations in order to:
2. Explain the major characteristics of global civilizations and their cultural frameworks in relation to China
3. Evaluate and explain the process that led to the development of Buddhist philosophy in regards to Chinese society
4. Explain the interactions and connections between China and other civilizations and cultural areas
5. Create multi-dimensional and nuanced analysis of the text
6. Analyze influences of the text on modern Chinese and global culture.

Course Artifacts (examples)

Students will produce samples of:

1. Multimedia presentations/performances guided by concepts such as, major characteristics of global civilizations, the development of Buddhist influence in China, and interactions between China and other civilizations
2. Written work such as response papers, discussion posts, and journals that explore such topics as, values of femininity and masculinity and their portrayal in literary works of different cultures/times, influences of religion and culture on texts and ways of life in China.