“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

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Lara Kradinova</th>
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<tr>
<td>Course Name and Number</td>
<td>ENG 102 Composition II</td>
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<td>X  Humanities</td>
<td>X  Multicultural/Global Literacy</td>
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<td>Social Responsibility</td>
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<td>Quantitative Literacy</td>
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<td>Undetermined</td>
<td>Personal and Professional Development</td>
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## 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:


[https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story](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.


[JSSTOR](https://www.jstor.org/stable/3175417). This article discusses feminism and attitudes towards rape in Cambodia.

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](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)

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General Education Category | ISLOs Supported
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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

The Journey to the West

This module is presented in the beginning of the semester.

Class 1. Prep: students read and annotate (using Perusall) assigned chapters.

Discussion: genre, belief systems, symbolism.

Mini-lecture: language of the story, Buddhism and its depiction in the story, other beliefs and their interaction with Buddhism.

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?).

Homework: Create a piece of Monkey Wisdom, try to emulate the style of the book.

Class 3. Presenting (students can use a shadow puppet from Cambodia for this presentation) and discussing Monkey Wisdom.
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:


*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:


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=dlL6Gov4i1s
https://www.youtube.com/watch?v=8upIXxdypPc
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.