







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	Cathy McCarron
Course Name and Number	ENG 102: English 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	<input checked="" type="checkbox"/>		Written and Oral Communication
<input checked="" type="checkbox"/>	Humanities	<input checked="" type="checkbox"/>		Multicultural/Global Literacy
	Mathematics	<input checked="" type="checkbox"/>		Critical Thinking
	Natural or Physical Science	<input checked="" type="checkbox"/>		Social Responsibility
<input checked="" type="checkbox"/>	Social Science			Quantitative Literacy
	Undetermined			Personal and Professional Development

Module Description

Module #1: Anatomy of a Scholarly Article:

This module will use as its foundation Trude Jacobsen’s engrossing paper, “The Curious Case of Sherlock Hare: Race, Class and Mental Illness in British Burma.” Students work on teams to identify the nature of the dozens of sources in the paper (noting the difference between primary and secondary sources and explaining how the sources contribute to the argument) and then develop their own projects stemming from either the core themes; e.g., the stigma of mental illness, the effects of Colonialism on race and class, or from the style of the paper: using an individual’s story to highlight a societal condition.

Resources (Books, Articles, Films, etc.)

The bulk of the resources will be looking at the scholarly sources used in Dr. Jacobsen’s paper. Additionally, the students will read about the nature of social science research in *An Insider’s Guide to Academic Writing, A Rhetoric and Reader* by Susan Miller-Cochran, Roy Stamper & Stacey Cochran, pp. 152-208.

For background information, the students will watch *The British Raj and Early Nationalism*, Episode 26 of *A History of India, The Great Courses*, which offers a detailed look at the British Raj to give insight into Britain’s racist politics and view the beginnings of the subcontinent’s struggle for political autonomy.

AANAPISI Module Outcomes
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify aspects of 19th Century Colonial society that resulted in disparate treatment of native Burmese and British living in or traveling to Asia and were deemed to be mentally ill. 2. Identify the components of an award-winning research article, noting the differences between primary and secondary sources; determining the types of sources: depositions, diaries, ships' logs, scholarly publications, etc.; and analyzing conventions (footnotes, review of scholarship, etc.) . 3. Analyze how the research in this article fills in gaps related to the discussion of treatment for the mentally ill during this time period.
Learning Activities (Examples)
<p>Students will:</p> <ol style="list-style-type: none"> 1. Work in teams to describe the nature and purpose of each source in the article. 2. Explain the conditions of mentally ill patients living in Burma in the 19th Century. 3. Analyze closely the details surrounding the life and behavior of Sherlock Hare, noting the limitations of this type of scholarship and determining how his story is illustrative of race and class differences in 19th century.
Course Artifacts (examples)
<p>Students will produce samples of:</p> <ol style="list-style-type: none"> 1. Descriptions of sources in the paper. 2. Oral and written reflections on the depiction of culture and the importance & limitations of this type of research. 3. Written proposal to show how Jacobsen's article provides a framework to research and write about other individual stories that shed light on a larger societal issue.

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Module Description
<p>Module #2: Case Study – Life and Death at Preah Vihear</p> <p>This module will use as its foundation David Feingold's documentary film, <i>Life and Death at Preah Vihear</i>, which focuses on how the dispute over an 11th century temple illustrates the conflict between Thailand and Cambodia. Students will view the film and discuss the historical/political sources of conflict, as well as delve deeply into the beauty of the century temple, learning about its architecture, art and symbolism and focusing on its carved stone ornamentation.</p>
Resources (Books, Articles, Films, etc.)
<p>Resources include the film, <i>Life and Death at Preah Vihear</i>; The UNESCO website: http://whc.unesco.org/en/list/1224 University of Chicago article: Territory, Trade, and Temples on the Thai-Cambodian Border http://www.journals.uchicago.edu/doi/full/10.1086/684643 (which comments on how the “artistic representations and archaeological excavations suggest a considerable degree of syncretism”) Article from the Archeological Institute of America: https://www.archaeology.org/issues/83-1303/letter-from/547-preah-vihear-cambodia-thailand-khmer-temple BBC story: http://www.bbc.com/news/world-asia-24897805</p>



AANAPISI Module Outcomes (Examples)

Students will be able to:

1. Identify the multiple dimensions of the temple dispute by examining the story from a political, economic, archaeological, religious and artistic perspectives.
2. Outline reasons this dispute continues today by researching its history.
3. Analyze and discuss the conflicts between Cambodia and Thailand through an historical and comparative perspective
4. List the types of professions involved in the Temple dispute and describe the type of interest each type of stakeholder has.

Learning Activities

Students will:

Respond to discussion, write short assignments and/or develop projects or presentations in order to:

1. Explain how the temple dispute reflects deeper issues in contemporary Cambodia and Thailand
2. Explain the history of the temple and the dispute
3. Articulate the concept of “syncretism” and how it is reflected in the temple
4. Describe the types of professions that are involved in the case and explore disciplines students may now be interested in as a result of researching this topic.

Course Artifacts

Students will produce presentations, discussion posts and annotated comments on the University of Chicago article.