

February 25, 2011

Dr. Linda Wolfe, Chair
Academic Standards Committee

Dear Linda:

I should like to propose the course that I have taught for the last three semesters, FORL 1060 Global Understanding, as a Humanities course within the Foundations Curriculum.

In FORL 1060, ECU students connect consecutively with a total of three different universities, each in a different country and region of the world. They engage students from these three cultures in discussions of four topics: College life (education), Family/Cultural traditions, Meaning of life/Religion, Stereotypes/Prejudices. They dialogue with students of their own age in other cultures about their understanding of these topics and their perceptions in general. For each topic, they also read a selection of literature (short story, poem, book chapter, or essay) from the different countries, including the United States. Each selection gives students additional insights into the attitudes and values of the culture, allowing them to compare and contrast what they learn from discussions with their peers in other cultures with what they learn from reading literary texts from those cultures. Students in FORL 1060 learn how to relate the narrative, as to a lesser extent the stylistic, elements of the readings to the cultural contexts they are exploring through their electronic interactions with their peers in other countries. They are investigating to what extent these readings are representative, or even critical, of these cultural contexts. Students are required to research the topics as well and incorporate this information into these cultural portfolios.

Please see the accompanying Foundations Curriculum syllabus for more information.

Sincerely,

Sylvie Debevec Henning, Professor
Department of Foreign Languages and Literatures

FORL 1060
Global Understanding

Course Description:

This course is designed to provide students with multiple perspectives on cultures around the world through direct interaction via teleconferencing and other electronic means as well as literary readings with cultural significance drawn from a variety of sources. This course receives Foundation Curriculum credit in the humanities in which students will understand the subject matter of the discipline of multicultural/global literature by (1) learning the various ways in which literature relates to its cultural contexts; (2) learning its basic analytical/interpretive as well as research methodologies; (3) appreciating how literature's relationships to its cultural contexts deepens their understanding of the cultures with which they are interacting, their own culture and of cultural diversity in general. This appreciation will give students a foundation for understanding our contemporary world.

A. Course Objectives and Foundation Curriculum Goals—Students will be able to:

1. Understand, explore and appreciate the nature of human diversity and globalization through a) a direct international experience in a virtual collaborative learning environment with students and faculty from other countries; b) literary readings that provide insights into the attitudes and values of the culture, allowing students to compare and contrast what they learn from discussions with their peers in other cultures with what they learn from reading literary texts from those cultures; c) personal research into the course topics.

These multiple perspectives deepen the students' understanding of the cultures with which they are interacting, their own culture and of cultural diversity in general and give them a greater understanding of how the study of literature contributes to their general knowledge. (Foundations Goal 3)

2. Read, analyze, and compare works of fiction and non-fiction from their own and other cultures.

Through guided close readings of individual texts, students learn the basic components of a literary text. They learn to summarize narrative elements including plot and subplot; to describe characterization; to identify elements of form, structure, and style; to interpret themes. They will also learn how to compare literary texts from different genres and from different cultural traditions. Reading and interpreting literary texts as well as placing them thoughtfully within their various contexts are fundamental aspects of the study of literature and of literary criticism. (Foundations Goal 1)

3. Relate works of fiction and non-fiction from other countries to their cultural contexts in order to appreciate the ways in which literature interacts with its cultural context as well as the roles of literature in cultural study.

Students read short works of literature produced in either English or the language of the culture by writers from the countries with which students will connect electronically during the course of the semester. They study narrative, and sometimes stylistic, elements as a means of better understanding cultural values and attitudes. Through their study of these

texts, students are introduced to the techniques by which authors both employ traditional literary forms (literature as symptomatic or representative) and genres and alter those forms and genres for their own purposes (literature as critical or transformative); distinctive themes, techniques, and symbol systems of the fiction and non-fiction texts of specific countries; themes, techniques, and symbol systems that distinguish or unite literary production across cultures. Reading and interpreting literary texts as well as placing them thoughtfully within their various contexts are fundamental aspects of the study of literature and of literary criticism. (Foundations Goal 1)

4. Learn and apply skills for multicultural/global literature research and analysis.

The skills required for literary analysis described above (2-3) are fundamental to the research methodology of multicultural/global literary studies. In addition, students learn how to research the cultural and historical contexts of specific literary texts. (Foundations Goal 2)

5. Understand better cultural values, attitudes and issues through both the reading of culturally significant texts and direct interactions with people from other cultures, as well as the complex relationship between the two.

Students acquire knowledge through reading short stories, poems, memoirs and other literary texts from around the world that enables them to be more aware of the contemporary lives of people in other countries and put them into an historical perspectives; to begin to analyze and evaluate literature as well as other media and to assess them in terms of issues of their relation to their cultural contexts (symptomatic/critical/transformational); to describe the national and global forces to which literary traditions both contribute and respond; to make connections between literature as well as other media and a variety of global concerns; to recognize ways that literary productions and the study of those productions affect cultures and the lives of individuals around the world. (Foundations Goal 3)

B. Course Outline

Date	Activity
Tuesday, January 11	Class Introduction
Thursday, January 13	Local Day: Culture and Literature

Goals 1, 2, &3	<p>Readings: Emma Lazarus</p> <p>“The New Colossus”; Malvina Reynolds</p> <p>“Little Boxes”; <u>Martin Luther King, Jr.</u></p> <p><u>"I have a dream"</u> speech.</p> <p>Reflective Journal : Blog comments req.</p>
<p>Tuesday, January 18</p> <p>Goals 1, 2, &3</p>	<p>Local Day: Culture and Literature</p> <p>Reflective Journal: Blog comments req.</p>
<p>Thursday, January 20</p> <p>Goal 1 & 3</p>	<p>Local Day: Introduction to Islam: Dr. Derek Maher, Religious Studies, ECU</p> <p>Reflective Journal: Blog comments req.</p>
<p>Tuesday, January 25</p> <p>Goal 1 & 3</p>	<p>Local Day: Visit to Greenville Islamic Center</p> <p>Reflective Journal: Blog comments req.</p>
<p>Thursday, January 27</p> <p>Goal 3</p>	<p>Local Day: Introduction to Morocco</p> <p>Reflective Journal: Blog comments req.</p>
<p>Tuesday, February 1</p>	<p>ILCS –Introductions</p> <p>Reflective Journal: Blog comments req.</p>
<p>Thursday, February 3</p> <p>Goals 1, 2, &3</p>	<p>ILCS —College Life and Education</p> <p>Reading: Excerpt from Leila Abouzeid, <i>Return to Childhood</i></p> <p>Reflective Journal: Blog comments req.</p>
<p>Tuesday, February 8</p> <p>Goals 1, 2, &3</p>	<p>ILCS —Family Life and Traditions</p> <p>Reading: Jilali El Koudia, "The Little Sister with Seven Brothers"</p> <p>Reflective Journal: Blog comments req.</p>

Thursday, February 10 Goals 1, 2, &3	ILCS — Religion and The Meaning of Life Reading: Gloria Becker Marchick, "Drissa Marsu" Reflective Journal: Blog comments req.
Tuesday, February 15 Goals 1, 2, &3	ILCS — Stereotypes and Prejudices Reading: Excerpt from Tahar Ben Jelloun, <i>The Sand Child</i> Reflective Journal: Blog comments req.
Thursday, February 17	ILCS — Open Topic Reflective Journal: Blog comments req.
Tuesday, February 22 Goal 1 & 3	Local Day: Morocco Summary Reflective Journal: Blog comments req.
Morocco Quiz, Due by Thursday, February 24 Midnight Goals 1&3	

Thursday, February 24 Goal 3	Local Day: Introduction to Russia Reflective Journal: Blog comments req.
Morocco Cultural Portfolio, Due by Monday, February 28 Midnight Goals 1, 2, &3	
Tuesday, March 1 Goal 1 & 3	Local Day: Follow-up on Russia by Dr. Irina Swain, Russian Studies, ECU Reflective Journal: Blog comments req.
Thursday, March 3	TSPU—Introductions Reflective Journal: Blog comments req.
Spring Break	
Tuesday, March 15 Goals 1, 2, &3	TSPU—College Life and Education Reading: Nikolay Andreyev, “School at Last” and “Prague Beginnings” Reflective Journal: Blog comments req.
Thursday, March 17 Goals 1, 2, &3	TSPU—Family Life and Traditions Reading: Selection of poems from <i>Ardis Anthology</i> Reflective Journal: Blog comments req.
Tuesday, March 22 Goals 1, 2, &3	TSPU—Religion and The Meaning of Life Reading: Leo Tolstoy, “God Sees the Truth but Waits” and Isaak Babel, “The Sin of Jesus” Reflective Journal: Blog comments req.
Thursday, March 24 Goals 1, 2, &3	TSPU--- Stereotypes and Prejudices Reading: Vladimir Korolenko, “Makar’s Dream” Reflective Journal: Blog comments req.

Russia Quiz, Due by Saturday, March 26 Midnight Goals 1&3	
Goals 1 &3	
Russia Cultural Portfolio, Due by Monday, March 28 Midnight	
Goals 1, 2, &3	
Tuesday, March 29 Goal 3	Introduction to China
Thursday, March 31	BTTC—Introductions Reflective Journal: Blog comments req.
Tuesday, April 5 Goals 1, 2, &3	BTTC —College Life and Education Reading: Bao Lei, "Piggy Learns a Lesson" Reflective Journal: Blog comments req.
Thursday, April 7 Goals 1, 2, &3	BTTC —Family Life and Traditions Reading: Dong Junlun and Jiang Yuan, "Mother Chrysanthemum" Reflective Journal: Blog comments req.
Tuesday, April 12 Goals 1, 2, &3	BTTC —Religion and The Meaning of Life Reading: Yan Wenjing, "Floating Cloud" Reflective Journal: Blog comments req.
Thursday, April 14 Goals 1, 2, &3	BTTC —Stereotypes and Prejudices Reading: Ai Wu, "Rumbling in Xu Family Village" Reflective Journal: Blog comments req.
Tuesday, April 19	BTTC ---Open Topic Reflective Journal: Blog comments req.

Thursday, April 21 Goals 3	Local Day: China Summary: Dr. Runying Chen, Interior Design and Fashion Merchandising, ECU/Surveys Reflective Journal: Blog comments req.
China Quiz, Due by Saturday, April 23, Midnight Goals 1 &3	
China Cultural Portfolio, Due By Monday, April 25 Midnight Goals 1, 2, &3	
Thursday, April 28 Goals 1, 2 &3	Exam

C. Readings

The course readings were selected to:

- 1) Provide cultural information about the countries with which we are interacting
- 2) Provide information on key concepts of literary analysis
- 3) Describe and illustrate strategies for reading and interpreting texts, both of fiction and non-fiction, from the US and other cultures. These strategies will help students to relate these texts to their cultural contexts in order to help them interact more effectively with, as well as understand and learn from, peoples of other cultures through their literature as well as through direct contact. Students are responsible for these readings and will be tested on them in the quizzes and on the final exam.

Introduction to Literature and Culture: Emma Lazarus, "The New Colossus"; Malvina Reynolds, "Little Boxes"; Dr. Martin Luther King, Jr., "I Have a Dream" speech.

China

College Life/Education: Bao Lei, "Piggy Learns a Lesson" in *Favorite Children's Stories From China*, Beijing: Foreign Languages Press, 1983, pp. 168-202.

Family Life/Traditions: Dong Junlun and Jiang Yuan, "Mother Chrysanthemum" in *Favorite Children's Stories From China*, Beijing: Foreign Languages Press, 1983, pp. 134-149.

Meaning of Life/Religion: Yan Wenjing, "Floating Cloud" in *Favorite Children's Stories From China*, Beijing: Foreign Languages Press, 1983, pp. 219-227.

Stereotypes/Prejudices: Ai Wu, "Rumbling in Xu Family Village" in *Furrows: Peasants, Intellectuals and the State, Sorties and Histories from Modern China*, ed. Helen F. Siu, Stanford: Stanford

Morocco

College Life/Education: Leila Abouzeid, *Return to Childhood: The Memoir of a Modern Moroccan Woman*, Austin: University of Texas, 1998, pp. 80-82, 84-86.

Family Life/Traditions: Jilali El Koudia, "The Little Sister with Seven Brothers" in *Moroccan Folktales*, translated from the Arabic by Jilali El Koudia and Roger Allen, Syracuse: Syracuse University Press, 2003, pp. 33-38.

Meaning of Life/Religion: Gloria Becker Marchick, "Drissa Marsu" from *Shalom in My Heart, Salaam on My Lips: A Jewish Woman in Modern Morocco*, Marblehead, MA: Micah Publications, Inc., 2003, pp. 91-95.

Stereotypes/Prejudices: Tahar Ben Jelloun, *The Sand Child*, trans. from the French by Alan Sheridan, San Diego: Harcourt Brace Jovanovich, 1987, pp. 8-17

Russia:

College Life/Education: Nikolay Andreyev, *A Moth on the Fence: Memoirs of Russia, Estonia, Czechoslovakia and Western Europe*, trans. Patrick Miles, Kingston-upon-Thames, UK: Hodgson Press, 2009. Two chapters: "School at Last" pp. 58-64 and "Prague Beginnings" pp. 87-93.

Family Life/Traditions: Boris Pasternak, "Winter Night" in *Ardis Anthology: Recent Russian Literature*, ed. Carl Proffer and Ellendrea Proffer, Ann Arbor: Ardis, 1973, pp. 6-7; Vladimir Mayakovsky, "It's Almost Two" in *Ardis Anthology: Recent Russian Literature*, ed. Carl Proffer and Ellendrea Proffer, Ann Arbor: Ardis, 1973, pp. 9-10; Marina Tsvetaeva, "Just yesterday" in *Ardis Anthology: Recent Russian Literature*, ed. Carl Proffer and Ellendrea Proffer, Ann Arbor: Ardis, 1973, pp. 10-13; Naum Korzhavin, "A Thousand Year Old Song" in *Ardis Anthology: Recent Russian Literature*, ed. Carl Proffer and Ellendrea Proffer, Ann Arbor: Ardis, 1973, p. 25; Alexander Tvardovsky, "In Memory of Mother" in *Ardis Anthology: Recent Russian Literature*, ed. Carl Proffer and Ellendrea Proffer, Ann Arbor: Ardis, 1973, pp. 107-113

Meaning of Life/Religion: Leo Tolstoy, "God Sees the Truth, but Waits" in *From Karamzin to Bunin: An Anthology of Russian Short Stories*, ed. Carol R. Proffer, Bloomington: Indiana University Press, 1969, pp. 221-228; Isaak Babel, "The Sin of Jesus" in *The Collected Stories of Isaak Babel*, ed. Nathalie Babel, trans. Peter Constantine, New York: W. W. Norton and Company, 2002, pp. 100-104.

Stereotypes/Prejudices: Vladimir Korolenko, "Makar's Dream: A Christmas Story" in *From Karamzin to Bunin: An Anthology of Russian Short Stories*, ed. Carol R. Proffer, Bloomington: Indiana University Press, 1969, pp. 300-327.

United States

College Life/Education: Dan Chaon, "Fraternity" in *The Student Body: Short Stories about College Students and Professors*, ed. John McNally, Madison: University of Wisconsin Press, 2001, pp. 123-140.

Family Life/Traditions: Theodore Roethke, "My Papa's Waltz" in James R. MacDonald, *The Reader*, New York: Longman, p. 97; Thomas Beller, "A Different Kind of Imperfection" in *The*

Student Body: Short Stories about College Students and Professors, ed. John McNally, Madison: University of Wisconsin Press, 2001, pp. 104-118.

Meaning of Life/Religion: Alice Elliott Dark, "In the Gloaming" in *The Best American Short Stories of the Century*, ed. John Updike and Katrina Kenison, Boston: Houghton Mifflin Company, 1999, pp. 688-704.

Stereotypes/Prejudices: Grace Stones Coates, "Wild Plums" in *The Best American Short Stories of the Century*, ed. John Updike and Katrina Kenison, Boston: Houghton Mifflin Company, 1999, pp. 100-104.

In addition to these readings that are available on Blackboard, students are required to purchase on-line CultureGrams for each of the linking countries.

D. Course Assignments and Grading Plan

Class Participation (15%): Students are expected to come to class prepared to actively engage with the material and partners.

Quizzes (5% each; 15% total): Students will take three on-line quizzes over the course of the semester. Each quiz will cover information about one of the partner countries. Material for quizzes will come from a variety of sources including: Assigned readings (available on-line); country fact sheets (available on-line); lectures given by ECU professor; lectures given by guest lecturers; lectures given by partner university's professor

Cultural Portfolios (15% each; 45% total):

Students are required to prepare a cultural portfolio for each linking country. This portfolio will include two essays.

One reading (short story, poem, essay or excerpt) is provided for each discussion topic (college life/education; family life/traditions; meaning of life/religion; stereotypes/prejudices). Students are to read all the texts for each linking country. In addition, students are required to complete two short essays for each country we work with.

Each essay should include three components: a section summarizing what was learned about the topic from the video discussions, Internet chats and from email exchanges with partners; a section summarizing the text read; a section summarizing what the text reveals about the culture that produced it. Students should include in their essay a discussion of whether what they learned from direct contact with people from the culture confirmed, contradicted, or complemented what they had learned from the assigned readings. They are encouraged to compare readings from different cultures on the same topic whenever possible.

These papers should be approximately 2-3 pages. Students should submit a first draft using the course Blackboard site. Once they receive feedback, they should then rewrite their paper. Students have a week to rewrite their paper after they have received their first draft back with comments.

Reflective Journal (15%): Students are required to maintain a reflective journal for the entire semester. Minimally students should have an entry for each linking and local day of class. They are required to post your reflections on the course blog: <http://blog.ecu.edu/sites/intl1050001201130/> For each linking day, local day or reading, students should post a comment, respond to one comment posted by a classmate and ask a question in response to one comment by a classmate.

Exam (10%): This exam will be in essay format. Students will be given questions pertaining to the three cultures and asked to write several essays of personal reflection on the countries we interacted with over the course of the semester and their understanding of the topics learned.

Grading Scale: **A:** 90-100 **B:** 80-89 **C** 70-79 **D:** 60-69 **F:** 59 and below