

UC 11868 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council  
 New Course  Course Change  
 Core Category: Humanities Effective Fall 2014  
Lang Phil Culture

or

Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2012

1. Department: Modern and Classical Languages College: CLASS  
 2. Faculty Contact Person: Dr. M.T. Hernandez Telephone: 3-3074 Email: mthdz@uh.edu

3. Course Information on New/Revised course:  
 • Instructional Area / Course Number / Long Course Title:  
WCL / 2351 / World Cultures Through Literature and Art  
 • Instructional Area / Course Number / Short Course Title (30 characters max.)  
WCL / 2351 / WORLD CULTURES  
 • SCH: 3.00 Level: SO CIP Code: 16.0104.0001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements  
 5. Was the proposed/revised course previously offered as a special topics course?  Yes  No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:  
 \_\_\_ / \_\_\_ / \_\_\_  
 • Course ID: \_\_\_\_\_ Effective Date (currently active row): \_\_\_\_\_

6. Authorized Degree Program(s): B.A.  
 • Does this course affect major/minor requirements in the College/Department?  Yes  No  
 • Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No  
 • Can the course be repeated for credit?  Yes  No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: seminar (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
WCL / 2351 / World Cultures Through Literature and Art  
 • Course ID: 44530 Effective Date (currently active row): 20003

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
 Cr: 3. (3-0). Prerequisites: English 1304: Freshman Composition II Description (30 words max.):  
Works of literature, painting, film, to explain contemporary global/local developments, conflicts.

10. Dean's Signature: \_\_\_\_\_ Date: 10/9/12  
 Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: MCL

Person Making Request: M.T. Hernandez

Telephone: 3-3074

Email: mthdz@uh.edu

Dean's Signature: \_\_\_\_\_

Date: September 5, 2012

Course Number and Title: WCL 2351: World Cultures Through Literature & Art

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will be able to analyze works of literature, painting, film, and use these sources to support their understanding of major global/local development and conflicts.

Students will be able to demonstrate a familiarity with history of colonialism as it affected various regions in the world.

Students will be able to identify, evaluate and analyze the consequences of colonialism for the present day.

Students will be able communicate effectively their understanding of the relationship of literature and art the concept of "the Other."

Students will explore issues of social and personal responsibility in class and in writings on how cultures, traditions and histories outside the Western tradition can assist them in developing intercultural competence

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- Critical Thinking
- Communication Skills
- Empirical & Quantitative Skills

- Teamwork
- Social Responsibility
- Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

**Critical Thinking:**

Students will write a 3400 word paper in which they will analyze particular texts and relate them to broader questions concerning the different regions of the world that we study and the impact of colonialism on these regions.

This paper will demonstrate the students' progression in the area of critical thinking. With the professor's approval they choose a topic that is relevant to the course trajectory

**Communication Skills:**

This will be addressed in the in the final 3400 word paper – they will show they are able to communicate effectively

**Empirical & Quantitative Skills:**

NA

**Teamwork:**

NA

**Social Responsibility:**

- This will be demonstrated in their group project as they see the past effects of colonialism being played out in our current global political situation. Social responsibility will also be addressed in how they are responsible to each other as a group when they work on the group presentation. Their presentation is 20% of their semester grade.

**Personal Responsibility:**

In the final 3400 word paper and the group project students will explore issues of personal responsibility


Will the syllabus vary across multiple section of the course?      XYes                  No

If yes, list the assignments that will be constant across sections:

Each section will have a group presentation and at least five 1200 word essays. In addition a final research paper of 3400 words will be required as a final project. This takes the place of a final exam.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature 

## World Cultures Through Literature & Art

### Course Description

This course explores local/global dynamics through works of literature, art, and film. We will investigate how people around the world represent the experience of living locally while being deeply connected to other places on the globe. Themes of the course include empire, identity, transnationalism, globalization, diaspora, representation, and environment. We will analyze the history and diverse social experiences of these issues in order to understand them as key aspects of contemporary life.

### Course Goals

- \*Students will be able to analyze works of literature, painting, film, and use these sources to support their understanding of major global/local development and conflicts.
- \*Students will be able to demonstrate a familiarity with history of colonialism as it affected various regions in the world.
- \*Students will be able to identify, evaluate and analyze the consequences of colonialism for the present day.
- \*Students will be able communicate effectively their understanding of the relationship of literature and art and the concept of “the Other.”
- \*Students will explore issues of social and personal responsibility in class and in writings on how cultures, traditions and histories outside the Western tradition can assist them in developing intercultural competence.

Required Texts (P = Book to purchase or check out; B = Available as pdf on Blackboard):

- Alexie, Sherman. 2009. *War Dances*, Grove Press. (P)  
 Allende, Isabel. 2003. *My Invented Country: A Nostalgic Journey Through Chile*, Harper. (P)  
 Baldwin, James. 1993 [1962]. *The Fire Next Time*. Vintage. (P)  
 Ghosh, Amitav. 2008. *Sea of Poppies*. Farrar, Straus and Giroux. (P)  
 Inda, Jonathan Xavier and Renato Rosaldo. 2002. “A World in Motion.” From *The Anthropology of Globalization, a Reader*. Blackwell. (B)  
 Ishimure, Michiko [Bruce Allen, trans]. 2008. *Lake of Heaven*. Lexington. (P)  
 Mamdani, Mahmood. 2005. *Good Muslim, Bad Muslim*. Three Leaves. (P)  
 Morrison, Toni, 1992. Selections from *Playing in the Dark*. Harvard. (B)  
 Salih, Al-Tayyib. 1996. *Season of Migration to the North*. Lynne Rienner Publishers. (P)

### Course Requirements

Course Journal (4 entries @ 750 words each) (25 pts each/100 pts total)	30%
Participation/Attendance (including Blackboard discussion & any quizzes) (100pts)	20%
Class Presentation (presentation plus 500 word report) (100pts)	20%
<u>Final Paper (2500 words, 100pts)</u>	<u>30%</u>
Total	100%

NOTE: All assignments will be turned in electronically through “Turnitin” (use Blackboard link); papers will be evaluated according to departmental policies on plagiarism. You will be expected to cite and credit sources without exception. Plagiarism violators will be reported without notice.

*Short essays*

You will write 4 different types of short essays on the topic assigned, using course sources to support your analysis and conclusions. You may also use relevant references to current events as well as examples from your own experiences. Essays will be graded for thesis/argument, composition, grammar, citations/bibliography, and use of course sources. We will review essay composition in class; in addition the UH Writing Center is available to provide you with great writing tips and semester-long support: <http://www.uh.edu/writecen/>. *Late papers will not be accepted.*

*Participation/Attendance*

Participation is essential to this class. There will be attendance checks and may be occasional pop quizzes on the readings. In addition, you will be required to view some films outside of class. There will be one museum fieldtrip followed by a Blackboard discussion (postings). *Failure to attend five or more classes will result in an F grade.*

*Class presentation*

You will be assigned (randomly) to examine one of six art topics (listed on the syllabus). You will coordinate with others doing that topic in order to avoid overlap. On the date specified, you will give a 10 – 15 minute presentation to the class on that topic, letting us know about the art form's history, unique features, and notable figures. The presentation must include visuals; a handy application to use for this is MS Powerpoint. You will turn in a (minimum) 500 word report that summarizes your presentation. The report and slide presentation must be submitted to the instructor via email before class begins on the day you present.

*Final Paper*

Instructions for the final paper will be posted on Blackboard (within Powerpoint lecture notes) and discussed in class. The final paper will be developed in 4 stages; you must complete all four to receive full credit for your final submission (10 points will be taken off for each stage not completed). *Late papers will not be accepted.*

**Course Schedule**

1/16 Martin Luther King, Jr. holiday; NO class.

<b>1/23</b>	<b>Introductions and overview</b>
Documentary Film	<i>Made in Bangladesh</i> Guest speaker: Dr. Michael Adair-Kriz, ethnographer and filmmaker
<b>1/30</b>	<b>America: a foreign country</b>
Reading	Inda, Jonathan Xavier and Renato Rosaldo. 2002. "A World in Motion."
View on Your Own	<i>Broken Rainbow</i> (dir: Victoria Mudd) [YouTube]
<b>2/6</b>	<b>Nations</b>
Reading	Alexie, Sherman <i>War Dances</i>
Short essay 1	<i>Evaluation essay:</i> Evaluate how European immigration has affected Native American people

<b>2/13</b>	<b>Identities</b>
Reading	Baldwin, James. <i>The Fire Next Time</i> Morrison, Toni. <i>Playing in the Dark</i> (Selections)
Presentation 1	Jazz
Due	***Paper prospectus*** [see instructions on Blackboard in 9/10 lecture]

<b>2/20</b>	<b>Belonging</b>
Reading	Allende, Isabel. <i>My Invented Country: A Memoir</i>
View on Your Own	<i>Machuca</i> (dir. Andrés Wood) 120 min. [Youtube, Library or LAC: Netflix]
In Class Film	<i>Alien Enemy Detention Facility, Crystal City, Texas</i>

<b>2/27</b>	<b>Movements</b>
Reading	Salih, Al-Tayyib. <i>Season of Migration to the North</i>
Presentation 2	North African arts
Short essay 2	<i>Narrative essay</i> : Describe your family's experience of immigrating and/or belonging to the United States of America

<b>3/5</b>	<b>Global things I</b>
Read	Ghosh, Amitav, <i>Sea of Poppies</i> (Chapters 1-11)

**3/12 Spring break; NO class**

<b>3/19</b>	<b>Global things II</b>
Reading	Ghosh, Amitav, <i>Sea of Poppies</i> (Chapters 12 - end)
Presentation 3	Sacred arts of India
Due	***Hard Copy Outline of Final Paper – 1 page***

<b>3/26</b>	<b>Cultural politics of sameness and difference</b>
Reading	Mamdani, Mahmood. <i>Good Muslim, Bad Muslim</i> (Introduction – Chapter 2)
View on Your Own	<i>Reel Bad Arabs</i> (dir. Jack Shaheen) [Google Video]
Presentation 4	Arabic arts
Short Essay 3	<i>Descriptive essay</i> : How do media representations of cultural similarities and differences shape international politics? Select and analyze an example from the news, movies, video games or other major media formats.

<b>WEEK OF 4/2</b>	<b>Art, symbols, and power</b>
Fieldtrip to be arranged	Fieldtrip to the Contemporary Art Museum of Houston to see <i>The Deconstructive Impulse: Women Artists Reconfigure the Signs of Power, 1973 – 1991</i> . <a href="http://www.camh.org/exhibitions/deconstructive-impulse-women-artists-reconfigure-signs-power-1973-1991">http://www.camh.org/exhibitions/deconstructive-impulse-women-artists-reconfigure-signs-power-1973-1991</a>
Blackboard discussion	Submit one original post (200 words long) and one response (75 words); instructions and posting timeframe will be posted on Blackboard.

<b>4/9</b>	<b>World orders II</b>
------------	------------------------

Updated: 9/26/11

Reading	Mamdani, Mahmood. <i>Good Muslim, Bad Muslim</i> (Chapter 3 – Conclusion)
Presentation 5	Iranian film
<b>4/16</b>	<b>Conflicted places 1</b>
Reading	Ishimure, Michiko [Bruce Allen, trans]. <i>Lake of Heaven</i> . (Translator's Introduction – Chapter 2) Bodley, selections
<b>4/23</b>	<b>Conflicted places 2</b>
Reading	Ishimure, Michiko [Bruce Allen, trans]. <i>Lake of Heaven</i> . (Chapter 3 – Chapter 4)
In class film	<i>Crude</i> (Joe Beringer, dir)
<b>4/30</b>	<b>Global political ecologies</b>
Reading	Ishimure, Michiko [Bruce Allen, trans]. <i>Lake of Heaven</i> . (Chapter 5 – Chapter 6)
Presentation 6	Japanese theater arts
Short Essay 4	<i>Comparative essay</i> : Based on the course readings, compare the political ecological experiences of Native Americans with that of Japanese villagers.
<b>Final</b>	<b>***Final Paper due Saturday, 5/5 2012 (8 PM) through "Turn It In"***</b>

*Note:* Please be aware that there may be changes to the syllabus as our semester proceeds. If the syllabus changes, an updated version with the update date will appear in Blackboard. You are responsible for adjusting to any changes that develop.