# 7/24/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 23 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** Asia and the Americas

**BRCC Course Rubric:** HUMN 2553

**Previous Course Rubric**: HUMN 255

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:**

**CIP Code:** 24.0103

**Course Description:** Introduces a survey of major writing from various cultures from classical times to the present, with an emphasis on the epic genre. Emphasis varies by section.

**Prerequisites:**  ENGL 1023 (or ENGL 102) with a “C” or better

**Co-requisites:** None

**Suggested Enrollment Cap:** 24

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Recognize the value and place of literature and oral traditions in history and of their role in shaping culture and identity.

2. Explain the influence of colonialism on the cultures of Asia, Oceania, and the Americas.

3. Describe the culture-specific problems faced by the nations formed by the demise of colonialism.

4. Describe the cultural influence of Communism in the regions throughout which its influence was felt in the 20th Century.

5. Describe and explain the importance of religious rituals in the respective cultures under study.

6. Identify the specific characteristics of art and architecture in the respective cultures under study and relate their forms to their socio-cultural context.

7. Describe the characteristics of music and dance in the respective cultures under study and relate them to their socio-cultural context.

8. Articulate the characteristics of morality and literacy in the various cultures under study.

**General Education Learning Outcome(s):** This course supports the development of competency in the following area(s). Students will:

Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions. (General Education Competency: Diverse Perspectives)

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Instructor-designed tests, quizzes, and/or written assignments

2. Instructor-created essay assignments graded with a departmental rubric

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Introduction to the course

A. genres

B. literacy and oral tradition

C. religion, philosophy, and ritual in daily life

D. how art infuses human existence.

II. Southeast Asia

A. Viet Nam

1. Pre-Colonial Viet Nam

a) Oral Traditions (The Betel and the Areca Tree)

b) Ly Dynasty Poets

c) Tran Dynasty Poets

d) Nguyen Binh Khiem (Not All Are Buddhas; The Rich Eat Three Full Meals)

e) Nguyen Dhu (Tale of Kieu)

2. Colonial Viet Nam

a) Nguyen Khuyen (The Man Who Feigns Deafness)

b) Tran Te Xuong (Impromptu Thoughts of a Scholar, Licentiate Nhu)

3. The War Years

a) Do Tan and Tru Vu

b) Nguyen Chi Thien

c) Bui Nhat Tien

d) Poems from captured documents of the NLF and NVA soldiers

B. Myanmar

1. Burmese legends (The Fisherman and the Gatekeeper)

2. Colonial Burma: Zawgyi

3. Post-Colonial Myanmar

a) Aung San Suu Kyi (Freedom from Fear; The Role of the Citizen in the Struggle for Democracy)

C. Laos

1. Post-Colonial Laotian Literature: Outhine Bounyavong

III. The Island Nations

A. Philippines

1. José Rizal

2. Bienvenidos Santos

B. Malaysia and Singapore

1. Masuri

2. Usman Awang

3. Catherine Lim

C. Indonesia

1. Folktales (Why there are no tigers in Borneo)

2. Tatengkeng

3. Amir Hamzah

4. Li-Young Lee (The Gift; Eating Together)

IV. China and Tibet

A. Pre-Confucian Folktales and Poetry

B. Classical Chinese Literature

1. Confucius

2. Tzu-ssu

3. Mencius

4. Lao Tzu

5. Tang Dynasty Poetry

C. Traditional Tibetan Literature

1. Yeshe Tsogyel

2. Guru Rinpoche, by Karma Lingpa (Tibetan Book of the Dead; Six Bardos)

D. Modern Chinese Literature

1. Hu Shih

2. Bei Dao

3. Shu Ting

E. Modern Tibetan Literature

1. Sogyal Rinpoche (The Tibetan Book of Living and Dying)

2. Tenzin Gyatso, the 14th Dalai Lama (Freedom in Exile)

V. Korea

A. Korean Oral Traditions and Legends

B. Korean Dynastic Literature

1. Master Ch’ungdam (Statesmanship)

2. Great Master Kyungyo (Eleven Devotional Forms)

3. Dynastic Poetry

C. Literature of the Japanese Occupation and Civil War

1. Han Yongun (In the haze of dying sunlight…)

2. Yi Sang-Hwa (Does Spring Come to Stolen Fields?)

D. Post-War and Contemporary Korean Literature

1. So Chongju

2. Yu-Wol Chong-Nyon (The Nonrevolutionaries)

VI. Japan

A. Ancient Japanese Oral Tradition and Legends

B. Courtier Period

1. Ariwara no Narihira

2. Sei Shonagon

3. Murisaki Shikibu

C. Feudal Period

1. Anonymous “Tales of the Heike”

2. Bashō

D. Modern Period

1. Soseki (I Am A Cat)

2. Kawamoto (On the Morning of August 6, 1945)

3. Haruki (On Seeing the 100% Perfect Girl One Beautiful April Morning)

4. Seishi and Modern Haiku

VII. Native North American (500 Nations)

A. Stories and Legends/Creation Accounts

B. Incantations and Prayers

C. Wovoka, the Ghost Dance religion, and Black Elk

D. Oratory

VIII. Modern Native American Literature

A. Fiction

1. Momaday

2. Northrup (“Veteran’s Dance” handout)

3. Horn

B. Poetry

1. Prewett

2. TallMountain

3. Revard

C. Political Rhetoric

1. Erdrich Indian Boarding School: The Runaways

2. Mary Bravewoman and the Second Wounded Knee

3. AIM: The American Indian Movement

IX. Latin America

A. Pre-Columbian Native Traditions

1. Popol Vuh

2. Chilam Balam

3. Pre-Colmbian Poetry

B. The Christian Conversion

1. Zapotec tales from the Bible

2. Mayan Prayers

C. Literature and Songs of Revolution

1. Hernandez (Gaucho Martin Fierro)

2. Jose Marti (“Simple Verses” performed by Feliciano)

3. Ruben Dario

4. Mariano Azuela (Underdogs)

D. Modern and Contemporary Latin American Literature

1. Fiction

a) Borges

b) Fuentes

c) Marquez

d) Isabel Allende

2. Philosophy

a) Galeano (In Defense of the Word)

3. Poetry

a) Guillen

b) Mistral

c) Neruda

d) Paz

e) Walcott

f) Agard

g) Aime Cesaire

h) Orlando Wong

i) Dionne Brand