

## SYLLABUS: AS-4033

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**Course Description:** Survey major literary works of South and Southeast Asia. Examine the beliefs, philosophy, worldview, traditions, and norms. Explore the adaptation of literature into other media.

### Course Goals:

Be able to demonstrate critical thinking and language skills through reading, discussing, and writing about the literature of South and Southeast Asia from ancient literature to contemporary readings (GT-AH2 utilize context; LAC7-4 critical and analytical thinking: demonstrate the ability to effectively apply reading, writing, critical thinking, and analytical skills to address significant issues in the natural and human world in global context)

Be able to identify specific philosophical and historio-cultural influences in South and Southeast Asia literatures that influence the life of people (3b-2/GT AH2 content criteria b specific cultures, 3b-3/GT AH2 content criteria c themes/major concepts, and 3b-4/GT AH2 content criteria d attitudes and values; LAC 7-3 demonstrate a basic understanding of global issues and/or the cultures of other nations, which may include the use of non-English language).

Recognize and discuss the cultural diffusion in literature works between South Asia and Southeast Asia on the one hand, and the literary exchanges among the countries of Southeast Asia on the other (3b 1-4/GT AH2 content criteria a, b, c, and d; LAC 7-2 demonstrate the ability to adapt and apply multiple worldviews and experiences in addressing global problems; LAC 7-3 demonstrate an understanding of different theoretical, cultural and intellectual perspectives within a global context).

Students will be able to discuss the religious, philosophical, and cultural influences both reflected in the literature and shape the cultures of South and Southeast Asia in the past and in the present (3b-2/GT AH2 content criteria b specific cultures, 3b-3/GT AH2 content criteria c themes/major concepts, and 3b-4/GT AH2 content criteria d attitudes and values; LAC 7 - 2 demonstrate the ability to adapt and apply multiple worldviews and experiences in addressing global problems; LAC 7 - 3 demonstrate an understanding of different theoretical, cultural and intellectual perspectives within a global context).

- Students will be able to compare and assess the of influence







<p><i>Students should be able to:</i></p>	<p>In-class discussions Self-reflection project</p> <p>Individual essays</p>
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*Students should be able to:*

	<p>In-class discussions Individual essays</p>



<p><b>4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context.</b></p> <p><b>5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the impact of countries, regions, or non-state actors on global systems (man-made and/or natural).</b></p> <p><b>6. Assess one's own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.</b></p>	Self-reflection project
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with appropriate referrals based upon their needs. The Dean of Students Office can be reached at [dos@unco.edu](mailto:dos@unco.edu) or via phone at 970-351-2001.

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

The Dean of Students (DOS) Office is located in the lower level of Michener Library, L15 to share concerns and navigate difficult situations. Student Outreach and Support, Student Rights and Responsibilities, Student Legal, Bear Pantry, and Student Judiciary are located here to assist you.

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or [http://www.unco.edu/cebs/psych\\_clinic](http://www.unco.edu/cebs/psych_clinic)

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).









- (2) The essay is complete with 4 sections: introduction, body, conclusion, and references
- (3) Your references will include the direct-quotation or paraphrase of the literature as well as outside sources from scholarly resources
- (4) The citation format has to be complied with one of UNC citation formats: APA, MLA, Turabian, Chicago. Make sure you use only one citation style and be consistent on the format.
- (5) Writing is done with accurate English grammar

Example of Essay I:

- Why doesn't Ram order Hanuman to bring Sita back from the abduction of Sita by Ravana when Hanuman visited her in Lanka? Evaluate the situation, character, belief, tradition and culture behind Ram's justification and Sita's decision as well as presenting pros and con in his judgment.

Example of Essay II:

- The concept of Impermanence plays a role throughout the story of *Mahabharata*. Please discuss and provide examples (at least two) from the story as well as discuss how the character(s) coped with those changes in their lives.

Example of Essay III:

- There are two women mentioned in the story *The Sorrow of War*: One is the Green Coffee Girl, another one is Phuong, Kien's girlfriend. Both represent the sorrow of war. Please discuss the similarities and differences that both girls have to face during the war, also analyze how the war has changed them by comparing their lives before, during the war, and after the war.