

**SYLLABUS: ASIA 216 South and Southeast Asian Literature****Spring 2023**

Class time: Online/Asynchronized class

Credit: 3 hrs.

Instructor: Dr. Jittapim (Nan) Yamprai

Office hours: By appointment, scheduled via email/phone

Email: [jittapim.yamprai@unco.edu](mailto:jittapim.yamprai@unco.edu), Phone: 970-405-9323

**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 become familiar with and extensively read the literature of the South and Southeast Asian regions in both primary and secondary sources (GT AH2 content criteria a. specific eras; LAIS 1 demonstrate a basic understanding of global issues and/or the cultures of other nations, which may include the use of non-English language).
- Students will be able to discuss the religious, philosophical, and cultural ideas that are 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 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 influences of different geographic areas, belief systems, and social structures in the literature (3b-2/GT AH2 content criteria b specific cultures and 3b-3/GT AH2 content criteria c themes/major concepts;

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).

- Students will be able to put specific literary works in historical and cultural contexts that help understand the cultural identity of South Asia and its spread and contribution to the cultural plurality of Southeast Asia (3b 1-4/GT AH2 content criteria a, b, c, and d; 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)

**Course-Specific Objectives:** The objective of this course is to survey the major literature of South and Southeast Asian and be able to analyze it based on various aspects of philosophy, religious beliefs, history, politics and social behaviors, arts and cultures through the process of reading, critical thinking, writing, and discussion. Students will expand their understanding of the value of literature as a means to express human aspirations, creativity and intellectual attainment.

**Technology Use:** Students are required to use Canvas in accessing to course materials, submitting assignments, view class announcement, view grade, and communicating with the instructor.

**Required textbook:** Students are required to have a course package that accompanies the class. The course package contains the selected readings from each required piece of literature for the course which **can be downloaded from the UNC Canvas.**

**Suggested Reading:** (Beside the required course package, the following are suggested reading that can expand the knowledge of students in South and Southeast Asian Literature.

Ancient Literature:

Buck, William, Vālmīki, Barend A. van Nooten, and Shirley Triest. *Ramayana*. Berkeley, Calif: University of California Press, 2012.

Buck, William, Shirley Staschen Triest, and Barend A. van Nooten. *Mahabharata*. Berkeley: University of California Press, 2012.

Eknath, Easwaran. *The Bhagavad Gita*. Tomales, CA: Nilgiri Press, 2007.

Hawley, Jack. *The Bhagavad Gita: A Walkthrough for Westerners*. Novato, Calif: New World Library, 2001.

Roveda, Vittorio. *In the Shadow of Rama: Murals of the Ramayana in Mainland Southeast Asia*. 2015.

Shaw, Sarah. *The Jātakas: Birth Stories of the Bodhisatta*. New Delhi: Penguin Books, 2006.

Contemporary Literature:

Ghosh, Amitav. *The Glass Palace: A Novel*. New York: Random House, 2001.

Hesse, Hermann, and Joachim Neugroschel. *Siddhartha: an Indian tale*. New York, NY: Penguin Books, 2003.

Khin, Phann Hnin. "A Pledge of Love to the Malikka River." In *Hidden Words, Hidden Worlds: Contemporary Short Stories from Myanmar*. Edited by Lucas Stewart and Alfred Birnbuam. British Council, 2017.

[https://www.britishcouncil.org/sites/default/files/hidden\\_words\\_hidden\\_worlds\\_1st\\_edition.pdf?\\_ga=2.70545239.610118616.1629148693-282678521.1629148693](https://www.britishcouncil.org/sites/default/files/hidden_words_hidden_worlds_1st_edition.pdf?_ga=2.70545239.610118616.1629148693-282678521.1629148693)

Bảo Ninh, and Frank Palmos. *The Sorrow of War: A Novel of North Vietnam*. New York: Pantheon Books, 1995.  
 Schroeder, Adam Lewis. *Kingdom of Monkeys*. Vancouver, B.C.: Raincoast Books, 2001.

**Recommended Databases:** Oxford Music Online, RILM, JSTOR, Alexander Street Press

**Course Materials:** Students should have pen, pencil, eraser, and notebook at every class. Also, a folder to organize handouts and assignments will be needed.

### **Grading:**

#### **20% Participation & Discussion**

There are two discussions in which students are required to post their comments response to the question on the discussion board and give at least two responds to their classmate's post.

#### **30% Quiz**

The online quiz comprises of short answer, multiple choices, and drawing chart to reflect student's understanding of the reading. Once the students complete the module, they can start the module quiz. There are all together 5 modules, each has its own quiz. Please make sure you listen to the lecture in each module and finish the reading of the module before doing the quiz.

#### **20% Self-Reflection: Individual Project**

Student will submit their personal reflection on the reading "chapter 2: Self-Realization" of the *Bhagavad Gita*. The purpose of this assignment is for student to demonstrate their critical thinking skill in connecting the content of the reading to their own knowledge, experience, and interpretation. Students can refer to the passages in the chapter and provide their own justification in the philosophy of the text, along with their own examples relating to themselves through the self-realization process. Student has two options in submitting this assignment (1) Schedule a 8-10 minute-presentation with the instructor by email (2) Upload a voice over the slide presentation to the canvas.

#### **30% 2-Individual Essays (15 points each)**

Student will write 2 individual expository essays based on three main works of literature that are listed as the required literatures of the course: *Ramayana*, *Mahabharata*, and *Contemporary readings*. For each essay, students will have to select to one topic from the list of topics provided by the instructor and write an essay to respond to the topic. The essay writing has to comply with the following required components: Introduction, Body, Conclusion, and References.

The writing has to display student's analysis on the selected topic. Students are required to apply their logic to connect knowledge acquired from the reading by referring to examples from the story and social values, philosophy, beliefs, politics, arts and cultures that were rooted in the literature. The conclusion part of the essay should present the student's own opinion to reflect the knowledge they have justified, together with providing a connection related to their own cultures or modern day South and Southeast Asian societies and cultures (*see guideline for essay writing assignment and criteria in evaluating the essay assignment*). The length of the essay is around 700-1,000 words (about 2 pages), double space. Bibliographic reference can be done in any citation styles: APA, Chicago/Turabian, or MLA (choose one style and keep consistency).

**Grading scale:**

Rounding policy: X.5 and over will be rounded up to the nearest integer. For example, a 79.5 rounds up to an 80, but a 79.4 remains a 79.

**Late work:** All assignments are due at the beginning of class on the scheduled due date (see course schedule). Grades on assignments turned in after they are collected will receive a 20% reduction. No work will be accepted after the final exam time listed in the Final Exam Schedule.

**Attendance:** Students are expected to participate in learning the weekly module. Excused absences include family emergencies, illness, and university-sponsored activities. Students are required to notify the class instructor by email prior to class time. Students who need an excused absence for more than 2 consecutive class sessions because of illness have to provide the instructor with a written verification from the doctor. For excused absences due to any university-sponsored activities, students have to provide the instructor with a document to prove their participation in the activities. Excused absences will have no effect in grading; each unexcused absence will result in

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93 - 100	90- 92	87- 89	83- 86	80- 82	77- 79	73- 76	70- 72	67- 69	63- 66	60- 62	59 & below

a 3% reduction in your attendance grade.

**Attendance for exams:** Excused absence is allowed only by advance arrangement with the instructor in order to take the exam on a date earlier or later than listed in the course schedule. Students are required to attend the final exam from the beginning. Unexcused absence of the exam results in a grade of F. Music students are not allowed to schedule a jury at the time of the exam.

**Communication:**

It is best to use e-mail to communicate with your professor and any school departments.

**Liberal Arts Curriculum & GT Pathways:**

This course is a part of the Liberal Arts Curriculum at UNC and fulfills three credit hours of the categories Arts & Humanities: Literature & Humanities, and International Studies. The Colorado Commission on Higher Education has approved ASIA 216 inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH2 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Arts & Humanities: Literature & Humanities are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for AH2. This includes CDHE competencies and student learning outcomes in Critical Thinking and Written Communication.

<b>LAC Literature &amp; Humanities Learning Outcomes + GTP Competencies &amp; SLOs</b>	<b>Course Mapping</b>
<b>Critical Thinking: Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple</b>	

<p>perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p> <p><b>Student Learning Outcomes (SLOs)</b>  <i>Students should be able to:</i></p> <p><b>2. Utilize Context</b></p> <ol style="list-style-type: none"> <li>a. Evaluate the relevance of context when presenting a position.</li> <li>b. Identify assumptions.</li> <li>c. Analyze one’s own and others’ assumptions.</li> </ol> <p><b>5. Understand Implications and Make Conclusions</b></p> <ol style="list-style-type: none"> <li>a. Establish a conclusion that is tied to the range of information presented.</li> <li>b. Reflect on implications and consequences of stated conclusion.</li> </ol>	<p>In-class discussions  Self-reflection project</p> <p>Individual essays</p>
<p><b>Written Communication:</b>  Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.</p> <p><b>Student Learning Outcomes (SLOs)</b>  <i>Students should be able to:</i></p> <p><b>2. Develop Content</b></p> <ol style="list-style-type: none"> <li>a. Create and develop ideas within the context of the situation and the assigned task(s).</li> </ol> <p><b>4. Use Sources and Evidence</b></p> <ol style="list-style-type: none"> <li>a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.</li> <li>b. Follow an appropriate documentation system.</li> </ol>	<p>Individual essays  Self-reflection project</p> <p>Individual essays</p> <p>Individual essays</p>

<b>Content Criteria for Literature and Humanities (GT-AH2)</b>	<b>Course Mapping</b>
<p><b>Respond analytically and critically to literary or media works, by addressing all of the following:</b></p> <ol style="list-style-type: none"> <li>a. Specific era(s)</li> <li>b. Specific culture(s)</li> <li>c. Themes or major concepts</li> <li>d. Attitudes and values</li> </ol>	<p>In-class discussions  Individual essays</p>

LAC International Studies Competency & SLOs	Course Mapping
<p><b>International Studies Competency:</b>  <b>As part of a Liberal Arts Curriculum, the International Studies (IS) competency refers to students' ability to analyze complex, interdependent global systems (natural, physical, social, cultural, economic, technological and/or political, etc.) in order to identify sources of and strategies for addressing conflict, cooperation, inequity, and/or competition in a global context. Courses designated IS introduce students to variations in a range of human constructions including perspectives, ethics, cultures, discipline-based application of knowledge, and intellectual traditions. By building an awareness of the interconnectedness of global systems, courses with the IS designation reveal to students the impact of countries, regions, or non-state actors on global systems individual identities, communities, and the potential for planetary sustainability.</b></p> <p><i>(Choose at least three of the six SLOs for inclusion and delete any unused SLOs. Please preserve the original numbers, e.g., if 1, 3, 5, and 6 are used, do not renumber as 1, 2, 3, and 4.)</i></p> <p><b>Student Learning Outcomes (SLOs)</b>  <b><i>Students should be able to:</i></b></p> <ol style="list-style-type: none"> <li><b>1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.</b></li> <li><b>2. Apply discipline-based approaches to analyze complex, interdependent global systems, and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.</b></li> <li><b>3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.</b></li> </ol>	<p>In-class discussions</p> <p>Individual essays</p> <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>	<p>Self-reflection project</p>
--	--------------------------------

## COVID 19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

**Disability Resources** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

## Food Insecurity and Basic Needs

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students

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.

### **Academic Integrity: Plagiarism / Consequences**

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 Office / Student Resources**

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.

### **Sexual Misconduct / Title IX Statement**

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).



### Equity and Inclusion Statement

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

### Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

**Other class policies:** Students who have a complaint concerning faculty conduct or classroom environment should attempt to resolve the matter with the course instructor. If the complaint is not resolved to the student's satisfaction, the student should consult first with Prof. Dr. Michelle Low, Faculty Coordinator for Asian Studies, Department of World Languages and Cultures.

## Course Schedule (subject to change)

### Module 1

Week 1

#### **Introduction: South and Southeast Asia in Global Perspective**

1.1 The Advent and the Rise of the Aryans: The Age of the Vedas and the Foundation of Indian Philosophy

1.2 Hinduism and Buddhism: Diva, Juggernaut, Guru, Avatar, Dharma, Karma, Samsara, Nirvana, Moksha, etc.

1.3 The significances of Ramayana and Mahabharata in South and Southeast Asia  
Assignment:

*Homework Reading: — Ramayana-Overview: The Ramayana (Canvas), Book I-II*

Week 2

#### **The Genesis of Ancient Indian Literature: RAMAYANA**

*Ramayana* as the literary source in teaching and representing Morality in Hindu

Watch an animated film provided as the link on the canvas/Module 1

Reading Assignment: *Ramayana (Book III-V)*

### Module 2

Week 3

#### **The Age of Epics: The Ramayana**

Hinduism: The Fusion of Aryan and Indigenous Thoughts, Social Norm; Astronomy; and Ancient Rites

Hinduism - Family, Hindu Wedding, Woman status, Social-structure

In-class discussion: Women status (Ramayana & modern Hindu society)  
 Reading Assignment: *Ramayana (Book VI-VII)*

Week 4 The Age of Epics: The Ramayana and The Mahabharata  
 Character Analysis: How Hindu philosophy was exercised by the main characters in the Ramayana  
 Situation analysis: The conflict of morality and individual desire in Ramayana  
 Reading Assignment: *Mahabharata (Forward)* and *(Book I-II)*

**ESSAY #1: *Ramayana*** (upload on canvas-assignment, due date 2/5)

### Module 3

Week 5-6 The Age of Epics: The Mahabharata  
 History, Politics, Social structure, and Law in ancient Hindu and how those apply to modern day Indian practice  
 Gender roles, ancient rites and their influences towards modern day of South Asia  
 Reading Assignment: *Reading Mahabharata Book III-VI*

Krishna as the 8th Avatar of Vishnu and his role in *Mahabharata*; the significance of Lord Krishna's teaching as fundamental philosophy of South Asia  
 Reading Assignment:  
*Begin reading Bhagavad Gita (Chapter II):* The in-class reflection assignment will be scheduled at week 9

Week 7 The Bhagavad Gita: The Lord's Song and the Essence of Hinduism  
 Understanding terminologies and the Essence of Hinduism from chapter II (Impermanent, body and mind, self, attachment, consciousness)  
 The *Mahabharata*:  
 Kurukshetra war and its connection to the history of India  
 Assignment: *Reading Mahabharata Book VII-XI*

Week 8 The Age of Epics: The Mahabharata  
 Analyze *Mahabharata*: The duty, role, and decision making in Indian culture and the reflection towards modern India  
 The connection of Mahabharata with the belief  
 Reading Assignment: *Southeast Asian Ramayana*

**ESSAY #2: *Mahabharata*** (upload on canvas-assignment, due date 3/5)

### Module 4

Week 9-10 ***Reflection Assignment: Bhagavad Gita***  
The Adaptation of The Ramayana and The Mahabharata  
 The influence of Ramayana and Mahabharata in socio-political context of Southeast Asia  
***In the Shadow of Rama***  
 Festivals, Traditions, Visual arts, and Performing arts of Ramayana & Mahabharata  
 Surveys of South Asian and Southeast Asian Cultures and their cultural connection Literature, Language, Beliefs, Traditions, Gender Norms as the outcome of Ramayana and Mahabharata

Reading assignment: *The Sorrow of War: A Novel of North Vietnam*

## Module 5

- Week 11     Contemporary Literature: *The Sorrow of War: A Novel of North Vietnam*  
The Impact of the war in politics and social problems of the Mainland Southeast Asia  
*Reading session*
- Week 12     Contemporary Literature: *The Sorrow of War: A Novel of North Vietnam*  
Impact of the war in politics and social problems of the Mainland Southeast Asia
- Week 13     Watching “First they Killed my Father”  
11/16     Posting on the discussion board
- Week 14-15     Contemporary Literature: Kingdom of Monkey-Seven Years with Wallace  
Reflecting on Western Colonization in the Maritime Southeast Asia

**ESSAY #3 Due: Contemporary Literature** (Due date 4/23)

## ASIA 216 Examples of Assignment and Grading criteria Study & Presentation

### 20% Self Reflection (*Bhagavad Gita's Self-Realization*)

- Student will apply critical thinking on Chapter 2 of *Bhagava Gita*, which will be student's self-reading. Students will apply their knowledge of Hindu cultures and philosophy that they studied from the class to interpret the chapter 2 "Self-Realization."
- Through critical thinking, students will connect the teaching of Self-realization from the chapter to their own justification whether to agree or disagree and exercise idea(s) gained from the reading towards their self-reflection of their own experiences to a discussion
- Grading is evaluated by student's ability to understand the philosophy of the literature and be able to apply the knowledge they earned from the reading to their own experience and evaluation.

### Individual Essay (10%)

- An individual paper of 3-4 pages by responding to one of the topics listed in each essay assignment
- Grading is evaluated by the student's ability to:

(1) Write in the style of Expository essay writing. Expository essay is a writing to provide factual information (in this case, your writing will connect to the passage mentioned in the reading) as well as the fact students draw from outside sources to support their justification. Students will clarify the points they raise from the story to support their explanation.

- (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.