

# AANAPISI Faculty Fellow Curriculum Development Form

PAASA – Year 1

*“The main purpose of the curriculum (development)... will be to create modules on Cambodian/Khmer themes that will be embedded into courses across the general education curriculum. These modules will be designed to raise challenging and engaging themes and thereby to connect the study of various disciplines to the current conditions that may be seen in Cambodia and in the Cambodian American experiences in Lowell that affect many MCC students directly.” (MCC Program for Asian American Student Advancement Grant Application)*

<b>Faculty Member</b>	<b>Kerri Gamache</b>
Course Name and Number	<b>ENG 140: World Literature I</b>

Review	Signature	Date
<b>External Expert: Peter Hershock</b>	Peter Hershock	9/28/17
<b>Curriculum Coordinator: Dona Cady</b>	Dona Cady	9/28/17

General Education Category	ISLOs Supported		
Behavioral Science			Written and Oral Communication
Humanities	<b>X</b>		Multicultural/Global Literacy
Mathematics			Critical Thinking
Natural or Physical Science			Social Responsibility
Social Science			Quantitative Literacy
Undetermined			Personal and Professional Development

## Module Description

### Week One: Intro to Buddhism & the Life of the Buddha

Students are first asked to watch the PBS film, *The Story of the Buddha*, and make a video of their most pressing questions on the film. I use these questions as a guide for a mini-lecture video I created. Students are asked to collect terms with clarified meanings based on the mini-lecture, terms like: enlightenment, merit, the four noble truths, the eightfold path, asceticism, etc. I also share a PREZI on the basics of Buddhism and how these concepts and stories are present in Buddhist Art through symbols and narrative. I thread these ideas throughout the next few weeks.

### Week Two: Jack Kerouac & Buddhism

Next, we read excerpts of *Wake Up: the Life of the Buddha* by Jack Kerouac, and students annotate the text together in Perusall, an online group annotating program.

### Week Three: More Versions of the Buddha's Life & "Syncretism"

Next, students read the *Buddhacarita*, and compare the different version of Buddha's life story. They are asked to analyze differences from an etiological point of view. This is a perfect way to teach concepts of hybridity and "syncretism". Students are asked to consider (and imagine) why a myth changes, and to what function and purpose.

### Week Four: More types of Buddhist Literature & MFA trip

Students are then assigned a few more readings: three Jataka Tales and essays by Japanese monk, Yoshida Kenko. After reading and annotating, students are assigned a written short response asking them to tease out

Buddhist concepts and philosophy in each of the writing. A group of students also present on the Jataka Tales in an online presentation, viewed by the class before reading.

Students then attend an MFA visit and write a paper analyzing a Buddhist art object and tying it to literature read in class.

### **Resources** (Books, Articles, Films, etc.)

PBS Documentary, *The Story of the Buddha* (on YouTube)  
<https://www.youtube.com/watch?v=uJWPFYygGPc&t=3609s>

Jack Kerouac, excerpts *Wake Up: the Life of the Buddha* (PDF)

Yoshida Kenko, *Essays in Idleness*, excerpts. <http://www.humanistictexts.org/kenko.htm>

*The Jataka Tales*, excerpts [http://www.usamyanmar.net/Buddha/Book/JATAKA\\_TALES.pdf](http://www.usamyanmar.net/Buddha/Book/JATAKA_TALES.pdf)

*Buddhacarita*, excerpts on the Buddha's life story <https://www.ancient-buddhist-texts.net/Texts-and-Translations/Buddhacarita/Buddhacarita.pdf>

Handouts on: mudras: <http://www.buddhanet.net/mudras.htm>

Handout on, Buddhist iconography <http://www.vam.ac.uk/content/articles/i/iconography-of-the-buddha/>

MFA visit, Boston <http://www.mfa.org/collections/asia>

### **AANAPISI Module Outcomes** (Examples)

Students will be able to:

1. Identify basic terms, concepts, and myth in Buddhist philosophy in order to evaluate literature inspired by Buddhist thought.
2. Use these terms and concepts in a formal paper connecting Buddhist art & literature.
3. Analyze and discuss how the stories of Buddha's life changed and mixed with local cultures as they spread throughout Southeast Asia, and how Buddhist art emphasizes different moments in Buddha's life and reveals philosophies in the process.
4. Foster an appreciation and curiosity for Buddhism and Buddhist Art.

### **Learning Activities** (Examples)

Students will:

1. Engage with film, literature, and share questions in a class discussion.
2. Write critically using quotes to support ideas about Buddhist philosophy in various literatures from cultures of India, Japan, and America.
3. Prepare an essay analyzing a Buddhist art object, and tying it to literature.
4. Explain how "syncretism" / hybridity works in the visual tradition and in myth.

### **Course Artifacts (examples)**

Students will produce samples of:

1. Short written responses on literature,
2. Discussion questions for the class,
3. Annotations of the text including questions,
4. An MFA paper analyzing art and literature,
5. Research presentations in PREZI or GoogleSlides.