**ML 2500 – Think Globally, Act Locally: An Introduction to Cross-Cultural Studies**

**Course Description and Objectives:**

ML 2500 aims to promote cross-cultural understanding through the comparative analysis of significant works of literature and film from around the world. The course strives to foster intellectual curiosity, global knowledge, critical thinking, personal responsibility, and ethical and cultural awareness. ML 2500 is designed to establish a framework for students to develop an aesthetic appreciation for literature and film and to prepare students to be responsible citizens, lifelong learners, and world-ready leaders in their chosen fields.

The course features a multi-genre array of literary and filmic texts from seven languages (Chinese, English, French, German, Japanese, Russian, and Spanish) and nine world countries or regions (Latin America, Hispanic Caribbean, China, France, Francophone Caribbean and/or Africa, Germany, Japan, Russia, and the United States). The selected texts, taught in English translation by a stellar team of Modern Languages faculty, will be united by the theme of marginalization and otherization. In future semesters and as the number of ML faculty increases, the course may add Korean and Arabic texts and professors to the mix.

**Syllabus:**

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| **Date** | **Sample Reading or Viewing Assignments / Course Topic** | **Country** |
| Week 1 | Course Overview |  |
| Week 2 | Manuel Puig’s *Kiss of the Spider Woman* (1976) | Argentina |
| Week 3 | Manuel Puig’s *Kiss of the Spider Woman* (1976) | Argentina |
| Week 4 | Tomás Gutiérrez Alea and Juan Carlos Tabío’s film *Strawberry and Chocolate* (1993) | Cuba |
| Week 5 | Jia Zhangke's film *Unknown Pleasure* (2002) | China |
| Week 6 | Venedikt Erofeev's *Moscow to the End of the Line* (1970) | Russia |
| Week 7 | Angelina Maccarone’s film *Unveiled* (2005) | German |
| Week 8 | Leslie Marmon Silko’s *Ceremony* (1977) | U.S. / Native American |
| Week 9 | Leslie Marmon Silko’s *Ceremony* (1977) | U.S. / Native American |
| Week 10 | Selections from Fusako Kushi’s *Memoirs of a Declining Ryukyuan Woman* (1932) and *In Defense of "Memoirs of a Declining Ryukyuan Woman"* | Japan |
| Week 11 | Maryse Condé’s “Land of Many Colors” (1999) and Édouard Glissant’s “Poetics of Relation” (1990) | Martinique |
| Week 12 | Jean Genet's *The Maids* (1947) and Jean Pierre Denis’s film *Murderous Maids* (2000). | France |
| Week 13 | Individual Meetings to Discuss Final Essay Topic |  |
| Week 14 | Group Presentations on Marginalization and Otherization at Georgia Tech or in Atlanta |  |
| Week 15 | Class Conclusions and Thesis Statement Workshop |  |

As faculty for the course change, new works from the selected world languages and regions will be included. The chosen texts will relate to the overall topic of “marginalization and otherization,” although no set syllabus is in place. The above list is intended as a sample.

**Requirements and Grade Breakdown:**

Participation in Class Discussions 10%

(Participation grades are based on the quantity and quality of students’ comments in class discussion. Students will receive a participation grade for each class period, which will be posted on t-square on a weekly basis.)

Reading/Viewing Quizzes (10 out of 11, lowest grade dropped) 10%

Short essay Assignments (8 out of 9, lowest grade dropped) 40%

Written Paper and Oral Presentation on Marginalization and Otherization

at Georgia Tech or in Metro Atlanta 15%

Final Comparative Essay 25%

**Learning Outcomes:**

This course aims to achieve the following learning outcomes:

* Students will develop critical thinking skills and become better critical thinkers by learning to identify, clarify and evaluate important ideas and arguments.
* Students will learn to challenge standard assumptions by asking constructive questions and presenting coherent perspectives as the result of their questioning process.
* Students will improve their ability to communicate effectively using written, oral, and/or visual media.
* Students will develop better information literacy by recognizing the different cultural, social, political, etc. contexts in which meaning is made and through which it is disseminated.
* Learners will coordinate and cooperate with others to achieve shared goals.
* Students will develop cultural awareness and cross-cultural understanding.
* Students will develop a familiarity with other cultural perspectives, which is essential to success in our globalized world.
* Students will be able to describe relationships among literary and filmic texts in terms of attitudes toward marginalization, otherization, diversity, inclusion, etc.
* Students will be able to describe relationships among cultures in terms of how attitudes, values, and practices are presented in selected literary and filmic texts.

**Academic Integrity:**

In some of the classroom activities in this course, you will be asked to work with other classmates; in addition, you are encouraged to study with others in order to help yourself and others in the class understand the information presented by the professor. However, any written/oral work that forms the basis of your final grade in the class MUST be your (or your group’s) own original work. This includes all exams and assignments.

Any and all indications of academic dishonesty will be reported to the Dean of Students office. Should you have any questions regarding what constitutes "academic dishonesty" in this class, please see your instructor at once. See also: <http://www.honor.gatech.edu/>

**Disability Services:**

Students with disabilities will receive necessary accommodations. For details, please refer to the GT Disabilities Services’ “Policies and Procedures” page located at this link: <http://disabilityservices.gatech.edu/content/15/policies-procedures>