

Intercultural Literature

Summer Work

C. Valverde and F. Pernoon

Welcome to Intercultural Literature! We want to thank you for choosing to take this course during your senior year of high school. We are looking forward to an exciting year. Before we embark on our journey together we would like to make sure you are fully aware of the type of course you have chosen to take. Please read the class description below:

Intercultural Literature

Interculturalism is sharing and learning across cultures with the aim of promoting understanding, equity, harmony, and justice in a diverse society. This course presents a literary and socio-cultural analysis of representative work by American, as well as worldwide authors who illustrate the ethnic and cultural diversity of our local and global society. Intercultural Literature is designed to explain the concepts associated with the major issues that affect cultural diversity in society through various forms of literature and text. Particular stress is placed on examination of different literary genres as serious art forms, as well as public documents as sources of information that explore human nature and our struggle to cope with the complexities of our social diversity and environment. The course examines these complexities that shape our culture today, particularly within the United States. Therefore, the course is designed to develop critical thinking and intercultural competence skills (i.e., cultural sensitivity, communication, tolerance, etc.) through the analysis of texts. Major topics include, but are not limited to: cultural terminology, race & ethnicity, immigration, sexual orientation & homophobia, and the Resource Projects (end of the year projects).

There will be opportunities for student writing and project-based learning of both critical and creative nature. Such activities will serve to focus and expand student response to the materials of the course and will also serve as a basis for instruction in composition and program designing. Enrichment for literary material will take place in the form of intercultural training, research, program designing and implementation of intercultural activities that promote positive human relations among all people in the community and the school site.

COURSE GOALS:

1. Through the literature and discussions, demonstrate an understanding of the major issues that affect cultural diversity in society: race & ethnicity, diaspora, class, disabilities, gender, sex and orientation, and interculturalism.
2. Through the literature and discussions, develop and demonstrate an understanding of some of the major issues affecting ethnic, racial and cultural groups that have traditionally made up the United States.
3. The student will *reflect* on the above in light of his or her *own* social, ethnic and cultural experience, the experience of their peers, as well as of the authors.
4. The student will engage in intercultural activities and projects that will enrich their knowledge of the above so as to become positive and contributing role models for the school community and beyond.

One thing to keep in mind is that this course mainly entails the process of intercultural dialogue and the Socratic method. Class participation is mandatory; therefore it is important to expect to fully participate in all class discussions regarding the readings. It is through open dialogue that we learn about and from each other.

Summer Work

The following introductory assignment is designed to introduce you to the theoretical framework that guides this course. The readings below are analytical and informational texts. Although we recognize that many of you have never read theoretical and academic writing, keep in mind, it is a good way to begin reading and analyzing texts that will be reintroduced to you in college. Please read carefully, patiently, and do your best. Please complete the following assignment prior to the first day of class in August. Also, please do not forget to bring your film permission slip to registration (separate document).

Readings

Foucault. *Discourse* (excerpt), 1969.

- Please read to understand the definition of *discourse* prior to reading the van Dijk article. See PDF

Van Dijk, Teun A. *Principles of Critical Discourse Analysis*, 1993

- Visit, read, and annotate (you do not have to print, but please provide detailed notes in lieu of document annotations). See PDF

As you read, please annotate the text using the Annotation Guide below. **Bring your printouts with annotations on the first day of class.** NO DOUBLE-PAGE Printing. Your summer reading annotation assignment and the week-one essay will be your first major grades for the first quarter.

During the first week of school, all students will write an in-class essay on the summer work readings. A close reading and your annotations will help prepare you for this essay.

We're looking forward to meeting all of you in August. Have a great summer, stay safe, and take care. Thank you!

Dr. Valverde
carlosvalverde@ccusd.org

Dr. Pernoon
farhangpernoon@ccusd.org

(Note: We will be away on several trips this summer; email will be checked occasionally but not regularly)

ANNOTATION GUIDE

Please read and annotate each text using the following Annotation Methods:

Print entire article and annotate.

Highlight key words, phrases, or sentences (remember to write what you find significant about this part of the text).

- ↪ Write **questions, comments, and connections** (within the text and to other texts you've read) in the margins. **Summarize** major events every few pages; this is essential and must be done!
- ↪ [Bracket] **significant passages** and write why the passage is significant.
- ↪ Connect ideas with **lines or arrows**.
- ↪ Use an **asterisk** to indicate anything you find unusual, special, or important. Multiple asterisks may indicate a stronger degree of importance.
- ↪ **Highlight** important facts and information that stand out to you.
- ↪ **Draw a square** around words for which you don't yet know the definition.
- ↪ **Circle words** you find especially powerful.