INDIVIDUAL AND SOCIETY
Teachers' Manual

UNIVERSITY
OF CENTRAL ASIA

INDIVIDUAL AND SOCIETY

Teachers' Manual

AGA KHAN HUMANITIES PROJECT

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COMPANION TO CHAPTER 1:
INDIVIDUAL RIGHTS AND CULTURAL VALUES

1. 1 INDIVIDUAL RIGHTS AND CULTURAL VALUES: AN INTRODUCTION TO CHAPTER ONE OF INDIVIDUAL AND SOCIETY

This chapter includes two case studies and seven texts, which present diverse perspectives on the issue of the relationship between the individual and society. The texts will provide the students with a framework from which to analyze how theories, cultures, historical events, and personal experiences influence individuals and societies in Central Asia.

The answer to the question, "what is the relationship between the individual and the society?" is complex and depends on the student's interpretation of each article. Hence, there is no right or wrong answer to this question. The reader is encouraged to read critically in order to gain a more thorough understanding of the author's perspective. As well, reading critically will enable the reader to provide a stronger argument for or against the author's viewpoint.

With this in mind, it is the instructor's responsibility to engage students in the classroom regarding the readings, by encouraging debates, presentations, and small group exercises that promote critical analysis of the texts. As well, assignment requirements must focus on opinions of the readers, providing evidence from the texts that support their perspective.

Chapter One, called "Individual Rights and Cultural Values," includes a series of articles that examine the role of culture in the midst of tensions between individuals and societies. Texts cover a range of historical, cultural, and religious contexts, some being previously familiar to the reader, and some being previously unfamiliar. As a result, some articles may be more challenging to comprehend than others. In order to promote understanding, the reader is encouraged to visualize the events, ask questions, and make connections to personal experience and any background knowledge that may aid in thoroughly understanding the texts. As well, note that students may use the reference list to access websites that will provide further clarification of the authors' perspectives.

Individual Rights and Cultural Values is a good place to begin the course for two reasons. First, the chapter is one of the less challenging chapters and, therefore, is a great warm-up for consecutive themes. As well, it is a theme that will spark keen interest among students given the rich cultural heritage that permeates the region. Students may be directed to examine the conflict between the rights of individuals and Central Asian society's shared cultural values, and compare their own personal conflicts to the conflicts examined in the texts.

A range of relationships and conflicts is discussed in these articles, including the relationship between community and the individual, and between family and the individual. For example, in "The Lottery",

Jackson describes a small community that perpetuates a tradition of organized violence against its own individual members. Students may be asked to reflect on how they would respond to this mob psyche if **this ritual was adopted by** their own community? Did they ever witness organized violence during the civil war? What was the reaction of the victims? What was the reaction of the bystanders? Did the victims in the "The Lottery" react the same way? Why, or why not? The relationship between family values and the individual is explored in "House Instructions of Mr. Yan", which lists the expectations, based on Confucian values, of individual household members in China. Students are encouraged to compare the relationships they have with their own families, and the expectations imposed on them. Are **there** any similarities? What are the differences?

Similar to the *Introduction to Humanities* course, the *Individual and Society* course readings are varied in style and context. In fact, articles **appear** so unrelated that students may have difficulty identifying the common strands that weave through each chapter. As well, the readings may present perspectives, stories, and issues that are completely unfamiliar to the students. As a result, the course readings will be very intellectually and emotionally challenging. For instance, the readings may demand the students to re-evaluate their pre-existing paradigms of what constitutes individual rights and cultural values and approach this issue from lenses that they have never before used.

The role of the instructor is to scaffold students' learning and expose them to diverse perspectives of the issues raised in the text. The instructor then provides opportunities for the students to construct for themselves their own perspective of the issues by thinking critically about the key messages of the texts. By enabling students to make the material their own, the readings will have a lasting influence beyond the the course itself. The objective is to provide students with a range of possibilities of responding to the world around them. In other words, the instructor's role is to expand the students' repertoire of metacognitive skills that will enable them to efficiently manage their own lives and contribute to the society in which they live.

The goal to stimulate intellectual, emotional, and social development must be presented on the first day of class in order to prepare the students, and followed through to the end of the course. This can be achieved by discussing social and emotional issues, for example. In the article The Lottery, questions of the internal emotional conflict of stoning practices may be addressed, and the need for approval and fear of disapproval from the community are issues that students may analyze. The instructor is also encouraged to discuss the ethical issues addressed in the articles, valuing curiosity, analysis, reasoning, argument, and problem-solving in order to find solutions to these ethical dilemmas. For example, how can one resolve conflicts between individual rights and community values? Most important is the need to make connections to the students' own cultural, religious, and political context, in order to generate meaning and find solutions to the conflicts presented in the articles. Research shows that without this link to the lived experience, students will be unable to gain a deep understanding of the course.

In chapter 1, a number of themes may be critiqued. For example, should personal rights be sacrificed if it is for the good of a community? This issue is salient in "The Lottery". Related to this question is the issue of universal rights, and whether personal rights are compromised in order to meet the needs of an entire society. Another question is whether the family, moreso than the individual, is the determinant of the fate of a society, as Kim Dae Jung would argue. Again, students **may** be invited to address these issues in order to gain a breadth and depth of understanding of the course material.

Each article addresses the issue of the relation between individual and society from a different perspective. Below is a detailed analysis of each of the texts, and includes possible questions for discussion. The context of each text is described, and a list of sources that may accompany each text is also provided. The instructor should not feel limited by the information provided in the synopses. This information serves as a springboard to prompt further discussion and inspire further curiosity about the article.

Also provided below is a list of reading strategies that promote comprehension and higher order

thinking skills. The purpose of the techniques is to expose students to different ways of thinking while reading. Use of these strategies will promote comprehension and critical thinking skills that are necessary for academic success.

1.2 TEXTS IN CONTEXT: BACKGROUND AND SUPPLEMENTARY MATERIAL FOR INSTRUCTORS

United Nations Universal Declaration of Human Rights

At the close of World War II, inspired by the turbulent world climate, world leaders gathered in San Francisco to discuss and find solutions to ending the atrocities experienced during World War I and World War II. On October 24, 1945, the Charter of the United Nations came in effect. On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, a perspective on human rights shared by the General Assembly.

The Assembly was comprised of an international committee of representatives from Australia, Chile, China, France, Lebanon, former Union of Soviet Socialist Republics, the United Kingdom, and the United States of America, and was chaired by Eleanor Roosevelt. The principal drafter of the document was John Peters Humphreys of Canada, a scholar, jurist, human rights activist, and first director of the Human Rights Division of the United Nations.

Although not a legally binding document, Eleanor Roosevelt called the Declaration the "international magna carta of all mankind." Even though it did not receive international consensus due to conflicting views from communist and capitalist nations, it did become the cornerstone of two future legally binding UN documents: International Covenant on Civil and Political Rights and International Covenant on Economic, Social, and Cultural Rights.

Members requested that the Declaration be publicized in schools and other educational institutions in its member countries. The document has now been translated into 321 different languages and dialects, and is the most translated document in the world.

Critics argue, however, that in recent years member countries have inadequately enforced and monitored these basic human rights. In fact, six of the 53 Commission on Human Rights members—China, Cuba, Eritrea, Saudi Ara¬bia, Sudan, and Zimbabwe—were identified by Freedom House as the world's worst abusers of human rights. You may choose to discuss how human rights have been abused in different member countries around the world, and raise the question of whether or not the credibility of the General Assembly is compromised as a result. As well, why would governments oppose the adoption of the declaration, and why is human rights abuse being endorsed? Whose responsibility is it to stop human rights abuse? As well, to what extent is the Central Asian government adopting the declaration?

You may choose to discuss each individual article in the Declaration. Consider, for example, if there are any articles in the declaration that may conflict with your personal value system, the value system of the society in which you live, or your head of state? If so, do you believe that the word "Universal" in the title is a misnomer? Consider also the context of the volatile state of the world today and, in particular, the state of Central Asia, as well as your religious and cultural context and your own personal belief system when responding to the following question: Do you believe it is possible to establish and follow "universal" norms that protect human rights?

Ottoman Bill of Rights

The Ottoman Empire was one of the world's most powerful Muslim regions during the 16th and 17th century. It was established in Anatolia in 1299 by Osman I and spread across North Africa and Southern Europe. It extended throughout all of modern Turkey, the area around the Black Sea, the Persian Gulf,

the southern Mediterranean extending to Algiers, and west to include modern-day Greece, Bulgaria, and much of Yugoslavia.

Before the bill of rights was decreed, rulers of the Ottoman Empire vigorously established Islamic culture and traditions. Although the system of government was based on Islamic law, the Ottomans observed tolerance for non-Muslims. These minority communities were protected and allowed to have their own rights, but they were not seen as equal to Muslims and, therefore, rules of Islamic cultural dress and law were still imposed. Do you believe that this rule of "When in Rome, do as the Romans do" was fair? Why or why not? If not, how would you propose that laws should be established in order to protect the rights of all communities? Do you believe that contemporary societies (western and eastern) influence the way that minority communities dress and behave? If so, do you believe that a law that imposes these rules is necessary, then, or would influence an individual's behaviour any more?

With the expanding Russian empire, the Ottoman Empire was threatened. The Crimean War created destabilization in the region and, as a result, the Ottoman Empire surrendered much of its European region. In an effort to protect the empire from the Russians, the British and French defended the Ottomans, on the condition that the Ottomans brought equality between Muslims and non-Muslims, and reformed the political system. Reform was necessary because with increasing destabilization of the Empire, traditional Islamic laws were being questioned by minorities who demanded their independence and refused to be oppressed. A new governing system that was non-partisan was required to ensure restabilization. This new political system included representatives from all faiths, and new decisions of law were based on non-secular views. Hence, the Ottoman Bill of Rights was passed in 1856 and constituted the beginnings of the reformation. Restabilization in the Ottoman region was short-lived, and in 1918 at the end of World War 1, the Ottoman Empire collapsed. Do you believe that a system of government can be "purely" non-secular? Do you think a non-secular system of government is possible in Central Asia, or parts of Central Asia? Do you believe that minorities in Central Asia have equal citizenship? If not, why not? If so, how so?

Shirley Jackson: The Lottery

Shirley Jackson was an American novelist and short-story writer, but was also a stay-at-home mom in Vermont who wrote in an era when men dominated the work force, and women cooked, cleaned, and raised children. She was best known for her short story *The Lottery*, which was first published in the New Yorker magazine in 1948. It remains the most controversial piece of fiction ever published in The New Yorker and hundreds of disbelieving and disgusted readers cancelled their subscriptions. More shocking was that many responded with curiosity regarding where these lotteries were held, and whether they would be able to view the events themselves. Is this a sadistic response? What prompts such a response? How would you respond? You may wish to request that students write their own letter to the author.

The Lottery has been interpreted as an urban legend, a metaphor for Holocaust events, and a Marxist-feminist analogy. However, it was intended to be a simple story written by a talented and controversial writer whose message was that even good people are capable of evil.

Is this just a story about a particular time and place or is Jackson trying to depict an immoral side of human nature? As the suspense of the mysterious event climaxes, and the reader finally learns the shocking revelation, what feelings are evoked in you, the reader? To what extent is this community justified in its actions? What important messages come across to the reader about historical rituals, which are blindly followed? Is there evidence that the values of the individual characters are the same as the values of the entire community? If not, why do you think these individuals don't defend their human rights? What do you think would happen if they defended their human rights against peer pressure? Imagine you were a member of this community. What would you want to do? What would you instinctively do?

Petition from Jewish Communities

Through most of the 19th century, European Jews were deprived of the rights of citizenship. By the end of the century, however, Englightenment ideas had continued to spread among the elites of Europe, and the competitive environment of the Industrial Revolution made it increasingly costly to disregard any individuals of talent.

In England, Holland, France, Prussia (now part of Germany), and Austria, debate regarding the political status of Jews resounded among politicians and intellectuals. Some argued that Jews must change how they thought and acted before they could be granted equal citizenship rights. Others argued that Jews first needed opportunity as incentives to change their ways. For decades, Jews suffered oppression and discrimination at the hands of European governments. Their religion called for them to wear certain garments – for example, clothing with *tzitzit* (finges) for men – that set them apart from non-Jews. Families were confined to segregated ghettos, education was limited to the study of religion, and restrictions were imposed on trade.

In the debates about equal rights, both sides agreed that Jews must be required to become more European in language, appearance, and education in order to become contributing citizens in society and benefit from equal citizenship. Jewish intellectuals and businessmen who participated in the movement to extend European culture to Jews began to fight more aggressively for equality. As a result of this movement, called *haskalah*, the Jews gradually began to assimilate to European culture. Do you believe that in order to be able to contribute to society, individuals need to adopt the customs and speak the language of the majority culture? Does refusal to do so sustain the minority group's marginalization? Do you think there could be a happy medium, so that the beliefs and values of the Jewish community are not compromised?

The Enlightenment movement had the greatest impact in France. It was the first country to grant emancipation to Jews. Many of the revolutionaries opposed granting citizenship rights to Jews, arguing that the identity of the Jews as a distinct people made them unfit to be citizens of France. Others wanted to grant Jews equal rights, arguing that such rights would lead to a change in Jewish identity. As one French politician and revolutionary arguing for Jewish rights puts it, "To the Jews as a nation, nothing; to the Jews as individuals, everything. They must become French!" As a result of this formal declaration, in 1791, France granted Jews full and equal rights. This policy came to be called **emancipation** of the Jews.

Other European countries debated the issue, but none granted Jews emancipation in the 18th century. During the 19th century, however, grants of emancipation proliferated across Europe. By 1871, with Germany's emancipation of Jews, every European country except Russia had emancipated its Jews. In all cases, Jews were expected to abandon the ethnic component of their identity; to adopt the national language in place of Yiddish or Ladino (the language of Sephardic Jews); and to accept the country in which they resided, rather than Israel, as their homeland. Jews were to become one religious group among many in Europe. Do you think the rationale for granting equal rights to the Jews was just? After all, yes, the Jews got full and equal rights, but under what terms and conditions? Then again, do you think in order to be granted equal citizenship rights as the majority culture, it is necessary to adopt the national language and accept the country of residence as one's homeland?

House Instructions of Mr. Yan

Yan Zhitui (Yen Chih-t'ui; 531-c.590) was born of a family of high status in the province of Shandong in China. He was a poet, and a historian, and is well-known for his book *Yanshi jiaxun* (Yan's family instructions) which focuses on human relations and personal growth, and is predicated on the teachings of Confucius. In his book, he discusses the discipline of the mind, the family, and the state. In particular, he discusses relationships among family members, the importance of education and wisdom, good behavior, and health, for example. He argues that the welfare of a nation depends on the "self-cultivation" of the people.

As Confucianism forms the foundation of Yan's argument, it would be necessary for the instructor to provide a synopsis of the teachings of **Confucius**. To assist the professor, an explanation follows.

Confucianism is a non-denominational school of thought that transpired in the 5th century BC from the teachings of Chinese philosopher Confucius. Confucianism advocates reforming government, so that it serves the people, and cultivates civic virtues including, mutual respect, education, and family unity.

Confucius saw himself as a "transmitter and not a creator." His intention was to teach the *dao* (tao, or Way) of China's ancient sages. For Confucius, *ren* is the summation of human virtues. These virtues have arguably included loyalty, wisdom, courage, righteousness, filial piety, and faithfulness. Every human being should aim to achieve *ren*, but it is so exalted that few actually attain it. Do you think that ren can be attained, or is this idealistic? How can we achieve it? Is ren easier to attain in some societies, and more difficult in others? Why do you think so? think not?

Confucius also emphasized the importance of upholding rites and rituals. Examples are funeral ceremonies, offerings of food and wine to forefathers, entertainment, and social proprieties. According to Confucius, by practicing rituals, we inherently become virtuous because our desire is to do for others, rather than for ourselves. Compare the rites and rituals of your family and your society to those outlined in the article. What impact do these rites and rituals have on you and on the society in which you live? Consider whether the Confucian teachings are relevant to you and the society in which you live.

Abdullah Wahhab: The History and Doctrines of the Wahhabis

Muhammad ibn Abd al-Wahhab Tamimi (1703 C.E. – 1792 C.E.) was born in the Najd, in present-day Saudi Arabia and was the founder of the Islamic fundamentalist movement known as the Wahhabi movement. He was a member of the Quraish tribe, a Meccan tribe that was believed to have been the tribe in which Prophet Muhammad belonged. He believed that Sunni Islam was being corrupted by the spread of non-Islamic practices, such as Sufism. His intention in establishing the Wahhabi movement was to purify Islam once again.

Wahhabis claimed that they followed the way of the salaf-as-silah ("rightly guided or pious predecessors")[1]. Like all Muslims, Wahhabis accepted the Quran and hadiths as sacred texts. However, unlike other Muslims, Wahhabis referred to the maddhab school of thought when interpreting the Quran and hadiths. Wahhabis preached that other sects, including Sufism and Shia sects, were non-Islamic because they did not follow the maddhab school of thought.

In his hometown of Najd, Abd al-Wahhab's preachings were met with opposition and he was disowned by his father and brother, and expelled from Najd. He moved to Diriya, seeking protection from Muhammad bin Saud, head of the royal family of Saudi Arabia at that time. They became allies and began their mission of purifying Islam in the Arabian peninsula, making Wahhabism the official religion of the region.

Some regard Abd al-Wahhab as an influential scholar and reformer of Islam, while others regard him as the father of Islamic terrorism, denouncing fundamental teachings of the Quran. It is believed that some Islamic terrorists, including Osama bin Ladin, have been inspired by the Wahhabi movement. Consider the state of the Middle East today. Do you believe that the Wahhabi movement propagates political and religious tensions? To what extent do you believe the Wahhabi-like beliefs have created tensions in Central Asian societies? Without such a movement, how might Muslim societies be different today?

Ferdinand Tonnies

Ferdinand Tönnies [fer´dEnAnt tOn´yus] (1855- 1936) was a German sociologist and political scientist who is well-known for his theory regarding the evolution of societal values from historical to contemporary times. Tönnies published over 900 works and contributed to many areas of sociology and philosophy. From

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1   http://en.wikipedia.org/wiki/Wahhabi

1881, Tönnies was recognized for his notion of *Gemeinschaft und Gesellschaft* (Community and Society). In 1889, he produced English editions of Thomas Hobbes' writings, a 17th-century philosopher to whom Toonies credits his idea of rational will. Tönnies' notion of will was central to his sociological theory. He identified *Wesenwille* (**natural will**), which is the intrinsic value of an act, and *Kürwille* (**rational will**), which is a conscious choice one makes for a specific purpose. In his view, Natural will is manifested in **community**, which is maintained by traditional rules and a universal sense of commonality. Social responsibility is organic and intrinsically valued. Since the industrial revolution, community has undergone a transformation into a rational-based society (Gesellschaft), in which action is based on rational self-interest. Gesellschaft is social union based on prescribed rules of social conduct and may be explained in terms of the social-contract theory. it can be argued that today, all societies show elements of both kinds of will, because man's conduct is neither entirely instinctive nor entirely rational. Do you agree? in what way do you think natural will and rational will are manifested in Central Asian societies?

Tonnies was best known for his analysis of the distinction between the older form of spontaneous community based on mutual aid and trust and the modern kind of society in which self-interest predominates. Consider which predominates in your own society? Why do you think so?

1.3 ADDITIONAL RESOURCES RELATING TO THE I&S TEXTS

Web-sites indicated below are provided both as a citation list for the summaries above, and as a resource for instructors to gain further understanding of the texts. As well, students may be encouraged to take advantage of these sources when completing research assignments.

United Nations Declaration of Human Rights
http://www.udhr.org/history/default.htm
http://en.wikipedia.org/wiki/UN_Declaration_of_Universal_Human_Rights

Biographies of Eleanor Roosevelt can be found via links at the above websites

Ottoman Bill of Rights
http://chnm.gmu.edu/worldhistorysources/analyzing/documents/documentstranscript.pdf

Shirley Jackson
http://www.darkecho.com/darkecho/darkthot/jackson.html

Petition from Jewish Communities to the French National Assembly
Excerpts taken from http://encarta.msn.com/encyclopedia 761567959 8/Jews.html

House Instructions of Mr. Yan
Yen Chih-t'ui. Family Instructions for the Yen Clan. Trans. Teng Ssu-yü. Leiden: E. J. Brill, 1968.
http://www.chinaknowledge.de/Literature/Diverse/yanshijiaxun.html
http://encarta.msn.com/encyclopedia 761553693/Confucianism.html

Abdullah Wahhab: The History and Doctrines of the Wahhabis
http://en.wikipedia.org/wiki/Wahhabi

Ferdinand Tonnies: Community and Society

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http://www.cas.sc.edu/socy/faculty/deflem/zToennies.html

http://opencopy.org/lectures/intellectual-history/07b-appendices/

1.4 DEVELOPING STUDENTS' COMPREHENSION SKILLS 1

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In order to comprehend the challenging material presented in the anthology, the reader is encouraged to interact with the text at different levels and in different ways. The following discussion provides teaching tools for instructors in the Aga Khan Humanities Project that enable students to interact with the text so that they may gain a more thorough understanding of the challenging concepts and diverse perspectives presented by the authors. Instructors are advised to provide students with multiple opportunities to make meaning out of the texts by encouraging them to make personal connections, and share personal opinions while reading. The strategies provided in this section are designed to serve as a springboard for more complex and challenging activities presented in consecutive chapters. As students progress through the chapters, they will become more familiar with the academic language and diverse perspectives and concepts, and will be better prepared to participate in the more higher level critical thinking skills in later chapters.

1. *Use background knowledge.* In order to make sense of the text, readers may think about their own personal experience and prior knowledge. It is important to note, however, that if a text is completely unfamiliar, background knowledge will be limited. Background knowledge requires students to search their mental database of information acquired from previous literature, experience, observations, media, and any other sources that will enable them to access the information needed to make sense of the text. For example, *Abdudllah Wahhab: The History and Doctrines of the Wahhabis* will be more interesting if students have prior knowledge about the Wahhabis, especially about the influence of the Wahhabis in Central Asia.

    Instructors may use the method of 'frontloading' prior to discussing or assigning the text. Frontloading requires students to articulate their prior knowledge about a particular concept, thereby preparing them for the discussion of the text. The instructor may ask students prior to the reading assignment questions about the history of the Wahhabis, the doctrines of the Wahhabis, and how the Wahhabis have influenced Central Asian communities. These discussions motivate students to read the text and conduct additional research about the topic. These discussions also promote critical thinking while reading, as students may be reminded to confirm or correct their previous understanding while reading.

    Indeed there are texts that will be unfamiliar to students. Students may, therefore, be unable to access prior knowledge about the concepts or the author. In this case, frontloading may involve asking students to predict what the text may be about based on the title. Texts such as *House Instuctions of Mr. Yan* or Shirley Jackson's *The Lottery* lend themselves well to this kind of discussion.

2. *Ask Questions.* Curious readers question before, during, and after reading the content of the text and the author's intent. Not all questions are answered by the author, however. Questions that promote critical thinking require the reader to make inferences. Inferring means finding answers and drawing conclusions based on limited information or clues provided in the text. The instructor is advised to provide class time for students to pose questions. Students may be reminded to pose questions that require interpretation of the text not regurgitation of facts. Questions may be based on the title of a text, a discussion of prior knowledge, introductions that appear before each text, or the content of the text. Questions may begin with "I wonder" "I hope", the 5 W's (Who, What, When, Where, Why), How, and What if, as examples. Students may pose ques-

tions to the author, to the instructor, to the characters in the text, or to each other. By posing questions, students become more actively engaged with the text while reading, as they search for answers to the questions.

3. *Draw inferences.* When the author does not provide all the answers to the questions, students are required to make inferences. Active readers infer what will happen next or how the story will end, and will draw their own conclusions about the text or the author's intent. These inferences are based on evidence, clues, and examples the student gathers from the text while reading. The instructor may pose questions that require students to infer as they read and draw their own conclusions about the author's intention, the setting of a particular text, or the relevance of the text to Central Asian societies. The instructor may also present to students a quote from the text and assign the task of explaining how the quote is central to the author's argument. For a writing assignment, students may be required to state in a few sentences, their understanding of the author's implicit or explicit argument. Students may be encouraged to state both what they think the author is arguing for, and what the author is arguing against. In a few sentences, students may say how this particular argement is confirmed or contradicted by their own experience or common sense. From their point of view, is the author's argument plausible or problematic, and why?

4. *Determine importance.* Active readers sort through the wealth of information provided in the text and identify the most important and least important ideas based on the evidence provided. The reader will engage in the process of discarding minor details that are unnecessary for the purpose of identifying the main points, and prioritise each of the salient arguments of the text. The instructor may choose to present a series of concepts and request students to identify those that are most salient in the text. For example, the concepts relevant to the United Nations Declaration of Human Rights may include democracy, freedom, rule of law, sovereignty, and discrimination. Students may determine the degree of relevance of each of these concepts while reading.

5. *Synthesize information.* After prioritising the information, instructors may request students to sort, connect, and/or revise the information, and use this information as well as their background knowledge to draw their own conclusion. This synthesis of information whereby the text and the reader's background knowledge are synthesized, enriches the student's understanding of the author's perspective. This process may prompt either the strengthening or the transformation of the reader's pre-existing paradigms, and provides a fresh new perspective or impression of the text. Opportunities to synthesize information are recommended, as this is a critical thinking ability that is becoming increasingly more predictive of academic, work, and life success. Analysis of individual concepts is also necessary, but the ability to make connections between the parts and see the big picture, or determine the relevance of the concepts in the text to the societies in which students live are more meaningful and relevant for planning, problem-solving and evaluation. These more complex strategies will be the focus of the chapters that follow.

A written assignment may require students to examine if the argument of the text(s) support, contradict or undermine the observation or argument of another text they have read. Students are reminded to cite properly any additional texts and explain how, in their opinion, the present text's argument contradicts with, confirms, clarifies, elaborates or in some way interacts with the other text's argument or point.

The instructor may request students to focus their attention on one of the above strategies as they read, and assign writing tasks that highlight that particular. Use of a combination of strategies in this chapter leads to a greater understanding of the texts because students are actively engaged in the reading process, Instructors are reminded, however, that particular texts lend themselves well to particular strategies, and to choose strategies that are appropriate for each text.

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Comprehension of the texts is a prerequisite for complex critical thinking activities presented in consecutive chapters. The strategies provided in this chapter may, therefore, be incorporated on an on-going basis in order to evaluate students' understanding of the texts prior to proceeding further with more complex activities.

Assessment of students' comprehension may be made formally or informally. Assessment practicies will be covered in more detail in chapter 6.

SAMPLE LESSON PLAN

Objective: To demonstrate the strategy using the sample text *The Lottery.*
Materials: writing paper, divided into 2 columns.

1. Introduction
Instructor begins lecture with personal story pertaining to theme of individual rights and cultural values. The following are options:

a. Share a time while living in Central Asia when your individual rights, or those of your family, have been compromised? e.g., Freedom to practice religion, for example?
b. Share a time when your cultural values have been suppressed? – if so, which ones? Value of music and dance, for example?

2. Modeling "making inferences"
Instructor uses *Shirley Jackson: The Lottery* to model "making inferences" with students. Instructor explains that when the reader is able to make inferences, the reader's comprehension is solidified and the reader's ability to retrieve information from long-term memory is better.

1st step: instructor chooses a section in the article that evokes a thought or opinion about what will happen next, how it is relevant to his/her personal experience, or the intent of the author. E.g., The part where Mrs. Hutchinson is sacrificed in the lottery is analogous to atrocities committed during civil war in Tajikistan or even during the Holocaust. Bystanders, like Mrs. Hutchinson, stand by and watch it happen until it someone else's turn. I infer that the author's intent is to remind us that even ordinary citizens are capable of immoral acts, and how difficult it is to listen to our conscience and speak up against an entire community that violates human rights. It is much easier to be a silent witness.

2nd step: instructor creates 2-colunm notes. Column one describes the event in the story; column 2 describes what the instructor infers from the the event. *3rd step:* instructor assigns reading of *The Lottery* and hands out paper divided into 2 columns. Column 1 contains the heading "Text"; column 2 contains the heading "Inference".

Homework Assignments: students read the article The Lottery and complete the chart with 3-5 inferences. They may then put a star on the most salient section, and discuss it in more detail in a journal reflection. Students prepare to share inferences in class.

Journal topic: Describe in detail the inferences you made. Were they based on personal experience, or prior knowledge? Describe evidence and examples from the text, other sources, or personal experiences that support your inferences. **Extension Activity:** Assign each student a different text, and repeat the above homework assignment. Debrief in the next lecture.

3rd step: students present their visual and caption to the class for 1 minute. (One person reads the Article. The other person holds up the picture and reads the caption.)

4th step: instructor places the remaining Articles in a hat, and each student pulls out an Article.

Homework assignment: draw a pictorial representation and a caption of the Article you pulled from the hat. Hand in next class for compilation into a booklet (optional).

Extension Activity: Assign each student a different text, and repeat the above homework assignment. Debrief in next lecture. Are there certain texts that lend themselves well to this particular "Reading Power" strategy? Which texts were more challenging with regard to this particular strategy?

Additional Resources (for Lesson Plans 1 & 2)

1. Brooks, Albert (Director). (2006). Looking for Comedy in the Muslim World [Film]. To be released in theatres January 2006.[2]
2. Ellis, Deborah (2001). The Breadwinner. Toronto, Canada: Groundwood Books.
3. Filipovic, Zlata (1995). Zlata's Diary. New York: Penguin.
4. Hosseini, Khaled (2003). The Kite Runner. New York: Riverhead Books, 2003.

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COMPANION TO CHAPTER 2: GENDER

2. 1 GENDER: AN INTRODUCTION TO CHAPTER TWO OF INDIVIDUAL AND SOCIETY

This chapter includes one case study and seven texts, which present diverse points of view and research on the issue of gender in society. The chapter demonstrates that the influence of gender on individuals and society is dependent on the historical, cultural, and religious context in which we live. The texts in chapter 2 will inspire self-reflection, criticism, and debate among male and female students, as it focuses on an issue that is central to the relationships between them.

The term "gender" refers to the social, psychological, or cultural categories of male and female, and is not to be confused with the biological sex of the individual. When speaking of gender, the terms masculine, feminine, and neuter are used to describe the traits or identity of the individual. Furthermore, roles may be defined according to gender, not according to the biological sex of the individual. The term "gender role" refers to the behaviours associated with being a man or woman. These behaviors include style of dress, speech patterns, gestures, and activities. Over the last few decades, the issue of gender has received greater attention in academia, in particular, the social sciences. It is imperative, then, that students learn to use the terms "sex" and "gender" in the appropriate contexts throughout this course.

Given the controversial issues that may emerge from this theme,the instructor may find it quite easy to elicit opinion and debate. During debate, the instructor's responsibility is to appreciate and challenge the students' points of view, and engage the students in debating both sides of the issue. The instructor must lead the students to gather evidence from the texts in order to form their opinion, and must be careful not to personally influence them. This is a difficult task, given that the issue of gender is personally relevant to everyone. As outlined in the previous chapter, the instructor's responsibility is to engage students in exploring the material. Lecture strategies that will promote active learning will be provided in the final section of this chapter (2.4).

In order to promote understanding, the reader should be encouraged to make connections to personal experiences or events. By making connections, not only does the reader gain a more concrete understanding of the material, but the reader is also able to develop his/her own personal point of view. Encourage the students to use the reference list to access websites that will provide further clarification of the authors' perspectives. The more evidence collected, the more solid their understanding and their argument. When sharing their evidence either in their written assignments or discussions, students must be reminded to cite the sources. Written assignments must have a "References" list that follows APA or MLA format.

The chapter on gender has been well-placed, as it is a good place for students to begin practicing their critical thinking skills in small groups. The wide range of points of view presented by the authors will spark a great number of questions and criticism among the students which they can share during group activities. Consider, for example, Ban Zhou's perspective. She was a woman who defied social norms of what constituted feminine propriety, and yet she encouraged her children to uphold and embrace these same Confucian traditions. Some students may see this as hypocritical, whereas others may see this as inevitable and wise. Amina Wadud-Muhsin's sharply written article is another piece that will spark debate. Given that the article is about the Qur'an, Muslim students may feel a greater sense of connectedness to the piece, and be more enthusiastic about the discussion. The professor must encourage both the men and women in the course to compare the gender roles they experience in Islamic society to the gender roles outlined in Wadud-Muhsin's article. Gender issues do not only pertain to women. All students must be encouraged to make connections to their own personal experiences throughout this process.

Similar to the *Individual Rights* and *Cultural Values* chapter, the *Gender* course readings are diverse in style and context. However, a common thread weaves through the articles, as they all demonstrate that gender roles are defined based on social, cultural, political, religious, and personal values. Although students may not share these cultural values, e.g., the Berdache and Confucian values, because these values may be completely unfamiliar to the students, activities must be designed to promote open-mindedness, curiosity, and empathy; and students must be reminded to refrain from passing judgement.

2.2 TEXTS IN CONTEXT: BACKGROUND AND SUPPLEMENTARY MATERIAL FOR INSTRUCTORS

Le Ly Hayslip and Jay Wurts: When Heaven and Earth Changed Places

As you read the biography, pay attention to the gender roles that American and Vietnamese societies have defined. How are the gender roles below similar or different from the gender roles defined in some of the other articles you have read in this chapter? Describe the influence of the political context on gender roles. Why do you think marrying outside of the community was "looked down upon?" Even Le Ly Hayslip and her sister "viewed them as unlucky." Yet she herself married an American GI. Can you make sense of this? Based on evidence presented in the article and the biography below, to what extent does Le Ly Hayslip fulfil the gender-based expectations of her culture and society? Can she be considered a martyr, i.e., one who is willing to suffer in order to stand up for his/her principles? If so, why? What are Le Ly Hayslip's principles?

Le Ly Hayslip was born in 1949 in Ky La, a village near Da Nang, Vietnam. She was the seventh child in a peasant farm family, and received only a third grade education. She spent her childhood surviving the Vietnam War, By the time she was fourteen, a teenager, she had been captured by the South Vietnamese government, tortured and sentenced to death by the Vietcong. She escaped to Da Nang and Saigon, and at the age of twenty-one, married an American civilian who was working in Vietnam. They excaped to the United States in 1970. After her husband's death, she began writing her childhood memories. Her determination and strong Buddhist faith motivated her to establish The East Meets West Foundation, an organization that provided relief to survivors in her homeland, and support to Vietnam veterans.

Hayslip's first memoir, *When Heaven and Earth Changed Places*, was published in 1989. The memoir recounts Hayslip's survival, misfortunes she endured, and the achievements upon her return to her homeland after sixteen years in the United States.

Hayslip's second memoir, Child of War, Woman of Peace was published in 1993, and focused on her life after her emigration to the U. S. in 1970. In December of 1993, Oliver Stone's film, Heaven and Earth, based on Hayslip's two memoirs, was released.

Ban Zhao: Lessons for Women

Confucian doctrine dictated that men and women were not considered to have equal status. Women were seen as unintelligent and unworthy of receiving an education. The role of women was of subservience, acquiescence, and they served an aesthetic purpose. Female identity, was formed in relation to the patriarch. Throughout history, however, there have a been a few women who have been able to simultaneously fulfil the expectations of prescribed gender roles alongside non-traditional roles.

Ban Zhao married at the age of 14, giving birth to several children, but after her husband passed, she devoted her life to writing. In Lessons for Women, she provides women with guidelines on how to discharge their duties as a wife. As well, Ban Zhao served as an adviser on state matters to the Empress Deng. Do you believe that she is hypocritical? After all, did she not, on the one hand, advocate for social change and, on the other hand, perpetuate status quo and Confucianist tradition? Why do you think she played both sides? Do you believe it is possible to do both effectively? Think about the role of women in your society. Can you think of examples when you have been both a proponent of social change and a perpetuator of status quo? Why do you think Ban Zhao was influenced either way? What role do you believe education plays in the decisions you make regarding the roles you wish to fulfil in society? Why do you think Ban Zhao believed it was important to give her children guidelines on how to fulfil their conventional gender roles? What conventional gender roles have been expected of you?

According to Confucian doctrine and Chinese society historically, women were actually accorded a great deal of respect and honor. Is this apparent in the article? If so, give examples.

Thousand and One Arabian Nights

Thousand and One nights or **Arabian Nights** are a series of anonymous stories in Arabic, considered as an entirety to be among the classics of world literature. The cohesive plot concentrates on the efforts of Shahrazad, to keep her husband, King Shahrayar from killing her by entertaining him with one tale per night for 1,001 nights. The best known tales are those of Ali Baba, Sinbad the Sailor, and Aladdin.

Although many of the stories are set in India, their origins are unknown and have been the focus of academic investigation. The present form of Thousand and One Nights is thought to be native to Persia or to one of the Arabic-speaking countries, but includes stories from a number of different countries and no doubt reflects diverse sources. The stories did not remain only in Muslim lands. They also became popular in Europe. Today they are enjoyed by people all over the world.

Amina Wadud-Muhsin: Qur'an and Woman

Amina Wadud-Muhsin is a Professor of Islamic Studies at Virginia Commonwealth University and author of Qur'an and Woman: Rereading the Sacred Text from a Woman's Perspective. She is considered a leading Muslim feminist , and her reputation for being a controversial figure precedes her. She has been both applauded and condemned for her position on various issues relating to race and gender in Islam. She believes that Islamic societies conflict with the Qur'anic teachings of the role of women. She argues that Islamic societies have historically been patriarchal, and advocates for an Islamic civilization that advances gender equity.

Wadud-Muhsin argues that the interpretations of the Qu'ran by men are fraught with gender role stereotypes that present women as being inferior to men. She explains that in Muslim societies, historically, women have been described as "weak, inferior, evil, intellectually incapable, and spiritually lacking." In protest of the subjugation of women in Muslim societies, Wadud-Muhsin positions herself as an Islamic feminist , and embarks on a mission to correct these misinterpretations of the words in the Holy Book.

Wadud-Muhsin has received backlash from several Muslim writers and scholars (e.g., Jibril, 2003) who argue that Wadud-Mushsin's arguments are weak, lacking evidence and examples from concrete sources, including the tachings of Prophet Muhammad (s.a.s.) that women are to be revered. Do you

agree that Wadud Muhusin's statements lack credibility? Is research necessary for her argument? Are her statements justified? Are they relevant to Central Asian society? Provide examples to support your position. Wadud-Muhsin doe Do you believe that a feminist movement within Islam is contradictory to the teachings of the Qu'ran? What role does culture play in this debate? Has Wadud-Muhsin transformed your opinion in any way? How so? Compare Wadud-Muhsin's perspective on the role of women to Ban Zhao's perspective.

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Abd Al-Latif Sultani: A Moralising Fundamentalism

This essay is one of a collection of essays from Modernist and Fundamentalist Debates in Islam, edited by Mansoor Moaddel and Kamran Talattof. The collection includes essays of prominent Islamic thinkers of the 19th and 20th century from the Middle East and South Asia. The anthology illustrates the debate between Islamic thinkers who accept western lifestyles and points of view on topics such as politics, law, and women; and fundamentalists who reject modern perspectives. Abd al-Latif Sultani's viewpoint is clearly orthodox. His attitude towards women and, in particular, towards the progressivism of women is powerfully presented in his article. Think critically as you read and decide to what degree you agree or disagree with his argument. How would his arguments be received in Central Asian society, do you think? How do you think his arguments would be received in Western society? In the Middle East? Where do you think his views would be most well-received?

Simone de Beauvoir: The Second Sex

Simone de Beauvoir was born in 1908 in a noble family, hence, the 'de' in her name. Some argue that Simone was inspired to become an intellect being trapped in the space between her father's pagan morals and her mother's strict religious principles.

Simone's strong relationship with God slowly dwindled through the years, and she became more and more interested in nature, embracing the joys and aesthetics of her earthly existence. She lived passionately and in the present. However, she began to develop a deep sense of aloneness, a possible consequence of her abandoning ties with God. She remained a committed atheist throughout her life, believing that religion was a way of avoiding the truth. Do you agree? Why do you think she gave up her faith in order to embrace the joys and beauties of earthly existence?

Simone collaborated with various prominent existentialists such as Jean-Paul Sartre, Albert Camus and Maurice Merleau-Ponty, taking advantage of the benefits of the male dominated intellectual society. She produced a rich collection of writings on ethics, feminism, fiction, autobiography, and politics. By the time she wrote The Second Sex, Simone de Beauvoir was already an accomplished writer. The Second Sex, however, was her most influential philosophical work that sparked a feminist revolution. It continues to be a central text in research on women's oppression and emancipation.

Will Roscoe

Over the past 3 decades, Will Roscoe has devoted his life to researching the answer to what it means to be gay or lesbian.

Roscoe's research into the Native Berdache culture provides an opportunity to examine the complexities of gender roles through a brand new lens. Incidentally, Berdache is not a Native American term. According to linguist Claude Courouve, the word is a derivative of the Persian bardaj. During European contact with the Muslim world, the word was slowly altered, and in the sixteenth century to Italians, it was known as bardasso, to Spanish as bardaxa or bardaje, and to French as bardache.

Roscoe's countless works include Islamic Homosexualities: Culture, History, and Literature, which includes a series of articles that examine the issue from a literary, historical, and anthropological perspective. Roscoe explains that the examination of homosexuality in Islam has been overlooked; Therefore,

in this anthology, his aim was to gather evidence of patterns of homosexuality in Islam. The collection illustrates the variations in perspectives on gender roles and sexuality in Islam.

2.3 ADDITIONAL RESOURCES RELATING TO THE I&S CHAPTER 2 TEXTS

Summaries above were taken from the web-sites indicated below, and are provided both as a citation list and as a resource for instructors to gain further understanding of the texts. As well, students may be encouraged to take advantage of these sources when completing research assignments.

Le Ly Hayslip with Jay Wurts: When Heaven and Earth Changed Places
http://voices.cla.umn.edu/vg/Bios/entries/hayslip_le_ly.html
http://en.wikipedia.org/wiki/Le_Ly_Hayslip
http://www.globalvillagefoundation.org/

Ban Zhao: Lessons for Women
http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/banzhao.html
en.wikipedia.org/wiki/Ban_Zhao

Thousand and One Arabian Nights
http://en.wikipedia.org/wiki/The_Book_of_One_Thousand_and_One_Nights
http://www.bartleby.com/65/n-/N-1001Nigh.html
The Columbia Encyclopedia, Sixth Edition. 2001-05.

Amina Wadud-Muhsin: Qur'an and Woman
Wadud-Muhsin, Amina (2002). Aishah's Legacy, New Internationalist. http://newint.org/features/2002/05/01/aishahs-legacy/
Hajj, Jibril. More Qur'an-only Feminism. Living Islam: Islamic Tradition. http://www.abc.se/~m9783/n/qof2_e.html

Abd al-Latif Sultani: A Moralising Fundamentalism
http://www.palgrave.com/products/Catalogue.aspx?is=0333754743

Simone de Beauvoir: The Second Sex
www.webster.edu/~woolflm/beauvoir.html
www.iep.utm.edu/b/beauvoir.htm

Will Roscoe: How to Become a Berdache: Toward a Unified Analysis of Gender Diversity.
http://members.aol.com/outjourney/profiles/roscoe.htm
http://www.geocities.com/WestHollywood/Stonewall/3044/

2.4 DEVELOPING CRITICAL THINKING SKILLS THROUGH GROUP ACTIVITIES

What are the benefits of group work?
There has been a plethora of research (e.g., Race, 2001; Michaelson et al., 1997) that demonstrates the benefits of group work in the classroom. If planned effectively, group work maximizes student learn-

ing and the following results are achieved:

- Increases intrinsic motivation to learn by developing greater interest in the material
Creates a supportive and safe environment in which students feel comfortable practicing new skills and sharing ideas
- Provides more opportunities for feedback from the instructor and peers who monitor, reinforce, and correct each others' understanding in an informal and fluid manner during the course of the activity because of the active communication that is inherent in group work
- Promotes critical thinking by enabling students to explain concepts, make decisions, and debate opinions
- Improves recall and use of the information learned, as students work actively with the content and practice the new skills acquired

Group activities that invite the active participation of all members of the group are the most effective. The instructor, however, is reminded to monitor students' participation in order to ensure that all learners are actively engaged. The following 5 group activities maximize student learning in the above ways. These particular activities have been chosen as they require the active participation of every student.

1. *Round* – students sit in groups of 6-10, and are provided with one or more questions or sentence starters. Each student takes it in turns to answer the question or complete the sentence. For example, "The article I most enjoyed reading was…" or "Something I learned about gender roles in Confucian tradition is…" The smaller the group the less likely there is to be repetition and boredom in waiting your turn.

2. *Syndicate* – groups of 4-8 work under their own direction undertake a particular task involving a particular text. For example, they may be required to prepare a counterargument for the author's point of view, do a comparison study of 2 articles, or prepare an action plan. For example, groups may be requested to imagine they were living in the Confucian era, and create a list of lessons of their own for newly married women. The instructor must provide clear and consistent deadlines for the groups in order to avoid impatience, boredom, and tardiness among students. A clear explanation of the objectives and end product must be provided ahead of time.

3. *Snowballing* – each student is required to begin a given task individually. The task must be simple in order to ensure that each student is able to complete it successfully. The students then work in pairs on a similar task that is now more complex, but focuses on the same content. Two groups may then come together and complete a similar but even more complex task. If possible, each group then joins with one more group for a final group task. The increasing complexity of the task minimizes redundancy and boredom due to repetition. For example, the instructor may ask students to individually list important key words from the article "Will Roscoe: How to become a Berdache: Toward a Univfied Analysis of Gender Diversity." After 2 minutes, students may be required to get together with a partner, compare lists, and narrow the list down to the 10 most important key words. The students may then be required to get together in a group of 4, compare their lists, narrow it down to 5 key words and create a list of 3 key points in the article using these key words. Finally, students get together in a group of 8, compare their lists and prioritise the saliency of the 6 key points (3/group), i.e., which of these 6 points appears to be the author's most important argument. As a class, groups share their results.

4. *Brainstorming* – either in small or large groups, students generate ideas to solve a problem or create a map of information. After the question is posed, students quickly call out ideas as they pop into their heads. The more ideas the better. Quick responses are requested, and comments and feedback is reserved. Piggy-backing on other ideas is encouraged, even if the direction is tangential.

Logic is not necessarily required when brainstorming. Students will think logically when it is time to narrow down the focus of the discussion. For example, "What do we know about gender roles from the articles we have read?" On a flip chart, a recorder records the information either in a web or a list. Ideas may be masculine, feminine, housewife, breadwinner, etc. Once the brainstorming session is complete, students may decide in groups of 5-8 on those key points that emerge from all of the texts in the chapter.

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Jigsaw Groups

Brainstorming may occur in what is called "Jigsaw groups". Lazarowitz(1991) and Slavin (1995) have completed research on group activities and found that jigsaw techniques appeared to be extremely effective in promoting critical thinking skills. Research findings have shown that students who participate in jigsaw-type activities that involve critical thinking of content rather than simple cognitive tasks of summarizing are more likely to recall and use the information learned (Gagne, 1970; Lazarowitz & Karsenty, 1990). Following are a list of steps for jigsaw brainstorming activities:

1. Students are divided into groups of 4 to 6 individuals.
2. Each group is assigned the same question or problem to solve, but different texts. For example, "Compare the roles of men and women in society using evidence from the article."
3. Students brainstorm and derive a solution or answer based on the text assigned. Each member becomes an "expert" then, of that particular text.
4. Each expert joins one individual from each of the other groups to create a jigsaw group comprising of an expert from each brainstorming group.
5. Each expert now takes it in turns to explain their response or solution to other members in this jigsaw group.
6. The instructor poses a question requiring students to synthesize the information posed to each group. For example, based on the evidence in the texts, do you believe that gender roles of men and women are unequal?
7. Each expert returns to his or her original "expert group."
8. Each expert shares their jigsaw group's opinion and group members are take the opportunity to add to their own findings newly acquired evidence shared by other experts.
9. A whole class sharing may be the final step.

5. ***Think-Pair-Share*** – the instructor asks the students a question, and the students must first think of a response in their mind, then get together with a partner, and share their responses with each other. This activity allows students to practice their communication skills, including verbalizing with comfort their own opinion, and listening respectfully to the opinion of others without interruption. This activity may be implemented as a warm-up or a transition into a more complicated group activity .

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tive Learning, 11, 19-21.
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2.6 SAMPLE ACTIVITIES

SAMPLE ACTIVITY 1

Objective:
- to demonstrate an understanding of the impact of society on gender issues
- to compare the role of men and women, based on their own beliefs and the beliefs of the authors
- through role play, think critically about gender roles within their own society

Materials: chart paper, masking tape

1. Brainstorming activity
1. split the class into 2 groups (one group of males; one group of females)
2. provide each group with a large piece of chart paper
3. request male group to list on the chart paper what the authors believe to be the traditional roles of females
4. request female group to list on the chart paper what the authors believe to be the traditional roles of males
5. each group shares their ideas with the class, while the instructor engages them in critical discussions regarding their rationale e.g., "where did you find evidence to support your ideas

2. Venn Diagram activity
- instructor draws a Venn diagram on large chart paper
- one circle is labeled male gender roles
- another circle is labeled female gender roles
- instructor refers to charts in brainstorming activity, and asks students to consider roles that may overlap
- instructor places roles that overlap in the middle section of the diagram

Extension or alternate:
- instructor asks groups to illustrate on chart paper a comparison of their own beliefs to those described in the texts

3. Closure
- which authors - challenge compliance of traditional gender roles? Explain.

SAMPLE ACTIVITY 2

Materials:
- Luna Papa
- Pen
- 4-column chart
- Clipboard

1. Prepare to view the film Luna Papa
2. Distribute a 4-column chart. Column 1 contains the heading "CHARACTERS". Column 2 contains the heading "COMPLY". Column 3 contains the heading "CHALLENGE". Column 4 contains the heading EVIDENCE.
4. Prior to viewing the film, the instructor provides a list of the characters for students to list in column 1.
5. While students view the film, they pay attention to the actions and attitudes of the characters and, in particular, whether they comply with or challenge gender norms defined by the community.
6. Students indicate whether the characters comply with gender norms or challenge gender norms, and pay attention to evidence from the film that support their claim. Students place a checkmark in the COMPLY column if the character complies, or place a checkmark in the CHALLENGE column if the character challenges the gender norms.
7. After viewing the film, students compare and discuss their opinions and evidence.

An optional extension activity may be for students to add their own names to Column 1, and indicate whether they comply or challenge gender role expectations within their community, and provide evidence of their own behaviours and attitudes that support their opinion. This task may be assigned as a journal reflection.

ADDITIONAL ROLE PLAY ACTIVITY

1. Provide the students with the following scenario on a piece of paper:
   " It is the week of your cousin's wedding. She was married a few days ago and family from around the world has come to celebrate the marriage. Before everyone flies back home, the parents of the bride decide to have a final family reunion at her house. You are a guest at the party."
2. Hand out small strips of paper to each student that say either "COMPLY" or "CHALLENGE." Request students to keep these strips private.
3. Explain to students the purpose of the exercise, which is as follows:
   a. Raise awareness of our own gender roles
   b. Examine the relationships among men and women as they pertain to gender roles in society
   c. Illustrate the influence of individuals who comply with gender roles on those who challenge gender roles, and vice versa
   d. Highlight problems that confront men and women who do or do not comply with what society considers to be gender-specific behavior; e.g., are they victims of gossip? Alienation?
4. Assign roles to each student e.g., bride, groom, uncle, aunt, father of bride, mother of bride, father of groom, mother of groom, sister of bride, brother of bride, etc.
5. Give students 15 minutes to independently prepare to take the role of a guest. They can use the texts and lecture notes to aid in preparation. Ask students to use the time to remind themselves

what compliance to the traditional male or female role may look, sound, or feel like; And what challenging the traditional male or female role may look, sound, or feel like.

6. Instructor facilitates a brainstorming session in which the students generate a list of possible topics of conversation at the reunion e.g., domestic activities (housework, recipes), finances, politics, future aspirations, etc.

7. Once students have completed their planning, create a space for the reunion to begin by rearranging the room.

8. Begin the reunion by having the parents of the bride invite the guests inside their home and begin mingling with guests.

9. After the reunion, divide the class into working groups of 8 for a "Round" debriefing session. Students are to complete the following sentence: "What was most interesting to me during the role play was…"

10. Assign the journal topic for the week, which is to describe their personal experience in the role play and consider their findings regarding 3a, 3b, 3c, and 3d. As well, consider:

    Do you believe well-defined gender roles are necessary?

    Do you believe they should be defined by society? Religion? You?

COMPANION TO CHAPTER 3:
SCIENCE, TECHNOLOGY, AND ETHICS

3. I SCIENCE, TECHNOLOGY AND ETHICS: AN INTRODUCTION TO CHAPTER THREE OF INDIVIDUAL AND SOCIETY

This chapter includes one case study and six texts, which present various ethical perspectives on a range of scientific phenomena, including the atomic bomb, creation of the universe, technological advancement, and surgical medicine. As in previous chapters, the historical, cultural, political, and religious contexts form the basis of the points of view presented. Students are encouraged to formulate their own position based on the evidence presented in the texts , and conduct further inquiry regarding the facts in each case in order to solidify their argument. The discussion questions presented within each summary are designed to prompt students to formulate their own opinions after they have considered both the pros and the cons of scientific discovery within the various contexts presented. In other words, students are encouraged to not only analyze the author's viewpoint, but to also make a case for opposing viewpoints. Unlike the previous chapter on gender, which prompted self-reflection, the present chapter prompts more questioning and data collection.

The authors raise a number of morality issues regarding scientific investigation. In some articles, these morality issues may be complex, in that a number of dilemmas may emerge. Consider, for example, the article Two Reports on Backyard Steel Production. Here, the premier of China opposes the Communist party's demands on children to prioritise steel production over education. Is it immoral for society to support child labour, as long as it is perceived to be for the eventual greater good? Does Sirin believe that her rights are denied? If not, is this a morality issue? It may be of interest to discuss the definition of morality. Who decides what is moral and what is immoral? It may also be of importance to distinguish between ethics and morals if there is such a distinction. Students must be advised to use these words in the appropriate contexts.

In several chapters, the reader may find that the norms or laws of a society may be at odds with the individual's personal view or belief. These opposing viewpoints may be more transparent in some cases than in others. Consider, for example, the article Problem First: The Creation of the Universe. Ibn Rushd believed that faith and reason were compatible. Scholars of the popular Asharite movement, however, believed that God's creation could never be explained using scientific or philosophical reasoning. Consequently, he was banished from his homeland. In Brave New World, the Savage was resistant to adapting to a world in which technology controlled aspects of human function, e.g., physical health, emotional well being. He would rather be unhappy than agree to be controlled by external technological forces. Students may be led to think about what motivates Ibn Rushd, Savage, and other individuals

to protest against societal values and expectations. What challenges or risks do these individuals face? Were these individuals able to influence their peers? What ethical issues arise as a result of taking a stand with regard to scientific progress? Of not taking a stand? When is the application of science and technology beneficial to society? Beneficial to the individual? When does it become harmful? Are there instances where science benefits the individual at the expense of a society, or vice versa? Students may be invited to respond to these questions within the contemporary and historical contexts of their own lives and communities. Making these personal connections will evoke meaning for students and deepen their understanding of the material.

Given that scientific investigation is the topic, the instructor is encouraged to provide a range of opportunities to students that involve data collection, scientific inquiry, and experimentation. Perspectives on science and technology are best formulated in the field, not in isolation in a classroom. As students conduct their own investigations, they will be faced with moral dilemmas of their own that they may be encouraged to resolve. Students will have already gained some practice applying critical thinking skills to the texts in chapters 1 and 2. This chapter will enable students to apply these skills through experiential learning. The benefits of experiential learning and examples of strategies are provided in the section that follows the summary and references.

3.2 TEXTS IN CONTEXT: BACKGROUND AND SUPPLEMENTARY MATERIAL FOR INSTRUCTORS

Ibn Rushd (averroes): Problem First: The Creation of the Universe

Ibn Rushd contends that Law, defined as the body of doctrines that express the existence of the Divine, in this case, the Qur'an, demands inquisitiveness of God's creation. In other words, he posits that there is no conflict between religion and reason. His peers, especially Al-Ghazzali, condemned his position as he lived during a time when scholarly interest in philosophy, Greek philosophy in particular, was declining among Muslim scholars and any relationship between faith and reason was unfathomable.

Ibn Rushd's perspective on the creation of the universe was aligned with those of the Greek philosophers. The Greek philosophers assert the importance of reason and the quest for knowledge. Greek philosophy gave rise to the Renaissance and Enlightenment movements that followed. It may be argued that modern science is possible because of the intellectual freedom promoted by Greek philosophers, Aristotle in particular.

Ibn Rushd courageously pursued his research of Aristotlian philosophy and, despite resistance from Ghazzali and other religious scholars, he defended and embraced Greek philosophy. Gradually, interest in Ibn Rushd's perspective gained momentum among Judao-Christian scholars. Why do you believe that the West was more open to Ibn Rushd's theories than the Islamic world? Consider the Islamic world today. Are there any aspects that lead you to believe that Ibn Rushd's ideas may be condemned by the Islamic world? Consider religious fundamentalists and their response to Ibn Rushd's ideas. If Ibn Rushd derives his understanding of God's creation from the Qur'an, why do you think Al Ghazzali and others condemn his theories?

Sayyid Jamal al-Din al-Afghani: Answer to Renan

During the 19th century, the decline of Muslim contributions in science and philosophy became the subject of heated debates among prominent Muslim and European scholars, including Al-Afghani. Thrown into the mix was a lecture by M. Renan whose remarks about Islam being a faith that suppresses the need for scientific and philosophical inquiry prompted Al-Afghani to write a response. Sayyid Jamal Al-Din Afghani's loathing of European imperialism while in colonial India led him to spend much of his life plan-

ning revolts against European domination. However, he was unable to gain the commitment and support for his cause from influential leaders.

As you read Al-Afghani's letter in response to Renan's accusations, pay close attention to the tone in which it is written. Do you believe he is diplomatic, apologetic, sarcastic? To what degree do you agree or disagree with Al-Afghani's statements? If you were to write a response, in turn, to Al-Afghani, what might you say? How would you compare the contributions made by intellectuals of other faiths to the contributions of Muslim intellects historically? Do you think Renan has a point? Are you offended at all by any of the remarks made by either Renan or Al-Afghani? Do you notice any paradoxes? What do you think Renan may say about Islamic intellectual pursuits today? What impact do you see Muslims having on the world today?

Sirin Phathanotai and Zhou Enali: Two Reports on Backyard Steel Production

This text illustrates how technological and industrial advancement can produce numerous ethical concerns. As demonstrated by results of The Great Leap Forward, scientific or technological progress without consideration of ethical implications potentially yields disastrous results. As you read the text, make note of the ethical concerns that needed to be addressed in order to avoid large-scale catastrophe.

Some may argue that Mao Tse-tung's intentions were not immoral. His plan to transform mainland China from an agrarian to an industrial economy so that the country could begin to prosper and compete internatonally may be considered noble; and he planned to redistribute land owned by wealthy peasants to the poorer peasants. Unlike his political opponents, however, Mao Tse-tung advocated for a more rapid transformation and did not consider the ramifications of forging ahead so quickly. What is your opinion of Mao Tse-tung's vision, rationale, and plan of action?

The implementation of unrealistic policies led to famine and economic disaster. Mao Tse-tung's government subjugated peasants, and subjected them to hard labor conditions and cheap wages producing steel in backyard communes. Furthermore, although weather conditions promised to bring abundant harvests, fields were left untended in order to meet unrealistic quotas for steel production. However, local authorities were demanded to exaggerate the data regarding the number of harvests, and this data was used to determine amounts obtainable for distribution and export. Unfortunately, as a result, little was left for the agrarian communities themselves, and widespread famine was inevitable. Even then, Mao Tse-tung maintained his pride, refusing to admit that the Great Leap Forward was in fact a great leap backward.

The Great Leap Forward is one example of numerous large-scale economic disasters, resulting from industrial production, or scientific and technological experimentation, inquiry, or advancement e.g., Chernobyl nuclear reactor disaster, Bhopal union carbide disaster. Consider other examples. How do the ethical implications compare? Do you believe that technological advancement inevitably has ethical implications? Can you think of examples in which the ethical implications are of minimal concern? Can you think of examples in which governments, private corporations, or individuals must choose between two unfavorable options? In such cases, stagnation may produce as much ethical concern as advancement or experimentation. What moral dilemmas may people, or governments face in the quest for technological advancement? Consider Central Asian society. What advancements do you see or would you like to see? What moral dilemmas might you face?

Dong Zhongshu: Heaven, Earth, and Man

The Yin Yang symbol represents the Taoist, or Daoist (pronounced 'Dowist') belief system. Dao refers to an experience and means "path" or "the way". Taoism was introduced by Lao Tse (604-531 BCE), and it evolved into one of the three main religions of China in 440 CE, the others being Confucianism and Buddhism. Followers believe that enlightenment may be achieved by maintaining internal harmony with the Tao. This requires external observation of the universe and internal meditation. Currently, Taoism

has a following of about 20 million people, primarily living in Taiwan.

The foundation of Taoism is that the universe consists of a delicate balance between two opposite entities -Yin and Yang. One represents the masculine traits - strong and aggressive, whereas the other represents the feminine traits – soft and passive. Followers may disagree about which one is which, but all believe that the two must coexist harmoniously, and any imbalance will create chaos and disaster in the universe. It is of interest to note, however, that although harmony depends on the balance between opposites, Taoists believe that nothing is purely opposite. The Yin Yang symbol is a reminder of this, for in the Yin half is a tiny Yang spot and within the Yang half is a tiny Yin spot. Consider examples of your own or within the text that illustrate the interaction between Yin and Yang. Would you agree that nothing is purely Yin or Yang?

Does the Taoist belief system marvel you? Does any of this coincide with your own belief system? For Taoists, the morality of the universe is based on the harmony between Yin and Yang. How is this similar or different from Ibn Rushd's perspective on the morality of the universe? How is this similar or different from your own perspective on morality ? Taoists believe that all universal phenomena can be explained using the Yin Yang principle. Can you think of anything that cannot be explained using this principle?

Aldous Huxley: Brave New World

Huxley wrote Brave New World in 1932 while living in Europe. He was inspired by the novel *Men Like Gods* by H.G. Wells[1], which was published in 1923. *Men Like Gods* describes a parallel utopian society in which technology and science is so advanced that it can eliminate all negative phenomena, including eradicating sickness and taming predators. Huxley's intention was to write a parody of *Men Like Gods*, presenting a utilitarian[2] world set in London in the 26th century.

Brave New World illustrates the potential costs or benefits, depending on the reader's perspective, of genetic engineering and advanced pharmacology. Compare the costs and benefits in *Brave New World*. Would you describe this futuristic society as being utopian or dystopian? What do you believe was Huxley's intention? How would you describe a utopian society? Can universal happiness be attained? If so, how? If not, why not? Do you believe there is a correlation between scientific advancement and happiness? Consider examples where this may or may not be true. Compare Huxley's futuristic society to contemporary Central Asian society. As well, consider the future of Central Asia. Make some predictions about Central Asian society in the 26th society. How might Huxley paint your society in the 26th century?

The relationship, or lack thereof, between the individual and society is prevalent throughout the text. Within this context, what themes are presented? Consider the issue of control, for example. What aspects does the Controller control? What virtues are promised for each individual? What virtues are sacrificed? Consider the role of the individual and the role of society, according to Huxley. Consider who or what controls human actions in *Brave New World*. According to the other authors in this chapter, who or what controls human actions? Compare your responses.

As you read the text, describe the emotions that surface. Which parts of the text cause you to feel this way? Why? What feelings do you think the author intends to evoke? In this chapter, which author do you believe would be most disturbed by this text? Most amenable?

Consider Huxley's point of view regarding creationism. Is God omnipotent in *Brave New World*? Each of the authors in this chapter has a different perspective on what constitutes a "perfect world." Compare Huxley's definition with Dong Zhongshu's and Ibn Rushd's definition. What is your definition?

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1   http://gutenberg.net.au/ebooks02/0200221.txt for complete e-novel

2   (from the Latin utilis, useful) is a theory of ethics that prescribes the quantitative maximization of good consequences for a population) http://en.wikipedia.org/wiki/Utilitarianism

Claudius Galen: On Anatomical Procedure

Claudius Galen was the founder of the experimental method in the field of medicine. As the text describes, he encouraged medical practitioners and students to learn about anatomy and to practice their skills on animals, since experimentation on humans was prohibited in Roman times. Some of his findings and simple procedures still apply today. For example, he discovered that blood is carried through arteries, he accurately identified 7 cranial nerves, he learned that rabies may be transmitted by dog bites, and he discovered how to take a pulse.

What variables do you think have contributed to the evolution of modern medicine? Within the realm of science and medicine, compare how experimentation is viewed by Roman society and contemporary society. Are there any views that are consistent between the two societies? What is your personal view on medical experimentation?

Consider the issues that are the subject of debate in the medical field today, e.g., stem cell research and cloning. Who are the stakeholders? Who do you believe may influence ethical boundaries? - Researchers? Politicians? Religious leaders? Medical practitioners? Etc. How are the ethical issues similar to or different from Roman times?

Think about the rights of the individual. Are there any instances during medical treatment in which the rights of the individual may be in conflict with what is prescribed as ethical medical practice? How do you resolve this? What would Huxley's solution be to ensure universal agreement? What would be Dong Zhongshu's solution?

3.3 ADDITIONAL RESOURCES RELATING TO THE I&S CHAPTER 2 TEXTS

Summaries above were taken from the sources indicated below, and are provided both as a citation list and as a resource for instructors to gain further understanding of the texts. As well, students may be encouraged to take advantage of these sources when completing research assignments.

Ibn Rushd (averroes): Problem First: the Creation of the Universe
http://en.wikipedia.org/wiki/Averroes
http://www.iep.utm.edu/i/ibnrushd.htm

http://www.trincoll.edu/depts/phil/philo/phils/muslim/rushd.html

Sayyid Jamal al-Din al-Afghani: Answer to Renan
http://www.answers.com/topic/jamal-al-din-al-afghani
http://sitemaker.umich.edu/emes/sourcebook/da.data/82631/FileSource/1884_al-afghani.pdf
http://www.answers.com/topic/ernest-renan

Sirin Phathanotai and Zhou Enali: Two Reports on Backyard Steel Production
http://en.wikipedia.org/wiki/Great_Leap_Forward

Dong Zhongshu: Heaven, Earth, and Man
http://www.religioustolerance.org/taoism.htm
http://www.wsu.edu/~dee/CHPHIL/YINYANG.HTM

Aldous Huxley: Brave New World
http://www.huxley.net/

http://en.wikipedia.org/wiki/Brave_New_World

http://www.gradesaver.com/classicnotes/titles/BraveNewWorld/fullsumm.html

***Claudius Galen: On Anatomical Procedure***

http://www.bbc.co.uk/history/historic_figures/galen_claudius.shtml

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3.4 ACTIVATING INQUIRY THROUGH EXPERIENTIAL LEARNING

What are the benefits of experiential learning?

Experiential learning is essentially learning through experience. It requires the instructor to create an environment that emphasizes discovery learning. The focus is, therefore, on the student rather than the instructor. There is a large body of research that demonstrates that learning environments that require students to discover knowledge produce significantly better results than do environments in which the instructor becomes the presenter of information (e.g., Breslow, 1999; Chickering & Reiser, 1993). However, it is important to note that settings in which the instructor provides minimal or no guidance prior to or during this discovery process yield minimal gains in learning among students (Kirschner, Sweller, & Clark, 2005). The instructor's responsibility is to provide direct instruction and guided practice with the skills needed to succeed in this type of leaning environment so that students may eventually be able to apply it independently when appropriate during class as well as beyond the classroom environment.
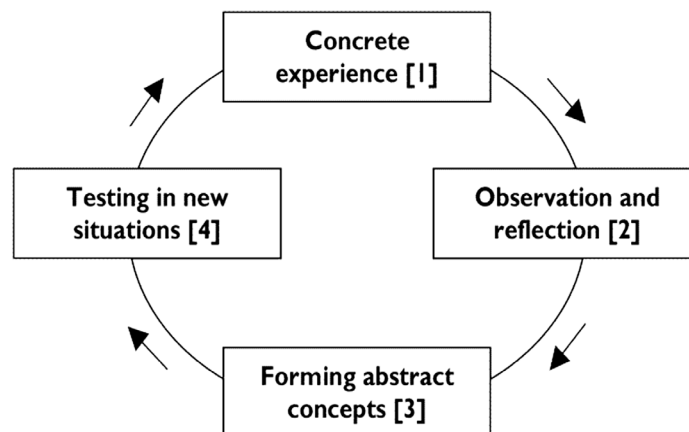
John Dewey's (1938) pioneering research and David A. Kolb's (1984) model of experiential learning have been the focal point of much of the emerging literature around this type of teaching practice. In particular, the growing body of research on experiential learning has focused primarily on its prevalence in higher education. Kolb and Fry's spiral model[3] of experiential learning, for example, was based on four elements shown below (diagram above should follow below).

Although the learner may begin anywhere, Kolb suggests that it makes sense to begin with the *concrete experience. Concrete experience* is defined as the participation or initiation of a particular activity, e.g., an experiment. The next step as illustrated in the diagram would be *observation and reflection* of the consequences or results of the experience. The third step, labeled *forming abstract concepts*, means acquiring a basic understanding of the principles that caused these effects. This step may require further investigation or analysis of similar experiences in order to formulate these general principles. The next step requires the application, or *testing*, of this principle in a new situation. This, in turn, leads to the initiation or participation in a new experience that is based on the knowledge and skills gained in the previous cycle.

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3   Figure taken from http://www.infed.org/biblio/b-explrn.htm

Kolb's (1984) research is one example that illustrates the integration of hands-on experience in the learning process. It is not intended to illustrate the "right" framework of teaching, only a framework that may serve as a starting point for instructors who are unfamiliar with the concept of learning through experience. In fact, some theorists and educationists, including Race (2005) and Rogers (1996) believe that Kolb's model is too prescriptive. For example, additional components of experiential learning, including goal setting and decision-making, are not highlighted in the model. Instructors of Individual and Society are, therefore, advised to extract components of the model that may enrich the students' learning experience and incorporate additional components where necessary, rather than endeavour to integrate the entire model at any one time.

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Below are three examples of strategies that provide experiential learning opportunities. Research affiliated with reputable universities, including MIT, Stanford, and University of Texas shows that there is an increasing demand by students to be actively engaged in the learning process. Traditional classroom based learning has less impact on student success than experiential learning. The instructor is reminded that the texts in this chapter prompt a variety of experiential learning opportunities, and the list below is not exhaustive.

1. **Field Study** – this strategy provides students with the opportunity to familiarize themselves with their community and connect the knowledge gained from the text to the environment. The texts in this particular chapter lend themselves well to field studies, in which students may be encouraged to explore the landscape, the plants, and the animals, for example, firsthand in order to develop their own theories about the creation of the universe. Through direct observation, students may be led to formulate their own theories regarding creationism, e.g., trunk of a tree, petals on a flower, insects in the earth, even horns on a sheep. After all, Ibn Rushd argues that "when [man] sees [no purpose], he becomes certain that its existence in the place was by chance only, without its being fashioned by any maker."(p. 156)

2. **Research study** – An on-line article in Harvard's newsletter The Crimson (May 19th, 2004) suggests that the exploration of knowledge in higher education should be prompted by some of the important questions and problems that students will face in society. Charging students with the responsibility to find these answers and solutions through guided research study will prepare students to independently find solutions when faced with these issues in their daily living. Conducting research requires students to develop a question, review previous research, devise a method for finding an answer or solution based on previous literature, implement the method and collect data, analyze the data, and draw conclusions. Students may be invited to work as research assistants with faculty who may be conducting research, and learn the skills in one of the areas listed above. Alternatively, students may be guided to develop their own question and, on a small-scale, derive their own answer based on previous research and a small research study that they develop. For example, students may be interested in investigating the impact of technology on education. To find the answer, they may compare two classrooms – one in which computer technology is being used and one in which it is not being used. Students may collect anecdotal data based on observations and/or interview students or faculty at these schools. Based on the data, students may draw their own conclusions about the influence of technology in the classroom. There is a wide range of issues that may be the topic of investigation. As this may be the first time they are conducting research, it is not necessary for students to follow the rules of research methodology with precision. Instead, the focus should be on formulating questions and choosing creative and ethical methods for investigating the answers. As they continue their education, they will become more familiar with the various research methodologies and ethical research practices.

3. **Service Learning** – Service learning engages students in activities that promote civic responsibility, emotional intelligence, and a spirit of volunteerism. The National Centre for Postsecondary Improve-

ment and The Centre for Teaching and Learning, based out of Queens University, for example, list service learning as a strategy that enhances student learning. and, therefore, is an example of best teaching practice. When implemented meaningfully, service learning promotes competence in many areas, including academic, social, emotional, and professional, thereby preparing the whole individual for success within and beyond the realm of the institution. Furthermore, it facilitates partnerships between the institutions and the organizations they serve.

In the context of this chapter on Science, Technology, and Ethics, service learning is a strategy that may lead students to contemplate and compare the role of the individual versus the role of technology in improving the human condition. Service learning may also be a strategy to highlight the issues and perspectives presented by the authors themselves and even the characters. Students may be invited to render a week of service to humanity, e.g., in a hospital feeding sick patients, or fundraising for a school. Through this experience, the student may gain a deeper understanding of the perspective of the Savage; and their service experience may influence their point of view regarding Huxley's futuristic world. As well, service projects will prompt students to compare through self-reflection the role and influence of the individual versus the role of technology on society. The relations among the individual, society, ethics, and science, may also be discussed.

3.5 REFERENCES AND ADDITIONAL RESOURCES

- Breslow, L. (1999) New Research Points to the Importance of Using Active Learning in the Classroom. http://web.mit.edu/tll/tll-library/teach-talk/new-research.html
- Chickering, A. W., & Reiser L. (1993). Education and Identity (2nd ed.), San Francisco, Jossey-Bass.
- Dewey, J. (1938/1997). Experience and Education. New York: Simon and Schuster.
- Kirschner, P. A., Sweller, J., & Clark, R. E. (2005). (in press for June, 2006) Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching, Educational Psychologist, 41. taken from
    http://projects.ict.usc.edu/dlxxi/materials/clark/Constructivism_EP_05_Kirschner_Sweller_Clark_ Ss.pdf
- http://www.learningandteaching.info/learning/experience.htm
- http://www.stanford.edu/group/ncpi/unspecified/student_assess_toolkit/literatureReview. html#serviceLearning
- http://www.thecrimson.com/article.aspx?ref=502622
- http://www.utexas.edu/academic/diia/assessment/iar/resources/best_practices/index.php
- http://www.queensu.ca/ctl/goodpractice/service/benefits.html

3.6 CONSIDERATIONS FOR PLANNING AN ACTIVITY

Unlike previous chapters, the present chapter does not provide a detailed lesson plan for the instructor. Instead, below is a list of recommendations for the instructor when planning and executing the lesson. A review of the sample activities in previous chapters will also help guide the instructor during the planning process.

When planning a lesson, the instructor is encouraged to review the discussion questions presented within the background information for each article, and review the possible experiential learning strategies. Examples of activities to prompt the instructor are provided within the body of section 3.4.

When planning the sample activity for the students, consider the following:

1. Plan an introduction, a body, and a conclusion to the activity
2. Connect the activity to the theme (Science, Technology, and Ethics, for example)
3. List step-by-step instructions
4. Explain the rationale of the assignment
5. Follow up with activities, discussions, or assignments to reinforce leanings
6. Set and distribute criteria for evaluation
7. Complete formative evaluation (during the experiential learning activity) to facilitate success and summative evaluation (the final product) to reinforce student's success
8. Inform students of expectations regarding length of time, materials, etc.; students may be invited to participate in this decision-making process

Remember that a successful plan considers the students' capabilities. Plan an activity that challenges them, but guarantees success if completed with time, effort, and creativity.

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COMPANION TO CHAPTER 4: IDENTITY AND INDIVIDUALITY

4.1 IDENTITY AND INDIVIDUALITY: AN INTRODUCTION TO CHAPTER FOUR OF INDIVIDUAL AND SOCIETY

This particular chapter may have the most impact on students, as it deals with the individual and his/her relation to society and highlights issues that the students perhaps grapple with in their personal lives. Students will be especially engaged in the readings, as the theme invites internal reckoning, in which students will evaluate their own character; examine their personal relationship with God, nature, and their society; and determine what their responsibilities are to humanity.

The relationship between the individual and the physical environment, and between the individual and the spiritual world are explored in the texts. As the focus of the course is based on these themes, students may be encouraged to draw on readings in previous chapters to find more answers to this question. Each author may have a different response regarding their relationship to the physical and spiritual world, and students are encouraged to develop their own understanding of their connection. For example, students may analyze the various aspects of their identity, including the role of intellect, the value they place on religion, and their moral standards. They may then reflect on the factors in their environment that influence the expression or suppression of their own personal identity. What factors influence them to openly express their identity? Under what conditions may they be driven to compromise their morals? These powerfully written texts may evoke feelings of uncertainty, apprehension, and confusion among students as they evaluate their own personal choices within the framework of each individual text. Some startling discoveries about human nature will be made, and students may be shocked or relieved about the choices they may potentially make in the face of adversity or societal or political pressure. Students may consider the state of the world and, in particular, Central Asian society in order to answer questions that pertain to their individuality identity.

The relationship between the individual and the spiritual world is another key theme in this chapter. Iqbal, for example, believed that the individual should be representative of God, for this is what is written in the Qur'an. Lao Zi, on the other hand, believed that the individual should be harmonious with nature, for this is the way of the Tao. Students may be encouraged to articulate their own relationship with spirituality.

A significant theme that weaves through this chapter is the individual's role or responsibility to humanity. Put another way, each of the texts teaches the reader a lesson about the purpose of life. Each purpose is different, and some students may realize their own purpose as they read each of the articles. Other students may already have an idea about their purpose and these texts may solidify their beliefs.

The introductions in previous chapters provide examples of authors' points of view on the particular themes presented. The introduction provided for this particular chapter may seem elusive in comparison as few clues are given regarding the authors' perspectives, and fewer discussion questions are inserted as examples. This has been done intentionally. The objective of this manual is to enable the instructor to independently build critical thinking skills among the students. In the first chapter, the depth and breadth of the introduction provided the instructor with various possible starting points for discussion. As the instructor progresses through the course, however, he/she is will become more experienced in leading discussions, facilitating discovery learning, and planning activities relevant to the readings. Consequently, the instructor will be able to integrate these strategies and facilitate discussion with increasing comfort and minimal guidance. By the end of the course, the goal is for the instructor to eventually teach with minimal reference to the manual. The instructor will have learned by this time many new teaching methods that engage the students in the classroom, and will have gained a repertoire of teaching strategies.

The current chapter provides a final set of examples regarding how to build critical thinking skills among students. Gardner's (1983) theory of multiple intelligences forms the backdrop of many dynamic and exciting classrooms worldwide. Although extremely popular, the methods surrounding this theory do not preclude the methods described in previous chapters. There is, in fact, considerable overlap, and the instructor is advised to choose those methods that best meet the needs of the students and are most appropriate to the content of the chapter. The best strategy fulfils the following criteria: first, it facilitates learning; second, it increases the enjoyment of learning; third, it increases the enjoyment and confidence of teachers.

4.2 TEXTS IN CONTEXT: BACKGROUND AND SUPPLEMENTARY MATERIAL FOR INSTRUCTORS

Lu Hsun: A Madman's Diary

As in previous texts, there is no right or wrong interpretation of this text. At its most basic level, the story may be read as a "criticism of cannibalism", as described on p. 207 of the textbook. At its most basic level, it may be read as a diary of a man who suffered for 30 years from a mental illness, called the persecution complex. Yet, it may also be read as an attack against feudalism and imperialism. It is up to the reader to decide what perspective to take.

Lu Hsun's short story is a powerful piece that may prompt some strong sentiments and passionate discussion among students. As you read, what feelings does the story evoke? Consider the historical era in which this story was written. Remember that Lu Hsun condemned feudalism and imperialism. Why do you think so? You will need to do further research to answer this question. Do you believe that the obsession with cannibalism is symbolic of larger societal issues? What might these issues be? Students are encouraged to research this era in Chinese history before drawing their own conclusions about the madman. Do you believe the "madman" is indeed a madman? Perhaps it is society that is mad? If you had no background knowledge of the circumstances of that era, do you believe your opinion of the madman may change? How would you describe his identity? Does he even have an identity? Maybe he has more of an identity than does the rest of society. If not, what or who is responsible for his nakedness? Describe the struggles that are presented in the text. Man against himself? Man against society? Provide examples.

The discussion questions above may be revisited as students explore the commonalities between Chinese feudal society and Central Asian society during Soviet domination. Are there any parallels? If cannibalism is a symbol of a larger societal or political issue, what might that represent during Soviet times? Compare yourself to the madman during these times. Could you see yourself in him? What struggles might you have faced during these times? Would you have complied with societal norms, or would you

have fought against the injustices? Is the madman a martyr? Or, has he given up? What factors may have driven the "madman" to this mental state?

Is it possible to draw a comparison between the "madman" and other individuals who have faced adversity and shared their story? For example, Nelson Mandela in "The Long Walk to Freedom" and Ann Frank in "The Diary of Ann Frank." Can you draw any parallels regarding their state of mind, their character, or their struggles? Would you say that in their own way, they were all freedom fighters? If not, why not? Would you agree that society tried to strip each of them of their identity? In Soviet times, were you robbed of your individual identity? If so, how so, and how were you able to regain your identity?

There is a plethora of research that demonstrates that in the face of adversity, it is possible to be resilient as long as you are surrounded by protective factors that guard against risk. What are the protective factors that can guard against the loss of identity? Faith, perhaps? Family? What else? In the second paragraph of the story, the older brother explains that his younger brother had recovered. What protective factors do you believe were present in his life that enabled him to beat the odds and recover? What protective factors are present in your life that have enabled you to meet with strength and courage the challenges that you have faced?

Muhammad Iqbal: The Human Ego – His Freedom and Immortality

As you read the article, consider Iqbal's point of view regarding the Ego, Freedom, and Immortality. What is the individual's responsibility on Earth? To society? What other themes are integrated in this text? What is the author's perspective on each of these themes? Do you agree? Do you agree with his interpretation of the Qur'an? What is his opinion about materialism? Do you agree? What is the role of the intellect? How similar or different is his perspective on the role of the individual in society to Lao Zhi's perspective?

This particular text lends itself well to discussion around a number of different topics within the context of the theme "Individual and Society." It may be of interest to have students bring the Qur'an to class and discuss suras and ayats that highlight these themes.

Lao Zi: Dao De Jing (Tao-Te Ching)[1]

The Dao De Jing (The Way and its Power) contains teachings about the importance of living a good life. What virtues are highlighted throughout the text? Are there points of view that are not aligned with your personal beliefs regarding what maks a good person? If so, which ones? How does Dao De Jing feel about competition and the exertion of power? Do you believe that in the society in which you live these teachings would be difficult to follow? Why? Why not? Do you believe that Lao Zi is speaking to any particular audience or body in particular? Do you believe that the cultural, historical, religious, and political contexts play a role in defining what makes a "good" individual? In other words is the definition of "goodness" relativistic? Or, Is there any universality in Lao Zi's teachings? In other words, do you think any of his teachings hold true for humanity in all contexts? Should they hold true?

What do you think Lao Zi's stand is with regard to individuality? Should there be any such thing? Or, should everyone and everything be harmonious, moderate, the same? What is the relationship between man and nature? Between man, nature and God? Between the spiritual and the material world? What advice do you think Lao Zi would give to the madman in Lu Hsun's "A Madman's Diary" to help him in attaining spiritual salvation? How would his advice differ from or be similar to your own advice?

According to Lao Zi, Dao De Jing is an experience. It has no label or definition. What does he mean

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1   The following website provides a well-written introduction to the Dao De Jing. The instructor may use it to extract discussion questions, but it is recommended that students arrive at their own interpretations of the text. http://www.ucpress.edu/books/pages/9387/9387.intro. html

by "experience"? Are there examples in the text that illustrate this experience? Are there examples in your surroundings or in your personal life that illustrate this experience? Describe them. Realistically, in the society in which you live, is it possible to follow the Dao? If so, consider any sacrifices that you may need to make (if any) if you choose to follow the Dao.

Lao Zi was thought to have lived between the sixth and third century BCE. Remove him from his cultural and historical context and place him in contemporary Central Asian society. How would he be received? Now remove him and place him here in Soviet occupied times. How would he be received? What are the greatest lessons this society can learn from him?

Hannah Arendt: Eichmann in Jerusalem: A Report on the Banality of Evil

This particular text may spark heated debate among students when provided with the background information of the trial of Adolf Eichmann. Hannah Arendt chose to go to Israel to cover the trial for The New Yorker because she was interested in learning about the criminal himself. She was interested in learning what motivated him to commit these crimes and whether he really was an evil person without a conscience. After completing her report on the trial, she wrote this piece in the first person, taking on the role of a judge at the Eichmann trial. As you read her report, decide whether you believe her judgement of Eichmann as a person is fair. Do you believe that considering the heinous crimes he committed that she was too lenient in her responses to the criminal? What do you notice about Arendt's voice throughout this piece? Arendt was not a victim of the holocaust. Do you believe that this ability to distance herself from the experience has influenced her writing? Do you believe this piece would have been written differently had she been a holocaust survivor?

The debate that has been sparked among readers of Arendt's "Report on the Banality of Evil" surrounds the issue of banality. The question raised is what drives ordinary individuals to commit heinous crimes against humanity? Is it because these individuals really are inherently evil? Or, is it because they believe that it is their moral duty to obey the orders of a higher authority? What is Arendt's point of view? Do you agree? Eichmann's defence was that he believed it was his obligation to obey the orders of his commanders. This defence prompted the Milgram experiment out of Yale University. Participants were commanded by a serious and unsympathetic scientist to give electric shocks to a fellow participant. In most cases, these ordinary individuals obeyed the orders of the scientist, thereby compromising their own moral principles. Knowing this, does it change your own personal judgement of the criminal? Is he, then, a criminal? If any ordinary person can be convinced to commit a crime, what does that say about each of us? What does it say about society?

Eichmann's trial was televised around the world and little was edited for content. What do you believe was the reason behind this? Do you agree? Do you disagree? What do you think is Arendt's opinion about showcasing the trial? What evidence from the text leads you to this conclusion? Does she believe that a "collective sense of justice" as described in the opening paragraph, is attainable? Is it fair?

Imagine yourself as a judge at the trial. What would be your verdict? Why? If guilty, what would be his punishment? Why? Do you believe that the fact that you have not lived the experience of the holocaust influences your judgement? It is recommended that students read some of the evidence, including Eichmann's testimony[2] before answering these questions.

What does this piece say about the relation between the individual and society? What is the responsibility of the individual in society? What is your responsibility as an individual? How challenging is it to carry out this responsibility? Consider the crimes against humanity during communist times. How difficult was it to rise up and speak up? What motivated people to abide by the rules set by authority figures?

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2   various websites include testimony at the trial

What do you think motivated officials to abide by the rules set by the government? Do you think their motivations were similar to Eichmann? What do Hannah Arendt and Eichmann teach us about ourselves? What lessons might we teach our children knowing what we know?

This particular text is ideal for a mock trial activity. As real testimony is readily available online, students may take on the roles of real-life witnesses, victims, and perpetrators. This is one of the few texts that will provide students with a unique opportunity to participate in a mock trial that is so true-to-life.

Kahlil Gibran: On Freedom

The instructor is encouraged to facilitate discussion around Gibran's message about freedom. This theme of freedom weaves through each of the texts in this chapter. Students may be encouraged to compare the perspectives on freedom presented in these articles. Which of the authors have similar points of view on this topic? Which authors may have conflicting points of view? Whose point of view is most aligned with your own? Consider each line in this particular text. How do these teachings apply to the "madman" or Eichmann? How do these lessons apply to you and the society in which you live? Consider how freedom may be defined by the context in which you live. Can one individual's freedom be another individual's oppression? What did freedom look like under Soviet occupation? How does that compare to the freedom you know today? What are the moral parameters surrounding freedom? Are any of Gibran's statements universal truths? Students are encouraged to make personal connections to Gibran's teachings.

Salvador Dali: The Secret Life of Salvador Dali

"Those who do not want to imitate anything, produce nothing."

What do think he meant when he made this statement?

The surrealist movement emerged at around 1920. One of the most famous surrealist artists was **Salvador Felipe Jacinto Dalí Domènech**, a Spanish painter, sculptor, graphic artist, and designer. Surrealist painters, like Dali, believed that society needed to learn to liberate the mind and express openly the unconscious, or dream-like, state. Dali's paintings were manifestations of his own uninhibited imagination, inventive thoughts, and potent state of mind.

Some critics of Salvador Dali have described his imagery and symbolism as grotesque and potentially harmful. Would you agree? Students may be encouraged to take a look through an online gallery, and decide for themselves. What kinds of reactions do Dali's "grotesque" images produce? What symbols affect you? Is it possible for his paintings to produce a violent reaction? Ross (Spring, 1990) argues that a violent reaction to an image represents some unresolved inner conflict regarding the subject of the image. Do you agree? The instructor may present on a series of slides Dali's most famous and thought-provoking paintings. Students may be asked to give an example of a painting that may strike a chord for the viewer. Do you believe that the viewer's reaction to a particular painting may change depending on his/her state of mind? time and place? lived experience? Is it possible that what may appear grotesque today may be viewed as beautiful tomorrow? If so, how is this possible do you think? Provide examples. Is it that we just become tolerant as the visuals are played over and over again? If so, can you think of other examples, e.g., in art, history, media, when society has or can become numb to the imagery or information that is presented? Can a person's gender, race, or ethnic background influence their definition of "the grotesque" or the beautiful? What other adjectives come to mind when viewing Dali's paintings. Are these adjectives complementary? Contradictory?

Dali was considered to be a showman artist. Research his biography. Do you think that his show-manship may have preceded his art? In other words, was it his talent or his ability to bring attention to himself that made him famous? How did he market himself? Think about popular culture today. Can you

think of artists who market themselves well but don't necessarily produce great work? In your opinion, do you believe that Dali fits this category?

As you read the article, pay attention to Dali's voice. What can you say about his ego? What might you deduce about his personality? How do you believe Dali would be received today? Are we a more tolerant society? Are we a more imaginative society? What is your own personal opinion of Dali as a person? What do you believe Dali's role was in society? What did he believe was his mission? Do you believe he fulfilled his mission in life? Do you believe he served humanity? If so, how? Compare Salvador Dali to other surrealist painters, such as Joan Miro and Pablo Picasso. Compare how they each express their identity. Do you believe it is possible to completely express your identity? What factors may make you want to suppress or conceal part of your identity?

Do you believe that Dali may be well-received in contemporary Central Asian society? How might he have been received during communist times? Why do you think so? What variables do you believe inspire the artist? Consider the evolution of art in Central Asia 50 years from now. Predict, or at least create, a movement. What might that look like?

4.3 ADDITIONAL RESOURCES RELATING TO THE I&S CHAPTER 4 TEXTS

The sources indicated below are provided both as a citation list and as a resource for instructors to gain further understanding of the texts. As well, students may be encouraged to take advantage of these sources when completing research assignments. The instructor is encouraged to make informed judgements and opinions by conducting research of his/her own.

Lu Hsun: A Madman's Diary
Frank, Anne. Anne Frank: Diary of a Young Girl. USA: Bantam, 1997.
Mandela, Nelson. Long Walk to Freedom. USA: Little,Brown, and Company, 1995.
http://en.wikipedia.org/wiki/Lu_Xun

Lao Zi: Dao De Jing (Tao – Te Ching)
http://www.ucpress.edu/books/pages/9387/9387.intro.html

Hannah Arendt: Eichmann in Jerusalem: A Report on the Banality of Evil
http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005179
http://en.wikipedia.org/wiki/Milgram_experiment
http://en.wikipedia.org/wiki/Hannah_Arendt
http://memory.loc.gov/ammem/arendthtml/essayc6.html
http://www.mala.bc.ca/~johnstoi/introser/arendt.htm

Salvador Dali: The Secret Life of Salvador Dali
http://en.wikipedia.org/wiki/Salvador_Dal%C3%AD#_note-symb
http://en.wikipedia.org/wiki/Surrealism
http://www.dali-gallery.com/
Ross, A. (Spring, 1990). The Art of Salvador Dali from the Grotesque to the Sublime. http://www.dr-yo.com/grot.html

4.4 APPLYING LEARNINGS USING MULTIPLE INTELLIGENCES

What is the theory of multiple intelligences?

Howard Gardner's (1983) theory of multiple intelligences created a huge paradigm shift in the definition of intelligence. Prior to Gardner's theory, it was believed that there were two kinds of Intelligence: mathematical/logical and verbal/linguistic. A person's intelligence in these areas could be measured by a simple IQ (Intelligence Quotient) test. Until Gardner challenged this traditional definition, educators would teach students using methods that supported the development of these two intelligences. Students who were unable to master the material being taught were often mislabelled as learning disabled or having low IQ. In actual fact, they had difficulty learning because the material was not being presented in a way that enabled them to apply their unique talents in the learning process.

In 1983, Gardner proposed a fresh new theory demonstrating that there were 7 intelligences in total that were equally important components of intelligence. In more recent years, he added an 8th intelligence. Gardner argued that people learn differently, and teaching methods need to incorporate different strategies that accommodate these different learning styles. Gardner's theory was the impetus for the re-eevaluation of classroom instruction. World-wide, teachers began to align their teaching practice with the theory of multiple intelligences, integrating techniques that enabled students to practice and develop their unique talents. The 8 intelligences and their definitions are provided below:

- Linguistic intelligence
- Logical-mathematical intelligence
- Spatial intelligence
- Bodily-Kinesthetic intelligence
- Musical intelligence
- Interpersonal intelligence
- Intrapersonal intelligence
- Naturalist intelligence (recent addition)

Linguistic ("word smart")

Students with linguistic aptitude tend to be articulate, and have good written and oral expression. Their strengths include spelling, grammar, and word usage. They can memorize and later explain the material they have learned, and learn foreign languages well and quickly.

Activities that build linguistic intelligence:

- Oral Presentations
- Research reports
- Class discussions
- Debating activities
- Lectures and note-taking

Logical-Mathematical ("number/reasoning smart")

Students with strong logical-mathematical skills are good with numbers and number sense. They have good deductive reasoning skills, are able to make sense of scientific research and experiments, and can recognize and continue patterns. They can perform complex calculations that require multiple steps or organizing numbers.

Activities that build logical-mathematical skills include:

- Research or Field studies
- Scientific experiments
- Evaluation of research
- Debating

Spatial Intelligence ("picture smart")

This kind of intelligence includes good hand-eye coordination and visual memory. Individuals with strong spatial intelligence can mentally manipulate objects and have a good sense of direction. They can recall where they parked their car or find different routes that lead to the same location.

Activities that build spatial intelligence include:

* Mind maps or webs to illustrate information
* Mural – a large painting on a wall, ceiling
* Brochures
* Dioramas – 3-dimensional art piece made from a variety of materials that represents information
* Art

Bodily Kinesthetic ("body smart")

Boldily-kinesthetic strengths include a natural inclination to learn through movement and physical activity. Students may appear to be athletic, even graceful in their movements. They enjoy using their hands and enjoy acting and performing. They remember things with their bodies, and are not inclined to use their visual or auditory memory to store or recall information.

Activities that build bodily kinesthetic intelligence include:

* Role play
* Puppetry
* Reader's theatre
* Art
* Dioramas
* Mapping information

Musical ("music smart")

Muscial strengths include the ability to discriminate between and transform sounds. Individuals with musical intelligence are sensitive to pitch, melody, rhythm, and tone.

Activities that build musical intelligence include:

* Composing music
* Creating poetry that includes rhythm, alliteration, rhyme
* Mood or background music during test-taking or role playing

Interpersonal Intelligence ("people smart")

Interpersonal intelligence refers to the ability to 'read' people. Individuals are sensitive to others' physical gestures, tone of voice, posture, emotions, and behaviors, and respond empathically. They make good leaders and good followers. They interact appropriately with others and are cooperative individuals.

Activities that build interpersonal intelligence include:

* Discussions
* Debates
* Role playing
* Group games, presentations, projects

Intrapersonal Intelligence ("self smart")

This particular intelligence has been the subject of much debate, as some researchers believe that it is not an intelligence. Individuals with intrapersonal intelligence prefer to work alone. They are in tune with their own emotions, desires, expectations, and abilities.

Activities that build interpersonal intelligence include:

- Journals
- Making connections
- Creative writing
- Independent research projects
- Individual presentations

Naturalist Intelligence ("nature smart")

The natural world, including environmental issues, is of particular interest and concern to the naturalist. As well, individuals who are nature smart are sensitive to and able to discriminate among living things, including plants and animals.

Activities that build interpersonal intelligence include:

- Field studies
- Science experiments
- Sorting and Classification

The list of descriptions and sample activities provided is not exhaustive. The objective in providing these descriptions is to make the instructor aware of the various strengths and talents that students may have. In order to facilitate the success of each student, these intelligences need to be integrated into the classroom through a variety of different activities. A study conducted by a Harvard research team (Kornhaber, 2004) demonstrated that in 41 schools that integrated the multiple intelligences into classroom instruction, students had developed a good work ethic, and were respectful toward others. As well, teachers appeared to be collaborative and engaged.

It is important to note that a number of researchers have criticized Gardner's theory. For example, some argue that the theory is about multiple "abilities" not multiple intelligences because the intelligences are based on the talents of the individuals rather than on the intelligences. Others argue that the theory leads to the belief that people may have the same degree of intelligence, but that it is manifested in different ways. Another common criticism is that the evidence supporting the benefits of integrating multiple intelligences is not robust (Collins; October 19th,1998). Having said that, it is important to note that Gardner's theory has received worldwide support in the field of education. Educators have implemented strategies that include the multiple intelligences, and have them to yield positive results in their classrooms.

It is true that individuals have varying abilities, and learn in different ways. In order to be fair to all learners, it is necessary to provide opportunities where each learner feels successful and is motivated to learn. It is also important that the content as well as the student drives the lesson. Some texts, for example, may be role-played; whereas others may simply be debated or discussed. The instructor's responsibility is to incorporate different strategies where appropriate, and not to spend time identifying which students are nature smart and which students are people smart. A variety of activities will motivate students to learn, while building critical thinking skills and knowledge of the subject area, which are the goals of the course.

References

- Gardner, Howard (1993). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.
- Kornhaber, Mindy. (2004) "Psychometric Superiority? Check the Facts"
- http://www.thomasarmstrong.com/multiple_intelligences.htm
- http://www.mcmel.org/erica.mi/mainpage.html
- http://www.infed.org/thinkers/gardner.htm
- http://www.newhorizons.org/strategies/environmental/wilson2.htm
- http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences
- Collins, J. (October 19th, 1998). Seven Kinds of Smart. Time Magazine. From http://www.illinois-loop.org/mi.html

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COMPANION TO CHAPTER 5: INDIVIDUALITY AND RELIGION

5. 1 RELIGION: AN INTRODUCTION TO CHAPTER FIVE OF INDIVIDUAL AND SOCIETY

This chapter includes one case study and six texts, which highlights the interaction between religion and society, and religion and the individual. Various perspectives on these interactions are shared within the context of organized religions, and within the context of spirituality. Consider the assertions made regarding the role of religion within the context of science, politics, and history. What other themes are addressed in the articles?

The purpose of the background information in this particular chapter is to guide instructors to create appropriate discussion questions and lesson plans for each or a combination of the texts. The summaries in chapters 5 and 6 will serve as tools of reference only, providing the instructor with an increased sense of autonomy in his/her planning. Summaries in the previous chapters included a great number of questions, perspectives, and background history. In this chapter, the instructor will be provided with possible directions to explore when creating discussion questions, and will include internet sources that will serve as references for background information and topics of discussion. Unlike previous chapters, the focus of the discussions for each text will be on pedagogy. An overview of hermeneutics and its methodologies, and the use of graphic organizers, are examples of pedagogy discussed.

For this chapter, the instructor's responsibility will be to use the information as a starting point for discussion and lesson planning. The instructor is encouraged to refer back to previous chapters when formulating discussion questions, in order to identify the kinds of questions that may lead to powerful dialogue and critical analysis.

The instructor is reminded to provide students with the opportunity to prepare for discussion and classroom activities that follow the readings. This chapter includes examples of graphic organizers in the appendix that are tools used to organize and illustrate what students have learned from the readings. It is suggested that the instructor and the students use the appropriate organizers that will prepare students for the upcoming lesson. For example, if the instructor's objective is to demonstrate the similarities and differences among Catholic, Protestant, and Muslim societies, then a Venn diagram or 3-column chart may be provided to students to complete before the class. Preparation prior to class is key in order that the instructor may more easily facilitate an active, powerful discussion.

Engagement in the activities is also key to a successful lesson. The question is how to promote engagement and motivation in the learning process. Research that will be discussed in the section following "texts in context" demonstrates that particular prerequisites fundamentally need to be in place in order that students arrive motivated to learn, and are successful not only in the course but beyond the realm of the course as they interact with the world around them.

5.2 TEXTS IN CONTEXT: BACKGROUND AND SUPPLEMENTARY MATERIAL FOR INSTRUCTORS

Martin Marty: Religio-Secular Society

In order to manage the material in this course, the instructor needs to identify the main ideas and arrange them into a framework that provides students with a sense of direction as they analyze and explore the material. This is especially challenging when the article contains an overwhelming amount of information. In this interview, Marty addresses the role of religion in Western society. In particular, he shares his opinion regarding the relation of religion to politics, spirituality, and modernity, for example. Clearly, the article is rich in content, and it may be more manageable if the instructor takes a funnel approach in preparing to discuss and present it. First, identify the various points of reference. In addition to politics, spirituality, and modernity, what other issues does Marty highlight? Then, explore each theme further. What does Marty say about the relationship between politics and religion? Between spirituality and religion? Between modernity and religion? And so on. A comparison between Marty's point of view and those of other authors may also solidify the students' understanding.

After the first step of examining the author's point of view, the students may be engaged in a discussion about their own point of view regarding the relation between politics and religion, and family and religion, for example. This critical analysis is an important component to the lesson as it encourages students to develop and defend their own opinions. Do the students agree? Disagree? What evidence may be needed in order to develop a fair opinion? Students are invited to compare their own opinions to those of the author. This is certainly a significant departure from the dogmatic style of teaching that instructs students to accept the author's opinion at face value.

The final step may require students to apply their learnings to their own individual lives and societal contexts. In other words, students learn how the material is relevant to them. The instructor may pose questions that require students to compare western society to Central Asian society, e.g., compare family values, the role of science, the role of spirituality in religion.

Any discussion can easily become tangential, and the instructor's responsibility is to refocus the students, and prompt them to think about the issues within the context of the article. The background information on Max Weber's article will provide an example of how the instructor may effectively prepare the students for text discussions.

The references section will provide the instructor with some websites that will help while planning the lesson and developing discussion questions. Background information that pertains to the historical context of the article is necessary to understand and share with students so that they have a complete understanding of the author's point of view. Websites that include detailed overviews of Marxism, and brief biographies of Zbigniew Brzezinski and Takeshi Umehara are included for the instructor.

Rumi: Masnavi I Manavi

The golden rule of hermeneutics[1] is "if the plain sense makes common sense, seek no other sense." The study of this excerpt, which can be seen as a hermeneutic expedition, will lead the instructor to consider a number of different elements of the text, and draw students' attention to those of particular interest and importance to the theme of religion, and the individual and society.

The instructor may use several hermeneutic methods. Although these methods are common to Biblical interpretation, the study of hermeneutics has gained a broader meaning, and may be applied to studies of philosophy. Consider the following methods that may be of interest to the instructor:

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1   Hermeneutics is the study of the interpretation of texts. Definition taken from http://en.wikipedia.org/wiki/Hermeneutics

- **Lexical-syntactical method** – analysis of punctuation, sentence and word order, and verb tense
- **Historical-cultural method** – analysis of the historical and cultural background of the author, i.e., Rumi
- **Contextual method** – analysis of how the context of a particular passage contributes to the meaning of the passage; when analyzed in isolation, the meaning changes
- **Theological method** – analysis of similar passages that point to the same meaning
- **Special literary method** – a study of the genre – in this case, poetry; including the metaphors and allegories

Using one or a combination of the above methods, students may engage in a rich discussion regarding Rumi's point of view on the role of religion for the individual and society. The theological or contextual method may be appropriate, in this case. As well, the instructor may take an innovative approach to critically thinking about the Masnavi, choosing a more creative method, such as the lexical-syntactical method.

There is no right or wrong way of interpreting a text, and there are no right or wrong answers in interpretations, as long as the interpretation can be supported by evidence from the text.

Max Weber: Religious Affiliation and Social Stratification

As in previous texts, the instructor may use the funnel approach in discussions about this text. It would be necessary to start with the big picture. In other words, what is the author's main argument? What evidence does he provide that substantiates his claim? The instructor may prompt the students further regarding the author's perspective and the particular content of the article. Before prompting any critical analysis about the article, it would be necessary, however, to first make sure that students have a concrete understanding of the subject of the article. Then, the instructor may focus the discussion on a particular argument or piece of evidence, as they will be well prepared to analyze it within the context of the content, and will minimize tangential discussions.

Prior to discussions about the article, it is the instructor's responsibility to discuss and define the key words, as this particular article refers to a number of different social groups, historical periods, and religious factions that need to be defined. The bibliography includes websites where this information may be accessed.

Students should come well prepared to discuss the article. Preparation may come in many forms. The following is one example of how students may prepare for the discussion. More examples regarding how to prepare and execute discussions are provided in the background information of the texts that follow.

A highlighter and post-it notes are two simple tools that students may use to prepare for discussion. Highlighters may be used to highlight information such as the author's main idea, examples of evidence, key words, surprising statements, confusing passages, passages which students disagree with, passages which students agree with, and so on. An assignment for students may be to highlight key points in the article that will be the focus of the instructor's lesson. In other words, the students may not necessarily be requested to analyze all the content of the text, but rather, to highlight the evidence provided for the argument that Protestantism and capitalism combined shaped the identity of the individual; or, the assignment may be to highlight the key points that illustrate the relationship between religious beliefs and personal character; or, it may be to highlight those points that describe Protestant and Catholic societies, and be prepared to compare Central Asian societies to each of these religious sects. Students may write their personal opinions, evidence, or disagreements on post-it notes that they place beside these passages.

Focusing the students' attention in the above way is mutually beneficial. First, students feel well prepared and confident about sharing their ideas. They are also more likely to recall the information when needed because of the visual reminders (highlighted texts and post-it notes) that they have included. As well, the lesson does not become overwhelming for the instructor, as he/she also can focus the lesson on areas of importance and interest.

John Gittings: Cultural Clash in the Land on the Roof of the World

The politics of religion is a theme that weaves through the article, and one that is relevant to the students, given the history of Central Asia. The article lends itself to a comparison study between communist China and communist Russia, and provides students with the opportunity to possibly psychoanalyze the plight of their own families during communist times.

As the content is simple, focused, and more relevant to them than the other articles in this chapter, the instructor may be able to elicit meaningful discussion more easily. In order to prepare the instructor to present the article, however, examples of websites are listed in the references section that will provide important background and related information, and may prompt ideas for discussion. For example, Gittings wrote an article entitled *A Great Leap Backward*, accessible on the internet, for The Guardian newspaper. In this article, he discusses Mao's political life, in particular, the motivations behind and ramifications of his decisions. The article may prompt a comparison study with "*Two Reports on Backyard Steel Production*" in chapter 3, as these articles share similar themes.

A number of issues in this text that the instructor may include for discussion. "What might communist governments believe about the role of religion?" may be a good place to begin discussion. When planning discussion questions, it may be helpful to consider the 5 W's – Who, What, Where, When, Why? And add How? It may also be valuable for students to derive discussion questions. Providing evidence from the article, from personal experiences, and from other articles is necessary in order to focus the discussion. In order to activate inquiry and comparative study in the form of questions, opinions, and rebuttals, the instructor must prepare to ask questions that are meaningful to the students.

Further analysis of the text may involve students providing their personal opinion of the role of religion. A discussion of the role of religion in their own lives and society may evolve. Again, the relevance of the topic to the individual students and to Central Asian society is important.

Perhaps the instructor will draw students' attention to the bigger picture. A bird's eye view may reveal important issues such as universal human rights or Gramsci's theory of hegemony[2], for example. Identifying these larger issues that emerge in the article will enable students to apply their understanding of the article to their understanding of the world and, in particular, to the society in which they live. This is the purpose of the course. Imagine if this new insight sparked creative problem solving and next steps for building civil society, as students consider "what might be possible in Central Asia in the future".

Shinto Creation Stories: Izanagi No Mikoto and Izanami No Mikoto and the Birth of the Gods

This extract, from a Shinto myth, may provide opportunities for students to explore their creativity. Given the literary genre of the text, the instructor may give the students a break from the kind of intellectual thinking and discussion that emerges from non-fiction texts in the chapter; and, instead plan a lesson that requires students to exercise their linguistic, bodily-kinesthetic, and/or musical intelligences.

First, as in all texts, the students need to demonstrate their understanding of the content. This may involve an exercise in which the instructor or students paraphrase the story. The symbolism in the story, the themes, and the moral lessons may be discussed. This discussion may be the introduction to the lesson or may be given as a written assignment to the students.

After students have grasped a basic understanding of the myth, the instructor may design a creative activity for the students to complete either individually or with a group. The following is a list of examples:

•   Create a diorama of a scene in the creation story

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2   Hegemony is when the values of those in positions of power become the values of the entire society e.g., bourgeoisie values are adopted by the working class

- Create your own myth about creation
   a. Write a play
   b. Write a story
   c. Create a poster, illustrating the story in pictures
- Choose another theme, e.g., birth, Heaven and Earth, and create your own story/myth (see above for examples of how to present it)
- Choose a popular myth, and illustrate it; create an illustration of the Shinto myth beside it– how are the themes, settings, characters, plots, the same or different
- Illustrate the setting of the myth. Find a piece of music that creates ambience for the setting
- Listen to a piece of music. What elements of creation does it remind you of?

These examples may be small-group activities, paired activities, or individual activities. They may even be assigned for homework.

At the conclusion of the activity, the instructor's role is to revisit the Shinto myth and refocus the students. . This may involve a brief discussion of how creationism may be viewed in different ways, for example. It may also be a discussion of how the Shinto myth serves to create a sense of belonging, as mentioned in the introduction to the text. What kinds of stories are popular in Central Asia create a sense of belonging among society? Are the themes similar?

Abu Bakr ibn Tufail: Hayy ibn Yaqzan

The article is rich in content and creativity, and will generate powerful discussion regarding themes of morality, religious practice, balance between worldly and spiritual life, the influence of society on the individual's religious practice or faith . The instructor is sure to find other themes that emerge in this allegory.

Similar to the previous text, this particular text may spark the creative intelligences, including the bodily kinesthetic, the musical, and the linguistic. Examples of how to exercise these dimensions of intelligence may be adapted from the list in the background information of the previous article.

How might students prepare for a rich discussion and creative activities? In addition to the highlighting and post-it tools already described , graphic organizers are very helpful for students to organize their ideas. It is important to note that graphic organizers may also be used when brainstorming thoughts and ideas for written assignments.

What is a graphic organizer? A graphic organizer is a pictorial representation of information . It is a way of illustrating main ideas that have been presented in presentations and articles. Different graphic organizers serve different purposes. For example, Venn Diagrams illustrate a comparison between two or more texts. A Venn diagram may be used to compare Yaqzan, Asal, and Salaman, for example, or be used to compare life on the civilized island to life on the uncivilized island. A flow chart may be used to show the course of events from beginning to end. For example, the events at the beginning, middle, and end of the allegory may be illustrated in order.

The appendix includes several graphic organizers for the instructor to use when needed. As well, the following website consists of graphic organizers that may be accessed by instructors:

http://www.eduplace.com/graphicorganizer/

5.3 ADDITIONAL RESOURCES RELATING TO THE I&S CHAPTER 5 TEXTS

The resources indicated below are provided both as a citation list and as a resource for instructors to gain further understanding of the texts, support them in lesson plan, and as references to initiate discussion. As well, students may be encouraged to take advantage of these sources when completing research assignments.

Martin Marty: Religio – Secular Society

http://www.marxists.de/theory/kuper/meaning.htm

http://en.wikipedia.org/wiki/Marxism

http://en.wikipedia.org/wiki/Zbigniew_Brzezinski

http://www.japanfocus.org/products/details/1935

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Rumi: Masnavi

http://en.wikipedia.org/wiki/Biblical_hermeneutics

http://en.wikipedia.org/wiki/Hermeneutics

Max Weber: Religious Affiliation and Social Stratification

http://ksghome.harvard.edu/~pnorris/ACROBAT/Sacred_and_Secular/Chapter%207.pdf

http://cepa.newschool.edu/het/profiles/weber.htm

http://en.wikipedia.org/wiki/Protestant_work_ethic

http://www.asianart.com/cers/

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http://www.religioustolerance.org/shinto.htm

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Abu Bakr Ibn Tufail: Hayy Ibn Yaqzan

http://en.wikipedia.org/wiki/Ibn_Tufail

http://www.muslimphilosophy.com/ip/rep/H030.htm

5.4 PROMOTING ACHIEVEMENT IN THE HUMANITIES COURSES AND BEYOND

A plethora of research demonstrates the relation of a positive classroom environment and effective teaching to academic achievement (e.g., Sanders, 1989; Wentzel, 2002). The purpose of this section is to discuss the classroom conditions necessary to facilitate motivation to learn. This is the key to success, and it is the instructor's responsibility to create a classroom ethos that promotes academic competence. An examination of the variables to be considered will be highlighted below.

Research on the variables that influence academic performance among adolescents demonstrates that teaching style is a contributing factor (Wentzel, 2002). In fact, Wentzel (2002) completed a study in which she hypothesized that teaching practices that model effective parenting practices are related to positive school adjustment. In particular, she suggested that teacher effectiveness that includes modeling interest in the subject matter, communicating expectations with regard to behavior, using democratic communication patterns that value student contributions, and showing caring behaviors, is significantly correlated with motivation, social behavior, and classroom performance. Results revealed that motivation (i.e., pursuit of prosocial goals, pursuit of responsibility goals, interest in class, and mastery orientation) was correlated with teacher effectiveness (i.e., fairness, teacher motivation, rule setting,

negative feedback, and high expectations). As well, negative feedback, high expectations, prosocial be-havior, pursuit of responsibility and prosocial goals, interest in class, and irresponsible behavior were significantly correlated with classroom grades. In addition, high expectations was a significant predictor of the pursuit of prosocial and responsibility goals, interest in class, classroom grades, and mastery orientation. Finally, negative feedback was a significant predictor of prosocial behaior, irresponsible behavior, and classroom grades.

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So, what do these and similar research findings mean for the Humanities instructor? First, it is im-portant to identify the goal of the course. Students need to graduate from the course with not only an understanding of the material, but also more importantly, how it applies to themselves and to their society. Beyond that, students need to develop an understanding of their role and responsibility to their society, within the context of the learnings they take away. Education is not just for personal and intel-lectual growth. That is a vain approach to learning. The knowledge gained needs to be shared and utilized for the betterment of not only the individual, but of society, and of the world at large. So, what is the instructor's role in making this happen? The responsibility of the instructor is to instill in the students a motivation to gain knowledge and perform well in the first place. Based on the extant research on the subject of motivating students to learn, the instructor must consider the following variables when plan-ning, instructing, evaluating, and interacting with students:

- **Setting high expectations** – this does not mean unattainable expectations; expectations must be within the zone of proximal development (Vygotsky, 1978). This means that expectations are set within the student's zone of potential development or achievement, which is best determined through a combination of the instructor's evaluations and students' self-evalatuations.
- **Minimizing negative feedback** – students need feedback on their academic progress, and social and behavioral conduct in the classroom, but not at the expense of their emotional well-being. Teach-ers' negative and critical feedback may produce anxiety, and discourage student participation in the learning process. An ethos of care in the classroom is fundamental in motivating students to learn.
- **Promoting Social Responsibility** – Research findings (e.g., Wentzel, 2002; Coie & Krehbiel, 1984) have consistently implied that teachers may influence academic performance moreso by way of developing and motivating prosocial behaviors in the classroom, rather than by way of inter-ventions that promote comprehension of the text. s As long as the instructor creates a learning atmosphere that is pro-social, caring, and demands mutual support among the group, the motiva-tion to learn and engagement in the texts will naturally increase.

There is considerable research in the area of promoting social responsibility (e.g., Cobb, 1972; Coie & Krehbiel, 1984). Creating an environment where students have a desire to and ability to learn depends on how much support is provided in the classroom. The instructor must guide students to creating posi-tive relationships with each other, and must support them in the realization that the pursuit of prosocial goals is a major predictor of success. Their grades will illustrate it.

Wentzel (1993) concludes her article by stating that "educators and researchers need to go beyond direct, content-based instruction to understand learning and performance in the classroom."(p. 363) She reminds us that no matter how organized the lesson or how knowledgeable the instructor, the key to student success is building students' social and personal competencies.

5.5 REFERENCES

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- http://www.eduplace.com/graphicorganizer/

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- Wentzel, K. R. (1993). Does Being Good Make the Grade? Social Behavior and Academic Competence in Middle School, Journal of Educational Psychology, 85, 357-364.
- Wentzel, K. R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. Child Development, 73,287-301.

5.6 GRAPHIC ORGANIZERS

The selection of graphic organizers provided in this section may be used by instructors in order to critically examine the texts. The instructor is reminded to make thoughtful choices, ensuring that the activity is appropriate to the content of the text and the learning objectives of the lesson. For example, the Scale for Assessing Historical Events is not appropriate for examining Rumi's story "Moses and the Shepherd." A more appropriate text for this activity may be Martin-Marty: Religio-Secular Society. For example, the scale may be used to explore the impact of Ayatollah Khomeini and the Iranian Revolution on shaping the relationship between the individual and society.

These graphic organizers will build a wide range of critical thinking skills, including classification, sequencing, evaluation, and argumentation. Use of these graphic organizers will be beneficial to students as they engage in new patterns of thinking that they will be useful both in the course and in their everyday lives.

PREDICT AND REFLECT

Concept	Prediction	Text	Reflection

Step 1: Identify the major concepts

Step 2: Predict the author's statement about the concept

Step 3: Engage in Pre-reading discussion

Step 4: Read the text

Step 5: Explain what is stated in the text about the concept

Step 6: Write a reflective statement - do you agree with the author? disagree? did you predict correctly?

W-H DISSECTION

The objective of this strategy is to dissect the text for the purpose of evaluating the reliability of the information.

Who is the author? Who is the audience?

What do you know about the author? What is the author's point of view? For whom was the text created? What evidence from the text makes you think so?

Where and when was it produced?

Where is the setting? In what year or historical era was it produced? How might this affect the meaning or applicability of the text?

What do you know?

What prior knowledge do you have that would help you further understand the text? For example, are you already familiar with the concepts, historical era, author?

What do you know now?

What is the main idea? What point is the author trying to convey? What is the evidence?

Why was it written?

Why was this text written and how might this reason affect the reliability of the information? Is it biased?

How is it significant?

In what way(s) is the text important? Is it appllicable?

W - H DISSECTION

Who is the author? **Who is the audience?**	
Where and When was it written?	
What do you know?	
What do you know NOW?	
Why was it written?	
How is it significant?	

Name _____

DEBATE CHART

The first column contains the author's argument. The second column contains evidence from the text or other sources to support the author's argument. The third column contains counterarguments from other sources, e.g., other texts, personal experience, additional resources. This table is helpful when planning debates.

ARGUMENT	SUPPORT	COUNTERARGUMENT

Teacher's Comments

TEXT ASSESSMENT   **NAME** _____

Questions	My Thoughts
What are the facts?	
What are the opinions?	
Who is the narrator?	
Where is the evidence?	
What are the gaps?	
Are the sources reliable?	
What's the other side of the story?	

DIALOGUE

Author's Statements	My Response

Student Name _____

TITLE _____

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VOCABULARY CHECK

Directions: As you read the text, place key (important) words in the appropriate column. Write a brief definition or a synonym for that word beside each word you have written. Use the word in a sentence.

Key Words	Definition	Sentence

THESIS-EVIDENCE

This graphic organizer may be used to plan journal reflections and research papers.

Thesis	Evidence

THESIS STATEMENT

(issue, theme, author) _____

_____

_____ _____

(covers, discusses, presents, demonstrates, etc.) _____

_____

_____ _____

_____ _____

(therefore, because, as a consequence of)_____

_____

_____

_____ _____

Student Name _____

ASSESSING HISTORICAL EVENTS

Historians differ in their assessment of the significance of historical events and documents. Use the scale below to assess the significance of the historical event/document described in the text. In the supporting details box, you may cite how commonly such an event might have occurred, how it impacted the individual and/or society, or how often you feel it ought to be mentioned in a general history of this topic, for example.

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Score	Significance	Supporting details - Rationale - Sources
1	It had little impact on society. It is not necessary to mention it in historical works.	
2	It was a usual occurrence for the corresponding era that had little impact on society, but was and/or should be mentioned at times.	
3	It was an important event that is and/or should be often referenced in historical works because of its impact on society.	
4	It was a significant event that is and/or should be frequently mentioned in historical works. It had a long-term impact on society.	
5	It was a highly significant historical event or document that influenced society and shaped future events. Volumes are and/or must be devoted to an analysis of its significance.	

CONCEPT ANALYSIS

What Is It?

A Concept Analysis chart illustrates the relationships and distinctions among concepts. Particular criteria for comparison are selected.

How Does It Work?

A set of concepts is listed along a vertical axis and criteria are listed along the vertical axis. If the concept is associated with the criteria for comparison, the student records a Y in the grid where that column and row intersect; if the feature is not associated with the criteria for comparison, an N is placed in the corresponding square on the grid. For instance, consider an analysis of types of government, monotheistic religions, or philosophical doctrines. A range of concepts are covered in "Individual and Society" for concept analysis activities. The chart below of WWII leaders provides an example.

	Roosevelt	Hitler	Churchill	Stalin	Mussolini
Dictator	N	Y	N	Y	Y
Democratic	Y	N	Y	N	N
Crimes Against Humanity	N	Y	N	Y	Y
Allied Powers	Y	N	Y	Y	N

Example:

Directions: After reading about Max Weber's article, complete the following Concept Analysis chart. Place a Y in the box if the concepts are associated, and an N if they are not associated.

	Catholicism	Protestantism	Islam
(Central Asian societies)			
Rule of Calvinism			
Accepts Puritanism			
Followers persecuted			
Secularization of ideals			
Affiliation drives social stratification			

Student Name _____

SEQUENCING CHART FOR [   ]

This sequencing activity may be used to illustrate a chain of events, a chain of influence, a sequence of steps, or a chain of logic, for example. The circles may include a picture, a key word, or a short phrase. A more detailed explanation of the sequence would follow below.
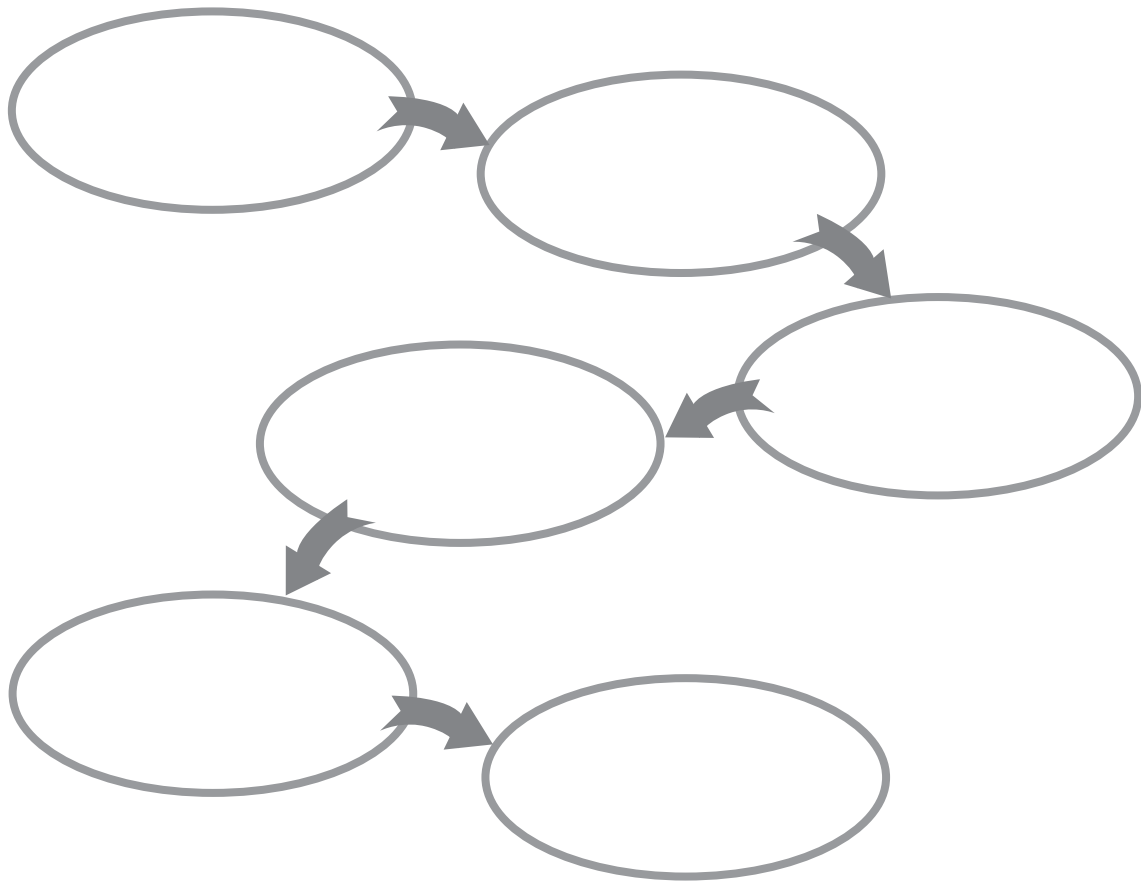
Explanation

Teacher's Comments:

STICK FIGURE CHART - ASSESSING CONTRIBUTIONS TO HISTORY

A "stick-figure" chart is a pictorial illustration of a biography. This sophisticated tool enables students to evaluate an individual's contribution to history from many angles. **Brain** = ideas & philosophies, **Eyes** = visions, goals or hopes, **Mouth** = words (famous quotes), **Shoulder** = strengths & positive attributes, Left Hand = actions, **Right Hand** = specific contributions, **Heart** = feelings and values, **Achilles Heel** = weaknesses, **Road-Life Line (not inserted in dagram below???please insert)** = important events in the person's life in chronological order, **Roots** = background about the individual e.g., family

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Brain

Eyes

Mouth

Shoulder

Heart

Right hand

Left hand

Roots

Achilles Heel
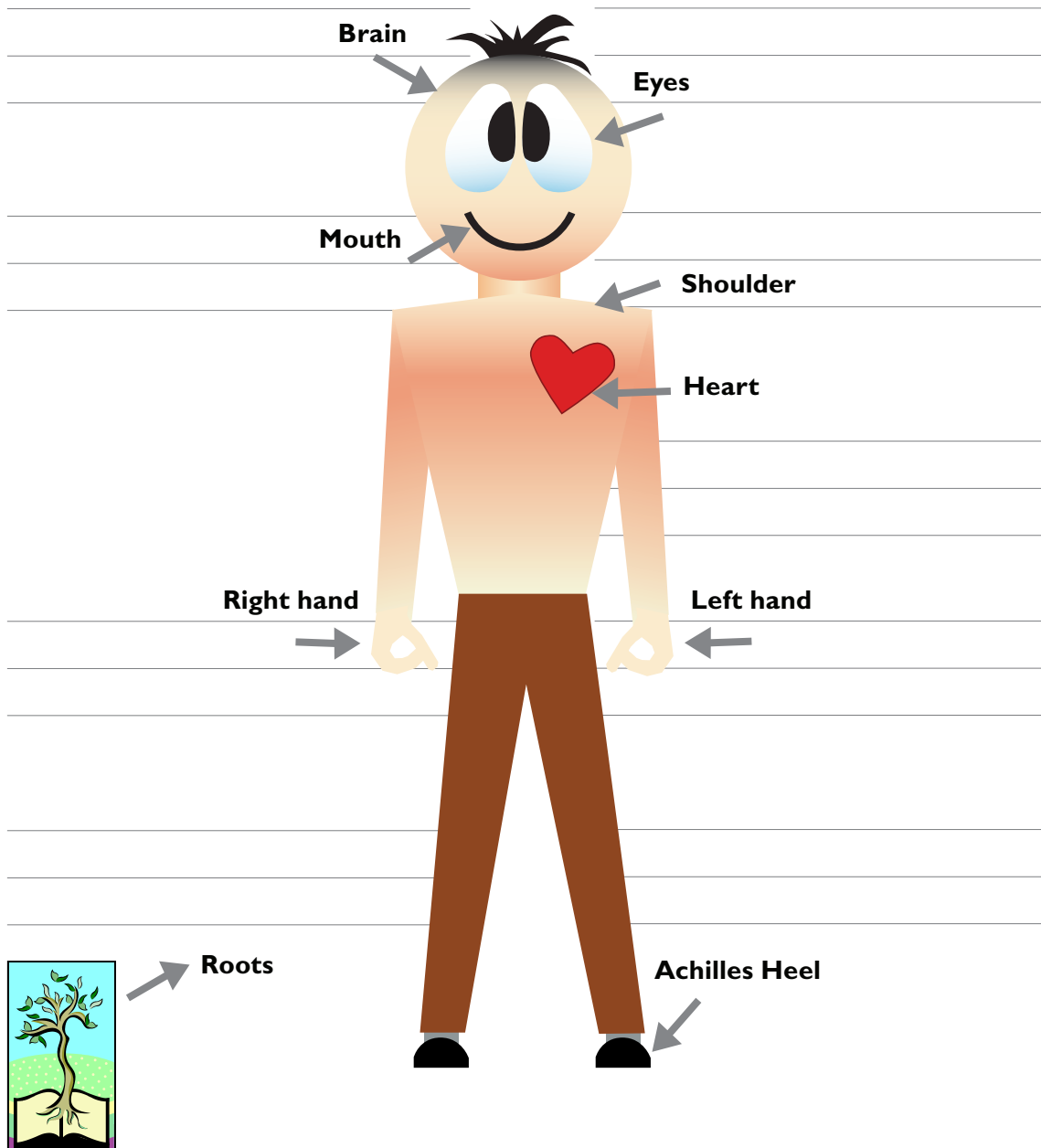
Student Name _____

PAST-PRESENT-FUTURE:

Choose a concept or an issue described in the text. Explain how it was defined in the past, how it is currently defined, and how it may be defined in the future. Identify the influences that have shaped these changes.

Concept/Issue: _____

Past	Present	Future

Influences

Student Name _____

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THEME AND TOPIC ORGANIZER

Directions: First, write the main topic.
 Next, write three significant statements the author makes.
 In the star, write the implications of these statements.

Main topic

1.

2.

3.
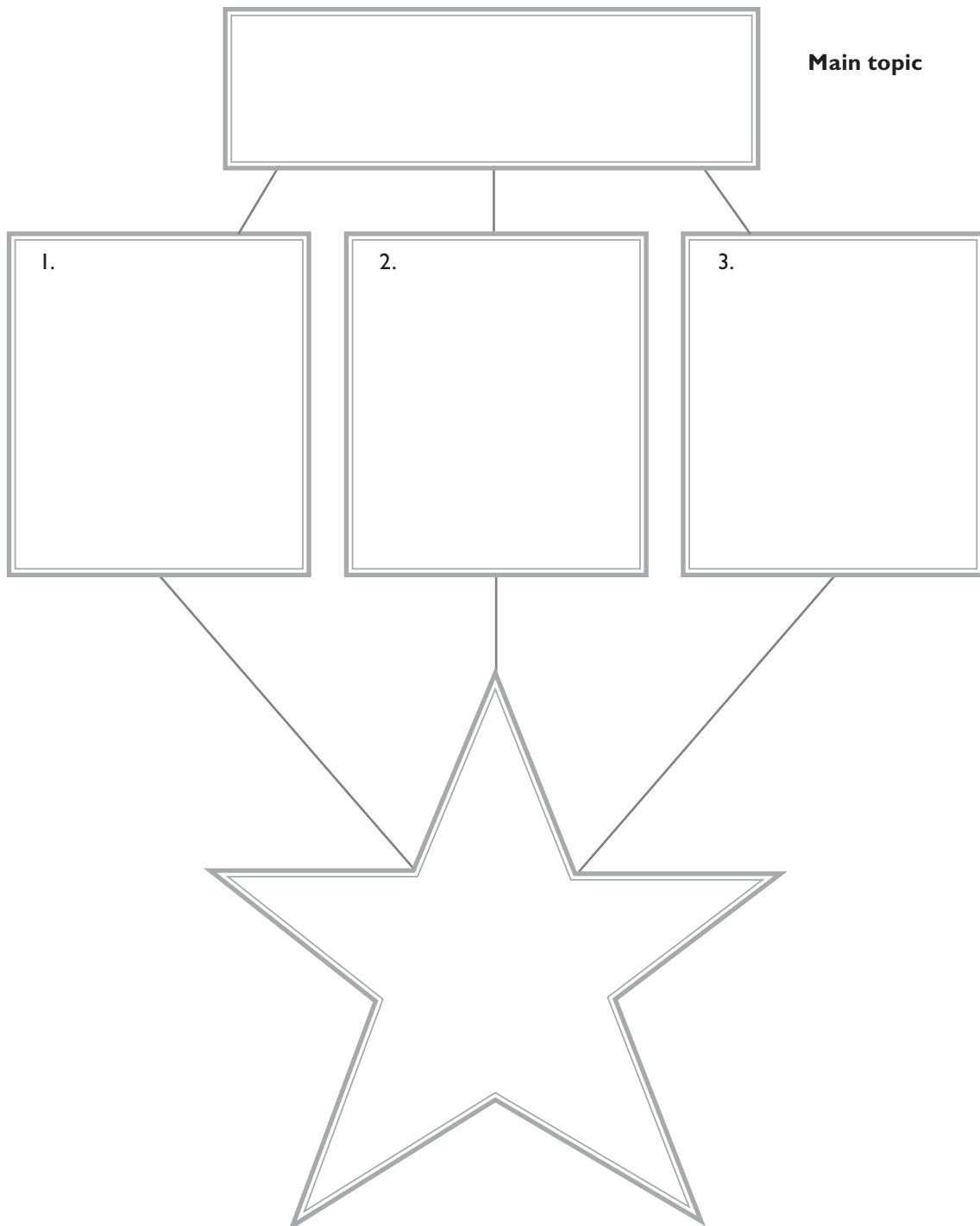
CONTEXT CHART

Analyze the text to find clues that indicate when it was written e.g., era, decade; and where it was written e.g., country

Title:	
Clues about when:	Clues about where:

Teacher comments:

CONCEPT NOTES

Sample Exercise:

Question	Answer	Evidence/Examples
What is a capitalistic society, according to Weber?	A society in which entrepreneurship is a driving force, with businesses and capital being privately owned	- Great Britain - Germany - Hungary

Question	Answer	Evidence/Examples

Question	Answer	Evidence/Examples

TIMELINE ORGANIZER: Title _____

Timelines illustrate the sequence of major events, cause – effect relationships, and how events influence people. To complete the timeline below, list dates above the timeline and describe events that took place at that time in the corresponding box below.
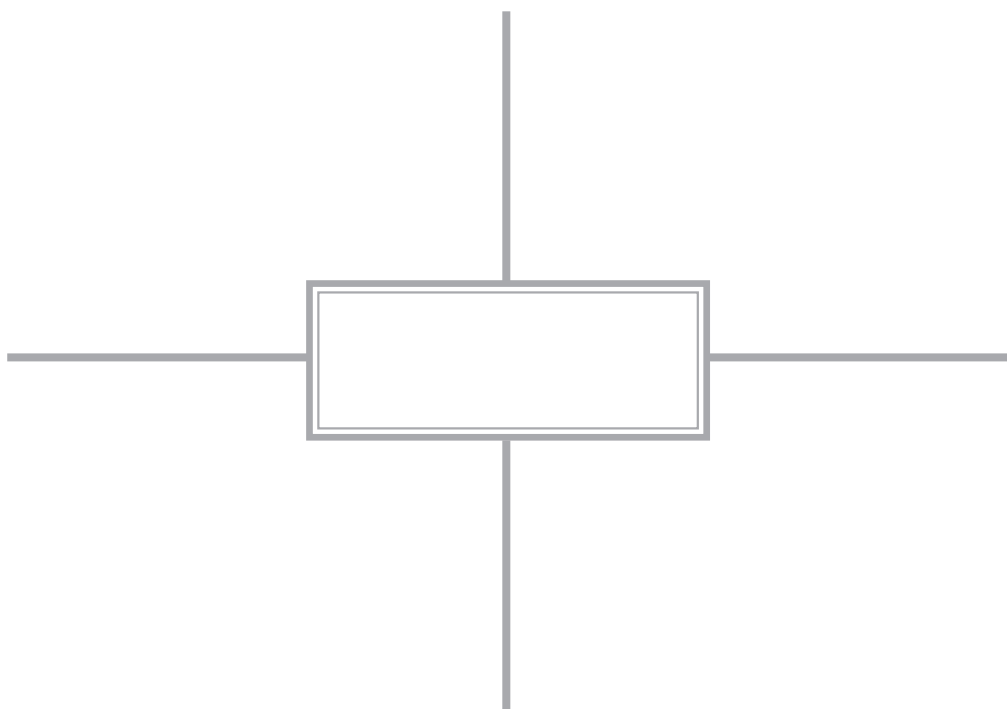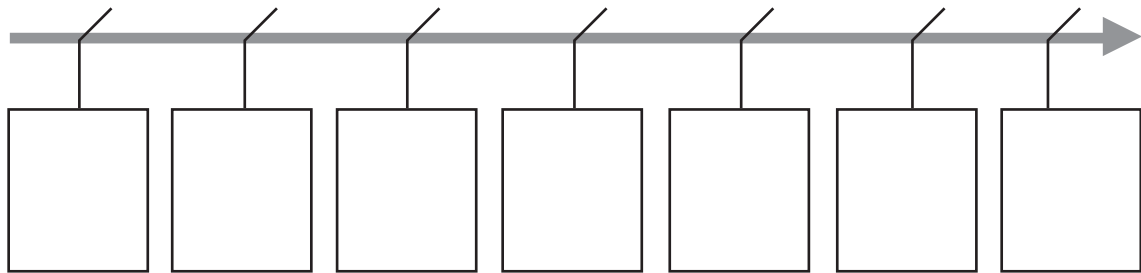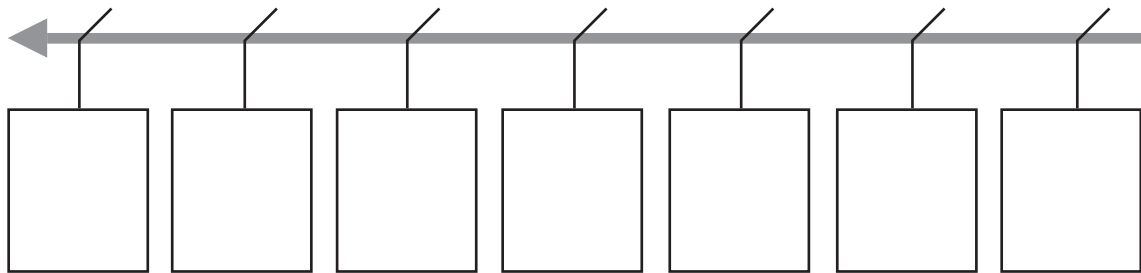
'SOLUTION MAPPING

Choose a problem that is addressed in the text. Introduce a solution. Identify four main steps/ actions involved in your solution.

PROBLEM _____

Step 1:

Step 2:

Solution

Step 3:

Step 4:
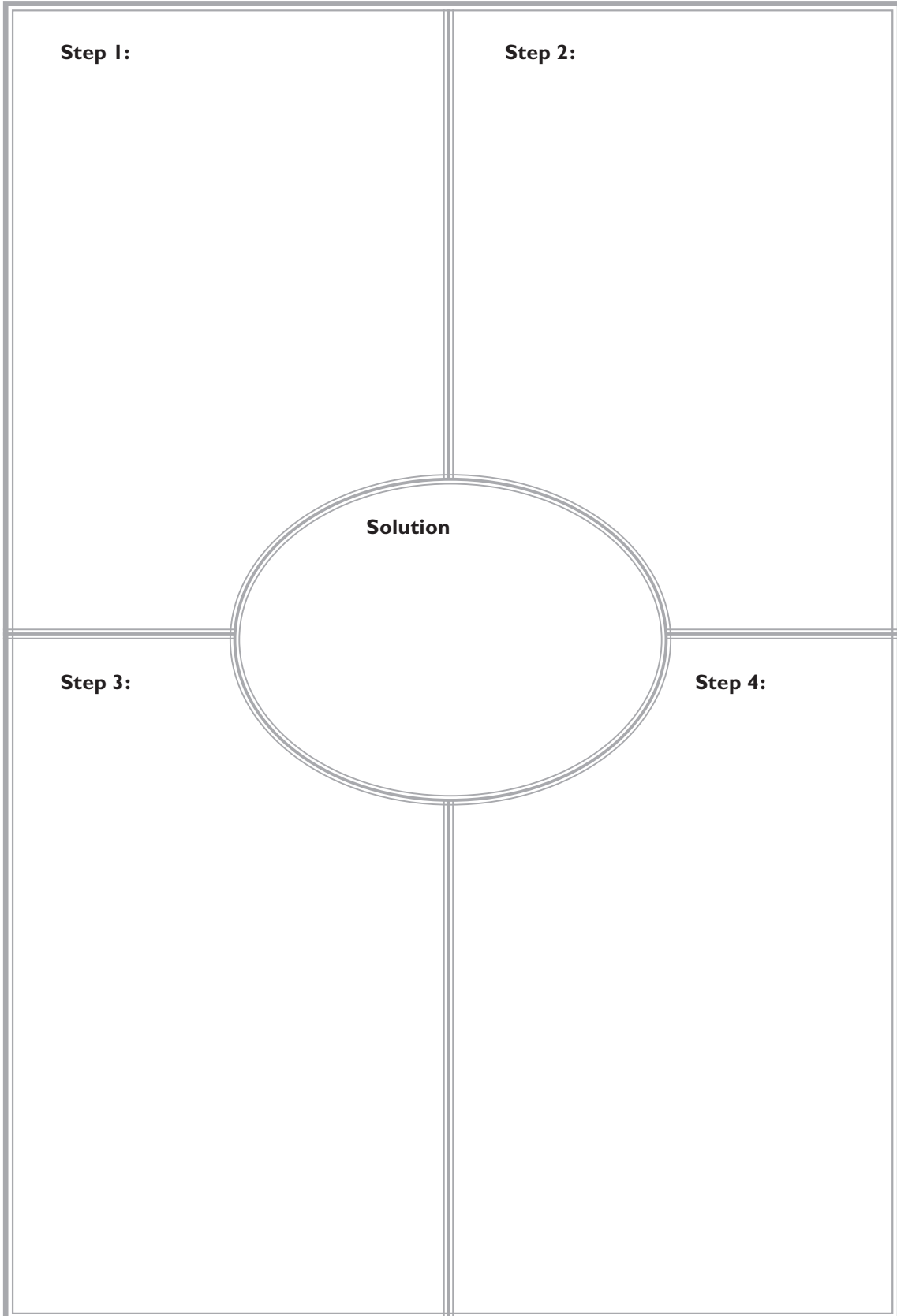
Student Name _____

WEB

Title of Reading _____

Directions: First, write the topic of the text in the center of the Web. Write supporting details or evidence from the text in the surrounding circles. Use the information in the web to write a paragraph about the main idea on the lines below.

_____

_____

_____

_____

_____
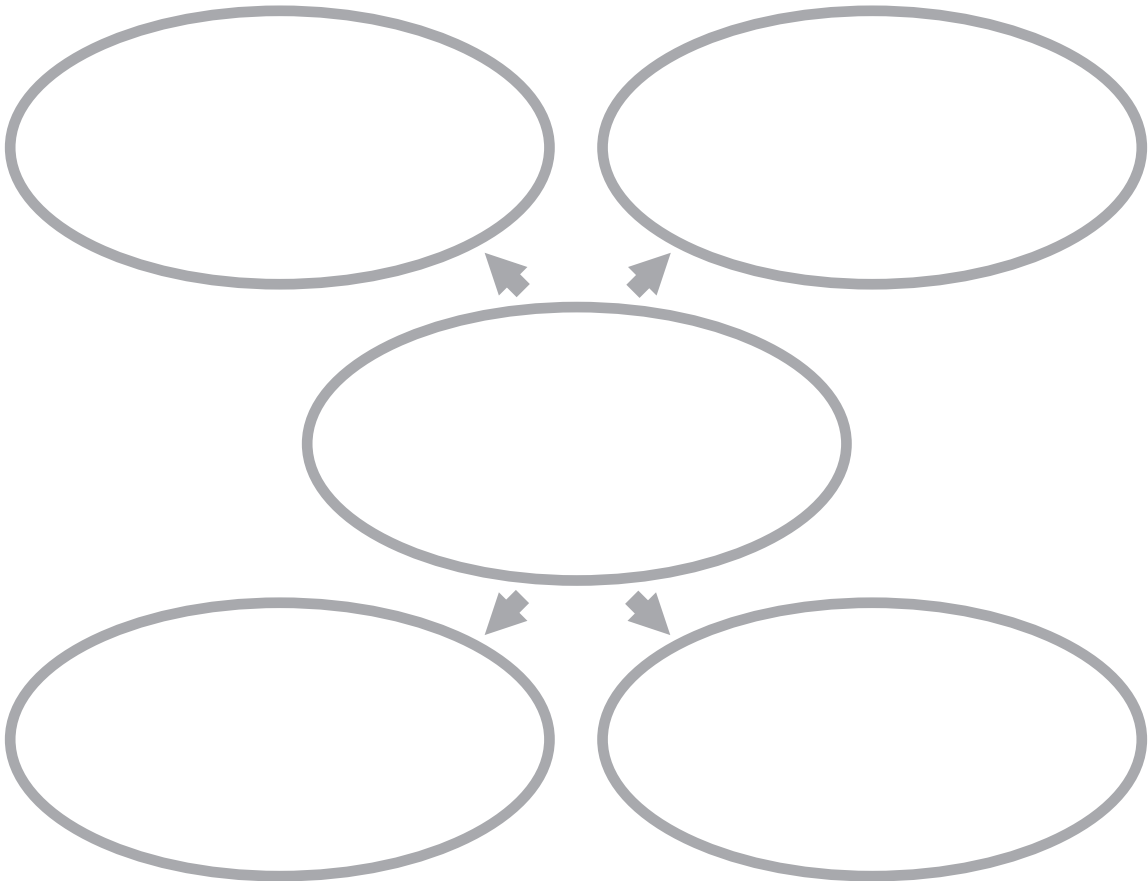
COMPARISON CHART: MULTIPLE CHOICE

Three concepts (A,B,C) are identified and listed. Students brainstorm features and list them in the appropriate columns. This strategy is similar to a Venn Diagram, but is appropriate for linear thinkers.

Topic: _____

A: _____ B: _____ C: _____

True of A Only	True of A and B	True of B Only	True of B and C	True of C Only

Topic: _____

COMPARE AND CONTRAST MAP

Concept 1	Concept 2

True of Concept 1	True of Both	True of Concept 2
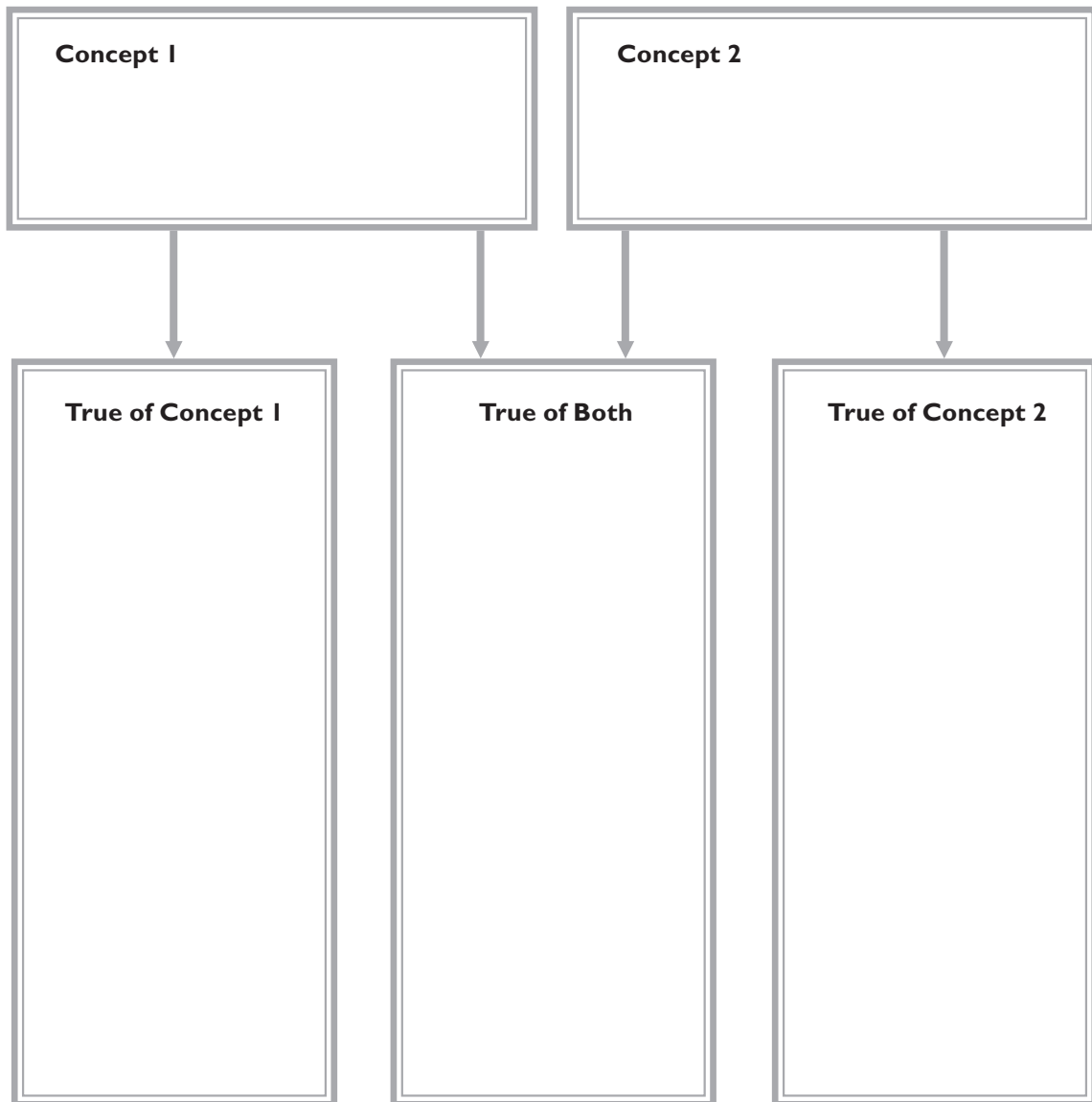
GO.6.18

VENN DIAGRAM (Option 1)

Name:_____ **Date:**_____

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True of A: _____   True of B:_____

COMPARISON AND CONTRAST

True of A & B
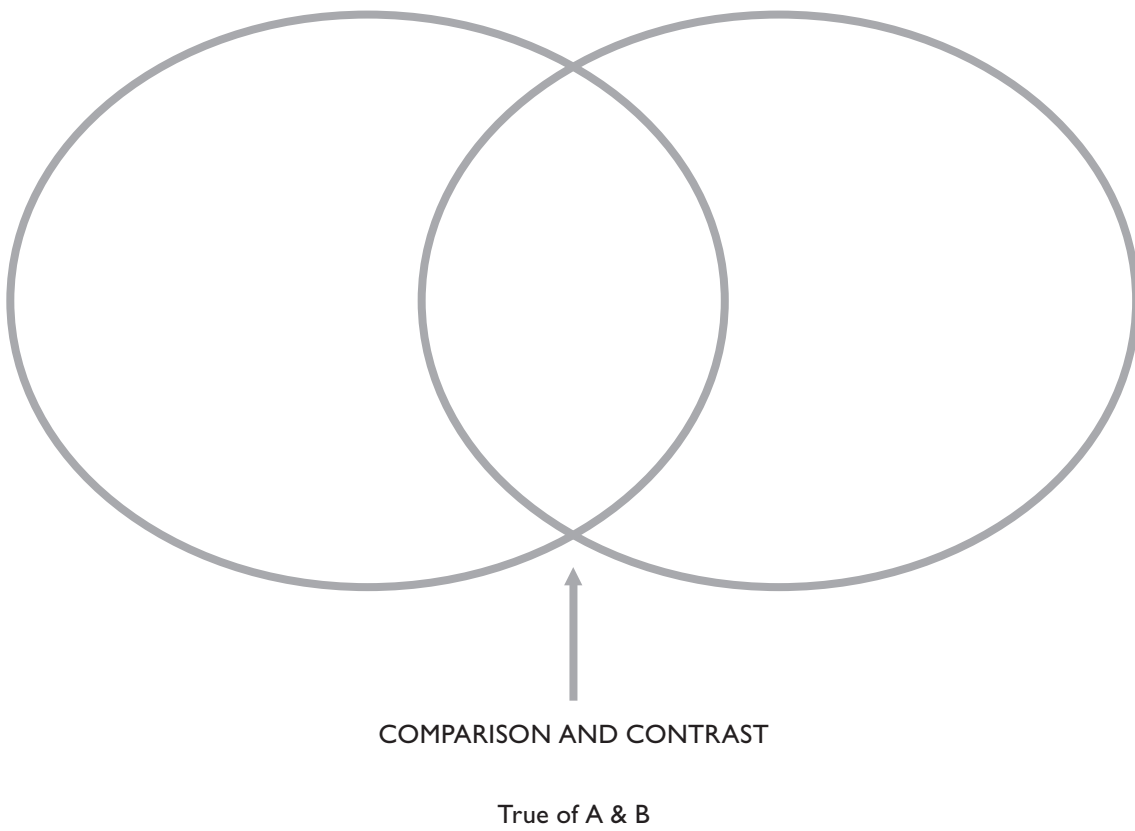
GO.6.14

Name:_____ Date:_____

COMPARE/CONTRAST MAP

Rationale For A	Rationale For Both	Rationale for B

GO.6.15

A VENN DIAGRAM (Option 2)

Name:_____ **Date:**_____

A

A & B

B

1.

2.

3.

4.
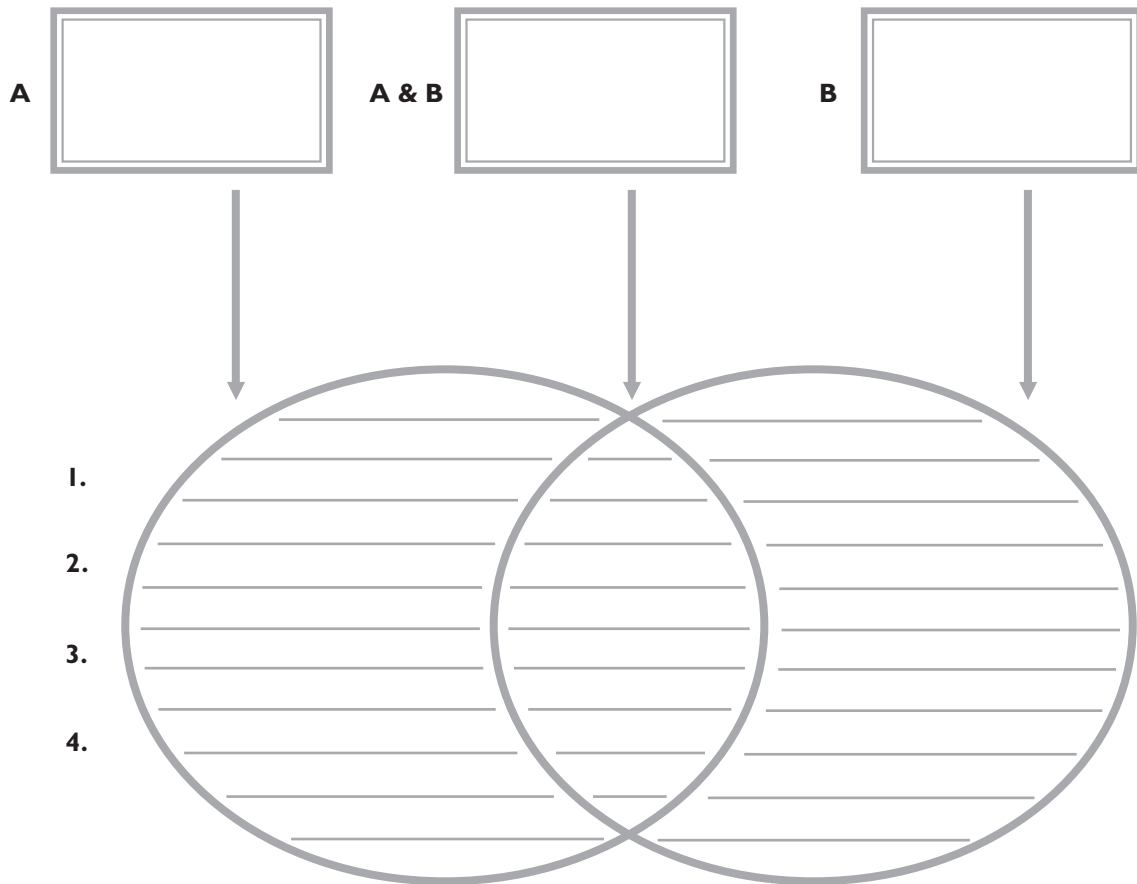
Name:_____ Date:_____

COMPARE/CONTRAST MAP

GO.6.16

Concept 1	**Concept 2**

Different   **Same**   **Different**

GO.6.17

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COMPANION TO CHAPTER 6: NATURAL ENVIRONMENT

6.1 THE NATURAL ENVIRONMENT: AN INTRODUCTION TO CHAPTER SIX OF INDIVIDUAL AND SOCIETY

The case study and texts in this chapter present perspectives on the dyadic relationship between the individual and the environment. How does one influence the other? What are the consequences of these influences? Are the influences positive or negative? How does an individual's cultural background, religious affiliation, or principles, for example, affect his/her relationship with the environment? How do physical geography and climate, for example, influence the plight of the individual? The answers to these and other questions are open to interpretation. The instructor and students will draw their own conclusions of the perspectives presented, depending on their own lived experiences, interpretations of the text, and research they may access, such as experimental and historical data.

In this final chapter, examples of teaching techniques that have been described in previous chapters are revisited. The intent of this is twofold: First, it is to illustrate the adaptability of the techniques and graphic organizers, demonstrating that they may be used for a variety of different topics and stylistic genres; Second, one of the objectives of the manual is to gradually provide more and more autonomy to the instructor regarding the choice of activities, discussions, and assignments. By the final chapter, the instructor will have gained enough practice and confidence to be able to draw on the repertoire of techniques with minimal guidance. The instructor may also be ready to develop his/her own techniques, and is encouraged to implement these, as well as the sample of techniques provided in this chapter.

As instructors read each of the background texts, they will notice a marked difference in the content. In the background texts to follow, a number of prompts are provided that guide instructors to form their own interpretations of the text, and create their own discussion questions, lessons, and assignments. Guidelines regarding appropriate themes worth exploring are provided, and examples of possible activities are listed. The instructor is reminded, however, that the lists are not exhaustive.

The instructor will also note that there are more resources provided in this chapter than in previous chapters. The purpose is to provide the instructors with links that will prompt discussion and assist in planning assignments. Rather than providing the information in the background texts, the instructor is provided with some informative websites that include background information, and will be a good starting point for research.

As mentioned, the intent of this manual is to guide the instructor and, of course, the student to a place of autonomy by the end of chapter six. Independent thinking is necessary because students and instructors need to be able to independently transfer these skills not only to other courses, but also to

real-life situations that require problem solving, conflict resolution, decision-making, and evaluation.

Why are the skills in this course important to their lived experiences? Central Asia is undergoing rapid social and economic development, and a promising future is ahead for the mountain communities. An approach to teaching that promotes creativity, adaptability, critical thinking, resourcefulness, application,, leadership, collaboration, and diplomatic and open dialogue, is meaningful and beneficial not only to the individual student, but to the society at large. How is it beneficial? Consider that the responsibility of those students fortunate to receive an education should be to contribute knowledge and expertise to their communities, in order that they may continue to make social and economic progress, and build civil society. This being the case, only those who have acquired the tools necessary to effectively lead their communities towards sustainable development will successfully carry out this mission. Hence, the instructor must always keep in mind the big picture. Traditional rote and dogmatic ways of teaching are certain to sustain the mediocrity of Central Asian society, thereby forfeiting theopportunity to build a civil "Knowledge" society that embraces pluralism. The aim of education is that students aspire to become effective leaders, applying their knowledge and skills to guide their communities out of a state of deficiency and gradually toward a state of economic, social, and intellectual abundance.

6.2 TEXTS IN CONTEXT: BACKGROUND AND SUPPLEMENTARY MATERIAL FOR INSTRUCTORS

Bjorn Lomborg: The Sceptical Environmentalist

What is Lomborg's argument regarding the threat of pollution? Do you agree with his argument? Give examples of recent events or scientific studies that support your position. Consider the following as examples of evidence: Exxon Valdez, Chernobyl, global warming, Three Mile Island, Hiroshima and Nagasaki atomic bombings, Kyoto Protocol, Global Environment Facility (GEF) projects.

According to Lomborg, what is the relationship between the individual and the environment, and society and the environment. Consider the impact societies have on the environment, and vice versa.

This is a very controversial article. What kind of classroom activities may be appropriate for this thought-provoking article? Refer back to previous chapters and the examples that are provided in the sections on pedagogy. What kinds of questions will prompt rich discussion? Consider the environmental issues in Central Asia, including the water resources of the Chu-Talas Rivers, for example. What agreements have been made regarding environmental protection in Central Asia? Are you on the right track? What more can be done? Provide specific examples of how Central Asia has been affected by global environmental issues? Consider the mountain communities in Central Asia. Describe the relationship between these particular communities and the environment. How does their relationship to the environment compare to the relationship of those in the city? How prepared is Central Asia to face environmental challenges? Are some areas more prepared than others? if so, provide examples.

Refer back to the graphic organizers in the previous chapter. Which ones might you assign to students in order to meet your objective? Consider the objective of the article as well. What is the most important concept or idea that students need to grasp? The following is a list of graphic organizers that may be considered for this particular article:
- Debate chart
- Predict and Reflect
- Text Assessment
- Compare/Contrast Maps

Elena Andronova: The Aral, a Sea of Tears

The questions at the end of this article provide a starting point for this discussion. Students are prompted to discuss the Aral Sea problem, the possible causes, the current conditions, and the consequences of ignorance. The most important question for students, however, is 'What must be the next step?' This is a crisis that has meaning for the students, as it has occurred in their homeland. The students, therefore, have a vested interest in finding solutions. The role of the instructor is to provide this opportunity. Students who appear unmoved or complacent regarding this issue need to be engaged in discussion that will guide them to the realization that as citizens of Central Asia, they are responsible to their homeland for addressing this issue. One possibility to engage students is to provide each student with a role, e.g., a parent, a biologist, a farmer, a doctor, etc., and have them describe (e.g., through a presentation, journal entry) in role the crisis and how it affects them as individuals in their daily lives, and share a possible solution and plan of action. Remember, the goal of education is for students to use their knowledge to care for themselves, each other, and their place.

Graphic organizers may be helpful in prompting dialogue among students on the impact of the Aral Sea disaster, and how to address the issue. The graphic organizers in the list below are examples:

- Solution Mapping
- Sequence Chart (charting a plan of action)
- Scale for Assessing Historical Events (in this case, The Aral Sea crisis)
- Past-Present-Future

Ikhwan Al-Safa: The Case of Animals Versus Man Before the King of the Jinn

Given the style and genre of the piece, the instructor may engage the students in a variety of creative activities. First, it is recommended that the instructor review the story thoroughly, engaging the students in activities that involve critical analysis of the characters, the setting, the plot, and the themes. The graphic organizers in chapter 5 will be helpful. The Venn diagrams and any of the comparison activities will be appropriate, but not a necessary direction for the instructor to take. If used, Venn diagrams may illustrate a comparison between the animals, or a comparison of the animals to the humans.

Refer back to the activities and techniques in previous chapters. Which activities might enable the students to creatively explore the article? The following ideas may also spark some interest:

- **Reader's theatre** – present a summary of the story, with each person taking on a different character; a narrator is needed
- **Animals vs. Humans debate** – students take on the roles of animals and humans and debate why they think they are superior
- Role student takes on the role of an animal, and orally presents a convincing argument to the King of the Jinn that they are the most superior animal. The King of the Jinn evaluates the strength of each argument.

Buddhist Scripture: The Sutra of Golden Radiance of the Most Victorious Kings

After a discussion about the story, including events, characters, setting, and theme, the instructor may consider several ways of exploring the text. The instructor may consider the following examples from the graphic organizers and teaching techniques outlined in previous chapters:

1. **Comparison study** – A number of stories and folktales illustrate the relationship between animals and humans. For example, *A Fountain of Stories* (Book 2 of the Institute of Ismaili Studies Ta'lim Primary 4 publication) contains a story entitled "The Debate Between the Animals and the Humans," which is a version of the previous text by Ikhwan Safa. The animals in the story provide evidence of why they are superior to humans, and the humans provide evidence regarding why they are more superior. The students may read the Ta'lim story and discuss parallels between the Sutra and the

Debate. A number of myths, legends, and folktales may be found online. The Additional Resources section provides some examples of websites. http://www.planetozkids.com/oban/coymake4.htm

2. **Creative Writing** – Students may rewrite the stor-from the animal's point of view; r write their own folktale illustrating the responsibility of humans to animals.

3. **Mock trial** – This is a fun, engaging way for students to explore the text and share their own points of view about the crime. Students take on the role of the prosecutor, defence attorney, judge, jury, witnesses (animals), and, of course, Kyu-tau. The instructor may request students to prepare arguments using an appropriate graphic organizer, such as Debate Chart.

4. **Character Study** – The stick-figure chart may be used to judge the character's actions. It may also be used in the mock trial by the judge in preparation for his ruling for or against Kyu-tau.

Ibn Khaldun: Muqaddimah

What is the author's main argument? Would you agree? Consider how the theory is applied to Central Asian society? Does the author substantiate his argument? What is the author saying about the relationship between the individual and the environment? Which graphic organizers may generate discussion?

Given the short length of the reading, it may be difficult to engage the students in an in-depth discussion about the article. In-cases when readings are short, it may be of interest to engage the students in a research activity on the topic. For example, the instructor may wish to locate research that supports this theory. For example, Hall (1846) wrote an article entitled "The influence of climate on the mental and physical constitution of man."[1] Is there any research that transforms your opinion?

The research findings may be useful in a class debate, in which students use the findings to support or reject Khaldun's point of view. Which graphic organizers may be helpful for students to map out their arguments? What other activities may be useful in further exploring this perspective on the environment.

Montesquieu: Persian Letters

How would you describe Montesquieu's tone in the article? Compare his tone to Ibn Khaldun's tone or Chief Kyu-tau's tone. Do you believe the historical context would have had an impact on his viewpoint? Research the history of the world in the 1700's. What may have influenced Montesquieu's opinion? What is your viewpoint? How does your historical, environmental, cultural, or religious context influence your opinion? According to Montesquieu, what is God's role in all of this? What additional questions may be important to consider?

What activities may be helpful in making the article meaningful to the students? Consider examples such as writing a letter in response to Montesquieu's argument, conducting research on the catastrophic events throughout history that have negatively impacted nations. Consider the following graphic organizers as possible assignments:

- Timeline
- Assessing Historical Events
- Concept Analysis
- Solution Mapping

The Economist: Whales for Watching or Eating?

According to the article, what are the variables that influence decisions about environmental issues, such as whaling? What morality issues emerge? How objective is the writer? Whose voices are presented? Are all voices presented equally? Are any voices missing? What do you believe is our responsibility as individuals, or as a society, regarding animal protection? What is your opinion on whale hunting? What

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1   http://docsouth.unc.edu/true/mss04-15/mss04-15.html

influences your opinion? What evidence or context might transform your opinion? Think about other discussion questions that are central to the theme of the article. Compare the arguments in this text to the arguments presented in the other texts on animal rights.

Look back on previous chapters. Which of the multiple intelligences may best be utilized? Which of the examples of group activities may generate engagement and interest in the topic? What components of Reading Power may be appropriate to highlight when creating assignments or discussing the reading: Visualization? Connecting? Questioning? Inferring? Transforming? What teaching techniques in this manual are appropriate to this article? How might you incorporate experiential learning? Is there any scientific or environmental inquiry that students may conduct? For example, visiting several farms, and making observations about the treatment of animals? Examples of engaging projects for students include writing a newspaper article, producing a short documentary film, or creating an advertisement that teaches people about the importance of animal rights would be engaging projects for the students. Remember to consider the objective of your lesson and the author's key argument about animal rights in planning the lesson.

6.3 ADDITIONAL RESOURCES RELATING TO THE I&S CHAPTER 6 TEXTS

The resources indicated below are provided both as a citation list and as a resource for instructors to gain further understanding of the texts, support them in lesson planning, and as references to initiate discussion and prompt ideas for reseach. As well, students may be encouraged to take advantage of these sources when completing research assignments.

Bjorn Lomborg: The Sceptical Environmentalist
http://en.wikipedia.org/wiki/Exxon_Valdez_oil_spill
http://www.epa.gov/oilspill/exxon.htm
http://www.valdezscience.com/
http://www.chernobyl.co.uk/
http://en.wikipedia.org/wiki/Chernobyl
http://en.wikipedia.org/wiki/Global_warming
http://www.epa.gov/climatechange/
http://www.nrc.gov/reading-rm/doc-collections/fact-sheets/3mile-isle.html
http://en.wikipedia.org/wiki/Three_Mile_Island
http://en.wikipedia.org/wiki/Atomic_bombings_of_Hiroshima_and_Nagasaki
http://www.gsf.de/neu/Aktuelles/Presse/2005/pdfs/Hiroshima-Nagasaki-2005_en.pdf
http://en.wikipedia.org/wiki/Kyoto_Protocol
http://unfccc.int/2860.php
http://www.ec.gc.ca/climate/overview_science-e.html
http://news.bbc.co.uk/2/hi/science/nature/4267245.stm
http://www.gefweb.org/
http://www.undp.org/gef/05/

Elena Andronova: The Aral, A Sea of Tears
http://en.wikipedia.org/wiki/Aral_Sea
http://visearth.ucsd.edu/VisE_Int/aralsea/index.html
http://news.bbc.co.uk/1/hi/world/asia-pacific/678898.stm
http://www.ce.utexas.edu/prof/mckinney/papers/aral/aralhome.html
http://www.nationalgeographic.com/xpeditions/lessons/14/g912/whom.html

Ibn Khaldun: The Muqaddima
http://en.wikipedia.org/wiki/Ibn_Khaldun
http://www.muslimphilosophy.com/ik/klf.htm#MQDMA
http://www.levity.com/alchemy/islam20.html
http://www.cis-ca.org/voices/k/khaldun_mn.htm

Montesquieu: Persian Letters
http://plato.stanford.edu/entries/montesquieu/
http://en.wikipedia.org/wiki/Persian_Letters

The Economist: Whales: For Watching or Eating
http://en.wikipedia.org/wiki/Whaling
http://www.highnorth.no/Library/Ethics/do-wh-ha.htm
http://engagemedia.org/taxonomy/topic/animal
http://en.wikipedia.org/wiki/Animal_rights
http://en.wikipedia.org/wiki/Animal_rights_movement

6.4 BEST PRACTICES FOR EVALUATION AND ASSESSMENT

The following discussion focuses on three aspects of evaluation. First is a discussion on the skills that may be evaluated periodically. Periodic evaluations during the course of the term are known as formative evaluations. Second is a focus on summative evaluations, which involves a final evaluation of many skills or content areas. Third is a focus on creating criterion referenced assessments, which will discuss the process of basing evaluations on specific objectives.

Benjamin Bloom created a categorization system called *Bloom's taxonomy* that may be used as a tool for evaluation. The structure identifies the components that may be evaluated on an on-going basis, and examples of skills that may be assessed that apply to these distinct competencies. The most basic of competencies is knowledge, as the focus is on remembering what the author said. Information recall is important as a prerequisite for the more complex competencies that follow. It is important to note that visualization and kinaesthetic activities, such as drawing, may support the recall of content. The most complex of competencies is the ability to evaluate the content. This involves comparing and verifying information, for example. Students who achieve mastery in this area will be able to use these skills to problem solve, resolve conflict, and make decisions in real-world situations.

The table below[2] provides further detail of each of the competencies that may be evaluated throughout the term. The competencies are in order from most basic to most complex. These formative evaluations may include verbal feedback to students regarding the accuracy of their facts, for example, or the strength of their evidence. It may also include tests or quizzes that assess how well they define certain concepts, analyze scenarios, or synthesize information from different texts. It may involve weekly journal entries, presentations, or group projects that require students to demonstrate the acquisition of these skills. The instructor is encouraged to think about how these competencies fit into the range of techniques that have been included in each of the chapters.

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2   taken directly from http://www.coun.uvic.ca/learn/program/hndouts/bloom.html

Competence	Skills Demonstrated
Knowledge	• observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • *Question Cues:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	• use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • *Questions Cues:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	• seeing patterns • organization of parts • recognition of hidden meanings • identification of components • *Question Cues:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • *Question Cues:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	• compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • *Question Cues* assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Summative evaluations may be similar in format to formative evaluations, in that they may include tests, presentations, writing assignments, or projects. However, the assessment involves the accumulation of skills and content learned throughout the course. Rather than mastery of a particular text, evaluation is based on mastery of the content and skills of the entire course. Students who demonstrate that they can apply the skills they have learned throughout the term have fully met the expectations. The instructor's

responsibility is to choose a method that will evaluate mastery of the key components of the course. Major papers or research projects on a particular topic are examples of effective tools for assessing the student's ability to comprehend, apply, analyze, synthesize, and evaluate the information learned. An assignment that is a broad, open-ended question, such as "What do you believe is the relationship between the individual and society in your community? Provide evidence to support your opinion," will provide students with the autonomy to develop their own perspective of the course and connect it to their lived experience. Summative evaluations do not necessarily have to be papers. Instead, students may be provided several choices on how to present what they have learned. For example, it may be a powerpoint presentation, or a poster.

-instructors need to develop a set of criteria for evaluation. Students need to be provided with these criteria ahead of time, so that they may prepare their assignments accordingly. Criterion-referenced assessments (rurbrics) are important because the students are assessed according to the expected out-comes of the course. This makes evaluation fair, structured, and clear. Matrices that instructors may use as guidelines are provided on the following pages. Instructors are encouraged to adapt them according to the objectives and content being covered. For example, the instructor may choose to use only one or 2 criteria, rather than all 5 criteria for the classroom participation rubric. The instructor may modify the rubric in order that the criteria match his/her expectations of the students. A list of websites that contain rubrics is provided. The following website enables the instructor to create his/her own rubric according to the objectives being measured. It includes rubric generators for participation,, paragraph writing, persuasive writing, and oral presentations: *http://teachers.teach-nology.com/cgi-bin.cgi*

The instructor is encouraged to visit this website and create rubrics via the website to save time and energy.

Criterion-referenced assessments enable students to understand what their marks represent. It is necessary for their success that they can identify the differences between "exceeding expectations", "fully meeting expectations", "meeting expectations", "minimally meeting expectations", and "not yet meeting expectations". Rubrics will provide that information. The instructor needs to make the criteria clear at the beginning of the course. For example, "exceeding expectations" may involve an extra project not assigned, but relevant to the topic.

Assessment is a critical component of teaching. The instructor's responsibility is to be clear about the expectations, provide students with feedback about their progress, and grade students fairly according to proposed criteria. It would be fair for instructors to involve students in the assessment process. For example, students may be involved in developing criteria, or completing peer or self-evaluations. By involv-ing the students, the instructor will find that they will be more engaged and self-reflective. Furthermore, students will feel a sense of ownership and responsibility over their own learning and will expand their repertoire of critical thinking and analytical skills.

Name:				Teacher:		
Date Submitted:				Title of Report:		

Criteria						Points
	5	**4**	**3**	**2**	**1**	
Introduction	Thesis statement is clear and well-placed; supporting ideas to be presented in the body are introduced.	Thesis statement is quite clear and well-placed; supporting ideas to be presented in the body are introducted.	Thesis statement needs a little clarity or is inappropriately placed; supporting ideas to be presented in the body are somewhat clearly introducted.	Thesis statement is vague and is inappropriately placed; supporting ideas to be presented in the body are introducted, but are vague.	Thesis statement is missing; supporting ideas to be presented in the body appear to be missing.	_____
Conclusion	Final paragraph revisits thesis statement, and includes a thought-provioking question(s) or ideas that relate to the thesis.	Final paragraph revisits thesis statement, and includes a question(s) or ideas that relate to the thesis.	Final paragraph revisits thesis statement, but restates the ideas presented.	Final paragraph repeats the thesis statement and the ideas.	Final paragtaph does not relate to the thesis statement, or the conclusion is missing altogether.	_____
Body	Paragraph(s) include evidence or examples that clearly support the thesis.	Paragraph(s) include evidence or examples that support the thesis.	Paragraph(s) include some evidence or examples that support the thesis.	Paragraph(s) include minimal evidence or examples to support the thesis.	Paragraph(s) include no evidence or examples to support the thesis.	_____
Form	Paper is typed, and includes all of the following: indented paragraphs; title; name; date; double-spaced.	Paper is typed, but one of the following is missing: indented paragraphs; title; name; date; double-spaced.	Paper is typed, but two of the following are missing: indented paragraphs; title; name; date; double-spaced.	Paper is typed, but three of the following are missing: indented paragraphs; title; name; date; double-spaced.	Most or all of the following are missing: typed; indented paragraphs; title; name; date; double-spaced.	_____
Mechanics and Grammar	Paper has minimal (if any) errors in punctuation, capitalization, grammar, and spelling.	Paper has few errors in punctuation, capitalization, grammar, and spelling	Paper has some errors in punctuation, capitalization, grammar, and spelling.	Paper has many errors in punctuation, capitalization, grammar, and spelling.	Most of the paper contains errors in punctuation, capitalization, grammar, and spelling.	_____
					Total ---->	

Teacher Comments:

PARTICIPATION RUBRIC

Name:	Teacher:

90

Criteria					Points
	4	**3**	**2**	**I**	
Attendance / Promptness	Student is **always** prompt and regularly attends classes.	Student is seldom late and regularly attends classes.	Student is sometimes late, and does not attend class regularly.	Student is frequently late or has poor attendance.	_____
Active Involvement	Student frequently volunteers to contribute by asking questions and offering ideas during all classroom activities.	Student sometimes volunteers to contribute by asking questions and offering ideas during classroom activities.	Student occasionally volunteers to contribute by asking questions and offering ideas during classroom activities.	Student never volunteers to contribute by asking questions and offering ideas.	_____
Listening Skills	Student always listens respectfully to the speaker, waits patiently for a turn to speak, and acknowledges the speaker's ideas.	Student usually listens respectfully to the speaker, waits patiently for a turn to speak, and acknowledges the speaker's ideas.	Student sometimes listens respectfully to the speaker, waits patiently for a turn to speak, and acknowledges the speaker's ideas.	Student rarely listens respectfully to the speaker, waits patiently for a turn to speak, and acknowledges the speaker's ideas.	_____
Preparation	Student is regularly prepared for class with the text and materials, and homework completed.	Student is usually prepared for class with the text and materials, and homework completed.	Student is sometimes prepared for class with the text and materials, and homework completed.	Student is rarely prepared for class with the text and materials, or homework completed.	_____
				Total	_____

Teacher Comments:

REFLECTION JOURNAL ACTIVITIES

OUTCOME ASSESSED	EXCEEDS EXPECTATIONS	FULLY MEETS EXPECTATIONS	MEETS EXPECTATIONS	MINIMALLY MEETS EXPECTATIONS	DOES NOT YET MEET EXPECTATIONS	WEIGHT	MARK
	5	4	3	2	1		
Text	In the opening paragraph, demonstrates a clear understanding of the concepts, perspective, and context.	In the opening paragraph, demonstrates a clear understanding of the concepts.	In the opening paragraph, demonstrates a superficial understanding of the concepts	In the opening paragraph, demonstrates diffuculty understanding the concepts	In the opening paragraph, concepts of interest are missing or incorrectly defined.	X 1	
Reflect	Examples from personal experience and additional sources are clearly described and directly connected to the concepts, perspective, and context of the text, demonstrating a reflection on their world.	Examples from personal experience and additional sources are provided and directly connected to the concepts, demonstrating a reflection on their world.	Examples from personal experience are provided and directly connected to the concepts, demonstrating a reflection on their world.	Examples from personal experience and additional sources are provided, but has difficulty articulating the connection to the concepts in the text.	Examples from personal experience are missing or do not connect to the text.	X 2	
Form	Reflection journal is typed and includes all of the folllowing: introduction; body; conclusion; indented paragraphs; name; date; title.	Reflection journal is typed and includes introduction, body, and conclusion. Indented paragraphs, name, date, or title are missing.	Reflection journal is typed and includes all of the folllowing: introduction; body; conclusion. Indented paragraphs, name, date, and title are missing.	Reflection journal is not typed, but includes all of the folllowing: introduction; body; conclusion. Indented paragraphs, name, date, and title are missing.	Reflection journal is missing either an introduction, a body, or a conclusion.	X 1	
Mechanics/ Grammar	Reflection journal has minimal (if any) errors in punctuation, capitalization, grammar, and spelling.	Reflection journalr has few errors in punctuation, capitalization, grammar, and spelling	Reflection journal has some errors in punctuation, capitalization, grammar, and spelling.	Reflection journal has many errors in punctuation, capitalization, grammar, and spelling.	Most of the reflection journal contains errors in punctuation, capitalization, grammar, and spelling.	X 1	
					Total	_____	

RUBRIC FOR A RESEARCH PROJECT

Student Name(s)_____

Final Grade_____

		Thesis	Research	Analysis	Synthesis	Citations
4		Student introduces a thoughtful, creative question or statement that prompts challenging research and contributes a new perspective to the field or concept.	Student gathered evidence from a variety of relevant quality electronic and print sources, and refers to them in the body of the research paper.	Student includes a clear, in-depth analysis of the evidence gathered, and draws conclusions that strongly support the thesis	Student organizes the paper in a logical and creative sequence. The interaction between thesis and analysis is synergistic. Smooth transitions contribute to fluidity.	Student has cited works using MLA or APA style throughout the body and in the List of References. No works have been plagiarized, and direct quotes have been included appropriately.
3		Student introduces a thoughtful, creative question or statement that prompts challenging research.	Student(s) gathered evidence from some relevant sources--print and electronic, and refers to them in the body of the research paper.	Student includes a clear analysis of the evidence gathered, and draws conclusions that sufficiently support the thesis	Student organizes the paper in a logical sequence. Thesis and analysis interact throughout the paper. Smooth transitions are included.	Student has cited works using MLA or APA style throughout the body and in the List of References (with minimal errors). No works have been plagiarized. Direct quotes have been included appropriately.
2		Student introduces a question or statement appropriate to the topic.	Student gathered evidence from a limited number of relevant and quality sources, and includes few examples in the body of the research paper.	Student analyzes the evidence gathered, but has difficulty drawing conclusions that sufficiently support the thesis.	Student organizes the paper in a sequence. Thesis and analysis are not balanced. Few transitions are included.	Student has cited works using MLA or APA style (with some errors) throughout the body and in the List of References. No works have been plagiarized. Direct quotes have been included appropriately.

	Thesis	Research	Analysis	Synthesis	Citations
I	Student introduces a question or statement that is irrelevant to the topic; or thesis is missing.	Student(s) gathered minimal evidence, and does not refer to these sources in the body of the research paper.	Student has difficulty analyzing the evidence and, therefore, is unable to draw conclusions to support tht thesis.	Student has not organized the paper logically.	Student has plagiarized materials.
Teacher Comments					

http://mciu.org/%7Espjvweb/resrub.html

CONFERENCE-STYLE POSTER PRESENTATION RUBRIC

Criteria	4	3	2	1
Appearance	Poster has a polished and scholarly appearance; creative features do not distract from the content.	Poster has a scholarly appearance; creative features do not distract from the content.	Poster has a somewhat scholarly appearance; features distract from some content.	Poster lacks a scholarly appearance; features distract from the content.
Content	The content is exemplary. The student has effectively presented the concept or argument within the space provided. Student has demonstrated a thorough knowledge of the topic.	The content is comprehensive. The student has managed to present the concept or argument within the space provided. Student has demonstrated a knowledge of the topic.	The content is limited. The student has had difficulty presenting the concept or argument within the space provided.Student has demonstrated some knowledge of the topic.	The content is vague or irrelevant. Student has not demonstrated knowledge of the topic.
Organization	All sections are labeled and organized into a logical sequence.	Most sections are labeled and organized into a logical sequence.	Some sections are labeled and organized into a logical sequence.	Few sections are labeled and organized into a logical sequence.
Mechanics/Grammar	The poster shows minimal or no errors in punctuation, spelling, or grammar.	The poster shows few errors in punctuation, spelling, or grammar.	The poster shows some errors in punctuation, spelling, and grammar.	The poster shows many errors in punctuation, spelling, and grammar.
Sources	The poster shows the use of a variety of sources which are cited accurately in MLA or APA format and are included in the Llist of References section.	The poster shows the use of sources which are cited in MLA or APA format (with some errors) and are included in the Llist of References section.	The poster shows the use of some sources which have been cited in MLA or APA format (with errors) and included on the Llist of References section.	The poster shows that sources have been plagiarized.
			Total	____

APPENDIX 1

SAMPLE STUDENT PAPER
 "WHY DO THE MODERN PEOPLE FORGET OR CHANGE THEIR RELIGION?"

From immemorial times until epoch of "modernism", people had a strong religious faith, and because of it, it was rare that someone changed his/her religion to another one. Modern time people also strongly believe in God, but in our time even more often people stop following or change their faith, that is their religion. So, from above-mentioned facts, there is arising one delicate question: "*Why do the modern people forget or change their religion?*" **In my point of view modern people change their religion and also stop following its rules and traditions, because of influences of something or someone, especially now when we live in the period of "Globalization."**

One of the most significant influences which exists modern time, and didn't several centuries ago, is westernization. Westernization means taking any values of western countries, that is imitate them. According to some writers, sociologists and politicians, such as Singapore ex-premiere minister Lee Quan You, the Oriental, that is eastern countries which westernize their countries, the people who live there lose not only their cultural values, but also the religious values. . In my opinion cultural and religious values are very weak in the westernized countries, which can lead to the forgetting and changing the old religion to the new one.

And one of the examples is Tajikistan during Soviet dominion in the Central Asia. After October revolution in the Tsar Russia and when Tajikistan entered to the part of USSR, that is Western country, soviet government began intensively to develop the process of westernization there. They changed political system of Central Asian countries, including Tajikistan, which before entering to the part of USSR was religious. Under the influence of Soviet government Tajik women stopped to dress "paranju," almost all people stopped following the religion, that is to prayer five times per day, or having fast. Also absolutely all Islamic mosques were closed, and many servers who worked in those mosques were sent the reference and many were killed. And besides these activities, they also began the spreading of anti-Islamic propagandas. In which they criticized Islam. And as the result many people became materialist and atheists, that is unbelievers, many changed their religion, and most stopped the following the religious rules and traditions.

Another influence, which is no less effective, is the influence of the religious books of those religions, which they have chosen, and which are very accessible for nowadays. Modern time all people of the planet can be interested and learn about all religions, as they live in the times when everything is available and accessible for people, for example mass media, or Internet from which people can get huge information, as well as about religions, or books which today people publish hundred times more than century ago. They also publish many religious books, and almost every man in the world can get any religious books, not looking on which part of the world he/she lives.

Reading some holy books of alien religion some people can understand the wisdom not only of book but also of religion. And also find the answers, which they were looking for, and that's why many people change their religion to the new one. And of these people was prominent Boxer of third quarter of twentieth century Cassias Klein. In the beginning of his career, he interested to the Islamic religion, when he was Christian. He red many Islamic books, including Qur'an. And in a several times after the reading those books he unexpectedly changed not only his religion but also his name on Muslim name Muhammad Ali.[1] The same thing also happened with another world famous Boxer of our time, with Michele Tyson, who also changed his religion under the influence of wisdom of Islamic sacred books.

So the cause "why do the modern people forget or change their religion?" is the time when they live. Modern people live in the period of "globalization" in the time of mass media, Internet and other sources

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1   Cameron, James, dir. "Muhammad Ali" by Jon Woe. With Will Smith. New Line Cinema, 2000. 132 min

of information, under influences of which modern people change their religion and which didn't exist a century ago. And another thing, which also influence to the today's people to forget or change their religion, is "westernization", which because lead to the losing not only cultural values but also religious values.

This is a good start to your argument. You provide examples of conditions that influence an individual to 'forget'' or "change'' their faith:

1. *westernization*
2. *globalization*

You provide an introduction that prepares the reader for your arguments, and attempt a conclusion, which is always an important component of an essay. You follow through with your arguments to the end, staying within the parameters of the topic.

I would recommend that you provide more examples from research and current events to back up your opinion. You provide the example of Muhammad Ali. What other examples provide strength to your argument? This is the key to a powerful essay: strength of argument.

I am unclear about the argument in the paragraph beginning with "Reading some holy books of alien…" Does it speak clearly to the influences that you describe? I think it is an argument about the emergence of literate societies.

Finally, your essay requires tightening. Your arguments are definitely apparent, but need to be articulated with more structure and certainty. For example, you allude to the following:

1. *the emergence of literate societies, and the technological revolution that creates a "global community" and increases accessibility to information*
2. *the political/governmental influences, e.g., Soviet occupation, that demand societies to adopt or dissolve particular religious practices*
   All you need to do is explain with increased clarity and conviction.

I would suggest that your conclusion give the reader food for thought. Leave the reader wondering about whether they agree with you. Leave the reader reflecting on the influences on their own life and circumstances. What influences will determine whether they forget or change their religion?

Rustam, over-all, you understand how to organize an essay, provide examples that support your opinion, and introduce your topic. A good effort that meets expectations. The goal now is to "fully" meet expectations, and eventually to exceed them.

APPENDIX 2

TEACHING CASE STUDIES

The purpose of case study teaching is to develop analytical and decision-making skills (Gragg, 1953). Merry (1954) suggests that case studies provide opportunities for inductive rather than deductive reasoning. In other words, students take the information presented in the case rather than information provided by the instructor to debate points of view and draw conclusions.

An article on the University of Pennsylvania website exploring case studies lists the following benefits for students:

1. Relevance of case studies to the real world promote understanding regarding how these issues pertain to their lives and their surroundings
2. Students explore multiple perspectives, which broadens their exposure to different points of view, and enables them to make more educated decisions
3. Build critical thinking and analyzing skills, as assignments are open-ended and often require them to search for solutions
4. Students gain a detailed understanding of the course content, as case studies present a number of issues that emerge throughout the course

An article on the New York State University (at Buffalo) website illustrates that attendance in classes where students are presented with case studies is significantly greater than attendance in classes that include primarily lectures. In other words, students are more enthusiastic about learning when they are required to be active participants than when they are required to be passive participants.

Case studies provide a meaningful context in which to study themes such as science, gender, and culture. When science, for example, is studied in isolation, it may lack significance and relevance to the student's lived experience. Why study a particular subject when the content is not meaningful? The case studies provided in the course "Individual and Society" present a range of issues that are relevant to the real world, within the thematic context of the chapter. For example, Michael Frayn's Copenhagen in chapter 3 will engage the students in a discussion around the ethical considerations when developing technology, in this case, the atom bomb. Students may discuss the cognitive dissonance that scientists may face, as they weigh their responsibility as a scientist against their moral standards. The case studies do not provide an overview of Bohr's quantum theory or Heisenberg's uncertainty principle. Instead, it provides students with the opportunity to question, analyze, debate, and draw conclusions about the impact of science on the individual and on society, which is the theme that weaves through the chapter.

There are several ways in which a case study may be approached. It would be necessary, first, however, that all students read the case study before attending class in order that they are prepared for the case study activity. Below are some examples of case study methods:

1. **Debate** – students may be requested to come prepared to defend both sides of an argument that the instructor presents. For example, in Michael Frayn's Copenhagen, the following question may be posed: "Who was responsible for the devastation caused by the atomic bomb – the scientists or the politicians?" The students may be requested to come prepared to defend either side, and play the role of a "scientist" and a "politician." The debate may be played out in several ways. Below are two examples based on Copenhagen:

Example 1

a. Three roles are assigned: 1. mediator(s) 2. scientist 3. politician
b. The mediator(s) may invite a scientist to make an argument
c. The politician rebuts.
d. The politician makes an argument
e. The scientist rebuts.
f. The debate continues in this format.

During the debate, the mediator(s) may award points to each side, or simply the mediator may comment on the strength of each argument during the course of the debate. The mediator may also prompt further questions when arguments appear to lack evidence from the case study or external sources.

A timer may also be included in order to avoid long soliloquies. 90 seconds per argument should suffice.

It is recommended that the instructor set up the room in a way that is conducive to debate. For example, scientists are seated on one side and politicians are seated on the other. Each side faces each other.

Example 2

a. Four roles are assigned: 1. mediator 2. scientist 3. politician 4. debating judge
b. A set of criteria for judging the debate are created at the beginning of class. These can be saved for future debates. Criteria may include use of evidence, pertinence to text, clarity of expression, strength of rebuttal, completion of argument within time limit, etc. Criteria may be negotiated by students at the beginning of the class.
c. The debate begins as in example 1.
d. Judges award points to each side for each argument and each rebuttal according to the criteria sheet
e. The mediator facilitates the debate by providing instructions, maintaining order, and timing the debaters.

The debate does not necessarily have to be organized in this way. The instructor and students may create a different structure.

2. **Problem-Based Learning** - This approach to case studies was pioneered by McMaster University Medical School, when medical students were given a case study that required them to analyze, do research, and make a decision regarding how to proceed with a particular patient. This particular method may be applied to the case studies in this course. The case study in chapter 6 illustrates how environmental neglect can harm the natural environment. Students may be invited to brainstorm practical solutions to the problem of pollution within their own environment, and put these plans into action. This may require them to analyze the environmental issues described in Rachel Carson's Silent Spring, complete further research independently on environmental issues in Central Asia, and in small groups, develop a plan to resolve some of these issues. This may require further research regarding solutions. The Action Plan may be presented and then carried through for a certain period of time.

3. **Role Play** - This approach is best used for case studies that include characters, such as short stories, films, and plays. It requires students to take the perspectives of these characters and really learn to empathize with them. This can be especially challenging if the student's perspective on the issue presented is contrary to the character's perspective. Examples of role plays are mock trials, public hearings,

and dramas. Chapter 2's Luna Papa lends itself well to a public hearing. Students may take on the role of Mamlakat, Safar, Nasriddin, Alik, and the villagers. The issue at hand is whether or not Mamlakat should be removed from the community for her sin. The students take on the different roles, offering testimony that will be used to make a final decision.

4.   **Group Discussion** – This appears to be the most simple way to approach case studies. In small groups, students may be requested to discuss the answers to the questions that appear at the end of the case study text. A time limit may be offered for each question. Alternatively, students may receive a particular question or a particular point of view from the instructor, and are requested to respond. A problem may be presented, and students may be required to achieve consensus.

The list above is by no means exhaustive, but the common thread is that they all promote active learning, which makes learning more enjoyable and worthwhile. A number of websites provide further suggestions on how to incorporate case studies into the curriculum. For example, The National Centre for Using Case Study Teaching in Science based out of Buffalo provides comprehensive information on the use of this valuable teaching tool. Clyde Freeman Herreid writes a number of articles on best practices and the do's and don'ts case study teaching that are included in the website. This website is a very valuable resource for the instructor.

Finally, the instructor is encouraged to choose the method that seems most appropriate for that particular case study, and to provide students with more autonomy during case study activities than during the rest of the chapter, as case studies lend themselves well to discovery learning. According to Herreid, however, it is important that relationships among students are built before any case study teaching occurs. Students are unlikely to actively participate unless students feel a sense of comfort and mutual trust with their peers. More details on how to create such a positive learning environment is provided in chapter 6 of the manual.

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