

Sample Re-evaluation for Diverse & Global Perspective General Education

<p>1. How did you develop an informed understanding of an issue or a group of related issues (e.g. economic, environmental, geographical, healthrelated, historical, linguistic, political, technological) that influences cultures, global systems, and/or societies?</p>	<p>Through reading Marjane Satrapi's <i>Persepolis</i> as a class, I learned about the struggles of people living in Tehran during the revolution and specifically how things changed for women. The author witnessed bloody protests as a child and later as a teenager she lived through bombings that claimed the lives of her friends and neighbors. Satrapi was sent to study abroad in Europe for her own safety while her parents stayed behind in Tehran. This was a difficult time in the author's life as she not only had to navigate the struggles of adolescence and early adulthood without her family, but she also had to live in a society that viewed her as a refugee and faced racism in unexpected places. The book was beautifully crafted with all of the laughter and devastation of a very real life in the face of disaster and political unrest.</p>
<p>2. Describe how you explored any range of topics including age, disability, ethnicity, gender, language, nationality, race, religion, sexuality, socioeconomic status, veteran status, and/or other salient social statuses that influence the human condition?</p>	<p>As a class we read a range of works from authors of the Middle East, Greece, Mexico, Japan, the United States, Nigeria, and Sri-Lanka. Poems by Sappho explored female sexuality in ancient Greece, while Murasaki Shikibu's <i>Tale of Genji</i> exposed the differences between men and women living in high society during the Heian period in Japan. Other works by authors like Chinua Achebe, Michael Ondaatje, Pablo Neruda, and Miguel Cervantes were also examined to highlight cultural differences.</p>
<p>3. How and in what ways were you tasked with articulating how complex natural and/or human systems are influenced and/or constructed, operate with differential consequences, and can be altered. Students will reflect upon their own relationship to these processes?</p>	<p>We had several integral assignments centered around the analysis of texts and their authors from a sociopolitical standpoint with an emphasis on intersectionality. What makes the piece unique? What does it say about men/women? Why is this culturally significant? Why is this historically significant? Do we see similar themes in other pieces? What about the author's background connects us to the purpose of their writing?</p>

4. In what ways did you reflect on how knowledge of these global or intercultural connections and/or consideration of diverse perspectives can help explain conflict and establish respect for other cultures and/or societies?

Dear Committee, My name is ____, and I am a senior here at UMW. I am a __ Major on track to graduate in __, but I'm in need of a class with a designation of DGP. Last semester I attempted to sign up for an English course to fulfill this requirement, but it was marked as R for Repeated on my transcript due to my transfer credit from YZ Community College. I would like to explain why I believe my transfer credit for World Literature should be able to satisfy my DGP requirement for graduation. I had the pleasure of taking World Literature with Professor X at YZ Community College. The 16-

week course featured a number of works from the Middle East, Greece, Japan, the United States, Nigeria, Sri-Lanka, and Iran. Each week the class would focus on a particular author, their background, and one or more of their literary works— whether poetry, short story, or novel. Accordingly, every week we had to post discussion boards analyzing the literature, the author, and the sociopolitical significance of when and where the piece was written. When interacting with classmates, we were highly encouraged to make connections between different pieces from class, but also our own experiences and other works we have encountered. During the span of this class, there were two major assignments due: a literary analysis paper and a separate presentation. For the paper, students were tasked with choosing one of the pieces we'd read over the course of the semester and analyzing the theme and why it was culturally significant for the author to have created it. I chose Murasaki Shikibu's *Tale of Genji* and explored the global significance of a female writer at the time, and also how women were depicted in her story. Shikibu's main character was a man, yet through him the lives of the women he interacted with were illustrated in detail—hidden from society, but as dynamic as the men who roamed around them. The presentation project was created for each student to choose an author and literary work that we felt would have made a great addition to the class curriculum and why. For this, I presented *Kafka on the Shore* by Haruki Murakami because he is a fantastic contemporary Japanese writer that explores the heavier, darker themes such as loneliness, identity, sexuality, and morality in a culture that is very rigid and often isolating. Murakami has been a huge success because his pieces resonate with so many readers who feel unable to explore their struggles openly and because his writing blends uncomfortable reality with fantastical and magical scenarios. As a result of this class, I was able to learn about the experiences of people of different cultural backgrounds, ages, genders, races, and socioeconomic backgrounds and the common themes that bring us together. Through the writing of these diverse authors, I was able to understand the impacts of historic events across the globe on others and consider the complexities and intersectionality of diversity and marginalization. YZ Community College did not have a Diverse and Global Perspectives class designation, but I believe this class meets the criteria. Thank you for reviewing this matter.