

Title: Teaching Western Literature to Non-Western Students

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In the course of history, our world has been subjected to numerous divisions and boundaries. Lines that indicate partitions exist between lands and laws written on paper stipulate individual national sovereignties. But, it should be noted that one of the most important divisions that still exists amongst societies is the concept of “East” and “West.” During the past thousands of years of recorded history, the East and West grew side by side yet in clearly different disciplines. Some of these disciplines which are obviously different include religion, culture, values, and traditions. In addition, aesthetic practices such as art, music, and architecture greatly vary. Nevertheless, in the advent of modern technology and the highly increased cooperation between different cultures, the once different East and West are now being continually linked and as globalization reduces lines and erases differences, different people are now finding themselves gradually unified under a single world. Included in this is the propagation of Western literature into non-western countries. On the other hand, this presents a new challenge to educators and disseminators of western thought; how does one teach western literature to non-western students? In relation to this question, the writer wishes to state that the purpose of this paper is to present some answers to questions pertaining to how one should teach non-westerners western literature and thought. In addition, the paper will also give out some suggestions on how students may cope with the

challenges of having different values from ones which are being taught.

As stated, people today are finding themselves immersed in a melting pot of cultures and beliefs. If one is to present western thought to an Asian or perhaps an Arab, one should consider the philosophical, cultural, and social beliefs of the person. One may say that these differences are evidently hindrances to an effective communication of thoughts. Nevertheless, there are ways on which one can cope up with this. In able to efficiently teach western literature, one should know first the differences between western values and non-western ones. More often than not, literature is not just a means of entertaining the mind but also is an important carrier of cultural and foreign thoughts. To communicate western literature without adequate background knowledge of the ones who are to assimilate the thought may prove to be a barrier. Therefore, let us first take a glimpse of western and non-western values as a whole.

Western thought and values have very diverse meanings and may pertain to a number of disciplines. But, many believe that western values are regarded as values derived from reason. It started in Ancient Greece and spread throughout Europe thus considering it of western origins. This movement of thought was mostly started by famous Greek philosophers and utilized reasoning to achieve answers that are sound

and moral. In later centuries, the way of thought was passed on to the Romans at the time of the Roman Republic and Empire. During the Middle Ages, it vanished from social consciousness due to the rise of feudalism and the predominance of land and power struggles. After the dark ages, western thought was reintroduced in the Renaissance or “rebirth.” At this point, western thought has achieved considerable momentum and gained more significance at the passage of time particularly during the Enlightenment, various national revolutions, and Industrial Revolution (*What is Western Culture?*, 2008).

As stated, western thought is based on logic and reasoning and adheres to the belief that the universe is ruled by laws which man can in fact understand. Moreover, western thought and values teach humanity that free will exists and that we have the choice to commit what is wrong and what is right. Also, it stipulates that we are the highest form of life in this world since we have the ability to utilize reason in judging issues. Western thought and values uplifts individuality and provides the most basic of rights such as right to life, property, freedom, and right to happiness. It protects individuals from the manipulation and abuse of others as well as the state and upholds the sanctity of human life and freedom from oppression (Reisman, 1990).

Western values are diverse yet certain key points are discernible. Firstly, western values incorporate the right of each and every individual. Aforementioned, the

western society upholds man's basic rights and it is commonly stipulated on most constitutions modeled after the Western ones. Perhaps the epitome of bill of rights is that of the United States' which states that "No person shall be held to answer for a capital...unless on a presentment or indictment of a grand jury...nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation" (Fifth Amendment, US Bill of Rights).

In relation to the basic rights of an individual is the equality of men regardless of race, gender, and wealth. If in the past, slavery was a common practice, today, slavery is condemned as a grave offence to the concept of equality. This is achieved largely by the acts of abolitionists and the intellectual empowerment of the once oppressed people. Pertaining to women, it is also of western origins that the rights of women were advocated. If once, women were regarded as inferior to men and unfit to manage issues deeper than domestic ones, women's advocacy groups as well as suffragettes helped in achieving an equal status with men.

And lastly, western values concerning religion can be considered as a product of Christianity and that of Judaism (Langguth, 2003). It can be noticed that in the context of religion, western civilization and thought is the pillar of monotheism. Today, Western thought and values is regarded to be the main product of Christianity and directly acts

in accordance to the teaching of the said religion. Likewise, Islam, which is closely related to Christianity and Judaism, also presents the same thought though it was only at the time of the European recession in the Middle Ages that western thought flourished in Arab countries. Today, Islam countries in the Middle East are now in conflict with most of the West in cases such as those of the Gulf wars. Mostly, Islam is misunderstood and many of their values are deemed unacceptable by the western world (Mazrui). Islamic values commonly regarded as unacceptable involve the use of severe punishments, and the inferiority of women in the social classes.

With regard to non-western thought and values, there are considerable differences. Unlike the universality of Christianity in the West (North America and Europe), Asia (as the East) acts as host to many different cultural and religious groups each possessing their own values and beliefs. Also, like the West, the Eastern countries also tend to base their thought on their religion, and therefore, the religion of an Asian country is the primary determinant of that country's values. Included as major religious factors in the east are Buddhism (mostly in countries such as Sri Lanka, Thailand, Vietnam), Hinduism (India, Bali), Shinto religion (Japan), Islam (Malaysia, Brunei, Bangladesh), Confucianism (China, Korea), and even Christianity since the Philippines is the only predominantly Christian country in all of Asia. Due to this immense diversity, to

define non-western values is difficult since there are profound differences concerning religious backgrounds (Langguth, 2003).

In the rapid economic growth of Asia, most believe that it can be attributed to the help of westernization but today, debates are arising from the said issues since most non-western countries especially Asian ones are looking for their true identity. Due to centuries of western colonization, many Asian countries are now facing the question of which values are exclusively non-western. Take for example the Philippines. The Philippines was subjected to 300 years of Spanish colonial rule and this rendered it a Roman Catholic country. Today, Filipino values are mostly rooted in Christian values yet still incorporate certain traditional ones inherited from the early Malay settlers. Moreover, most Asians are known for their deeply rooted close family ties and familial traditions and observe more conservative social norms. For instance, in most Asian schools, there is a sense of seniority among students and many are not allowed to participate if not invited or initiated to by the older ones. Also, family values are of utter importance since the concept of separation and divorce are still not acknowledged universally. Most Asians tend to value the welfare of a group as a whole instead of focusing on individual rights as opposed to that of the westerners. And lastly, castes classes are also dominant on some cultures, most notably in India where it varies

greatly depending on the time and religion among others (Hart, 1975).

In summary, western values emphasizes on individual rights and are collectively under the influence of fused Christian and Jewish religions. Western values uphold the rights of individuals and are credited for the establishment of equality among people. In contrast, non-western countries, predominantly in Asia have varying values largely attributed to the diversity of its religions depending on the region. Also, years of colonialism has left many non-western countries lasting influences that have become mingled with the local values thus making many values nonexclusive to non-western countries and peoples.

Now that we are given a concise description and history of western and non-western values and thought, let us now return to the central question of this paper. If we are to be provided a group of non-western students, how are we to teach them western literature effectively? I do believe that firstly, the cultural barrier should be eliminated not only on the part of the educator and students but also among the students themselves. As stated, many non-western values instigate that young students are to be subjected under the governance of the older ones. They are not allowed to participate if they want to. This presents a problem regarding the learning of the students. In relation to this, the writer states that to overcome this problem certain

activities should be conducted wherein all students can participate. Firstly, one must inform the students that in the activities, everyone is allowed to participate and express their own decisions.

On the other hand, many are faced with understanding western thought contained in western literature since students' values are different from the ones presented on the readings. Therefore, the instructor should encourage students to think outside the box and assure them that the values contained in the topics, however different from their values may be, are accepted nonetheless. If the students are able to grasp the nature of the western values presented, then it will be easier for them to formulate ideas and opinions.

As a sample activity, the writer suggests that an open discussion should be conducted. The educator will present an interesting issue (i.e. women in history and literature, abolition of slavery) so as to catch the attention of the class and have the students express what they think of the issue. It is important that each and every one understands the issue so that they can all formulate an idea or opinion with regard to it. It should also be made clear that no answer would be considered wrong as long as they are related to the topic being discussed. Also, the teacher should keep the ball rolling and express some insight so as to guide students in their participation.

Concerning the females and the younger ones of the class (since it is a social norm for many to be under the control of the older ones), the teacher should focus more on them and try to extract opinions from them first. This way, they will learn that they can participate in class even without the permission or initiation of the older ones. Plus, this provides them self-confidence and if this type of activity becomes successful, the younger and female students will learn that they have their own voice and can act on their own.

Another activity which can initiate class participation is by conducting a debate. First, a debatable issue regarding western values or literature should be presented. For example, issues such as if Othello's actions in Shakespeare's Othello present him as an irrational or a rational man provides two sides for an argument. Another is if a war has morals or none in Ernest Hemingway's For Whom the Bell Tolls. The educator will present this and allow the students to take their position. Make it clear that no position is exclusively correct or incorrect. Also, grouping and delegating positions is not advisable since this may pressure students to think of something despite the fact that they are assigned to the position opposing their own. By allowing them to choose their own position, students become more inclined to come up with arguments to support their positions. This in turn provides everyone the opportunity to participate. Along with

debate, brainstorming activities should also be conducted so as to stimulate the minds of the students to interact and provide their own opinions and perception of the matter.

And lastly, the teacher should also provide the same debatable issues and assign the students to write a brief position or argumentative paper. The students should be allowed to choose their own position so that they can write at their own will and not merely forced to come up with a paper. That way, many of the students will look forward to writing since they have the ability to choose their own arguments. Also, the instructions should not be rigid and the essay should be free-flowing. This eliminates the possibility of students being bored by their work if the instructions are confined into ones they have trouble dealing with. After that, the papers should be discussed in class paying particular attention to those written by the younger and female students. But, this should be conducted in a subtle manner so that favoritism or bias does not become grounds for the withdrawal of the other students. Paying attention according to the needs of individual students is enough to show that everyone has his/her own voice in class and that no opinion, as long as relevant and sound, will be considered wrong.

With regard to the actual teaching of western values, we are confronted with the question as to what stories or events can we give to provide highlights on what is being taught. Values such as individual freedom, liberty, opportunity, women's rights, etc are

important factors in western thought and are significant themes in western literature and should be provided with events and stories that will make them memorable thus easier to learn. In relation to this, let us deal with the values one by one.

Concerning freedom, it should be taught that, as stated, western values give emphasis on the individual freedom of men. Therefore, one of the stories which can be noted to give highlight is the cause for abolition of slavery during the 1700s and 1800s. In the aftermath of western exploration of new lands across oceans, the slavery of races once considered inferior came to prominence. It was not until the 1700s and 1800s that the practice was questioned. Prominent abolitionists included Harriet Tubman (ca. 1820 to March 10, 1913), called the Moses of her people, led slaves to their freedom, and Fredrick Douglass who was a great advocate of abolition. Also, one of the prominent Founding Fathers of the United States was Benjamin Franklin. Being moved by the hapless condition of slaves, Franklin became a strong defender of the abolitionist cause. Before his death in 1790, Franklin petitioned the US Congress to abolish slavery on the whole country. Moreover, he stated that slaves are not only to be freed but should also enjoy civil liberties in equality with that of the whites (“Benjamin Franklin: From Slave Owner to Abolitionist” 122).

Moreover, an event which highlights man’s quest for freedom for all is the

American Civil War. The war, which lasted from 1861 to 1865, was prompted by the Confederate (made up of secessionists) and Union (the “free states” under Abraham Lincoln) States’ dispute over the expansion of slavery. In relation to this, the American Civil War stands as a war for the cause of freedom among men and therefore should be included as a highlight for the achievement of freedom for all. Also, an important literary work which should be included in teaching the students western literature connected with freedom and abolition is Harriet Beecher Stowe’s Uncle Tom’s Cabin. A highly controversial novel about slavery, the work is deemed as instrumental in the fall of slavery and is the best selling novel in the 19th century and second only to the Bible (Goldner, 2001).

On the other hand, the quest for liberty is also one of the key events in western thought. Centuries before the late 1700s, almost all of Europe was veiled under the power of absolute monarchs. The known world likewise lay at the hands of their European masters. It was at those times that the Age of Enlightenment came. Such notable people to participate in this movement are David Hume, Edward Gibbon, and Immanuel Kant. In the late 1700s, Kant published an article discussing the state of affairs in countries. He noted that like an immature person, the general public has no voice of its own and are not allowed to participate in national issues. Above them are

the clergy and the nobility which both make decisions that eventually affect the whole country. In Kant's writing, he urged that people should learn to abide by laws but at the same time learn to question these laws. Moreover, he urged that the people should realize that power is in their hands and not in the hands of few (Kant). Kant is only one of the numerous people who helped realize the true ability of a united people.

In 1789, under the principles of Enlightenment, drastic steps were taken by the French people to overthrow the nobility. A new government was set up and absolute monarchy came to an end. Though the event did not run as smoothly as it was intended to it nevertheless laid the foundations for the dissolution that was to come of most empires and kingdoms. This is known today as the French Revolution and is regarded as a milestone towards achieving a government run by the people for the people.

Another important event related to the molding of liberty among westerners is the establishment of the United States. Since the US is divided into different territories with England holding most of the lands, the American people launched the American Revolution which yielded its liberty from foreign powers. The founding of the US gave way to the creation of the Bill of Rights, which is known today as an advocate of individual rights, and provided the fact that, indeed, a united people can defy even the most formidable of colonizers.

A significant aspect of Western values which differ from non-western ones is the equality that women achieved in western countries. Though most Asian countries nowadays view women as equal or almost equal with men, especially westernized countries such as the Philippines and Japan, many other countries still view them as inferior, particularly Islamic ones and those in South Asia. If one is to present literary works containing empowered women characters, this may be a direct difference from those of the non-westerner's values and traditions. Therefore, one should present adequate information regarding women and the roles they played in the past as well as the present.

In the past, the western society, like most societies, perceive women as inferior to men. They were not expected to assume a man's role except in situations which dearly calls for it such as at the moment of widowhood. Society expected women to act as subservient wives and mothers who take care of the family and deviation from this role is considered as unfathomable. But, in these later centuries, more and more women find it unbearable that the ones who produce sons are the ones considered inferior and acted out in able to change this. One of these women is Susan B. Anthony. Susan Anthony (1820-1906) is one of the most important civil rights leaders in the 19th century and is considered as a major influence to woman's achievement of right to vote

(Linder, 2008) in 1920 through the Nineteenth Amendment: “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation” (US Bill of Rights).

Moreover, it should be noted that there is a vast amount of feminist literature that can be provided for the students. One work is The Second Sex by Simone de Beauvoir. The Second Sex explores the treatments of women throughout history and establishes the notion that women, as the “other” sex is defined by society as an aberration of the otherwise “normal” gender which is men. “The term ‘female’ is derogatory not because it emphasizes woman’s animalism, but because it imprisons her in her sex; and if this sex seems to man to be contemptible and inimical even in harmless dumb animals” (Beauvoir, 1993). In her discourse, de Beauvoir argues that women in general are often regarded as inferior to men, both physically and mentally, of which in many cases men are incorrect.

Another work of literature that can be used in class to provide an insight to western values regarding women and their subsequent liberation is Kate Chopin’s The Awakening. The Awakening relates the tragic life of Edna Pontellier, a rich Creole in New Orleans. After a vacation in which she had a brief affair with another man, Edna

discovered that there is more to life than being a mother, wife, socialite, and property of her husband. After an unsuccessful attempt to reestablish her extramarital affair, she dies while swimming in the beach and her death is often considered as an act of suicide which frees her mind from the confinements of being a woman (Chopin, 1996).

There are varying degrees to what extent non-westerner's values regarding women are. Some may find literary works such as those presented on this paper as obscene or immoral and therefore, an assessment of the students is necessary so as to avoid offense on the part of the ones which have radically different views. The issue of women's standing in society is a delicate one and wide differences may occur. But, today in many countries, women are regarded as almost equal with men. Also, East Asians in general are more amicable with the topic since it is no longer much of an issue for them to see women assume the roles of men. And lastly, the actions of women as well as advocate men of the past are now taking its reward as seen in the success of women in almost every aspect of human life. Though some countries still perceive women as unequal with men, the voice of truth regarding women's capabilities can no longer be ignored.

Equality for all is one of the Western values. Though there are numerous moments when liberty for many is achieved (women's liberation, the abolition of

slavery), equality for all still seems to be unfulfilled. Take for example, the case of the African-American people. Though slavery has been abolished across the nation, it did not hinder the intentions of many, especially whites, to profess their superiority over other races. Many laws and regulation were passed limiting the rights of many. These included the segregation of schools, public establishments, and even prioritization of whites in the simplest of things such as drinking fountains and bus seats.

In teaching the non-westerners of the people's right to equality, an instructor should strongly consider the story of Rosa Parks. Rosa Parks was a Montgomery working-class African-American woman who found her self being arrested after refusing to give up her bus seat for a white man in December 1, 1955 (Brinkley, 2005). This outraged the black community of Montgomery and they started a boycott of buses which lasted for a year. Rosa later on became an icon of civil rights and continued to live her life as an advocate of equality. Due to the boycott, the world later laid witness to the rise of the civil rights movement. Perhaps the most important name to surface during this time was that of Martin Luther King, Jr., the Baptist pastor who led the Montgomery bus boycott. Sad to say, the man who peacefully fought for racial equality lost his life in violence. In 1964, King was assassinated while staying at a motel in Memphis.

And lastly, equal opportunity, as one of the Western values should be included. The west today, particularly the US and other western European countries are characterized by their strict adherence to the principle of democracy. In relation to this, they are viewed as lands of opportunity (particularly the US) by many countries. If one is to teach non-westerners the equal opportunity in these countries, democracy and capitalism should be an important topic to be used. As we are all aware, capitalism is characterized by a free market. Due to this, many are given the chance to achieve their financial dreams in contrast to stricter forms of governments such as Communism, where the state owns all businesses, which can now be found in Asian countries such as North Korea, Laos, China, and Vietnam.

Now that we have presented the key points of Western values in this paper, as well as some suggestions of topics that can be utilized in order to create highlights for the values, let us now discuss what writing activities can be conducted to demonstrate Western conventions of thesis and topic statement development. Again, it must be noted that the students of this particular course are not conventional western students. They might have different values, beliefs, and traditions and this may become a hindrance to communicate the thoughts effectively. But, by using particular writing activities and guidelines in writing, these students may be able to write effectively.

Firstly, the students should know what the topic is all about. Having done so, it will be easier for them to create a paper that is apt for the topic. Secondly, the papers should not have too rigid instructions such as too many pages to fill or too many sources to use. Assess the capabilities of the students as well as the context of the topic so as to make it parallel with the length of the paper. The paper should be free-flowing. By having a free-flowing essay, the students will be able to better express their opinions. Sometimes, too rigid instructions provide no space for some new ideas that students can inject on their compositions.

Moreover, when assigning papers, the educator should see to it that the topics presented are interrelated with a certain western literary work. For example, if one is to teach a batch of students about the horrors of war and how it affects society and the value of freedom, the paper should not be assigned as it is. It should be correlated with a literary work which contains the western idea. To make the topic of war interesting, present a novel or a story. Take for example Ernest Hemingway's For Whom the Bell Tolls; this novel deals with the loss of innocence in war and the reverberations it has on freedom. If one is to discuss the novel thoroughly and assure that the students understand the context, then it is the time to acquire their opinion regarding the matter presented. Also, the opinions of the students, as long as sound and relevant should be

considered correct since opinions are based on individual persons' perceptions and thus no exclusive answer exists. Another example is the abolition of slavery. If a teacher wants non-western students to learn about the value of liberty amongst peoples who were once oppressed, he should associate it with a certain literary work which embodies the context of the value. By providing a literary work as a source for the writing activity, the students are given better insight into the issue. This will help them to improve their assimilation of the topic.

In addition, grammar and the proper use of sentences and figures of speech should be noted but not in a very deep manner. If one is to focus more on the grammar rather than on the content of the paper, chances are the student will work more on the grammar and rules of English rather than try to assimilate the western ideas and values being taught.

In order for the non-western students to do well on literary tests such as the Western AP or IB tests, there are many ways on which one can help. Firstly, the teaching strategies of the teacher should be effective right from the start. Reviews, brainstorming activities, and assigning papers will not help much if the students do not understand what is being taught and communicated. Secondly, activities should bring out the interests and participation of the students. However good a teacher might be, it

would still be all in vain if the students do not participate due to lack of interest in the subject matter. Also, practice exams should be conducted to get the students familiarized with the exams. There are available manuals and workbooks regarding the exams and using them and keeping updated with the latest examinations may prove to be advantageous. If a weakness in a certain topic or subject is detected on the papers being submitted by the students, reinforce it by conducting reviews. After the review, assess the students' works in able to rule out if there is an improvement or none. Meticulous assessment of the students will greatly help in improving the students' performances and may eventually yield passing grades for student who will take the said examinations. Aside from the mock exams, open discussions can also be conducted wherein students may address their questions and needs to the instructor. Also, this provides an activity where collective learning is possible. Just like brainstorming, discussion and exchange of ideas and opinions are helpful in widening the knowledge of the students.

Lastly, one must bear in mind that the ability of non-western students to pass and succeed in western literary classes lays not only on the instructors but on the student themselves as well. As stated, the attention and interest of the students should be acquired so as to expect full participation in class. If students are uninterested, it

would be hard for them to study well. Instructors cannot blame students if they are not interested since what is being taught is different from what they believe in. Therefore, it is up to the instructors to make the topics interesting. Also, the instructor should encourage students to think outside the box. By having an open mind, the students will find it easier to understand what is being communicated. The class between teacher and students should be a two-way process. The teacher provides interesting information and the students on the other hand adheres to the requirements of the teacher and participates in class activities. In summary, open-mindedness, genuine interest, and participation are only some of the components which are instrumental for non-western students to succeed in Western literary classes.

In conclusion, education today is not what they were like hundreds of years ago. Today, a student will find scores of courses and hundreds of subjects throughout years of education. If once, the subjects of students were limited to their culture, educators and educational institutions of today are transcending barriers that ones separated one culture's studies from the of another's. Due to this, new challenges are facing educators on how to effectively teach a course to students with different values and beliefs. But, there are ways to overcome these challenges and it lays both in the educators' and learners' hands to succeed. If ever one of the two is to fail their expected roles,

impediments on the learning and assimilating process are surely to occur. Therefore, teaching non-western students western values should be conducted with care and sincerity and cultural barriers must be for a while eliminated so as to create an atmosphere of learning in the classroom thus making non-western student capable of succeeding in a class entirely different from their traditional own.

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Appendix 1

Slide 1

Teaching Western Literature to Non-western Students

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Brought to you by... Hye Won Chun & Cheong Ah Kim/ www.chaikimhigh.com

This slide features a blue wavy header at the top. The title is centered in a bold, dark blue font. Below the title, the author's name and affiliation are listed in a smaller black font. A small circular logo is visible in the bottom right corner of the slide content area.

Slide 2

Table of Contents

- Introduction
 - How the Western culture formed
 - How the Eastern culture formed
 - The Difference between West & East
- Overcoming Eastern Values
 - Freedom
 - Self-Identity
 - Religion
 - Feminism
 - Equality
- Guidelines in Teaching Western Literature to non-Western Students
 - Open Discussion
 - Brain Storm
 - Conduct a Debate
 - Conduct Writing Activities (Brief Position or Argumentative)
 - Preparing for AP or IB tests
- Conclusion

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This slide has a blue wavy header. The title is in bold dark blue. The table of contents is presented as a bulleted list with sub-bullets. A small circular logo is in the bottom right corner.

Slide 3

English Semitic Oriental Romance Russian

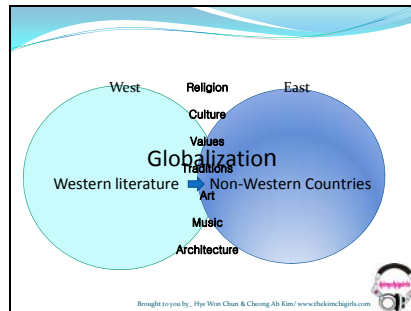
Kaplan (1966)

Kaplan, R. B. (1966). Cultural thought patterns in intercultural education. *Language Learning* 16, 1-20.

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This slide features a blue wavy header. Below it, five cultural thought patterns are illustrated with arrows: English (a straight vertical line), Semitic (a zigzag line), Oriental (a spiral line), Romance (a jagged line), and Russian (a dashed zigzag line). The source information is provided at the bottom of the slide content area.

Slide 4



Slide 5

How Does One Teach Western Literature To Non-Western Students?

- First know the differences between western values and non-western ones
- Literature is not just a means of entertaining the mind but also is an important carrier of cultural and foreign thoughts

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Slide 6

How Western Culture Formed

- Values derived from reason
(Starts in Ancient Greece and spread throughout Europe)-> Roman Republic and Empire
- Middle Ages (not so much contribution to values)
- Rebirth in the Renaissance
- Esp during Enlightenment, national revolutions, Industrial Revolution

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Slide 7

How Western Culture Formed:
Western Thought

- Logic and Reasoning
- Free will exists
- Choice to commit right and wrong
- Highest form of life in this world
- Ability to utilize reason in judging issues
- Individuality
- Rights (such as life, property, freedom and happiness)
- Sanctity of human life and freedom from oppression
- (Reisman)

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Slide 8

How Western Culture Formed:
Western Society

- Right of every individual
(Fifth Amendment, US Bill of Rights)
- Equality of Men
- Regardless of race, gender, wealth
- (Rights of Women advocated)
Men = Women

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Slide 9

How Western Culture Formed:
Religion

- Christianity and Judaism (monotheism)
- Islam (East) used to flourish with Western values but only in European recession

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Slide 10

How *Eastern Culture Formed*: Religion

- Religion diversity
- Religion of an Asian country is the primary determinant of that country's values
- (Buddhism, Hinduism, Shinto, Confucianism, Christianity)

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Slide 11

How *Eastern Culture Formed*: Values

- Deeply rooted close family ties & family traditions
- Conservative social norms
- (eg. Sense of seniority, Importance of family values)
- Value the welfare of group as a whole than individual VS value of individual (Western)

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Slide 12

How *Eastern Culture Formed*: The Divided East


- Western Values (True and Unique)
- Asian Values (Finding true one identity)
- All mix due to some part to colonization from the West and diverse religions and values

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Slide 13

Comparing Two Cultures



Western

- Individual Rights
- Christian & Jewish religions
- Establishment of Equality

Eastern

- Diversity of Religions depending on region
- Colonization(mingled identity)

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Slide 14

Now, how do you teach English Literature to Non-Western students *Effectively?*

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Slide 15

#1. Eliminate the Cultural Barriers

Not only between educators and students
But the Students themselves


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Overcoming Eastern Values: Freedom

- Emphasis on individual freedom of men
- (eg. Abolition of slavery during 1700-1800s, American Civil War)

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Overcoming Eastern Values: Liberty

- Age of Enlightenment (eg. Kant.)
- Establishment of United States (eg. American revolution)
- Bill of Rights

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Slide 18

Overcoming Eastern Values: Feminism

- In Presenting literary works containing empowered women:
 - There is a direct difference from those of non-westerner's values and traditions
- Solution:
 - One should present adequate information regarding women and the roles they played in the past and present

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Slide 19

Overcoming Eastern Values: Feminism

- Introducing values of women in the West:
 - The past : perceive women as inferior to men
 - Susan B. Anthony
 - Feminist Literature
 - *The Second Sex* by Simone de Beauvoir
 - *The Awakening* by Kate Chopin

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Slide 20

Overcoming Eastern Values: Feminism

- Values of women in the East:
 - There are varying degrees to what non-westerner's values regard women
 - The issues of women's standing in society is delicate one and differences may occur
 - But, East Asians in general are more amicable with the topic today

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Slide 21

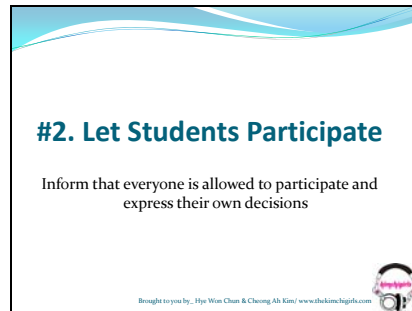
Overcoming Eastern Values: Equality

- Equality for all is one of the Western values : still seems to be unfulfilled
- In teaching non-westerner's of the people's right to equality, consider the story of:
 - Rosa Parks
 - Marin Luther King, Jr.
 - Equal Opportunity/ Principles of Democracy

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Slide 22



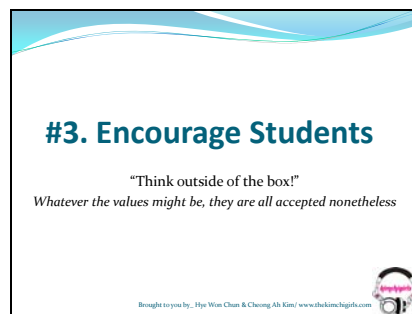
#2. Let Students Participate

Inform that everyone is allowed to participate and express their own decisions

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Slide 23



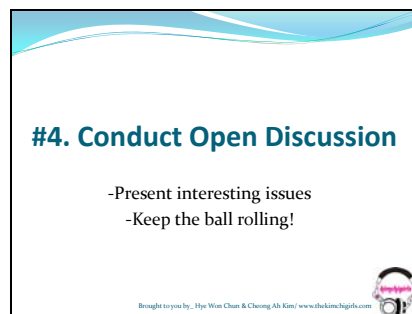
#3. Encourage Students

"Think outside of the box!"
Whatever the values might be, they are all accepted nonetheless

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Slide 24



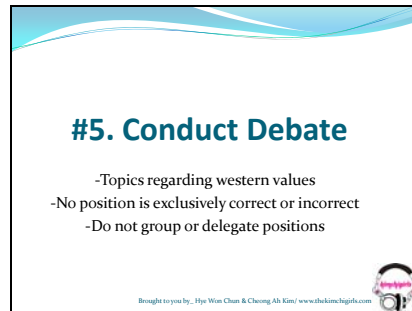
#4. Conduct Open Discussion

- Present interesting issues
- Keep the ball rolling!

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Slide 25



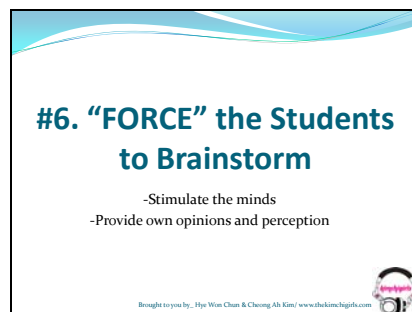
#5. Conduct Debate

- Topics regarding western values
- No position is exclusively correct or incorrect
- Do not group or delegate positions

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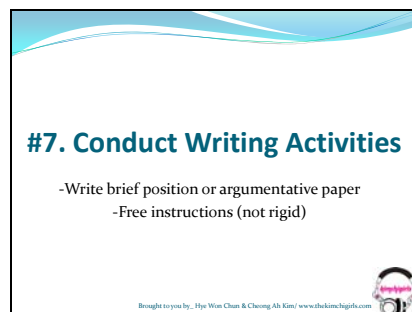
#6. "FORCE" the Students to Brainstorm

- Stimulate the minds
- Provide own opinions and perception

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Slide 27



#7. Conduct Writing Activities

- Write brief position or argumentative paper
- Free instructions (not rigid)

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More on.. Conducting Writing Activities

- Writing activities to demonstrate Western conventions of thesis and topic statement development
- Remember: these students are not conventional western students
- But by using particular writing activities and guidelines in writing, these students maybe able to write effectively

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More on.. Conducting Writing Activities

- #1:
The students should know what the topic is all about

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More one.. Conducting Writing Activities

- #2:
Show that topics of the papers are interrelated with a certain western literary work

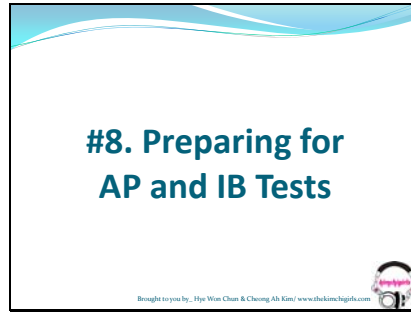
- Literary work which contains western idea
- Present a novel or a story
- Acquire their opinion regarding the matter

→ The students are given better insight into the issue

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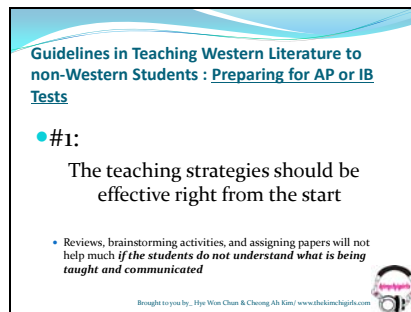


#8. Preparing for
AP and IB Tests

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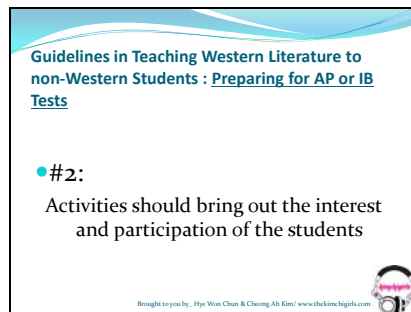
Guidelines in Teaching Western Literature to
non-Western Students : Preparing for AP or IB
Tests

- #1:
The teaching strategies should be
effective right from the start
- Reviews, brainstorming activities, and assigning papers will not
help much *if the students do not understand what is being
taught and communicated*

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Guidelines in Teaching Western Literature to
non-Western Students : Preparing for AP or IB
Tests

- #2:
Activities should bring out the interest
and participation of the students

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Guidelines in Teaching Western Literature to non-Western Students : Preparing for AP or IB Tests

- #3:
Practice Exams

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Guidelines in Teaching Western Literature to non-Western Students : Preparing for AP or IB Tests

- #4:
Reinforce by conducting reviews

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Guidelines in Teaching Western Literature to non-Western Students : Preparing for AP or IB Tests

- #5:
Assess the students' works

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Guidelines in Teaching Western Literature to non-Western Students : Preparing for AP or IB Tests

- #6:
Open discussion
-Provide an activity where collective learning is possible

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Conclusion

- Always bear in mind...
 - The attention and interest of the students should be acquired for full participation
 - Instructors should encourage students to think outside the box
 - Class between teacher and students should be a two-way process (genuine interest, open-mindedness, and participation=success)

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Conclusion

- Teaching non-western students western values should be conducted with care and sincerity and cultural barriers must be for a while eliminated so as to create an atmosphere of learning in the classroom thus making non-western student capable of succeeding in a class entirely different from their traditional own.

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