

Global Student Learning Activities:

- 1) **Reflective Response:** Watch an international film from an approved list and compose a text that includes a summary of the film and a personal reflection that responds to a specific theme depicted in the film.

Purpose of the Assignment:

Demonstrate ability to summarize a complex film and to make meaningful reflections regarding a specific cultural theme.

Assignment Resources:

-Computer

-MLA Handbook, 7th ed.

-Approved film list:

❖ Suggested film: **Outsourced.**

World region: Asia (India)

Citation: *Outsourced*. Dir. John Jeffcoat. Perf. Josh Hamilton, Ayesha Dharker, Asif Basra.

Shadowcatcher, 2006. Film.

Description: This movie depicts an American who is sent to India to set-up a call center near Mumbai, and follows his diverse experiences. The movie illustrates the initial cultural shock of an American's experiences upon landing in India, and how he begins to recognize the complexities of a foreign culture and makes meaningful cultural exchanges.

Procedure:

1. Students will view the film **Outsourced** in class or outside of class as assigned.
 2. Students will choose a specific theme from the film: family dynamics, work culture, social institutions such marriage or gender roles in the Indian culture.
 3. Students will develop a summary of the film, highlighting main points from the beginning, middle, and end of the film and describing character development.
 4. Students will then develop a response based only on their understanding of the theme as depicted in the movie.
- ❖ Suggested film: **Offside.**

World Region: Middle East (Iran)

Citation: *Offside*. Dir. Jafar Panahi. Perf. Shayesteh Irani, Ayda Sadeqi. Sima Mobarak-Shahi, Sony Classics, 2006. Film.

Description: In Iran, women are banned from attending men's sporting events. But, in the summer of 2005, Iran's national soccer team competed against Bahrain in the Azadi Stadium for the qualification of the World Cup. To view this highly-anticipated match, a group of female soccer enthusiasts disguised themselves like boys and attempted to gain entrance into the event. This film depicts this event and highlights issues of gender inequity in Iran.

Procedure:

1. Students will view the film **Offside** in class or outside of class as assigned.
2. Students will choose a specific theme from the film such as national pride, social taboos or gender roles, specifically women's roles in the Iranian culture.
3. Students will develop a summary of the film, highlighting main points from the beginning, middle, and end of the film and describing character development.
4. Students will then develop a response based only on their understanding of the theme as depicted in the movie.

❖ Suggested film: **Bliss**

World region: Europe (Turkey)

Citation: *Bliss*. Dir. Abdullah Oguz. Perf. Talat Bulut, Murat Han, Özgü Namal. First Run, 2007.

Description: After being raped, a young girl is condemned to death by the people in her village to get rid of the shame it brought her family. When the man who is to kill her runs away with her instead, they set off on a journey through past and present-day Turkey to escape their fate and start a new life.

Procedure:

1. Students will view the film **Bliss** in class.
2. Students will choose a specific theme/meme from the film such as family customs, women's issues such as rape, honour killings, family law or gender roles in the Turkish culture.
3. Students will develop a summary of the film, highlighting main points from the beginning, middle, and end of the film and describing character development.

4. Students will then develop a response based only on their understanding of the theme as depicted in the movie.

Assessment for Reflective Response:

1. Students will be assessed on the clarity of the thesis statement and how they are able to support it based on their understanding of the cultural theme.
2. Part of the reflective response will be assessed for the summary of the movie which must include the storyline and character development.
3. The assignment will be assessed on grammar mechanics, writing style and MLA documentation.

Time Recommended: one week