

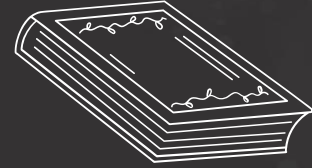


WORLD LITERATURE IN ARMENIAN CLASSROOMS: A PROPOSAL AND SYLLABUS FOR A WORLD LITERATURE COURSE

By Lilit Khachatryan



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This capstone project aims to propose a world literature course for Armenian high schools, addressing the need for incorporating world literature into the curriculum and providing a suitable structure and content. The proposed curriculum intends to promote empathy and an inclusive worldview, while developing important skills among students.

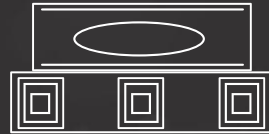


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INTRODUCTION



Learning world literature is crucial for gaining a deeper understanding of the world, exploring various perspectives, and developing empathy for others.

The neglectful attitude towards literature in public schools across Armenia stifles creativity and critical thinking, leading to a lack of enthusiasm and disconnection from the subject among students.

The lack of a comprehensive world literature curriculum in Armenian schools limits students' exposure to a diverse range of cultures, literary traditions, and authors, emphasizing the need for a world literature course.



LITERATURE REVIEW



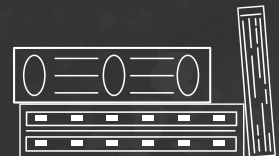
Importance of world literature

- World literature is essential for high school students to learn about diverse cultures and histories, enhance their imagination and perception of the world, and foster a more inclusive and tolerant society (Alberson, 1946; Cheah, 2008; Mirmotahari, 2016; Pitts, 2017).
- Studying translated texts allows students to reflect on their own culture and broaden their scope beyond national borders to better understand other communities' cultural practices (Smith, 2011; Mirmotahari, 2016).



Methodology

- An effective methodology for teaching world literature should include a combination of lecture-based teaching, hands-on activities, and discussions, as well as assignments and projects that improve students' close reading, critical, and analytical skills (Pitts, 2017; Hambardzumyan, 2022).
- Teachers should use thematic, response, and problem-posing approaches and avoid focusing too much on plot points to help students form a critical attitude towards literature, understand how it relates to society, and interpret it effectively (Hambardzumyan, 2022; Ikonne, 2016).



LITERATURE REVIEW



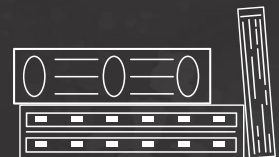
Content

- The choice of authors and literary works in world literature classes is important to ensure that students can relate to the materials and benefit from studying different cultures (Hakobyan, 2020; Alberson, 1946; Peck & Coyle, 2002; Pitts, 2017).
- Classics of world literature, myths and legends, and prominent writers from different periods and nations should be included in the course syllabus to help students understand other cultures, beliefs, and traditions, and to teach them about morality and ethics (Alberson, 1946; Peck & Coyle, 2002; Pitts, 2017).



Armenian context

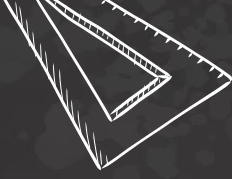
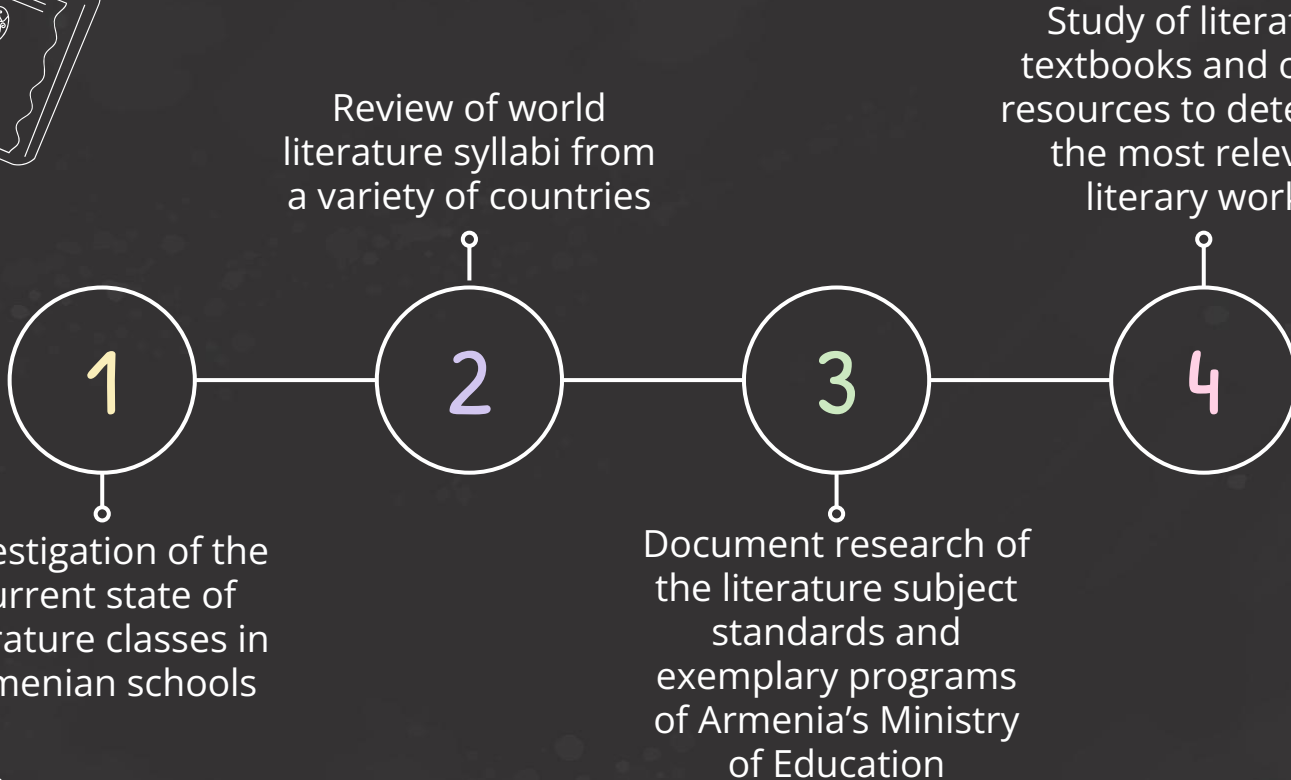
- The current educational system in Armenia emphasizes memorization and mechanical skills instead of critical thinking and creativity, and only 2 or 3 foreign literary pieces are studied as part of the Armenian literature class (Hraparak, 2018; Hakobyan, 2020; Hambardzumyan, 2022).
- Literature is taught in a banking approach in Armenian schools, which creates a detachment between students and literary processes and makes it hard for them to understand the importance of literature and to think critically (Hakobyan, 2020; Hambardzumyan, 2022).

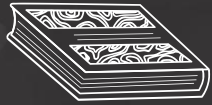


Research question: Why world literature should be incorporated into the curriculum of Armenian schools, and what is a possible structure, methodology, and content fitting for a comprehensive world literature course for 10th grade?



METHODOLOGY





A proposed world literature curriculum for 10th-grade Armenian public schools aims to provide students with a holistic education that promotes global awareness, critical thinking, effective communication, and empathy toward different perspectives and experiences. The curriculum is structured around three periods of literature, each with 14 works to choose from, and the teacher can select four works from each unit to cover in depth over a period of 2,5-3 weeks for each. The chosen works should be diverse in terms of countries, and at least one work by a female writer should be studied in each unit.

— STATEMENT OF PURPOSE



REFLECTIONS ON PROCESS



I had a clear vision of what I wanted to achieve and set realistic goals and milestones for my capstone project, which helped me stay focused and motivated.



I identified the goals, outcomes, assignments, and literary works for the proposed course based on research and personal experience, with a special emphasis on diversity and inclusivity.

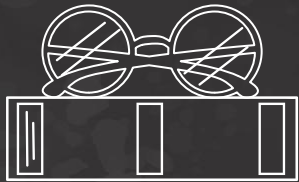
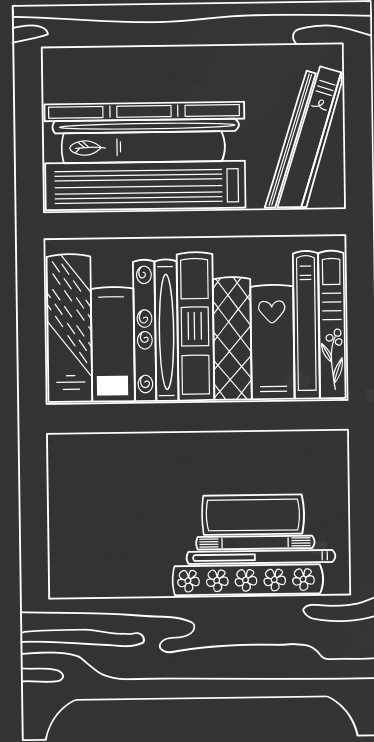


I approached the project with a strong sense of responsibility and passion, leveraging my personal connection to the topic and belief in the power of education and literature.



CREATIVE PIECE

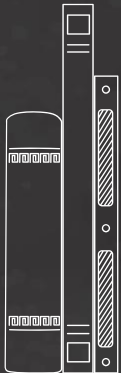
World Literature Proposal and
Syllabus





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THANK YOU!

