

Different Ways to Incorporate Landay Poetry in Classes, Assignments, or Extracurricular

1. Enrolled Student Final Essay (optional DRAFT subjects/ sample topics) for Freshman Intro to Literature: The Vet Experience

(worth 10% of grade): Create an essay assignment appropriate to audience level [Reminder: Fernandez original Freshman Intro to Literature: Veteran Experience HAS NO prerequisites for reading or composition]

A)Analyze (eg. Compare and Contrast) **Poetry as revolutionary for identity in two groups** (one should be a subset discussed in the Landay section, for example Oral tradition, poetry of the refugee, etc)

B) Student Roleplay teaching: Imagine yourself tasked with creating a ‘how to’ write a Landay in the style of one of the authors, tropes or themes read in the Poetry section of this Intro to Literature: Veterans Experience. Create a process or lesson plan, with clear do’s and don’ts and requirements, at least 3 examples, and at least 3 attempts to write your own that would be examples (including brief commentary WHY your creations fit within the traditions). Can be done as instructional youtube video or traditional essay.

C)“Challenge...” the stereotype that women in Afghanistan “ on the whole are uneducated, oppressed, powerless, or resigned to their fates” (Hervey). Use poetry (and its analysis and commentary) as the primary textual forms of evidence and create in argumentative thesis and supporting argumentative form your essay

D)Occupation poetry or Liberation poetry/song: Find and pre-approve 4 poems written in the same region/time or by the same female author during a 20th or 21st century war-time occupation or combat time (eg Africa, South America) and 4 poems (Landays or other) from the readings in class. Write about similarities and differences, and connect to culture of the author, and elements learned from the “Vet Experience” course content.

2.Honors students /Internationalization Essay/Project sample topics on : (worth 20% of grade)

A)Compare 4 poems from the Western tradition you can justify as ‘feminist empowering’ to four from the Landay tradition. Use terminology and theory from literature, gender studies, sociology, and/or other humanities centered fields.

B) Compare the refugee experience through poems comparing/contrasting two different refugee groups (be able to document the source as refugee, eg Syrian living in Iran, Afghani living in the US, etc). Include brief but relevant socio-historical examples and context.

C) Write about the implicit and explicit differences covered by the Western defined (2nd or 3rd wave) 'feminism' and the textual and cultural aspects of Landays

D) Pre-approve 4 aspects/goals of women's equality movements (universal or specific to a wave, time, or country). **Dissect and interpret at least 2 poems for each of these 4 aspects/goals**, using both literary concepts and interpretation methods, and some cultural-contextual factors, that show identification and drive towards these goals.

E) Discuss the use of symbolist and realist language in poetry that imperils the author because of authoritarian context, including, but not limited to the readings of Landays

F) Compare and contrast the Ghazal and Landay from a literary and/or specifically poetic point of view.

1. **G) Write about the Landay in relation to translation**, or other poetry in translation from a different language (for example Spanish to English, Japanese to English, etc) to English, centered on semiotics, issues of translation, or other artistic issues of transliteration and/or translation.

3. As part of course: share and incorporate content and lessons across the campus/ as part of general writing, diversity/culture events

Materials in I-V can be used to create, feed, or supplement discipline-agnostic on demand/plug and play SHOWCASES on "Resistance Poetry of the Women of Afghanistan" as a one class lesson plan, or as follow up assignment sourced for an extra-curricular hosted student life event or celebration (readings, as text to be set to music by students, targeted during International Rural Woman's Day and/or International Creative Artists week, for example). Can be unpacked and exported into extracurricular events to internationalize or discuss poetry and/or the woman in role as author, knowledge-sharer, or recipient/audience.

B) Below are some examples of extra curricular incorporation ideas as replies sent by College staff and faculty in different roles:

Creative Writing: Useful for readings, write-alongs, forms for students to emulate

Librarians: Cultural awareness, arts displays, community education

International Education/ Internationalization/Global and Cultural Awareness:

Stories of the others, Inclusion, guest speakers

Professional Development: High Impact Practice:

Internationalization, Cultural/diversity awareness