

Passport Learning Outcomes and Proficiency Criteria in Human Cultures (DRAFT)

FINAL 10-07-15

Feature	Passport Learning Outcomes (WHAT the student is expected to know)	Proficiency Criteria (HOW students demonstrate achievement of a learning outcome at the transfer level) N.B.: Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements . Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
1. Core Knowledge	Define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories and debates)	<p><i>The student will explain concepts, theories, and debates with regard to culture using appropriate vocabulary, terminology, and identifying core concepts relevant to discipline with regard to culture.</i></p> <ul style="list-style-type: none"> • Use appropriate vocabulary, terminology, etc. related to a course topic [in a formal presentation]. • Explain an important concept, theory, and/or debate relevant to the discipline [in a 3 to 5-page paper]. • Identify the core distinctions between primary and secondary sources [through a PowerPoint presentation]. • Identify and account for the different perspectives expressed in two or more cultures or in two or more primary sources that describe the same event [through a poster presentation]. • Identify and describe a series of cultural artifacts and explain their varied contexts (e.g. space/time) [through a series of multiple-choice questions]. • Identify and describe differences in a cultural practice in two or more societies (e.g. gender roles, marriage, kinship, political leadership, subsistence practices) [through an in-class essay]. • Describe the events leading up to a global conflict [in an 8-10 page paper]. • Define the terms "checks and balances" and provide an example from the U.S. Constitution for each branch of government [through an in-class essay].

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		<ul style="list-style-type: none"> • Explain what scholars mean when they say that race is a social and not a biological category [through active participation in an in-class debate]. • Identify and reflect on language-learning strategies [in a two-page essay].
<p align="center">2. Modes of Inquiry</p>	<p>Identify and describe past and current forms of inquiry into changing human cultures across time and place.</p>	<p><i>The student will describe how existing knowledge or practice is advanced, tested, and revised in studies of human cultures; explain how and why forms of inquiry differ across time and place; demonstrate understanding of personal and/or cultural biases and their impact on modes of inquiry.</i></p> <ul style="list-style-type: none"> • Describe the motivations that drove medieval alchemists and how alchemy was an important precursor to modern science [in a paper of 8-10 pages]. • Analyze the changing nature of "historical revisionism" [through a well developed series of multiple-choice questions]. • Compare and contrast two different explanations for President Truman's decision to drop the atomic bomb on Japan [through a poster presentation]. • If history is "just the facts" about the past, explain why historians disagree [in an in-class essay]. • Compare and contrast ways cultures have been studied at different times [through an in-class essay]. • Compare and contrast ways how place can change the way cultures are studied [through an in-class discussion]. • Explore the modes of inquiry used by a well-known researcher of different

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		<p>cultures [through a formal presentation on his/her work].</p> <ul style="list-style-type: none"> • Use primary and secondary sources [in a three to five-page analysis of a Beatles song]. • Analyze the differences between "Eurocentric" and "global" approaches to research [through an oral presentation]. • Compare the analyses that two different college-level history texts offer on the nature of the "market revolution" [through an oral presentation]. • Evaluate the Puritan experience from the perspectives of theology and lived experience [through a five to seven-page paper].
3. Investigation	Research human cultures using relevant methodologies.	<p><i>The student will engage with various investigative methodologies in order to describe and understand certain principles and phenomena of human culture or cultures.</i></p> <ul style="list-style-type: none"> • Identify and distinguish between primary and secondary sources [through the construction of an annotated bibliography] • Describe an important person or event [through a PowerPoint presentation]. • Describe or role-play a real or representative historical person (e.g. an 18th-century midwife) [through an oral presentation]. • Analyze the impact of an important event in history [through a short five to eight-page paper].

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		<ul style="list-style-type: none"> • Compare and contrast two or more accounts of an event for bias [through a paper or presentation]. • Analyze a cultural artifact and explain its varied context [through a brief three to five-page paper].
4. Areas of Study	Examine identities, languages, beliefs, and behaviors of oneself and others as parts of a dynamic culture or cultures.	<p><i>Describe, explain and evaluate the sources of one’s own perspective on selected issues in culture, society, the arts, and global relations and compare that perspective with other views.</i></p> <ul style="list-style-type: none"> • Discuss the disadvantages of the American emphasis on individualism and individual rights from a Swedish point of view [through an in-class essay]. • Examine specific examples of differences between home cultures and others [through a well developed series of multiple-choice questions]. • Analyze linguistic differences between Shakespeare’s original text and a modern translation of Hamlet’s soliloquy [through a brief three to five-page paper] • Reflect on a role-play focusing on a particular cultural topic (e.g. use of formal/informal address, dinner party behavior, historical period/event/figures/actors/political advocates) [through a brief three to five-page paper]. • Observe and reflect upon particular rituals, ceremonies, behaviors, or customs [through an oral presentation].

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		<ul style="list-style-type: none"> • Reflect on aspects of the target culture that are similar to/different from your own [through a service-learning project]. • Debate a topic as a cultural practice (e.g. footbinding, genital mutilation, child marriage, honor killings, spanking, handshaking, eye contact, personal space) [orally with a partner].
<p>5. Attitudes Toward Cultural Difference</p>	<p>Demonstrate understanding, respect, sensitivity, and empathy when interacting with one’s own or others’ cultures (including but not limited to people, language, artifacts, ideas, values, and customs).</p>	<p><i>Through interpersonal and/or intellectual engagement, respond to, interact with, describe, and/or analyze human cultures with sensitivity, empathy, and respect.</i></p> <ul style="list-style-type: none"> • Use appropriate forms of address (formal/informal) in a language other than your own [in an in-class interaction or extra-class project]. • Attend two or more cultural events and compare and contrast them [through a three to five page paper]. • Identify, describe, and analyze stereotypes in an assigned text [through a well developed series of multiple-choice questions]. • Compare and contrast stereotypes that different cultural groups hold of each other [through a three to five-page paper]. • Explain a concept from the point of view of another culture [in an oral presentation]. • Prepare and ask questions, listen attentively, respond appropriately and respectfully, ask follow-up questions, and report thoughtfully [in a reflection

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		essay on an interview of a subject from a culture or co-culture other than your own]. • Carry out a cultural analysis of a Beatles song [through a three to five-page paper].
6. Factors Shaping Human Cultures	Examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age, language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social movements, religion, and other forms of identity	<i>Identify and explain complexities, interconnectivity and diverse factors shaping human cultures.</i> • Explain the cultural consequences of global processes such as colonialism, slave trade, world wars, civil rights, diaspora [through an eight to ten-page paper]. • Debate questions of equity with regard to access to education, housing, food, transportation, etc. [through an in-class discussion]. • Discuss the cultural foundations of one or more political systems [through an oral presentation]. • Compare and contrast how two political ideologies address a common problem, for example, poverty, work, education, taxation [through a PowerPoint presentation]. • Explain the relationships between culture and structures of power [through an eight to ten-page paper].