



## INTERSTATE PASSPORT®

### Passport Learning Outcomes and Proficiency Criteria Human Cultures

#### **PASSPORT LEARNING OUTCOMES**

Faculty representatives from participating Passport institutions, along with the Passport State Facilitators and project staff, develop Passport Learning Outcomes (PLOs) for each lower-division general education knowledge and skill area. The Passport Interstate Faculty Team – comprised of faculty members with expertise in the designated area – review, compare, and contrast the sets of learning outcomes submitted by each state and then negotiate to arrive at an agreed-upon set of learning outcomes – the *Passport Learning Outcomes*. Team members vet the draft learning outcomes with faculty and other stakeholders in their states, and through a series of team conference calls, the learning outcomes are refined and finalized for the knowledge or skill area. Institutions that sign the Passport Agreement acknowledge that their lower-division general education learning outcomes map to and are congruent with the Passport Learning Outcomes.

#### **PROFICIENCY CRITERIA**

The proficiency criteria describe the EVIDENCE of proficiency with the Passport Learning Outcomes at the transfer level that one might see in a student's behavior, performance or work. These are observable behaviors rather than subjective descriptors such as "appropriate" or "excellent." Specific examples, provided in the Transfer-Level Proficiency Criteria column of the matrix below, are not intended to mandate curriculum or assessment methods, nor do they constitute a comprehensive list of concepts that each student must master. Rather, they serve as guidelines for determining whether a student has reached the desired level of proficiency for the specific learning outcome through a variety of possible methods. The inclusion of many diverse concrete examples is intentional as different courses may address a given feature in distinct ways; for example, a statistics course will address learning outcomes differently than a quantitative reasoning course. Also, a given concrete example may possibly address more than one Passport Learning Outcome. No single course, or Passport student, is expected to demonstrate all of these criteria of transfer-level proficiency.

#### **HUMAN CULTURES FRAMING LANGUAGE**

Proficiency in evolving human cultures Increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity and/or cultural evolution over time. Subject matter may include study of the similarities and differences among cultures including cultural values, traditions, beliefs, and customs, as well as the range of cultural achievements and human conditions through time. Relationship to institution's Passport Block: this area includes disciplines such as history, anthropology, archaeology, political science, geography, ethnic studies, gender studies, languages, and others.

## HUMAN CULTURES

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)
<b>Core Knowledge</b>	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"> <li>• Use appropriate vocabulary, terminology, etc. related to a course topic [in a formal presentation].</li> <li>• Explain an important concept, theory, and/or debate relevant to the discipline [in a 3 to 5-page paper].</li> <li>• Identify the core distinctions between primary and secondary sources [through a PowerPoint presentation].</li> <li>• 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].</li> <li>• Identify and describe a series of cultural artifacts and explain their varied contexts (e.g. space/time) [through a series of multiple-choice questions].</li> <li>• 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].</li> <li>• Describe the events leading up to a global conflict [in an 8-10 page paper].</li> <li>• 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].</li> <li>• 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].</li> </ul>

## HUMAN CULTURES

<b>Feature</b>	<b>Passport Learning Outcomes</b> (WHAT the student is expected to know)	<p style="text-align: center;"><b>Proficiency Criteria</b></p> <p style="text-align: center;">(HOW students demonstrate achievement of a learning outcome at the transfer level)</p> <p>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, <b>not requirements</b>. 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.</p>
		<ul style="list-style-type: none"> <li>• Identify and reflect on language-learning strategies [in a two-page essay].</li> </ul>
<b>Modes of Inquiry</b>	<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"> <li>• Describe the motivations that drove medieval alchemists and how alchemy was an important precursor to modern science [in a paper of 8-10 pages].</li> <li>• Analyze the changing nature of "historical revisionism" [through a well developed series of multiple-choice questions].</li> <li>• Compare and contrast two different explanations for President Truman's decision to drop the atomic bomb on Japan [through a poster presentation].</li> <li>• If history is "just the facts" about the past, explain why historians disagree [in an in-class essay].</li> <li>• Compare and contrast ways cultures have been studied at different times [through an in-class essay].</li> <li>• Compare and contrast ways how place can change the way cultures are studied [through an in-class discussion].</li> <li>• Explore the modes of inquiry used by a well-known researcher of different cultures [through a formal presentation on his/her work].</li> <li>• Use primary and secondary sources [in a three to five-page analysis of a Beatles song].</li> </ul>

<b>HUMAN CULTURES</b>		
<b>Feature</b>	<b>Passport Learning Outcomes</b> (WHAT the student is expected to know)	<b>Proficiency Criteria</b> (HOW students demonstrate achievement of a learning outcome at the transfer level)
		<p>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, <b>not requirements</b>. 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.</p> <ul style="list-style-type: none"> <li>Analyze the differences between "Eurocentric" and "global" approaches to research [through an oral presentation].</li> <li>Compare the analyses that two different college-level history texts offer on the nature of the "market revolution" [through an oral presentation].</li> <li>Evaluate the Puritan experience from the perspectives of theology and lived experience [through a five to seven-page paper].</li> </ul>
<b>Investigation</b>	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"> <li>Identify and distinguish between primary and secondary sources [through the construction of an annotated bibliography]</li> <li>Describe an important person or event [through a PowerPoint presentation].</li> <li>Describe or role-play a real or representative historical person (e.g. an 18<sup>th</sup>-century midwife) [through an oral presentation].</li> <li>Analyze the impact of an important event in history [through a short five to eight-page paper].</li> <li>Compare and contrast two or more accounts of an event for bias [through a paper or presentation].</li> <li>Analyze a cultural artifact and explain its varied context [through a brief three to five-page paper].</li> </ul>

## HUMAN CULTURES

<b>Feature</b>	<b>Passport Learning Outcomes</b> (WHAT the student is expected to know)	<b>Proficiency Criteria</b> (HOW students demonstrate achievement of a learning outcome at the transfer level)
<b>Areas of Study</b>	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"> <li>• Discuss the disadvantages of the American emphasis on individualism and individual rights from a Swedish point of view [through an in-class essay].</li> <li>• Examine specific examples of differences between home cultures and others [through a well developed series of multiple-choice questions].</li> <li>• Analyze linguistic differences between Shakespeare's original text and a modern translation of Hamlet's soliloquy [through a brief three to five-page paper]</li> <li>• 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].</li> <li>• Observe and reflect upon particular rituals, ceremonies, behaviors, or customs [through an oral presentation].</li> <li>• Reflect on aspects of the target culture that are similar to/different from your own [through a service-learning project].</li> <li>• 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].</li> </ul>
<b>Attitudes Toward Cultural</b>	demonstrate understanding, respect,	<i>Through interpersonal and/or intellectual engagement, respond to, interact with,</i>

## HUMAN CULTURES

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)
<b>Difference</b>	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><i>describe, and/or analyze human cultures with sensitivity, empathy, and respect.</i></p> <ul style="list-style-type: none"> <li>• Use appropriate forms of address (formal/informal) in a language other than your own [in an in-class interaction or extra-class project].</li> <li>• Attend two or more cultural events and compare and contrast them [through a three to five page paper].</li> <li>• Identify, describe, and analyze stereotypes in an assigned text [through a well developed series of multiple-choice questions].</li> <li>• Compare and contrast stereotypes that different cultural groups hold of each other [through a three to five-page paper].</li> <li>• Explain a concept from the point of view of another culture [in an oral presentation].</li> <li>• Prepare and ask questions, listen attentively, respond appropriately and respectfully, ask follow-up questions, and report thoughtfully [in a reflection essay on an interview of a subject from a culture or co-culture other than your own].</li> <li>• Carry out a cultural analysis of a Beatles song [through a three to five-page paper].</li> </ul>
<b>Factors Shaping Human Cultures</b>	examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age,	<p><i>Identify and explain complexities, interconnectivity and diverse factors shaping human cultures.</i></p> <ul style="list-style-type: none"> <li>• Explain the cultural consequences of global processes such as colonialism, slave trade, world wars, civil rights, diaspora [through an eight to ten-page paper].</li> </ul>

<b>HUMAN CULTURES</b>		
<b>Feature</b>	<b>Passport Learning Outcomes</b> (WHAT the student is expected to know)	<b>Proficiency Criteria</b> (HOW students demonstrate achievement of a learning outcome at the transfer level)
	language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social movements, religion, and other forms of identity.	<p>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, <b>not requirements</b>. 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.</p> <ul style="list-style-type: none"> <li>• Debate questions of equity with regard to access to education, housing, food, transportation, etc. [through an in-class discussion].</li> <li>• Discuss the cultural foundations of one or more political systems [through an oral presentation].</li> <li>• Compare and contrast how two political ideologies address a common problem, for example, poverty, work, education, taxation [through a PowerPoint presentation].</li> <li>• Explain the relationships between culture and structures of power [through an eight to ten-page paper].</li> </ul>

Copyright ©2019 by Interstate Passport® which is administered by the Western Interstate Commission for Higher Education (WICHE). Republication or redistribution of the content is prohibited without prior written consent. For permission and proper attribution contact interstatepassport@wiche.edu.