

## **GEOG/ENVI 130: World Cultures and Environments**

**By Kathleen M. Heath and Jay Gatrell**

**Submitted to Fulfill Global Perspectives and Cultural Diversity, Foundational Studies 2010**

### **NARRATIVE**

World Cultures and Environments (GEOG/ENVI-130) is designed not only to describe cultures around the world but also to explain the constructs of cultural diversity and how this shapes worldviews. To this end, we will pay particular attention to aspects of culture such as how people make a living, domestic and political realms of culture as well as the religious and ideological views held by world cultures. The relationship between the environment and aspects of culture will also be emphasized not only because this is the strength of our faculty but also because global perspectives and the limits of natural resources play a major role in shaping worldviews. To achieve these goals the course will be divided into three sections.

First we will examine current theoretical approaches and concepts used by social scientists to understand how cultures are constructed and the interrelatedness between aspects of culture such as the environment, economics, technological level, social and political domains as well as religions and worldviews. Secondly we will apply these theoretical approaches and concepts to select cultures/regions of the world to gain a better understanding of global diversity and how this rich range of perspectives and worldviews shape contemporary issues. During this process, we will also be evaluating our own culture in comparison to others in terms of social organization and identity. Finally we will explore the effects of globalization and constructs of culture by discussing “current issues in the news” and how these special topics personally affect each of us as well as the world at large.

This course has four homework assignments each designed to introduce the student to alternative ways-of-knowing, to improve informational literacy and writing skills and to develop analytical and critical thinking skills. The assignments will focus on evaluating ones own culture in comparison to others in regards to one or more of the following identities: race, ethnicity, gender, social class, regional culture, or religion, to mention a few. Each assignment will require the student to write a three-page paper addressing the question, issue or project of the assignment.

The attached exemplar syllabus indicates how each of the three sections, the ways-of-knowing homework assignments, exams, and discussion will be measured using the learning objectives of the Foundational Studies (FS), Global Perspective and Cultural Diversity (GPCD), and the Skills/Applied learning objectives (SAL). We have also attached a course assessment tool and the end of the syllabus. As you will note in the exemplar syllabus, the template of the syllabus will remain constant across all instructors; but, in the spirit of academic freedom and out of respect for departmental faculty, each individual Instructor may emphasize his/or own strengths while designing the four homework assignments and choosing weekly topics within the framework of the three sections. The Departmental Chair and the Undergraduate Committee will approve each course syllabus and verify that the content and context of the course address the following learning objectives GPCD 1, 2, 3, 4; FS 1, 2, 3, 6, 7, 10; SAL 1, 2, 3, prior to the teaching of the course. If accepted we will develop an online section for this course.

**ENVI 130**  
**Semester**

**Day & Time**  
**Room**

**World Cultures & Environments**

**Instructor Information:**

- Name: Heath, Obermeyer, Ould-Mey, Phillips, Pontius, Stafford<sup>1</sup>
- Phone:
- Office:
- E-mail:
- Office Hours:

**Fulfills Requirements**

- Global Perspectives & Cultural Diversity (GPCD) for
  - Foundational Studies 2010 (FS)
- Multicultural Studies International Cultures (MSIC) for
  - General Education 2000 (GE)

**Course Purpose:**

The purpose of this course is to fulfill the Global Perspective & Cultural Diversity (GPCD) Requirement of the Foundational Studies 2010 Program (FS). All students must complete a series of Foundational Studies courses that are designed to help the student develop ways of knowing and integrative and applied learning as well as recognizing the importance of multidisciplinary learning. Toward this goal, students are required to complete one course in Global Perspective & Cultural Diversity at Indiana State University in partial fulfillment of the Foundational Studies requirements. For help or further information about Foundational Studies requirements go to <http://www.indstate.edu/gened/>.

**Course Description:**

Today we live in a global world. What does this mean? How are worldviews shaped by cultural identity? What role do you play on this stage? In this course, you will be introduced to the environmental, social, economic and political inter-relationships between cultures and worldviews. Students will gain an understanding as to how cultures are constructed and how the diversity of worldviews shape contemporary social and political issues. We will have the opportunity to evaluate our own culture in comparison to other cultures around the world in terms of one or more of the following identities: race, gender, social class, regional culture, and religion. To achieve these goals, the course will be divided into three sections. First we will examine current theoretical approaches and concepts used by social scientists to understand how cultures are constructed and the interrelatedness between aspects of culture such as the environment, economics, technological level, social and political domains as well as religions and worldviews. Secondly we will apply these theoretical approaches and concepts to select cultures/regions of the world to gain a better understanding of global diversity and how this rich range of perspectives and worldviews shape contemporary issues. During this process, we will also be evaluating our own culture in comparison to others in terms of social organization and identity. Finally we will explore the effects of globalization and constructs of culture by discussing “current issues in the news” and how these special topics personally affect each of us as well as the world at large.

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<sup>1</sup> *This exemplar syllabus will be uniform in content unless marked with a “v”, which will denote variable entries: In the spirit of academic freedom and out of respect for departmental faculty, each individual Instructor may emphasize his/or own strengths while teaching this course. The Departmental Chair and the Undergraduate Committee will approve each course syllabus and verify that the content and context of the course address the following learning objectives GPCD 1, 2, 3, 4; FS 1, 2, 3, 6, 7, 10; SAL 1, 2, 3, prior to the teaching of the course.*

### **Course Objectives, Goals, and Applied Skills<sup>2</sup>**

Upon completion of this course, students will fulfill and meet the learning objectives for Global Perspectives & Cultural Diversity (GPCD) of the Foundational Studies 2010 Program (FS) as follows:

- GPCD-1** Demonstrate knowledge of cultures and worldviews;
- GPCD-2** Identify social, economic, political, and environmental inter-relationships between cultures and worldviews;
- GPCD-3** Use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one's culture in comparison to those studied; and
- GPCD-4** Articulate how the social construction of culture and worldviews shapes contemporary social and political issues

In addition, upon completion of this course, students will partially fulfill and meet the learning objectives of the Foundational Studies 2010 Program (FS) as follows:

- FS-1** Locate, critically read, and evaluate information to solve problems;
- FS-2** Critically evaluate the ideas of others;
- FS-3** Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
- FS-4** Demonstrate an appreciation of human expression through literature and fine and performing arts; *NOT APPLICABLE IN THIS COURSE*
- FS-5** Demonstrate the skills for effective citizenship and stewardship; *NOT APPLICABLE IN THIS COURSE*
- FS-6** Demonstrate an understanding of diverse cultures within and across societies;
- FS-7** Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
- FS-8** Demonstrate an understanding of the ethical implications of decisions and actions; *NOT APPLICABLE IN THIS COURSE*
- FS-9** Apply principles of physical and emotional health to wellness; *NOT APPLICABLE IN THIS COURSE*
- FS-10** Express themselves effectively, professionally, and persuasively both orally and in writing.

Finally, the Foundational Studies program has developed a set of Skills/Applied Learning Objectives (SAL), which can broadly be applied to one's academic, personal, and professional life. Upon completion of this course, students will partially fulfill and meet these learning objectives as follows:

- SAL-1** Develop critical thinking skills
- SAL-2** Develop information literacy skills
- SAL-3** Develop developmental writing skills

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<sup>2</sup> The learning objectives mandated by the Foundational Studies Program that will be addressed in this course are listed in bold type.

Based on the above learning objectives, by the completion of the course students will be able to:

1. demonstrate knowledge of cultural diversity around the world and how these shape global perspectives; *[meet objectives GPCD-1, FS-1, FS-2, FS-3, FS-6, FS-7, FS-10, SAL-1, SAL-2]*
2. identify the inter-relationships between the environment and aspects of culture such as but not limited to work effort, economics, political and how these shape individual cultures and worldviews *[meets objectives GPCD-1, GPCD-2, FS-1, FS-2, FS-3, FS-6, FS-7, FS-10, SAL-3]*
3. evaluate other cultures to one's own in terms of cultural identities such as but not limited to social-class and religion *[meet objectives GPCD-1, GPCD-3, FS-1, FS-2, FS-3, FS-6, FS-7, FS-10, SAL-1, SAL-2, SAL-3]*
4. articulate how contemporary issues and worldviews are shaped by how individual cultures are constructed *[meets objectives GPCD-1, GPCD-4, FS-1, FS-2, FS-3, FS-6, FS-7, FS-10, SAL-1, SAL-3]*

### **Additional Information for Students in this Course**

#### **Code of Student Conduct:**

Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior is prohibited. If a student is suspected of academic dishonesty, he/she will be required to meet with the chair of the department and their own academic advisor to determine further action. Please review the University's Academic Dishonesty Policy found in the Student Code of Conduct at <http://web.indstate.edu/sjp/docs/code.pdf>

#### **Attendance Policy:**

All students will be allowed one unit of absentee (without penalties) as follows: one-absentee for a class that meets once a week and two-absentees for a class that meets twice a week and three-absentees for a class that meets three times a week. After that, absentees will be excused without penalties only with an excuse on letterhead for health or professional reasons. Without a valid excuse, each unit of absentee will be penalized 5% of his or her earned grade. Students should be in their seat at the time class begins as stated on the top of this syllabus. Tardiness will be treated in the same manner as attendance. Students may leave class early with a valid excuse; otherwise, early departure will be treated in the same manner as attendance. (v)

#### **Academic Freedom:**

Academic Freedom assures that teachers and students can have free expression, fair procedures and equality of treatment. Students and teachers alike will behave in a responsible manner in the classroom. For more information please refer to [http://debs.indstate.edu/a505a24\\_1952.pdf](http://debs.indstate.edu/a505a24_1952.pdf)

#### **Laptop Not Required for Course: Usage Permitted:**

While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct. A laptop computer may be used in the classroom solely for the purpose of performing activities specific to this course. If you are caught using your laptop for any other purpose such as surfing, e-mailing, gaming etc, you will lose your right to use a laptop in this course for the remainder of the semester, see Code of Student Conduct above. (v)

**Other Electronic Devices:**

Please turn off your cell phone and do not have it in sight during class time and remove earphones and headsets. Texting, playing games, listening to music, etc will result in dismissal from class. Do not record class without my expressed permission. Students who are repeat offenders will be required to meet with the chair of the department and their own academic advisor to determine further action. Please speak with me if you have special circumstances for using electronic devices in class. (v)

**Students with Disabilities:**

The University makes every effort to provide reasonable accommodations, for help or further information please refer to Student Academic Services Center [www.indstate.edu/sasc](http://www.indstate.edu/sasc)

**Text Requirements:**

- Bates, D.G., 2008, Human Adaptive Strategies: Ecology, Culture, and Politics, 3<sup>rd</sup> edition, McGraw-Hill, New York (v)

**Additional Information:**

- Posted on e-reserve at the Cunningham Library (access via ISU Web) (v)
- Posted on Blackboard (access via your Portal) (v)

**Homework & Exams:**

Two in-class exams, 100 points each	200 points	53%
Complete four homework assignments 50 points each, Low score dropped	150 points	40%
Oral discussion in final segment	25 points	7%
Total	<hr/> 375 points	100%

**In Class Exams**

Two in-class exams will be given in this class: a mid-term and a final. Each exam will consist of multiple-choice, fill in the blanks, and one essay. Each exam is worth 100 points. The questions will pertain to readings, lectures, and media-formats. Lectures will not overlap the required readings. Failure to read the text and other assigned material, failure to attend class, failure to take good notes, and poor study habits will result in a poor performance on your in-class exams that represent 53% of your final grade. A study guide for each exam will be posted on blackboard at least two-weeks before each exam. The essay question on each exam will be designed to measure FS-2, FS-10, SAL-3, and GPCD-3 on one exam and GPCD-4 on the other exam. The remainder of the exam will measure FS-3, FS-6, FS-7, GPCD-1, and GPCD-2.

**Homework Assignments**

This course has four homework assignments each designed to introduce the student to alternative ways-of-knowing, to improve informational literacy and writing skills and to develop analytical and critical thinking skills. In addition, the assignments will focus on evaluating ones own culture in comparison to others in regards to one or more of the following: race, ethnicity, gender, social class, regional culture, or religion, to mention a few. Additional information and/or examples will be posted on blackboard or on e-reserve at the Cunningham Library. Each assignment will require the student to write a three-page paper addressing the question, issue or project of the assignment (Collectively the four-assignments will measure: GPCD-1, GPCD-2, GPCD-3, GPCD-4, FS-1, FS-2, FS-3, FS-6, FS-7, FS-10, SAL-1, SAL-2, SAL-3).

### Sample Assignment Questions (v)<sup>3</sup>

#### Assignment #1. Search Engine HRAF.

(GPCD-1, GPCD-2, GPCD-3; FS-1, FS-2, FS-3, FS-6, FS-7, FS-10, SAL-1, SAL-2, SAL-3)

The Human Relations Area Files is a search engine database of cultures around the world. The HRAF is designed to search by region, by culture, or by aspects of culture (gender roles, religion etc). Your assignment is to explore the HRAF and investigate in depth one culture other than the culture you were raised in. Then choose two of the following race, ethnicity, gender, social class, work effort, family composition, marriage practices, leadership, or religion and compare and contrast that culture with your own. In the concluding paragraph express your experience using the HRAF. For further information and examples see “about-HRAF” posted on blackboard and e-reserve at the Cunningham Library.

#### Assignment #2. Development Lenses.

(GPCD-1, GPCD-2, GPCD-3; FS-1, FS-2, FS-3, FS-6, FS-7, FS-10, SAL-1, SAL-2, SAL-3)

One way of knowing, or more accurately understanding, the observed cultural and environmental dynamics around the world is through the broader development process. Development can be understood in very broad terms as based on the normative values of developed nations in the “North” as they relate to politics, economics, social welfare, and the environment. Using the notion of “North” and “South”, as defined by Brandt’s line, compare and contrast the political, economic, and social development of two nations (one located in the North and the other located in the South) and discuss how culture and the environment may influence the development trajectory of each nation. As always, the paper must define key terms including North/South, development, and so on. For more information on Brandt’s line please refer to the Bradshaw et al. text (see also the map located at [http://en.wikipedia.org/wiki/Brandt\\_Line](http://en.wikipedia.org/wiki/Brandt_Line)). To obtain development related data (such as literacy, income, fertility rates, population pyramids, etc...), please visit the CIA Fact Book (<https://www.cia.gov/library/publications/the-world-factbook/>)

#### Assignment #3. Sustainable Development.

(GPCD-1, GPCD-2, GPCD-4; FS-1, FS-2, FS-3, FS-6, FS-7, FS-10, SAL-1, SAL-2, SAL-3)

Identify two examples of sustainable development in two regions of the world—one developed and one in a developing region. While “development” as a process should be culturally and spatially contextualized, how has “sustainable development” been discussed and operationalized in the developed and developing context? How does the social construction of culture shape the social and political issues of sustainability? In your paper, be sure to be specific and provide concrete examples of sustainable development. For more information on sustainable development and differing perspectives, please visit the UN Division for Sustainable Development (<http://www.un.org/esa/dsd/index.shtml>), the State Department’s Sustainable Development Partnerships (<http://www.sdp.gov/>), City of Berkeley, CA Office of Energy and Sustainable Development (<http://www.ci.berkeley.ca.us/SubUnitHome.aspx?id=15404>) or Indiana Sustainability Alliance (<http://www.indianasustainability.org/>).

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<sup>3</sup> Each individual instructor will develop his/her own assignment questions. The Departmental Chair and the Undergraduate Committee will approve the assignments and verify that the four written assignments will include alternative information literacy skills and problem-solving skills with content addressed in the following learning objectives: (GPCD-1, GPCD-2, GPCD-3, GPCD-4, FS-2, FS-3, FS-6, FS-7, FS-10, SAL-1, SAL-2, SAL-3).

Assignment #4. Video Blogs.

(GPCD-1, GPCD-2, GPCD-4; FS-1, FS-2, FS-3, FS-6, FS-7, FS-10, SAL-1, SAL-2, SAL-3)

Video blogs have been used recently to connect local peoples globally and interconnect worldviews. Your assignment is to watch the following video on video blogs (<http://dotsub.com/view/a186c284-6218-4d07-9932-db21044fc9be>). In your paper discuss how the social construction of culture and worldviews, in cultures other than your own, are shaping contemporary social and political issues globally. Be sure to place the video blog example in global and cultural context. For further information and examples see “about-Video Blogs” posted on blackboard and e-reserve at the Cunningham Library.

**Citation Style:**

Citation Style refers to referencing the works of others. Your writing and citation style should be consistent. The Chicago and APA citation styles are the most frequently used in the social sciences. For help or further information on writing styles please refer to The Writing Center <http://isu.indstate.edu/writing/> (v)

**Extra Credit:**

Extra Credit may be earned by re-working/re-writing one of your homework assignments. Depending on the quality of the re-work/re-write, your score for that assignment will be increased. (v)

**Make-up Exams and Late Homework Policy:**

Late homework assignments will not be accepted because your low score is dropped. If you miss a homework assignment consider that your low score. Make-up exams will be given if the student can document an extreme circumstance for not being available to take the exam at the given time. (v)

**Grades:**

A+ (one exceptional student); A 93-100%; A- 90-92%; B+ = 88-89%; B = 83-87%; B- = 80-82%; C+ = 78-79%; C = 73-77%; C- = 70-72%; D+ = 68-69%; D = 63-67%; D- = 60-62%; below 60% = E.

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**COURSE OUTLINE**

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**SECTION #1. WEEKS 1-4: Warming-Up**

**Assignment #1 due** (GPCD-1, 2, 3; FS-1, 2, 3, 6, 7,10, SAL-1, 2, 3)

First we will examine current theoretical approaches and concepts used by social scientists to understand how cultures are constructed and the interrelatedness between aspects of culture such as the environment, economics, technological level, social and political domains as well as religions and worldviews. We end this section with a discussion of foraging lifeways representing 98% of human history and compare and contrast contemporary foragers in different regions and environments of the world as to the construct of culture. Here we will see the similarities (cultural universals) and differences between as well as within cultures. (v)

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- Week 1.**      **READ/** e-Reserve, Library: Bohannan, Shakespeare in the Bush:  
**TOPICS:**
- How the construct of culture colors our views
  - Introduction
  - Why Study Cultural Diversity
- Week 2.**      **READ/** Bates, Chapter 1: The Study of Human Behavior  
**TOPICS:**
- Tools of the Trade –
    - How Social-Scientists Study Culture
  - The Construct of Culture
  - The Layer Cake Model of Culture:
    - Infrastructure: Production & Reproduction
    - Structure: Domestic & Political Domains
    - SuperStructure: Beliefs & Values
  - The Bottom-up vs. Top Down Approach
    - The Inter-relationship between Aspects of Culture
- Week 3.**      **READ/** Bates, Chapter 2: Evolution, Ecology & Politics  
**TOPICS:**
- Nature vs. Nurture in Shaping Culture
  - Evolution Shapes Universals in Cultures
  - Adaptation to Local Ecologies and Politics Shape Cultural Diversity
  - The Effects of Resource Abundance & Distribution on Worldviews
- Week 4.**      **READ/** Bates, Chapter 3: Foraging  
**TOPICS:**
- Human-Environment Interaction and the Effects on Social Organization
  - Variation within Cultures
  - Variation between Cultures

**Take-Home Assignment #1 Due.**

**SECTION #2. WEEKS 5-13: Cultural Diversity & Perspectives**

**Exam #1** (GPCD-1, 2, GPCD-3 or GPCD-4<sup>4</sup>; FS-2, 3, 6, 7, 10; SAL-1, 3)

**Assignment #2 due** (GPCD-1, 2, 3; FS-1, 2, 3, 6, 7,10, SAL-1, 2, 3)

**Assignment #3 due** (GPCD-1, 2, 4; FS-1, 2, 3, 6, 7, 10, SAL-1, 2, 3)

In this section we will apply the tools learned in Section #1 to select cultures of the world to gain a better understanding of global diversity and how this rich range of perspectives and worldviews shape contemporary social and political issues. During this process, we will also be evaluating our own culture in comparison to others in terms of social organization and identity. (v)

<sup>4</sup> See page 5, In Class Exam, for clarity.



**Week 5.** **READ/** Bates, Chapter 4: Horticulture – Feeding the Household  
**TOPIC:** Every household in every culture has to solve the problem of how to feed the family. What is the role of the environment? How is this inter-related to other aspects of culture? In-Focus Examples:

- Indigenous Brazilians
- The Pueblo's of North America

**Week 6.** **READ/** Blackboard: Harris, The Sacred Cow of India  
**TOPIC:** Every culture has a spiritual view or religion. How do the inter-related aspects of culture shape religion? How is this related to feeding the family? In-Focus Examples:

- Oklahoma and India?
- Massachusetts and Sweden?

**EXAM #1**

**Week 7.** **READ/** Bates, Chapter 5: Nomadic Pastoralism: Family and Politics  
**TOPIC:** Cultures have different forms of “The Family”, but all Cultures have Families! What is the relationship between various forms of the family and the environment? How does the structure of the family shape gender roles? In-Focus Examples:

- Ariaal of Northern Kenya
- Yoruk of Turkey

**Take-Home Assignment #2 Due.**

**Week 8.** **READ/** Bates, Chapter 5: Nomadic Pastoralists: Family and Politics  
**TOPIC:** Politics play a crucial role in how different cultures get along, or not! How does the construct of culture shape one's own political views while at the same time misinterpreting “other's” political views. In-Focus Examples:

- How Pastoralism shaped Today's Middle East
- Peoples & Politics of the Middle East
- Why they understand “us” better than we understand “them”

**Week 9.** **READ/** Bates, Chapter 6: Intensive Agriculture: Feeding the Cities  
**TOPIC:** Cities and craft specialization cannot exist without farmers. So why are farmers the peasants? What are the social consequences of intensification? In-Focus Examples:

- The Political Ecology of Peasants in Mexico
- Peasants of Nigeria

**Week 10.**      **READ/** Bates, Chapter 7, Industrialization  
**TOPIC:** The World we know, or do we? In-Focus Examples.

- Migrant workers
- Family Farmers of the Midwest

**Take-Home Assignment #3 Due.**

**Week 11.**      **READ/** Blackboard: TBA  
**TOPIC:** Back to the Beginning, everyone has to make a living and feed the household. Looking for a job is a Global Problem and has consequences for aspects of culture. In-Focus Examples:

- Infrastructure
  - Health/HIV/AIDS
  - Demographics/Mobility
- Structure
  - Household Domain
  - Political Domain
- Superstructure
  - Religion/Values

**Week 12.**      **READ/** Blackboard: TBA  
**TOPIC:** Continued. In-Focus Example:

- Emerging China
- China from the Inside: Democracy, Politics and the Environment

**Week 13.**      **READ/** Bates, Chapter 8: Change & Development  
**TOPIC:** The Challenges of Globalization and Future Cultures. In-Focus:

- Population Pressure & Malnutrition
- Over Consumption & Ecological Consequences

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**SECTION #3. WEEKS 14-16: Current Issues, Views and You!**

**Assignment #4 due** (GPCD-1, 2, 4; FS-1, 2, 3, 6, 7, 10, SAL-1, 2, 3)

**Discussion** (GPCD-1, 2, 3, 4; FS-1, 2, 3, 6, 7, 10; SAL-1)

**Exam #2** (GPCD-1, 2, GPCD-3 or GPCD-4<sup>5</sup>; FS-2, 3, 6, 7, 10; SAL-1, 3)

Finally we will explore the effects of globalization and constructs of culture and worldviews by discussing “current issues in the news” and how these special topics personally affect each of us as well as the world at large. We will compare our own culture and views to others around the world to identify not only the challenges we face but also the hope on the horizon. These final two weeks will be dedicated to classroom discussion and debate. Six Current Issues In The News discussion topics (such as but are not limited to issues of race, ethnicity, gender and religion,

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<sup>5</sup> See page 5, In Class Exam, for clarity.

socio-economics, politics, and the environment) will be posted on blackboard during Week 12 allowing time for students to prepare effective, professional, and persuasive oral responses to the topic issues. During Week 14 and 15, students will be selected randomly to discuss one of the topics. Discussion is worth 25 points or 7% of your final grade – and will be based on the quality and preparedness of your participation.

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Week 14.        READ: Blackboard: 6 Current Issues in the News  
                  TOPIC: Discussion on 3 of 6 Current Issues in the News  
                  **Take-Home Assignment #4 Due.**

Week 15.        TOPIC: Discussion on remaining 3 of 6 Current Issues in the News

Week 16.        **EXAM #2**        Assigned day and time listed in catalog.

## IMPORTANT DATES TO REMEMBER

Day	Date	First Day of Class
Day	Date	Take-home #1 Assignment Due
Day	Date	<b>Exam #1</b>
Day	Date	Take-home #2 Assignment Due
Day	Date	Take-home #3 Assignment Due
Day	Date	6-Current Issues in the News Posted on Blackboard
Day	Date	Take-home #4 Assignment Due
Week 14 & 15		Discussion of Current Issues
Day	Date	<b>Final: Exam #2</b> Time    Room

**Course Assessment for Foundational Studies:**  
**Global Perspectives & Cultural Diversity**

**1. This course helped me to think critically.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**2. This course helped me to locate information through multiple techniques.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**3. This course helped me to improve my writing skills.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**4. This course increased my knowledge of cultural diversity and worldviews.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**5. This course helped me identify social, economic, political, and environmental inter-relationships between cultures and worldviews.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**6. This course helped me use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one's culture in comparison to those studied.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**7. This course helped me articulate how the social construction of cultures and worldviews shapes contemporary social and political issues.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**8. This course helped me to locate, critically read, and evaluate information to solve problems.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**9. This course helped me to critically evaluate the ideas of others.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**10. This course helped me to apply knowledge and skills used by social scientists.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**11. This course helped me understand the diversity of cultures within as well as between societies.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**12. This course helped me to place current and local experiences into a global, cultural, and historical context.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**13. This course helped me orally express myself effectively, professionally, and persuasively.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**14. This course helped me express myself effectively, professionally, and persuasively in writing.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree