

Human Heritage, Culture, and Institutions

Outcome

Demonstrate an understanding of the ideas, values, and beliefs that shape global communities and the function of major social institutions in them.

Subcomponents

- Demonstrate an understanding of major cultural issues, events and figures, and ethical concerns of selected global communities in historic and geographic context.
- Analyze how political and/or economic systems impact a society.
- Analyze how religion serves to shape the norms of a society.
- Analyze how education interacts with cultural values and norms.
- Analyze how shifts in social institutions impact the family.

Sample Artifacts

- After reading Achebe's *Things Fall Apart*, address in a 3-4 page essay the following: Describe the traditional social, economic, and cultural characteristics of Okonkwo's people; analyze what impact the British colonial policies have on Okonkwo's village and the lives of its inhabitants; and compare what the book suggests about the broader nature and intentions of British colonialism in Africa. (Survey of World Civilizations Since 1600 CE)
- At Neropa University, a Buddhist institution in Boulder, CO, students may apply for the Frederick P. Lenz Foundation Undergraduate Scholarship in Religious Studies. As part of the application process, students must answer the following essay question:

Why have you chosen to engage in contemplative practice and the study of religion? What role does the desire for personal change and transformation play in this? What sort of changes do you wish to bring about? How will this benefit yourself and others? How does one bring about such personal transformation? How do study and contemplative practice contribute to this process?

How would Buddha have responded to this essay question? Write Buddha's essay. (Introduction to Eastern Thought)

- To what extent do the Carnatic Indian musical concepts of *raga* and *tala* correspond to the Western concepts of melody and rhythm? (Introduction to World Music)
- Near the Taos Pueblo of New Mexico, Native Americans for centuries have considered Blue Lake, on the slopes of Mount Wheeler, a sacred place, as holy to them as a church is to Christians. During the 1970's, residents of the Pueblo engaged in a long and ultimately successful judicial and legislative battle to regain control of Blue Lake. While Blue Lake meant one thing to Native Americans, it meant something quite different to most non-Native Americans. How do you think such differences should be resolved? What principles do you appeal to in deciding who should have control of the land? (Introduction to Ethics)

- Watch one of the following films: *Chasing Amy*, *Crash*, *Do the Right Thing*, or *Erin Brockovich*. Analyze three key scenes depicting how race and /or gender identity is expressed in one of the films. Use the terminology from the PowerPoint, lecture, and chapter notes as a starting point for your analysis. (Film Studies)
- The student will select a recent Political Science journal article that addresses a public policy as covered in class. The student will then develop a critical analysis of both the policy and the proposed solution. (American Federal Government)
- In “The Lesson” by Toni Bambara, Miss Moore is teaching impoverished African American children how life can be viewed differently when evaluating experiences from a different culture. Miss Moore connects to her students because she comes from the same impoverished area as the children, and she is an African American woman. Would Miss Moore’s teaching techniques be different if she were a white, upper middle class male?

Envision yourself as a teacher who is teaching to a minority group of elementary age children from a disadvantaged area. How would your viewpoint of educating these children be different? In other words, evaluate and analyze how one would teach another culture from the perspective of that culture. Explain your answers. (English Comp II)

- Read Section 1: “Beginnings: God, Time, and the Universe,” and address the various Native American views of the nature of humanity. Tell about at least two creation stories from the tribes represented in this section (Zuni, Lakota Sioux, Lenape Red, Yuchi, Inca, and Aztec). Compare these accounts with each other and with the creation accounts of other major religious traditions. What do these myths tell us about Native American understandings of the divine, time, and the cosmos? (Comparative Religions)
- Analyze how family and other institutions impact the development of *Psycho*, *Night of the Living Dead*, and/or *The Exorcist*. Write for fifteen minutes and provide examples from the films to support your observations and points. (Film Genre: Horror)
- Using your note-taking sheet you filled out when watching the film, *Einstein’s Big Idea*, compose a 3-4 page essay. The first part of the essay will include a history of the 4 components of the equation. The second part of the essay will include your response to the question, “How do society and science affect each other?” Include historical examples from your film notes and historical examples from our class discussion/notes of the classical and Hellenistic age of science. (History of Science)