

World Cultures & Environments

ENVI 130-007 (CRN: 50982), TR 8:00-9:15 am, Science 0297, fall 2018 (8/21/18-12/14/18)

Foundational Studies (Global Perspective and Cultural Diversity)

Course Instructor: Dr. Mohamed Elyassini, Department of Earth and Environmental Systems, 159J Science Building, Office Hours: TR 11-12 pm, Email: mohamed.elyassini@indstate.edu; Website: <http://faculty.indstate.edu/melyassini/>

Course Purpose & Description: This course fulfills the Global Perspective & Cultural Diversity Requirement of the Foundational Studies Program at ISU.¹ The course (1) describes selected cultural and environmental patterns in selected world regions, (2) explains the constructs of cultural diversity, and (3) examines how worldviews (or global perspectives) are often constructed and deconstructed via the disclosure, withholding, or manipulation of information.¹ The concept of “culture” in this course goes beyond the popular representation of folklore or external appearances to include all manmade, shared, and learned patterns of thought & behavior such as beliefs, institutions, policy, technology, etc. Course materials 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 course includes **three components**:

First, an Introduction to World Cultures & Environments will (a) outline the world’s major geographic regions, (b) highlight the world’s major physical and cultural landscapes, and (c) examine some theoretical approaches and concepts used by social scientists to explain the social construction of reality (for example, “culture” is not predetermined by the nature of things. Because culture is manmade, people can construct, deconstruct, learn, unlearn, and manipulate culture).

Second, a global tour of 12 major cultures/regions of the contemporary world will create a better understanding of cultural diversity and its impact on global perspectives about major contemporary issues. In the meantime, we will be evaluating our own culture in comparison to others in terms of social organization and identity.

Third, a discussion of selected current or puzzling issues in the news that significantly affect the United States and the world² will help the student **stay current on global affairs, expand his/her worldview, and sharpen his/her critical thinking**. For example, why did the US, Israel, ISIS, and Al-Qaida fight on the same side (<http://www.theamericanconservative.com/articles/are-al-qaeda-affiliates-fighting-alongside-u-s-rebels-in-syrias-south/>) for years and share the same geopolitical goal to overthrow the government in Syria? Why did the United States have to spend \$6 trillion (according to President Trump, <https://www.youtube.com/watch?v=xYLUli7Aefo>) on pro-Israel Middle East wars in recent years (especially in Iraq) instead of spending the money to assist some 43 million [US Census Bureau, Poverty in 2015] Americans in poverty and rebuild America’s crumbling infrastructure? Why did President Obama organize a series of international coalitions to overthrow governments in Libya, Syria, & Yemen <https://www.youtube.com/watch?v=SSBRk10E5R8> for some undeclared goals, some of which were later found buried inside the over 30,000 emails & email attachments in the Hillary Clinton Email Archive https://wikileaks.org/clinton-emails/Clinton_Email_November_Release/C05794498.pdf leaked by WikiLeaks on the eve of the US 2016 election? **Course materials** include (1) **classroom presentations and discussions** focused on issues raised in **homework assignments** and related to current issues in the news; (2) **textbook readings** focused mostly on the study guides for the **quizzes and the final exam**; and (3) **PowerPoint slides, online short readings, and in-class/online videos**, focused on both (1) & (2).

Course Requirements & Grading: **First**, there will be **6 quizzes** (worth 24% of the final grade, each worth 4 points) and **one final exam**ⁱⁱ (worth 29 percent of the final grade) consisting **mostly** of multiple-choice questions, with some true/false and fill-in-the-blank questions and **one essay** question, all drawn from the textbook (except possible questions drawn from the online or in-class video showings). Study guides for the quizzes and the final exam are posted on Blackboard. **Second**, there will be **four homework assignments**ⁱⁱⁱ (worth 40 percent of the final grade, each worth 10%) designed as problem-based assignments focused on learning, thinking, and writing about (1) the **construction of worldviews**, (2) the **global economic divide**, (3) a **global religion**, and (4) a **global conflict**. Homework assignments (posted on Blackboard, one at a time) will also help each student evaluate his/her own culture and worldview in comparison to others in regards to one or more of the following: race, ethnicity, gender, social class, regional culture, religion, intellectual approaches, political perspectives and geopolitical conflicts, to mention a few. Each homework assignment will ask the student to write a short paper addressing the question, issue, or project of the assignment (see “**Guidelines** and instructions for the content, structure, reference, and format of each homework

¹ How to Teach Information Literacy in an **Era of Lies**, The Chronicle of Higher Education, 7/24/2018, <https://www.chronicle.com/article/How-to-Teach-Information/243973>

* Brazilian kids being schooled to fight **fake news**, The Straits Times, 7/14/2018, <https://www.straitstimes.com/world/americas/brazilian-kids-being-schooled-to-fight-fake-news>

* How **WhatsApp** Pushes Mobs to Murder in India, The New York Times, 7/18/2018, <https://www.nytimes.com/interactive/2018/07/18/technology/whatsapp-india-killings.html>

² US National Defense Strategy 2018 proclaims: “Inter-state strategic competition, not terrorism, is now the primary concern in **U.S.** national security... **Iran** continues to sow violence and remains the most significant challenge to Middle East stability,” US National Defense Strategy 2018, https://www.defense.gov/Portals/1/Documents/pubs/2018_National_Defense_Strategy_Summary.pdf

* **Israel** Defense Minister Avigdor Liberman proclaims: “The three main problems with which we have to deal are **Iran, Iran, Iran.**” Israel National News, 2/17/2017, <http://www.israelnationalnews.com/News/News.aspx/225191>

* US Secretary of State Mike Pompeo issues threatening demands that Iran (<http://www.leader.ir>) must end support for all its anti-Israel allies in the Middle East, including the **Syrian government** (<https://sana.sy/en>), **Lebanese Hezbollah** (<https://www.moqawama.org>), **Palestinian Hamas** (<http://hamas.ps/ar>), **Palestinian Islamic Jihad** (<https://saraya.ps>), **Yemeni Ansarullah** (<http://www.ansarollah.com>), and the **IRG Quds Force** within the Iranian Armed Forces (<http://aja.ir/Portal/Home>), “After the Deal: A New Iran Strategy,” The Heritage Foundation, 5/21/2018, <https://www.heritage.org/defense/event/after-the-deal-new-iran-strategy>

* Iranian President Hassan Rohani in response to Secretary of State Mike Pompeo’s speech on Iran: “Who are you to decide for Iran and the world?” Radio Free Europe, 5/21/2018, <https://www.rferl.org/a/iran-us-pompeo-to-outline-strategy-after-u-s-withdrawal-from-nuclear-deal/29239822.html>

* Since 1979 Iran has ended its alliance with Israel, severed all diplomatic and commercial ties with Israel, expelled the Israelis from Iran, declared that Israel is an illegitimate state, and began its concrete support for the Palestinians by (a) **designating the annual International Day of Quds/Jerusalem**, (b) **turning the Israeli embassy in Iran into the Embassy of Palestine in Iran**, (c) **founding the Quds/Jerusalem [Special Operations] Force**, (d) **deciding to pay an amount worth \$7,000 to every Palestinian family of a martyr of the intifada/uprising in Jerusalem, and \$30,000 to every Palestinian family whose home Israel has demolished for the participation of one of its sons in the intifada/uprising**, and (e) **enacting a new Iranian constitution which stipulates (in Article 16) that the Arabic Language must be taught “in all classes of secondary school and in all areas of study” and stipulates (in Article 146) that “the establishment of any kind of foreign military base in Iran, even for peaceful purposes, is forbidden.”** <https://www.youtube.com/watch?v=65xvpmCsm-c>; <https://www.youtube.com/watch?v=ArW8BGv1RyM>; <https://www.jpost.com/Middle-East/Iran-News/Rohani-to-Swiss-president-Israel-is-illegitimate-561443>; http://en.mfa.ir/uploads/Constitution_8032.pdf; <https://uk.reuters.com/article/uk-israel-palestinians-iran-idUKKCN0VX20H>

* US General Wesley Clark: The US will attack 7 countries (Iraq, Syria, Lebanon, Libya, Somalia, Sudan, and **Iran**) in 5 years, <https://www.youtube.com/watch?v=UCCaCgkEg>

assignment” in this syllabus). **Third**, there will be **one oral discussion component** (worth 7 percent of the final grade). Each student should (1) select ONE of the “current issues in the news” stories posted on Blackboard course announcements during the term; (2) make a concise oral presentation (5 minutes) about its content and context; (3) explain how the story relates to (a) the ongoing rivalry between the two international coalitions of states defined in this course as **geopolitical Axis 1** (United States, United Kingdom, France, Israel, Turkey, and Saudi Arabia) and **geopolitical Axis 2** (Russia, China, Iran, and Syria), (b) the confrontation between **the current MAIN adversaries** in the Middle East (the United States & Israel against Iran & Syria, because Iran & Syria support Palestinian Hamas and Lebanese Hezbollah in their armed resistance against the Israeli occupation of Palestine); and (4) demonstrate some ‘experiential learning’ (‘out-of-class-learning experience’) by presenting additional supporting or opposing facts that the student has PERSONALLY experienced or encountered and documented either through his/her own ‘social media’ electronic communications with others or through his/her own face-to-face interaction with any identifiable and verifiable ISU or Terre Haute or other community group or individual. See **Course Calendar** (below) and **Course Topics** link on Blackboard for assignments & deadlines, which are part of this syllabus. **There should be no late submission or make-up work for short assignments** (such as **quizzes, homework assignments, and oral presentations**) because you will be given the opportunity to earn up to 10% extra credits of the final grade to help offset possible loss of points when missing assignments due to emergency or health reasons, computer or browser crash, Internet connection or Blackboard access, or other technical or non-technical problems you may encounter during the semester (**take care of your health, your time management, and your IT equipment!**). The final exam will be deployed online on Blackboard for 24 hours during the Final Examinations week. In general, students should (1) receive instructor responses to emails within 24 to 48 hours, (2) receive quiz scores after submission, and exam scores as soon as the instructor grades the one-essay question in the exam, and (3) receive feedback on homework assignments within two weeks (or an explanation for assignments requiring more than two weeks for grading). **Final grades will be based on scores obtained out of a total of 100 points PLUS 10 possible extra credit points.** Each quiz includes ONE extra credit question (worth 0.5 points) while the final exam includes ONE or more extra credit questions (worth 3 points) drawn from any assigned course materials (study guide, PowerPoint slides, videos, current issues, etc.). Another 4 extra credit points could be earned by participating in one introductory discussion board & completing course evaluation. Grades are assigned according to the following scale: A+ (100% and above), A (96 to 99%), A- (90 to 95%), B+ (86 to 89%), B (83-85%), B- (80 to 82%), C+ (76 to 79%), C (73 to 75%), C- (70 to 72%), D+ (66 to 69%), D (63 to 65%), D- (60 to 62%), & F (below 60%). See Blackboard for assignments & deadlines, which are part of this syllabus. **The 10% extra credits should at least help offset missing assignments, and at best they should make all grades in this course jump up one full grade letter.**

Course Standards & Policies: Students are responsible for instructor announcements made on Blackboard, via email, or during class meetings. Students are expected to enter class on time and remain during the entire scheduled period. By 8:00 am, each student should have **printed** his/her FULL name on **the attendance sheet** (students are required NOT to miss the beginning of the 5-minute live world news headlines from CNN, RT, or other media outlets at the beginning of each class meeting). Each student is entitled to **THREE absences with no question or grade penalty** during the semester. Each additional absence (**with or without justification**) means missing some course content and will incur **a grade penalty of 2 points**, which will be deducted from the student’s score. Tardiness (coming late or leaving early) with or without justification will incur **a grade penalty of 1 point**. **Therefore, you should manage you absences efficiently! All electronic devices (cell phones, laptops, etc.) must be TURNED OFF before entering the classroom and kept OUT OF SIGHT.** Taking class notes should be only on a piece of paper. While the University has chosen to require laptops of its students, the University also recognizes and respects the right of faculty to conduct their classes as they deem appropriate. In this course, **laptop and cell phone usage is forbidden in the classroom.** Be courteous, treat class members with respect, and **try to keep the same classroom seat throughout the semester.** Avoid anything (including eating, drinking, sleeping, reading, recording class, using phones or computers, coming late, leaving early, triggering fragrance sensitivity/allergy, or conversing during lectures) that can disturb the class learning process, distract you, or distract others. **A student who does not comply with course standards and policies will be asked to leave the classroom, will be reported absent, and his/her action could be reported (to the Office of Student Conduct and Integrity) as a classroom disruption and/or an academic misconduct.** **Academic dishonesty:** ‘In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty’, which includes cheating, **plagiarism**, falsification, **forgery**, obstruction, multiple submission, **facilitating academic dishonesty**, misconduct in research and creative endeavors, misuse of academic resources, misuse of intellectual property, and violation of ethical and professional standards (See the Code Of Student Conduct at: <https://www.indstate.edu/code-of-student-conduct/academic-policies/defining-misconduct>). Homework assignments must be uploaded (by the deadline) through the TurnItIn link, which can help detect plagiarism (email and other forms of submissions will NOT be accepted). **Academic dishonesty** will subject its author(s) to 0 points on the given assignment or failure in the course, and could lead to further disciplinary action. **University policies** regarding *documented disabilities, academic freedom, expected personal responsibilities, student disclosures of sexual misconduct, it’s on blue online education program*, and other matters apply to this course and are available at the following links: <https://www.indstate.edu/services/student-success/cfss/student-support-services/disability-student-services>; <https://www.indstate.edu/student-conduct/code-of-student-conduct/standards>; <https://www.indstate.edu/administration/ogc/policy-index/921>; <http://faculty.indstate.edu/melyassini/recommended%20syllabus%20statement.pdf>

Course Required Textbook: Jan Nijman, Peter Muller, and Harm de Blij, *Geography: Realms, Regions and Concepts*, **17th Edition, 2017.** Get an e-book bundle (9781119447573) from ISU Bookstore.

Course Blackboard Documents (assigned short readings, PowerPoint slides, videos or video synopses, current issues in the news, study guides, assignment instructions, and deadlines for assignments) are available at: <http://blackboard.indstate.edu>. **Check your Blackboard course site & email on a daily basis for further instructions, announcements, and details not in the syllabus.**

Course Calendar (details about assignments and deadlines are posted on Blackboard):

Week 1 (8/21-23): Introduction to syllabus and course

Week 2 (8/28-30): Textbook Introduction/Appendices/Glossary/Index, **Worldviews, Quiz1, due 8/30**

Week 3 (9/4-6): North America (Chapter 1), **Worldviews, Quiz2, due 9/6**

- Week 4 (9/11-13): Middle America and South America (Chapters 2 & 3) **Quiz3 & Homework1, due 9/13, 3-week attendance reporting**
- Week 5 (9/18-20): Europe and Russia/Central Asia (Chapters 4 & 5), **A Global Economic Divide, Quiz4, due 9/20,**
- Week 6 (9/25-27): North Africa/Southwest Asia and Sub-Saharan Africa (Chapters 6 & 7) **Quiz5, due 9/27, interim grading**
- Week 7 (10/2-4): South Asia and East Asia (Chapters 8 & 9), **A Global Economic Divide, Quiz6, due 10/4**
- Week 8 (10/9-11): Southeast Asia and Austral Realm (Chapters 10 & 11) **Homework 2, due 10/11**
- Week 9 (10/16-18): Pacific realm and Polar Futures (Chapter 12), **A Global Religion**
- Week 10 (10/23-25): **A Global Religion, Homework 3, due 10/25**
- Week 11 (10/30-11/1): **A Global Conflict**
- Week 12 (11/6-8): **A Global Conflict, Homework 4, due 11/8**
- Week 13 (11/13-15): **Oral presentations and discussions**
Thanksgiving Break, 11/20-22, No classes
- Week 14 (11/27-29): **Oral presentations and discussions**
- Week 15 (12/4-6): Study Week: Review and conclusion
- Week 16 (12/11-13): **Final Exam will be deployed online on Blackboard between 12/12/18 at 11:59 pm and 12/13/18 at 11:59 pm)**

Course guidelines and instructions for the content, structure, reference, and format of each homework assignment:

- The content of the homework assignment MUST be based EXCLUSIVELY on the specifically ASSIGNED course materials for the given homework assignment with any relevant references to your own culture, your own perspective, your own personal experience, or your own 'experiential learning' ('out-of-class-learning experience').
- The structure of the homework assignment should generally describe/define the issue/problem, give examples/illustrations of its manifestations, explain its roots/causes, and draw some conclusions about its prospects/solutions.
- The format of the homework assignment should follow carefully the following guidelines. The paper should be 900-1200 words (around 1.5 to 2 single-spaced pages) with no cover page and no instructor name on it. It should have top/bottom/right/left margins of 0.8"/0.8", full justification of the margins, Times New Roman as the base font for all text/headers/footnotes. It should have your name and Indiana State University on two lines aligned (with the left margins) as left headers, and the course title and academic term on two lines aligned (with the right margins) as right headers. The font point size of the headers should be 11, the title should be centered and should have bold appearance and a font point size of 16, the rest of the text should have a font point size of 12 (except footnotes whose font point size should be 10). There should be about three or four paragraphs per page, one space between paragraphs, and no indentation at the beginning of paragraphs.
- You must use footnote citations at the bottom of each page according to the **Notes [without bibliography]** system of The *Chicago Manual of Style* Online, available at: http://www.chicagomanualofstyle.org/tools_citationguide.html. [For example:
 - Zadie Smith, *Swing Time* (New York: Penguin Press, 2016), 315–16.
 - Susan Satterfield, "Livy and the Pax Deum," *Classical Philology* 111, no. 2 (April 2016): 170.
 - Farhad Manjoo, "Snap Makes a Bet on the Cultural Supremacy of the Camera," *New York Times*, March 8, 2017, <https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html>.
 - Sam Gomez, Facebook message to author, August 1, 2017.
 - Hillary Clinton, "Hillary Clinton: We created Al-Qaeda," *YouTube video clip*, Uploaded on December 27, 2011, accessed June 12, 2018, <https://www.youtube.com/watch?v=Dqn0bm4E9yw>, PowerPoint slide 43, Homework 1.
 - Benjamin Netanyahu, "America is a thing you can move very easily", Naomi Zeveloff, "What Do Israelis Think About Americans? Start With Disdain," *The Jewish Daily Forward*, 3/8/2015, accessed June 12, 2018, <http://forward.com/articles/216074/what-do-israelis-think-about-americans-start-with/>, PowerPoint slide 51, Homework 1.
 - Joe Stephens and David B. Ottaway, "From U.S., the ABC's of Jihad," *The Washington Post*, March 23, 2002, accessed June 12, 2018, <https://www.washingtonpost.com/archive/politics/2002/03/23/from-us-the-abcs-of-jihad/d079075a-3ed3-4030-9a96-0d48f6355e54/>, PowerPoint slide 43, Homework 1.
 - "The best way to help Israel deal with Iran's growing nuclear capability is to help the people of Syria overthrow the regime of Bashar Assad", *Hillary Clinton Email Archive*, UNCLASSIFIED U.S. Department of State Case No. F-2014-20439 Doc No. C05794498 Date: 11/30/2015, accessed June 12, 2018, https://wikileaks.org/clinton-emails/Clinton_Email_November_Release/C05794498.pdf, PowerPoint slide 58, Homework 1.
- Your writing should reflect your own independent and original thought and your own critical thinking and synthesis.** The Critical Thinking Community defines critical thinking as "*the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.*" Critical thinking is indispensable in a digital age of hacking, leaking, and faking information.
- Your homework assignment MUST be formatted as a Microsoft Word file and uploaded through the TurnItIn link, which can detect **plagiarism**.
- The grade of the homework assignment will be based on (a) demonstrating your learning from the relevant assigned material and your own culture and experiential learning, (b) drawing thoughtful conclusions and suggesting meaningful solutions from what you have learned, (c) turning in the homework assignment by the specified deadline, (d) following all the content, structure, reference, and format guidelines of the homework assignment, and (e) demonstrating your ability to think critically, reason clearly, and communicate effectively through English writing.

[Course] Universal Intellectual Standards:

Universal intellectual standards are standards which must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation. To think critically entails having command of these standards. To help students learn them, teachers should pose questions which probe student thinking, questions which hold students accountable for their thinking, questions which, through consistent use by the teacher in the classroom, become internalized by students as questions they need to ask themselves. The ultimate goal, then, is for these questions to become infused in the thinking of students, forming part of their inner voice, which then guides them to better and better reasoning. While there are a number of universal standards, the following are the most significant:

Clarity: Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example? Clarity is the gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we don't yet know what it is saying. For example, the question, "What can be done about the education system in America?" is unclear. In order to address the question adequately, we would need to have a clearer understanding of what the person asking the question is considering the "problem"

to be. A clearer question might be "What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?"

Accuracy: Is that really true? How could we check that? How could we find out if that is true? A statement can be clear but not accurate, as in "Most dogs are over 300 pounds in weight."

Precision: Could you give more details? Could you be more specific? A statement can be both clear and accurate, but not precise, as in "Jack is overweight." (We don't know how overweight Jack is, one pound or 500 pounds.)

Relevance: How is that connected to the question? How does that bear on the issue? A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, the "effort" does not measure the quality of student learning, and when this is so, effort is irrelevant to their appropriate grade.

Depth: How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors? A statement can be clear, accurate, precise, and relevant, but superficial (that is, lack depth). For example, the statement "Just say No" which is often used to discourage children and teens from using drugs, is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially. It fails to deal with the complexities of the issue.

Breadth: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of...? A line of reasoning may be clear accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoint which gets deeply into an issue, but only recognizes the insights of one side of the question.)

Logic: Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that; how can both be true? When we think, we bring a variety of thoughts together into some order. When the combination of thoughts are [sic] mutually supporting and make sense in combination, the thinking is "logical." When the combination is not mutually supporting, is contradictory in some sense, or does not "make sense," the combination is not logical.

Fairness: Do I have a vested interest in this issue? Am I sympathetically representing the viewpoints of others? Human think is often biased in the direction of the thinker - in what are the perceived interests of the thinker. Humans do not naturally consider the rights and needs of others on the same plane with their own rights and needs. We therefore must actively work to make sure we are applying the intellectual standard of fairness to our thinking. Since we naturally see ourselves as fair even when we are unfair, this can be very difficult. A commitment to fairmindedness is a starting place. Source: R. Paul and L. Elder, Foundation For Critical Thinking, June 1996, <http://www.criticalthinking.org/articles/universal-intellectual-standards.cfm>

ⁱ Detailed Course Objectives, Goals, and Applied Skills:

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

2 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]

ⁱⁱ Collectively the quizzes and the final exam will measure: FS-2, FS-3, FS-6, FS-7, FS-10, SAL-3, GPCD-1, GPCD-2, GPCD-3, and GPCD-4. The essay questions on the two exams will measure: FS-2, FS-10, SAL-3, GPCD-3, and GPCD-4.

ⁱⁱⁱ Collectively the four homework 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, and SAL-3.