Hawai‘i Community College

**Foundations Course Designation Proposal**

**Application of Hallmarks Questions**

GLOBAL AND MULTICULTURAL PERSPECTIVES (FG):

Introduction: Global and Multicultural Perspectives courses provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students will gain a sense of human development from prehistory to modern times through consideration of narratives and artifacts from diverse cultures. At least one component of each of these courses will involve the indigenous cultures of Hawai‘i, the Pacific, or Asia.

To satisfy the FG requirement, a course will:

**FG Hallmarks are numbered with explanatory notes in italics. Questions you must answer in your application are in bold.**

1. Provide students with a large-scale analysis of human development and change over time. (Note: the two FG courses will together cover the whole time period from pre-history to present.)
* *The course must fall into one of the following categories: Group A (content primarily before 1500 CE), B (content primarily after 1500 CE), or C (pre-history to present)*
	1. **Please explain how your course best fits in this scheme: Group A–content primarily before 1500 CE; Group B–content primarily after 1500 CE; or Group C–pre-history to present.**
1. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.
* *Students will study multiple perspectives across time, space, and cultures. Some of the cultural material studied should reflect cultural differences.*
* *The course should not be solely about a people or a country; it needs to be a global course.*
* *Clear emphasis on multiple ideologies and methodologies (e.g., capitalism vs. socialism, individualism vs. communalism, globalism vs. protectionism, or humanistic vs. scientific).*
	1. **Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered?**
	2. **How will students analyze the development of human societies and cultural traditions in Africa, the Americas, Asia, Europe, and Oceania?**
1. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.
* *The course should offer an integrative perspective on global change and diverse cultural traditions.*
* *The course should identify common themes across multiple cultures.*
* *The course should recognize diversity (examples could include within and between cultures and religions, subcultures within political units, or socio-economic class differences).*
	1. **Which of these aspects of development are analyzed? How does the course recognize diversity? Please explain how analyses are integrated.**

1. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
* *The course should address how processes of interaction have shaped the world’s cultural mosaic through time.*
* *The course should convey an understanding of how unique cultural traditions have survived cross-cultural interactions as well as how cultures have been changed through interaction.*
* *The proposal should clearly identify the parts of the course that are cross-cultural, rather than isolating cultural groups or characteristics.*
* *Dimensions of cross-cultural interaction such as religion should be examined as well as modes of interaction, e.g., migration, conquest, and trade.*
	1. **What processes of cross-cultural interaction and exchange are examined?**
	2. **How does the course convey understanding of how cross-cultural interactions and exchanges have evolved over time, and how do they continue to influence today?**
1. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
* *Students will study the development of unique cultural traditions and cross-cultural interactions from a wide variety of regions including Hawaii, the Pacific, or Asia.*
	1. **What component(s) of Hawaiian, Pacific, and/or Asian societies and their cultural traditions are included in the course?**
1. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.
* *Students will gain an appreciation of the multiplicity of sources; there should be some balance between western and non-western sources of information (e.g., documents and text, oral traditions and performances, art, archaeological artifacts at different scales, paleontological remains, paleo-environmental materials, or cultural landscapes).*
* *Students will learn how to identify, assess, and analyze various sources of information on cultural behaviors, to organize them into systems of meaning, and to evaluate conclusions relative to the kinds of information available.*
* *Students will learn how different materials can reveal different aspects of contemporary and past human development.*
	1. **List the perspectives that students will analyze and briefly explain the methods used for analysis (e.g. writings, narratives, texts, videos, artifacts, and/or practices).**