

Comparative Cultures 12 Course Outline

Comparative Cultures 12 examines cultures and societies from around the world that may have been overlooked or not covered in previous social studies courses. During this course, students will be expected to demonstrate an understanding of the following:

- Definitions of culture and how these have changed over time
- The belief systems, social organization, languages and artistic expressions of cultures
- How geographic and environmental factors influenced the development of cultures
- How value systems and belief systems shape cultures
- The Systems of power, authority, and governance of various cultures
- Conflicts within and between cultures

Evaluation

Passport/Written Assignments - 40%

Students will maintain a 'passport' throughout the semester, to demonstrate what they have learned about several cultures using a variety of methods (notes, paragraphs, reflections, drawings, maps, infographics, comics, etc). Students will also complete written responses to critical questions that relate to what we are learning.

Cultural Presentation - 20%

Either individually or in pairs, students will choose a culture to extensively research, then present their findings in detail to the class in a creative and informative way.

Term Research Essay - 20%

Students will develop a thesis statement that relates to the curriculum, then write a university level research essay. They will be graded using a 1st year university course rubric. The ideal length will be between 1200 – 1500 words.

Class Participation - 20%

Students are expected to not just attend, but be actively engaged in the course content through discussions, debates, activities and games.

Comparative Cultures 12 Coquitlam College Course Overview

Presentations, Reflection Journals, Independent Research, Project-Based assignments, Research Essay

Big Ideas: What Students will Understand

Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.	Interactions between belief systems, social organization, and languages influence artistic expressions of culture	Geographic and environmental factors influenced the development of agriculture, trade, and increasingly complex cultures	Value systems and belief systems shape the structures of power and authority within a culture
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Curricular Competencies: What students will DO:	Concepts & Content: What students will KNOW
<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess and compare the significance of cultural expressions at particular times and places • Evaluate inferences about the content, origins, purposes, context, reliability, and usefulness of multiple sources from the past and present • Analyze continuities and changes in diverse cultures at different times and places • Assess the development and impact of the thought, artistic expressions, power and authority, and technological adaptations of diverse cultures • Explain different perspectives on past and present cultures • Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond 	<ul style="list-style-type: none"> • Recognize different perspectives when defining culture • Understand how the use of symbols, imagery, and cultural archetypes are represented in expressions of culture • Extrapolate different hypotheses over conflict and conflict resolution between cultures • Understand leadership roles within cultures • Examine Myths, Legends, and Heroes in relation to cultural value and belief systems • Investigate exchanges of ideas and cultural transmission • Analyze human adaptation to the physical environment • Understand the interdependence of cultural identity and the physical environment.

First People Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.

Unit 1: Definitions of Culture (2-3 weeks)

- **Curricular Competency:** *Assess and compare the significance of cultural expressions at particular times and places*
- **First Peoples Principles of learning:** *Learning is embedded in memory, history, and story.*

Assignments:

- *Students will write reflective journals to demonstrate what they have learned using a variety of methods (notes, paragraphs, reflections, drawings, maps, infographics, comics, etc). Students will also complete written responses to critical questions that relate to what we are learning.*
- *Students will read various articles connected to cultural imperialism and European conceptions of the nature of culture.*

Key Questions:

- What criteria should be used to assess the significance of people, places, events, or developments?
- What factors can make people, places, events, or developments significant to different people?

Resources:

- Haviland, Fedorak, and Lee *Cultural Anthropology*. Fourth Canadian Edition: Nelson 2014
- Variety of online sources and videos

Unit 2: Japan and China (3-5 weeks)

- **Curricular Competency:** *Assess the development and impact of the thought, artistic expressions, power and authority, and technological adaptations of diverse cultures*
- **Curricular Competency:** *Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions*
- **First Peoples Principles of learning:** *Learning is embedded in memory, history, and story.*

Assignments:

- *Students will give a presentation researching crime within their country*
- *Students will compare the differences in crime with their own country and Japan and offer reasons for why the differences exist*
- *Students will examine the dark side of Harajuku by responding to an article through reflective journal writing*
- *Students will debate about privacy issues connected to Alipay and WeChat*
- *Students will create a video project representing a brief summary of the Chinese revolution*

Key Questions:

- What sources of information can people today use to try to understand what people in different times and places believed?

- How much can we generalize about values and beliefs in a given society or time period?
- Is it fair to judge people of the past using modern values?

Resources:

- <https://www.economist.com/asia/2017/05/18/as-crime-dries-up-japans-police-hunt-for-things-to-do>
- <http://aikenhead.ca/>
- <https://www.youtube.com/watch?v=UUCEeC4f6ts>

Extension Assignments

Students will create a tourist information booth representing either Japan or China presenting information to other students.

Unit 3: North Korea (3-5 weeks)

- **Curricular Competency:** Analyze continuities and changes in diverse cultures at different times and places
- **First Peoples Principles of Learning:** *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*

Assignments:

- Students will research living conditions in North Korea and assess difficulties in escaping from North Korea.
- Students will debate about Western perceptions of North Korea and determine whether or not they are founded
- Students will examine the difficulties involved in reunification with South Korea in the current geopolitical atmosphere and offer suggestions for resolving conflict on the Korean peninsula.
- Students will conduct a video project creating a short movie reflecting tensions on the Korean peninsula
- Students will analyze the system of authority and critically assess its cultural and political significance in a written assignment

Key Questions:

- What impact can a belief system or political figure have upon society?
- Who makes decisions and who is left out?
- Who benefits and who suffers?
- What is required to create change?
- What alternatives can we imagine?

Resources:

- <https://www.aol.com/article/news/2017/11/16/the-intense-deadly-struggle-to-escape-north-korea-is-getting-even-worse/23279830/?guccounter=1>
- The Washington Post
- <https://www.youtube.com/watch?v=24R8JObNNQ4>

Unit 4: Philippines and Mexico (3-5 weeks)

- **Curricular Competency:** Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond

First Peoples Principles of Learning: Learning involves recognizing the consequences of one's actions.

Assignments:

- *Students will learn about the role of colonization and its correlation to the development of culture in both Mexico and Philippines and write reflective journal responses*
- *Students will respond critically in a comparison essay*
- *Students will research and present a topic of their choosing in connection to geographical and environmental factors which influence cultural development in Mexico and Philippines*
- *Students will assess the significance of American imperialism in the past and present and create a graphic novel to represent their own personal understanding*

Key Questions:

- How do geopolitical influences shape cultural identity?
- What negative impact does “othering” have on how the people themselves come to define themselves?
- What ethical judgements can be made and what is our responsibility as global citizens?

Resources:

- <https://www.youtube.com/watch?v=QfsfoFqsFk4>
- https://www.vice.com/en_us/article/7bmb4g/a-secret-gay-language-has-gone-mainstream-in-the-philippines
- <https://www.hrw.org/news/2017/03/02/killing-squads-inside-philippines-war-drugs>
- <https://twitter.com/leeunkrich/status/936014491501805568>
- <https://www.nytimes.com/2017/11/28/movies/coco-mexico-audiences-react-pixars.html>