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## UNIT 1: Introduction – What Is Culture?

### Directions:

The purpose of this workbook is to provide a foundation for the course by introducing fundamental concepts and reviewing Social Studies competencies. The workbook includes thinking prompts, information, and links to videos and web-resources. You are responsible for learning the content of this workbook and additional material as directed by the questions and instructions. Once you have finished the workbook, including completing the Annotated Bibliography Assignment, review your learning, and ask your teacher for the Unit 1 Test.

### What Is Culture?

The term “culture” is a tricky one. It has different meanings in different contexts. We talk about culture shock, cultures of inclusion, school culture, cancel culture, pop-culture, high- and low-culture, multi-culturalism, cultural appropriation, cultural norms and ideals. Does the word mean roughly the same thing in each instance? How does it relate to a high school class about some of the world’s oldest societies? (1 mark each)

1. Define “culture” in your own words and then compare it to a dictionary definition:

Your definition	Dictionary Definition
	<p><i>“The customary beliefs, social forms, and material traits of a ...group; also: the characteristic features of everyday existence shared by people in a place or time”</i></p> <p><i>(or similar)</i></p>
<p><b>Remember to always record your sources. Write the name of the dictionary you used, its publisher, and date of publication in the box to the right (if it’s an online dictionary, also include the URL).</b></p>	<p><i>(for example)</i></p> <p>Merriam-Webster, inc. 2022.  <a href="https://www.merriam-webster.com/dictionary/culture">https://www.merriam-webster.com/dictionary/culture</a></p>

2. How does your definition compare to the dictionary?

## What about “civilization?”

A version of this course from a few years ago was called “Comparative Civilizations,” and it is worth looking at why that name changed. Further, the term *Civilization* is one you will likely encounter during your learning, and it is important that you have a precise understanding of both its traditional and current use.

Watch this World History Video **AP World 3: Characteristics of Civilization** <https://bit.ly/3BcSkC6> and answer the associated questions below. (1 mark each)

1. The term ‘civilization’ is potentially problematic. Why?
2. What does the narrator state is an acceptable use of the term?
3. In your opinion, are there still potentially problems with calling settled societies “civilized” and therefor labelling nomadic ones “uncivilized?”
4. What nine features of civilization does the narrator identify?
5. Which of these features of civilization is often considered to be the start of “history” and why?
6. Why is *this* problematic?

Some of the texts we study in this course might use the term 'civilization' to mean an organized settled society, as in its traditional usage. The Latin origin of the term does technically mean "city-dweller," and some of your sources will be older. Others may use the term interchangeably with "culture," and you may come across authors who apply it in the judgemental sense (labelling certain societies as better or worse than others because they differ from modern, western, ideals). Just be aware of the multiple meanings and on the lookout for bias while learning.

For the most part, your workbooks and assignments will avoid the term, opting instead for the broader title of "culture" when referring to a society under consideration. This gives us the ability to refer to societies that may have been nomadic or illiterate, and to explore sub-cultures and globe-spanning cultures that exist today, without discrediting them.

### **The Cultural Iceberg**

The cultural iceberg is a visual metaphor that is often used to help people understand the wide range of aspects that make up a culture. It demonstrates the division, and connection, between what is observable about a culture and what is not.

Watch the video *The Cultural Iceberg* by Intercultural English on YouTube: <https://bit.ly/3U2586Y>, sketch out a version of the Cultural Iceberg in the space provided below. Make sure to include those things that exist "above the water" and "below the water," both within and surrounding the iceberg. (4 marks)





4. What is the cost of the program?
  
5. Look at the course catalogue for descriptions of all of the courses in your department. Choose one that looks interesting to you and describe it below. Explain why you think it's interesting.
  
  
  
  
  
  
  
  
  
  
6. How do you think the course you chose, or the degree in general (based on courses you have looked at) might prepare you for the types of careers projected by the department?

Beyond career preparedness and general interest, studying cultures provides us with an understanding of the world we currently live in. Contributions from cultures around the world and across time are used in the everyday lives of our culture: here, today. Examining the reasons behind those contributions and their sustainability helps us to understand what the human race, on a broader scale, values and can accomplish.

The competencies we use to dig into the cultures we learn about, just like the skills built in the degree program you researched, have specific uses across the jobs, relationships, and community contributions you will fill your time with as an adult. Let's take a look at those competencies before we jump into the main part of our course content.

### **Competencies Review**

This Grade 12 course is likely your final Social Studies class and should help you to reinforce and demonstrate your highest level of relevant competencies. Making connections between your schoolwork and the rest of your life will, hopefully, motivate you and guide you to establish a richer understanding of each one.

The Curricular Competencies in Social Studies, (<https://bit.ly/3qx7gWM>) as they apply to Comparative Cultures are as follows:

1. Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyse ideas; and communicate findings and decisions.
2. Assess and compare the significance of cultural expressions at particular times and places (significance).
3. Evaluate inferences about the content, origins, purposes, context, reliability, and usefulness of multiple sources from the past and present (evidence).
4. Analyse continuities and changes in diverse cultures at different times and places (continuity and change).
5. Assess the development and impact of the thought, artistic expressions, power and authority, and technological adaptations of diverse cultures (cause and consequence).
6. Explain different perspectives on past and present cultures (perspective).
7. Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment).

For each competency listed, explain when/how you will use it in this course, and brainstorm ideas for how it might apply to life outside the classroom. (14 marks)

Competency	In-Class Use	Outside the Class Use
Inquiry Skills and Processes		
Significance		
Evidence		
Continuity and Change		
Cause and Consequence		
Perspective		
Ethics		

## Research And Citation

When working in academic research it is particularly important to acknowledge one's sources. This course will require an inquiry project for each unit and as part of your demonstration of the *Inquiry Skills and Processes* competency, you will be required to keep a record of all of your sources for each project.

At the end of an assignment (or submitted separately in the case of video or physical demonstrations of learning), you must include a bibliography. The following website (<https://bit.ly/3eJw3Ew>) will show you how to format a bibliography using "Chicago Style," and offers example citations for books, journal articles, newspapers, websites, YouTube videos, films, images, speeches, book chapters, and interviews. Your library or librarian is an excellent resource if you struggle with this. It is also a good idea to bookmark this website for use in future units.

## Assignment: Annotated Bibliography

An annotated bibliography is an extended version of a bibliography. It gives you the opportunity to demonstrate that you have mastered a citation style AND the ability to select relevant and appropriate sources for a topic.

For this assignment, complete a bibliography with a minimum of five sources for a fake paper on any topic you choose (you **do not** have to write the paper, you just have to find good sources and record them properly). Use the guide provided above to format your sources in an alphabetical list.

Beneath each source, leave a space and then write a short paragraph that tells your teacher a) what information the source could provide you with on your topic b) why you think the source is trustworthy. This should be familiar! Think about author, purpose, publication date, reputation, type of source, etc. (5 marks)

Holistic Marking Rubric				
Insufficient Evidence of Learning (0-2 marks)	Accessing (2.5-3 marks)	Developing (3.5 marks)	Mastering (4 marks)	Excelling (5 marks)
<ul style="list-style-type: none"> <li>Does not demonstrate sufficient understanding of content, or awareness of competencies.</li> <li>Presentation is difficult to make meaning out of.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some understanding of some of the required content.</li> <li>References competencies accurately or uses competencies partially, perhaps without acknowledging the skill itself.</li> <li>Attempts to communicate some new learning, relevant to the topic or skill being worked on. Presentation may be somewhat confusing or disorganized</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates good understanding of most required content.</li> <li>Demonstrates clear understanding of relevant competency or competencies, and an ability to accurately, perhaps partially, use it/them.</li> <li>Communicates learning in a way that makes sense to the reader/viewer/listener and demonstrates an effort at improving mechanics of grammar, presentation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates excellent, complete, understanding of required content.</li> <li>Uses relevant questions.</li> <li>Demonstrates strong, complete, use of the relevant competency or competencies.</li> <li>Communicates learning clearly and creatively. Grammatical or presentational flaws do not detract from impact or meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates exceptional understanding of required content. Possibly extends beyond requirements.</li> <li>Uses insightful questions.</li> <li>Demonstrates confident, extensive, and self-reflective use of the relevant competency or competencies.</li> <li>Communicates learning clearly, articulately, effectively and with intended impact, without grammatical or presentational flaws.</li> </ul>