

**Faculty of Liberal Arts and Professional Studies
York University**

Degree-Level Expectations for Programs

Program:	Culture & Expression
Degree Type:	BA
Degree(s):	Specialized Honours (120 credits); Honours Program including Double Major; Major/Minor; Minor (120 credits); Bachelor (90 credits)
Department/School:	Humanities
Submission Date:	July 31, 2012

Instructions:

1. On page 1, please complete the information regarding:
 - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
 - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*); and
 - the name of the Department/School that offers the program.
2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
 - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*
3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions: apccps@yorku.ca
 - Submission deadline: **July 31, 2012**

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>1. Depth and Breadth of Knowledge</p>	<ul style="list-style-type: none"> - ability to inquire into the core ‘meanings’ of culture both past and present from a humanities perspective to determine the complex multidisciplinary nature of culture and the arts in a variety of contexts social, artistic and ideological - familiarity with and ability to use a range of accepted cultural theories to examine cultural expressions critically - ability to recognize and critically explore a range of cultural forms, popular and artistic, including literature, film, music, theatre, visual arts, technology and digital media among others. - intercultural appreciation and awareness locally and globally of the human cultural situation in its diversity and complexity 	<ul style="list-style-type: none"> • understand various approaches to the concept of ‘culture’ as a multidisciplinary meaningful and ‘meaning producing’ set of discourses with historical, social, philosophical and aesthetic relevance • critically evaluate cultural experiences • contextualize cultural production • emphasize cross-cultural understandings, inter-cultural communication, and bridge cultural gaps through dialogue and critical self-reflection. 	<p>1953 – critical reading journal: developing critical questions; using questions as an analytic tool to explore deeper meaning in a range of literary works.</p> <p>2100 – blog assignment affords opportunity to identify, question and formulate major ideas within readings and discuss and debate with others issues of cultural and inter-cultural production.</p> <p>3100 – group presentation assignment affords an opportunity to work cooperatively to present specific theoretical models relating them to meaningful personal examples in popular culture; onsite cultural visits (to the AGO, the NFB or Glen Gould Studio at the CBC to experience and question cultural expression at first hand.</p>

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2. Knowledge of Methodologies	<ul style="list-style-type: none"> • competence in using a variety of cultural theory paradigms to analyse cultural phenomena (reflected through a range of cultural forms, popular and artistic, including literature, film, music, the law, architecture, visual arts and culture, technology and digital media etc) • command of the key terms and concepts associated with cultural theory in the humanities • awareness of terminology in the arts to use as critical tools 	<ul style="list-style-type: none"> • critically analyze cultural production • analyse contextual factors determining cultural production • articulate critical analyses clearly • differentiate and apply various cultural studies perspectives as tools of analysis • assess multiple perspectives, with an eye to understanding why and how they differ, and developing the capacity to engage in controversy productively. 	<p>2510 – research essay/project creates an opportunity to examine the relationship between consumer technology and how such technologies alter the nature of social and cultural change.</p> <p>3100 – critical reading log encourages students to develop facility in questioning and discussing multiple cultural expressions and applying ideas and concepts to instances of cultural expression both traditional and contemporary.</p> <p>3250 – major research paper allows students to understand how filmmakers blend fiction, the documentary essay, biography, among others, in order to offer a personal response to a historical moment through a body of films that explore cultural memory.</p>

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3. Application of Knowledge	<ul style="list-style-type: none"> • understanding of theoretical and methodological frames of reference for cultural production • ability to deploy conceptual critical frames • ability to reason and discern meaning in culture 	<ul style="list-style-type: none"> • deploy self-critical, self-reflexive interpretive strategies • raise critical questions about cultural phenomena, historical and contemporary • understand the differences and overlaps between traditional artistic expression and contemporary (popular) expression • appreciate the growth and progress of visual cultural studies 	<p>3595 – classroom presentation encourages students to discuss and demonstrate how the radical impulse has shaped progressive cultural movements past and present.</p> <p>3140 – final assignment allows students to use theoretical concepts and terminology related to studies in digital humanities to demonstrate their critical understanding and experience in 'in-world' literacy.</p> <p>4850 – final research paper affords an opportunity for students to analyse the visual aspects of propaganda in art across time in Western culture.</p>

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4. Communication	<ul style="list-style-type: none"> capacity to analyze cultural production ability to articulate substantiated critical views clearly ability to communicate ideas about cultural identity, community, representation, power, values and the practice of everyday life. ability to discuss main cultural theories and models and apply them to socio-cultural expression 	<ul style="list-style-type: none"> communicate self-critical, self-reflexive interpretive analyses in writing and in spoken discussion communicate self-critical, self-reflexive interpretive analyses in audio-visual media appreciate and speculate about meaning of a variety of cultural expressions (literature, film, music, digital media and other visual artistic material). 	<p>1953 – blog assignment helps students develop critical abilities of questioning and analyzing literary and related material to use in Q-A sessions with authors who read from their works in class.</p> <p>3225 – reading log teaches students to compare and contrast different forms of cultural expressions employed by artists using a variety of performance strategies to enliven and politicize audiences.</p>

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5. Awareness of Limits of Knowledge	<ul style="list-style-type: none"> awareness of the specificities of creativity and cultural expression the limitations (and opportunities) of theoretical frames as analytic tools in this regard. Self-awareness of their own responsiveness to different forms of cultural expression. awareness of a need to develop life long skills of reasoning and discernment to question critically, evaluate thoughtfully and to articulate substantiated critical views clearly. 	<ul style="list-style-type: none"> transfer experience of cultural expression into formal critical evaluation reflect critically on their own cultural values and traditions. draw on theories and concepts as a departure point for life-long investigation and study identify central questions or concerns informing other work, and to develop their own work with clear animating questions. 	<p>3610 – major essay assignment encourages students to examine specific aspects of popular North American music as a form of cultural expression, sometimes in flight from more traditional forms.</p> <p>4820 in-class presentation forms the basis for a major research paper exploring the cultural fascination for material culture and how that fascination shapes our values and traditions.</p>

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6. Autonomy and Professional Capacity	<ul style="list-style-type: none"> • ability to develop a range of skills in interpretation, analysis, argumentation, application, synthesis, and evaluation • ability to learn to communicate these effectively to audiences through writing, presentations, and other media, and to use a range of evidence to support their arguments. • ability to identify central questions or concerns informing other work, and to develop their own work with clear animating questions • facility with a range of skills in interpretation, analysis, argumentation, application, synthesis, and evaluation. • ability to engage in critical and creative thinking; interdisciplinary research and inquiry; writing and communication with respect to cultural expression; collaboration and shared leadership. 	<ul style="list-style-type: none"> • communicate effectively, • reason critically • conduct well-structured research • deploy problem-solving skills and progress to graduate studies including professional degrees • pursue careers in the arts, media, teaching, business, social activism, law and government. 	<p>3570 – critical reports on on-site cultural visits prepares students to perform as knowledgeable cultural critics and final research paper encourages the development and practice of student analytic ability in researching a variety of cultural expressions in a ranges of venues.</p> <p>4851 – final research paper gives students an opportunity to hone their analytic abilities in critically discussing the interdisciplinary art form as a way to broaden their appreciation of the historical and political currents that underscore Modernism.</p>