

**St. Olaf College OLE Core General Education Curriculum
Global Histories and Societies Requirement**

Description:

Students interrogate the ways in which the past is known, constructed, deconstructed, curated and preserved by the present. Courses will focus on analyzing and understanding textual, artistic, environmental and/or oral evidence within the broader historical and cultural contexts in which they were created.

Intended Learning Outcomes:

Students will:

1. Critically examine the causes and consequences of historical developments.
2. Investigate the continually changing nature of historical interpretation.
3. Analyze evidence within its broader historical and cultural contexts.

Course Guidelines:

1. Critically examine the causes and consequences of historical developments.

This outcome does not privilege any tradition, region, or time period, and it embraces trans-national or trans-regional histories. The goal is to acknowledge both the contingency of human affairs and the ways in which inherited economic structures, political institutions, physical/environmental elements, and cultural traditions shape historical developments. "Historical developments" allude to key events or turning points, as well as large scale social, political, intellectual, and cultural transformations within one or more societies.

2. Investigate the continually changing nature of historical interpretation.

Historical knowledge is construed as not simply a series of facts or past events, but rather as something that undergoes a continual process of contestation and change, due to the incomplete nature of the historical record and the continually evolving expectations and concerns of present audiences. Students successfully meet this ILO by identifying, comparing, and assessing the ways in which the past is known, constructed, reinterpreted, curated, and preserved.

3. Analyze evidence within its broader historical and cultural contexts.

"Historical and cultural contexts" are intentionally broad terms, embracing a wide range of subjects and phenomena. This includes institutional, intellectual, and creative contexts. "Evidence" may include textual, artistic, material, environmental, or oral evidence, but shall not be limited to these forms, nor is it expected that a given course would necessarily utilize all of them. Students may demonstrate fulfillment of this learning outcome through the core mode of expression in the argumentative essay, or through other means such as oral presentations, visual displays, or digital humanities projects.