DIVISION II PASSING CHECKLIST

What you need to do in order to pass Division II:

1. Update and revise your contract on the Hub so that it reflects accurately your courses, community engaged learning activity, multiple cultural perspectives. You may also revise the description so that it is retrospective rather than prospective (“In my Division II I examined...” rather than “In my Division II I will examine...”). Make it ready for faculty signature.

2. Make sure you have completed your cel 2 (community engaged learning) activity and have documented it on the Hub. Follow this link for full guidelines on cel 2 procedures: https://www.hampshire.edu/academics/how-to-document-your-cel-2-on-thehub

3. Put together your portfolio, ideally in a big three-ring binder. Original copies of work with comments from faculty are best. Know that you need two copies of your portfolio: one for your chair, one for your member. After the passing meeting, the member will return their copy to you, for you to keep. The chair keeps their copy to write the evaluation, and for many years to come in order to show to future students.

You can order your work in whatever way you wish; remember that the work tells the story of your progress through your concentration. Use some editorial judgment when putting work in: put in significant work (ie final projects and papers), not every response paper. If there is a project that went through significant revision, that would be interesting to represent in the portfolio. You can have a section of “non-course based learning activities” – projects you have worked on outside the context of a course. The portfolio should contain:

a. A table of contents
b. Your Division II contract – you can include both its first and last incarnations, to demonstrate how the Division II evolved
c. Your course evaluations and grades (I prefer them all together at the beginning of the portfolio)
d. Your retrospective essay, including a reflection on your cel2 activity
e. Your work, in whatever order, but clearly indicated.

4. Some guidelines for the retrospective essay: I call these “intellectual autobiographies.” This is a window into your intellectual and academic growth and development over the Division II. Don’t simply list your courses
and papers: make connections between them, describe particularly significant moments of learning and transformation. Make sure to explicitly address the critical categories of the multiple cultural perspectives expectation (see below). Be prepared to demonstrate your engagement with this expectation through your work. Also make sure to describe your plans for Division III and how your work in Division II has helped to prepare you to embark upon the Division III project.

Multiple Cultural Perspectives: Critical Issues

In satisfying this requirement, students can choose one or more of the following critical issues. However, students are encouraged to integrate all three issues into their Division II:

A. Non-Western Perspectives

Study of non-Western peoples and cultures will help our students to understand better the cultural diversity of the interconnected world at large. An intellectually vigorous engagement with non-Western perspectives expands the way one comprehends the world. To achieve this goal, students must incorporate study of non-Western peoples and cultures into their Division II.

B. Race in the United States

Study of the history, politics, and culture of race in the United States and elsewhere will enable our students to understand better the conditions that underlie discrepancies of power that often fall along racial lines. Serious academic study of theories and analyses pertaining to "race" offers a more critical approach to students’ education. To achieve this goal, students must incorporate study of the roles that race and racism play in American culture and society into their Division II.

C. Knowledge and Power

The influence of discrepancies in power and privilege is hidden from most scholarly discourse, where the canons of academic disciplines are apt to be presented as neutral and universal. Study of how academic knowledge may be shaped by relations of power and difference will help our students think more critically about the processes under which intellectual or artistic perspectives can be either privileged or marginalized. To achieve this goal, students must incorporate study of the relations between power and knowledge in regard to either A (non-Western perspectives) or B (race) into their Division II.