

Human Condition, Cultures, and Societies Outcome

Following their four-year course of study at the Air Force Academy, our graduates will be required to interact successfully with a wide range of individuals, to include those representing cultures and societies different from their own. To foster their success in these interactions, the Academy has created a three-phased approach to help cadets better understand the human condition, cultures, and societies. The first phase has to do with knowing oneself in order to live honorably, where cadets are required to examine their own identity as human beings, citizens in a republic, and officer-statesmen in the United States Air Force. The second phase has to do with knowing others to lift others, where cadets begin to examine the identity of others, to include those from cultures and societies different from their own. These first two phases are necessary to accomplish the third phase, which involves constructive engagement with others in order to elevate performance. Being able to prudently interact with individuals from different milieus resides at the heart of intercultural or cross-cultural competence and includes both domestic and international environments.

Know Oneself to Live Honorably

Proficiency 1: Describe key elements of their own identity as human beings, citizens of a republic, and officer-statesmen.

Proficiency 2: Explain historical, cultural, societal, and political developments that have shaped their own identity and worldview.

Know Others to Lift Others

Proficiency 3: Describe key elements of an identity different from one's own.

Proficiency 4: Explain historical, cultural, social, and political developments that have shaped another's identity and worldview.

Elevate Performance through Constructive Engagement

Proficiency 5: Explain the uniqueness, differences, and interconnections of various peoples, cultures, and societies.

Proficiency 6: Respond in culturally competent ways to various cultural and social scenarios, settings, and situations.

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