

# Global Perspectives

**Student Learning Outcome:** Students will demonstrate an informed perspective on the challenges societies face in the broader global context.

## The Value of Global Perspectives

Effective and transformative global learning gives students an ability to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning enhances students' sense of identity,

community, and perspective taking. Global learning expands knowledge of human and natural systems, privilege and stratification, and sustainability and development that help students gain a better understanding of societies and cultures other than their own and cultivate their important roles as global citizens.

## Supporting Skills

1. Students will describe the global impact specific actors or actions have on the world outside of the United States or on Indigenous cultures located within the boundaries of North America.
2. Students will demonstrate an ability to integrate other perspectives (e.g., cultural, disciplinary, ethical) when investigating topics within natural and human systems.
3. Students will articulate connections between the worldviews and experiences of cultures, historically or in contemporary contexts.

## Course Content Criteria

1. Courses in this category have a central focus on global issues, societies, and/or cultures.
2. Courses in this category include multiple examples of engagement with the perspectives or material produced by people from studied global societies and cultures.
3. Courses in this category focus on one or more societies, cultures, or subcultures located outside the United States or Indigenous groups within North America.
4. Courses in this category include an assessment assignment that requires students to demonstrate each of the skills in the Global Perspectives Assessment Rubric (below). This assessment assignment should be one of the following: an objective exam, an essay question on an exam, an essay, or a research paper.

## Glossary

1. **Culture:** A way of life (behaviors, beliefs, values, symbols, shared experiences, etc.) learned within and shared by a particular group of people at a particular time.
2. **Development:** The process whereby economies are transformed into industrial or post-industrial economies.
3. **Global challenge:** A situation and/or problem that impacts human-made and natural systems without regard to boundaries or borders.
4. **Global context:** The larger interconnected framework within which regional and local human-made and natural systems exist.
5. **Global issues:** Although the cultures, societies, or spaces studied may be from any time period, the issues explored in the course must have resonance and significance in the present.
6. **Informed perspective:** An understanding that is fact based and informed by diverse perspectives that include those of the societies and cultures being studied.
7. **Privilege:** Unearned advantages available to people who fit into a particular social class or identity group.
8. **Stratification:** Socio-economic categorization of people into groups based on factors such as wealth, income, race, and education.
9. **Sustainability:** The safeguarding of life-supporting ecosystems for present and future generations.
10. **World:** Students are not required to study the entire world, rather at least one society, culture, people or geographic location outside of the US or at least one Indigenous culture or people located within the boundaries of the United States. Students may study social systems, political systems, economic systems, ecosystems, or any other aspect of the culture(s), societies, or spaces studied.

## Experience Criteria

Students may apply to fulfill the GPS requirement through a co-curricular activity. These criteria apply to experiences that meet the GPS curricular requirement and describe the characteristics of the experience, the steps a student must follow to seek approval, and the number and types of assignments students must submit to satisfy the requirement.

1. Students must obtain pre-approval for any activity used to satisfy this component. Approval must be obtained prior to the start of the activity.
2. Students must submit independent, third-party, verification of participation in the approved activity, by a supervisor or other authoritative individual, who is not a first or second-degree relative or close personal or family friend.
3. Student experiences must either be official SMU Abroad programs or involve at least fourteen days of immersive experience in a global culture. An immersive context is one in which students live like members of the local population, following local customs, eating local food, taking local transportation, etc.
4. Students fulfilling Global Perspectives through an activity must submit a written statement with the petition outlining what the activity is, how they anticipate the activity will fulfill the requirement, and what they expect to gain and learn from the experience.
5. Students fulfilling Global Perspectives through an activity must submit either samples of work completed during the activity that demonstrate the required supporting skills or a written reflection of approximately 1000 words that responds to the following prompt:

***Please describe in detail the activity you used to complete the Global Perspectives requirement. In your reflection, answer the following questions. What global culture or society did you experience through this activity? What did you come to understand about this culture or society and its perspectives? In what ways are the views and values of this culture similar to those of your home culture? In what ways are these views and values different? What did you come to understand about the impact of this society or culture on the world? What did you come to understand about your own impact?***

## Global Perspectives Assessment Rubric

Supporting Skills	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
<b>Describes the global impact specific actors or actions have on the world outside of the United States or on Indigenous cultures located within the boundaries of North America.</b>	Clearly and articulately describes the global impact of specific actors or actions on the world located outside of the US or on Indigenous cultures located within the boundaries of North America; the description is correct, clear, nuanced, and highly detailed; multiple facets of impact are considered, and the complexity of the impact is clearly considered and described.	Clearly describes the global impact of specific actors or actions on the world located outside of the US or on Indigenous cultures located within the boundaries of North America; the description is correct and shows depth, clarity, and accuracy, but lacks nuance, and considers impact in a very straightforward way.	Describes the global impact of specific actors or actions on the world outside of the US or on Indigenous cultures located within the boundaries of North America; the description is clear but lacks depth and nuance and may not be completely accurate.	Attempts to describe the global impact of specific actors or actions on the world outside of the US or on Indigenous cultures located within the boundaries of North America; the description is unclear, lacks depth, and has multiple, obvious inaccuracies.
<b>Integrates other perspectives (e.g., cultural, disciplinary, ethical) when investigating topics within natural and human systems.</b>	Clearly and effectively integrates multiple perspectives when investigating topics within natural and human systems; showcases a deep understanding of cultural, disciplinary, and ethical dimensions, which enriches the investigation.	Integrates other perspectives when investigating topics within natural and human systems; integration is clear and demonstrates a general understanding of cultural, disciplinary, and/or ethical viewpoints related to the topic.	Demonstrates a basic ability to understand other perspectives when investigating topics within natural and human systems; attempts at integration of cultural, disciplinary, and/or ethical perspectives are evident, but not always successful and may lack depth.	Demonstrates a limited ability to understand other perspectives when investigating topics within natural and human systems; attempts at integration of cultural, disciplinary, and ethical perspectives are unclear, superficial, or absent.
<b>Articulates connections between the worldviews and experiences of</b>	Clearly articulates, with nuance and sophistication, multiple, substantial	Demonstrates a strong ability to articulate connections between the	Makes a clear effort to articulate meaningful connections between the	Makes some attempt to articulate connections between worldviews and

<b>multiple cultures, historically or in contemporary contexts.</b>	connections between the worldviews and experiences of multiple cultures, historically or in contemporary contexts; articulation is exceptional, showcasing a deep and nuanced understanding of cultural connections that enriches the overall perspective.	worldviews and experiences of multiple cultures, providing clear explanations. Connections are well-supported and demonstrate a clear understanding of cultural interrelations.	worldviews and experiences of multiple cultures, historically or in contemporary contexts; connections are evident but are not always well-explained and may lack depth.	experiences of multiple cultures, historically or in contemporary contexts; connections are limited, superficial, and not clearly explained.
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