

Global Perspectives

Student Learning Outcome: Students will demonstrate an informed perspective on the challenges contemporary 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 demonstrate an ability to evaluate the global impact of their own and /or others' specific local actions on the natural and human world.
2. Students will demonstrate an ability to integrate other perspectives (e.g., cultural, disciplinary, ethical) when investigating particular topics within natural and human systems.
3. Students will analyze substantial connections between the worldviews and experiences of multiple cultures, historically or in contemporary contexts.

Course Content Criteria

1. Courses in this category have a central focus on contemporary 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. Course in this category focus on one or more societies, cultures, or subcultures located or originating from outside the United States.
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. **Contemporary:** The 20th and 21st centuries, but could include events that occurred during the latter part of the 19th century.
2. **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.
3. **Development:** The process whereby economies are transformed into industrial or post-industrial economies.
4. **Global challenge:** A situation and/or problem that impacts human-made and natural systems without regard to boundaries or borders.
5. **Global context:** The larger interconnected framework within which regional and local human-made and natural systems exist.
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.

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. Student 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 blood relation.
3. Student experiences must involve at least fourteen days of an 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 Perspective 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 course of 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 5 | Accomplished 4 | Developing 3 | Beginning 2 | Absent 1 |
|---|---|--|--|---|--|
| Explains the global impact of one's own and / or others' specific local actions on the natural and human world. | Clearly and articulately explains the global impact of their own and/ or others' specific local actions on the natural and human world, in abundant detail and with significant sophistication. | Explains the global impact of their own and others' specific local actions on the natural and human world, in significant detail and with some sophistication. | Demonstrates a general ability to explain the global impact of their own and others' specific local actions on the natural and human world, in limited detail or with limited sophistication. | Demonstrates a limited ability to explain the global impact of their own and / or others' specific local actions on the natural and human world. | Is unable to explain the global impact of their own and / or others' specific local actions on the natural and human world. |
| Integrates other perspectives (e.g., cultural, disciplinary, ethical) when investigating particular topics within natural and human systems. | Clearly and effectively integrates other perspectives when investigating particular topics within natural and human systems. | Integrates other perspectives when investigating particular topics within natural and human systems, although not always effectively. . | Demonstrates a general ability to understand other perspectives when investigating particular topics within natural and human systems, but is not always able to integrate those perspectives. | Demonstrates a limited ability to understand other perspectives when investigating particular topics within natural and human systems. | Is unable to understand or integrate other perspectives when investigating particular topics within natural and human systems. |
| Articulates connections between the worldviews and experiences of multiple cultures, historically or in contemporary contexts. | Clearly articulates, with nuance and sophistication, substantial connections between the worldviews and experiences of multiple cultures, historically or in contemporary contexts. | Broadly articulates substantial connections between the worldviews and experiences of multiple cultures, historically or in contemporary contexts. | Articulates several meaningful connections between the worldviews and experiences of multiple cultures, historically or in contemporary contexts and does so in a general way. | Articulates, in a limited way, some connections between the worldviews and experiences of multiple cultures, historically or in contemporary contexts | Is unable to articulate connections between the worldviews and experiences of multiple cultures, historically or in contemporary contexts. |