To: Curriculum Committee

From: General Education Committee

Date: 20 April, 2010

Subject: Global and Cultural Perspectives

The purpose of this memo is to recommend the addition of a Global and Cultural Perspectives requirement to the General Education program at DSC.

One of our GE learning goals is associated with cultural diversity and globalization. Specifically:

**Diversity and Globalization**

*Students will:*

a. Identify cultural differences and examine how these differences influence cross-cultural understanding and conflict.

b. Recognize and evaluate the implications of various social structures and the ways people are grouped by such characteristics as status, race, ethnicity, gender, and sexual orientation.

c. Identify and analyze sources of cultural bias and prejudice in our everyday life and develop ways to reduce these and other forms of biases and prejudices.

d. Describe and analyze the concepts of globalization and transnationalism in order to evaluate the interdependent nature of the world we live in.

It is the recommendation of the GE committee to establish a stand-alone Global and Cultural Perspectives (GCP) GE Breadth requirement designed to directly address this learning goal. It is our recommendation that all students be required to take at least one course (2 credits minimum) to fulfill this requirement. It is also our recommendation that courses meeting more than one GE requirement (e.g. both GCP and Humanities) satisfy only one of the two (no double-dipping).

**Determination of Global and Cultural Perspectives GE Status**

GCP GE status would be determined, in part, by reviewing the extent to which courses meet the following proposed objectives (courses must meet at least 4 of the following 8 objectives):

**Global Perspectives**

1. Examine and critique information and argument related to substantive problems that have a global dimension.
2. Learn how to evaluate sources from a variety of perspectives and use those sources to inform their critique of problems in the global community.
3. Demonstrate the ability to develop informed judgments about global issues.
4. Synthesize and balance information in developing appropriate evidence-based conclusions about global issues.

**Cultural Perspectives**

5. Examine theoretical and methodological approaches to cultural differences specific to a disciplinary tradition.
6. Demonstrate an ability to analyze differences and similarities within (or) across cultures.
7. Examine the role of social factors, e.g., race, gender, ethnicity, class, sexual orientation, religion, etc., in shaping social interaction, cultural worldviews, and individual identity.
8. Demonstrate an understanding of the interconnectedness of society, culture and individual identity.

For more information about the rationale behind this recommendation:

http://www.aacu.org/SharedFutures/gened_global_learning/rationale.cfm