

Guidelines for the FFC Global Perspectives Requirement

General Rationale for the Cultural Diversity Requirement

In order to prepare our students to think and act as responsible global citizens in the 21st century and in accordance with our mission statement (“we embrace cultural diversity” and prepare our students “to become responsible citizens of the global community”), students are required to complete courses focused on two different aspects of cultural diversity: pluralism within the United States, and international perspectives. This requirement ensures that students gain a broad perspective on diversity and prepares them for productive and rewarding careers in an increasingly diverse and globalized world.

Learning Goal for the Global Perspectives (GP) Requirement

Courses to be tagged as satisfying the global perspectives requirement must fulfill the following learning goal: Upon successful completion of the global perspectives requirement, students should be able to:

1. demonstrate an understanding of one or more aspects of the social, political, cultural, economic, or historical context of at least one region of the world outside the United States.

Criteria for Global Perspectives (GP) Designation

1. At least 50% of the course content must address the world outside the United States.
 - a. This requirement may be fulfilled by coursework completed in an approved study abroad program, subject to approval by CPC.
2. The course must include specific activities and/or assignments designed to achieve the learning goal of the Global Perspectives requirement.

Guidelines for FFC Designation: Global Perspectives (GP)

Global Perspectives (GP) tags are requested through either the New Course Proposal (NCP) process or the Course Change Request (CCR) process, both of which are governed by the Curricular Policies Committee (CPC). Both the NCP and CCR forms ask faculty to respond to the following prompts:

1. Will at least 50% of the course content address issues of global perspectives?
2. Describe the scope of the course and explain how much of it will be focused on addressing issues of global perspectives.
3. For assessment purposes, all GP courses must require students to submit a written assignment that directly addresses the learning goal listed above. **Briefly describe such a written assignment by identifying the relevant context and region(s) outside the United States.**

Once approved by CPC, the course will begin carrying the new GP tag in the following academic year because the College Catalog can only be updated annually (e.g., if approved by CPC 2021-2022, the new tag will become active for 2022-2023).

In rare situations, a Course Change Request (CCR) can lead to a “tag transition issue” where a course is being taught with new tags in mind, but the new tags won’t actually take effect until the following academic year. In such cases, a student who prefers that their records reflect the new (not-yet-official) tags can submit an individual appeal to the Academic Appeals Board (AAB) for this exception.

Assessment of the FFC Global Perspectives (GP) Requirement

In the year prior to assessment of the GP requirement, the Assessment Committee will ask faculty to identify an assignment from late in the semester in which students would be able to demonstrate that students had met the learning goals for Global Perspectives and to send the prompt for that assignment to the committee. At the end of the term, each faculty member will be prompted to send the assignments of three students drawn randomly from their class roster and stored by the Assessment Committee for future blind review.

In the year when the GP requirement is assessed, the Assessment Committee will conduct a blind review of the stored GP assignments using a standardized assessment rubric based on the GP learning goals (see below).

If you are seeking guidance for developing useful assignment prompts to use for GP assessment, please consider the sample prompts below. You can also reach out directly to the Assessment Committee for further suggestions.

1. Argumentative paper.
 - a. With this paper, you will engage both with the science of inoculation and vaccination, and with the movements that opposed those innovations, using Edmund Massey’s eighteenth-century sermon as well as popular anti-vaccination literature of nineteenth-century England. You will use these primary documents to explore the reasons why large numbers of Englishmen and women objected to inoculation and vaccination.
2. Analysis paper.
 - a. Investigate the biography of José María Caicedo and analyze his poem “Las dos Américas”. How does the poem compare and contrast South America and North America? What is the relationship between these "sisters"? What does he admire so much about North America and why? How does the poet's opinion of the north change? Give examples from the text. What consequences, both literary and political, would you attribute to such a poem? Do you think it narrates a conflict that is still in force? Why? What does the poet finally propose with this poem?
3. Research paper.
 - a. Students will create individual websites containing three artworks that reference a movement or activist idea outside the United States. The students will create the website using Wordpress, the websites links will be collected and added to the existing Net Activism Website.

Sample Assessment Committee Rubric

This rubric was used in 2021, when only the first GP learning goal existed. GP courses will be assessed again in 2023 with a new rubric that includes the second GP learning goal as well.

RUBRIC FOR GEC GOAL III: CULTURAL DIVERSITY REQUIREMENT (Global Perspectives)

Definition

Upon successful completion of the global perspectives requirement, students should be able to demonstrate an understanding of one or more aspects of the social, political, cultural, economic, or historical context of at least one region of the world outside the U.S.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Proficient 2	Developing 1
	Articulates the distinct characteristics of a specific region or regions of the world outside the U.S. and identifies how they arise from or connect to historical, social, political, cultural or economic contexts. Draws from appropriate sources, analyzes them well, and avoids stereotypes or generalizing comments.	Demonstrates some understanding of the specific aspects of the region in question. Attempts made to present insight into how differences arise from or connect to historical, social, political, cultural or economic context, but shallow or unconvincing. Draws from limited sources prone to stereotypes or generalizing comments.
	Demonstrates engagement with more than one worldview to attempt understanding of global issues. Demonstrates ability to discuss elements of others' cultures accurately and with empathy. Recognizes how different cultural experiences results in divergent perspectives.	Distinguishes between components of other cultural perspectives, but responds with own worldview. Attempts to interpret aspects of others' cultures. Begins to recognize divergent perspectives.