

Rationale: Differentiating between the Global Citizenship competency and the Global and Multicultural Awareness category

Overview

The primary difference between the two is essentially a matter of scope and emphasis. **Global Citizenship is a competency and a subsidiary component of a Liberal Studies (LS) Elective course.** In other words, the primary focus of the LS Elective course is the course content, only a portion needs to pertain to the interconnectedness of individuals, institutions, and/or countries. For example, either an Anthropology or a Food and Nutrition course could note how choices made by individuals in their local supermarket could have global implications. An Economics or Business course could address how some aspects of the global economy are affected by policy decisions (What if Greece defaults on its loans? What if the United States discourages outsourcing of U.S. jobs?). When paired with assignments that increase students' recognition of the importance of civic engagement, this sort of content would satisfy the criteria for Global Citizenship. However, it would not satisfy the criteria for a Global and Multicultural Awareness (GMA) course, which requires a deeper, more comprehensive treatment of a variety of cultures or global situations throughout the course.

Global and Multicultural Awareness (GMA) is a stand-alone **type** of LS course rather than a subsidiary component. Liberal Studies GMA courses require a more thorough exploration of global themes than Liberal Studies courses with a global citizenship competency, giving students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. For example, a Sociology course could focus on waves and patterns of immigration to the United States and include an examination of the ways that diverse immigrant groups perceive and experience American society. An Anthropology course could examine how human behaviors and actions can have very different meanings in different cultures. Another course might examine how variations in government economic policies (or the initial endowments of natural resources) among a number of countries might explain differences in the standards of living of people in those countries. Such content must be highlighted as the organizing theme of the syllabus of record and should be clearly indicated in the catalog description for the course.

Rationale – Global Citizenship competency

The criteria for courses in the Global Citizenship competency area have been modified to highlight course content and assignments that emphasize issues of social justice, social action, and citizenship in a global context. The number of required items under the criteria has also been reduced and simplified to minimize any overlap with the Global/Multicultural Awareness knowledge area course criteria and Liberal Studies Electives criteria.

Rationale – Global and Multicultural Awareness category

The criteria for Global/Multicultural Awareness knowledge area courses have been modified to emphasize course content and assignments that focus on cross-cultural awareness, and deepen students' understanding of the diversity of perspectives, life ways, and structures that shape our global community.