

**College of Arts and Sciences**  
**Core Curriculum Course Approval Form: Global Citizenship**

**INSTRUCTIONS**

- Any course approved to fulfill the Global Citizenship requirement will clearly fulfill the objectives and student outcomes approved by the College of Arts and Sciences Faculty Council on April 8, 2010. These are available for review at [http://www.slu.edu/Documents/arts\\_sciences/2011%20Diversity%20Requirement\[1\].pdf](http://www.slu.edu/Documents/arts_sciences/2011%20Diversity%20Requirement[1].pdf)
- A complete syllabus must accompany this submission. The syllabus should be emailed to [fc-corecurriculumcommittee@slu.edu](mailto:fc-corecurriculumcommittee@slu.edu) along with this form. A complete syllabus must accompany this submission. The syllabus **must** include the following statement of learning outcomes (cut and paste into syllabus):

This course fulfills the College of Arts and Sciences Core requirement for Global Citizenship.

The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. In our interconnected world, the actions and decisions made by one government or group have a direct impact on people in other areas of the world. As global citizens and public intellectuals, our students must have the knowledge and tools required to make decisions with far-reaching impact. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
  2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
  3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
  4. Understand the impact of their lives and choices on global and international issues.
  5. Understand how their values are related to those of other people in the world.
- When filling out this form, please be as specific as possible in your answers, giving concrete examples of course topics, readings, assignments, exam questions, writing

prompts, classroom activities, and other elements of the course that fulfill the objectives and student outcomes of the Global Citizenship requirement.

- Courses **must** be approved by the CAS Undergraduate Curriculum Committee **before** they can be submitted to the Core Curriculum Committee.
- This approval form is **only** for submission to the Global Citizenship requirement. The Cultural Diversity in the U.S. requirement also has a unique form; for the Cultural Diversity in the U.S. form, please consult <http://www.slu.edu/diversity/academics/diversity-core-curriculum>. All other Core approvals use the general Core Curriculum Course Approval Form.
- A course cannot be approved for both the Cultural Diversity in the U.S. and Global Citizenship Core requirements.
- A course approved to fulfill a CAS Core requirement will do so effective the semester following its approval; in general, courses do not fulfill Core requirements retroactively.

1. Course title	
2. Course catalog description (from Banner)	
2. Subject code and course number ( <i>e.g. ASTD 1000</i> )	
3. Instructor name	
4. Submitter name and contact information	
5. Date submitted	
6. Has this course been approved by the CAS Undergraduate Curriculum Committee? ( <i>NOTE: the Undergraduate Curriculum Committee must approve courses before they can be submitted to the Core Curriculum Committee</i> )	

7. How does this course enable students to identify sources of and strategies to address conflict, cooperation or competition in a global or regional context?

8. How does this course enable students to investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world?

9. How does this course enable students to identify how perceptions of "otherness" impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation?

10. How does this course enable students to understand the impact of their lives and choices on global and international issues?

11. How does this course enable students to understand how their values are related to those of other people in the world?