

**SENATE RESOLUTION #1828**

**Title:** A Resolution Supporting Recommended Criteria and Title Revisions for the Global Studies - G1 Category of the University Studies Courses

**Date:** October 28, 1996

**Authors:** Academic Affairs Committee

**Sponsors:** Senators Eicke, Hudson, McFarland, Mehl, Rivera, Rostad & Sallee

1 WHEREAS, the Faculty Senate of the University of Wyoming found that the original  
2 criteria for the Global Studies - G1 category excluded courses which addressed the  
3 issues of multiculturalism in world communities, including issues of cultural diversity  
4 in the United States; and

5 WHEREAS, the Faculty Senate of the University of Wyoming, by means of Senate  
6 Resolution 277, endorsed recommendations for revised criteria and a revised title  
7 (Global Diversity - G1) for the Global Studies - G1 category of the University Studies  
8 courses as proposed by the University Studies Committee; and

9 WHEREAS, the Academic Affairs Committee of the Student Senate of the Associated  
10 Students of the University of Wyoming sees the benefit of the course designed to  
11 expose students to such studies of global humanity.

12 THEREFORE, be it resolved by the Student Senate of the Associated Students of the  
13 University of Wyoming, that we support Faculty Senate Resolution 277 endorsing the  
14 Global Studies - G1 revisions. (See Addendum).

**Referred to:** Committee of the Whole

**Date of Passage:** November 5, 1996

**Signed:**   
ASUW Chairperson

“Being enacted on Nov. 6, 1996, I do hereby sign my name hereto and  
approve this Senate action.”

  
ASUW President

A RESOLUTION ENDORSING CRITERIA REVISION FOR  
UNIVERSITY STUDIES COURSES IN THE  
GLOBAL STUDIES - G1 CATEGORY

1 WHEREAS, the major role of the University Studies Committee is to "approve specific  
2 courses as meeting requirements of the University Studies Program when it finds the  
3 courses meet the criteria established by the University Studies Committee as approved  
4 by the Faculty Senate"; and

5 WHEREAS, the University Studies Committee now has had five years experience since  
6 its implementation in 1991, of evaluating courses against the original criteria approved by  
7 the Faculty Senate in 1990; and

8 WHEREAS, the original criteria for the Global Studies - G1 category excluded courses  
9 which addressed the issues of multiculturalism in world communities, including issues of  
10 cultural diversity in the United States; and

11 WHEREAS, the University Studies Committee appointed a representative faculty-  
12 student ad hoc subcommittee on September 9, 1995, to recommend revised criteria; and

13 WHEREAS, that subcommittee developed and unanimously proposed revised criteria to  
14 the University Studies Committee; and

15 WHEREAS, the proposal was unanimously supported by the University Studies  
16 Committee and forwarded to the Executive Committee of the Faculty Senate; therefore,

17 BE IT RESOLVED that the Faculty Senate endorses the attached recommendation for  
18 revised criteria and a revised title (Global Diversity - G1) for the Global Studies - G1  
19 category as brought by the University Studies Committee.

Authentication: The foregoing Senate Resolution 277 was duly adopted by the Faculty Senate of the University of Wyoming under date of September 23, 1996, and is hereby transmitted to the President of the University of Wyoming for review in accordance with the Regulations of the Trustees of the University of Wyoming.

Respectfully submitted,

*Klaus Hanson*  
Klaus Hanson, Secretary  
Faculty Senate

University Studies Program in Global Diversity - G1  
(summarized from faculty senate revised document September 23, 1996)

A university education should expose students to different human systems, both within and outside the U.S., and provide the background of thought necessary to understand the significant interdependence of distinct groups and subgroups. The complexity of society forces us to balance regional and national goals with global concerns. Many of our most serious problems are world issues and require solutions involving common interest and reciprocity. No longer are hunger, ecology, health care delivery, information exchanges, economic and social developments, law, technology transfer, philosophy and the arts solely national concerns; they impact all the people of the world. Moreover, a broader understanding of the world around us provides an opportunity for enrichment of our lives. The study of world interdependence is present in many disciplines, for example, contemporary agriculture, art, humanities, business, engineering, health sciences, music, and the natural and social sciences.

Students must complete one course approved for Global Diversity. This requirement need not add hours to the students' curriculum because an approved course in this category may simultaneously fulfill any other requirement in University Studies or in the major. Global Diversity courses may be taught in any department or program.

Courses fulfilling the Global Diversity requirement must deal with human interaction and interdependence. Regardless of geographic focus, Global Diversity courses must examine course material from the perspective of world interdependence. These courses also must serve to broaden the student's perspective to understand different world views - the ways diverse groups of people understand the world in which they live - and recognize their purpose, function and value. While not limited to studies of culture, courses in this category must focus on human activity and institutions; subject matter based on the physical world and natural phenomena must focus on human interaction with and response to these phenomena. Language courses must expose students to the breadth and depth of the cultural and social institutions of a people associated with that language.

There are at least two approaches which might be taken in focusing on Global Diversity. One is an examination of differences among people, such as cultural, racial, ethnic, gender or other subgroups. Another is to examine how people, regardless of differences, exhibit commonalities which are reflected in human institutions and relationships, such as family structures, business and industry practices, economic systems, political systems; or social systems. Differences and commonalities might be examined by studying human interactions among subgroups of a population or populations, either across national boundaries or within a single country.

Courses in this category may take a contemporary or historical perspective. Historical courses must focus on people, periods, events or intellectual developments having a significant influence on the modern world; it is the responsibility of the individual proposing the course to indicate the form that that significance takes or how it manifests itself today.

University Studies Program  
Criteria Review Sheet  
(Second Revision)

Global Diversity - G1

Course Number and Title: \_\_\_\_\_

This checklist is designed to be used with the rationale and criteria paragraphs. Use extra sheets if necessary.

*Courses must meet all of the following criteria:*

1. Does the course provide the opportunity for students to broaden their understanding of different world views -- the ways diverse groups of people understand the world in which they live -- and recognize their purpose, function and value? Explain how.
2. Does the course provide students with an understanding of world interdependence? Explain how.
3. Does the course focus on either: (a) aspects of cultural, political, social, economic or other human institutions, or (b) human interaction with the physical world? Explain how.

*In addition:*

4. If the course is a study of foreign language, does it expose students to the breadth and depth of the cultural and social institutions of a people associated with that language? Explain how.
5. If this is an historical course, does the course focus on the people, periods, events or intellectual developments which have had a significant influence on the modern world? Explain how.

*For committee use only:*

6. Should this course be recommended for inclusion in University Studies in the area of Global Diversity? Explain why or why not.