

CALIFORNIA STATE UNIVERSITY, STANISLAUS

**GLOBAL LEARNING ACROSS THE DISCIPLINES**

**Global education across the disciplines** seeks to equip students with knowledge of the diverse peoples, governments, histories, and natural systems that comprise the world—and the forces that continue to shape them. It produces graduates who respect the many groups that make up a global society and who have skills and perspectives to meet the challenges of an interdependent world. As students learn to see the “global in the local,” global education allows students to understand how their own behavior affects and is affected by larger world patterns.

**Learning Goals:**

**1. Multiple perspectives**

**Learning outcome:** Each student will demonstrate the ability to perceive any given event from more than one cultural viewpoint.

**Example:** Students work in small, diverse groups to assess a current or historical issue from the different points of view represented in the group, and seek to understand the reasons behind the differing perspectives.

**2. Interdependence**

**Learning outcome:** Each student will show how a given enterprise or living being depends upon and also influences the larger natural, economic, or social systems of which it is a part.

**Example:** Welfare rolls in the Central Valley increased after the Asian financial crisis. This was a result of the reduced purchasing power of Asian currencies, which led people in Thailand, Japan, and elsewhere to reduce their purchase of imported food stuffs, including nuts and other agricultural products from the Central Valley.

**3. Equity/Living Responsibly with Others**

**Learning outcome:** Each student will show how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic wellbeing.

**Example:** Students will give examples of national policies that may have had unintended negative effects on other nations. Or: Students will identify their own behaviors that may unintentionally compromise the human rights or the dignity of others.

**4. Sustainability**

**Learning outcome:** Each student will demonstrate ways of handling environmental resources that will help or hurt future generations' ability to meet their own needs.

**Examples:** Students will explain the long-term economic and environmental impact of continuing to develop Central Valley farmland for urban uses. Or: Students will explain the short-term and long term issues involved in harvesting the massive forests of Russia or the Amazon region for lumber to export.