

**College of the Arts**

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April 8, 2022

TO: Richard Beyler, Secretary to the Faculty  
[Vicki Reitenauer](#), President of the Faculty Senate

FROM: Amy Borden, Chair, University Studies Council

RE: April/May Consent Agenda

*Approved:* The attached GLOBAL PERSPECTIVES SINO charter and UNST/INT 233 revision were approved by the UNST Council in February 2022.

Shepherded by Assistant Professor Pronoy Rai and Associate Professor Leopoldo Rodriguez both in International and Global Studies in their roles as GLOBAL PERSPECTIVES cluster coordinators, this revision is the result of cross-disciplinary work in CUPA and CLAS, as [outlined in the attached memo by Dr. Rai](#) detailing the changes proposed to and subsequently passed by the USC.

The revision removes the regions from the GLOBAL PERSPECTIVES SINO curriculum to remakes the course as a thematic rather than regional exploration of global perspectives. This change allows for increased content cohesion and aligns the course's curriculum with current field and discipline specializations of affiliated GLOBAL PERSPECTIVES SINO faculty and in International and Global Studies, which staffs the GLOBAL PERSPECTIVES SINO on UNST's behalf.

The current GLOBAL PERSPECTIVES SINO charter requires the following disciplinary and regional distribution:

**iii. List the academic departments/programs that will teach sections of this Sophomore Inquiry and the number of sections they will staff per year. (A minimum of 15 sections of SINO, or capacity for 550 students, need to be offered per cluster each year.)**

Departments	Number of Sections	World Regions
Anthropology	1*	Asia
Foreign Languages	1 or 2*	Europe or Asia
History	2 or 3	Africa, Asia, Middle East
International Studies	9-12	All regions
Sociology	1	Latin America
<b>TOTAL SECTIONS</b>	<b>15 (to 18)</b>	

\* may be offered in alternate years

The revised distribution removes all regions, to shift to a thematic curriculum shown below, as well as the departments that no longer teach UNST/INT 233. (All changes have been made in coordination with WLL, ANTH, SOC, BLS, HS, PS.)

**iii. List the academic departments/programs that will teach sections of this Sophomore Inquiry and the number of sections they will staff per year.**

Department	Sections per year
World Languages and Literatures	2-3
History	0-2
International Studies	6-9
Total Sections	10-14

The faculty who teach UNST 233 (GLOBAL PERSPECTIVES) have determined that thematic engagement better serves the current [UNST GLOBAL PERSPECTIVES learning objectives](#), so they have redesigned, and USC has approved, a revision to UNST 233 with the following curriculum:

Modified SINO— UNST 233 – The Making of the World as We Know it

- 1) Empires and Imperialism
  - a) Europe and Euro-centrism
  - b) Slavery
  - c) Colonialism
  - d) Trade
- 2) The Nation State
  - a) a. Nationalism
  - b) Race, Ethnicity, Language and Religion
  - c) Democracy and Representation
  - d) Women, Gender, and Sexuality in Historical Context
- 3) Post-World War II
  - a) a. Decolonization and Cold War Politics
  - b) b. Development
  - c) c. Forms of Knowledge, Science and Technologies
  - d) d. Resource Extraction and the Environment
- 4) Remaking the World
  - a) a. Neoliberalism
  - b) b. Social Movements and Rights
  - c) c. Media and Digital Technologies
  - d) d. Climate Change
  - e) e. Migration

*Approved by USC in an online vote, open February 20-27, 2022.*

**International & Global Studies**  
College of Urban and Public Affairs



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Dear University Studies Council Members:

February 20, 2022

I am writing to present a motion for a vote to amend the Global Perspectives Junior Cluster memorandum of understanding and request your support. The cluster coordinator, Dr. Leopoldo (Polo) Rodriguez, has provided three documents for your perusal: 1) the original MoU; 2) the amendments proposed; 3) a structure of the modified UNST 233 SINQ. Your affirmative vote will advance the following changes:

- 1) Currently, UNST 233 is offered as five entirely distinct sections (offered multiple times throughout the year) as introductory courses to African, Asian, European, Latin American, and Middle Eastern Studies. This course is cross-listed with five INTL 200-level courses and one Black Studies 200-level course. We are on track to remove all the cross-lists and drop the five 200-level INTL courses, effective Fall 2022. The modified UNST 233 will be a *thematic* course instead of focusing on distinct regions. The point of this shift is to weather any changes in student interest between various areas of the world based on the latest geopolitical currents on SINQ enrollment. There would be greater content cohesion between different Global Perspectives SINQ sections offered throughout the year, and the modified SINQ structure would potentially interest a broader student body.
- 2) These changes are being advanced in consultation with various partner departments. These include Anthropology, Black Studies, History, Political Science, Sociology, and World Languages and Literatures. The new structure of the SINQ was developed collaboratively with Black Studies, History, PS, and WLL faculty. While Anthropology and Sociology are mentioned in the original MoU, they have not offered any sections of the SINQ in recent memory. Our conversations made it clear that given changes in faculty constitution and scholarly interests, they cannot participate in SINQ staffing. Their wishes are reflected in the amendment.
- 3) These changes resolve significant scheduling issues for International and Global Studies, primarily responsible for staffing the SINQ sections on behalf of UNST. It is not always possible to find a sufficient number of area studies experts in all five areas at PSU to substitute for full-time faculty who are on leave, earn course buyouts, or retire (and the retirements are not replaced.) We can draw on the broader PSU faculty body to staff the SINQ sections, given the new course structure. Please note that the faculty who were hitherto teaching the existing SINQ sections will continue to teach the modified SINQ by leveraging their disciplinary training grounded in a diversity of regional expertise.

The cluster would continue to benefit from the generous support offered by the Library to develop low-cost and no-cost course materials. We are grateful to Rick Mikulski and other librarians who have helped advance this objective.

Please let me know if you have any questions about the motion, and Polo Rodriguez, about the proposal. Thank you for your kind consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Pronoy Rai".

Pronoy Rai, Ph. D.  
Curriculum Chair, International and Global Studies  
Member (CUPA), UNST Council

## **Modification to the Global Perspectives Cluster**

(Addendum to the original proposal from February 10, 2010. Sections mentioned below have been modified. The rest remain as they were in the original document.)

### **I. Cluster Description**

#### **2) Statement of Cluster Theme**

In line with PSU's Internationalization vision and goals, the aim of the cluster is to develop the skills and attitudes to function as 'global citizens' through the exploration of the interplay between social, political, economic, environmental, and cultural systems, past and present, at the global scale. Using perspectives drawn from the humanities and the social sciences, students in the cluster acquire knowledge of the global dimension of diverse issues, including development and social change, climate change, migration, financial flows, health, etc., topics of critical importance for a well-rounded education.

Note: While the cluster does not aim to provide regional expertise, courses with a regional or national focus contribute to its objective of forming 'global citizens.'

### **II. Cluster-specific Student Learning Outcomes**

Students in the Global Perspectives cluster will:

- Demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development;
- Demonstrate knowledge of perspectives, attitudes and beliefs of another culture;
- Appreciate the diversity and interconnectedness of the human experience.

Outcomes mapped onto University Studies goals:

#### **Communication**

In the Global Perspectives cluster, students will have the opportunity to explore visual, verbal, acoustic, and other forms of expression representative of a variety of cultures. In sophomore inquiry students will develop the ability to write clearly, with a special emphasis on the clear organization of their information and ideas. Students will learn effective ways to work in small groups to develop a solid understanding of the writing process.

#### **Inquiry and Critical Thinking**

Through learning to identify and describe cultural stereotypes and/or patterns of authority, power, and engagement, and to analyze how history and culture inform the present situation in one or more regions of

the world, students will gain an understanding of the concepts of tradition and modernity, nationalism, empire and colonialism, and globalization and development.

### **Diversity, Equity and Social Justice**

Students will explore the global dimensions of identity, power relationships, and social justice in diverse historical and contemporary contexts, providing an appreciation and understanding for the complexity and diversity of the human experience.

### **Ethics, Agency and Community**

Students will examine values, theories, and practices that inform their actions, taking in consideration their global implications, and will reflect on how personal choices and group decisions impact local and global communities, enriching their understanding of global citizenship.

## **III. Curricular Coherence and Course Offerings**

### **1) Sophomore Inquiry**

- i. Outline the specific learning outcomes, common concepts and common assignments, for all sections of the Sophomore Inquiry that will be linked to this cluster.**

The SINQ will focus on cultural, historical, geographical, political, and economic forces that have shaped global issues, serving to introduce a set of concepts that provide a common ground for students continuing on in the upper division courses of the cluster.

Common learning concepts and outcomes: SINQ students will

- Demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development, including patterns of power, authority and engagement.
- Demonstrate knowledge of the perspective, attitudes, and beliefs of cultures in various regions of the world.
- Understand how history, culture, and geography shape diverse global issues.
- Appreciate the diversity and interconnectedness of the human experience that frames contemporary global interactions.

### Common Assignments and Elements:

- Course will include reading assignments and/or lecture content that explores the meaning of tradition and modernity, nationalism, colonialism and empire, and globalization and development.
- Each course will guide students to understand the research and writing process, including identifying peer-reviewed and other reliable sources.
- Each course will have staged writing assignments that take students through the steps of writing either short research papers (5-7 pages) or a series of readings reviews. Topics will be chosen to engage students with cluster themes/concepts, either at the national, regional or global level.

**iii. List the academic departments/programs that will teach sections of this Sophomore Inquiry and the number of sections they will staff per year.**

<b>Department</b>	<b>Sections per year</b>
World Languages and Literatures	2-3
History	0-2
International Studies	6-9
<b>Total Sections</b>	10-14

## 2) Cluster courses

### 3) Assessment Plan –

#### a. Sophomore Inquiry

##### i. Cluster learning outcome(s) to be assessed:

Cluster specific SINQ Learning Outcome: Understand how history, culture and geography have shaped and inform the present situation of diverse global issues.

UNST cluster mapped SINQ goal: *Inquiry and Critical Thinking*  
SAME as in original

## ii. Method of assessment:

Activity	Timeline
Map Quiz	Map quizzes will be incorporated in each SINQ as a regular class assignment
<p>(1) At the start of the course, students will be asked to label and provide political and geographic features (borders, mountains) on a blank map of the world, or to draw their own mental maps.</p> <p>(2) Post-test, students will be asked to describe how one feature of their map informs the present situation of a global issue.</p>	Post-test data will be collected from each SINQ each term.

## Proposal Narrative

### I. Cluster Description

- 1) Title of proposed cluster: **Global Perspectives**
- 2) Statement of cluster theme (*150 word limit*):

*The aim of this cluster is to introduce students to the richness of cultures in Africa, Asia, Europe, Latin America, and the Middle East, drawing on perspectives from the humanities and social sciences. Through exploring the interplay between political, economic, environmental, and cultural systems, past and present, students will develop skills and attitudes to function as “global citizens.”*

Note: This proposal is designed to incorporate existing regional clusters and their courses.

### II. Cluster-specific Student Learning Outcomes

**Include 3 – 6 outcomes that will provide the framework for the cluster. It is expected that each course in the cluster will incorporate one or more of these outcomes. Each outcome should be:**

- **specific enough to contribute to the unique character to the cluster,**
- **explicitly mapped onto the four goals of the University Studies Program (each of the four UNST goals needs to be embedded in at least one of the cluster-specific learning outcomes), and**
- **articulated in a way that is measurable for the purposes of assessment.**

Students in the Global Perspectives cluster will:

- demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development;
- demonstrate knowledge of perspectives, attitudes and beliefs of another culture;
- appreciate the diversity and interconnectedness of the human experience.

Outcomes mapped on to University Studies Goals:

#### **Inquiry and Critical Thinking**

Through learning to identify and describe cultural stereotypes and/or patterns of authority, power, and engagement, and to analyze how history and culture inform the present situation in one or more regions of the world, students will gain an understanding of the concepts of tradition and modernity, nationalism, empire and colonialism, and globalization and development.

#### **Communication**

In the Global Perspectives cluster, students will have the opportunity to explore visual, verbal, acoustic, and other forms of expression representative of a variety of cultures. In sophomore inquiry students will develop the ability to write clearly, with a special emphasis on the clear organization of



their information and ideas. Students will learn effective ways to work in small groups to develop a solid understanding of the writing process.

### **The Diversity of Human Experience**

Students will enhance their appreciation for and understanding of the complexity of the human experience through the study of beliefs, attitudes and the social and cultural systems of societies around the world.

### **Ethics and Social Responsibility**

Students will expand their understanding of the impact and value of individuals not only by sharing their learning through group projects, but through examination of ethical questions imbedded in the history and society of specific regions of the world that will offer perspectives on the meaning of global citizenship.

## III. Curricular Coherence and Course Offerings

### 1) **Sophomore Inquiry**

- i. **Outline the specific learning outcomes, common concepts, and common assignments for all sections of the Sophomore Inquiry that will be linked to this cluster.**

Each SINQ will focus on the culture, history, geography, politics and economy of a specific region of the world, but each will introduce a set of basic concepts that are intended to provide common ground for students continuing on in the upper division courses of the cluster:

**Common learning concepts and outcomes:** SINQ students will

- demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development, including patterns of power, authority, and engagement
- demonstrate knowledge of the perspective, attitudes, and beliefs of another culture/region of the world
- understand how history, culture and geography inform the present situation in a specific region of the world
- appreciate the diversity and interconnectedness of human experience that frames contemporary global interactions

**Common Assignments and Elements:**

- Courses will include reading assignments and/or lecture content that explores the meaning of tradition and modernity, nationalism, colonialism and empire, and globalization and development, both from the point of view of those within the region and from without. Over time, the cluster coordinator will develop a library of readings that may be shared.
- There will be an initial map exercise (can be repeated at the end when desired).

- Each course will have staged writing assignments that take students through the steps of editing either a short research paper (5-7 pages) or a series of reading reviews. Topics will be chosen so as to engage students in working with region-specific research resources and one or more appropriate cluster themes/concepts.
- As a pilot, over the course of 2010-2011, SINC faculty, facilitated by the SINC coordinator and International Studies, will develop a self-guided web-based resource (like a Learner-Web module) to introduce students to the basic cluster concepts. It could include ungraded quizzes to test conceptual knowledge. This resource would be maintained on the UNST web site.
- Cluster proposers would like to organize a working group for current SINC instructors to discuss strategies for incorporating these elements. (It would be helpful if there were incentives to attend—food, and/or a free book that could be a teaching resource for the cluster.)

**ii. Which of the academic distribution areas (Arts and Letters, Natural Science, or Social Science) will this Sophomore Inquiry fulfill?**

The SINCQs in this cluster will be interdisciplinary. Specific instructors may draw on their own disciplinary perspectives— both Arts and Letters and Social Sciences. The courses can fit in both Arts and Letters and Social Sciences.

**iii. List the academic departments/programs that will teach sections of this Sophomore Inquiry and the number of sections they will staff per year? (A minimum of 15 sections of SINCQ, or capacity for 550 students, need to be offered per cluster each year.)**

Departments	Number of Sections	World Regions
Anthropology	1 *	Asia
Foreign Languages	1 or 2*	Europe or Asia
History	2 or 3	Africa, Asia, Middle East
International Studies	9-12	All regions
Sociology	1	Latin America
<b>TOTAL SECTIONS</b>	<b>15 (to 18)</b>	

\*may be offered in alternate years

**2) Cluster courses**

- Describe specific practices that will foster coherence in the student experience of their cluster courses (e.g., *common elements on each course syllabus, cluster course websites*).**
- Each syllabus should highlight by explicitly identifying and describing:

- 1) how at least one of the cluster's conceptual themes is relevant for the course—knowledge of the forces of tradition and modernity, or nationalism, colonialism and empire, or globalization and development.
  - 2) how other course objectives may relate to the second and/or third themes of the cluster:
    - o involves knowledge of some cultural perspectives, attitudes and beliefs of another culture;
    - o facilitates an appreciation of the diversity and interconnectedness of the human experience.
- Existing regional –U courses will submit a revised syllabus that follows the above guidelines. Cluster proposers will offer one or more workshops on adapting syllabi for those currently teaching for the regional clusters. (It would be helpful if there were incentives to attend—food, and/or a free book that could be a teaching resource for the cluster.)
  - Cluster coordinator will meet with faculty who teach courses in the cluster to discuss these changes. Regional Area Coordinators, with support from International Studies, will convene bi-annual cluster meetings.
  - SINQ instructors will discuss recommended pathways (regional or thematic) through the Global Perspectives cluster with their students.
  - Cluster Coordinator will work with UNST to maintain a Global Perspectives advising web page and faculty resource page, including a “library” of syllabi.

**i. Cluster course list and analysis of frequency of course offerings. (Each course on the list needs to be offered at least every other year. Total course offerings need to average at least 20 sections, or capacity for 700 students, per term.)**

See attached spreadsheet.

**b. Transfer students - Describe specific practices that will introduce transfer students to the main themes, questions, and learning outcomes for the cluster (e.g., cluster web page, information on course syllabi)**

- Transfer students will be advised to complete the self-guided web-based resource designed for SINQs that will introduce the basic concepts of the cluster and provide a means for self-assessment as they begin the cluster. The module could be recommended to transfer students lacking a corresponding SINQ when first enrolling in a cluster course (flagged in Banner? or just on the Unst web site?).
- If students petition to use 2 or more transfer courses towards their cluster (if this is allowed), then we might consider requiring the students to demonstrate competence by requiring them to complete the cluster assessment module.

- 3) **Assessment Plan** – Briefly outline *an example of an annual assessment plan to assess student learning in this cluster. As with any assessment plan, this plan will change over time to address the assessment findings and needs of the cluster. University Studies expects that assessment activities for Sophomore Inquiry and Cluster courses will occur every year, but does not expect that you will assess every cluster-specific learning outcome or every course each year.*

a. **Sophomore Inquiry:**

i. **Cluster learning outcome(s) to be assessed:**

Cluster specific SINQ Learning Outcome: Students will understand how history, culture and geography inform the present situation in a specific region of the world.

UNST cluster mapped SINQ goal: *Inquiry and Critical Thinking*

Through learning to identify and describe cultural stereotypes and/or patterns of authority, power, and engagement, and to analyze how history and culture inform the present situation in one or more regions of the world, students will gain an understanding of the concepts of tradition and modernity, nationalism, empire and colonialism, and globalization and development.

- ii. Method of assessment: (e.g. *common assignment, student ePortfolios, pre-post test*)

Activity	Timeline
Map Quiz	Map quizzes will be incorporated in each SINQ as a regular class assignment
(1) At the start of the course, students will be asked to label and provide political and geographic features (borders, mountains) on a blank regional map, or to draw their mental maps of the region. (2) On the post test, students will be asked to describe how one feature on their map informs the present situation in that region of the world	Post-test data will be collected from each regionally focused SINQ in a selected term, ie. 2010-2011: spring term 2011-2012: winter term 2012-2013: fall term

- iii. Time line for assessment: See above.

- iv. Description of how the assessment data will be used

The map quiz is primarily a learning tool. Results of the post-test question will be scored by individual instructors and cluster coordinator will review the data. Results will be used for use in curriculum development and improvement. If there are questions about

the level student success, that question might need to be addressed at several levels—as a resource or instructional issue. A follow-up study, survey or interviews, may be needed. Coordinator will consult with regional coordinators or committees.

**b. Cluster courses**

i. Cluster learning outcome(s) to be assessed:

Cluster specific SINO Learning Outcome: Students will demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development;

UNST cluster mapped goal: *Inquiry and Critical Thinking*

Through learning to identify and describe cultural stereotypes and/or patterns of authority, power, and engagement, and to analyze how history and culture inform the present situation in one or more regions of the world, students will gain an understanding of the concepts of tradition and modernity, nationalism, empire and colonialism, and globalization and development.

ii. Method of assessment: (e.g. *common assignment, student ePortfolios, pre-post test, syllabus review*)

Activity	Timeline
Review revised syllabi for all cluster courses offered in 2010-2011	Review Summer 2011
Assess for consistency and distribution of cluster-specific learning outcomes for Inquiry and Critical Thinking.	Report fall 2011

iii. Time line for assessment: See table above.

iv. Description of how the assessment data will be used

After reviewing syllabi, cluster coordinator will follow up with instructors who might need to revisit the web site resource described above, in order to re-revise their syllabus; results may also require additions to or a revision of the web resources.

**Two-three year goal: Program-level assessment.**

\*With 60 to 100 discipline-based courses in any given cluster, the task of coordinating and monitoring inputs and finding common ground on which to measure outputs will be extremely difficult. In addition, students do not take cluster courses in any sequence. Assessing any subset of courses within the cluster may yield as many or more students who are just starting the cluster as those who are finishing it. (And some faculty will be resistant to assessment that is in addition to what is already required by their course.)

With these circumstances in mind, we propose the following examples and strategies for assessing both cluster objectives and outcomes, *as a pilot, and as time and resources allow*:

i. Cluster learning outcome(s) to be assessed:

Cluster participants, facilitated by the coordinator, will develop an automated web-based module keyed to assess each of the primary/UNST student learning outcomes in the cluster on a rotational or comprehensive basis.

ii. Method of assessment: (e.g. *common assignment, student ePortfolios, pre-post test, syllabus review*)

Components of the module could include the following:

- a concept checklist
- a map-related assessment question
- cultural awareness survey
- an automated content (concordance) analysis of a 1 page essay with a cluster-specific prompt

There are existing rubrics to assess inter-cultural learning and global awareness that can be scaled to provide computer-assisted scoring.

Students will need to disclose whether or not they have completed a cluster-related SINQ, and how many cluster courses they have completed.

iii. Time line for assessment

Parts of the module could be developed beginning summer (2011) and piloted in spring (2012), under the direction of the new cluster coordinator

Completion of the Cluster Assessment module would be required of every student who signs up for a Capstone course, or possibly when the student files for graduation. (However, if this becomes a real “graduation requirement,” it would have to be approved by the UC and ARC and Senate...)

iv. Description of how the assessment data will be used.

Results of the on-line module would be reviewed by the cluster coordinator and shared with instructors in the cluster at the periodic regional and cluster-wide meetings, and used to tweak directions for imbedding information in the syllabi, web resources and the assessment process in the future.

Parts of the assessment results could be made available to the students. (There will be no negative consequences for students who take the assessment.)

Course	Title	200604	200701	200702	200703	200704	200801	200802	200803	200804	Total C	Total En	Cluster 1	Cluster 2	Cluster 3	Cluster 4
BST 450U	Topics: nish Caribbean	1	3	1	5	1	2		4	1	18	460	African Studies			
ANTH 352U	African Prehis	1			1	1			1	1	5	65	African Studies	Ar		
MUS 374U	World Music: African)	1			1	1			1	1	5	74	African Studies			
BST 362U	African Prehis	1			1				2	4	81	African Studies	Archa			
ANTH 319U	Traditional Cultures of Africa				1			1		1	3	31	African Studies			
BST 406U	Caribbean Overseas Program				1				1	1	3	6	African Studies	Archaeo.		
BST 414U	Racism				1	1			1	1	3	130	African Studies	Archaeo.		
BST 427U	African/American Films and Film Makers				1				1	1	3	125	African Studies	Archaeo.		
BST 305U	African Before 1800				1	1					2	50	African Studies	Archaeo.		Media Studies
BST 306U	African Since 1800							1			2	13	African Studies			
BST 319U	Traditional Cultures of Africa				1				1		2	85	African Studies			
BST 420U	Caribbean Literature				1						2	15	African Studies			
BST 422U	African Fiction		1					1			2	28	African Studies			
BST 425U	Black Cinema in the 1970's	1				1					2	137	African Studies			
BST 426U	Contem African-American Cinema				1				1		2	147	African Studies			
ENG 420U	Caribbean Literature				1				1		2	42	African Studies			
FL 399U	T In East African Culture: Proverbs, Ridd		1	1							2	41	African Studies			
HST 313U	African His Since 1800							1			2	86	African Studies			
INTL 410U	African Art				1				1		2	60	African Studies	Archaeo.		
BST 351U	African American Literature (Also ENG 351U)								1		1	19	African Studies	Ar Studies		
BST 407U	African ent Issues									1	1	22	African Studies			
GEOG 363U	G_ ra of Africa									1	1	40	African Studies			
HST 312U	African His Before 1800					1					1	29	African Studies	Ar		
HUM 399U	Festival Dance in the African Dia	1									1	33	African Studies			
HUM 399U	African Dia n Dance in the Amer	1									1	0	African Studies	Lat Am Studies		Pop Culture
INTL 323U	Tradition & Innovation: Humanizes				1	3				2	7	111	Asian Studies	Ar Studies		
AH 311U	of Asian Art: Indian and Indonesian		1	1		1	1			1	6	275	Asian Studies			
INTL 322U	Globalization & Social Science			2				1	1	1	6	151	Asian Studies	Ar Studies		
HST 321U	Modern East Asia	1			1		1	1	1		5	189	Asian Studies			
INTL 321U	Globalization & Iden Humanities			2					2		4	120	Asian Studies	Ar Studies		
INTL 324U	Tradition & Innovation: Social Science	1			1				1		4	96	Asian Studies	Ar Studies		
EC 445U	Institutional Economics	1				1				1	3	106	Asian Studies			
GEOG 353U	Pacific Rim			1					1	1	3	148	Asian Studies			
INTL 317U	T_ in Asian ht				1	1			1	1	3	43	Asian Studies			
JPN 341U	T_ in Japanese Literature: Introd	1				1				1	3	77	Asian Studies			
JPN 361U	Japanese Literature Through Film	1				1				1	3	188	Asian Studies			
MUS 376U	World Music II: Asia								1	1	3	33	Asian Studies			
ANTH 312U	Southeast Asian Societies and Cultu	1								1	2	83	Asian Studies			
AH 321U	Su of Korean Art			1							1	78	Asian Studies			
AH 415U	Issues in Asian Art				1					1	2	46	Asian Studies			
CHN 343U	Chinese Vernacular Literature (Modern)				1					1	2	38	Asian Studies			
GEOG 352U	The His and Tibet	1				1					2	46	Asian Studies			
HST 320U	East Asian Civilization								1	1	2	93	Asian Studies			
JPN 342U	Topics in Japanese Literature: Intro to E		1					1			2	65	Asian Studies			
PS 466U	Politics of East Asia	1									2	53	Asian Studies			
PS 463U	International Politics of East Asia			1				1			2	56	Asian Studies			
USP 445U	China & Third World Deve'	1				1					2	31	Asian Studies			
ANTH 317U	Pe and Cultures of South Asia			1							1	44	Asian Studies			
AH 422U	Chinese Pain	1									1	35	Asian Studies			
AH 423U	Ja Pa				1						1	35	Asian Studies			
CHN 341U	T_ in Chinese Literature and					1					1	14	Asian Studies			
CHN 342U	Chinese Vernacular Literature (Traditional)									1	1	20	Asian Studies			
GEOG 453U	n	1									1	37	Asian Studies			
MUS 301U	Survey of Music Literature 1					2	1	1		2	6	382	Euro Studies			
MUS 302U	Survey of Music Literature 2					1	2	1		1	5	243	Euro Studies			
ENG 345U	Modern British Literature		2			1				1	4	104	Euro Studies			
HST 351U	H of land II: 19th - 20th Century			1		1					4	129	Euro Studies	19th Century		
SPAN 441U	nish Literature in Translation			2		1					4	4	Euro Studies			
EC 445U	rative Economic Systems			1							3	93	Euro Studies	Mid East Studies		
GEOG 354U	of Eur	1			1			1	1		3	63	Euro Studies			
HST 357U	E from Reformation to Revoc	1				1				1	3	139	Euro Studies			
TA 467U	Modern Theater I			1					1	1	3	71	Euro Studies			
TA 468U	Modern Theater II			1					1	1	3	48	Euro Studies			
AH 481U	Nineteenth Century Art I	1				1					2	95	Euro Studies	19th Century		
AH 482U	Nineteenth Century Art II			1					1		2	85	Euro Studies	19th Century		
DANE 361U	Danish Film from Dire er to mer			1							2	44	Euro Studies			
EC 447U	Economics of Transition									1	2	46	Euro Studies			
FR 343U	Introduction to French Literature: 19th-20th Century				1				1		2	32	Euro Studies	19th Century		
GEOG 356U	Landsc of in	1				1					2	63	Euro Studies			
GEOG 356U	Russia and Its Neighbors	1				1					2	30	Euro Studies			
HST 358U	Eu from National Unification to Eur			1				1			2	115	Euro Studies			
HST 359U	French Revolution and Napoleon			1		1					2	95	Euro Studies			
PS 352U	Western Eur n Politics									1	2	68	Euro Studies			
DANE 345U	Christban Anderson								1	1	1	21	Euro Studies			
DANE 348U	Danish 2 Century Women Writers					1					1	8	Euro Studies			
DANE 347U	Major Works in Danish Literature			1							1	6	Euro Studies			
FL 369U	The European Historical Novel									1	1	65	Euro Studies			
FL 449U	Ma res in Literature: Post				1						1	1	Euro Studies	19th Century		
GER 441U	Major Works: Nazi Culture			1							1	41	Euro Studies			
GER 441U	Major Works in Translation: German Intellectual H			1	1800-1939						1	28	Euro Studies	19th Century		
PS 365U	Modern les			1							1	28	Euro Studies			
RUS 330U	Russian e & Civilization			1							1	33	Euro Studies			
RUS 410U	Russian Literature and Film			1							1	19	Euro Studies			
RUS 441U	Russian Literature in Translation: Nineteenth									1	1	28	Euro Studies	19th Century		
RUS 442U	Russian Literature in Trans : Twentieth									1	1	27	Euro Studies			
SPAN 427U	Major Topics: Latin American Prosa taught in			1	1	1			1	1	4	54	Lat Am Studies			
CHRA 376U	Southwestern Borderlands History	1	1	1							3	94	Lat Am Studies	Ar Studies		
HST 365U	Latin American History I				1	1			1	1	3	90	Lat Am Studies			
SPAN 331U	Latin American Culture and Civilization				1	1					3	70	Lat Am Studies			
CHLA 302U	Chicano/Latino Literature									1	2	26	Lat Am Studies			
GEOG 390U	Latin America		1								2	102	Lat Am Studies			
INTL 462U	Amazon Rainforest				1					1	2	77	Lat Am Studies			
SCI 357U	Sustain US/Mexico Border Region		1								2	38	Lat Am Studies	GEC		Sustainability
ANTH 311U	and Cultures of Latin		1								1	48	Lat Am Studies			
ANTH 431U	Advanced T in Latin American							1			1	23	Lat Am Studies			
EC 338U	Political of Latin American									1	1	58	Lat Am Studies			
HST 366U	Middle East in Modern Times: 20th Century			1				1	1	1	6	237	Mid East Studies			
EC 450U	Third World Economic Develo nt										3	111	Mid East Studies			
GEOG 364U	of the Middle East					1				1	3	120	Mid East Studies			
HST 365U	Middle East in Modern Times: 19th ar	1				1					2	111	Mid East Studies			
PS 361U	Introduction to the Politics of the Mid	1				1					2	126	Mid East Studies			
PS 362U	The Arab-Israeli Conflict				1		</									


**University Studies Program**


 117 Cramer Hall 503-725-5890 tel  
 Post Office Box 751 503-725-5977 fax  
 Portland, Oregon 97207-0751 Email: askunst@pdx.edu

**Proposal for a New Cluster - Cover Sheet**

 Title of Proposed Cluster: GLOBAL PERSPECTIVES
**Proposal Contact Person:**

 Martha W. Hickey \_hickeym@pdx.edu 725-8728  
 (Name) (email) (Phone)

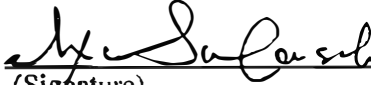
**Proposal prepared by:**

 Kimberly Brown  Applied Linguistics 2/10/2010  
 (Name printed) (Dept./Program) (Date)

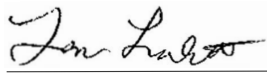
 Stephen Frenkel  International Studies 2/10/2010  
 (Name printed) (Signature) (Dept./Program) (Date)

 Martha W. Hickey  International Studies 2/10/2010  
 (Name printed) (Dept./Program) (Date)

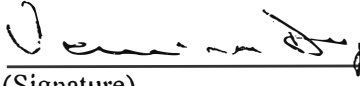
**Approved by Chairs of all Departments that will teach Sophomore Inquires in the cluster:**

 Kofi Agorsah  Black Studies 2/12/10  
 (Name printed) (Signature) (Dept./Program) (Date)

 Sandra Freels  Foreign Langs & Lits 2/12/10  
 (Name printed) (Signature) (Dept./Program) (Date)

 Thomas Lockett  History 11 Feb 2010  
 (Name printed) (Signature) (Dept./Program) (Date)

 Martha W. Hickey  International Studies 2/10/2010  
 (Name printed) (Signature) (Dept./Program) (Date)

 Veronica Dujon  Sociology 2/12/10  
 (Name printed) (Signature) (Dept./Program) (Date)

**Approved by Chairs of all Departments that will teach courses in the Cluster:**

 Bill Le Pore \_\_\_\_\_ Art History \_\_\_\_\_  
 (Name printed) (Signature) (Dept./Program) (Date)




**University Studies Program**


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Portland, Oregon 97207-0751 Email: askunst@pdx.edu

**Proposal for a New Cluster - Cover Sheet**Title of Proposed Cluster: GLOBAL PERSPECTIVES**Proposal Contact Person:**

Martha W. Hickey hickeym@pdx.edu 725-8728  
(Name) (email) (Phone)


**Proposal prepared by:**

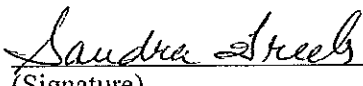
Kimberly Brown  Applied Linguistics 2/10/2010  
(Name printed) (Signature) (Dept./Program) (Date)

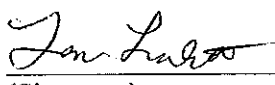
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(Name printed) (Signature) (Dept./Program) (Date)

Martha W. Hickey  International Studies 2/10/2010  
(Name printed) (Signature) (Dept./Program) (Date)

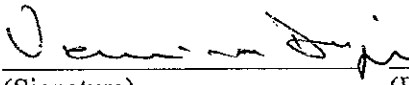
**Approved by Chairs of all Departments that will teach Sophomore Inquires in the cluster:**

Kofi Agorsah  Black Studies 2/12/10  
(Name printed) (Signature) (Dept./Program) (Date)


Sandra Freels  Foreign Langs & Lits 2/12/10  
(Name printed) (Signature) (Dept./Program) (Date)

Thomas Lockett  History 11 Feb 2010  
(Name printed) (Signature) (Dept./Program) (Date)

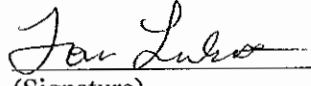
Martha W. Hickey  International Studies 2/10/2010  
(Name printed) (Signature) (Dept./Program) (Date)

Veronica Dujon  Sociology 2/12/10  
(Name printed) (Signature) (Dept./Program) (Date)

**Approved by Chairs of all Departments that will teach courses in the Cluster:**

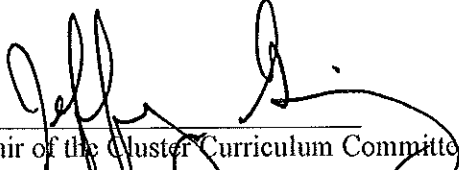
Bill Le Pore  Art History 2.15.10  
(Name printed) (Signature) (Dept./Program) (Date)

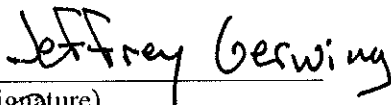
ADDED

Kofi Agorsah (Name printed)	 (Signature)	Black Studies (Dept./Program)	2/12/10 (Date)
Roberto de Anda (Name printed)	_____ (Signature)	Chicano Latino Stds (Dept./Program)	_____ (Date)
Jennifer Ruth (Name printed)	 (Signature) (Proxy)	English (Dept./Program)	2/12/10 (Date)
Sandra Freels (Name printed)	 (Signature)	Foreign Langs & Lits (Dept./Program)	2/12/10 (Date)
Thomas Harvey (Name printed)	 (Signature)	Geography (Dept./Program)	2/10/10 (Date)
Thomas Lockett (Name printed)	 (Signature)	History II (Dept./Program)	F06 2010 (Date)
Martha W. Hickey (Name printed)	 (Signature)	International Studies (Dept./Program)	2-11-20 (Date)
Bryan Johanson (Name printed)	 (Signature)	Music (Dept./Program)	2.15.10 (Date)
Melody Rose (Name printed)	_____ (Signature)	Political Science (Dept./Program)	_____ (Date)
Veronica Dujon (Name printed)	 (Signature)	Sociology (Dept./Program)	2/12/10 (Date)
Judy Patton (Department Chair)	 (Signature)	Theater Arts (Dept./Program)	2-15-10 (Date)
Connie Ozawa (Department Chair)	 (Signature)	Urban Studies (Dept./Program)	2-12-10 (Date)

Kofi Agorsah (Name printed)	<u><i>Kofi Agorsah</i></u> (Signature)	<u>Black Studies</u> (Dept./Program)	<u>2/12/10</u> (Date)	ADDED
Roberto de Anda (Name printed)	<u><i>Roberto de Anda</i></u> (Signature)	<u>Chicano Latino Stds</u> (Dept./Program)	<u>2/15/10</u> (Date)	
Jennifer Ruth (Name printed)	<u><i>Jennifer Ruth</i></u> (Signature) (Proxy)	<u>English</u> (Dept./Program)	<u>2/12/10</u> (Date)	
Sandra Freels (Name printed)	<u><i>Sandra Freels</i></u> (Signature)	<u>Foreign Langs &amp; Lits</u> (Dept./Program)	<u>2/12/10</u> (Date)	
Thomas Harvey (Name printed)	<u><i>Tom Harvey</i></u> (Signature)	<u>Geography</u> (Dept./Program)	<u>2/10/10</u> (Date)	
Thomas Lockett (Name printed)	<u><i>Tom Lockett</i></u> (Signature)	<u>History II</u> (Dept./Program)	<u>Feb 2010</u> (Date)	
Martha W. Hickey (Name printed)	<u><i>Martha W. Hickey</i></u> (Signature)	<u>International Studies</u> (Dept./Program)	<u>2-11-20</u> (Date)	
Bryan Johanson (Name printed)	_____ (Signature)	<u>Music</u> (Dept./Program)	_____ (Date)	
Melody Rose (Name printed)	_____ (Signature)	<u>Political Science</u> (Dept./Program)	_____ (Date)	
Veronica Dujon (Name printed)	<u><i>Veronica Dujon</i></u> (Signature)	<u>Sociology</u> (Dept./Program)	<u>2/12/10</u> (Date)	
Judy Patton (Department Chair)	_____ (Signature)	<u>Theater Arts</u> (Dept./Program)	_____ (Date)	
Connie Ozawa (Department Chair)	<u><i>Connie Ozawa</i></u> (Signature)	<u>Urban Studies</u> (Dept./Program)	<u>2-12-10</u> (Date)	

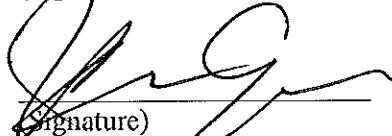
Cluster proposal approved by:

  
(Chair of the Cluster Curriculum Committee)

  
(Signature)

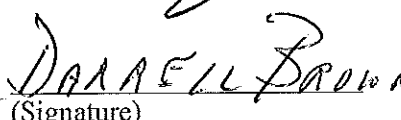
2/23/10  
(Date)

  
(Chair of the UNST Council)

  
(Signature)

3/4/10  
(Date)

  
(Chair of the University Curriculum Comm.)

  
(Signature)

4/5/10  
(Date)

## **Modified SINQ**

UNST 233 – The Making of the World as We Know it

### Empires and Imperialism

- a. Europe and Euro-centrism
- b. Slavery
- c. Colonialism
- d. Trade

### The Nation State

- a. Nationalism
- b. Race, Ethnicity, Language and Religion
- c. Democracy and Representation
- d. Women, Gender, and Sexuality in Historical Context

### Post-World War II

- a. Decolonization and Cold War Politics
- b. Development
- c. Forms of Knowledge, Science and Technologies
- d. Resource Extraction and the Environment

### Remaking the World

- a. Neoliberalism
- b. Social Movements and Rights
- c. Media and Digital Technologies
- d. Climate Change
- e. Migration