

UNIVERSITY SENATE  
UNIVERSITY AT ALBANY  
STATE UNIVERSITY OF NEW YORK

Motion to Amend Something Previously Approved

Senate Bill 1112-15

Learning Objectives for International Perspectives

Introduced by: Pedro Cabán

Date: 26 April 2012

IT IS HEREBY PROPOSED THAT Senate Bill 1112-15, Learning Objectives for International Perspectives, Paragraph 2, and subsection a. be amended to read as follows:

2. OR knowledge and understanding of the history and culture of one African, Asian or a Latin American/Caribbean nation or region (collectively known as the Global South) through:
- a. Knowledge of the distinctive features (e.g. history, institutions, economies, societies, cultures) of a nation or region in the Global South.

Rationale for the motion

- The term Global South or alternatively the listing of the specific regions (Asia, Africa and Latin America/Central America) is substantively accurate, whereas “Beyond Europe” lacks geographical specificity.
- The term Global South enjoys considerable academic currency. A peer review journal titled *Global South* has been in continuous publication since 2007. American University established the Center for the Global South nearly a decade ago. A simple keyword search in UAlbany’s Library journal database for “Global South” yields dozens of hits, in contrast to “Beyond Europe,” which generates a scant number of hits.
- The term Global South, or reference to Asia, Africa and Latin American and the Caribbean, is powerfully in accord with UAlbany’s motto the World Within Reach, more so than the term “Beyond Europe.”
- Including the term Global South or reference to Asia, Africa and Latin America and the Caribbean, conveys our university’s recognition of the importance the federal government has assigned to developing knowledge in these areas. As an example:

President Obama recently announced two very ambitious initiatives to increase America's understanding of foreign regions. The first is the 100,000 Strong Initiative that seeks to send 100,000 U.S. students to study in China in the next 10 years. A parallel initiative for Latin America and the Caribbean was announced on April 9. The federal government plans to implement a student exchange program for 100,000 U.S. students to study in Mexico, Central and South America, and the Caribbean, and calls for an equal number of students from these regions to study in the United States.

- The term “Beyond Europe” is imbued with normative connotations and implicitly portrays the international community not enveloped within European borders as an undifferentiated mega-marginal category.

#### Clarifications

- This amendment does not alter nor affect the learning objectives described in paragraphs 1, 3 and 4 of the International Perspectives courses for the “New General Education Categories.” Neither does this amendment increase the total credit hours required for completion of the General Education Program, nor does it require students to take courses in Africa, Asia, Latin American and the Caribbean as a condition for satisfying the International Perspectives Flex Category.
- This amendment is consistent with the January 19, 2010 Resolution of the SUNY Board of Trustees mandating that the General Education curriculum “instill knowledge and skills” in five academic areas, including “Other World Civilizations.” Moreover, this amendment is consistent with the Board of Trustee’s resolution that the faculty has the responsibility to “establish the specific course requirements and content of a General Education Requirement reflective of the best practices in American higher education.”

**NOTE:** For the sake of consistency delete “Regions beyond Europe” in the Revised General Education Program International Perspectives Categories (page 3 of Senate Bill 1112-15 introduced April 2, 2012), and substitute, “ **Africa, Asia and Latin America and the Caribbean (collectively referred to as the Global South).**”