

**Committee on Global Core
2021-2022**

Course Review for the Global Core Requirement

The Global Core requirement asks students to engage directly with the variety of civilizations and the diversity of traditions that, along with the West, have formed the world and continue to interact in it today. Courses in the Global Core typically explore the cultures of Africa, Asia, the Americas, and the Middle East in an historical context. These courses are organized around a set of primary materials produced in these traditions and may draw from texts or other forms of media, as well as from oral sources or performance, broadly defined. Global Core courses fall into two categories, and can be, on occasion, a hybrid of the two types: those with a comparative, multidisciplinary, or interdisciplinary focus on specific cultures or civilizations, tracing their existence across a significant span of time, and may include Europe and/or the U.S.; and those that address a common theme or set of analytic questions comparatively (and may include Europe and the U.S.). The Global Core requirement consists of courses that examine areas not the primary focus of Literature Humanities and Contemporary Civilization and that, like other Core courses, are broadly introductory, interdisciplinary, and temporally and/or spatially expansive. The Committee on Global Core uses the following guidelines when considering a course for inclusion into the Global Core list:

Courses that fulfill the Global Core requirement must contain primary materials throughout the syllabus, and preferably every week. A Global Core course expects student participation—especially to discuss the primary materials—to be a significant part of the course requirement, either in a seminar or limited enrollment lecture class, or, if a large lecture course, in a separate discussion section weekly. Like its older Core counterparts—Literature Humanities, Contemporary Civilization, Art Humanities, and Music Humanities—Global Core courses should be open to all students, with no prerequisites, except in the case of courses taught in languages other than English.

The teaching of Literature Humanities, Contemporary Civilization, Art Humanities, and Music Humanities, requires faculty to stretch intellectually beyond their specific areas of research and teaching expertise. We encourage faculty to address this aspect of Core teaching in a variety of ways, such as re-imagining existing courses to include primary materials, re-imagining or creating courses that open up new areas of study for the faculty member, or by team-teaching.

The ideal Global Core course is designed specifically for the Core requirement, although Global Core courses may also be departmental courses that count towards the major or concentration. The courses are intended to be, first and foremost, an undergraduate experience. Consequently, although the List of Approved Courses contains some 4000-level courses with a predominantly undergraduate enrollment, those designed for, and principally taken by, graduate students are not Global Core courses. The Global Core requirement welcomes a variety of pedagogical models, including Global Core courses comparable to Literature Humanities and Contemporary Civilization in breadth and depth and consists of a multi-disciplinary, interdepartmental seminar that meets twice a week for 4 credits, with the expectation that it will be taught on a regular basis. An example of such a course is the recently revised one-semester *African Civilization*, taught by senior and junior faculty in History, Anthropology, French, Philosophy, and MESAAS; another new course designed specifically for the Global Core is *Primary Texts of Latin American Civilization*, developed jointly by faculty from History, Political Science, and Latin American and Iberian Cultures. We encourage the creation of other kinds of Global Core courses, including team-taught courses. One long-term goal is to ensure that every student who wants to fulfill the requirement through Core-like seminars will be able to do so. To that end, we hope to see the Global Core list evolve over time so that only seminars or limited enrollment lecture classes fulfill the requirement. However, in order to count towards the Chamberlain Fellowship for Junior Faculty, a Global Core course must be comparable to Literature Humanities and Contemporary Civilization in breadth and depth, a multi-disciplinary, interdepartmental seminar that meets twice a week for 4 credits, with the expectation that it will be taught on a regular basis.

We are pleased to advise faculty during the process of developing new, or re-shaping existing, courses. Should you have any questions related to the development of Global Core courses or the appropriateness for the requirement of existing courses, please contact any member of the Committee on Global Core.

The 2021-2022 CGC membership is:

Chair: Professor Patricia Grieve, Department of Latin American and Iberian Cultures (peg1@columbia.edu)
Professor Souleymane Bachir Diagne, Department of French and Romance Philology
Professor Courtney Bender, Department of Religion
Professor Madeleine Dobie, Department of French and Romance Philology
Professor Kevin Fellezs, Departments of Music and African American and African Diaspora Studies
Professor Frank Guridy, Departments of History and African American and African Diaspora Studies
Professor Mana Kia, Department of Middle Eastern, South Asian, and African Studies
Professor David Lurie, Department of East Asian Languages and Cultures
Professor Matthew McKelway, Department of Art History and Archaeology

Ex Officio:

James J. Valentini, Dean of Columbia College
Lisa Hollibaugh, Dean of Academic Affairs, Columbia College
Larry Jackson, Associate Dean of Academic Affairs, Columbia College
Shannon Marquez, Dean of Undergraduate Global Engagement, Center for Undergraduate Global Engagement
Victoria Rosner, Senior Associate Dean of Academic Affairs, General Studies

Questions for CGC can be addressed to globalcore@columbia.edu.

Course Proposal Submission Process

When the course is submitted to the Committee on Global Core for consideration, the proposal must include the Global Core Course Checklist. You may submit the course separately to the Committee on Global Core at globalcore@columbia.edu or, if the course requires COI approval, attach the form to the COI form and submit at the same time to the Committee on Instruction, which will then forward the course to the Committee on Global Core.

Global Core Course Offerings

To ensure that the Global Core course list is aligned with current course offerings available to students each academic year, please note the following:

- Courses that have not been taught in five years will be removed from the Global Core list. If the instructor would like to restore the course to the Global Core, a new course proposal should be submitted to the Committee on Instruction with a request to forward the course to the Committee on Global Core.
- Courses that are offered explicitly on a one-time basis will be removed from the list of approved Global Core courses once the term of instruction concludes.

**Committee on Global Core
2021-2022**

Global Core Course Checklist

When the course is submitted to the Committee on Global Core for consideration, the proposal must include the following form. You may submit the course separately to the Committee on Global Core at globalcore@columbia.edu or, if the course requires COI approval, attach the form to the COI form and submit at the same time to the Committee on Instruction, which will then forward the course to the Committee on Global Core.

1. Rationale for how the course fits the Global Core, as described above (attach extra sheet as needed):

2. Primary Materials: Briefly describe the kinds of primary sources, frequency of occurrence in the syllabus, how they relate to the rest of the course materials, and the method by which students will engage these materials (i.e. discussion within the class or as a major focus of the weekly discussion section). Primary sources should appear in bold on the weekly syllabus.

3. Course Format: Seminar _____ Lecture _____

(If lecture, cap for in-class discussion or weekly discussion sections?) Cap of: _____
Discussion sections: _____

4. Number of points _____ and Contact hours _____

5. Course Number: _____

(If 4000-level, what do you expect to be the ratio of undergraduate to graduate students?)

6. Prerequisites: _____ (Yes) _____(No)
If yes, explain:

7. Geographic Range:

8. Temporal Coverage:

9. Comparative Context(s) (i.e. methodologies/disciplines and/or regions):

