***Diverse Perspectives***

**Definition**

Exploring Diverse Perspectives requires the ability to recognize the origins and influences of one’s own cultural heritage and identity to engage and learn from perspectives and experiences different from one’s own. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, gendered, economic, local, and global. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class (Adapted from the AAC&U Intercultural Knowledge and Competence and Global Learning VALUE rubrics). It can also include incorporating the diverse perspectives of those with varying sexual identities and varying abilities.

**Rationale and Intent**

Diverse Perspectives courses explicitly address how multiple perspectives inform the human experience. According to the AAC&U, “the call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others” (AAC&U Intercultural Knowledge and Competence VALUE rubric). Like Intercultural Knowledge and Competence, the AAC&U has recognized Global Learning as a means to ensure students “become informed, open-minded and responsible people who are attentive to diversity across the spectrum of differences” (AAC&U Global Learning VALUE rubric). In addition, a commitment to Diverse Perspectives means advancing “diversity and equity in higher education, and the best educational practices for an increasingly diverse population” (AAC&U Statement on Diversity, Equity, Inclusivity). Fitchburg State (following AAC&U) understands diversity and equity to be fundamental to the goals of higher education, essential for learning, vital to democracy and a democratic workforce, and necessary to the global position and wellbeing of a diverse, representative, informed, and civically active society.

**Goal**

Fitchburg State University students will describe and critically examine how different cultural and intellectual frameworks shape our social reality through comparative study of diverse socio-cultural institutions and practices in local and global contexts.

**Potential Course Objectives**

Courses seeking the Diverse Perspectives designation should provide evidence that students will develop a nuanced understanding of how another cultural group’s identity shapes their experiences of the world for both their local and global contexts.

The objectives below are recommended as models for general education course syllabi. The list is not meant to be complete. Faculty should feel free to adopt these as course objectives, or they may develop their own.

* Analyze how definitions of the “other” have impacted economic opportunities for various immigrant groups.
* Explore the history of implicit racism in American education in contrast to education in other nations.
* Investigate various governmental responses to addressing the needs of people living in poverty both in the United States and abroad.
* Explore identity formation among LGBTQ individuals across the world.
* Explore how cultural, global, gendered, sexual, ability and disability identities have impacted human life and culture in local and global contexts.
* Explore concepts of male/female relationships from contemporary writers in the United States, Russia, or India.
* Explore how different identifications of ability and disability have evolved and shaped cultural, social, economic, and political practices.