***Diverse Perspectives***

**Definition**

Exploring Diverse Perspectives requires the ability to recognize the origins and influences of one's cultural heritage and identity in order to engage and learn from perspectives and experiences different from one's own. The goal of Diverse Perspectives is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, gendered, economic, local, and global. A commitment to Diverse Perspectives means recognizing world communities' contributions to global knowledge and to specific fields of study. It also includes but is not limited to understanding perspectives from the standpoint of race, ethnicity, nationhood, gender, sexual identity, religion, class, and from the position of those with varying abilities (Adapted from the AAC&U Intercultural Knowledge and Competence and Global Learning VALUE rubrics).

**Rationale and Intent**

Diverse Perspectives courses explicitly address how multiple perspectives inform the human experience and knowledge production. 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 higher education goals, essential for learning, vital to democracy and a democratic workforce, and necessary for the well-being of a diverse, justly represented, 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 a comparative study of diverse socio-cultural institutions and practices of historical, 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* and *our* experiences of the world in 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. They may wish to explore more unique Diverse Perspectives interests and objectives their intellectual community or field has emphasized.

● Demonstrate awareness of the methodology, strategies, and creativity implemented by specific world communities on the topic or area studied.

● Analyze definition/s of “diversity” and who defines it, making this an intentional focus of the course.

● Identify the overt and covert biases of selected course material.

● Analyze how definitions of the “other” have impacted economic opportunities for various immigrant groups.

● Identify the difference between diverse people as objects of study versus agents of knowledge.

● Explore bias in scientific and other disciplinary processes and methods.

● Explore the history of implicit or explicit racism in institutional or academic contexts.

● Problematize the ways in which we understand hybridity.

● Investigate various governmental responses to addressing social, economic, and/or political inequity among peoples.

● Compare the ways that cultural contexts can affect the construction, social reception, and emotional impact of creative enterprises through reflective discussion and production.

● Understand and identify a cross-cultural variety of techniques, processes, tools, and perspectives used by different cultures, communities, professions, and markets.

● Explore identity formation and/or concepts of hybrid identity among individuals and communities, such as LGBTQ, Latino/a/x, and other groups.

● Explore how cultural, global, gendered, sexual, ability, and /or disability identities have impacted human life and culture in local and global contexts.

● Explore gendered and non-binary relationships in texts from contemporary writers in various world regions.

● Explore how different identifications of ability and disability have evolved and shaped cultural, social, economic, and political practices.

● Study and analyze the diverse contributions of global scholars addressing a specific world challenge, identifying and contextualizing the collaboration necessary to bring together diverse perspectives.

● Explore the pros and cons of dominant voices in a given area of study.