**Diverse and Global Perspectives Suggestions and Responses**

SLO1 Original: Students will develop an informed understanding of an issue or a group of related issues (e.g., cultural, economic, environmental, geographical, health-related, historical, linguistic, political, social, technological) with significant influence on cultures, global systems, and/or societies.

*Questions:* *I’m worried that the whole sentence a circular loop rather than a relationship between cause and effect. Isn’t, for example, a cultural issue a part of culture not something that influences culture? And is “health related” the same semantic stature as “environmental” or “linguistic”? The list looks arbitrary. Alternative*: *Students will learn how local circumstances are influenced by global forces from the perspective of disciplinary domains such as politics, economics, society, environment, and culture.*

**Group’s response:** we felt it important to include ‘culture(s)’ as a crucial way many courses focused more on diversity than global would potentially check this box.  The rest is not circular; economic factors or linguistic issues decidedly impact cultures. We did remove social and cultural from the e.g. list to avoid redundancy. The list may seem arbitrary, but that’s simply because it is a sample of potential examples. The revision turns this into a global SLO and leaves out the diversity possibilities.

**Revision: Students will develop an informed understanding of an issue or a group of related issues (e.g., economic, environmental, geographical, health-related, historical, linguistic, political, technological) with significant influence on cultures, global systems, and/or societies.**

**[removed cultural, social]**

SLO 2 original: Students will explore a broad range of topics including age, disability, ethnicity, gender, language, nationality, race, religion, sexuality, socioeconomic status, veteran status, and/or other salient social statuses that influence the human condition.

*Questions: Are those “topics”? I don’t think so. And why a “broad range”? Would that exclude courses that focus on a more narrow range such as gender and race, but not, “veteran status” or “disability”? Again, the list seems arbitrary. Alternative: Students will learn how human diversity in domains such as gender, race, and identity is shaped by the interaction of global and local forces.*

**Group’s Response:** Yes, they are topics.  They may also be statuses, or identity markers, but they are certainly also topics/foci. We object to listing only gender and race, as that is the wording that leads to a narrow view of diversity. We feel that if don’t include other statuses they will remain overlooked and ignored. We don’t want to require a broad range, however, so that was reworded to be in line with what we meant. How many and what is up to the instructor/course.

**Revision: Students will explore any of a range of topics including age, disability, ethnicity, gender, language, nationality, race, religion, sexuality, socioeconomic status, veteran status, and/or other salient social statuses that influence the human condition.**

**[yellow is new language]**

SLO 3 original: Students will explicate how societies and/or global systems are influenced and/or constructed and how these systems affect the human or natural world with different consequences. Students will reflect upon their own relationship to these processes.

*Questions: One wonders how a society can influence the human world given that by most definitions a society is the human world, or am I missing something? Is there any theoretical framework in any discipline where the human world is defined as separate from society?*

**Group’s response:** Yes, there is a lot of overlap, there is some circularity and the wording sounds a bit awkward. The revision to SLO 3 introduces value-laden phrasing.

**Revision:** Students will be able to articulate how the complex and overlapping natural and/or human systems are influenced and/or constructed, operate with differential consequences, and can be altered. Students will reflect upon their own relationship to these processes.

**[yellow is new language]**

SLO 4 original: Students will reflect on how knowledge of these global or intercultural connections and/or consideration of diverse perspectives can help explain conflict and establish respect for other cultures and/or societies.

*No comments, but alternative suggested: Students will understand how human diversity creates conflict and how such conflicts might be resolved.*

**Group’s response. We need to keep societies. Important to allow focus on broader level of a society that contains within it many different cultures and subcultures.**

**[no change]**

**Group’s general response:**

**The comments seem to focus on global and don't take into account our attempts to straddle both global and diverse perspectives.**

**Commentary from Gen Ed Committee regarding revised LO #3:**

3 is still problematic.  There are too many binaries and “differential consequences” is too opaque for students.

I find them all problematic in terms of students understanding these outcomes as well as the breadth of them. I would recommend re-doing all of them.

Our revision to #3 yesterday made sense to me. What happened? This version makes no sense whatsoever. "Natural"? "Overlapping"? "Influenced" by what? "Operate with differential sequences"?

That's the one I read. I guess it doesn't sound as good on paper!

Overlapping isn't necessary to this, I don't think. Natural refers to the elements of the natural world. Influenced is a word that appears in both versions, and it was the committee's feeling that it's up to the instructor/discipline to define the "by what" in their own ways.

They also didn't want to spell out what kinds of processes we were talking about (I thought differential consequences made more sense than our vague "processes" because it can speak to just or unjust outcomes, productive or unproductive, conflict, etc., without demanding that a course address any of those things specifically.

How about:

Students will be able to articulate how complex natural and/or human systems are influenced and/or constructed, operate with differential consequences, and can be altered. Students will reflect upon their own relationship to these processes.