

ONE MAN'S PROTEST IS ANOTHER MAN'S RIOT



PERSPECTIVE



WHAT IS 'PERSPECTIVE'?

Perspective is a lens through which we learn to see the world; it shapes what we see and the way we see it. The lens can clarify, magnify, distort or blur what we see. By changing the position of the lens, different aspects of the text may be foregrounded. In this way, perspective provides a dynamic basis for the relationship between composer, text and responder.

Perspective includes the values that the responder and composer bring to a text. In a text these values are expressed and/or implied through the composer's language and structure which may position the responder to accept them. By adopting different perspectives, a responder can bring to light underlying values in the text and construct meanings which may challenge, confirm or modify the original reading of a text. Applying different perspectives may also challenge, confirm or modify the responder's own values.



WHY IS IT IMPORTANT?



To become critical thinkers and insightful readers, listeners and viewers, students need to understand that neither texts nor they themselves are neutral. We all operate through cultural and ideological frames that position us to accept certain views of the world. We need to recognise how these lenses are working so that we can choose to accept or dismiss the values that they entail.





HOW SHOULD I THINK ABOUT PERSPECTIVE?

STAGE 5

Students understand that perspective provides a frame through which we learn to see the world.

They learn that

- the world and texts may be seen through particular frames.
- views of the world may be exploited for particular purposes
- readers and viewers may be positioned to accept particular views.

STAGE 4

Students understand that views of the world are framed by language, experience and culture and convey values.

Students learn that

- language shapes our perspective of people, events, groups and ideas
- perspectives convey values.

We Are Not Responsible

BY HARRYETTE MULLEN

We are not responsible for your lost or stolen relatives.
We cannot guarantee your safety if you disobey our instructions.
We do not endorse the causes or claims of people begging for handouts.
We reserve the right to refuse service to anyone.

Your ticket does not guarantee that we will honor your reservations.
In order to facilitate our procedures, please limit your carrying on.
Before taking off, please extinguish all smoldering resentments.

If you cannot understand English, you will be moved out of the way.
In the event of a loss, you'd better look out for yourself.
Your insurance was cancelled because we can no longer handle
your frightful claims. Our handlers lost your luggage and we
are unable to find the key to your legal case.



You were detained for interrogation because you fit the profile.
You are not presumed to be innocent if the police
have reason to suspect you are carrying a concealed wallet.
It's not our fault you were born wearing a gang color.
It is not our obligation to inform you of your rights.

Step aside, please, while our officer inspects your bad attitude.
You have no rights we are bound to respect.
Please remain calm, or we can't be held responsible
for what happens to you.



Extension Knowledge



Students understand that perspective is dialogic and a foundation for flexible and self-reflexive thought.

They learn that

- different perspectives may be adopted for particular purposes
- engaging with different perspectives gives insight into one's own worldview and how we position ourselves in relation to others
- adopting different perspectives may confirm, challenge or modify other readings
- perspectives in texts may be naturalised*
- texts may be critiqued and debated through particular perspectives, including perspectives that are theoretically informed*.

WHAT COULD I BE DOING?

- Trying to use different perspectives when critiquing work or analysing work.
- Argue from different points of view. 'Devil's Advocating'.
- Try writing from different perspectives.

