EDCP 220-0201: Introduction to Human Diversity in Social Institutions
Fall 2016
Mondays & Wednesdays 9:30AM - 10:45AM
Benjamin Building, EDU 2100

Instructor: Christina J. Thai, M.S.
E-mail: cthai@umd.edu
Office: 3214 Benjamin Building
Office hours: By appointment only

REQUIRED TEXTBOOK:
Additional readings available electronically through ELMS.

COURSE OBJECTIVES
By the end of this course students will be able to:

1. Define and understand core concepts related to diversity, identity, oppression, and social justice, including: structural injustice, race & ethnicity, social class, gender, sexual orientation, religion, age, and disability.
2. Engage in critical analysis of the various forms of power, privilege, and oppression as they appear in individual and interpersonal behaviors, intergroup relations, institutional structures, and societal norms.
3. Reflect on their own social identity matrix and how people's social identity affects their attitudes and actions.
4. Apply dialogue techniques (i.e., perspective taking, active listening, examining assumptions, etc.) in order to engage in difficult conversations about issues of human diversity.

CONFIDENTIALITY
Due to the nature of this course, self-disclosure may occur and sensitive issues will arise. Students are expected to respect their classmates at all times and keep the details of what is discussed in the class confidential. Differences in opinion, values, and attitudes are to be expected, and the expression of these differences is encouraged. Any student who experiences difficulty in participating for any reason is encouraged to speak with the instructor immediately.

ACADEMIC INTEGRITY
The University of Maryland has a nationally recognized Honor Code, administered by the Student Honor Council. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

This pledge statement should be handwritten and signed on all graded assignments submitted for evaluation in this course. Students suspected of cheating, plagiarizing, or other academic dishonesty will be reported.

For more information on the Code of Academic Integrity, please contact the Student Honor Council at: 301-314-8450 or visit their website at: [http://www.shc.umd.edu/](http://www.shc.umd.edu/)

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES
In compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would love to work with you if you have a documented disability that is relevant to successfully completing your work in this course. If you need an academic accommodation due to a disability that is documented with Disability Support Services, please contact me as soon as possible. If you need help documenting your disability or more information about University of Maryland accommodation policies, please contact Disability Support Services at [http://www.counseling.umd.edu/DSS/](http://www.counseling.umd.edu/DSS/).
COMMUNICATION WITH INSTRUCTOR
Students will be contacted via the email address that is registered with the University. Students are expected to check this email account regularly. Announcements may also be posted to ELMS, and students are expected to keep up with these announcements. If information about an assignment, grade, class cancellation, or meeting is made, it will be released to the class at the earliest possible time using one of these mediums.
If you foresee conflicts with class or due dates in the syllabus, please contact the instructor ASAP or at least one week in advance to ensure a timely solution.
Email is the best way to contact the instructor. The instructor will generally respond within 24 hours with the exception of weekends and holidays. Please note the instructor will not respond to emails containing questions sent within 24 hours before an assignment is due or before an exam.
Other course policies, including attendance and technology use, can be found under the Class Engagement section of this syllabus.

GRADING AND EVALUATION

INFORMATION REGARDING ASSIGNMENTS
If you foresee conflicts with any assignment due date or exam date, contact the instructor immediately. I will be much more accommodating to those who come to me with conflicts a month before an assignment is due than those who come to me a day before an assignment is due.

10 percentage points will be deducted from your assignment grade on any assignment that completed late. An additional 10 percentage points will be deducted from the assignment for every additional 24 hours it is late.

<table>
<thead>
<tr>
<th>Source</th>
<th>% Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Engagement</td>
<td>20</td>
</tr>
<tr>
<td>Journal Reflections</td>
<td>15</td>
</tr>
<tr>
<td>Systems Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Social Justice Project</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.000 - 100.000</td>
</tr>
<tr>
<td>A</td>
<td>93.000 - 96.999</td>
</tr>
<tr>
<td>A-</td>
<td>90.000 - 92.999</td>
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<tr>
<td>B+</td>
<td>87.000 - 89.999</td>
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<td>B</td>
<td>83.000 - 86.999</td>
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<td>B-</td>
<td>80.000 - 82.999</td>
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<tr>
<td>C+</td>
<td>77.000 - 79.999</td>
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<tr>
<td>C</td>
<td>73.000 - 76.999</td>
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<tr>
<td>D+</td>
<td>67.000 - 69.999</td>
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<tr>
<td>D</td>
<td>63.000 - 66.999</td>
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<tr>
<td>D-</td>
<td>60.000 - 62.999</td>
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<tr>
<td>F</td>
<td>≤ 59.999</td>
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</tbody>
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CLASS ENGAGEMENT
In accordance with course objective #4, this class encourages student reflection and the exchange of ideas and experiences. Because this class is experiential, it requires both the students and the instructor to be fully present (physically and mentally). As such, engagement is a graded aspect of this course.

Class engagement grades are based on four aspects: attendance, contribution to discussion, respect, and preparedness. Refer to the Class Engagement rubric for a summary of grading.

Attendance (5%)
Attendance will be taken daily. In order for a student to receive the maximum engagement score for a unit, (s)he must arrive on time and not leave before the end of class for all classes. In the case of unexcused absences, the engagement score will decrease by 0.5 percent for each unexcused absence or incomplete class attendance. No points will be deducted for excused absences.
In accordance with University policy, absences will be considered excused for the following reasons:

- Illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave;
- Religious observance (where the nature of observance prevents the student from being present during the class period); or
- Participation in university activities at the request of University authorities.

Students claiming excused absence must contact the instructor and furnish documentary support for their assertion that absence resulted from one of these causes. You must contact the instructor at least one week prior to the class session in question to discuss anticipated religious conflicts, and as soon as possible in the case of illnesses or conflicting university activities. It is your responsibility to get any notes that you missed or make up any material covered in classes, even if the absence is excused.

Contribution to Discussion (5%)
The exchange of personal perspectives helps students learn to dialogue with people different from themselves. In order to attain the most from this course, students are encouraged to participate frequently and voluntarily. In participating, students should demonstrate personal sharing, thoughtful engagement with other students, evidence of perspective taking, and self-reflection. Differences in opinion, values, and attitudes are to be expected and the expression of these differences is encouraged. Any student who experiences difficulty in participating for any reason is encouraged to speak privately with the instructor. For each of the 8 units in class, students who do not contribute or contribute only very minimally to discussions will have 1.0% deducted from their “contribution to discussion” portion of the class participation grade.

Respect to Others (Including Technology Use Policy) (5%)
The purpose of this class is not to promote a particular perspective or political correctness. The primary goal is to encourage and challenge you to think about your cultural background, experiences and perspectives and how they might be different from or similar to others. For all class discussions and assignments, students are asked to be honest and respectful. As such, students should strive to pay attention in class, both during lecture and dialogue portions, and consider others’ reactions before making comments. The following behaviors will not be tolerated and will result in a 0.5% deduction from the student’s class engagement grade:

- Language that is meant to intentionally demean or dehumanize an individual or group, whether or not such individuals are present in the classroom. Examples of such language include racist and homophobic slurs, misogynistic curse words, and ablest exclamations.
- Behavior that distracts oneself and others from course content, including:
  - Conducting private conversations (written or verbal) during class
  - Using a laptop for any activity unrelated to the course material immediately at hand
  - Using one’s cell phone for any purpose (unless pre-approved by the instructor).

Laptop computers may be used in class for note-taking only. At the discretion of the instructor, an announcement may be made if electronics should be in use (for educational purposes) or if they should be turned off. If you require assistive technology for a disability or believe the technology used throughout this course (ELMS, in-class videos) may be problematic to you, please see the paragraph on Accommodations for Persons with Disabilities.

Preparedness (5%)
Students should complete the assigned readings and come to class prepared to discuss them. As a demonstration of this preparation, students should write down a short note for each set of class readings, identifying at least TWO of the following: a piece of information that you found the most interesting, a piece of information that was new to you, a piece of information that you did not fully understand, a perspective that you did not agree with, or a piece of information that you can connect to material you have learned in another course / another educational setting. This written note should be brought to class for sharing with others. Failure to show evidence of class preparation will result in a warning the first time, and a 0.5% deduction in class engagement grade for every time thereafter.

JOURNAL REFLECTIONS (Due: See Course Schedule and ELMS)
In accordance with course objective #3, this course requires the integration of reading, lecture, and discussion material with self-reflection. Therefore, eight reflection prompts will be posted on ELMS throughout the course. Students should complete five reflections, each worth 3% of the overall grade. An explanation of grades is provided in the Journal Reflection rubric. Students may choose to submit more journal reflections if they wish, but only the best five scores will be incorporated in the total grade for journal reflections. Reflections should only be about 3 paragraphs—they are not essays! However, a good reflection will demonstrate that
the student is answering the prompt **fully**, incorporating key concepts from the readings and class sessions, integrating relevant personal insights and experiences, and reflecting on themselves and society.

Reflections should be submitted on ELMS by the due date indicated in the prompt.

**SYSTEMS PRESENTATION** (Due: Variable; See Course Schedule)

In alignment with course objective #2, students will select an identity (see course schedule) and present on the systems of power, privilege, and oppression experienced by this identity. Throughout the semester, groups of 2 or 3 students will select an **artifact from the media** that highlights the power, privilege, and oppression experienced by this identity group as well as a **law or regulation** that promotes or prevents discrimination of this group. Students will then present on their identity, artifact, and law/regulation in a class presentation.

For the artifact: students will be responsible for bringing in an artifact from the media (television, YouTube, movie clip, news article, music video, magazine ad, commercial, etc.) that exemplifies the theoretical issues discussed throughout the class (racism, sexism, classism, heterosexism, ableism, etc.). Please do your best to use an artifact that you uncover from your life as opposed to simply Googling “sexist commercials.” If you decide to present an audio or video clip, it should last up to 5 minutes.

For the law: choose a law/regulation from ELMS. Make sure that the implications of the law for the target identity as well as for individuals outside the target identity/larger American society are discussed. This part of the presentation should draw upon outside materials.

Using concepts and theories from class lectures and readings, **you will help your peers identify and discuss** the ways in which your artifact and law reinforce systems of power, privilege, and oppression in our society.

Please contact the instructor one week prior to the presentation date for approval of the artifact that will be presented in class. The entire group critique should last approximately 20 minutes. See rubric for more information.

**SOCIAL INJUSTICE FINAL PROJECT AND PRESENTATION** (Due: November 30)

In accordance with course objective #3, students will complete a final social injustice final project and presentation. Students are free to begin documenting the injustices that they see throughout the semester and the final project will be due at the end of the semester.

For the written portion of final project, students should keep a Social Injustice Log and complete a brief essay summary of what they saw. In the Social Injustice Log students will document the injustices that they see (e.g., in classrooms, at events, on campus, in stores, in bars, at home etc.) highlighting the identity experiencing the injustice and the identity that is being privileged / given power. Students will need to mention what they did in these instances (e.g., did you say something), if they did anything, or what they thought about doing (e.g. if it didn’t feel appropriate to say anything at the time).

Students who engage in social justice activities / responses to injustices they see should remember the following tips:

- Ask permission to engage in dialogue
- Small actions are still actions. Ask questions that prompt reflectiveness and facilitate future insight
- Be mindful of the way in which you phrase questions
- Take risks while being mindful of your safety and the safety of others
- Share your personal reactions to the statements that are being made.

The Social Injustice Activity Log can be as long as necessary but students are required to include at least 7 observed injustices. The log should be typed in Times New Roman, size 12 font, and double-spaced with one-inch margins.

After completing the log, students should write a brief essay summary of the situations that they observed. Students should describe their affective, behavioral, and cognitive reactions to the situations and conclude with how they used or wished they had used their own privileged identities and/or power to promote social justice. The essay should also include what they learned through this experience about themselves as well as about the injustices that occur in the world and how they will use their power and privilege in future situations. The summary should be 2-3 pages double-spaced with one-inch margins, in Times New Roman, size 12 font.

For the presentation portion of final project, students should present a short 3-4 minute overview of what they observed, how they perceive social justice, and which privileged and disadvantaged identities were evident in the social injustices they observed. The presentation does not require any props or slides.

See rubric for more information.

**FINAL EXAM** (December 12)
A cumulative final exam will be given at the end of the course. More details will be given at a later date.

**READINGS AND COURSE SCHEDULE**

*The schedule below is subject to change by the instructor. If any changes are made, students will be notified in class and an updated syllabus will be posted online.*

**Note:** In addition to the textbook readings listed below, you may be required to read additional articles that reflect current events and/or themes that emerge in class discussion. While these are not listed in the syllabus, they are considered a mandatory portion of the curriculum. These reading assignments will be posted on ELMS at least 5 days in advance of the due date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit 1: Conceptual Frameworks</strong></td>
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<td></td>
</tr>
<tr>
<td>Class 1: M 8/29</td>
<td>Welcome and intros</td>
<td>Read Syllabus</td>
<td></td>
</tr>
</tbody>
</table>
                      |  | -Flick, Inside the Understanding Process, ELMS  
                      |  | -McKay, Davis, & Fanning, Listening, ELMS |                          |
| M 9/5 | No Class                              | Labor Day                                                            |                          |
| Class 3: W 9/7 | Identity and Social Stratification     | -The Complexity of Identity: ‘Who am I?’, Txt p 6-9  
                      |  | -The Cycle of Socialization, Harro, Txt p 45-52  
                      |  | -Identities and Social Locations, Kirk & Okazawa, Txt, p 9-15 |                          |
| Class 4: M 9/12 | Structural injustice and Worldviews    | -Theoretical Foundations, Bell, Txt p 21-26  
                      |  | -Conceptual Foundation, Hardiman, Jackson, & Griffin, Txt p 26-35  
                      |  | -The Social Construction of Difference, Johnson, Txt p 15-17 | Journal Reflection (JR) #1 |
|       | **Unit 2: Race**                      |                                                                        |                          |
| Class 5: W 9/14 | Introduction to race(ism)              | -Defining Racism, Tatum, Txt p 65-68  
                      |  | -Rachel Dolezal, Botelho, ELMS |                          |
| Class 6: M 9/19 | Race and the legal system              | -Police Brutality and Racial Tensions, Krol, ELMS  
                      |  | -The Right Choices, The Economist, ELMS |                          |
| Class 7: W 9/21 | Race: Building understanding           | -Identification Pleas, Gansworth, Txt p 111-114  
                      |  | Racial Colorblindness  
                      |  | -The Emperor’s New Clothes, Williams, Txt p 119-124 | JR #2  
                      |  | Group Presentation on Race |                          |
|       | **Unit 3: Social Class**              |                                                                        |                          |
| Class 8: M 9/26 | Introduction to social class           | -Class in America, Mantsios, Txt p 150-156  
                      |  | -Introduction, Adams, Txt p 142-145 (Global economic context- economic, social, and cultural dimensions of class) |                          |
| Class 9: W 9/28 | Class: Keeping the poor poor           | -What’s Debt Got to Do with It, Williams, Txt p 171-174  
                      |  | The cycle of poverty  
                      |  | -Nickel and Dimed, Ehrenreich, ELMS (p 100-103; 132-148; 193-222) |                          |
| Class 10: M 10/3 | Class, race, and educational inequality | -Savage Inequalities, Kozol, ELMS (p 107-118)  
-An Hereditary Meritocracy, The Economist, ELMS |
|---|---|---|
| Class 11: W 10/5 | Wrap up race and social class | JR #3  
Group Presentation on Social Class |

**Unit 4: Gender**

| Class 12: M 10/12 | Introduction to gender  
Gender ≠ sex  
Gender socialization | -Introduction, Hackman, Txt p 317-323  
-Patriarchy, the System, Johnson, Txt p 334-339  
-Lean In, Sandberg, ELMS (p 14-24) |
|---|---|---|
| Class 13: W 10/14 | Feminists vs. the patriarchy | -Out-of-Body Image, Heldman, Txt p 346-349  
-Women's Pay, Bernstein, Txt p 349-351  
-Feminism, hooks, Txt p 340-342 |
| Class 14: M 10/177 | Violence against women | -Violence Against Women is a Men’s Issue, Katz, Txt p 342-346  
-University Survey...Sexual Assault, Gray, ELMS  
-The Realities of Sexual Assault on Campuses, Best Colleges, ELMS |
| Class 15: W 10/19 | Transgender issues | -Call Me Caitlyn, Bissinger, ELMS  
-What Makes a Woman, Burkett, ELMS  
-It’s Incredibly Scary to be a TWOC, Michaels, ELMS |

**Unit 5: Sexual Orientation**

| Class 16: M 10/24 | Introduction to sexual orientation | -LGBT Terms and Definitions, U Michigan, ELMS  
-Biphobia, Ochs, ELMS  
-How Homophobia Hurts Everyone, Blumenfeld, 379-387 |
|---|---|---|
| Class 17: W 10/26 | Sexual orientation: Fighting for civil rights | -Same-sex marriage, Bernstein, ELMS  
-United Nations Address on Global LGBT Rights, Clinton, Txt p 420-424 |
| Class 18: M 10/31 | Wrap up gender and sexual orientation | JR #5  
Group Presentation on Sexual Orientation |

**Unit 6: Religion**

| Class 19: W 11/2 | Introduction to religion  
Christian hegemony | -Christian Privilege, Blumenfeld, Txt p 244-250  
-Religious Oppression, Joshi, Txt p 250-254  
-Oral History of Adam Fattah, Ahmad, Txt p 294-295  
-Student Faces Town’s Wrath, Goodnough, Txt p 299-301 |
|---|---|---|
| Class 20: M 11/7 | Religion and human freedoms  
“separation of church and state”  
Free speech and religious persecution | -Taking the Indian Out of the Indian, Grinde, Txt p281-282  
-From Pearl Harbor to 9/11, Williams, Txt p 283-286  
-Je suis Charlie?, The Associated Press, ELMS |

**Unit 7: Ability and Appearance Diversity**
-The Social Construction of Disability, Wendell, Txt p 481-485  
-How to Curse in Sign Language, Ashley and Deborah, Txt p 504-509  
-Disability and Poverty, Fessler, ELMS |
|---|---|---|
| Class 22: M 11/14 | Invisible disabilities Ableism | -In the LD Bubble, Pelkey, Txt p 511-514  
-Recognizing Ableist Beliefs, Peters, Castaneda, Hopkins, & McCants, Txt p 523-534 |
| Class 23: W 11/16 | Appearance Diversity | -The Disturbing Effects Our Beauty Standards Have, Zeilinger, ELMS  
-Men’s Standards of Beauty, ELMS + see associated video |
| **Unit 8: Social Justice** | | |
| Class 24: M 11/21 | The cycle of liberation | -Developing a Liberatory Consciousness, Love, Txt p 601-605  
-What Can We Do?, Johnson, Txt p 612-618  
-Flexing Cross-Cultural Communication, Castañeda, Txt p 134-139 |
| W 11/23 | No Class | Thanksgiving Recess |
| Class 25: M 11/28 | Becoming an ally | -Becoming an Ally, Evans & Washington, Txt p 411-420  
-Review Recognizing Abelist Beliefs, Txt p 532-534  
-Allies, Anzaldúa, Txt p 627-629 |
| **Wrapping Up** | | |
| Class 26: W 11/30 | Presentations on social justice project | Social Justice Project |
| Class 27: M 12/5 | Presentations (cont.) Exam preparation | |
| Class 28: W 12/7 | Exam preparation / Class wrap-up | |
| M 12/12 | Final Exam in class | |

**NOTE:** The instructor retains the right to make changes to the syllabus during the course of the semester.
REFERENCES


The Economist (Jan 24, 2015). An hereditary meritocracy.

The Economist (June 20, 2015). The right choices.


Michaels, S. (June 26, 2015). It’s incredibly scary to be a transgender woman of color right now. Mother Jones.


## ASSIGNMENT RUBRICS

### CLASS ENGAGEMENT (20% of total grade)

<table>
<thead>
<tr>
<th>Component</th>
<th>5 - full score</th>
<th>Deductions</th>
<th>0 – lowest score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Student arrived on time for all classes in the unit and stayed for the duration of the class. If the student was absent from a class, this absence was for a reason excused by the university (illness, religious observation, or university obligation) and was properly documented.</td>
<td>0.5% for every unexcused absence from class (including classes missed entirely, and classes at which the student was not present for the full session)</td>
<td>Student was frequently (for 10 or more classes) absent or arrived late / departed early, without being excused.</td>
</tr>
<tr>
<td>Contribution</td>
<td>Student participated frequently and voluntarily. Participation demonstrated personal sharing, thoughtful engagement with other students, evidence of perspective taking, and self-reflection.</td>
<td>1.0% for not contributing or contributing only very minimally to discussions in any unit of the class.</td>
<td>Student did not contribute voluntarily during either lecture or dialogue portions for the majority (5 units or more) of the course.</td>
</tr>
</tbody>
</table>
| Respect     | The student paid attention in class, both during lecture and dialogue portions. The student considered other’s reactions before making comments. | 0.5% deduction for each observed instance of the following:  
  - Use of language that is meant to intentionally demean or dehumanize an individual or group, whether or not such individuals are present in the classroom. Examples of such language include racist and homophobic slurs, misogynistic curse words, and ableist exclamations.  
  - Behavior that distracts oneself and others from course content, including: Conducting private conversations (written or verbal) during class, using a laptop for any activity unrelated to the course material immediately at hand, or using a cell phone for any purpose (unless pre-approved by the instructor). | The student frequently (on 10 or more occasions) demonstrated disrespect during both lecture and dialogue portions by unapologetically making incendiary comments, holding private conversations, texting, or engaging in private activities on their computer. |
| Preparedness| The student demonstrated high attentiveness to the homework readings and lecture material, bringing at least two interesting / notable points from class readings to each class. | 0.5% deduction for each failure to come prepared with two interesting / notable points on class readings.                                                                                               | The student’s lack of reflection on readings indicates that the student comes to class unprepared and often (on 10 or more occasions) does not do the homework. |

### JOURNAL REFLECTIONS (Five, each worth 3%; overall, worth 15% of total grade)
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>The reflection fully addresses the questions; incorporates appropriate/relevant concepts from the readings; demonstrates high integration of relevant personal insights and experiential knowledge; shows evidence of self-reflection, perspective taking and/or some strong sense of critical thinking/inquiry. Overall, the journal is very thoughtful and displays an appreciable effort to achieve the learning objectives.</td>
</tr>
<tr>
<td>2</td>
<td>The reflection addresses questions somewhat; incorporates some of the key concepts from the readings; shows some integration of relevant personal insights and experiential knowing; and demonstrates some self-reflection and/or perspective taking or critical inquiry. Overall, the journal shows some evidence of thoughtful reflection.</td>
</tr>
<tr>
<td>1</td>
<td>The reflection does not fully address the question(s) posed; does not incorporate key concepts from the readings; there is little to no integration of relevant personal insights and experiential knowledge; there is no evidence of self-reflection, perspective taking or critical thinking/inquiry. Overall, the journal displays little or no evidence of thoughtful reflection.</td>
</tr>
<tr>
<td>0</td>
<td>No reflection submitted.</td>
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<tr>
<td></td>
<td>5</td>
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<tr>
<td>------------------------</td>
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</tr>
<tr>
<td><strong>Media artifact</strong></td>
<td>Artifact was carefully selected (not obvious). It stimulates much thought and conversation.</td>
</tr>
<tr>
<td><strong>Summary and discussion of the law or ruling</strong></td>
<td>Summary includes all relevant facts, there is a clear idea of the context in which the law or ruling took place. Clearly discusses and states why the law is relevant to what was discussed in class. Includes the implications of the law for the target and non-target group.</td>
</tr>
<tr>
<td><strong>Integration of identity, artifact and law</strong></td>
<td>An identity discussed in class is clearly identified and explained, and how the artifact and law relates to members of this identity group is explored in detail. Includes a rich analysis and critique of power, privilege, and oppression. Class readings, lecture, and/or discussion are integrated thoughtfully. Outside materials are integrated thoughtfully.</td>
</tr>
<tr>
<td>Group effort on presentation</td>
<td>Group members are equally involved in presenting.</td>
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<tr>
<td>Group effort on preparation</td>
<td>Scores to be determined for each group member by peer evaluation</td>
</tr>
<tr>
<td>Discussion and class engagement</td>
<td>Evidence that presentation materials / style and discussion questions were thoughtfully planned and engaged most peers in critical discussion.</td>
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<tr>
<td><strong>Activity Log</strong></td>
<td>The activity log included and explained all seven (or more) social injustice events. The log included the different systems of privilege and oppression that were evident for all events. The log stated whether the student responded or did not respond and why for all events.</td>
</tr>
<tr>
<td><strong>Brief Essay Summary</strong></td>
<td>The student provided a concise summary of the injustices they observed. They included their affective, behavioral, and cognitive responses to the events. They thoroughly reflected on their experiences and what they learned.</td>
</tr>
<tr>
<td><strong>Incorporation of Course Content</strong></td>
<td>Course content from lectures, readings, discussion are clearly incorporated. Clear description of how the student used or will use their identities, knowledge, and experiences to promote social justice in our society. Provided clear thoughts on how student plans to use identities and power in future social justice endeavors.</td>
</tr>
<tr>
<td>Spelling and grammar</td>
<td>The paper (log and brief essay summary) is free of spelling or grammar errors.</td>
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<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Organization</td>
<td>The paper (log and brief essay summary) is focused and progresses logically. It contains well-organized paragraphs, clear topic and transition sentences, and clear and precise sentences. It is formatted correctly. It is easy to read.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Presentation is organized and clear. Presentation is kept within time limits and covers all categories above.</td>
</tr>
</tbody>
</table>