

**Goal 5 Rubric (revised June 2008)**

**Goal 5: Respond thoughtfully to diversity (Diverse Communities courses, “J”)**

**Key terms:**

***diverse communities perspective:*** A perspective that includes sensitivity to the historical, cultural, and ideological sources of structural inequality and of unequal privilege, as well as the ability to understand a situation or issue from the perspective of someone in a historically marginalized group. This includes but isn’t limited to the ability to understand the modes and practices of resistance and negotiation by those marginalized peoples to the prevailing concepts or practices that are determined by the dominant culture.

***historically marginalized groups:*** those groups of people who have been historically and systematically excluded from advantage, or oppressed by a dominant group. Categories of marginalization have included race, ethnicity, class, gender, sexual orientation, religion, physical ability, and immigrant status.

***structural inequality:*** a process and a set of institutional relationships by which groups are historically and systematically excluded from advantage or oppressed by a dominant group. These inequalities are established and maintained by the dominant group, which results in the marginalization of other peoples and their concepts or practices. These marginalized groups in turn negotiate and contest the status and meaning of the concepts and practices of the dominant group.

***reasoned openness:*** an attitude that includes acknowledging the viewpoints of others, approaching them with objectivity, and understanding the factual bases of differences in power between dominant and marginalized groups. In addition, a reasoned openness to diversity includes valuing the experiences and perspectives of historically marginalized peoples.

| Learning Outcome  | 1   | 2   | 3   | 4   |
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| A. Examine assigned issues from a diverse communities perspective                       | Student fails to analyze issues in light of a diverse communities perspective.  | Student uses terms or ideas consistent with a diverse communities perspective without demonstrating a clear understanding of underlying issues. | Student applies terms or ideas consistent with a diverse communities perspective, demonstrating a clear understanding of underlying issues. | Student applies terms or ideas consistent with a diverse communities perspective in a way that is original, sophisticated, or advanced for the course level.  |
| B. Demonstrate a reasoned openness to diversity   | Student does not demonstrate openness in their thinking about diversity.  | Student demonstrates some openness in their thinking about diversity, but in a way that is not detailed or convincing.                          | Student demonstrates a reasoned openness in their thinking about diversity.   | Student demonstrates an active curiosity in their thinking about diversity in a way that is original, sophisticated, or advanced for the course level.  |
| C. Evaluate the ideological, historical and cultural causes of structural inequality    | Student does not indicate any awareness of the ideological, historical and cultural causes of structural inequality.    | Student indicates some awareness of the ideological, historical and cultural causes of structural inequality.                                   | Student adequately connects ideological, historical or cultural causes of structural inequality to their resulting conditions.              | Student connects ideological, historical or cultural causes of structural inequality to their resulting conditions in a way that is original, sophisticated, or advanced for the course level.          |
| D. Demonstrate an understanding of the perspectives of historically marginalized groups | Student does not demonstrate an understanding of the perspectives of historically marginalized groups on a given issue. | Student demonstrates a simplistic understanding of the perspectives of historically marginalized groups on a given issue.                       | Student articulates an informed understanding of the perspectives of historically marginalized groups on a given issue.                     | Student articulates a nuanced or original analysis of the perspectives of historically marginalized groups on a given issue in a way that is original, sophisticated, or advanced for the course level. |