

University of North Texas at Dallas
Fall 2013
SOWK 4540
Diversity in HUMAN SERVICES

Division of Education and Human Services		3 Credit Hrs.
Instructor Name:	<i>Dana Mitchell, LCSW</i>	
Office Location:	<i>UNT Dallas Bldg. 2 (Founders Hall), Rm. 302</i>	
Office Phone:	<i>469-207-1356; Administration 972-338-1345</i>	
Email Address:	<i>Dana.Mitchell@unt.edu</i>	
Office Hours:	Tuesday 2:30 to 3:30 and by appointment.	
Virtual Office Hours:	<i>Please allow for a 48 hour response time on all email correspondence.</i>	
Classroom Location:	<i>UNT Dallas Bldg. 2 (Founders Hall), Rm. 337</i>	
Class Meeting Days & Times:	Tuesdays, 4 to 6:50 pm	
Course Catalog Description:	<p>This course explores cultural, social and psychological differences and similarities among various groups. The dynamics of oppression and the relationship of social justice considerations to the profession for human service practice are examined. This course promotes culturally competent and socially conscious practice for the helping professional. The purpose of this course is to increase human service workers commitment to work towards a nonracist, multi-cultural and egalitarian society. Concepts focused on in this course will include but are not limited to sociopolitical processes, intrapersonal processes, and socio-cultural processes. The implications of these processes for practice in helping professions are discussed.</p>	
Required Text:	<p>Required Text: Andersen, M. & Collins, P. (2013). Race, class and gender: An Anthology (8th ed.). Wadsworth-Thomas Learning, CA. Anson, C.M., Schwegler, R.A., & Muth, M.F. (2008). Pocket Writer's companion (3rd ed.). NY: Pearson Longman Press</p> <p>Additional Readings will be assigned as needed. (See references for further recommended Readings).</p>	
Course Goals or Overview:		
	<p>The goal of this course is to help students understand the socio-political process of discrimination, economic deprivation and oppression with populations-at-risk; and the consequences of forces of inequality for individuals and social systems, sexual orientation, disability status, age and economic disadvantages. Students will develop an understanding of the differences and similarities in the experiences, needs and beliefs of diverse people characterized by such factors as race, ethnicity, culture, and gender. Students will also gain an understanding of how awareness of one's own values, cultural bias, philosophies, personality, and style impact the effective use of the professional self affect on clients.</p>	

Learning Objectives/Outcomes: At the end of this course, the student will be able to:	
1	Apply knowledge of the role of diversity in determining and meeting human needs and developing processes to effect social change through advocacy work at all levels of society.
2	Apply critical thinking skills and the ability to accurately assess impact, consequences and best practices with diverse populations; to identify and develop action strategies; to counter policies and practices limiting discrimination and promote economic and social justice for populations considered at-risk.
3	Identify the values and ethics of professionals in the human services sector and develop an understanding of, and respect for the adaptive capabilities, characteristics, and strengths of diverse, disadvantaged, and oppressed populations.
4	Apply differential communication skills, theories and processes with diverse populations in the form of a group project.
Course Activities: This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course: Class instruction, short lectures, demonstration groups, discussions and quizzes, assignments, projects, and class participation.	
COURSE EVALUATION METHODS	
This course relies heavily on your participation and you must come prepared for class, which includes checking ecampus frequently for announcements, submitting written assignments as directed and other information. You are expected to actively participate in the teaching-learning process. Multi-methods may be used including lecture, activities, presentations, audiovisuals, case analysis, simulation exercises, films, debates, guest speakers and a general exchange of ideas.	
1	Lecture
2	Team Activities
3	Team Presentations on Diverse, Oppressed or Vulnerable Groups
4	Paper I - Self-Assessment Paper
5	Film Critique
6	Paper II – Final Integrative Reflections
7	Journaling
Basis for Grading: The calculation of students overall course grade includes total points earned from <ul style="list-style-type: none"> • Sum of Individual Activities • Sum of Team Group Activities • Team Maintenance/Peer Evaluation Score 	
Grades will be assigned as follows: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-below	

Criteria for Grading:

- a. Demonstration of ability to integrate outside Reading and classroom material into papers/projects
- b. Succinct, clear and logical formulations of arguments
- c. Demonstration of independent and critical thinking skills in class participation, written assignments and projects.

Late Assignments: Late assignments will be accepted as follows: **All assignments are due at the beginning of class on the day specified in this syllabus.** After this, assignments will be deducted 10pts every day the assignment is late. Assignments that are 3 days late will not be accepted and will result in a grade of zero. Assignments sent via email attachment will not be accepted.

Blackboard: This course requires use of Blackboard to submit specified assignments and other interactive processes. You are required to check announcements using Blackboard along with email correspondence, discussion board assignments, group assignments, written assignments, etc.

CLASSROOM ETIQUETTE

Classroom time is an opportunity for each student to learn and share knowledge. Please join with your instructor and extend the following classroom courtesies to your colleagues to ensure the highest and best use of class time. Your laptop cannot be used in the class unless it is associated with the contents of this class. If the student is found to be in violation, the student will be asked to shutdown the laptop and will not be permitted to use the laptop in this class for the remainder of this course.

Leaving Class Prior to Dismissal: Students who need to leave class prior to dismissal or break are requested to advise their faculty member before class, and to sit as close as possible to the door. This will avoid unnecessary classroom disruption or distraction.

Pagers and Cell Phones: Students should turn pagers and cell phones **off** during class time. The ringing of either is very disruptive to instruction.

Side Conversations: Side conversations are distracting to all. Please refrain from engaging in them

Seating Arrangements: For the purpose of ensuring an understanding of diversity and cultural sensitivity, you may be required to move around the classroom at various times at the request of the instructor. Remember, this class is about experiencing change.

Assignments (Refer to detailed hand-outs for assignment specifics)	Weight & Points	Due Date
<p><i>Class Participation, Professional Conduct</i></p> <p>Your contribution to the class is essential. You must show evidence of critical thinking related to READings and consider the implications for human services work. Points are earned in class sessions for attendance or activities. You will lose points for the following: Tardiness; Leaving early; & Late work, poor classroom behaviors such as side conversations, dominating, disrespectful behaviors; lack of participation in group/class activities; lack of respect for others opinions or differences; and violating class confidentiality guidelines.</p> <p>Sometimes your class attendance will be determined by a free-writing exercise in class in which you write for a specific period of time without stopping. The idea is to challenge you to write without censoring so that you can explore your own assumptions and theories (Singh and Unnithan 1989).</p>	<p>50 Points</p>	<p>Ongoing</p>
Team (Group) Assignments		
<p><i>Team Activities</i> – Teams will either be presented with a problem/scenario or will be given an activity to complete. Teams will be asked to make specific recommendations, explain decisions, and apply concepts from the text for support. The problem and/or activity will be the same for each team. The team must reach a consensus for the resolution of the problem before sharing their decision with the class. (Each team member will complete a Separate Peer Evaluation Form for Each Activity). (Assesses SLO 1,3, 2, 4)</p>	<p>*Total points are based on Peer Evaluation Points</p>	<p>See Class Schedule</p>
<p><i>Team Presentations on Diverse, Oppressed or Vulnerable Groups</i></p> <p>This assignment involves extensive research and cultural immersion of an assigned group. Present information to provide insight and to explore issues of concern, especially those issues relevant to the helping professional. Share with the class the experiences; characteristics, beliefs and needs of diverse groups with the intent of helping your peers gain an appreciation of ‘difference.’ You will also propose action strategies to promote social, cultural, and economic justice (<i>See project outline for specific details</i>). (Assesses SLO 1, 3, 4)</p>	<p>250 Points</p> <p>Breakdown: 100 Instructor 50 pts. Class 50 pts. Panel 50pts. Peers</p>	<p>See Class Schedule</p>
Individual Assignments		
<p><i>Self-Assessment Paper</i></p> <p>This assignment will involve examining yourself in terms of socio-political, socio-cultural, and intrapersonal factors. Based on the Identity Model you will reflect and examine yourself in terms of socio-political, socio-cultural, intrapersonal factors, self-identity and values. Describe your understanding of ‘difference’ and assess personal values, beliefs and biases in relationship to various oppressed groups. The paper should conclude with a discussion of how your personal history may impact your work in the helping profession (<i>See project outline</i>). The length requirement is a 4 to 5-page minimum excluding cover and reference pages. Must subscribe to APA format.</p>	<p>100 points</p>	<p>See Class Schedule</p>

(Assesses SLO 1, 2, 3, 4)		
<p>Film Critiques (40 points each)</p> <p>You will submit 4 Film Critiques – 2 pages minimum (maximum 4 pages), addressing key issues in the assigned Films. The critiques should demonstrate critical thinking about concepts exhibited in the film and discussed in class. It must represent thoughtful observations and a reasonable analysis using the questions provided. Your paper must subscribe to APA format. (Assesses SLO 2, 4)</p> <ol style="list-style-type: none"> 1. The Visitor 2. The First Grader 3. Imitation of Life 4. Water 	160 pts. each	See Class Schedule
<p>Reaction Journals</p> <p>As a part of your class participation grade you are expected to keep a personal journal of your experience in this class. Your journal entries should be submitted weekly and are designed to give you an opportunity to tell me how the course materials apply to your life experiences, your studies, and should allow you to express your opinions about different aspects of the course content itself. As indicated in Blackboard Learn, you are expected to write a weekly reaction. Doing so allows you to reflect upon the readings, class discussion as well as your experiences with class activities, and online work. Your journal notes should help you with your final Reflection Paper where you will describe your own growth and development as a future human services worker. <u>A minimum of 12 journal ‘reactions’ must be submitted for the semester.</u> (Assesses SLO 1, 2, 3, 4)</p>	60pts	See Class Schedule
<p>Reflective Summary</p> <p>As a part of your class participation grade you are expected to keep a personal journal of your experience in this class. The journal is designed to let you tell me about the applicability of the materials to your lives or studies, or allow you to express your opinions about different aspects of the course content itself. As indicated in Blackboard Learn, you are expected to write a weekly reaction. Doing so allows you to reflect upon the readings, class discussion as well as your experiences with class activities, online work, and your research activities. Your journal notes should help you with your final Reflective Paper. Weekly Entries should be equivalent to approximately one-half page. Points will be deducted for brief or irrelevant notations, lack of clarity, summarizing etc. At the end of the semester, you will submit a final “Reflective Paper” (maximum 4 pages) describing your own growth and development, or lack thereof, throughout the semester. A minimum of 12 journal entries must be submitted in Blackboard Learn. Your reflective paper must subscribe to APA format. (Assesses SLO 1, 2, 3, 4)</p>	100 pts	See Class Schedule
Total Points	720*	
<p>NOTE: The instructor has the discretion to determine the appropriate grade earned by any student based on attendance, behavior/participation, submitted work, etc. This grading scale does not guarantee any particular grade to any student based on numerical values alone.</p>		

**SCHEDULE OF READING ASSIGNMENTS, LECTURES
And ASSIGNMENT DUE DATES**

CLASS	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
1	9/3	<p>Introduction to course:</p> <ul style="list-style-type: none"> The Syllabus ASSIGN GROUPS and Cultural Topics Today 	READ Articles: 5, 34, 49,
2	9/10	<p>MODULE 1: Conceptualizing Social Class</p> <ul style="list-style-type: none"> In Class Film: <i>People Like Us</i> 	READ Articles 14, 15, 17, 49, 50, 51
3	9/17	<p>MODULE 2: Conceptualizing Social Class - Concepts of Poverty: Understanding life Circumstances and adversity facing the poor; Action Strategies.</p> <ul style="list-style-type: none"> In Class Film: <i>Take it from me (Life After Welfare)</i> TEAM ACTIVITY - <i>Moving Out of Poverty</i> 	READ Articles: 4, 18, 36, 37, 47, 53
4	9/24	<p>MODULE 3: Conceptualizing Gender – Understanding Socialization patterns; Effects of sexism on men and women, sex roles, women’s rights, sexual inequality,</p> <ul style="list-style-type: none"> Discussion: In Class Film: TBA 	<p>READREAD Articles 19, 21, 22, 59, 34, Cultural Presentation Contracts is DUE TODAY</p> <p>ASSIGNMENT DUE: Film Critique 1 The Visitor</p>
5	10/01	<p>MODULE 4: Conceptualizing Gender (Con’t)</p> <ul style="list-style-type: none"> Journal Activity (Answer the questions provided): <i>View Video Stream: Tim Wise, The Pathology of White Privilege –YouTube</i> GROUPS MEET TO WORK ON PRESENTATION 	READ Articles: 24, 25, 35,
6	10/08	<p>MODULE 5: Social and Cultural Processes; Understanding the social construction of Race: Understanding racial/ethnic identity models; Issue of Privilege; Basic U.S. values, mechanisms of discrimination, oppression, and racism.</p> <ul style="list-style-type: none"> In Class Film: <i>The Color of Fear,</i> In Class: 10-min. Writing Discussion 	<p>READ Articles: 1, 5, 11, 12,13</p> <p>ASSIGNMENT DUE: Film Critique 2 IMITATION OF LIFE</p>

CLASS	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
7	10/15	<p><u>MODULE 6: PRESENTATION: THE EXPERIENCE OF ASIAN CULTURES and PACIFIC ISLANDERS IN AMERICA</u></p> <ul style="list-style-type: none"> • In Class Film: “30 Days as a Muslim” (video stream) • What would you Do, Video • In-Class 10- minute Writing 	READ Articles: 2, 3, 6, 27, 28, 61
8	10/22	<p><u>MODULE 7: PRESENTATION: THE EXPERIENCE OF LATIN CULTURES IN AMERICA</u> - Demonstration of understanding, appreciation; Implications for the Helping Professional</p> <ul style="list-style-type: none"> • In Class Film • Discussion: • In-Class 10- minute Writing 	READ Articles: 1, 8, 20, 21,
9	10/29	<p><u>MODULE 8: Cultural Competence & The Helping Process:</u> Individualism/Collectivism,</p> <ul style="list-style-type: none"> • Discussion • FILM:TBA 	READ Articles : 12,23,26, 29, 30, 36, 42 ASSIGNMENT DUE Self-Assessment Paper
10	11/5	<p><u>MODULE 9: PRESENTATION: THE EXPERIENCE OF INDIGENOUS PEOPLE IN AMERICA</u></p> <ul style="list-style-type: none"> • Discussion • In-Class Film: “American Past Time” • 10-min Writing 	READ Articles: 6, 17, 44, 46, 54, 63
11	11/12	<p><u>MODULE 10: PRESENTATION: THE EXPERIENCE OF AFRICAN DIASPORA IN AMERICA</u> Demonstration of understanding, appreciation for individuals of African descent in America; Implications for the Helping Professional</p> <ul style="list-style-type: none"> • Discussion - Ethnic Notions: • 10- Minute Writing 	READ Articles: 9, 16, 30, 56 ASSIGNMENT DUE ONLINE Film Critique 3 The First Grader
12	11/19	<p><u>MODULE 11: PRESENTATION: THE GAY AND LESBIAN EXPERIENCE IN AMERICA</u> Demonstration of understanding, appreciation for individuals who are Gay, Lesbian, Bisexual, or Transgendered and review the implications for the Helping Professional</p> <ul style="list-style-type: none"> • Discussion/Activity • 10 – Minute Writing 	READ Articles: 18, 41, 61, 62,

CLASS	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
13	11/26	Module 12: UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND THE AMERICAN EXPERIENCE & AGEISM <ul style="list-style-type: none"> In-Class Film: <i>Graduating Peter</i> 10- minute Writing 	READ Articles: 7 , 38, 57,64 ASSIGNMENT DUE ONLINE <ul style="list-style-type: none"> Film Critique 4, Water
14	12/3	Module 13: Cultural Competence: Is the Concept of Anti-racism one-sided? Class Discussion – 10 Min. Writing Film: TBA	ASSIGNMENT DUE ONLINE <ul style="list-style-type: none"> Turn all Peer Evaluation Forms In Today Final Reflective Paper Due TODAY Online!
15	12/10	<i>Film:TBA</i>	

*This instructor reserves the right to change this course syllabus at any point in the semester as deemed necessary. The instructor will inform the class of any changes.

Important Note to All Students: Please note that students will be dropped for nonattendance in this class. Nonattendance means that a student has not posted any assignments by the **12th day** audit roll or will have exceeded 3 unauthorized absences during the semester. It is the student's responsibility to watch stay abreast of the University official drop dates. A notice of Unsatisfactory Progress may be sent to students who have either an attendance or grade problem by the University each semester. Please note that I am not required to review your assignments if you submit them early.

Diversity Policy: You are encouraged to contribute your perspective and insights to class discussions. However, offensive language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders or other ascribed statuses cannot be tolerated. Common courtesy and respect will be extended to all. Students abusive to this policy may be asked to leave the classroom and will lose points. Problems in adhering to this policy may result in being dropped or failing this course.

Students with Disabilities:

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, and by visiting Student Life, building 2, Suite 200. 972-338-1782, UNTDDisability@unt.edu.

Academic Integrity You are encouraged to become familiar with the information posted by the University Committee on Student Rights and Responsibilities (www.unt.edu/csrr/index.html) and **The University of North Texas at Dallas Policy Manual** Chapter 7.000 Student Affairs, Education & Funding 7.002 Code of Academic Integrity Policy Statement. The University of North Texas at Dallas expects all students to exhibit a high level of personal responsibility, accountability and honesty in all academic endeavors. The value of the UNTD degree depends upon the absolute integrity of the student work submitted to attain a UNTD degree. Therefore, it is imperative that all students demonstrate a high standard of individual honor in their scholastic work. Such standards are aligned with the Code of Academic Integrity values of UNTD: virtue, civility, reasoning and accountability. This policy applies to all students. The policies regarding student conduct and academic dishonesty, apply to this class. It is your responsibility to review this information. I need to be able to assess your individual performance; therefore all papers must be your own work. Plagiarism is a serious violation and will result in severe consequences (regardless of intent or ignorance); possibly resulting in receipt of a failing grade for the entire course. If you have questions, please ask.

READING Assignments: All assigned material must be READ prior to each class meeting. The text is selected to provoke and challenge you. A portion of each class period will be used to discuss and critically assess the content in the READings. You are encouraged to openly discuss opinions, feelings, and reactions to course topics. You should consider the applicability of these READings to other issues and policies affecting practice in helping professions. Your participation in this process will ensure that learning is successful in your preparation as a professional.

Confidentiality Agreement: It is expected that those in this course will go through a process of growth and development. As such, it is essential that we support one another in this process of better understanding others and ourselves. Our views are sure to differ, but hopefully we can learn to listen attentively to others. The class is to be viewed as a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Due to the sensitive nature of the discussions that may take place, you may demonstrate a range of reactions, opinions or emotions. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the classroom. However, you may choose to discuss areas of concern in private with the instructor.

Group & Class Participation: You will not be required to share personal history in class; however the sharing of life experiences may be valuable so others can hear about our differing 'worldviews.'

Feel free to ask questions, ask for clarification or make comments as desired. Through the process of classroom participation, you will eventually find that you disagree with someone. It is important to always display professional behavior when discussing conflicting opinions. The human service profession is such that you will continually interact with persons who may have differing opinions from your own. We must develop skills to deal appropriately with 'difference' in order to successfully serve our future clients. You will gain knowledge and present information about various population groups and diversity within those groups. Through your group experience you will:

- Understand the differences and similarities within minority population groups, such as issues related to being native or foreign-born and appreciate the historical significance that forced American citizenship has had on Native American Indians, African Americans, Puerto Ricans, Hawaiians, and American Eskimos and more.
- Develop an awareness of the strengths of the family structures, support networks, and other institutions in minority communities, and be able to utilize such awareness in social work and human service practice.
- Understand the diversity within and between groups, as well as the double/triple oppression of Black and Latina women and lesbian and gay men of color, and recognize the need for social work and human service practice to have a multidimensional focus.

PRESENTATION EVALUATION

Instructor Form

Date:	Topic:				
Rate from poor to excellent	CHECKLIST TO EVALUATE GROUP ORAL PRESENTATION SKILLS: <i>1 = Unsatisfactory – did not meet expectations</i> <i>2 = Developing – demonstrates partial completion of expectations</i> <i>3 = Adequate – demonstrates the fulfillment of basic requirements</i> <i>4 = Accomplished – demonstrates achievement of performance at above average level</i> <i>5 = Masterful – demonstrates exemplary achievement of highest expectations</i> SCORE				
Issues to be addressed in Presentation	1	2	3	4	5
1. An overview of this population’s origin and history. – How did they get here? Why did they come? What has their experience been here in the U.S?					
2. Where are they now in terms of equity, discrimination , power etc? (Address the areas most relevant to the group you are presenting on) What are some areas of disparity that exist for this group in access to goods and services (e.g. health, education etc.)?					
3. What are the economic, political, educational, and legal strategies that have been used to ensure societal subordination of this population?					
4. Describe the strength and resilience of this group that has been used to endure oppressive conditions.					
5. Some major stereotypes associated with and about the group. Identify the origins of these myths and information that confirm the myths (if possible) or dispels them.					
6. Some of the most significant ways in which this group differs in U.S. society (dress, values, symbolism, language, religion, etc. if applicable). Describe some of the unique characteristics of this group.					
7. Provide information of what human service professionals should know. For example, issues related to family roles, and relationships, gender relationships and issues, nurturing and discipline of children, role of older adults etc).					
8. What specific practice interventions are appropriate in working with this group? What strategies are recommended in order for human service professionals to be effective in working with this group?					
9. Discuss an issue of relevance and of particular interest for females belonging to this group.					
10. What action strategies do the presenters recommend to promote social / economic justice for this group?					
	50 = _____ score				

**CLASS and PANEL
GROUP PRESENTATION EVALUATION**

Date:	GROUP TITLE:
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Score on a Scale of 1 to 5

CHECKLIST TO EVALUATE GROUP ORAL PRESENTATION	SCORE
SKILLS: 1 = Unsatisfactory – did not meet expectations 2 = Developing – demonstrates partial completion of expectations 3 = Adequate – demonstrates the fulfillment of basic requirements 4 = Accomplished – demonstrates achievement of performance at above average level 5 = Masterful – demonstrates exemplary achievement of highest expectations	
1. Opening/Introduction: Did students immediately capture the interest of the audience and convince them to pay attention? Did students introduce group members? Did students state what would be covered and how it would be covered?	
2. Organization: Was presentation well organized? Was the progression of ideas easy to follow? Were the main ideas clearly distinguished into important sections? Was the presentation concise? Did the group demonstrate effective planning and preparation?	
3. Content: Was supporting information provided? Were facts and data adequate? Was the information geared toward the needs and concerns of the class (e.g. good information for an exam)? Did the students use personal or professional experiences to make a point? Did the presentation demonstrate respect and sensitivity about the population?	
4. Delivery Style: Was the presentation style effective or did the students read the presentation from a pre-written speech? Did the presenters use a natural and appropriate speaking style? Did the students speak too fast or too slow, use appropriate eye contact and use appropriate body language? Did students demonstrate enthusiasm, confidence, and concern?	
5. Audio Visuals: Were the audiovisuals titled, clear, and easy to understand. Was the audiovisual equipment used appropriately? Were the presenters familiar with use of technology and did they demonstrate a level of confidence?	
6. The Closing: Was the conclusion summarized in the presentation? Did the students identify major points and results emphasizing their importance? Are you motivated to do further reading on the topic?	
7. Audience Participation: Did the presentation hold your interest? Did you feel engaged? Did the students provide a list of questions for the audience?	
8. Grammar and Editing: The writing is free or almost free of errors.	
9. Clear and logical flow ideas. Ideas are usually clearly linked to each other.	
10. Presentation was presented within the timeframe allotted. Presenters were well prepared. Did the group seem confident about the material?	
TOTAL = ____/50__ score	

FILM CRITIQUE GRADING RUBRIC

Content and Structure	Poor (1)	Adequate (2)	Good (3)	Excellent (4)
1. Did student discuss the moment in the film that was most memorable? Did student discuss critical issues relevant to diversity?				
2. Did student explain what he/she learned from viewing the film?				
3. Did the student discuss whether the film was helpful in shedding light (diffusing) on stereotypes in society? Did the student explain why or why not?				
4. Did the student discuss whether the film succeeded in changing any of his/her views about the population presented? Did the student explain why or why not?				
5. Did the student describe what impact the film had on his or her emotions? Did the student identify and describe the emotions felt?				
6. Did the student explain what information was needed in order to be able to work effectively with the population presented in the film?				
7. Did the student discuss problems related to prejudice, discrimination, or bias in the film?				
8. Grammar and Editing: The writing is free or almost free of errors.				
9. Clear and logical flow of paragraphs, sentences, and ideas. Paragraphs are logical. Sentences are well-phrased. Ideas are usually clearly linked to each other.				
10. Paper is at least 2 pages long and APA format is used accurately and consistently in the paper and on the "References" page.				
TOTAL = ___/40___ score				

**GRADING RUBRIC
FINAL REFLECTION PAPER**

Date:	STUDENT:
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Rate from poor to excellent

Content and Structure	Poor 1-4	Adequate 5-6	Good 7-8	Excellent 9-10
1. Did student discuss his/her experience? Does the student explain his/her perspective of learning about diversity, race, discrimination and prejudice?				
2. Did student discuss what was learned about himself/herself? Does the discussion clearly relate to personal goals, cultural awareness and sensitivity skills including strengths and weaknesses?				
3. Did the student examine what was learned in class about the overall significance and usefulness of the coursework, and give 1 to 3 examples? Did the student explain why or why not?				
4. Did the student discuss what general effect participating in the class had on him/her? Did the student explain whether changes occurred in thoughts and ideas about diversity race, prejudice, and discrimination over the course of the semester?				
5. Did the student discuss the highlights of the class experience? Did the student explain some of the meaningful aspects of the coursework?				
6. Did the student explain the specific things he/she became aware of about self, in terms of attitudes and relationships with others?				
7. Did the student discuss how these views may impact his/her work with people of color and other diverse groups?				
8. Grammar and Editing: The writing is free or almost free of errors.				
9. Clear and logical flow of paragraphs, sentences, and ideas. Paragraphs are logical. Sentences are well-phrased. Ideas are usually clearly linked to each other. Did the student write in specific and concrete terms?				
10. Did the student submit a folder with 12 journal entries? Is APA format used accurately and consistently in the paper including a well-formatted "References" page?				
TOTAL = _____ score				

Overall Evaluation	<p>COMMENTS:</p> <p>(Strengths and Needs of Paper?)</p>
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A = 40 – 36 points B = 35 – 32 points C = 31 – 28 points D = 27 – 24 F = 23 or Below

**SELF ASSESSMENT PAPER
GRADING RUBRIC**

Date:	STUDENT:
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Content and Structure	Rate from poor to excellent			
	Poor	<i>Adequate</i>	<i>Good</i>	Excellent
	1-3	4-6	7-8	9-10
1. Did student demonstrate an exploration of his/her life experiences? Did student discuss demographic information and family of origin? Did student discuss parental and family values or biases influencing him/her?				
2. Did student explain the role that family values played in his/her adolescence and adulthood? Did the student discuss whether he/she accepted, modified or rejected the values learned in the family?				
3. Did the student discuss messages he/she received about culture, social class and ethnicity? Did the student explain experiences with people different from him/her?				
4. Did the student discuss his/her understanding of his/her own cultural background and how that influences interactions with others? Did the student use the racial identity model to discuss his/her racial development?				
5. Did the student explain his /her beliefs about race and racism. Did student discuss whether he/she is perceived as being a part of the “outgroup” or “ingroup” in his/her environment? Did the student discuss seeing self as victim, benefactor, or participant in his/her environment?				
6. Did the student explain times when he/she observed injustice and oppression in systems and institutions? Did the student discuss the relevance of groups and having a sense of belonging?				
7. Did the student discuss his or her perceived level of competence in working with diverse populations and what actions he/she would take to counter racism. Did student identify barriers to advocating for social justice?				
8. Grammar and Editing: The writing is free or almost free of errors.				
9. Clear and logical flow of paragraphs, sentences, and ideas. Paragraphs are logical. Sentences are well-phrased. Ideas are usually clearly linked to each other.				
10. Paper is at least 2 pages long and APA format is used accurately and consistently in the paper and on the “References” page.				
TOTAL = ___/100= ___ score				

Overall Evaluation	<p>COMMENTS:</p> <p>(Strengths and Needs of Paper?)</p>
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A = 40 – 36 points B = 35 – 32 points C = 31 – 28 points D = 27 – 24 F = 23 or Below