

**Thinking Globally-Diversity Standard Scoring Rubrics**

Class \_\_\_\_\_

Truly Global in perspective **Y / N**

	0	1	2	3	Rating
Global knowledge & skill	Not addressed	<b>Describes</b> differences between groups. Preferably, should extend beyond western differences.	<b>Analyzes</b> differences based on theoretical constructions and proposes possible reason for the differences.	<b>Compares</b> characteristics of the student’s own circumstances and the circumstances of others.	
Skills of the heart	Not addressed	<b>Recognizes and accepts</b> differences between self and others without feeling that differences are automatically wrong.	<b>Recognizes and appreciates</b> the value and significance of other cultures and their people.	<b>Empathizes</b> with the people of another culture, seeing them from their own point of view without romanticizing.	
Contingency of “Knowledge”	Not addressed	<b>Understands</b> that people from other cultures have a different worldview and see things differently because of their cultural origins.	<b>In addition, identifies</b> his or her personal presuppositions and worldview.	<b>In addition, re-examines</b> personal categories used to analyze other cultures and <b>adjusts</b> them.	
Relationship to Christian Action	Not addressed	<b>Recognizes</b> global issues of distributive justice and/or the opportunities and challenges of inter-religious dialogue.	<b>Understands</b> the relationship between such global issues and the living out of a Christian life.	<b>Demonstrates a commitment</b> to specific actions or changes in life style on the basis of that understanding.	
Notes and observations					

## *Thinking Globally-Diversity Standard Expanded Rubric*

### **General definition of scores**

It is understood that the scores are intended to be cumulative. In particular, the personal engagement of level three is to be based on the intellectual competency/work entailed in the first two levels. In some sense, level three represents a trajectory into which we hope the course will launch students rather than materials and ideas that are developed in the course itself.

0. No (breadth or depth of) understanding/appreciation and/or commitment and/or examples.
1. Some (breadth or depth of) understanding/appreciation and/or commitment.  
Weak examples
2. Much (breadth and depth of) understanding/appreciation and/or commitment.  
Relevant examples.
3. (Relatively) complete (breadth and depth of) understanding and/or commitment.  
Cogent examples clearly connected to the point.

### **Definitions of categories**

Global knowledge and skills:

1. **Describes** differences between groups. Should include western vs. non-western differences. *For example*, subsistence farmers in the Amazon habitually burn jungle to plant crops and then move on.
2. **Analyzes** differences based on theoretical constructions and proposes possible reason for the differences. *For example*, the patterns of subsistence farmers in the Amazon may be the result of familial patterns of behavior, the lack of education and resources that would enable them to change familiar patterns, and the lack of infrastructure that could provide food at a reasonable cost from areas where it could be grown with less ecological impact.
3. **Compares** characteristics of the student's own circumstances and the circumstances of others. *For example*, because I do not have to deal with the issue of obtaining food on a daily basis, I am likely to give attention to more personal issues such as finding meaningful work; issues that are not even considerations for others.

Skills of the heart:

1. **Recognizes and accepts** differences between self and others without feeling that differences are automatically wrong. *For example*, even though showing the soles of my feet to another is not a problem for me, I would not want to offend others by doing so in a Southern Asia or Middle Eastern context.
2. **Recognizes and appreciates** the value and significance of other cultures and their people. *For example*, I appreciate the high value placed on family in Mexican culture.
3. **Empathizes** with the people of another culture, seeing them from their own point of view without romanticizing. *For example*, even though I would not make the choice, I understand why a child in another culture would accept the spouse chosen for them by their family.

### Contingency of “Knowledge”

1. **Understands** that people from other cultures have a different worldview and see things differently because of their cultural origins. *For example*, Ibos emphasize family and clan as their core source of identify.
2. **In addition, identifies** personal presuppositions and worldview. *For example*, I come from a far more individualistic culture and so understand my identity as rooted in my personal beliefs, achievements, ...
3. **In addition, re-examines** personal categories used to analyze other cultures and **adjusts** them to them in the field of study. *For example*, my understanding of family and identity is largely shaped by my culture. The concept of family is far more extensive in Ibo culture and the word “identity” does not make much sense as “independent, self-sufficient individual.”

### Relationship to Christian Action (justice, inter-religious dialogue):

1. **Recognizes** global issues of distributive justice and/or the opportunities and challenges of inter-religious dialogue. *For example*, the essay includes an example of disparate resource distribution and consumption.
2. **Understands** the relationship between such global issues and the living out of a Christian life. *For example*, the essay speaks to the relationship between the Biblical mandate to care for the poor and the existence of poverty in the presence of great wealth.
3. **Demonstrates a commitment** to specific actions or changes in life style on the basis of that understanding. *For example*, the paper articulates a commitment to taking specific, personal steps toward cultivating enhanced (more honest, informed, sympathetic, and civil) conversation with people from diverse religious traditions.