

ELSJ Milestone: Critical Reflection Assignment #3

PART 1: CRITICAL WRITTEN REFLECTION

In Critical Reflection Assignment #3, you must reflect deeply on the experiences you had during your immersion experience (the personal interactions with individuals and groups in the community, the immersion group discussions, etc.) and then analyze how those experiences relate to the following ELSJ Learning Outcome.

Also, in your critical reflection, be sure to include an analysis of the previous week's assigned readings (Chapters 5 & 10), indicating how they're relevant to the themes of the reflection.

ELSJ Core Learning Outcome 1.3:

Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups. (Social Justice);

Then, respond to each of the following questions with a reasoned, critical reflection:

1. Please identify at least one social justice issue you have encountered through your immersion experience.
 - How does this issue represent a social injustice?
 - How does this issue impact some groups more than others (i.e., privileging some and marginalizing others)?
 - What are some of the underlying causes of this inequality (e.g., such as social, structural, economic, ideological, political, historical, cultural, etc.)?
 - What, if anything, is being done to address this issue in the community you encountered? What more could be done?
2. Locate yourself in relation to the social justice issue you have identified, and consider your relative privilege or marginalization in comparison to other groups with respect to this injustice.

PART 2: ANNOTATED BIBLIOGRAPHY

For the social injustice topic you selected in PART 1, please research and provide 3-4 scholarly citations (e.g., peer-reviewed journal article, book, white paper, monograph) that you can use to develop your ideas further in the final research paper assignment. For each citation, please write a paragraph that explains how the work might be relevant to your topic.

Technical Requirements:

- FOR THE CRITICAL REFLECTION: 1-2 pages; 12 point font (or smaller); Doubled spaced (or smaller); Formatting (including referencing, quotations, etc.) in APA, MLA, or CMS style. If you'd prefer to use another formatting style, please ask!
- FOR THE ANNOTATED BIBLIOGRAPHY: 1 page; 12 point font (or smaller); Doubled spaced (or smaller); Formatting (including referencing, quotations, etc.) in APA, MLA, or CMS style. If you'd prefer to use another formatting style, please ask!
- Make sure that sources are cited appropriately (e.g., personal communications, websites, printed documents, etc.)

ELSJ Core Assessment Rubric
(August 2016)

Objective	Highly proficient - 4	Proficient - 3	Approaching proficiency - 2	Not proficient - 1
<p>1.1 Recognize the importance of life-long responsible citizenship and civic engagement in personal and/or professional activities in ways that benefit underserved populations. (Civic Life, Civic Engagement, and Social Justice)</p>	<p>Provides conceptual or concrete examples of value of civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and/or appreciation of public action <u>that addresses the needs of underserved populations.</u></p>	<p>Expresses value of civic engagement activities and describes what she/he has learned about her or himself through experiences and/or academic course material as it relates to a growing sense of civic identity and/or appreciation of public action <u>that addresses the needs of underserved populations.</u></p>	<p>Evidence suggests involvement in and/or thinking about civic engagement activities is generated from prior expectations or surface-level awareness rather than analysis of experiences related to developing a sense of civic identity and/or appreciation of public action <u>that addresses the needs of underserved populations.</u></p>	<p>Provides no awareness of her/his experience in and/or thinking about civic engagement activities and does not connect experiences/ideas to civic identity or appreciation of public action <u>that addresses the needs of underserved populations.</u></p>
<p>1.2 Demonstrate an understanding and appreciation of the formal and informal knowledge, wisdom, and/or skills that individuals in these communities possess, showing awareness of own and at least one other perspective/worldview. (Perspective)</p>	<p>Generates in-depth or multi-faceted analysis of learning from diversity of communities and cultures.</p> <p>Interprets community experiences from the perspectives of own and at least one other perspective or worldview and demonstrates ability to think and/or act in a supportive manner that recognizes and respects the needs of another group.</p>	<p>Develops at least one specific observation of what can be learned or concrete areas where learning can take place from diversity of communities and cultures.</p> <p>Recognizes more than one perspective or worldview within community experiences and sometimes considers more than one perspective or worldview in thought and/or interactions.</p>	<p>Demonstrates general or surface-level understanding of learning experienced (or that can be experienced) through diversity of communities and cultures.</p> <p>Identifies components of other perspectives or worldviews within community experiences, but responds in all situations with own perspective or worldview.</p>	<p>Demonstrates no (or extremely stereotyped) understanding of (or is indifferent or resistant to) what can be learned from diversity of communities and cultures. (Note: Understanding cannot just be about individuals and individual differences.)</p> <p>Views the experiences of others through own perspective or worldview.</p>
<p>1.3 Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups. (Social Justice)</p>	<p>Demonstrates sophisticated understanding of the complexity of group differences that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)</p>	<p>Demonstrates some understanding <u>of the complexity of group differences</u> that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)</p>	<p>Demonstrates surface understanding* of group differences that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)</p> <p>* Examples of “surface understanding” may include merely listing one or more differences, failing to demonstrate any understanding of complexity, or identification but rejection of group differences.</p>	<p>Demonstrates no awareness that there are <u>group differences</u> that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)</p>