### Rubric for Meeting the DCGR-Purple Courses

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<th>DCGR-Purple Outcomes</th>
<th>Meeting the DCGR-Purple Outcomes</th>
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| **1A.** Master an understanding of diversity as defined by MSU, Mankato (i.e., understanding and appreciation of diverse peoples and diverse perspectives). | • understand and appreciate differences in people  
• understand and appreciate different perspectives  
• regard people as individuals and not as categories |
| **1B.** Acquire a substantive knowledge base to identify the impact of oppression for individuals from diverse populations. | • address the impact of oppression in one or more groups resulting from:  
  1) racism  
  2) classicism  
  3) sexism  
  4) ageism  
  5) ethnocentrism  
  6) homophobia  
  7) discrimination toward the mentally or physically disabled  
  8) discrimination toward differing national origin |
| **1C.** Obtain the analytical skills necessary to make links between historical practices and contemporary U.S. societal issues of diversity. | • societal issues of diversity in the U.S., for example:  
  1) racism = genocide of Native Americans and African Americans  
  2) classicism = salaries of bank CEO during a time of the economic stimulus  
  3) homophobia = beating and murders: of Matthew Shepard (1998); Brandon Teena (1993); Billy Jack Gaither (1999); Danny Overstreet (2000); Army Pfc. Barry Winchell  
  4) sexism = gendered violence |
| **1D.** Apply the same method for interpreting diversity issues in the United States to understanding issues of diversity in other societies across the world. | • global diversity issues:  
  1) racism = Pakistani in England; Arabs in New York City  
  2) sexism = women in Afghanistan  
  3) classicism = caste system in India |
| **1E.** Develop an understanding of historical and contemporary social relations in specific societies across the world. | • social relations in specific societies:  
  1) Thailand = sex trade  
  2) South Africa = Apartheid  
  3) U.S. = Indian schools in the U.S. |