

VUSM 200 Final Poster Assignment:

The purpose of the final VUSM group poster assignment is to give students the opportunity to demonstrate their knowledge of social justice (SJ) and apply a distinct social justice framework to analyze a problem faced by a specific group of peoples.

Students will work in groups of 2-3 students to create a poster explaining the history and circumstances of a particular group's experience of social injustice. What unites the members of said group could be ethnic, cultural or racial identity, socio-economic situation, sexual orientation or gender-identification, citizenship status, religious membership, etc.

First, students need to identify a specific group that has experienced inequalities in the past and/or present because the group is recognized as "different" from the majority (those in dominant positions of privilege-power). Students provide a general description of this group's culture (what values, traditions, history or circumstances do members of this group share). In what way does this group positively self-identify and affirm themselves as members of said group?

Second, students identify the kind of inequalities this group has experienced (in what ways has the group been discriminated against, treated unequally, and/or marginalized). What is it about said group's identity that led to their unequal treatment? Why was/is the group marginalized? What about their practices or beliefs is perceived as disruptive or threatening?

Third, students employ a specific social justice framework to analyze the treatment of said group. This includes a clear definition of SJ framework and brief synopsis of its approach. The SJ framework makes explicit why the differential treatment of said group is unfair, unjust, and unjustifiable. The different kinds of harms, exclusions, and sanctions imposed on the group are explored.

Fourth, students use the social justice framework to explore ways this unjust treatment has been, or can be, remedied. How, if at all, have the injustices been rectified? What more can be done? What key resource/institution is lacking to help said group reclaim their dignity and/or affirm their own distinct set of values?

Fifth, students explain how the experiences of said group help us better understand social justice and equity. Students identify something they personally have done or can do to help address the injustices faced by said group.

Research: Students can research the problem of social justice from a variety of angles. They could interview people who have directly experienced injustice or those in positions of leadership who try to help those groups who are the victims of injustice (prejudice and discrimination). Students could engage directly in service-learning experiences related to the communities they are writing about or they could take a more traditional academic approach and confine their research to credible books/articles on the group.

Presenting the Poster: One afternoon at the end of each semester will be reserved for groups from all VUSM 200 classes to meet and present their poster.

Advice on Posters: <https://www.viterbo.edu/undergraduate-research/resources-students>