GLOBAL AWARENESS AND SOCIAL RESPONSIBILITY

If Mary Frances Clarke would not have had a sense of global awareness and social responsibility, she and her companions would never have left their home in Ireland in 1843 to establish a school in a pioneer territory in America. In this spirit, the Global Awareness and Social Responsibility outcome of Compass is designed to encourage students to look beyond themselves and their own cultures to impact others for common good.

As such, this rubric is designed to apply the BVM core values of Education, Freedom, Charity and Justice as they pertain to global awareness and social responsibility. Its intent is to be broad enough to be useful to a broad range of courses and activities that seek to fulfill this outcome yet specific enough to underscore the core values of Clarke University. The descriptors are briefly described below.

**EDUCATION – Cultural Self-Awareness**

Global awareness is, in part, a kind of cultural self-awareness. It is a kind of education that promotes reflection upon one’s own cultural norms and biases.

To what extent does the artifact reflect a student’s awareness of their culture?

**EDUCATION – Recognition of Cultural Difference**

Global awareness includes a recognition of cultural differences. It looks outward and focusses upon another culture. Global awareness implies being sensitive to the important ways in which cultures are different.

To what extent does the artifact show an awareness of another culture?

**FREEDOM – Opening Up New Possibilities**

One value of pursuing global awareness and social responsibility opportunities is how they open up new possibilities – they increase a student’s sense of freedom. The BVM congregation understands freedom as empowering a person to take risks. Never leaving that which is familiar, never engaging with difference, never leaving one’s comfort zone limits the range of ways students can act positively in the world. Freedom - as a kind of risk-taking that open ups possibilities - is precisely what the BVMs did when they embarked on a journey that would lead them halfway around the world.

To what extent does the artifact provide evidence that the student is getting outside their comfort zone?

**CHARITY – Care**

Another value of social responsibility is charity. The BVM understanding understands this as a kind of a kind of deep caring about others, animals, or the environment without the need or expectation of return. It has a fundamental awareness that each person is valuable, has dignity, and merits the kind of love that God extends to each human being. This extends to animals and the environment. The good life cannot be had without this kind of regard.

To what extent does the artifact show concern and care for other human beings, animals, or the environment?

**JUSTICE – Human flourishing**

A final value of social responsibility is justice. The BVM understanding of justice affirms the interconnectedness of people. It focusses upon the good of the community, safeguarding individual human rights, and identifying systems of injustice that keep human beings from flourishing within their communities.

To what extent does the artifact show human interconnectedness?