

MAS 364E POLICING LATINIDAD
(AMS 324G & WGS 340 95)
FALL 2024 (39275, 30905, & 44610)
TTH 3:30PM–4:45PM, GEA 127

Professor Michael Roy Hames-García (“Mike” or “MHG”)

Pronouns: they/elle or he/él

Office: GWB 2.328 and <https://utexas.zoom.us/j/5363010167>

Office hours: T 1:00pm–3:00pm & by appointment

Email and phone: hames.garcia@utexas.edu

Contact: *Message via Canvas is strongly preferred*

THE BASICS

COURSE DESCRIPTION & PRE-REQUISITES

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. How does the criminal justice system make itself felt in the everyday lives of Latinxs? From border enforcement, to stop and frisk, to the phenomenon of mass incarceration, many Latinxs find themselves and their communities enmeshed within a dense web of surveillance, punishment, and detention. This interdisciplinary course will examine the historical, political, economic, and social factors that have, in many ways, criminalized Latinidad and/or rendered Latinidad illegal. We will examine how race, class, education, gender, sexuality, and citizenship shape the American legal system and impact how Latinxs navigate that system. This course will pay special attention to the troubled and unequal relationship between Latinxs and the criminal justice apparatus in the United States and how it has resulted in the formation of resistant political identities and activist practices. Upper-division standing is a pre-requisite.

GOALS & OBJECTIVES

I. Course:

- a. To learn about and understand foundational facts and concepts related to the U.S. criminal legal system (CLS), specifically with regard to the experiences of Latines in it by describing multiple ways Latines have historically been affected by the CLS, including experiences with policing, courts, and incarceration; identifying reasons for disparate CLS-impact on Latines; and showing how Latines have resisted and responded to marginalization by the CLS.
- b. To learn to apply this knowledge to new situations and to demonstrate critical, creative, and practical thinking by analyzing Latine involvement in the CLS; synthesizing knowledge to produce insights that can be applied to real-world contexts; and employing critical, creative, and practical thinking in formulating solutions to related policy problems.
- c. To learn to care about these goals, the course, and its subject matter by communicating the importance of some course-related problems; proposing policy solutions, advocating on their behalf, and evaluating their limitations; considering the ideas of CLS-impacted Latines and scholarly literature; and reflecting on how the course material affects one’s life and the lives of others in one’s community.
- d. To learn and understand more about oneself and others by recognizing the role of social location in shaping how people relate to others and the world around them; discussing the resources and limitations of oneself and others in attempting to develop solutions to complex social problems; and collaborating with peers in questioning the purpose and effects of the CLS for Latines.

II. Cultural Diversity Flag:

- a. To engage in thinking critically and to learn to analyze forces—social, political, historical, and economic—that have shaped the experiences of U.S. Latines; to understand the complexity of their perspectives; to develop a historical understanding of them; to examine the forces that led to and maintain Latines' experience of persistent marginalization; to identify systemic barriers to equality and inclusiveness; to examine the impact of privilege and power differentials in the United States; to identify appropriate roles and responsibilities as members of society and informed decision-makers to minimize marginalization in the U.S.; to reflect critically on one's cultural experiences and how those cultural experiences inform one's worldview; to recognize different perspectives and worldviews from U.S. Latines; to recognize areas of implicit bias in one's experiences; to practice methods of communicating mutual understanding and respect across cultural groups; and to apply diverse cultural perspectives in evaluating complex problems.

III. Independent Inquiry Flag:

- a. To independently investigate a course-related research topic and present one's own original work in a finished form by identifying a creative, focused, and manageable topic for inquiry; to identify and synthesize relevant existing knowledge and research; to draw from one or more disciplinary perspectives to design a methodology for pursuing one's inquiry; to gather, evaluate, and synthesize relevant evidence, knowledge, and other elements to reveal insights about the topic; to present a conclusion that logically follows from the inquiry findings; to critique one's own inquiry process, demonstrating an understanding of the limitations of one's conclusions and identifying directions for future inquiry; to demonstrate an understanding of the implications of one's research and its translation to practical applications.

LEARNING OUTCOMES

1. Course: Students will (1) identify reasons for the disparate impact of the CLS on Latines and reflect on what they have learned; (2) analyze a problem and propose a policy solution; (3) articulate the importance of a course-related issue; and (4) reflect on the role of social location in shaping responses to the CLS, discuss the resources and limitations of oneself and others, and collaborate with peers in analyzing course material.
2. Cultural Diversity Flag: Students will (5) demonstrate an understanding of the complexity of U.S. Latine perspectives; (6) demonstrate a historical understanding; (7) describe the disparate impact of the CLS on Latines, identify reasons for that impact, and show how Latines have resisted and responded; (8) examine the impact of privilege, power differentials, and systemic barriers to equality and inclusion; (9) identify appropriate roles and responsibilities to minimize marginalization; (10) recognize areas of implicit bias; (11) practice methods of communicating mutual understanding and respect; (12) and apply diverse cultural perspectives.
3. Independent Inquiry Flag: Students will (13) identify possible research options early in the term, conduct preliminary research on them, and discuss them with the professor and peers; (14) identify and synthesize relevant academic knowledge and research as well as perspectives from CLS-impacted U.S. Latine communities and individuals; (15) choose, outline, and follow appropriate research methods; (16) gather, evaluate, and synthesize relevant evidence and knowledge; (17) submit a policy brief that makes recommendations that logically follow from inquiry findings; (18) demonstrate an understanding of the limitations of one's recommendations and identify where further research is needed; and (19) demonstrate an understanding of the implications of one's research and its practical application.

FLAG(S)

This course carries the flag for **Cultural Diversity in the United States**. Cultural Diversity courses focus on the cultural experiences, perspectives, and/or practices of marginalized groups in the United States, as well as how culture works within a social and political context. You will think critically about at least three of the following: gender identity/expression, race, ethnicity, indigeneity, disability, sexuality, religion, nationality, language, and/or class. You should therefore expect a substantial portion of your grade to come from the study of and reflection on these contextualized cultural experiences.

This course carries the **Independent Inquiry** flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

HOW WILL YOU LEARN?

LEARNING SUCCESS

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! **If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course.** I also encourage you to reach out to the student resources available through UT and I am happy to connect you with a person or Center if you would like.

TEACHING MODALITY

This is an in-person class and therefore requires in-person attendance. There will be no alternative to in-person attendance, other than normal emergency accommodations. The course will use a mix of discussion and lecture.

COMMUNICATION & ASKING FOR HELP

The course Canvas site can be found at utexas.instructure.com. Please message me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

The best way to ask questions of the instructor outside of class time is to send a message via Canvas or to meet with me during office hours or by appointment. *I will do my best to reply to messages within 24 hours or on the next business day if you contact me on a weekend or holiday. **Because I am sometimes behind on email, I ask that you send me a follow-up message if you do not receive a reply within the timeframe specified above.***

DIVERSITY, EQUITY & INCLUSION (DEI) + DISABILITY & ACCESS (D&A)

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. *Please come to me at any time with any concerns.* Texas Senate Bill 17, the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. **Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course.** If you are a student with a disability, or think you may have a disability, and would like accommodations please contact Disability & Access (D&A). Please refer to the D&A website contact and for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations for this course.

COURSE REQUIREMENTS AND GRADING

REQUIRED MATERIALS

1. Behnken, B. D. (2022), *Borders of violence & justice: Mexicans, Mexican Americans, and law enforcement in the Southwest, 1835–1935*, University of North Carolina Press.
2. Bender, S. W. (2003), *Greasers and gringos: Latinos, law, and the American imagination*, New York University Press.
3. López, E., & R. Pérez-Torres. (2005), *To Alcatraz, death row, and back: Memories of an East LA outlaw*, University of Texas Press.
4. Martinez, M. M. (2018), *The injustice never leaves you: Anti-Mexican violence in Texas*, Harvard University Press.
5. Ríos, V. M. (2017), *Human targets: Schools, police, and the criminalization of Latino youth*, University of Chicago Press.
6. Additional readings may be noted on this syllabus or added at the discretion of the instructor. All such readings will be available via Canvas or handed out in class.

RECOMMENDED MATERIALS

1. Some recommended articles will be posted to Canvas and announced in class.

REQUIRED DEVICES

A personal computer or regular access to one is required for success in this class. Importantly, if you are only using electronic copies of course readings, then you will be expected to access them on a computer during class. It will be insufficient to only access them on your phone during class.

CLASSROOM EXPECTATIONS

Class attendance. Class attendance is expected. Although attendance does not count toward your final grade, it does determine the maximum grade possible for you. See below, under “Absences.”

Class participation. You are required to attend class, participate in discussions, complete assignments, and meet with the instructor individually. Participation is essential for getting the most out of class, but it will not be tracked or graded separately so it is incumbent on you to make sure you are prepared, engaged, and participatory.

Behavior expectations. I expect you to adhere to UT rules for class conduct as set forth in [Section 11-400 of the Institutional Rules in the GIC](#). We will discuss and agree to additional rules of conduct during the first week of class; these rules will be posted on Canvas.

ASSESSMENTS, LATE WORK, MAKING UP MISSED WORK, ABSENCES, AND GRADING POLICIES

Assessments. The following table represents how you will demonstrate your learning and how I will assess the degree to which you have done so.

Assessment	Purpose	Due Date(s)	Points
Participation	Formative	Daily	Ungraded
List of ten possible inquiry topics	Formative	September 19	5*
Student Conferences (3)	Diagnostic	September 20 November 8 December 6	15 (5* each)
Midterm letter	Summative	October 10	20
Annotated bibliography (15-sources)	Formative	October 31	5*
Draft of policy brief	Formative	November 21	5*
Journal (20 entries)	Summative	December 5	10* (.5* per entry)
Final policy brief	Summative	December 13	40
Total			100

*Points for asterisked assignments are awarded all-or-nothing. For example, if you turn in an on-time draft for the policy brief, then you will receive all 5 points.

Late and Missed Work. It is in your interest to get work in on time. It keeps both you and me from falling behind and makes less work overall for both you and me. I am happy to make accommodations on due dates, but even if you have an official accommodation for due dates, it is your responsibility to communicate directly with me about each assignment to let me know (a) what you have done, (b) what you have left to do, and (c) when you expect to turn the assignment in. This will enable us to arrange a new due date. If you simply do not turn in an assignment, you will not receive points for it. It is not possible to make up missed work without an accommodation agreed to in advance of the due date.

Absences. You will do better in classes, remember more from them, and get more out of them if you attend all the time or as frequently as possible. In my experience, students attend classes that require attendance more often than classes that do not. To help you get the most out of this course, I am therefore implementing an attendance policy. For this class, the final grade you can receive is limited by how many classes you have attended. Your unexcused absences after the add deadline (8/29/2024) determine the highest possible final course grade you are eligible for. *“Excused” absences are those for religious observances or university-related activities, if cleared in advance.* Those due to illness, injury, vacation, wedding, etc., you should think of as the “sick days” you might get at a job. Save your sick days for such occasions or for emergencies so that unexpected circumstances do not affect your grade. Excessive or frequent tardiness will also count as absence. If you have circumstances that give you concern about this policy, please come speak with me; I am happy to make accommodations as necessary.

By [UT Austin policy](#), you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Absences	Attendance %	Grade ceiling
1–2	100–92%	A
3–5	88–81%	B
6–7	77–73%	C
8–10	69–62%	D
≥11	≤58%	F

Grading Policies. Grade breaks will be as follows:

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%

Grade	Cutoff
C+	77%
C	74%
C-	70%

Grade	Cutoff
D+	67%
D	64%
D-	60%
F	<60%

Grading for this course *will not* use a curve, and there *will not* be opportunities for extra credit. However, this course *will* use +/- grades for the final class grade.

COURSE OUTLINE

All instructions, assignments, additional readings, rubrics and essential information will be on Canvas at utexas.instructure.com. Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require, but I will always try to discuss changes with student input. Any changes will be announced in class and via a Canvas announcement. It is your responsibility to note changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Week	Date	Class Topic*	Readings & Activities	Assessments Due
1	8/27	Welcome	Syllabus	
	8/29			
2	9/3	A pinto's story	López & Pérez-Torres, Intro. + Part One: Education	
	9/5		López & Pérez-Torres, Part Two: Training	
3	9/10	Stereotypes & Discrimination	López & Pérez-Torres, Part Three: Survival + Epil.	
	9/12		Bender, Pref. + Ch. 1–2, 4	
4	9/17		Bender, Ch. 5–8	
	9/19			
5	9/24	Complex Historical Origins	Behnken, Intro. + Ch. 1	
	9/26			
6	10/1		Behnken, Ch. 2–3	
	10/3			
7	10/8			Behnken, Ch. 5
	10/10		No class	
8	10/15	Texas Legacies	Martinez, Intro. + Ch. 1	
	10/17	No class		
9	10/22	Texas Legacies	Martinez, Ch. 2–3f	
	10/24			
10	10/29		Martinez, Ch. 4–5	
	10/31			
11	11/5		Martinez, Ch. 6 + Epil.	
	11/7			
12	11/12	Youth Justice	Rios, Intro. + Ch. 1–2	
	11/14			
13	11/19		Rios, Ch. 3–5 + Concl.	
	11/21			
14	—	No class		
15	12/3	Policy Briefs	Discussion	
	12/5			
16	12/10	Study day	No class	
	12/12	Finals		

* CONTENT WARNING

The material for this class is disturbing and sometimes offensive. It contains extreme violence, sexual violence (including rape), death, mental illness, sexism, classism, and homophobia. I have not provided content warnings for individual readings because the subjects are interrelated and I would inevitably overlook some. Please use your best judgement when you approach the readings and class discussions. Our classroom provides an open space for the critical and civil exchange of ideas. I ask all students to help to create an atmosphere of mutual respect and sensitivity. I am practiced at leading discussions on these topics and aim to create an environment in which everyone can consider these difficult subjects without traumatizing one another; however, if at any time any aspect of my instruction or the design of this course gives you concern, please let me know immediately and we can discuss together how I might best respond to your concerns.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can include a written warning, probation, deferred suspension, or dismissal from the University. To learn more about the academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

USE OF ARTIFICIAL INTELLIGENCE

Artificial intelligence tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class is permitted for students who wish to use them, provided the content generated by AI is properly cited. If you are considering the use of AI writing tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask.

SHARING OF COURSE MATERIALS

Materials used in this class, including lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, and review sheets may only be shared online or with others outside of the class with the explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity in the Office of the Dean of Students](#). These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

NAMES AND PRONOUNS

Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, [which you can do here](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you have asked to be used for you. Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, [visit this site](#).

LAND ACKNOWLEDGMENT

This class meets on the Indigenous lands sometimes known as Turtle Island, or Abya Yala, and specifically on the unceded lands once occupied by the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, and Tonkawa and Ysleta Del Sur Pueblo. The Caddo language gives us the word now used to name this land *Texas*. [Indigenous people have called on the University of Texas at Austin](#) (1) to repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands; (2) to support the transition of the Program in Native American and Indigenous Studies into a center; (3) to establish a protocol of research and study on Tribal or Native lands; and (4) to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

HEALTH, HELP, AND SAFETY

BASIC NEEDS SECURITY

Any student who faces challenges with food insecurity or financial hardship and believes this may affect their performance in the course is urged to visit UT Outpost for support. UT Outpost, is a free on-campus food pantry and career closet for all currently enrolled UT students. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

MENTAL AND PHYSICAL HEALTH

Counseling and Mental Health Center (CMHC). We all benefit from support during times of struggle. Know you are not alone. If you are experiencing signs of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your well-being – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center is located on campus and provides a wide variety of mental health services to UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within each of the academic schools and colleges. These counselors are familiar with the concerns that are unique to their unit's students. For more information on CMHC, visit cmhc.utexas.edu or call 512-471-3515.

University Health Services (UHS). Your physical health and well-being are a priority. University Health Services is the on-campus medical facility providing high quality medical care and patient education to UT students. Services offered include general medicine, specialty clinics including the gynecology clinic, sports medicine, nutrition services, allergy, immunization and travel health and physical therapy, an urgent care, a 24/7 nurse advice line, and a lab and radiology services. For additional information, visit healthyhorns.utexas.edu or call 512-471-4955.

ACADEMIC AND TECHNOLOGY ASSISTANCE

Sanger Learning Center. All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332).

Information Technology Services (ITS). Students needing help with technology in this course should contact the [ITS Service Desk](#).

EMERGENCIES

Student Emergency Services (SES). Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

INFECTIOUS ILLNESSES

For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to prioritize their personal well-being. Stay up to date on vaccinations by getting all available boosters when eligible. Vaccines for flu and COVID-19 are available through University Health Services. University Health Services maintains up to date resources on COVID-19, which can be found here: [COVID-19 Information and Resources](#).

TITLE IX DISCLOSURE

Beginning January 1, 2020, Texas Education Code, Section 51.252 requires all employees of Texas universities, including faculty, report any information to the [Title IX Office](#) regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information. If you would like to speak with a Case Manager for Support and Resources, who can provide support, resources or academic accommodations, in the Title IX Office, please email supportandresources@austin.utexas.edu. A Case Manager can also provide support, resources and accommodations for pregnant, nursing, and parenting students. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

SCORING RUBRICS

MIDTERM LETTER GRADING RUBRIC

Course learning outcomes	Points
• Learning outcome 1: Identify reasons for the disparate impact of the CLS on Latines	5
• Learning outcome 5: Demonstrate an understanding of the complexity of U.S. Latine perspectives	5
• Learning outcome 6: Demonstrate a historical understanding of Latines in the United States.....	5
• Learning outcome 7: Describe the disparate impact of the CLS on Latines, identify reasons for that impact, show how Latines have resisted and responded	5
Total.....	20

Criteria for awarding points:

- Are your explanations thorough and discussed at an appropriate level of detail? How deeply do you examine the topics you address?
- How clear and accessible is your writing? Is your discussion specific? Do you engage with and cite assigned texts? Is the assignment structured according to a logical organization?
- How accurate are your claims?

POLICY BRIEF GRADING RUBRIC

Course learning outcomes	Points
• Learning outcome 2: Analyze a problem and propose a policy solution.....	5
• Learning outcome 3: Articulate the importance of a course-related issue	5
• Learning outcome 9: Identify appropriate roles and responsibilities to minimize marginalization.....	5
• Learning outcomes 14: Identify and synthesize relevant academic knowledge and research as well as perspectives from CLS-impacted U.S. Latine communities and individuals	5
• Learning outcome 15: Choose, outline, and follow an appropriate research method.....	5
• Learning outcome 17: Make recommendations that logically follow from inquiry findings	5
• Learning outcome 18: Demonstrate an understanding of the limitations of your recommendations and identify where further research is needed	5
• Learning outcome 19: Demonstrate an understanding of the implications of your research and its practical application	5
• Learning outcome 13: Identify possible research options early in the term, conduct preliminary research on them, and discuss them with the professor and peers (5 points assigned to the list of 10 possible inquiry topics)	
• Learning outcome 16: Gather, evaluate, and synthesize at least 15 scholarly sources as well as perspectives from CLS-impacted Latine communities. (5 points assigned to the annotated bibliography)	
Total.....	40

Criteria for awarding points:

- How original is your idea or approach?
- How thorough is your research and your discussion of recommendations, background, and context?
- How well do you consider challenges, alternatives, limitations, and possible consequences?
- How rigorous and cogent is your argumentation?
- How clearly and specifically is your writing? Are citations to scholarship adequate in number? Are they relevant and helpful? How well organized is your brief?
- How accurate are your claims?

NOTE: Learning outcomes 4, 8, 10, 11, & 12 will be assessed through class participation and journal entries.