

**ENG 228:90 - The Literature of Environmental Justice (3 cr)**  
*This course fulfills requirements for Ethical Citizenship & American Cultural Diversity.*  
*It is a core course in the Sustainable Justice Minor.*

**Spring 2022**

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Class Meets 9:00-9:50 MWF

Online Office Hours: 10-10:50 & 1-1:50 MWF

*Pre-Requisites: ENGL 100 is strongly recommended but not required.* This class involves writing short responsive and analytical essays about the readings.

**Core Texts:**

We will read two literary novels and a novella, selected nonfiction chapters from 3 nonfiction texts, and some essays on CANVAS.	
Novels / Novella	Nonfiction:
Naomi Oreskes & Eric Conway. <i>The Collapse of Western Civilization.</i> Ruth Ozeki. <i>My Year of Meats.</i> Helena Maria Viramontes. <i>Under the Feet of Jesus.</i>	Alison Deming & Lauret Savoy, eds. <i>The Colors of Nature.</i> (2 <sup>nd</sup> edition) Paul Hawken, et al. <i>Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming.</i> Winona LaDuke. <i>All Our Relations.</i>

**Course Description:**

The class you are taking is profoundly interdisciplinary, bringing together knowledge from all parts of your life. By the end of this course, you will see many connections between literary studies, environmental ethics, and social justice.

The concept of environmental justice, or ‘just sustainability’—that nature is not only found in “wilderness,” but also in the places where we live, work, and play—revises our understanding of environmentalism to include both National Parks and nuclear waste sites, wild and scenic rivers as well as mega-dams and levees, food production and human health, automobiles and indigenous rights. Environmental justice literature provides narratives of individuals and communities organizing and responding to economic and environmental problems on local, national, and international levels. Its stories and investigations show that environmental issues are deeply connected with issues of globalization, gender, race, and class. Those connections are called ‘just’ sustainability:

UWRF defines sustainability as our local and global responsibility to meet the needs of the present and future generations, as demonstrated by an integrated set of ecologic, social, and economic values, principles, and practices that frame how we think, choose, and act in personal, professional, and community life. (UWRF Faculty Senate Motion, Approved May 3, 2012).

Throughout this course, you will read about ‘just’ sustainability issues that join our personal lives with political and economic practices on this continent and around the world. Your definition of “the environment” may never be the same.

**Course Objectives:**

Students who successfully complete this course will:

- 1 Identify factors of the social and natural environment that influence ethical decision making in the context of one’s community, nation and the world (General Education EC Learning Outcome #1);
- 2 Identify and apply a framework for making ethical decisions (General Education EC Learning Outcome #2);
- 3 Examine the ways in which issues of race and/or ethnicity shape social identities and influence behaviors within diverse segments of American society (ACD Learning Outcome #1)
- 4 Analyze social and historical factors that may influence their interaction with members of a diverse society (ACD Learning Outcome #2);
- 5 Adapt the skills of literary analysis to an understanding of environmental problems;
- 6 Utilize technology as a tool in literary studies and scholarship.

COURSE GRADING AND EVALUATION		
<p><b>1. Literary Criticism</b></p> <p>Essay 1: 10%, due 2/18            Essay 2: 10%, due 3/11            Essay 3: 10%, due 4/15</p>	<p>You will write three short (750-1000-words, 3-4 pp.) essays that join your readings with some online research, addressing the contextual factors for each specific eco-justice topic (i.e., toxic workplaces, agricultural production and human health, etc.). Guidelines for each essay are posted on CANVAS. Note: Late papers must be negotiated in advance, and grade penalties may apply.</p>	<p>30%</p>
<p><b>2. Environmental Justice Theater</b> (due May 4)</p>	<p>Researching, scripting, performing, video-recording and presenting your analysis of a real-world environmental justice situation</p>	<p>15%</p>
<p><b>3. Attendance &amp; Participation</b> (50%):            being on time, completing the readings, having your books, and being present for the full class period.            Posting your blog reflection, and two substantive replies.</p>	<p><b>On Mon. &amp; Wed.</b>, class will meet as a whole and will variously include brief responsive writing, internet research and reporting, whole class &amp; breakout discussions, work groups.  <b>On Fridays</b>, an online blog discussion requires one substantial (150-250 words) posting reflecting on the readings, and two substantive (40-50 words each) replies to your peers’ postings.</p>	<p>10% MW CLASS             8 blogs @ 5 pts ea.=40%</p>
<p><b>4. Final Reflective Essay</b> (250-500 words) Open from 5:00 p.m. on May 6 to May 9 at 12:15 p.m.</p>	<p>To summarize your learning, write a reflective essay discussing key environmental justice concepts, and evaluating your learning based on your readings, class discussions, research, the literary essays and environmental justice theater performance.</p>	<p>5%</p>

**Course Schedule Note:** The instructor may *modify aspects of the course* in order to meet course objectives and to respond to student needs. Modifications will be communicated to students in class & via Canvas announcements.

**COURSE SCHEDULE**

Date	Readings Due, Class Topics	Writing Due
<b>Module One: From Conservation to Environmental Justice (weeks 1-4)</b>		
M, 1/24	Course Introduction. Community-building. Langston Hughes, “The Negro Speaks of Rivers”	Baseline reflections.
W, 1/26	John Muir, “Hetch Hetchy Valley” (6pp), Marsden Manson, “A Statement of San Francisco’s Side” (7pp)	
F, 1/28	Owens’ chapter from <i>Colors</i> (211-214) Aldo Leopold, “Thinking Like a Mountain” from <u>Sand County Almanac</u> .	<b>BLOG 1:</b> Compare Muir, Manson, Owens & Leopold <b>Video:</b> “Green Fire” (PBS)
M, 1/31	Aldo Leopold, “The Land Ethic” from <u>Sand County Almanac</u> .	
W, 2/2	1. Viramontes, <i>Under the Feet of Jesus</i> (Part One) 2. 17 Principles of Environmental Justice	
F, 2/4	Viramontes, <i>Under the Feet of Jesus</i> (Part Two)	<b>BLOG 2:</b> Compare Leopold & Viramontes
M, 2/7	1. Viramontes, <i>Under the Feet of Jesus</i> (Part Three) 2. McIntosh’s “Invisible Knapsack”	
W, 2/9	1. Viramontes, <i>Under the Feet of Jesus</i> (Parts 4 & 5) 2. Environmental privilege handout.	
F, 2/11	Find out: “How accurate is Viramontes’ portrayal of the conditions facing Mexican/Latino migrant farmworkers, 50 years ago vs. today?” Consider <a href="#">Farmworker Justice</a> , the <a href="#">United Farmworkers Delano Grape Boycott</a> , dairy/migrant farm workers in MN/WI, or do an internet search on your own exploring migrant farmworkers in the Upper Midwest, past and present. See also *Food Justice* links on SYLLABUS p. 6 & 7	<b>BLOG 3:</b> post a <b>two-paragraph</b> listing of your two internet sites (give their titles and URLs) with research relevant to Viramontes’ book. Discuss their primary content & different perspectives, in one paragraph each. <b>Video:</b> “Wrath of Grapes”(Cesar Chavez & UFW Grape Boycott)
M, 2/14	Fred Arroyo (41-54), Camille Dungy (28-32), & Jeanne W. Houston (33-40) essays from <i>Colors</i>	
W, 2/16	Bullard, pp. 89-95 from <i>Colors</i> . Review Drawdown on “Land Use” (pp. 108-34) “Environmental Justice” ppt. presentation  <b>Homework: Draft Essay #1.</b>	
F, 2/18		<b><u>Essay #1 Due</u></b>

<b>Module Two: Food Justice (weeks 5, 6, 7)</b>		
M, 2/21	Ruth Ozeki, <i>My Year of Meats</i> , pp. 1-90	
W, 2/23	Ruth Ozeki, <i>My Year of Meats</i> , pp. 90-179.	
F, 2/25	Video: “ <a href="#">Food Justice is About Everything We Do</a> ” with Leah Penniman .	<b>BLOG 4:</b> discuss Ozeki and the Food Justice video
M, 2/28	Ruth Ozeki, <i>My Year of Meats</i> , pp. 180-267 <i>Drawdown</i> , pp. 38-43, 52-55, 70-74.	Video: “ <a href="#">Cowspiracy</a> ” (15min)
W, 3/2	Ruth Ozeki, <i>My Year of Meats</i> , pp. 267-361. <i>Drawdown</i> , 50-51, 56-63	
F, 3/4	Discussion of internet research for Unit Two. Find out: “How accurate is Ozeki’s story?”  Review <i>Drawdown</i> , “Food,” (pp. 38-74)  Consider the <a href="#">Organic Consumers Association</a> , <a href="#">Pesticide Action Network</a> , the <a href="#">Land Stewardship Project</a> , <a href="#">Inst. for Agriculture and Trade Policy</a> , <a href="#">Cowspiracy: The Sustainability Secret</a> , <a href="#">PNAS Study on Plant-based Eating and Climate Change</a>	<b>BLOG 5</b> Post to discuss a two-paragraph listing of two internet sites (give their titles and URLs), their primary content & different perspectives.  Discuss how this research is linked to Ozeki’s novel /subjects, and reply to two of your peers
M, 3/7	“Zoogoing”(35-54) & “Hermie” (91-99) in <i>I’m With the Bears</i> .	
W, 3/9	LaDuke, <i>All Our Relations</i> , Ch. 1 (pp. 11-26). Review <i>Drawdown</i> , “Women & Girls” (pp. 76-82) Precautionary Principle	<b>TEDx Video</b> (13:48) “How empowering women & girls can help stop global warming”
F, 3/11		<b>Essay #2 Due</b>
<b>!!SPRING BREAK!! MARCH 12-20!!</b>		
<b>Module Three: Energy Justice (weeks 8 - 11)</b>		
M, 3/21	Nick Estes, “Fighting for Our Lives: #NoDAPL in Historical Context.” LaDuke, Ch 4: Coal, in <i>All Our Relations</i>	Video: “The Stand at Standing Rock” (4:22)
W, 3/23	1. Healthy Professionals for a Healthy Climate, “ <a href="#">Health Risks of Enbridge Line 3</a> ” (15 pp.) 2. Fact Sheet on Enbridge’s <a href="#">Line 3</a> (2 pp.) 3. Fact sheet on <a href="#">Man camps</a> (2 pp) 4. <a href="#">MMIW</a> website	TEDx: “Running for Missing and Murdered Indigenous Women” (11:56)
F, 3/25		<b>BLOG 6</b> <b>Video</b> (38:25) <a href="#">LN3: 7 Teachings of the Anishinaabe Resistance</a>

M, 3/28	1. "The Flint Water Crisis" (Edwards & Pruden) 2 pp. 2. "Flint Water Crisis Caused by Interrupted Corrosion Control" (Pieper, Tang, Edwards) 6 pp. 3. Crossing the Imaginary Line" (Sedlak), 1pg.	Video (20:00): <a href="#">Flint's Water Crisis</a>
W, 3/30	Wu Ming 1 (143-170), Bacigalupi, (171-190), Atwood (191-193) from <i>I'm With The Bears</i>	
F, 4/1	The film for this blog is embedded in our course, and can also be viewed through Kanopy. Use your UWRF ID, or a public library card, to obtain free access.	<b>BLOG 7</b> Video: "Unbreathable: The Fight for Healthy Air" (30:00)
1 <sup>st</sup> of 2 weeks Asynchronous Online – Professor on Fulbright in Germany		
M, 4/4	Ken Saro-Wiwa, pp. 49-117 from <a href="#">A Month and A Day: A Detention Diary</a> (CANVAS)	Video: Ken Saro-Wiwa, Goldman Prize Winner
W, 4/6	1. Read Bill McKibben, "Global Warming's Terrifying New Math," <i>Rolling Stone</i> , July 19, 2012. 2. Principles of Climate Justice	Video: "Do the Math"
F, 4/8	Resources for exploring corporations' positions on climate change: <a href="http://www.shell.com">www.shell.com</a> <a href="http://www.essentialaction.org/shell/issues.html">http://www.essentialaction.org/shell/issues.html</a> <a href="http://www.exxposeexxon.com/">http://www.exxposeexxon.com/</a> , <a href="http://www.priceofoil.org">www.priceofoil.org</a> <a href="http://www.chevrontoxico.com">www.chevrontoxico.com</a> , L.A. Times on "Exxon Knew": <a href="http://www.latimes.com/business/hiltzik/la-fi-hiltzik-exxonmobil-20170822-story.html">http://www.latimes.com/business/hiltzik/la-fi-hiltzik-exxonmobil-20170822-story.html</a> Search on "cancer alley" in the U.S., oil corporations' Arctic drilling in Alaska and the Arctic circle, & the effects on indigenous nations there	Blog 8
2 <sup>nd</sup> of 2 weeks Asynchronous Online – Professor on Fulbright in Germany		
M, 4/11	Read Kimmerer (167-77), hooks (184-87), Salmon (196-210) from <i>Colors</i>	Video/Presentation: Robin Wall Kimmerer, " <a href="#">Learning the Grammar of Animacy</a> "
W, 4/13	LaDuke, <i>All Our Relations</i> , Chs. 6, 9, 10 Prewriting Essay #3	
F, 4/15		<b>Essay #3 Due</b>
<b>Module Four: Climate Justice (weeks 14 - 16)</b>		
M, 4/18	Oreskes & Conway, <i>The Collapse of Western Civilization</i> - Discussion of global environmental & climate justice Overview of Essay #4: Group Performance Project	
W, 4/20	Class & Breakout groups: Choose topics & teams; delegate research tasks. Produce the proposal for your performance.	

F, 4/22	Student-led discussion: “what is climate justice?” consider media democracy ( <a href="http://www.democracynow.org">www.democracynow.org</a> ), climate justice ( <a href="https://350.org/category/topic/justice/">https://350.org/category/topic/justice/</a> ) & global economics (compare “free trade” with “fair trade”). for an example, see Global Exchange <a href="http://www.globalexchange.org">www.globalexchange.org</a>	
M, 4/25	Breakout performance groups work in class	<b>EJ Theater Proposals Due</b>
W, 4/27	Breakout performance groups work in class	
F, 4/29	Breakout performance groups work in class	
M, 5/2	Breakout performance groups work in class	
W, 5/4	Class screening of Environmental Justice Theater Films	Environmental Justice Theater Films Due
F, 5/6	Class screening of Environmental Justice Theater Films. Final exam review.	<b><u>Final exam dropbox opens; instructions on CANVAS Content</u></b>

**FINAL EXAM opens May 6 and closes May 9 at 12:15 pm.**

**RESOURCES:** Consider these sources FOR ENVIRONMENTAL JUSTICE SUSTAINABILITY SOLUTIONS as starting points, and develop your own approach as well:

- Community-supported agriculture: <http://www.localharvest.org/csa/>
- Organic farming: <https://www.sare.org/Learning-Center/Bulletins/Transitioning-to-Organic-Production/Text-Version/What-is-Organic-Farming>
- Food Empowerment Project: <http://www.foodispower.org/>
- NE Minneapolis Appetite for Change: <https://appetiteforchangemn.org/>
- Food cooperatives: <http://www.coopdirectory.org/directory.htm#Wisconsin>
- Sustainable energy sources: <http://www.rmi.org/>
- Sustainable forestry practices: <http://www.sfiprogram.org/>
- Eco-tourism, organized and controlled by local populations: [www.ecotourism.org](http://www.ecotourism.org)
- Socially responsible investing: <http://www.ussif.org/>
- Fair trade: <http://www.fairtradefederation.org/>, <http://transfairusa.org/>
- Food Justice at Women’s Environmental Institute: <http://w-e-i.org/research-communities/community-food-justice-council/>
- Food justice at Civil Eats: <https://civileats.com/category/food-and-policy/food-justice/>
- Local currencies <https://centerforneweconomics.org/publications/local-currencies-in-the-21st-century-understanding-money-building-local-economies-renewing-community/>

**Getting Support on Campus** – depending on your needs, there are five student support services relevant to our class:

- [Online Writing Lab](#) (x.3537) provides tutors to help you get started on assignments, polish rough drafts, revise final drafts, or work on grammar.
- [Academic Success Center](#) in 226 Rodli (x.3531) provides help with study skills, tutoring, disability services, multicultural advising, academic advising, more!

- [Counseling Center](#) services are free, confidential, and professional. Support is available for coping with crises, balancing school/work/family, confronting issues with alcohol/drug use, managing stress. Call x.3884 in 254 Rodli Hall.
- [Career Services](#) in 187 Rodli (x. 3572) offers workshops on resume and cover letters, developing a career portfolio, preparing for job interviews, finding jobs and internships, evaluating job offers and negotiating salary, applying to graduate school, and the Career Fair.

## **Course Policies**

**Blogs & Breakout Groups** require timely participation and submission: Blogs close each week on Fridays before midnight. Blogs must be submitted directly to the blog discussion, and no late postings are possible. Similarly, breakout group discussions occur during class time and cannot be made up; essays must be submitted by the due dates.

**Essays must be submitted on time to earn full credit.** Late essays must be negotiated with the Professor; do not assume that your work will be accepted after the due date, and remember that late essays are usually lowered half a grade per day late.

**Contacting your professor should be done through Canvas email.** This icon is to the left of the main pages in our course and looks like a typewriter. Email submitted via Canvas is stamped with the Course Number and this information makes it easier for your professor to pinpoint your concern and expedite a reply. Emails submitted into the UWRF general email may get buried; most professors receive over 50 emails daily and cannot keep up with the notes.

**Essay Format:** all essays must be submitted to the appropriate Assignment page. Type your name, the course name, essay number and date in the upper right corner of the first page. Every essay must be given a unique title and this title placed in the center of the page, two spaces below the identifying information at the top right. Essays must be double spaced, with one-inch margins and 12-pitch font. Pages must be numbered and the student's last name must appear with the page number in either the header or footer. A list of works cited must appear at the end of each essay, with the sources listed in MLA Format. Be sure to run Spellcheck and Grammarcheck (Grammarly) on your essays before submitting them.

**Reading, attendance and participation** are critical to your success in this course. Make a plan to do some readings every night, as it can be difficult to catch up if you fall behind. Look forward to these readings by preparing some questions you'd like to find answered! And remember that your reading, attendance, and participation on M/W classes and breakout sessions is the foundation for your success in the essays, blogs, and environmental theater

## **UWRF Policies**

**Inclusivity.** The University of Wisconsin-River Falls strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. If you have concerns about such behavior, contact your instructor, the [Office of Student Conduct and Community Standards](#) at 715-425-4844, or the [Office of Equity, Diversity, and Inclusion](#) at 715-425-3833. For a list of prohibited behaviors

and protected classes or to report something that is inappropriate using an online process, see <https://www.uwrf.edu/StudentConductAndCommunityStandards/Index.cfm>.

**Respect.** The University of Wisconsin-River Falls is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, please visit <https://www.uwrf.edu/titleIX/> to access information about university support and resources.

**Accessibility.** UWRF welcomes students with diverse abilities into the University's educational programs, residence halls, activities, and environment. Students who need academic adjustments (accommodations) should contact the Ability Services Office (129 Hagestad; 715-425-3531). Before final decisions can be made to allow academic adjustments, students must provide clinical documentation that sufficiently describes the nature of their situation. For more information, see <http://www.uwrf.edu/AbilityServices/>

**Academic Integrity: The University of Wisconsin-River Falls Academic Misconduct Code**  
UWS Chapter 14 is the chapter of the University of Wisconsin System Administrative code that regulates "academic misconduct" for all campuses in the UW System and outlines the process by which the code is adjudicated. UWS 14.03 defines academic misconduct as an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

Examples include but are not limited to:

- Cutting and pasting text from the web without quotation marks or proper citation
- Paraphrasing from the web without crediting the source;
- Using notes or a programmable calculator in an exam when such use is not allowed;
- Using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials;
- Changing or creating data in a lab experiment;
- Altering a transcript;
- Signing another person's name to an attendance sheet;
- Hiding a book knowing that another student needs it to prepare an assignment;
- Collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

If a student is suspected of misconduct, the student may have questions and concerns about the process. If so, a student may call the Office of Student Conduct & Community Standards at 715-425-4844, send an email, and/or consult its [website](#) for additional information.



<b>ASSESSMENT RUBRIC FOR PAPERS</b>					
<b>(ETHICAL CITIZENSHIP &amp; SUSTAINABILITY CRITERIA)</b>					
<b>Criteria</b>	<b>Exceptional (A)</b>	<b>Good (B)</b>	<b>Adequate (C)</b>	<b>Poor (D)</b>	<b>Inadequate</b>
<p><b>Students will identify factors of the social and natural environment that influence ethical decision-making.</b></p> <p>-Identify and explain the psychosocial, ecological, economic, and political factors that influence ethical decision-making.</p> <p><b>-Illuminate the ways these social, economic, and environmental issues are interrelated, shaping our views of interdependence and resource allocation (SUSJ 1)</b></p>	<p>-Thesis provides an original insight into the topic/issue.</p> <p>-Depth/breadth of content covers topic thoroughly, using effective supporting details.</p> <p>-Comprehension of topic and readings <b>articulates the interrelatedness of diverse contexts and contents</b> in eco-justice issues.</p> <p>-Range of sources is diverse, including web research as well as all relevant course texts.</p>	<p><b>A “good” paper will be exceptional in some respects but only adequate in others.</b></p>	<p>-Thesis presents arguments addressed in class discussions.</p> <p>-Depth/breadth of content covers topic but may omit detail.</p> <p>-Comprehension of topic and readings may focus on content of eco-justice issue with little or no attention to contexts.</p> <p>-Range of sources restricted to a sampling of course texts, with little or no reference to activist websites.</p>	<p><b>A “poor” paper will be adequate in some respects but inadequate in others.</b></p>	<p>-Thesis is absent; essay addresses the topic in a general way.</p> <p>-Depth is superficial, and scope of the discussion excludes crucial details, <b>addressing issues of ecology, economics, and justice separately.</b></p> <p>-Presentation of topic fails to include basic facts from the readings.</p> <p>-Range of sources relies on few texts, heavily quoted or summarized rather than analyzed.</p>
<p><b>Students will evaluate ethical conflict and ways to address it to serve the world.</b></p> <p>-Identify specific strategies for communicating or enforcing a group’s ethical perspective.</p> <p>-Explain the goals &amp; likely <b>consequences</b> of diverse conflict-resolution strategies, considering the context of an issue in terms of power (economic, political, social) and perspective (culture, nationality, gender, economic class, race, ethnicity).</p>	<p>-Diverse perspectives are presented from their own viewpoints.</p> <p>-Conflict resolution strategies are accurately and fully presented, with goals and actual outcomes.</p> <p>-Impact of each group’s strategic power (social, ecological, economic) to influence or determine outcome is analyzed.</p>		<p>-Some differing perspectives are presented, often from the viewpoint favored by the student.</p> <p>-Conflict resolution strategies are presented in brief, though goals may be confused with outcomes.</p> <p>-Impact of each group’s strategic power may omit crucial areas of influence, focusing only on the presenting socioeconomic location of the groups.</p>		<p>-No awareness of diverse perspectives. Presents ethical conflict in dualistic terms.</p> <p>-Strategies for addressing ethical conflict are simplistic, omitting multilayered approaches.</p> <p>-No awareness of the relation between a group’s strategic location and the effectiveness of diverse conflict-resolution strategies.</p>

<b>ASSESSMENT RUBRIC FOR PAPERS (AMERICAN CULTURAL DIVERSITY CRITERIA)</b>					
<b>Criteria</b>	<b>Exceptional (A)</b>	<b>Good (B)</b>	<b>Adequate (C)</b>	<b>Poor (D)</b>	<b>Inadequate</b>
<b>Students will examine the ways in which issues of race and/or ethnicity shape social identities and influence behaviors within diverse segments of American society.</b>	<p>-Comprehension of topic and readings to include accurate awareness and discussion of diverse contexts and contents in eco-justice issues.</p> <p>-Range of sources is diverse, including the array of cultural perspectives covered in the unit, along with web research on the present conditions facing each group.</p>	<b>A “good” paper will be exceptional in some respects but only adequate in others.</b>	<p>-Thesis presents arguments addressed in class discussions.</p> <p>-Depth/breadth of content covers topic but may omit detail.</p> <p>-Comprehension of topic and readings may focus on content of eco-justice issue with little or no attention to contexts.</p> <p>-Range of sources restricted to a sampling of course texts, with little or no reference to internet research on current conditions for each group.</p>	<b>A “poor” paper will be adequate in some respects but inadequate in others.</b>	<p>-Thesis is absent, though the essay may address the topic in a general way.</p> <p>-Depth is superficial, and scope of the discussion excludes crucial details.</p> <p>-Presentation of topic fails to include basic facts from the readings.</p> <p>-Range of sources relies on only a selection of perspectives. Sources may be heavily quoted or summarized rather than discussed and analyzed.</p>
<b>Students will analyze social and historical factors that may influence their interaction with members of a diverse society.</b>	<p>-Diverse perspectives are accurately presented.</p> <p>-Histories and present conditions facing each group as a result of those histories are accurately presented, along with their shaping influence on social relations among members of a diverse society.</p>		<p>-Some differing perspectives are presented, often from the viewpoint favored by the student.</p> <p>-Histories and present conditions of each group are presented in brief, but presented accurately.</p> <p>-Effects of history on present social interactions among diverse groups must be presented, though in brief.</p>		<p>-No awareness of diverse perspectives, or presents cultural diversity in dualistic terms.</p> <p>-Histories of diverse groups are presented in a simplistic way, omitting interactions and present functionings among diverse groups.</p>