RUBRIC: Root cause analysis and positionality statement

CONS449C 204: Conversations on race and climate change
Student Directed Seminar // Faculty of Forestry

Assignment details

Due date: Jan 28th, 2019 (11:59 pm)
Submission: Canvas
Weight: 20%

Assignment Description

Using the framework of Perera's Inequalitree, participants will explore a racialized climate issue of their choice, producing a multi-perspective Inequalitree diagram and a 750-word positionality statement with the following components – brief rationale of at least one component at each of the three levels of Inequalitree; a statement on the links between the issue and climate realities in the present, pasts, and/or futures; self-identification and reflection with regard to the root cause ideologies in Inequalitree.

As discussed at the Jan 14th meeting, participants will bring a draft of their Inequalitree and tentative works cited list to the meeting on Jan 21st, where participants will have the chance to give and gather feedback. The Inequalitree and positionality statement are due on the 28th.

Comments from peer evaluator

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Criteria	Unsatisfactory	Developing	Accomplished	Exceptional	Total
Inequalitree	Evident confusion in identifying daily impacts, structures/ institutions and ideologies; insufficient research that does not reflect the realities of multiple actors; daily impacts, structures, and institutions are generic and reflect little research on issue	Some daily impacts, structures/institutions and ideologies are arbitrarily or inaccurately identified; demonstrates bias in research that does not reflect the realities of multiple actors; daily impacts and structures/institutions fail to name actors, time period, or locale of issue	Sorts daily impacts from structures/institutions and ideologies; demonstrates adequate research from at least two perspectives, including 1 community that the student does not identify with; daily impacts and structures/institutions make some reference to specific actors, time period, and locale of issue	Accurately sorts daily impacts from structures/institutions and ideologies; demonstrates conscientious research from multiple perspectives, including 2+ communities that the student does not identify with; daily impacts and structures/institutions are specific to the actors, time period, and locale of issue	/8
Analysis	Lack of discussion or insufficient commentary on Inequalitree; little insight with regard to climate change; self-identification absent	Disjointed rationale behind components of Inequalitree, missing discussion of one or more levels; minimal discussion of climate change implications, with no mention of climate past, present, or future; cursory self-identification	Provides strong but disjointed rationale behind components of three levels of Inequalitree; some discussion of climate change, failing to account for one of present realities, climate pasts, or climate futures; self-identification evident but little reflection on implications of identity in relation to root cause ideologies	Provides thoughtful and incisive rationale behind components of three levels of Inequalitree; illustrates strong links with climate change that discuss present realities in addition to climate pasts/futures; self-identifies in relation to root cause ideologies and explores material consequences of positionality	/8
Evidence	Cites 2 or less sources; missing the academic article/technical and news item/community source	Cites 2-3 sources, missing the academic article/technical report or news item/community resource; evidence poorly incorporated	Cites 2-3 sources, including at least one academic article/technical report and at least one news item/community resource, to somewhat support analysis	Effectively 3-4 sources, incl. at least one academic article/technical report and at least one news item/community resource, to seamlessly support analysis	/2
Evaluation	1 point per peer evaluation				/2
BONUS	Brings a complete draft of the Inequalitree to Jan 21st meeting				/1
					/20