

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

Assignment details

Due date: April 5^h, 2019 (11:59 pm)

Submission: Online, over Canvas

Weight: 30%

Assignment Description

On Monday February 25th, participants in *Conversations* decided that the final group project would take the form of a multimedia e-book.

Each participant of *Conversations* will author one case study. Having completed and received feedback on a root cause analysis, positionality statement, and edited draft, participants will compile their final case study which will appear in the course e-book. The case study (maximum 2500 words) will be comprised of:

- Root cause analysis and positionality statement (incl. Inequalitree): 1000 words
- Edited draft: 1000 words
- Timeline: 500 words

Comments from peer evaluator

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Criteria	Unsatisfactory	Developing	Accomplished	Exceptional	Total
Root cause analysis and positionality statement <i>max. 1000 words</i>	Daily impacts, structures, and ideologies are not accurately sorted; Inequalitree misses key details of issue; root cause analysis mentions 1 or less events in timeline; no self-identification in relation to root cause ideologies	Daily impacts, structures, and ideologies are somewhat accurately sorted; Inequalitree mentions some details of issue; root cause analysis mentions 1 or less events in timeline; self-identifies in relation to root cause ideologies	Daily impacts, structures, and ideologies are mostly accurately sorted; Inequalitree refers to specific actors, time period, or locale of issue; root cause analysis mentions 2 or less events listed in timeline; self-identifies in relation to root cause ideologies but does not explore material consequences of positionality	Accurately sorts daily impacts from structures/institutions and ideologies; Inequalitree is specific to the actors, time period, and locale of issue; root cause analysis mentions 2+ events listed in timeline; self-identifies in relation to root cause ideologies and explores material consequences of positionality	/13
Edited draft <i>max. 1000 words</i>	Addresses 1 or less root cause ideologies mentioned in Inequalitree; analysis of potential climate futures draws does not mention Equalitree; no articulation of trade-offs for communities affected by racialization and climate change	Addresses 1+ root cause ideologies mentioned in Inequalitree; analysis of potential climate futures draws from two or less elements from two or less levels of the Equalitree; articulations of trade-offs for communities affected by both racialization and climate change are vague	Addresses 2+ root cause ideologies mentioned in Inequalitree; analysis of potential climate futures, drawing from two or less elements from each of the three levels of the Equalitree; climate futures articulate trade-offs from the perspective of one community affected by both racialization and climate change	Addresses 3+ root cause ideologies mentioned in Inequalitree; nuanced analysis of potential climate futures, drawing from at least two elements from each of the three levels of the Equalitree; climate futures explicitly articulate trade-offs from the perspective of 1-2 communities affected by both racialization and climate change	/10
Timeline <i>max. 500 words</i>	Timeline mentions 1 or less components of the Inequalitree; timeline lacks detail for key actors, dates, places, and events; does not include perspectives of communities that the student does not identify with; does not reference group timeline	Timeline mentions 1+ component of each level of the Inequalitree; timeline lacks detail for key actors, dates, places, and events; includes perspectives of 1+ communities that the student does not identify with; does not reference group timeline	Timeline mentions 1+ component of each level of the Inequalitree; timeline mentions key actors, dates, places, and events from 2+ communities, including 2+ that the student does not identify with; timeline makes vague reference to events of group timeline	Timeline mentions 2+ component of each level of the Inequalitree; timeline mentions key actors, dates, places, and events from 3+ communities, including 2+ that the student does not identify with; timeline makes reference to broader events referenced in group timeline	/4

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Sources <i>must be cited in-text</i>	Missing either technical reports/academic articles or community resources; research demonstrates bias in perspective	Includes technical reports/academic articles or community resources; Demonstrates some research, but does not include communities that the student does not identify with	Includes technical reports/academic articles and community resources; demonstrates some research from multiple perspectives, including 1+ communities that the student does not identify with	Includes technical reports/academic articles and community resources; demonstrates conscientious research from multiple perspectives, including 2+ communities that the student does not identify with	/2
Evaluation	1 point for completing two peer evaluations				/1
					/30