

# COMMODITIES, CONFLICT, AND COOPERATION

## FALL 2016 SYLLABUS

### ZOLTÁN SEMINAR

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*Environmental Justice and Indigenous Activism track*

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*Feminist Political Economy track*

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<i>Prep Day</i>	<b>9:30-12:30</b> <i>Track Class</i> <b>Sem II C2107 (SC)</b> <b>Sem II C2109 (ZG)</b>	<b>9:30-12:30 All</b> <i>Group / Workshop;</i> <b>Sem II C1107</b>	<b>9:30-12:30</b> <i>All Group</i> <b>Sem II C1105</b>	<i>Prep Day</i>
	<i>Break</i>	<i>Break</i>	<i>Break</i>	
<b>3:00-5:00</b> <i>Campus governance</i>	<b>1:30-3:30</b> <i>Track Seminar</i> <b>Sem II C2107 (SC)</b> <b>Sem II C2109 (ZG)</b>	<i>Campus governance</i>	<b>1:30-3:30</b> <i>Book Seminars</i> <b>Sem II C2107 (SC)</b> <b>Sem II C2109 (ZG)</b>	

*Welcome to C3 Winter! Please keep this syllabus on hand, consult it regularly, and also check the Canvas site to find updates, assignments, readings, handouts and so on. You will also post much of your work on Canvas; go through my.evergreen.edu or bookmark the Modules at <https://canvas.evergreen.edu/courses/928/modules>*

Commodities, Conflict, and Cooperation examines how the capitalist drive to extract commodities stokes divisions among cultural communities, and deepens their differences and conflicts, but also how those communities can and have come together to defend common ground. In our inquiry, we use the lenses of political economy, geography, ethnic and racial studies, political science, sociology, political ecology, and other approaches.

The program reviews case studies where the quest to control commodities (crops, minerals, energy, labor, etc.) contributes to ethnic, racial, or religious conflicts. In fall quarter, we focused on North America, such as the origins of racial slavery and the white race on early colonial tobacco plantations, treaty rights struggles of Indigenous nations over access to fish and water, and the use of migrant labor from Latin America in fruit fields and orchards. We reviewed examples of conflicts that led to “unlikely alliances” between former enemies, and redefined the meanings of commodities beyond mere economic purpose.

In winter quarter, we will compare the North American case studies to the rest of the colonized world, such as the ethnic and sectarian conflicts that divide the oil-rich Middle East, the forested tribal territories of South Asia, and the heartland of corn in Mexico. We will draw parallels between domestic and overseas “resource wars” generated by the same global capitalist systems, and link the processes of decolonization at home and abroad. In winter, students will also participate in workshops on social movement tactics, community engagement, cultural respect, counter-mapping, social media, media skills and analysis, and other skill sets. Our winter-quarter project will focus on the use of commodities in social change, and create a class website from case studies of resistance and resilience. Winter quarter tracks focused on Tuesdays will be as follows: Feminist Political Economy (Savvina), Environmental Justice and Indigenous Activism (Zoltán)

## REQUIRED BOOKS

*These books will be read for Thursday's Book Seminar, and may also be included in the Tuesday Track Seminar. Additional required readings will be available in PDF on our class Canvas website*

**Klein, Naomi** *This Changes Everything Capitalism vs. the Climate* (2015)

**Hahnel, Robin**, *Of the People, by the People: The Case for a Participatory Economy* (2012)

**Dixon, Chris**. *Another Politics: Talking Across Today's Transformative Movements* (2014)

**LaDuke, Winona**. *Chronicles: Stories from the Front Lines in Battles for Environmental Justice* (2016)

## BIQ QUESTIONS OF THE PROGRAM

The study of **commodities** is an opportunity to closely examine the rich and complex relationship between **conflict** and **cooperation**. Our program will concentrate on these intersections (one representation is the Venn Diagram of three overlapping circles on the front of the syllabus). We will be challenging dichotomies and complicating relationships through the course of the program, and probably emerge with more questions than answers.

A **commodity** may be defined in dictionaries as "a raw material or primary agricultural product that can be bought and sold, such as copper or coffee....a useful or valuable thing, such as water, time, or knowledge." The material becomes a commodity through a process of "commodification." But the history and definition of these terms and realities are open to discussion and challenge!

**Conflict** based on inequalities is strongly associated with the growth of commodity-based capitalism. Examples are the disproportionate use of labor from particular ethnic groups, races, and genders, divide-and-conquer strategies that corporate or colonial authorities use to ensure their access to commodities, and strikes, social movements, and rebellions by communities oppressed by a commodity industry.

**Cooperation** emphasizes unity across lines of significant difference. To socialists, cooperation means different ethnic or racial groups uniting for class/economic equality. To feminists, it may mean women from different class or cultural backgrounds uniting around their gender identity. To environmentalists, it means human beings from different backgrounds coming together to defend the Earth and support species that defend themselves.

## STUDENT WORK

Student evaluations will be based on quality completion of all elements of the program: attendance and participation, and completion of a series of assignments of various scales. These assignments are listed out in some detail below; the more lengthy and detailed assignments are written as separate handouts. Students are expected to attend and participate in all class sessions (see Covenant). **Please note: attending means not only being present in the room, but offering full attention to the work at hand.**

All students must be prepared and ready to contribute to seminar, starting by *bringing the reading to every seminar*. You *must* bring your book to seminar, or a print out of any PDF that is available. A digital version does not have the page numbers necessary for discussion. This is important because you build on your initial reading through discussion, and will need to refer to passages in the text. Expect to hear faculty and students read aloud passages (and if you feel comfortable, be prepared to read aloud as well). Reading out loud underscores significant ideas of the text and increases student comprehension. Students will work with the text in small and large groups. Students are evaluated on their skills in seminar, and will receive a rubric the first day that outlines how faculty will assess seminar skills.

## WEEKLY SCHEDULE

(\*: Denotes recommended optional event)

### WEEK ONE: JANUARY 10, 11, 12 (Introduction to our Program)

Readings: Naomi Klein, *This Changes Everything*

- Tuesday 9:30-12:30 Meet to go over the Syllabus in Library 4300  
Winter Assignment Set Up  
Video: *The Story of Stuff*  
Workshop: Climate Crisis Connections  
Fill/sign Seminar Introduction Form
- Tuesday 1:30-3:30 Seminar introductions; please bring your "Journey Into Our Past" or your Academic Statement to seminar.  
Begin discussion on Klein
- Wednesday 9:30-12:30 Cultural Opening  
Lecture: Corporate & Community Response to the Climate Crisis (ZG)  
Film: *The Carbon Connection* (40 min.)  
Media workshop: Bring 3 media articles related to your potential project (SC)
- Thursday 9:30-12:30 Lecture: "Fossil Fuel Wars" (ZG)  
Videos on Fossil Fuel Wars  
Trade and the Climate Crisis (SC)
- Thursday 1:30-3:30 Seminar on Klein, *This Changes Everything*; Introduction & Chapters 4, 6, 9-13  
**DUE:** Synthesis Paper (always bring paper to seminar *and* post on Canvas.)

### WEEK TWO: JANUARY 17, 18, 19 (Fossil Fuels, War, and Economic Growth)

Readings: LaDuke, *Chronicles*; Juhasz, *The Tyranny of Oil* (PDF on Canvas)

- Tuesday 9:30-12:30 MEET IN TRACKS, Environmental Justice group (EJ) in Sem2 C2109  
Iraq Wars, Port Protests
- Tuesday 1:30-3:30 Seminar: LaDuke, *Chronicles*, 1-52, 172-209
- Wednesday 9:30-12:30 Discussion & Workshop: "Evaluating GDP: What do we mean by Economic Growth?" (SC) (75 min.)  
Film: *Sex, Lies and the Global Economy* (94 min.)
- Wednesday 3:30-5:00\* *Coming Together Series: Fabian Romero: Continuing the Work We've Done*  
Queer Indigenous writer, performance artist, activist, alumni, Longhouse 1107A
- Thursday 9:30-12:20 Guest Lecture: "The Iraq War & Islamophobia" (Sarah Eltantawi)  
Film and Discussion: *Control Room* (Dir. Jehane Noujaim; 84 min.) on Canvas
- Thursday 12:30-1:50\* Panel: Empowering Our Communities through Knowledge & Action, Library  
(Catalina Ocampo, Grace Huerta, Larry Mosqueda, Carolyn Prouty, Zoltan Grossman)
- Thursday 2:00-3:30 Seminar: Juhasz, *The Tyranny of Oil*, Chapter 8 (PDF on Canvas)  
**DUE:** Synthesis Paper
- Fri. & Sat., Capitol\* Inauguration Rally, Friday 9:00 am; Women's March, Saturday 10:00 am

### **WEEK THREE: JANUARY 23, 24, 25, 26 (Resource Wars & Debt Rebellions)**

Readings: Gedicks, *Resource Rebels*; Essays by Arundhati Roy (both PDFs on Canvas)

Monday Jan 3:30-5:00\* *Water is Life* Forum, Longhouse (on Standing Rock and other water struggles)

Tuesday 9:30-12:30 Film: *When Two Worlds Collide* (Dir. Heidi Sierralta & Matthew Orzel, 103 min.)  
Start discussion on Gedicks  
**DUE:** Project Abstract & Sources

Tuesday 1:30-3:30 Guest: Simon, Kenyan Indigenous activist from Ogiek people [ogiek.org](http://ogiek.org), SemII C2105  
Seminar: Gedicks, *Resource Rebels*, Intro, Ch. 1-2 (PDF on Canvas)

Wednesday 9:30-12:30 Film & Discussion: *Life & Debt* (Dir. Stephanie Black; 80 min.)  
Workshop: Life, Debt, and Markets (SC)

Thursday 9:30-1:00 Lecture: "Global War on Tribes" (ZG), Arundhati Roy video, 9:30-11:45 am  
Guest: Hi'ilei Hobart, Food Justice faculty candidate, Purce Hall class 6, 12:00-1:00 pm

Thursday 2:00-3:30 Seminar: Essays by Arundhati Roy (PDF on Canvas)  
Project discussions  
**DUE:** Synthesis Paper

### **WEEK FOUR: JANUARY 31, FEBRUARY 1, 2 (Social Movement Organizing)**

Reading: Dixon, *Another Politics: Talking Across Today's Transformative Movements*

Tuesday 9:30-12:30 Workshop: Case Studies from *Beautiful Trouble* and *Yes!* magazine

Tuesday 1:30-3:30 Seminar: Dixon, Intro, 1-3

Wednesday 9:30-12:30 How to Write a Press Release (ZG)  
Introduction to Philippine Social Movements (ZG)  
Keziah Apuzen on "Coops, workers' movements and the war for independence in the Philippines" (90 min.)

Thursday 9:30-12:30 Alternating workshops:  
Webpage Production, Grammar & Citation (ZG, 80 min.) Seminar room  
How to create your Wordpress page (Amy Greene 90 min.), Library 2617

Thursday 1:30-3:30 Seminar: Dixon 4-7, Conclusion  
**DUE:** Synthesis Paper

### **WEEK FIVE: FEBRUARY 7, 8, 9 (Alternatives: Theory and Practice)**

Reading: Hahnel, *Of the People, by the People: The Case for a Participatory Economy*;

Monday, February 6 *Coming Together Series on Campus* (\*)  
11:00 am and 6:00 pm performances of *Mistatim* from Red Sky of Toronto, Canada

Tuesday 9:30-3:30 **Olympia Field Trip:** Traditions, Eggplant, Food Coop, NW Cooperative Development Center, New Moon, Garden-Raised Bounty (GRuB). See Canvas Week 5 for links.

Wednesday 9:30-12:30 **DUE:** Media Watch Journal  
Debrief on Field Trip & Discussion on Alternatives  
Lecture: Envisioning Alternatives: Experiments in Equitable Cooperation (SC)

Thursday 9:30-12:30 Anti-Oppression Workshop (Talcott Broadhead)

Thursday 1:30-3:30 Seminar on Hahnel, entire book  
**DUE:** Synthesis Paper

**WEEK SIX: FEBRUARY 14, 15, 16 (Food, Migration, & Indigenous Resistance)**

Readings: Articles by Allen, Guthman, Pollan, Slocum; Zapatistas, Federici (PDFs on Canvas)

Tuesday 9:30-12:30 Film and discussion: *The Demarest Factor*  
Media Watch Discussion (half of seminar presents on one project source)

Tuesday 1:30-3:30 Seminar: Allen, Guthman, Pollan, Slocum (PDFs on Canvas)

Wednesday 9:30-4:30 **FARMWORKER JUSTICE DAY** on campus  
Daylong set of activities planned – *please plan accordingly*

Thursday 9:30-12:30 Guest: Latinx Studies Candidate  
Lecture: Corn (Sarah Williams)

Thursday 1:30-3:30 Seminar: Zapatista & Federici readings (PDFs on Canvas)  
**DUE:** Synthesis Paper

**WEEK SEVEN: FEBRUARY 21, 22, 23 (Writing Completion Week)**

Tuesday 9:30-3:30 Meet in groups to work on Wordpress webpages

Wednesday 9:30-12:30 No class

Thursday No class

**WEEK EIGHT: FEBRUARY 28, MARCH 1, 2 (Recovering the Land)**

Reading: LaDuke, *Chronicles*; LaDuke, *Recovering the Sacred* (PDF on Canvas)

Tuesday 9:30-12:30 Media Watch Discussion (half of seminar presents on one project source)  
**DUE:** Wordpress page due; print out hard copy

Tuesday 1:30-3:30 Seminar: LaDuke, *Chronicles*, 64-91; LaDuke, *Recovering the Sacred* (PDF)

Wednesday 9:30-12:30 Mapping & Counter-mapping (ZG)  
Workshop: Movement Building I (Sarah Stockholm)

Thursday 9:30-12:30 Film and Discussion: *The Garden* (film: 80 min.)  
Workshop: Movement Building II (SC)

Thursday 1:30-3:30 Seminar: LaDuke, *Chronicles*, 53-63, 134-168, 212-240, & 290-299  
**DUE:** Synthesis Paper

**WEEK NINE: MARCH 7, 8 & 9 (Alliances, Accomplices, & Solidarity)**

Reading: Zoltan Grossman, *Unlikely Alliances* (PDFs on Canvas)

Tuesday 9:30-12:30 Workshop: Indigenous Research Ethics  
Presentation prep

Tuesday 1:30-3:30 Seminar: Grossman, *Unlikely Alliances* I

Wednesday 9:30-12:30 Marxism and Indigenism (ZG)  
Workshop: Indigenous Allyship (Maria Trevizo)

Thursday 9:30-12:30 Lecture: Climate Resilience & Habitat Restoration (ZG)  
Wrap-Up Discussion on Allyship and Solidarity (SC)

Thursday 1:30-3:30 Seminar: Grossman, *Unlikely Alliances* II  
**DUE:** Synthesis Paper

## **WEEK 10: MARCH 14, 15, 16 (Student Presentations on Webpages)**

Tuesday 9:30-12:30 Student Presentations

Tuesday 1:30-3:30 Student Presentations

Wednesday 9:30-12:30 Student Presentations

Thursday 9:30-12:30 Student Presentations

Thursday 12:30-3:30 Program Wrap Up and Potluck  
**DUE IN CLASS:** Portfolio (with checklist and self-eval on top)

## **WEEK 11 (Evaluations)**

*Check with faculty before making travel plans for spring break*

## **WINTER PROJECT ON RESISTANCE AND RESILIENCE**

This class will produce a Wordpress website on the role of a commodity or commodities in social change, whether in resistance and/or resilience, within our tracks of feminist political economy and environmental justice. Whereas fall quarter was mainly about the origins of various oppressions, winter quarter will focus more on what people are doing to counter and replace oppressive systems. Our ultimate product will be a website with individual student webpages, including text, graphics, and a Sources bibliography.

The website will emphasize case studies, or stories of confronting existing wrongs through conflict (resistance) and building new positive social models through cooperation (resilience). For example, resistance may include confronting and fossil fuel project or a workers' strike, and resilience may include a building renewable energy community or a workers' cooperative. (Some cases may include both, such as the blockades and ecovillage at Standing Rock). As examples, see pages from the Fossil Fuel Connections website, such as <http://www.fossilfuelconnections.org/women/> or <http://www.fossilfuelconnections.org/labor-unions/>

The more specific the case study, the better; the project is about finding models for action, not vaguely discussing social movements or trends. The case study must be embedded in a commodity or commodities; it is not a generic story of resistance or resilience on any topic. You can use the case study as a jumping-off point to discuss larger topics, but tell the story of the model and *what it means* for social change. The work will be done in stages, tied in to your Media Watch project, and it is essential that you keep to the schedule so faculty can have time to give you adequate feedback. **All project assignments are due by 9:30 am in your Tuesday Track.**

### **STAGE 1: Abstract & Source List (due Tuesday Week 3, Jan. 24 in hard copy and pasted on Canvas).**

Your project proposal should be summarized in an abstract of 200-250 words (no more or less) with relevant background and facts, and an overall title of no more than 7 words, with the commodity, place, and action clearly identified (such as "Women's Oil Protests in Nigeria."). Think of the abstract as useful for developing the introduction to your finished webpage. Faculty will treat your abstract as a proposal, and suggest changes (partly to prevent overlap with other projects), or approve it. You should have at least 5 main sources listed in APA bibliographic form:

\*Author lastname, firstname [or organization] (Year, month day), Title of article, *Publication/website*, URL.  
Lyons, Christina (2013, April 1). What the frac is a man camp? *Oil & Gas Financial Journal*.

<http://www.ogfj.com/articles/print/volume-10/issue-4/features/what-the-frac-is-a-man-camp-.html>

\*Author last name, first name [or organization] (Year of publication), Title of book, City, State: Publisher).  
Rose, Fred (2000). *Coalitions across the class divide: Lessons from the labor, peace, and environmental movements*. Ithaca, NY: Cornell University Press.

### **STAGE 2: Media Watch Journal in progress (due Tues. Week 5, Feb. 7 in hard copy and pasted on Canvas)**

As part of your Media Watch project (see below), you will submit an alphabetized bibliography of at least 10 sources, each with 1-2 sentences explaining the media sources that are relevant to your project, and critiquing the source. Be prepared to present on a few of these sources in your Media Watch cluster in your Track Seminar, and get feedback from faculty and students on the direction of your project.

### **STAGE 3: Text and graphics for webpage (due Tues. Week 8, Feb. 28 in hard copy and on Wordpress site)**

During or after your Week 7 writing week, you should have a completed draft submitted online as a webpage with graphics. It will greatly help the editing process if you complete your webpage before the due date). Each student will contribute the equivalent of 8-10 pages of double-spaced essay text (2,500-3,500 words), with long quotes (over 400 words) indented. This is not a first draft, but what you consider to be your final draft; faculty will make edits for your final presentation in Week 10. **After you submit the webpage you must make absolutely no changes in it as it is edited, not even a comma, because only one version can be edited at a time or serious mistakes and inconsistencies will slip through the process.** It will be more efficient to write your text outside of Wordpress, and then paste the text into your designated webpage; it will *not* be submitted on Canvas. Pay attention to the clarity and accuracy of your writing, whether in grammar, punctuation, or proper capitalization—this website will be visible to the world (we will have a grammar workshop to identify key do's and don't's). The webpage will have at least 5 captioned graphics directly relevant to the case study. More graphics are encouraged to make your webpage and presentation more engaging.

**Introduction:** Your webpage should open with a single-paragraph introduction (drawn from your Abstract) that gives the basic reasons that your subtopic is important, and how it fits into the larger picture of commodities, conflict, and cooperation. Although we appreciate comments on your own research journey, this essay is more about the facts and analysis than about you (unless you have been a direct participant).

**Subheadings:** Use bold subheadings to separate different aspects of your subtopic, and make the “chunks” easier to identify and read, going from the general to specific. For example, an essay on a San Francisco hotel workers’ strike could have subheadings such as “The Role of Immigrant Labor in Hotel Labor,” “Union Organizing in the Hotel Industry,” “HERE Local 2 Organizing,” and “The Lockout of 2004.” You do not need the subheading “Introduction” in the beginning, but a “Conclusion” at the end is very helpful to sum up your the main analytical points of your essay.

**Paragraphs:** You are encouraged to divide ideas into shorter distinct paragraphs, with spaces (not indents) between them. Having blocs of text that are too long discourage readability, and do not clearly segment your ideas and facts into more easily digestible chunks. Think in terms of: new idea or issue = new paragraph.

**Cross-references:** If you want to refer readers to another related webpage, use cross-references. For example, if you are writing about the Dakota Access Pipeline resistance and another student is writing about the Keystone XL fight, place parentheses at the end of the sentence: (see *Keystone XL*). We will place a direct link to the other page.

**Media coverage:** You will also include on your final Project webpage a section that explicitly critiques the media coverage of your case, drawn from your Media Journal and Media Watch cluster discussions

**Citations and bibliography:** Your final Sources bibliography should have at least 15 varied sources, including websites, articles, peer-reviewed journals, books, etc. Your facts should be cited within the text with citations, so if you have a sentence, end it just with (Name of Author or Group), and the reader could look at the end to the bibliography to get the full citation. Cite not only quotes but all information, including facts, ideas, etc. So the readers know you are credible and they can find the information. Your bibliography (with the heading “Sources”) will be at the end, with author first, then article (with a link to the URL), publication, date. It should also link to essential websites (organizations, government agencies, videos, etc.) that readers need to know. See APA bibliography citation style at <https://owl.english.purdue.edu/owl/resource/560/08>

**Graphics:** Contribute at least five graphics, but more are desirable. Think of the images or graphs that are the most useful or essential for understanding the facts and/or emotions around the case study, or cleanly matching one graphic for each subheading. Write very short captions for each graphic, and at the end of the caption provide a direct URL link for the graphic, as in (Credit: [Fort Berthold Tribe](#)). Rather than simply showing the graphic and expecting the reader to understand it, it's very helpful to refer to the graphics in your text, as in: “The map below shows how hydroelectric dams separated the reservation into five chunks in the early 1960s.”

### **STAGE 4: Class Presentation (Week 10)**

You will be put into panels of related topics to present your webpage for 5-7 minutes, as in fall quarter. But unlike fall quarter, you will not be presenting a powerpoint but your actual webpage; this is one reason why multiple graphics and subheadings are useful to clearly communicate your analysis. In such a short presentation, you'll only have time to present a few highlights of your findings. Do not simply read from your webpage, or recite quotes, but use notes to discuss the sections of your webpage and your overall conclusion on why your case study is important.

## MEDIA WATCH

Media Watch consists of a Media Journal, Media Analysis done in clusters in track seminars. The Media Watch assignment will feed into your Winter Project on Resistance and Resilience. This on-going assignment will help all of us to connect the issues and material of the program with events in the world around us, and ground our project in real world data events and data.

### Media Watch Cluster

Students will work in groups of four or five on a particular cluster of resistance/resilience project case studies, track relevant media articles throughout the quarter, and collaborate on an analysis that you will present collectively. Working in the cluster, you are expected to track news articles, blog postings and websites that address your issues throughout the quarter. Your choices should cover major national publications and news sources, regional sources, international media, as well as alternative/independent media sources, including movement-based websites. Students with capabilities in languages other than English are encouraged to track newspapers in those languages. Each cluster will meet periodically to compare and discuss their coverage of the issue.

Together, your collective work will examine:

- A historical framework to contextualize the case studies.  
What political/historical context is assumed? What is left out? (Your analysis should fill in this absence and make it explicit). What would a reader need to know to understand the issues?
- What language or discourses are used? How do various media outlets portray resistance and resilience movements? How do they portray themselves?
- What is the community of movement working toward; what problems are they addressing and how do they hope to solve them?
- What is the influence of governments on media coverage of the case studies?
- What is the impact of the national and global economic situation? What influence do international actors (such as transnational corporations, international agencies such as the World Bank, International Monetary Fund, United Nations etc.) have on the media coverage of the case studies?

### Media Journal (minimum of 3 one-paragraph typed entries per week)

As of their project research, each student should keep a weekly **Media Journal** to record the sources they are reading, summarizing key developments, noting the way the issues are "framed." Most news outlets, from television to press, construct a "news frame." A "news frame" is a narrative framework that gives continuity and cohesiveness to coverage of a series of events. For instance, a series of stories on popular unrest could be "framed" as terrorism or as responses to rising economic inequality. This could be true either about a series of articles about a single topic or about multiple topics that are presented in the same television newscast or on the same news page. Frames are generally *implicit* rather than *explicit*. They are taken for granted and generally not perceived as constructions.

Things to record in your media journal:

- i. Title, author of each article, publication or website it appeared in, date of publication, and whether the article is from the news or opinion/editorial section.
- ii. Concise summary of the article's main points.
- iii. Compare and contrast coverage among media from the local, national, and international media, as well as alternative/independent media. Note both striking differences as well as some similarities.
- iv. What "sources" are cited? Be specific both about the source of the articles (which paper, writer, wire service, etc.) and about the sources cited within the articles. What questions could you raise—or what conclusions could you draw based on your identification of sources?
- v. What continuity of discourses (colonialist, market fundamentalist, stereotypes, etc.) can you identify? What significant uses of language are present, and how do they shape the interpretation or understanding of the issue or event represented?
- vi. What other modes of proof does the text offer? What "regime of truth" (ideological framework) is being referenced? How does objectivity figure in the articles you are examining? What does "objectivity" mean in this context? Can you find examples of media coverage that really are reflecting community-based truths and the actual messages of resistance and resilience?



The Media Journal will be included in the portfolio of your work that you hand in at the end of the quarter. You will also include on your final Project webpage a section that explicitly critiques the media coverage of your case study.

## WEEKLY SYNTHESIS PAPERS

Instead of 1-2 page double-spaced papers on the readings in each Tuesday and Thursday seminar, we will have a single weekly paper of 2-4 pages that draws from and synthesizes your Tuesday and Thursday readings, and relates them to other material in that week. This assignment is to get you to practice synthesis (interweaving or integration) of different observations into a coherent whole. You might, for example, identify a theme that cuts across the readings (such as women's self-empowerment or anti-corporate strategies), and extract from the three parts of the week to provide evidence for your analysis). **All papers are due in your Thursday Book Seminar at 1:30 pm as hard copy and pasted on our Canvas site.**

To receive credit, the papers must include:

1. A quote, fact, or concept from the Tuesday reading(s) in your Track Seminar.
2. A quote, fact, or concept from the Thursday reading(s) in your Book Seminar.
3. Some other aspect of the class, such as a lecture, film, field trip, etc.
4. Some sense of synthesis (interweaving or integration) of these observations into a coherent whole. (In the week when we have a Tuesday field trip, your synthesis paper will treat the field trip as a text, that you "read" and analyzed, using your own field notes, observation, learning and documentation.)

Like in fall quarter, the purpose of seminar assignments is to provide verification that you have done the reading, and to prepare you for seminar discussion. I will review papers and give feedback based on the rubric below:

*Check plus:* Student has focused well on a specific excerpt from the book that is representative of a substantive (larger) issue. Student begins an informative and intriguing analysis that speaks to both breadth and depth, synthesizes the readings to make a larger point or analysis, and is well supported by examples from the readings. Student makes connections to other readings, lectures, etc. Student demonstrates superior facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors.

*Check:* Student focuses on an excerpt that speaks to a larger issue in the readings and/or is related to weekly class themes. Student begins an analysis with limited focus or specificity, and/or raises extraneous (not essential to topic) points. It is apparent that the issues the author raises are new to student, and that the student is building the knowledge necessary to then move toward analysis. In the response the student relies on a summary of the texts, with less significant reflection or analysis. Student generally demonstrates control of the conventions of standard written English, but may have some errors.

*Check minus:* Student chooses an excerpt that is representative of only a narrow issue of the book and/or raises questions that are factual (yes/no) rather than substantive and thus do not lend themselves to larger discussions. Student treats the readings and class experiences as unconnected and separate, rather than synthesizing them into a coherent point. Student relies on opinion and doesn't bring up specific examples in books. There are deficiencies in language and sentence structure that result in a lack of clarity and interfere with meaning.

## CHECKLIST FOR WRITTEN WORK

- Your name at top.
- Date of assignment.
- Assignment (or short title of reading).
- Title of your paper.
- Text in 12-point, double-spaced text (quotations over three lines long: single-spaced & indented).
- Paper stapled (to avoid getting pages misplaced; buy a small stapler).
- Quotations or concepts from the reading cited with page number(s) (use APA format; see <https://owl.english.purdue.edu/> for guidelines).
- Page numbers inserted (necessary for discussion and evaluation).
- Write and save papers outside of Canvas (which can freeze or lose text).
- Paper posted on Canvas (copy and paste text; do NOT attach papers unless requested!).
- Check post on Canvas and edit if necessary.
- Reading brought to seminar (or class if requested in syllabus).
- Hard copy of paper brought to seminar for discussion.
- Hard copy handed in to your faculty.

## EVALUATIONS

Your evaluation will consist of your seminar leader's written evaluation of your work, your self-evaluation, and the evaluation conference. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on your intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions (See program covenant).

### SIX EXPECTATIONS OF AN EVERGREEN GRADUATE

- Articulate and assume responsibility for your own work.
- Participate collaboratively and responsibly in our diverse society.
- Communicate creatively and effectively.
- Demonstrate integrative, independent, critical thinking.
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

### CREDITS

Full credit can be earned by doing all of the following:

- Reading assigned texts in advance of class
- Participating in class activities (participation is defined as active listening, speaking, and thinking)
- Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences will mean reduced credit; three occasions of tardiness will equal one absence)
- Completing all assignments by the date due
- Writing a narrative self-evaluation for your transcript
- Attending an evaluation conference when you leave the program
- If you do all the above at a passing level, you will earn sixteen credits for the quarter.
- The quality of the work you accomplish will be described in a narrative evaluation.

## SEMINAR INTRODUCTION FORM

\* Full name (*please print*): \_\_\_\_\_ \* Nickname: \_\_\_\_\_

\* Track (*circle one*):      Feminist Political Economy      Environmental Justice and Indigenous Activism

\* Your pronouns: \_\_\_\_\_

\* Standing (circle): Frosh   Soph   Junior   Senior (Transfer from: \_\_\_\_\_)

Evergreen email: \_\_\_\_\_@evergreen.edu (**must check every weekday!**)

Other preferred e-mail: \_\_\_\_\_

Cell/Text phone: (\_\_\_\_\_) \_\_\_\_\_ Land line: (\_\_\_\_\_) \_\_\_\_\_

\* Hometown / State: \_\_\_\_\_

\* Reason(s) that you chose / continue in this program: \_\_\_\_\_

\* Passionate interests: \_\_\_\_\_

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\* Possible idea(s) on a winter project on the role of a commodity in resistance and/or resilience in your track:

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Travel experience or research outside U.S.:

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Previous courses that may pertain to our program:

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\* A "quirky fact" about yourself (for others to remember you by)

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Do you agree to have your name in the class website project?    YES    NO

Any special needs that you want your seminar leader to know about:

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I hereby recognize that the Covenant [provided separately] expresses the ground rules governing the C3 program and agree to abide by it by the act of signing / dating this form.

\_\_\_\_\_  
Student name (printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date