



## **Course Tag Reflection Exemplar**

### **Ethics, Integrity, and Commitment to Diversity and Inclusion**

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**GEO 353: Geographies of Environmental Justice**

**Identify the course learning objectives in the syllabus that are clearly aligned to Ethics, Integrity, and Commitment to Diversity & Inclusion and respective assignment(s).**

Define and critically discuss the following concepts (individually and in relation to one another): social justice, environmental justice, environmental racism, class, inequality, white privilege, white supremacy, segregation, and redlining.

Describe environmental injustice as a spatial and historical process.

Explore and critically reflect on geographical issues, concepts and debates

Articulate what a geographic perspective brings to our understandings of a changing world and its humans and environmental dynamics.

Describe and explain the dynamic relationship between people and places, and among places, over time and among space and scales.

**Explain the connection between specific assignment(s) and Ethics, Integrity, and Commitment to Diversity & Inclusion. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.**

This course has four writing assignments, each of which will be 5-7 pages. These are:

1. Essays #1 and #2: will be based on readings for the previous 3 weeks and will ask students to respond to a prompt. The readings examine social issues related to topics such as environmental justice, structural racism, environmental policy, pollution, etc. (see syllabus for detailed list of topics). Essays are worth 50 points (20% of grade) each, for a total of 40% of grade overall.

2. Map assignments #1 and #2 will require students to make a map related to environmental justice topics covered in class. Students will create a map (conceptualized broadly as a visual representation of spatial processes and relationships) and write a ~2000 word essay about the processes included in the map. The map assignments are worth 50 points (20% of grade) each, for a total of 40% of grade overall.

Thus, the essays and map assignments account for 80% of students' total grade.

**Describe in detail the instructional strategies faculty use to intentionally teach Ethics, Integrity, and Commitment to Diversity & Inclusion in the course.**

My teaching strategy includes a combination of the following:

1. Lectures that incorporate powerpoint slides, short video clip, and group discussion about key concepts and questions
2. Directed group discussion (in groups of 3-4 students), on specific themes. Each group selects a 'recorder' and a 'reporter' and reports back to the whole class.
3. Role-playing exercises on specific issues, in which small groups of students adopt the perspective of a different stakeholder.
4. Guest speakers (in person and via Zoom)
5. Videos/films, followed by discussion
6. Field trips (when feasible)

**Describe the feedback tool(s) faculty use to support students' competency development on Ethics, Integrity, and Commitment to Diversity & Inclusion.**

On written, graded feedback, I give students detailed written feedback in the following forms:

1. Margin notes on writing mechanics and specific concepts.
2. Lengthy summary comments at the end of the essay.
3. Grading rubric that explains how students did on particular aspects of the assignment (e.g. core argument, use of references, mechanics, etc.).

I also give students verbal feedback on their participation in group projects (this is factored into their participation grade, which is 20% of their overall grade).