Welcome to ES 1: Introduction to Environmental Studies! This course is the first part of a three-quarter series to introduce you to Environmental Studies (ES)—an interdisciplinary field that examines the relationships between people and their environments. ES 1 is an introduction to the subject and major. ES 2 focuses on the biophysical environment, and ES 3 explores social science and humanities approaches to environmental issues. Consider this course an invitation to join one of the nation’s oldest and most well-respected programs in Environmental Studies.

The ES Program at UCSB aims to train leaders, develop new knowledge, and devise solutions that will restore and sustain the health of our planet. Over the next ten weeks, we will study how all environments—from the microscopic world of your digestive tract to the global-scale of the atmosphere—are shaped by both natural and cultural forces. Although the environmental challenges we face today are incredibly complex, we will not focus on the doom-and-gloom. To that end, this course is divided into two parts—concepts and challenges—to encourage you to develop both critical thinking skills and hands-on problem solving skills. As a result, we will focus much more on concepts than on content, which may differ from your previous academic experiences.

If you learn only one thing from this course, let it be that the environmental problems we face today, without exception, are extraordinarily complex. There are no easy explanations for how they emerged, or simple solutions for how to fix them. In most cases, there are more than one—and often several—legitimate ideas about what to do in response. This does not mean that they are unsolvable, but it does mean that fixing them will take a lot of hard work.

ES 1 has three themes:
1) what counts as knowing the environment has deep disciplinary roots—in history, in the arts, in the physical and social sciences, and in the law—that shape how people think about the environment’s problems and solutions;
2) the boundaries that we draw between nature and culture are products of specific times and places;
3) and, finally, issues of power are deeply intertwined with how some people speak for their particular visions of the environment and what constitutes appropriate activity there.

To make these themes as concrete as possible, we will employ a variety of learning methods using an interdisciplinary skill set: gather evidence, look for patterns or discontinuities, develop explanations about context, causes, and consequences, write and revise our ideas, engage others, and refine our arguments—although not necessarily in that order. These steps frequently overlap, as we will learn. One of this course’s main goals is for you to develop and practice these skills by participating in class and completing the required readings and assignments. At the end of the course, you should walk out of the classroom ready to explain how environmental problems develop and how to design, implement, and evaluate strategies to tackle those problems.

Objectives: The course goals include:
1) recognize the range of disciplinary methods, insights, and genres of evidence that will help us understand the environment;
2) develop a broad understanding of the dynamics between people and the environment over time in California, the United States, and elsewhere around the world;
3) practice critical thinking and problem-solving skills—reading, writing, talking, listening, reflecting, problem-solving, seeing through other people’s eyes, leading, and working in a community;
4) recognize the complexity of environmental problems. Be aware of simple stories and their claims;
5) design and assess strategies to deal with environmental problems. Be aware of simple fixes.

Structure: This course is divided into two parts. In part one, we introduce key concepts essential for understanding changes in the environment, and the ways people make individual and collective decisions about how to deal with such changes. This includes understanding basic ecological patterns and processes, evaluating evidence about
environmental changes, assessing the importance of such changes, and developing policy responses. In part two, we turn our attention to a selection of big-picture environmental problems, some case studies that illustrate them, and debates about how best to solve them.

Lectures: Class will meet on Tuesdays and Thursdays from 12:30 to 1:45 PM. You are expected to attend the lectures. Each day’s slide presentation will be posted on GauchoSpace after the lecture. The quizzes and short writing exercises will be based on the lectures and readings.

Readings: You will have about three short readings per week. The readings are intended to help you understand the material covered in lectures, and give you additional information and insights to increase your knowledge. You should complete the readings by Monday on the week for which they are assigned. You will have opportunities to ask questions about the readings in your discussion sections. Material covered in the readings will appear on your quizzes and short writing exercises. All articles are available on GauchoSpace in an effort to reduce costs for students.

Quizzes: 20 % of the final grade. You will have two multiple-choice quizzes. The quizzes are not cumulative. You will take your quizzes during the regular lecture periods, on October 20 and November 17. On each of these days, you should bring half-page Parscore bubble sheets, which you can purchase at any campus store. In your discussion sections during those same weeks (four and eight), you will have quiz review sessions.

Short Writing Exercises: 10 % of the final grade. Five times during the quarter, you will complete a short (eight-minute) exercise in lecture worth two points on your final grade. To receive credit, you must provide specific, coherent, and legible responses that draw from the lectures and/or readings. The dates of the short writing exercises will not be announced ahead of time.

Assignments: 30 % of the final grade. During the quarter, you will complete three written assignments, each worth ten points on your final grade. Descriptions of the assignments will be available on GauchoSpace. Each assignment will be different in form and content, but each will have an individual take-home component (questions one through four) and a shorter, collaborative component (question five). You should complete the individual portion before your discussion section on the week it is due and bring a printed copy with you to section. You will complete the collaborative portion in section, and submit the full package by the end of the class period.

Discussion Sections: 10 % of your final grade. There are no discussion sections during weeks zero and nine. Because it is important that you learn how to demonstrate engagement in college, your TA will determine this grade based on your contributions during discussion sections. For each section meeting, your TA will grade your participation on the following scale. If you are absent, you will receive zero points. If you are in attendance but neither engaged nor prepared, you will receive .5 points. If you are actively involved and prepared, you will receive one point.

You must attend your discussion section on week one, or you will be dropped from the course. On weeks with written assignments due, you will spend the first part of the section completing the collaborative portion of the assignment. You will then have time to discuss the course material and ask questions. The final 15 minutes will be dedicated to preparing for the upcoming assignment or other course events. On weeks with quizzes, you will spend your discussion sections reviewing for the quiz. Sections are mandatory: if you fail to attend on a week with an assignment, you will receive a zero for that assignment. If you attend and participate enthusiastically in section, you may gain up to a third of a letter on your final grade. The TAs have full discretion in this matter.

Final Exam: 30% of your final grade (Monday, December 5, 12-3 pm). Unlike the quizzes or section assignments, the final exam will require you to synthesize information and analyze arguments from throughout the course. You should bring a full-page blue book with you to the final.
### Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK</th>
<th>CLASS</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>SECTION</th>
<th>POINTS</th>
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<tr>
<td>9/22 (R)</td>
<td>0</td>
<td>0</td>
<td>What is “the environment”?</td>
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<tr>
<td>9/27 (T)</td>
<td>i</td>
<td>1</td>
<td>Why do environments change?</td>
<td>--</td>
<td>Intro. &amp; Logistics</td>
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<tr>
<td>9/29 (R)</td>
<td>ii</td>
<td>2</td>
<td>How can we know if an environment is changing?</td>
<td>Assignment 1</td>
<td>Complete Assign. 1</td>
<td>10</td>
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<tr>
<td>10/4 (T)</td>
<td>iii</td>
<td>3</td>
<td>How do humans shape environmental change?</td>
<td>Assignment 2</td>
<td>Complete Assign. 2</td>
<td>10</td>
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<tr>
<td>10/6 (R)</td>
<td>iv</td>
<td>4</td>
<td>What is the environment worth?</td>
<td>Quiz 1</td>
<td>Quiz 1 Review</td>
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<td>10/11 (T)</td>
<td>v</td>
<td>5</td>
<td>Who cares about the environment?</td>
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<td>10/13 (R)</td>
<td>vi</td>
<td>6</td>
<td>How do we make environmental policy decisions?</td>
<td>Assignment 3</td>
<td>Complete Assign. 3</td>
<td>10</td>
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<tr>
<td>10/18 (T)</td>
<td>vii</td>
<td>7</td>
<td>How do we manage the environment?</td>
<td>Quiz 2</td>
<td>Quiz 2 Review</td>
<td>10</td>
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<td>10/20 (R)</td>
<td>viii</td>
<td>8</td>
<td>Quiz One</td>
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<td>10/25 (T)</td>
<td>ix</td>
<td>9</td>
<td>Has pollution increased or decreased over time?</td>
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<td>Quiz 1 Discussion</td>
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<td>10/27 (R)</td>
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<td>10</td>
<td>What is ailing the oceans?</td>
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<td>11/1 (T)</td>
<td>vi</td>
<td>11</td>
<td>Do species extinctions matter?</td>
<td>Assignment 3</td>
<td>Complete Assign. 3</td>
<td>10</td>
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<tr>
<td>11/3 (R)</td>
<td>vii</td>
<td>12</td>
<td>What should we eat?</td>
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<tr>
<td>11/8 (T)</td>
<td>viii</td>
<td>13</td>
<td>Are we running out of water?</td>
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<td>11/10 (R)</td>
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<td>14</td>
<td>Where should we get our energy?</td>
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<td>11/15 (T)</td>
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<td>What should we do about climate change?</td>
<td>Quiz 2</td>
<td>Quiz 2 Review</td>
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<td>11/17 (R)</td>
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<td>Quiz Two</td>
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<td>11/22 (T)</td>
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<td>17</td>
<td>Harvest of Shame</td>
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<td>Sections Cancelled</td>
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<tr>
<td>11/24 (R)</td>
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<td>18</td>
<td>Thanksgiving Day (UCSB closed)</td>
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<tr>
<td>11/29 (T)</td>
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<td>19</td>
<td>What have we done in ES 1?</td>
<td>Extra Credit due in section</td>
<td>Final Exam Review</td>
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<tr>
<td>12/1(R)</td>
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<td>20</td>
<td>Where do we go from here?</td>
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Five unannounced short writing exercises, worth two points each

Section grade as determined by your Teaching Assistant based on participation

Extra credit assignment on food and agriculture, due in section on week 10

**TOTAL** 102
Other policies

Crashing: If you are not yet registered, then during week one you should attend the discussion section—or sections—that best fits in your schedule. The TA will maintain a waiting list and notify you if there is space by the beginning of week two. Seniors, ES majors, and students on the pre-quarter waiting list will receive priority. You must sign up for one section and stick with this section for the entire quarter.

Attendance: You must make arrangements with your TA ahead of time if you need to miss class for personal, health, or religious reasons. TAs will not grant exemptions or extensions after the fact, or for reasons other than these three.

Holidays: We have one holiday this quarter: Thanksgiving (November 24). During Thanksgiving week, all ES 1 classes and sections will be cancelled so that you can enjoy your vacation and prepare for the last couple weeks of the quarter.

Extra Credit: There will be one extra credit assignment, worth two points on the final grade, due in your discussion section on week 10. For more information, refer to assignment description on Gauchospace.

Electronic Devices: Please silence all of your electronic devices before entering class! Electronic devices are permitted in this class during lectures, but only for use in course-related tasks, such as note taking. Use of devices for non-course-related activities is prohibited. Your TAs will be watching from around the room; if you are caught using your device for a non-authorized purpose, you will be asked to leave class and one point will be deducted from your final grade. Devices are also prohibited during the short writing exercises, quizzes, and final exam.

My Email: I welcome all of your questions, comments, and suggestions. But I find email to be an inefficient and impersonal means of communication, and I would much prefer to talk with you in person—especially after class, or in my office hours. For questions or emergencies, please contact your TA.

Your Email: Please make sure that your email is accurate and up-to-date in the university’s records, and check it daily throughout the quarter. We strongly recommend that if you need to communicate via email that you use your UCSB umail address, because email from yahoo or hotmail accounts often gets flagged as spam. From time to time, I will send out important announcements—you don’t want to miss them.

Disabled Students Program (DSP): If you have any learning or medical condition that requires accommodation to complete the course work, please ensure that the Disabled Students Program (DSP) is aware of your disability and that you are familiar with your DSP responsibilities. See http://dsp.sa.ucsb.edu/Index.aspx. If you are a registered DSP student and you intend to request a special accommodation, you should inform your TA within the first two weeks of the quarter or of enrolling in the DSP. You should also submit your request no less than one week before the scheduled exam or quiz, so that we can plan for any special arrangements. If you fail to show up for your specially arranged quiz or exam, you will receive a zero. We will not meet retroactive requests.

Gender and Sex Discrimination Policy and Student Support: Under Title IX, university students are protected from harassment and discrimination based on gender and sex. If a student feels uncomfortable or in need of support at any time related to gender, sex, and/or sexual orientation, please contact your TA and/or me immediately. UCSB’s Resource Center for Sexual and Gender Diversity is an excellent resource to advocate and support students.

Academic Misconduct: UCSB takes plagiarism and other academic misconduct very seriously. If you turn in any work that fails to acknowledge the contributions of others, it will result in failure of the assignment or the course itself. If you are unsure what constitutes plagiarism, please ask us. We will discuss plagiarism in detail.

Grade Appeals: If you have a dispute with your TA over a grade you received, you have the right to request a review by the professor. Please keep in mind, however, that an appeal will invoke a review of the full assignment and could result in a lower grade.

Incomplete Grades: Incompletes will not be given for this class, except in the most extreme circumstances, such as a debilitating illness or death in the immediate family.

Honors Section: Students in the Honors Program may sign up for an honors section led by the professor, in addition
to their normal TA-led section. The honors section will meet on Wednesdays, from 3:00-3:50 PM, in HSSB 1207. You should attend the first section, on September 28, for more information and an add code.

Copyright: All of the materials you receive through this course are subject to federal copyright laws and university policies. Distribution of these materials, such as posting them online or selling them to third party businesses, are strictly prohibited.

Safety and Comfort: Our lectures meet in a large, densely packed auditorium with no center aisle. For the safety and comfort of others: (1) if you arrive early, take a seat in the center of a row, (2) if you have a skateboard or scooter, place it under the seat in front of you or on the side of the nearest aisle safely out of the way, (3) if we have an emergency or drill of some kind, exit the building in a calm and orderly fashion, and finally (4) please do not start packing up your belongings before the class is finished—it is annoying and disruptive to your neighbors!

Staff
The instructor, Jen Martin, designs the course, gives the lectures, selects the readings, creates the assignments, holds office hours, supervises the TAs, and leads an honors section.

The teaching assistants, listed below, lead the discussion sections, hold office hours, and do all the grading (Legend: M=Monday, T=Tuesday, W=Wednesday, R=Thursday; a = a.m., p = p.m.).

Zoe Welch (Lead), zoe.welch@lifesci.ucsb.edu, Sections: T5p, W5p, W6p
Zhiping Bao, zbao@umail.ucsb.edu, Sections: W8a, W9a, W4p
Shelley Bennett, michellekatiebennett@gmail.com, Sections: M2p, T8a, R8a
Jolie Colby, joliecolby@gmail.com, Sections: T2p, T3p, R11a
Vivon Crawford, vivoncrawford@umail.ucsb.edu, Sections: M6p, T6p, T7p
Lydia Rudnick, rudnick.lydia@gmail.com, Sections: M9a, M10a, M12p

Schedule:

PART I: ENVIRONMENTAL CONCEPTS

Week zero
Thurs., Sept. 22 What is the environment?
No reading.
No section meetings this week.

Week one
Tues., Sept. 27 Why do environments change?
Thurs., Sept. 29 How can we know if an environment is changing?
Readings:

Week two
Tues., Oct. 4 How do humans shape environmental change?
Thurs., Oct. 6 What is the environment worth?
Readings:

Section: Assignment 1 due in section
Week three
Tues., Oct. 11 Who cares about the environment?
Thurs., Oct 13 How do we make environmental policy decisions?
Readings:

Section: Assignment 2 due in section

Week Four
Tues., Oct 18 How do we manage the environment?
Thurs. Oct. 20 QUIZ ONE
Readings:

PART II: ENVIRONMENTAL CHALLENGES

Week Five
Tues., Oct. 25 Has pollution increased over time?
Thurs., Oct. 27 What is ailing the oceans?
Readings:

Week Six
Tues., Nov. 1 Do species extinctions matter?
Thurs., Nov. 3 What should we eat?
Readings:

Section: Assignment 3 due in section

Week Seven
Tues., Nov. 8 Are we running out of water?
Thurs., Nov. 10 Where should we get our energy?
Readings:
Week Eight  
Tues., Nov. 15 What should we do about climate change?  
Thurs. Nov. 17 Quiz Two  
Readings:  

Week Nine  
Tues., Nov. 22 Harvest of Shame  
Thurs., Nov. 24 Thanksgiving  
Readings:  
1. Watch the 1960 *Harvest of Shame* documentary.  
No section meetings this week.

Week Ten  
Tues., Nov. 29 What have we done in ES 1?  
Thurs., Dec. 1 Where do we go from here?  
Readings:  

Final Exam: Monday, December 5, 12:00-3:00 PM. Please bring a full-page blue book with you to the final.
Section Assignment 1: Hometown Environmental History

Instructions

Answer the first four questions below, and bring your typed and printed responses to discussion section on week two. Unless stated otherwise, each of your responses should be one to two paragraphs and written as complete sentences in polished prose. In discussion section, you will complete question number five as a collaborative exercise, then submit the whole package at the end of class. Each question is worth two points; the assignment is worth ten points on your final grade.

Assignment

Every place has an environmental history: a set of past events, processes, and stories about the relationships between people and non-human nature over time. And these interactions have left their legacies on the landscape. Consider the environmental history of the town where you grew up, and answer the questions below. Be sure to follow all instructions. If you moved around as a child, then pick the most interesting place you lived.

1. Your first task is to identify three sources that you can use as evidence about the environmental history of your hometown: (1) one living person with first-hand knowledge of the history of the area, (2) one published academic source, either a book or peer-reviewed journal article that pertains to your town or its region, and (3) one popular source, such as a newspaper or credible internet site with trustworthy information. Your TAs will provide you with advice about how to do this during discussion section on week one.

2. Spend some time with each of your primary sources. For the person, you should conduct a short interview, of no more than 15 minutes, to learn what that person knows about the environmental history of your hometown. Read the academic and popular published sources. For each of your three primary sources, answer the following questions: What kinds of information can each source provide? What kinds of information is each source unable to provide? Do the sources offer any conflicting information?

3. Now use these sources to write a one- to two-page environmental history of your hometown. Be sure to begin your mini-history with a clear thesis explaining how the environment of your hometown has changed over time, and what this means for people and nature there.

4. Identify one place, object, site, or other physical feature in your hometown that represents or illustrates the thesis of your mini-history. Describe it and explain its significance.

Complete the following exercise in class:

5. Your TA will break your section up into small groups. Each member of the group should give a two-minute presentation on the results of his or her research. Then discuss the following questions as a group: What kinds of additional information do you wish you had available to write a better, more interesting, and more complete history? Where might you expect to find this information, if you had the time to do more research? Each member of the group should submit his or her own response.
Section Assignment 2: Your Ecological Footprint

Instructions

Answer the first four questions below, and bring your complete typed and printed responses to discussion section on week three. Unless stated otherwise, each of your responses should be one to two paragraphs and written as complete sentences in polished prose. In discussion section, you will complete question number five as a collaborative exercise, then submit the whole package at the end of class. Each question is worth two points; the assignment is worth ten points on your final grade.

Assignment

The concept of an “ecological footprint” emerged in the early 1990s as a way to quantify and compare per capita levels of resource consumption. For this assignment, you will calculate your own ecological footprint, then answer several questions that ask you to consider the meaning of this exercise.

1. Go to www.myfootprint.org and complete the ecological footprint survey. This survey now requires a small fee of one dollar for unlimited daily use. You are free to join up with one or more friends. You may not know the exact answers to some of these questions, but that’s OK—just do your best. For question eight, about renewable energy, you can look on your energy bill or use the California state total of 13 percent. How many “Earths” would be required to support your lifestyle if everyone on the planet lived as you do? What do you think this means?

2. Scroll down to the graph that shows your footprint “in global acres by consumption category.” In which category do you consume the most? Do you think you live a sustainable lifestyle? Why or why not? What concrete steps could you take to improve your level of sustainability?

3. Open a new tab. Go to the Wikipedia page “List of Countries by Ecological Footprint,” which lists per capita footprints for 153 countries compiled in 2010 by the Global Footprint Network. Based on these numbers, describe the global pattern of resource use. Now consider your readings from week two. Do you think population or consumption is the most important factor in determining a country’s total environmental impact? Why?

4. Go back to myfootprint.org and click on “About the Quiz,” then “FAQ.” This page provides some important background information about the survey and its methodology. Read it. Do you think that sustainability is more related to individual choices or collective action? Explain your answer, giving at least two specific examples.

Complete the following exercise in class:

5. Your TA will break your section up into small groups to discuss the following issue: Markets today are stocked with “green products” claiming to reduce environmental damage. Do the members of your group purchase and use such products? Which ones? Which factors shape these consumer decisions? Based on your group’s experience with this survey and your reading of its methodology, what role do you think green products have to play in moving toward a more sustainable society?
Section Assignment 3: Environmental Justice Tour

Instructions
Answer the first four questions below, and bring your complete typed and printed responses to discussion section on week six. Unless stated otherwise, each of your responses should be one to two paragraphs and written as complete sentences in polished prose. In discussion section, you will complete question number five as a collaborative exercise, then submit the whole package at the end of class. Each question is worth two points; the assignment is worth ten points on your final grade.

Assignment
The U.S. Environmental Protection Agency defines environmental justice (EJ) as: “the fair treatment and meaningful involvement of all people…with respect to the development, implementation and enforcement of environmental laws, regulations, and policies.” To bring attention to EJ issues, some civic groups host environmental justice tours that lead participants on field trips to areas where people are being disproportionately affected by environmental problems. The goals of these tours are to show concerned citizens how environmental problems, such as exposure to pollution or other forms of environmental risk, affect these communities—and to encourage action on behalf of the people who live there.

1. Design a single-stop environmental justice tour of your hometown. Provide a brief description of the site you choose, and discuss the environmental problem(s) at this site, as if you were drafting a presentation to give on location to an actual audience.

2. Which kinds of people in your hometown are most exposed to the environmental problem(s) at your site? Why? To answer this second question, you may want to consider the area’s history, geography, and ecology, as well as social factors including the race, class, gender, and citizenship status of the people living in the affected community.

3. If people live in a polluted or otherwise at-risk area, such as your tour stop, do you think they are necessarily being subjected to an environmental injustice? Explain your answer.

4. Have you, or has anyone you know, ever experienced an environmental injustice? If yes, then explain. What makes this an injustice, instead of just an unpleasant experience? If no, then why do you think you have been fortunate enough to avoid being exposed to a genuine environmental injustice?

Complete the following exercise in class:

5. Your TA will break your section up into small groups to discuss the following issue: The Santa Barbara County’s South Coast (including Goleta and IV) is an area known around the world for its natural beauty. Yet it also has a residentially segregated population and extreme disparities in household wealth. Which local site, or sites, would your group include on a Santa Barbara environmental justice tour? If everyone in your group is new to the area, then discuss how you would go about searching for and identifying an appropriate site.
Extra Credit Assignment: Food on Film

Instructions
This assignment is meant to be completed during the Thanksgiving break. Answer the five questions below, and bring your complete typed and printed responses to discussion section on week ten. Unless stated otherwise, each of your responses should be one to two paragraphs and written as complete sentences in polished prose. By completing this assignment in full, you can gain up to two extra points on your final grade.

Assignment
In recent years, popular interest in food and agriculture has skyrocketed, as seen through books, magazines, and broadcast media—including films. For this assignment, you will watch one of the ten documentary films listed below on the topic of food and agriculture. Select whichever one is most interesting to you. All of these are available streaming or as DVD rentals from one of the major internet platforms, such as Netflix, Hulu, Itunes, or Amazon. After watching, answer the questions below.

Food, Inc.
Fresh
Killer At Large
The Future of Food
Food Chains
Dirt!
King Corn
The Garden
Farmageddon
The Power of Community

1. What is the film’s primary goal? If there is more than one main objective, then describe them each in turn.

2. Does the film attempt to answer a question or set of questions? What is its thesis?

3. Describe the film’s narrative structure and evidence. Do the structure and evidence enable the film-maker to achieve his or her goals? What kinds of sources does the film-maker use as evidence to build the argument?

4. Does the film contain a normative message (an argument about how things should be or how to fix a certain problem)? If so, is this message implicit or explicit? What is it?

5. Compare your film with the 1960 documentary called Harvest of Shame. Has anything changed since 1960? If so, in what ways?