

Teeka James  
 English 100 "Tragedy of the Commons"  
 Broad View Course Plan

Unit	Texts	Assignment focus	Skills mastered
<b>1. Robin Hood</b>			
	📖 <i>Robin Hood (1938)</i>	Analysis of the film. Identify the symbolic function of each character or character group; identify and explain the central conflict in the film; identify and explain the perspective of the film towards the conflict and the characters (who are the heroes, the villains, the winners, losers, victims?); connect the film's message and story to our world today.	Thesis, paragraph (topic sentence and support), beginning development
<b>2. What's tragic about the commons? (And what is "the commons" anyway?)</b>			
	📖 Hardin, "Tragedy of the Commons"	In class essay summarizing and explicating Hardin's essay, section by section. Goal is to show a beginning level of comprehension of the essay. This paper will also provide a benchmark to gauge growth in comprehension of the concepts Hardin introduces.	In-class writing
<b>3. Use of the commons: Land/wealth distribution and ownership</b>			
	📖 Eglitis, "The Uses of Global Poverty: How Economic Inequality Benefits the West" (Crossroads) 📖 Fallows, "The Invisible Poor" (Crossroads) 📖 Locke, "The Origins of Property" (TOC Reader) 📖 Leopold, "The Land Ethic" (TOC Reader)	Who owns the commons? Who is responsible for policing the uses of the commons? What is the history of ownership of land and resources, what logic is it based on, and what is the legacy of private property and common space?	Paragraph development, Christiansen, reading actively, reading comprehension strategies, coordination and subordination
<b>4. Stresses on the commons: A growing population</b>			
	📖 Brown, Gardner, Halweil, "Sixteen Impacts of Population Growth" (in Crossroads) 📖 Cooney, Wei, and Powers, "The One Child Certificate in Hebei Province, China: Acceptance and Consequence, 1979-1988 (in Crossroads) 📖 Fuentes and Ehrenreich, "Women in the Global Factory" (Crossroads) 📖 Malthus, "The Iron Law of Population Growth" (TOC	Where is our global population growing and why? What are the real and imagined impacts of birth and death rates on the commons? Is it something to be worried about?	Appositives, verbal phrase modifiers

<p>Reader)</p> <p>📖 Ehrlich and Ehrlich, "Hostages to Hubris" (TOC Reader)</p>		
<p><b>5. Stresses on the commons: Feeding a growing population</b></p>		
<p>📖 Lappé, <i>World Hunger: Twelve Myths</i></p> <p>📖 United Nations, "Hunger, Malnutrition, and Food Supplies: World Social Situation in the 1990s" (<i>Crossroads</i>)</p> <p>📖 Bender and Smith, "Population, Food, and Nutrition" (<i>Crossroads</i>)</p>	<p>Are scanty food supplies the root of the tragedy of the commons as Hardin suggests? What are the realities of world hunger and what are some of the solutions?</p>	<p>Adjective clauses, correlatives, parallel structure</p>
<p><b>6. Stresses on the commons: Corporate (ir)responsibility and the preservation of the commons</b></p>		
<p>📖 Maher, "Environmental Oppression: Who is Targeted for Toxic Exposure?" (<i>Crossroads</i>)</p> <p>📖 Cox, "Wal-Mart Wages Don't Support Wal-Mart Workers" (<i>Crossroads</i>)</p> <p>📖 Maathai, "Foresters Without Diplomas" (TOC Reader)</p> <p>📖 Williams, "One Acre" (TOC Reader)</p>	<p>Hardin argues that an ever-growing population is the source of tragedy for the commons as it increasingly stresses the commons' resources. Are countries with burgeoning populations really at fault, however? What is the tragedy of the commons, and who should shoulder the responsibility?</p>	<p>Review sentence level and essay development and organization work</p>
<p><b>7. The commons: Hope for the future? (Team/individual research projects)</b></p>		
<p>📖 All course readings as applicable</p> <p>📖 Four sources found through individual research</p>	<p>Identify a particularly hopeful or hopeless use or misuse of the commons; explain why it is a use or misuse citing evidence; explain the effect on the commons (the importance of your example)</p>	<p>Research process; integrating sources into writing; using the library; presenting ideas orally in a presentation to a group; writing an extended discussion paper (ten pages)</p>