

RACE | NATURE | POWER

Communication 146
Tuesdays & Thursdays, 11:00 - 12:20 | SOLIS 111

Instructor Megan Ybarra (she/her/hers)

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Office MCC 101

Office Hours I can meet in person or over Zoom, individually or in groups. If you'd like to meet over Zoom, I do not require you to have your camera on.

<https://meet.boomerangapp.com/meganybarra> → this takes you to a link where you can sign up for a 15, 30 or 45 minute meeting. When you get a meeting confirmation, it will send you a zoom link. I'll assume that we are meeting over Zoom unless you request otherwise.

This class brings together the insights of environmental justice (usually associated with ground-up community based movements in the urban US) and political ecology (usually associated with 'First World' academics who make sense of environmental degradation in the rural 'Third World') and across three broad themes: land, body politics and repair. The course moves from what might seem familiar and intimate to make it strange, and then moves towards inviting speculations towards making a world we all can live in.

Land

We will ask questions that bring us to understand how Western / settler / colonial ways of knowing shape human/non-human relations; crisis, scarcity and other narratives that authorize action over collaboration; and the role of states in mediating our relationship with land. In particular, what is at stake in privileging the immediacy of the climate change crisis over grappling with the infrastructures and ways of knowing that made climate change predictable and acceptable?

*Body
Politics*

Bodies are intimate, squishy, weird. Bodies are also subject to ideas of what is 'natural' and 'normal'. We will grapple with the stigmas of fatness, DNA and epigenetics, and bodily autonomy, including which people are seen as capable of informed consent.

*Relations of
Repair*

While crisis narratives might authorize action without consent, the crises themselves -- of climate change, racism, colonialism -- are rifts in how people engage with nature. Empirical data tells us that we can't undo harms, restore ecologies, or return to purity. Course materials in this section ask, how can we come into right relations with other peoples and the land?

Learning Objectives

Students who take this class will:

- Understand how unequal power relations in the production of science affects nature and climate change. The course will offer a perspective on the importance of epistemologies and power relations in knowledge production. In this, we will ask who has the power to make claims about what healthy landscapes and bodies should look like, and to make changes to the world for good.
- Appreciate the importance of environmental justice as relational. Through in-class discussions and short papers, students will think through how people understand themselves through place (whether a protected area, a body, or a site of environmental injustice). Through these sites, we will challenge ourselves to think relationally across axes of race, residency/immigration status, gender and age.
- Interpret and apply social scientific research to art, podcasts and other examples testing out ideas and building arguments through discussion.
- Communicate effectively to a variety of audiences using written, oral and visual approaches.

Assignments & Course Evaluation

Course Grade	%
Learning Reflection 1: Land COMM157 Learning Reflections Prompt	10%
Learning Reflection 2: Bodies COMM157 Learning Reflections Prompt	10%
Learning Reflection 3: Repair COMM157 Learning Reflections Prompt	10%
Participation: Your active participation through in-class discussions <u>or</u> Canvas discussion boards.	15%
<ul style="list-style-type: none"> If you attend and participate in class, you will earn full points. If you do not attend class, you can submit a reflection <u>after class via Canvas Assignments</u> (if you email it, you may not earn credit). No summaries, please; I'll usually post a prompt that I'll ask you to respond in writing, audio post, or drawing that engages with the reading for the day. For example, if you miss class on a Tuesday, you can complete your make-up assignment through the following Monday for full credit. Everyone can skip one participation day, no explanation required. (Canvas automatically drops the lowest score in the Participation assignment category.) 	
Discussion Facilitation In groups of 2-4, you will facilitate a 30-40 minute class discussion on a Practice day.	15%
<i>Detailed Instructions:</i> COMM146 F25 Discussion Facilitation Instructions	
Community Event Reflection: Attend an event and write a response that makes connections with class material. If you would like to propose an event for credit, you must get my pre-approval in writing/email.	5%
Instructions and list of events: COMM146 F25 Event Reflections	

Course Grade	%
Final Project Either an Individual Project (paper, zine, podcast) or a Group Project (zine, podcast). Both have the same due dates for accountability check-ins and final project.  <i>Final Project COMM146 Race Nature Power</i>	35%

Schedule & Course Materials

- You can find all readings and assignment links on Canvas. Please review readings / course materials before class. The syllabus is a draft -- if course content and/or due dates change to meet the needs of the class, you are responsible for keeping up with these as they are posted on Canvas.
- Bonus readings are not required, I promise! These are readings that I consider foundational or important, so they inform the way I teach the class. They might be useful for you in this class because they may be great starting resources for your literature review (especially using the "Cited By" tool in GoogleScholar) and you can cite them in your Final Projects as 'course materials'.
- Theory days will have more reading and more lecture. It's especially helpful to come with questions on these days that help you and others understand big ideas.
- Practice days will center on student-facilitated discussion, and should apply theories from the class to a real-life situation. Come prepared to discuss in groups or other activities that your peers put together.

DATE	CLASS MEETINGS & ASSIGNMENTS
Part 1: Land	<p>We will ask questions that bring us to understand how Western / settler / colonial ways of knowing shape human/non-human relations; crisis, scarcity and other narratives that authorize action over collaboration; and the role of states in mediating our relationship with land.</p> <p><i>Image: "Yoshino cherry trees have graced the Quad since 1961." (Pamela Dore/University of Washington)</i></p> 
Week 0 Thurs, Sep 25	Introduction ~ No reading ~

DATE	CLASS MEETINGS & ASSIGNMENTS
Wk 1 Tues, Sep 30	<p>Theory: Colonialism, militarization, and Indigenous futures Goodyear-Ka'ōpua N. (2018) Indigenous oceanic futures: Challenging settler colonialisms and militarization. In: Tuck E and Yang KW (eds) <i>Indigenous and decolonizing studies in education: Mapping the long view</i>. New York: Routledge, 82-102.</p> <p><i>Bonus</i></p> <p>Curley, A (2019) Beyond Environmentalism: #NoDAPL as an assertion of tribal sovereignty. In <i>Estes, N and Dhillon, J (eds) Standing with Standing Rock: Voices from the# NoDAPL Movement</i>. (pp 158-168). Minneapolis: University of Minnesota Press</p>
Thurs, Oct 2	<p>~ NO CLASS MEETING. Post on Canvas Discussion Board by Friday, 11:59pm ~</p> <p>Practice: This Land</p> <ul style="list-style-type: none"> - “The Tribe” (30 minutes): https://crooked.com/podcast/this-land-episode-2-the-tribe/ - “The Ruling” (34 minutes): https://crooked.com/podcast/the-ruling/
Week 2 Tues, Oct 7	<p>Theory: Knowing Nature Liboiron, M (2021) <i>Pollution is Colonialism</i>. Durham, NC: Duke University Press. Chapter 3: “An Anticolonial Pollution Science.” How does the CLEAR Lab develop anticolonial practices, especially in the “lab stories” shared in italics?</p> <p><i>Bonus</i></p> <p>Biermann, C and Mansfield, B (2014) Biodiversity, purity, and death: conservation biology as biopolitics. <i>Environment and Planning D: Society and Space</i> 32: 257-273</p>
Thurs, Oct 9	<p>Practice: Knowing Nature in the City Bang, M, Curley, L, Kessel, A, et al. (2014) Muskrat theories, tobacco in the streets, and living Chicago as Indigenous land. <i>Environmental Education Research</i> 20: 37-55</p>
	<p>Final Project Proposal due Friday, October 10</p>
Week 3 Tues, Oct 14	<p>Theory: Conservation Braverman, I (2008) “The Tree Is the Enemy Soldier”: A Sociolegal Making of War Landscapes in the Occupied West Bank. <i>Law & Society Review</i> 42: 449-482</p>
Thurs, Oct 16	<p>Practice: “The Wanted 18”</p> <p>Learning Reflection 1 due Friday, Oct 17 by 10pm</p>

Part II: Body Politics

Where 'land' allows us to think about management at a distance, bodies are intimate, squishy, weird. Bodies are also subject to ideas of what is 'natural' and 'normal'. This is most clear in terms of how US Western culture equates looking skinny with being healthy, and who has the right to make decisions about DNA, bodily autonomy, and decisions about whether a person is capable of informed consent.

Image: "My body is not a temple, it is a haunted house" by [Liberal Jane](#)



DATE	CLASS MEETINGS & ASSIGNMENTS
Week 4 Tues, Oct 21	<p>Theory: The Science of Life</p> <p>Mansfield, B and Guthman, J (2015) Epigenetic life: biological plasticity, abnormality, and new configurations of race and reproduction. <i>Cultural Geographies</i> 22: 3-20</p> <p>Weathering / DNA Methylation: CodeSwitch (2018) "This racism is killing me inside." <i>National Public Radio (NPR)</i>, https://www.npr.org/templates/transcript/transcript.php?storyId=576818478. Published January 10, 2018</p> <p><i>Bonus</i></p> <p>Reardon, J and TallBear, K (2012) 'Your DNA Is Our History': Genomics, Anthropology, and the Construction of Whiteness as Property. <i>Current Anthropology</i> 53: S233-S245</p> <p>Roberts, D. (2011) <i>Fatal Intervention: How science, politics, and big business re-create race in the twenty-first century</i>. New York and London: New Press. Ch. 6</p>
Thurs, Oct 23	<p>Practice: Reference Man</p> <p>Cram, S (2015) Becoming Jane: The making and unmaking of Hanford's nuclear body. <i>Environment and Planning D: Society and Space</i> 33: 796-812</p> <p><i>Bonus</i></p> <p>Berne, P and Milbern, S (2017) "My Body Doesn't Oppress Me, Society Does." Barnard Center for Research on Women, https://www.youtube.com/watch?v=7r0MiGWQY2g, Published May 9, 2017</p> <p>Piepzna-Samarasinha, LL (2018) <i>Care Work: Dreaming disability justice</i>. arsenal pulp press.</p> <p>Radiolab (2019) "G:Unfit." <i>WNYC Studios</i>, https://www.wnycstudios.org/podcasts/radiolab/articles/g-unfit, published July 17, 2019</p>

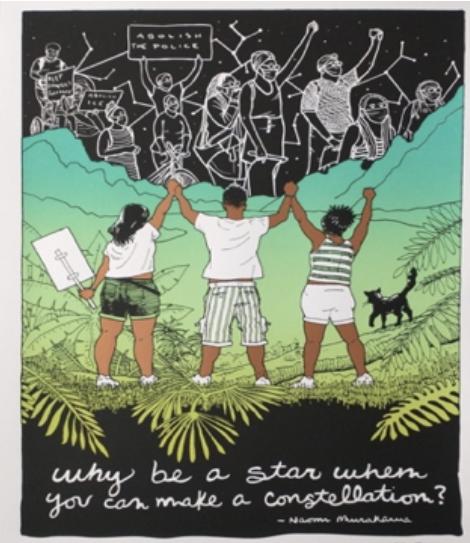
Week 5 Tues, Oct 28	<p>Theory: Normal Bodies</p> <p><u>Content:</u> obesity and fatness</p> <p>Guthman (2011) <i>Weighing In: Obesity, food justice and the limits of capitalism</i>. Oakland: University of California Press. Chapter 3 <u>only</u></p> <p><i>Bonus</i></p> <p>Spade D and Willse C. (2015) Norms and Normalization. In: Disch L and Hawkesworth M (eds) <i>The Oxford Handbook of Feminist Theory</i>. Oxford University Press, 551-571.</p>
Thurs, Oct 30	<p>Practice: Heavy</p> <p><u>Content:</u> disordered eating; unhealthy relationships; gambling</p> <p>Laymon, K (2018) <i>Heavy: An American Memoir</i>. New York, NY: Scribner.</p> <p>“Been,” “Nan,” “Be,” “Seat Belts,” “Promises,” “Bend”</p> <p><i>Reading guide:</i>  <i>Heavy Reading Guide COMM157</i></p>
Week 6 Tues, Nov 4	<p>Theory & Practice: Reproductive Justice</p> <p>Roberts, D (2015) "Reproductive Justice, Not Just Rights." <i>Dissent Magazine</i>, https://www.dissentmagazine.org/article/reproductive-justice-not-just-rights, accessed October 15, 2015</p> <p>Tajima-Peña, R (2016) No Más Bebés. PBS Independent Lens. Available through UCSD: https://mediaspaces.ucsd.edu/media/No+Mas+Bebes/1_73h077pz/329962122</p> <p><i>Bonus</i></p> <p>Retro Report (2015) "The unrealized horrors of population explosion." The New York Times, http://www.nytimes.com/2015/06/01/us/the-unrealized-horrors-of-population-explosion.html Accessed May 31, 2015</p> <p>Sasser, J (2014) From Darkness into Light: Race, Population, and Environmental Advocacy. <i>Antipode</i> 46: 1240–1257</p> <p>Stern, AM (2005) <i>Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America</i>. Berkeley, CA: University of California Press. Introduction & Ch 2</p>
Thurs, Nov 6	<p>Practice: “Predator Free 2050”</p> <p>King CM. (2025) <i>Stoat in the Dock: Ecology and Management of Invasive Mustelids in New Zealand</i>: Springer Nature. Chapter 13.</p> <p>RNZ (2021) “Remove and Protect,” Episode 2 of <i>Fight for the Wild</i>, published at https://www.rnz.co.nz/video/fight-for-the-wild/video/remove-and-protect, accessed November 4, 2025 (44:30)</p> <p><i>Bonus</i></p> <p>Robbins, P, McSweeney, K, Waite, T, et al. (2006) Even Conservation Rules Are Made to Be Broken: Implications for Biodiversity. <i>Environmental Management</i> 37: 162-169</p>

	<p><i>Skipped, but you can still use as "course materials" in final Projects</i> → Theory: Racial Capitalism</p> <p>Gilmore, RW (2002) Fatal couplings of power and difference: Notes on racism and geography. <i>Professional Geographer</i> 54(1): 15-24</p> <p>Kelley RDG. (2017) What did Cedric Robinson mean by racial capitalism?, Boston, MA: Boston Review, Available at: http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism</p> <p>Harvey, D. (2010) "Crisis of capitalism." <i>RSA Animate</i>, http://www.thersa.org/events/rsaanimate/animate/rsa-animate-crisis-of-capitalism, published June 28, 2010</p>
	Final Project Accountability Check-in 1: Friday, November 7 by 10pm
Week 7 Tues, Nov 11	<p>Veterans Day</p> <p>~ No Class Meeting ~</p>
Thurs, Nov 13	<p>Practice: Viral Underclass</p> <p>Thrasher, SW (2022) <i>The Viral Underclass: The Human Toll When Inequality and Disease Collide</i>. Celadon Books. "An Invitation," Ch 10 and "Epilogue"</p> <p><i>Reading Guide:</i>  Viral Underclass Reading Guide COMM157</p> <p><i>Bonus</i></p> <p>Jimenez, JL, Marr, LC, Randall, K, et al. (2022) What were the historical reasons for the resistance to recognizing airborne transmission during the COVID-19 pandemic? <i>Indoor Air</i> 32: e13070</p> <p>Nash, L (2008) Purity and danger: historical reflections on the regulation of environmental pollutants. <i>Environmental History</i> 13: 651-658</p> <p>Reinhart E. (2025) What we lose when we surrender care to algorithms. London: The Guardian, Available at: https://www.theguardian.com/us-news/ng-interactive/2025/nov/09/healthcare-artificial-intelligence-ai (accessed November 19, 2025).</p> <p>Thrasher, SW (2022) <i>The Viral Underclass: The Human Toll When Inequality and Disease Collide</i>. Celadon Books. Ch 1, 4 & 8</p>
	Learning Reflection 2 due Friday, Nov 14 by 10pm

Part 3: Relations of Repair

While crisis narratives might authorize action without consent, the crises themselves -- of climate change, racism, settler colonialism -- are rifts in how people engage with nature. Empirical data tells us that we can't undo harms, restore ecologies, or return to purity. Course materials in this section ask, how can we come into right relations with other peoples and the land?

Image: Monica Trinidad, based on dialogue between Naomi Murakawa and Mariame Kaba



DATE	CLASS MEETINGS & ASSIGNMENTS
Week 8 Tues, Nov 18	<p>Theory: Repair</p> <p>Whyte, KP (2016) Is it colonial déjà vu? Indigenous peoples and climate injustice. <i>Humanities for the Environment</i>. pp 102-119</p> <p>Bruno T, Curley A, Gergan MD, et al. (2024) The work of repair: land, relation, and pedagogy. <i>Cultural Geographies</i> 31: 5-19</p> <p><i>Bonus</i></p> <p>Ray, SJ (2021) "Climate Anxiety Is an Overwhelmingly White Phenomenon." <i>Scientific American</i>, https://www.scientificamerican.com/article/the-unbearable-whiteness-of-climate-anxiety/, published March 21, 2021</p> <p>Tuck E. (2009) Suspending damage: A letter to communities. <i>Harvard Educational Review</i> 79: 409-428.</p>

Thurs, Nov 20	<p>Practice: Repair</p> <p>PBS (2023) "The Beautiful Undammed," WILD HOPE, PBS, published 6/12/2023 at https://www.pbs.org/video/the-beautiful-undammed-wild-hope-lvl01u/</p> <p>Bartell, J (2024) "World's biggest dam removal project changing a river," ABC10 News, https://youtu.be/VOh705rE_6w?si=VkyQg0tutFG2YtF, accessed November 18, 2025</p> <p><i>Bonus</i></p> <p>"How to Free a River" (14 mins) and "A Watershed Moment" (23 mins) from "Undammed: The Klamath River Story," at https://open.spotify.com/show/0IKmzyDxv8vBrRPOGhembX</p> <p>World Commission on Dams. (2000) <i>Dams and Development: A New Framework for Decision-making: the Report of the World Commission on Dams</i>: Routledge. Executive Summary, xxvii - xxxvii, https://www.internationalrivers.org/wp-content/uploads/sites/86/2022/06/worldCommissionOnDamsFinalReport.pdf, accessed November 19, 2025</p>
Week 9 Tues, Nov 25	<p>No Class Meeting – Complete discussion post prompt to earn credit by Friday, November 28</p> <p>Theory: Climate Justice</p> <p>Táíwò, O (2022) <i>Reconsidering Reparations</i>. Oxford University Press. Ch 5-6. <i>Reading Guide: Reconsidering Reparations Reading Guide COMM157</i></p>
Thurs, Nov 27	<p>~ No Class ~</p>
	<p>Final Project Accountability Check-in 2: Monday, Dec 1 by 10pm</p>
Week 10 Tues, Dec 2	<p>Practice: Climate Justice</p> <p>First, read this explainer on California's AB 32: https://clear.ucdavis.edu/explainers/how-california-working-reduce-greenhouse-gas-emissions</p> <p>Then, read: Méndez M. (2020) <i>Climate Change from the Streets: How conflict and collaboration strengthen the environmental justice movement</i>, New Haven: Yale University Press. Chapter 4</p>
Thurs, Dec 4	<p>Last Day</p> <ul style="list-style-type: none"> - In class, we'll read selections from <i>Undrowned</i> - Bring a shareable version of your final project for peer review. For most people, this will be a link that people can view or comment on
	<p>Learning Reflection 3 due Friday, December 5 by 10pm</p>
	<p>Final Project due by Wednesday, December 10 by 10pm</p>

Course Policies

Academic Honesty: In fairness to students who put in an honest effort, cheaters will be punished. Any evidence of cheating or plagiarism (representing someone else's work as

your own) demonstrates disrespect to both the instructor and your classmates. UCSD expects that both faculty and students will honor academic integrity to protect the validity of our intellectual work and ensure learning. For you, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is also against university policy to submit the same paper for credit in more than one course. Instructors, for our part, will exercise care in planning and supervising academic work and grading, to promote fairness, transparency, and honesty. Students who cheat or plagiarize will earn zero credit on the assignment in question, and I will report them to College authorities. Ignorance of the rules is not an acceptable defense. If you are unsure whether you have provided adequate citation for your work, you must either ask me or check with your friendly librarian *before the assignment is due*. Additional information is available at <http://academicintegrity.ucsd.edu/>

If you are interested in using ChatGPT or other AI technologies in completing coursework, please consult with your instructor before beginning the assignment. Students who use Generative Artificial Intelligence (GenAI) tools to generate assignment context without written instructor permission will earn zero credit on the assignment and I will report them to university authorities. I reserve the right to request a discussion of any assignments, which could include an oral conversation to assess your mastery of the course concepts and materials.

Access and Accommodations: Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department in advance of any exams or assignments. If you have unmet access needs, please let me know and I will do my best to work with you to meet to increase access across multiple learning styles. (see *Sharing Recordings & Course Materials* below)

- All PowerPoint/Google/Canva slides will be saved as a PDF and uploaded to our Canvas site, usually just before class.
- If you need extra time to complete in-class assignments, please check with the instructor to make arrangements to turn in the assignment.
- Please be in touch if anything about your circumstances change that impacts your ability to participate in the course. I am here to help you learn to the best of your ability, and I am only able to do so if I am aware of your situation. I don't need all the details, but a heads-up about how your health and/or family responsibilities may affect your ability to participate in class gives us an opportunity to talk about reasonable goals and develop an alternate learning contract.

Classroom Code of Conduct: I am committed to ensuring a classroom environment that contributes to teaching and learning for all students. You are invited to create an environment of mutual respect and intellectual productivity by listening and speaking with an open mind. Please remember that comfort is not safety, and feeling discomfort while learning new perspectives or ideas is a sign of growth. UCSD recognizes the inherent dignity of all individuals and promotes respect for all people. Free speech does not permit harassment, intimidation, threats, or other behaviors that impede the learning of other students or the work of faculty and staff. Individuals who engage in disruptive behavior that creates a negative or threatening environment for teaching and learning will be asked to leave the classroom (or Zoom discussion) by the instructor. These requests are not negotiable. Disruptive behavior includes: verbal or physical aggression toward other students or faculty/TAs, threats of violence, unyielding argument or debate, yelling inside or outside of the classroom, untimely outbursts, violating class policies about technology use or seating, refusing to follow instructor directions, and entering and exiting the

classroom in disruptive ways. Additionally, you may consult the UCSD Principles of Community: <https://ucsd.edu/about/principles.html>

Diversity is integral to academic excellence. My teaching seeks to foster reflexivity and shared knowledges across axes of difference including race, class, gender, sexual orientation, disability, religion and immigration status. As everyone brings their experiences with them into the classroom, we must work together to build a community of respect.

Extensions and Late Policy: Assignments are late if they are not turned in via Canvas at the indicated date/time. Late assignments lose 10% per day they are late (this includes all Final Project and Learning Reflection assignments). If you are concerned about your ability to complete your assignments on time, talk to me as soon as possible. Every student may have one three day assignment extension without penalty, but you have to tell me you are using it(!).

Identity Language: How we talk about who we are varies over time and place. If you aren't sure about what words to use when talking about race, immigration status, and/or incarceration, the links below offer some guidelines. As a general rule, try to respect and mirror how people self-identify.

- Michael Cerda-Jara, Steven Czifra, Abel Galindo, Joshua Mason, Christina Ricks, Azadeh Zohrabi. (2019) "Language Guide for Communicating About Those Involved In The Carceral System." Berkeley, CA: Underground Scholars Initiative, UC Berkeley. Published at: [Underground Scholars Language Guide](#)

Sharing Recordings & Course Materials: Course materials (videos, assignments, problem sets, etc.) are for use in this course only. You may not upload them to external sites, share with students outside of this course, or post them for public commentary without written instructor permission. Students are prohibited from recording the class themselves unless a student has an approved academic accommodation for personal use. UCSD strictly prohibits anyone from duplicating, downloading, or sharing live class recordings with anyone outside of this course, for any reason.

Third Party Access to Class: As a public university, much of UC San Diego is open to the general public and therefore cannot prohibit non-university people. My classes are not public access. In accordance with [UCSD Communication Department policies](#), no third parties will be granted access without instructions from UCSD General Counsel.

Title IX Compliance: Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. You have the right to an educational environment that is free from harassment and discrimination. Sexual harassment or misconduct, whether physical or psychological, will not be tolerated. As a faculty member, I am required to report the matter to the Title IX Coordinator. Should you want to speak to a confidential source, you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD <http://ophd.ucsd.edu>) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. You may receive confidential assistance at CARE at the Sexual Assault Resource Center at (sarc@ucsd.edu or <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS <http://caps.ucsd.edu>).

Grade Scale

I do not grade on a curve. You earn your grades relative to course expectations, not your peers. UCSD's Grading System is explained here:

<https://blink.ucsd.edu/instructors/academic-info/grades/system.html>

A	94%	4.0	Students earn this grade for excellent work : their achievement is outstanding relative to the course requirements. Shows an incisive understanding of the topic, and demonstrates a high level of critical analysis, creativity and/or complexity.
B	84%	3.0	Students earn this grade for good work : well-reasoned and thorough, sound content but not especially creative or sophisticated. Mastery of subject content at level of expected competency.
C	74%	2.0	Students earn this grade for satisfactory work : their achievement meets the course requirements in all respects.
D	64%	1.0	Students earn this grade for below satisfactory work : their achievement did not fully meet the course requirements.
D-	61%	0.7	Poor; lowest passing grade.
F	Below 61%	0.0	Students earn this grade if they fail to meet the course requirements.

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