

**SUST 334: Environmental Justice, Social Change, and “Practivism”
Sustainability Practicum**

Fall 2015

Tues & Thurs 11:00-12:15pm
Mitchell Hall 104

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Office Hours: Monday 10:15-11:45am or by appointment

*It's amazing how much knowledge we have of hope. Whisper bravely into the dark, heart—
whisper bravely.
-Simon Ortiz¹*

This Sustainability Practicum course is centered on three concepts: environmental justice, social change, and “practivism” (practicum/activism). We will take an interdisciplinary and critical approach to understanding the environmental justice movement locally in the Southwest, and also in the broader world. Environmental racism challenges us to ask why communities of color and poor communities are most negatively impacted by many of the justice issues we discuss. We will discuss the dire issues we face such as nuclearism, water shortage, climate change, fracking, and toxic contamination of air, water, and soil; we will also focus our attention on active resistance movements and strategies for moving towards a more just and equitable world. Together we will explore how to take action regarding the justice issues facing our campus and our community.

Course Objectives:

- Develop intellectual, practical, and creative skills to move towards sustainability and social justice.
- Gain a thorough understanding of environmental racism and it's connection to sustainability.
- Engage in 15 hours of outreach activity off campus.
- Work with peers to organize a sustainably-oriented project for the benefit of the campus or community

Required Course Materials:

- All of your required readings can be found on our UNM Learn website (learn.unm.edu).
- One 3-ring binder with loose-leaf paper

Grading Scheme:

Class Participation (Attendance, Engagement in the Classroom): 15%

Assignments (Reflection Essays, Reading Journals): 20%

¹ Ortiz, Simon. *Men on the Moon: Collected Short Stories* (University of Arizona Press, 1999).

Campus/Community Project:	40%
Midterm Exam:	15%
Community Hours:	10%

A+ 99-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 60% or lower
A 93-98%	B 83-86%	C 73-76%	D 63-66%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

Class Participation:

This class relies on the intellectual commitment and active participation of all students. In order for the course to be effective, all students **MUST** have the reading assignments completed and be prepared for an in-depth discussion each class. Students should bring the assigned reading to class, along with note-taking materials. Active listening and mutual respect are requirements for this course. Our course covers topics that you may not agree with or may elicit intense and emotional reactions from you. While some readings may challenge you or make you feel uncomfortable, take this as sign that you are learning and pushing the boundaries of what you took for granted. I ask that you keep an open mind and challenge yourself, while being respectful of the authors we read, your fellow classmates, and me. Hate speech, constant interruptions, and disrespect will not be tolerated.

Please turn off and put away all cell phones during class. Refrain from facebook, email, and anything other than a word doc for note taking as it is distracting to all around you.

Reading Journals:

There are 27 assigned readings for the semester. You are required to choose **20 out of the 27** readings and write reading journals for each one. My advice is to choose readings you are interested in or passionate about. You will be expected to write one paragraph (4 sentences minimum) that explains *in your own words*:

- 1.) the author's main arguments
- 2.) the author's intended audience
- 3.) their sources
- 4.) Lastly, you will write one question the reading brought up for you and one comment you have about the reading.

The bulk of your response should be a summary of the author's main arguments; please reserve your opinion about the piece for the comment and question section of the response. I will collect hard copies of the reading journals every day there is a reading assigned and grade them on a complete/not-complete grading scale. I will give half credit for late journals. You may hand-write (in legible writing) your response or type it out- **no email submissions will be accepted**. It is very important that you stay on top of your Reading Journals because you may be called on in class to help facilitate our discussion of a reading with your comment or question.

Campus/Community Project:

This project is the central facet of the class. You will work in teams of 4 or 5 throughout the semester to design, troubleshoot, and implement a project that will be beneficial to our campus or community. Your project should respond creatively to the justice issues we face in our communities. We will discuss possible projects in class and brainstorm ideas together.

The project is divided into 6 parts (outlined below.) More detailed instructions for each part will be distributed in class.

Part 1: Logic Model due Sept. 17th (10%): Each team will turn in one “Logic Model” worksheet outlining their project.

Part 2: Outline due Sept. 24th (15%): Using the Logic Model as a structure, each team will turn in one typed outline, including a detailed description of the role and responsibility of each team member.

Part 3: Proposal/Proposal Presentation due Oct. 6th (20%): Each team will turn in one project proposal and present on their proposal for the class.

Part 4: 2 Progress Reports due Nov. 3rd & Nov. 19th (10%): Each team will turn in two separate reports on our tumblr site (sust334.tumblr.com) on their project's progress worth 5% each.

Part 5: Final Presentation due Dec. 8th (25%): Each team will present their project at the end of the semester for the class and possibly the wider campus/community.

Part 6: Final Reflection Paper due Dec. 8th (20%): Each team member will turn in one individual reflection paper (4-5 double-spaced type-written pages) including a description of their contribution to the team's end product. The papers must reference at least 3 class texts and 2 outside scholarly sources.

Midterm:

The midterm will be an in-class test held on October 15th. The test will be made up of long essay questions and multiple choice questions all covering our class materials (readings, lectures, guest speakers). We will review for the midterm in class on October 13th.

Reflection Essays:

You will write 3 reflective essays throughout the semester on topics central to our course. The essays should be between 2-4 double-spaced, type-written pages and should cite at least one class material and one outside scholarly material. More instructions about each essay will be given in class.

Community Hours:

This course requires that you log 15 hours of outreach work in the community or on campus. In order to fulfill this requirement you must keep a log of your hours, obtain signatures from someone on site, and write a short reflection (one to two paragraphs) about your activity. You will turn in a typed-up copy of your completed log to me at the end of the semester. I will offer multiple field trips outside of our class time throughout the semester that will count towards these hours should you choose to attend. You may also join SUST 134 students on their field trips (information will be provided in class.) Other options for fulfilling these hours include volunteering with an organization like Soilutions or CARD (Citizens for Alternatives to Radioactive Dumping)- the possibilities are endless. Your hours should relate to our class themes in a clearly discernable way and cause change for the better. Be sure to email me ahead of time if you are unsure if an activity will count. After, be ready to share your experiences with the class. I will frequently email you opportunities for community hours, so please check your UNM email regularly.

Attendance Policy and Late Work:

Regular attendance is crucial to maintaining a committed and vibrant intellectual atmosphere. You are allowed TWO absences, and after two absences **your overall participation grade will be lowered by 5 points for each additional absence.** *Documented* medical and family emergencies are not included. (Note: Stellar participation in class has the potential to raise a borderline grade.

Attendance problems or lack of engagement can lower your grade.) Unless you have made prior arrangements with me, late papers will be graded after a 10% reduction **for each day past the due date**. This does not apply to documented medical or family emergencies. Late reading responses will receive half credit.

Academic Dishonesty:

See pathfinder.unm.edu/common/policies/academic-dishonesty.html for the official policy. Let me know if you have any questions. Always cite your sources (whether you quote directly or paraphrase) to clearly to avoid problems with plagiarism. We will discuss plagiarism in detail at the beginning of the semester so as to avoid any confusion.

Special Accommodations:

If you have or believe you have a disability, you may self-identify by providing documentation to the Accessibility Resource Center (ARC). ARC's phone number is 505-277-3506 and you can send an email to arcstaff@unm.edu for details on how to obtain services. Appropriate accommodations will then be provided for you.

Sustainability Studies Community:

Please stop by the SUST kitchen and conference room in Room 163 of Castetter Hall. Have lunch, hang out, study, and create community!

For advising help regarding the Sustainability Studies Program, please schedule an appointment with Terry Horger through Lobo Achieve. You may also email her with specific questions at thorger@unm.edu.

Schedule:

***Note*:** I don't plan on it, but I reserve the right to change our schedule if I deem necessary. I will always give as much advance notice as I can and communicate the changes both in class and via email.

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
1: Introductions	Tues, Aug. 18th	Syllabus review, Introductions, and Course Expectations Reading Journals	Syllabus, Student Survey	
1: Introductions	Thurs, Aug. 20th	What is social change and "practivism"? In-class example of a reading journal	"The Most Important Thing We Can Do to Fight Climate Change is to Try" Rebecca Solnit	Reading journal
2: Environmental Justice	Tues, Aug. 25th	What is Environmental Justice?	"Anatomy of Environmental Racism and the Environmental Justice Movement" Robert Bullard	Reading journal Assign "Interview an Activist" Essay
2: Environmental Justice	Thurs, Aug. 27th	Race and colonialism in New Mexico Begin process of matching team members: Skills exercise.	"Introduction" from <i>Understories: The Political Life of Forests in Northern New Mexico</i> , Jake Kosek	Reading journal
3: Nature and Wilderness	Tues, Sept. 1st	Critically examining our Ideas of Nature and "Wilderness"	" 'Nature' and Environmental Justice" Mei Mei Evans	Reading Journal
3: Race, Gender, and Environmental Justice	Thurs, Sept. 3rd	What is structural racism? Anti-racism/ Anti-oppression training Groups chosen: begin work on logic models	"White Privilege: Unpacking the Invisible Knapsack", Peggy McIntosh	Reading journal

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
4: Environmental Racism	Tues, Sept. 8th	Who is most impacted by environmental toxins and toxic waste?	Ch. 3: "Environmental Discrimination" from <i>The Orphaned Land</i> , V.B. Price.	Reading journal
4: Environmental Racism	Thurs, Sept. 10th	Colonialism and Environmentalism	Ch. 3: "Rape of the Land", from <i>Conquest</i> , Andrea Smith; "The Greening of Hate" Betsy Hartmaan	Reading journal
5: Environmental Justice Activism in New Mexico	Tues, Sept. 15th	Guest Speaker: Juan Reynosa from the <i>Southwest Organizing Project (SWOP)</i>	Explore the SWOP website (emailed)	
5: Climate Change and Climate Justice	Thurs, Sept. 17th	What is the Climate Justice Movement?	"One Way or Another, Everything Changes" Naomi Klein; "Politics of Climate Change" Vandana Shiva	Reading journal Team Logic Models due
6: Fracking	Tues, Sept. 22nd	What are the environmental, political, social, and long-term costs of fracking?	"Fracking: The Boom and Its Consequences" Ian Dunlop; "Intro" Bamberger & Oswald	Reading journal "Interview an Activist" Essay due
6: The Nuclear Legacy	Thurs, Sept. 24th	The costs of nuclearism in the Southwest	"Mutant Ecologies: Radioactive Life in Post-Cold War New Mexico" Joseph Masco.	Reading journal Project Outlines due
7: The Nuclear Legacy	Tues, Sept. 29th	Discussion of WIPP and WIPP spill What are "national sacrifice zones?"	"Nuclear Wasteland" from <i>The Tainted Desert</i> , Valerie Kuletz	Reading journal
7: Water Issues	Thurs, Oct. 1st	Water pollution and shortage in New Mexico	Ch. 2: "Water" from <i>The Orphaned Land</i> , V.B. Price.	Reading Journal

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
8: Food Justice	Tues, Oct. 6th	Race and food justice	"If They Only Knew": The Unbearable Whiteness of Alternative Food" Julie Guthman; "Social Justice Beliefs and Addiction to Uncompassionate Consumption", A. Breeze Harper	"Liberating Act" Proposal due Team Project Proposal and Presentation due
8: Fall Break	Thurs, Oct. 8th	Fall Break	Fall Break	
9: Midterm Review	Tues, Oct. 13th	Review for Midterm *Vandana Shiva Event*	"Triple Crisis, Triple Opportunity" Vandana Shiva	Reading journal
9: Midterm	Thurs, Oct. 15th	In- Class Midterm Exam		
10: Indigenous Activism	Tues, Oct. 20th	Guest Speaker: Leona Morgan <i>Diné No Nukes</i>	"Uranium Mining, Native Resistance, and the Greener Path" Winona LaDuke	Reading journal
10: Health and Environmental Justice	Thurs, Oct. 22nd	What connections can we make between cancer, gender, and environmental justice?	"Some Live More Downstream Than Others: Cancer, Gender, and Envir. Justice" Jim Tarter	Reading journal Assign Waste Challenge
11: Waste	Tues, Oct. 27th	What justice issues must we face around trash?	Excerpts from <i>Garbology: Our Dirty Love Affair with Trash</i> , Edward Humes	Reading journal
11: Waste	Thurs, Oct. 29th	Trash, Waste, and Garbage	<i>What We Leave Behind</i> , Derrick Jensen & Aric McBay	Waste Reflection Essay due
12: Green Capitalism	Tues, Nov. 3rd	What is "green capitalism"? Can capitalism save us?	"Climate Justice: The Emerging Movement Against Green Capitalism", Ashley Dawson	Reading Journals Team's progress report #1 due

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
12: Art and Social Change	Thurs, Nov. 5th	How can art (in all forms) create social change in our world?	Watch "How Art Creates Change in 5 TED Talks"	Reading journal (responses to videos)
13: Campus/Community Project and Liberating Act	Tues, Nov. 10th	Report back on Liberating Act		"Liberating Act" Essay due
13: Militarism and the Environment	Thurs, Nov. 12th	What is the impact of militarism on the environment?	Excerpt from <i>The Green Zone: The Environmental Costs of Militarism</i> , Barry Sanders; "Militarism and Global Warming" by Steve Martinot	Reading journal
14: Militarism and the Environment	Tues, Nov. 17th	What is the true impact of militarism and militarism's waste on the American West?	"Ecocide in Marlboro Country" from <i>Dead Cities</i> , Mike Davis	Reading journal
14: Campus/Community Project	Thurs, Nov. 19th	Primer on public presentations: Practice with teams	Review "Primer on Public Presentations" Bill Dunn and Bruce Milne on SUST website	Team's progress report #2 due
15: Campus/Community Project	Tues, Nov. 24th	Team work day and individual meetings		
15: Break	Thurs, Nov. 26th	No class: Unthanksgiving Break		
16: Campus/Community Project	Tues, Dec. 1st	Team work day and individual meetings		
16: Campus/Community Project	Thurs, Dec. 3rd	Course evaluations Final preparations for presentations		Community hours log due
17: Final Presentations	Tues, Dec. 8th	Final Presentations (12:30-2:30pm)		Project Papers and Presentations due