

**SUST 334: Learning from Waste, Practicing Sustainability: A Practicum for Campus or Community**

Fall 2014

Tues & Thurs 11:00-12:15

Mitchell Hall 104

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**Office Hours:** Tuesday 1:30-3:00 or by appointment

***“Here’s the main lesson of garbology: People forget, they cover, they kid themselves, they lie. But their trash always tells the truth.” –William Rathje***

In this course we will tackle the multi-faceted topic of waste. We will consider the ways in which all forms of waste (garbage, toxic waste, nuclear waste, E-waste, etc.) impact our communities and the environment while leaving a permanent legacy on the land, water, and air. We will pay particular attention to the ways in which waste impacts the land, water, and air of Albuquerque and the greater Southwest. Environmental racism plays an important role in how and where toxic materials are distributed (i.e. who is most negatively impacted?) Parts of New Mexico have been designated "national sacrifice zones" by the U.S. government due to the amount of toxic waste present in the environment. Indeed, how does the invisibility of waste impede our ability to live sustainably? What can waste teach us about our habits? What can waste teach us about sustainable futures? The notion of praxis (theory to action) is at the heart of this course. Together, we will learn 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.
- Gain a thorough understanding of environmental racism and it’s connection to waste.
- 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
- Practice self-reflexivity about our own waste, water, and consumption practices

**Required Course Materials:**

- Edward Humes. *Garbology: Our Dirty Love Affair with Trash*. Avery Publishing, 2012.
- Articles on E-Reserves. PASSWORD: \_\_\_\_\_ (given in class).
- One 3-ring binder with loose-leaf paper

**Grading Scheme:**

Class Participation (Attendance, Engagement in the Classroom):	15%
Assignments (Waste and Water Journals, Reading Journals, Online Quizzes):	20%
Campus/Community Project:	30%
Midterm Exam:	10%
Community Hours:	10%
Final Exam:	15%

**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. I am not expecting everyone to say something brilliant each time they talk, but rather, I am interested in working through ideas, making mistakes, and learning from one another. 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:**

You will need a 3-ring binder with loose-leaf paper for this class. Every class there is a reading assigned in the syllabus (from E-Reserves and/or *Garbology*), you will be expected to write one paragraph (4 sentences minimum) **FOR EACH READING ASSIGNED** that explains *in your own words* the author's main arguments, the author's intended audience, and her or his sources. Lastly, you will write one question the reading brought up for you and one comment you have about the reading. I will check the Reading Journals periodically throughout the semester and grade them on a complete/not-complete grading scale. 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.

**Online Reading Quizzes:**

During the semester, students will be required to take four short quizzes on UNM Learn. The quizzes will pertain directly to class readings and class materials covered so far. They will be graded on a 100% grading scale. More information about the quizzes will be given in class.

**Waste/Water Journals:**

In the same binder as your Reading Journal, you will be keeping a record of your own waste and water habits. The purpose of these journals is to turn a critical eye on your own practices and habits. More information about the waste/water journals will be provided in class, when they are assigned.

**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 surrounding “waste” (broadly understood) in our world. Possible projects include: an educational mural, an organized musical, poetic, and/or theater performance around waste issues for the community, a project to implement gray water or composting on campus, picking up trash and surveying the amount and impact of trash in the Rio Grande, a project to create a “yard sale” in the dorms at the end of the semester with all of the student “throw aways”- the possibilities are endless! Think big. Be creative.

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. 30th (10%):** Each team will turn in one “Logic Model” worksheet outlining their project.

**Part 2: Outline due Oct. 16th (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. 23rd (20%):** Each team will turn in one project proposal and present on their proposal for the class.

**Part 4: 2 Progress Reports due Nov. 4<sup>th</sup> & 18<sup>th</sup> (10%):** Each team will turn in two separate reports on their project’s progress worth 5% each.

**Part 5: Final Presentation due Nov. 25<sup>th</sup> or Dec. 2<sup>nd</sup> (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 Nov. 25<sup>th</sup> or Dec. 2<sup>nd</sup> (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 7<sup>th</sup>. 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 September 30<sup>th</sup>.

**Final:**

The final exam will be similar to the midterm and will be **cumulative**. It will be held on December 9<sup>th</sup> from 12:30-2:30pm. It will consist of an in-class essay and multiple-choice questions covering material from the entire semester. The best way to be prepared for the final exam is to stay on top of the weekly readings, come to class, and take good notes. We will review in class for the final on Thursday, December 4<sup>th</sup>.

**Community Hours:**

This course requires that you log 15 hours of outreach work in the community (off-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 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; visiting a local farm or farmer's market, inquiring about their waste practices and reporting back to the class; helping a neighbor set up composting- 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 post upcoming events and field trip options on UNM Learn, so please check this 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 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.

**Academic Dishonesty:**

See [pathfinder.unm.edu/common/policies/academic-dishonesty.html](http://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, which is located in Mesa Vista Hall, #2021. 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, 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](mailto: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. 19th	Syllabus review, Introductions, and Course Expectations Reading Journals	Syllabus, Student Survey	In class reflection on "7 Days of Garbage" photo essay
1: Introductions	Thurs, Aug. 21st	Discuss and assign "Waste Journals"  In-class example of a reading journal  History of Garbage	"Climate Change, Peak Oil, and the End of Waste" Sheehan and Spiegelman; <i>Garbology</i> p. 1-38	Reading journal
2: New Mexico	Tues, Aug. 26th	How does waste impact our local environment?	Ch. 1: "Key Human Impacts on the New Mexico Environment", from <i>The Orphaned Land</i> , V.B. Price	Reading journal
2: New Mexico	Thurs, Aug. 28th	Begin our discussion of race and colonialism in New Mexico  Speaker from CAPS: "Avoiding Plagiarism"	"Introduction" from <i>Understories: The Political Life of Forests in Northern New Mexico</i> , Jake Kosek; and "Acquire the Skills, Avoid Plagiarism" by Farah Nousheen	Reading journal  First waste journal due

<b>Week/Week's Theme</b>	<b>Date</b>	<b>Topic</b>	<b>Read/Discuss</b>	<b>Assignment Due</b>
3: Race, Gender, and Environmental Justice	Tues, Sept. 2nd	Privilege checklist exercise. What is structural racism? Anti-racism/ Anti-oppression training	"White Privilege: Unpacking the Invisible Knapsack", Peggy McIntosh	Reading Journal
3: Race, Gender, and Environmental Justice	Thurs, Sept. 4th	What is intersectionality and why is it important?  Anti-racism/ Anti-oppression training continued.	"Are You Challenging Sexism and Male Supremacy?" Paul Kivel	Reading journal
4: Environmental Racism	Tues, Sept. 9th	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  Online Reading Quiz #1 due before class
4: Environmental Racism	Thurs, Sept. 11th	Colonialism and Environmentalism	Ch. 3: "Rape of the Land", from <i>Conquest</i> , Andrea Smith; "The Greening of Hate" Betsy Hartmaan	Reading journal
5: Waste and the Soil	Tues, Sept. 16th	Reflection on our own waste practices  Begin process of matching team members. Skills exercise.	"Decay", "Waste", "Garbage" from <i>What We Leave Behind</i> , Derrick Jensen and Aric McBay	Reading journal Second Waste Journal due. Also, bring in a week's worth of (non-food waste) trash.

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
5: The Nuclear Legacy	Thurs, Sept. 18th	What does it mean to live in the birthplace of the bomb? What is the true impact of nuclearism?	"From Hell to Breakfast" from <i>Savage Dreams</i> , Rebecca Solnit	Reading journal
6: The Nuclear Legacy	Tues, Sept. 23rd	Guest Speakers: Janet Greenwald and Romilly Tsinhnahjinnie from Citizens for Alternatives to Radioactive Dumping	"Mutant Ecologies: Radioactive Life in Post-Cold War New Mexico" Joseph Masco.	Reading journal  Second waste journal due
6: The Nuclear Legacy	Thurs, Sept. 25th	Discussion of WIPP and WIPP spill  What are "national sacrifice zones?"	"Nuclear Wasteland" from <i>The Tainted Desert</i> , Valerie Kuletz	Reading journal  Turn in reading journals from weeks 1-6
7: Waste and the Water	Tues, Sept. 30th	Discuss and Assign "Water Journal"  Watch <i>Laundry to Landscape</i> video clip  (Mid-term Review)	Ch. 2: "Water" from <i>The Orphaned Land</i> , V.B. Price.	Reading journal  Online Reading Quiz #2 due before class  <b>Team Logic Models due</b>
7: Waste and the Water	Thurs, Oct. 2nd	Gray water practices with guest speaker: Peter Gallo	"Down to the Sea in Chips", <i>Garbology</i> p. 107-126; and listen to "Harvesting Rainwater" on NPR with Brad Lancaster	Reading journal



Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
8: Midterm	Tues, Oct. 7th	<b>In- Class Midterm Exam</b>		
8: Fall Break	Thurs, Oct. 9th	<b>Fall Break</b> Optional field trip: 11:00am at the Friedman Recycling Center 5021 Edith N. (15 students maximum)	<b>Fall Break</b>	
9: Garbology	Tues, Oct. 14th	<b>Zero Waste Week: Ziplock Baggie Challenge</b>  Edward Humes (author of <i>Garbology</i> ) on campus October 14-15th	Part 2, <i>Garbology</i> , p. 145-184	Reading journal  First Water Journal due
9: Garbology	Thurs, Oct. 16th	<b>Zero Waste Week: Ziplock Baggie Challenge</b> Moving towards action.  Peer feedback on Project Outlines	Part 3, <i>Garbology</i>	Reading journal Come up with 5 sustainable actions NOT listed in the book. <b>Project Outlines due</b>
10: Social Justice and Consumption	Tues, Oct. 21st	Food, waste, and race/racism	"Social Justice Beliefs and Addiction to Uncompassionate Consumption", from <i>Sistah Vegan</i> A. Breeze Harper	Reading journal  Check community hours logs

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
10: Social Justice and Activism	Thurs, Oct. 23rd	Teams present on their proposals  Peer feedback on proposals	"The role of Gender, Race/Ethnicity, and Class in Activists' Perceptions of Envir. Justice" from <i>New Perspectives on Envir. Justice</i> , Prindeville.	Reading journal  <b>Team Project Proposal and Presentation due</b>
11: Green Capitalism	Tues, Oct. 28th	What is "green capitalism"? Can capitalism save us?	"'Green Capitalism' or Environmental Justice?" Jacklyn Cock.	Reading journal
11: Green Capitalism	Thurs, Oct. 30th	In-class film, <i>Wasteland or Trashed</i>  Come to class in a Sustainability-Themed Halloween costume	"Climate Justice: The Emerging Movement Against Green Capitalism", Ashley Dawson	Reading Journals  Online Reading Quiz #3 due before class
12: Creative Responses to Waste	Tues, Nov. 4th	In-class musical performance/ "open mic" (Guest performers TBA)	"Poetry is not a Luxury" and "The Transformation of Silence into Language and Action" Audre Lorde	Reading journal  <b>Team's progress report #1 due</b>
12: Creative Responses to Waste	Thurs, Nov. 6th	Guest Speaker from the Harwood Art Center on re-purposed, recycled art and activism	Visit the "Washed Ashore Project: Art to Save the Sea" and Swoon's "Swimming Cities of Switchback Sea" websites	Reading Journal (responses to websites)  Turn in reading journals from weeks 7-12

<b>Week/Week's Theme</b>	<b>Date</b>	<b>Topic</b>	<b>Read/Discuss</b>	<b>Assignment Due</b>
13: Militarism and the Environment	Tues, Nov. 11th	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  Second water journal due
13: Militarism and the Environment	Thurs, Nov. 13th	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  Online Reading Quiz #4 due before class
14: Campus/Community Project	Tues, Nov. 18th	Primer on public presentations: Practice with teams	Review "Primer on Public Presentations" Bill Dunn and Bruce Milne on SUST website	<b>Team's progress report #2 due</b>
14: Campus/Community Project	Thurs, Nov. 20th	Team work day and final preparations		Reading, Water, and Waste Journals due
15: Campus/Community Project	Tues, Nov. 25th	Final Presentations		Final papers due with presentations
15: Break	Thurs, Nov. 27th	No class: Unthanksgiving Break		
16: Campus/Community Project	Tues, Dec. 2nd	Final Presentations		Final papers due with presentations
16: Final Exam Review/Wrapping Up Lose-Ends	Thurs, Dec. 4th	<b>Final Exam Review</b>		Community hours log due
17: Final Exam	Tues, Dec. 9th	<b>Final Exam (12:30-2:30pm)</b>		