

SPRING 2012
SUST 334 – Sustainability: A Practicum for Campus or Community

Instructor: Maggie Seeley, M. S.
Time: Tuesday/Thursday 11:00-12:15pm **Location:** 1032 Centennial
Office: Castetter Hall (Biology Building), room 163B
Office Hours: Tues-Thurs 12:30 – 1:30pm pm or by appointment (please call me)
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Texts: The Transition Companion: Making your community more resilient in uncertain times (2011) by Rob Hopkins
Post Carbon Reader: Managing the 21st Century's Sustainability Crises (2010) edited by Richard Heinberg and Daniel Lerch (selected readings emailed)

In New Mexico, even with a good snow pack in the mountains, conditions are beyond drought. Our groundwater is threatened by a gas spill at KAFB. Gas, oil and coal revenues help fund the New Mexico state treasury but, at what cost to our environment. Fracking causes ground water contamination. Carbon emissions continue to rise. How clear can it be? Corporations have insinuated themselves into government and into our lives with little regard for the environment. Politicians from both parties are funded by business to keep their interests alive and profits increasing. The rich get richer, the poor get poorer. We are the 99% movement pointing the way to a transition. .

Rob Hopkins, founder of The Transition Movement, asserts “By unleashing the collective genius of those around us to creatively and proactively design our energy descent (reducing oil dependence), we can build ways of living that are more connected, more enriching and that recognize the biological limits of our planet.” Margaret Mead, anthropologist said: “Never underestimate the power of a small group of people to change the world. In fact, it is the only thing that ever has.” Action is what this course is about. ‘Be the change you wish to see,’ is the advice of the great Indian activist Ghandi. Our objective is to get things done on campus and in our community while reducing our carbon footprint.

Sust. 334 COURSE OUTCOMES:

Become familiar with the Transition Movement; Learn the techniques of organizing, campaigning and marketing sustainability concepts; Teach others the basics of Climate Change, Peak Oil, Carrying Capacity, Sustainability Techniques; Develop a UNM campus Transition Initiative; Develop and demonstrate Re-Skilling Showcase (solar oven, composting, sewing, straw bale, water desalinization, facilitating a meeting, writing a press release, mobilizing the campus and community, working with the City Council or County Commission, growing food, building a biodiesel processor, water catchment, permaculture etc.) Your biggest deliverable is to conduct and produce a Transition Training on 21-22 April 2012. Every re-skilling example I have mentioned has already been undertaken by a SUST 334 student, so I do expect fabulous results. You will be a part of a 5-person team for your large Transition projects (50% of grade) whereas you may do your own re-skilling solo or with a buddy (20%).

Class Protocol: Let's put accountability into practice. Check your email regularly as that is how I will communicate with you outside of the classroom. Articles and reading assignments, directions for field trips, reminders of project decisions will be emailed to you. Maintain your email account.

Show respect in class. Be on time and turn off your cell phones entirely. No texting or Internet use in class. If I suggest you go to CAPS for help with your writing, go to C.A.P.S. caps@unm.edu or 277-7205.

Grading: Your grade will be determined from the following:

Attendance & Participation	20%
Laser Talks, Posters, Blogs & Papers	20%
Transition Projects, Processes & Teamwork	50%
Product: Transition Training, 21-22 April 2012	
ReSkilling Projects – Solo or Buddy	20%
Product: Transition Skills Showcase, 19 April 2012	

Discretionary Credit	10%
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Yes, indeed, everything adds up to 120%

Attendance and Participation (20%): Woody Allen said that 80% of life was just showing up. So, show up and be on time. During class, you may be called upon to lead the discussion about an assigned reading or give a laser talk about your project. This class requires your active participation on a project, team work outside of class, research, reading and field work. You may have four (4) absences before your grade is reduced. Please come and talk to me if you foresee the attendance requirement or weekend field work as posing a problem. If you're sick, be responsible and stay home. Sign the Attendance sheet and be on time. No cell phones, texting, reading the Daily Lobo etc. in class.

Review the Basics: This class starts with a review of the major sustainability topics, sorted by the Triple Bottom Line taught in Sust. 134: social equity, environmental responsibility, economic stability. You can choose to give a 4 minute laser talk (based on A-M-M-A) for credit on one of the 21 Basic Sustainability Topics.

Weekly Themes: Eat Local week, Zero Waste week, Bike/Walk/Bus to UNM week, Power Down week, Personal Skill week; Back to the Tap week; Zero Plastics week, Transition week. Just to get real and practice walking our talk, we'll take on personal behaviors for a week or two in these categories. Regarding the Re-Skilling week, riding a bike to campus is my goal, and learning how to fix my bike would really be a personal stretch. After each weekly challenge, you can present a four (4) minute laser talk to the class about what you learned. Or, you can 'mime', do a skit, present a poster, write a 500 word paper. (In 4 minutes, you probably can't set up a ppt, but surprise me!) I stress using A-M-M-A for your laser talks or any presentation. A - Attention Getting; M – Meaningful; M - Memorable; A – Actionable.

LATE? Laser talks, posters, blogs, papers, radio ads (20%): Intelligence comes in many forms. If papers or any of your products (very few) are more than one class late, they will be graded down. Take reports or deliverables to the Biology Dept. office (165 Castetter), have them date stamped and ask that they are put in my orange folder (Maggie Seeley) in the Sustainability Studies mailbox.

Reading, Writing and Speaking

If reading or writing or giving laser talks is a challenge for you, I will help you. There will be written comments and feedback on the first written assignment. If I return your paper for a re-write, don't take it personally. If I suggest that you go to CAPS @ Zimmerman Library for help, please demonstrate that you have used that service in your rewrite. caps@unm.edu or telephone 277-7205.

If you're giving a laser talk, you can rehearse in front of me, so that the A-M-M-A principles (Attention Getting, Meaningful, Memorable and Actionable) are clear.

Plagiarism will not be tolerated in any form. Give credit where it is due. Write and speak in your own words. No more than one sentence quotes. An F grade or withdrawing is the consequence of stealing someone else's work without citation.

Strategy for Getting a Good Grade

Application of course material to your Transition team projects and Re-Skilling projects is what's necessary. Here's the big tip. Your text, The Transition Companion (TTC) is all about tools and techniques. USE IT, cite it, refer to it, and quote it in your laser talks, blogs, papers, posters, re-skilling plans, Open Space, final reports, press releases, flyers. Develop mastery, competence in several Transition processes and use the material to show me you have understood and are demonstrating material from your texts, the Post Carbon Reader articles, various websites, videos, newspapers.

EXAMPLES of APPLICATION of TEXTS (i.e. Getting a Good Grade)

Example #1 – Running a Meeting (Mark the opening. Have a clear ending.) “This kind of topping and tailing can make a big difference.” (pg. 123, Hopkins, TTC) These tips need to be used in class for each meeting.

Example #2 – Create a Flyer or Website for 21-22 April 2012 Transition Training. “Good BOLD headline + Give the details (pgs. 136-137, Hopkins, TTC). Must create flyers, posters (pgs. 120-121, Hopkins, TTC) & websites.

Example #3 –Filter Water. Ceramic filters can clean up bacteria, foul pond water or grey water. (pg. 439, Mortenson, Post Carbon Reader). This has potential for a Re-Skilling project. Jump on it.

I am very impressed when you make the connection between published material and your own utilization or project design.

Example #4 – Conduct a Transition Training. “Begin with the end in mind.” In other words, create a full plan for the Transition Training, vision, dates, tasks, who is accountable, metrics (Covey, 7 Habits of Highly Effective People; Seeley, Strategic Plan format, 2008). Transition US also has explicit instructions of everything which needs to happen to have a successful training. Our Training is 21-22 April 2012.

Example #5 – Run an Open Space meeting. Open Space helps you identify others who share your interests and will collaborate on your Transition projects or re-skilling. (Open Space handout, Seeley, pg. 2 and “Community Brainstorming Tools, pgs. 220-222, TTC).

Transition Projects (50%) This is the most important part of this course. There will be 5 teams of 3-4 students each. Let's try to assure that your team has a balance between women and men, Introverts and Extraverts, Feelers and Thinkers (from the Myers-Briggs Type Indicator), different majors and representatives multiple cultures and perspectives. Each student team will be responsible for planning and delivering part of the Transition Training, 21-22 April 2012. Various tasks – Awareness Raising pgs. 124-127, TTC) Communicating with the media (pgs. 136-137, TTC), Community Mapping (pgs.138-139, TTC), Training Logistics (pgs. 112-113, TTC), Transition Showcase planning & coordination with Sust. 134 and SUST 434 students and professors – will be chosen by each team. See 2/28/12 class.

There are two final products or deliverables: 1) a two-day Transition Training, Sat.-Sun. 21-22 April 2012 is a team project in which you handle several parts of delivering an official Transition Training, and 2) a one-day Transition Showcase of your Skill Development projects which takes place on Thurs., 19 April 2012. 2) Your 2nd deliverable is a report on the Transition Training and Transition Showcase, written for students to inspire and assist other university audiences. That report will be published on the international Transition Network, along with pictures, graphs, a blog and website due 3 May 2012. Your story about Transition Training UNM will be in the June 2012 national Transition Newsletter. This is one measure of your success?

Discretionary Community Service (10%): Every week the Sustainability Studies website is updated with news of farming, gardening, solar events, seed saving, water catchment workshops, mud floor making, cheese making, Transition workshops, movies, lectures, volunteer events. You can join Sust.134 students on their field trips. In 2011, we had 23 community events. We can often drive you there on the SSP Biodiesel van. Write a two paragraph of the key points, or make a 4 min. laser talk in

class.. You can go to any of the sites below, do research and get discretionary credit. There is a Transition Training at Esalen Institute, Big Sur, Calif. on Fri.-Sun. 16-18 March 2012 during Spring Break. Let's see if we can get the funding for several students to attend.

Movies, Interviews, UTube, Websites, Blogs:

Website: Transitionus.org, TransitionNetwork.org, TransitionUNM@gmail.com

Please look at the list of Transition Initiatives from across the world and check their websites.

Work with Terry Horger to order the films, videos, materials you want to use in your Transition UNM Awareness Raising campaign. Last semester, we used "Flow" (water privatization), "Gasland" (fracking), "Carbon Nation" and "No Impact Man". I have ordered "Thrive" for our use this Spring 2012 semester.

Movie: "Gasland" (about fracking for natural gas and water contamination)

Movie: "Inside Job" (the 2008 Economic crash and the people behind it)

Audiotape: Naomi Kline, "The Shock Doctrine"

Audiotape: Dr. Steven Bezruchka, "Health and Wealth" (global corporatization of health)

UTube: "Agro Rebel" www.cultureunplugged.com/documentary/watch-online

Movie: "Carbon Nation" www.reuter.com/article/2011

Movie: [www."WhatAWaytoGo.com"](http://www.WhatAWaytoGo.com) Derrick Jensen, Thomas Berry, Chellis Glendinning, others

Movie: "Thrive"

Website: PeacefulUprising.com about Tim DeChristopher (purchased BLM land@ public auction)

Website: New Energy Economy www.newenergyeconomy.org

Website: Environment New Mexico www.environmentnewmexico.org

Website: RecycleMania, www.recyclemaniacs.org/Index.htm

Blog: ChrisMartenson/blog/Death by Debt and Crash Course

Blog: UNMFoodshedfieldschool.wordpress.com

Website: Population Growth www.populationconnection.org

IPhone app: Al Gore "Choices"

Numerous articles about the 99% Movement – web, blog, news, TV

Schedule:

Week	Date	Topic	Read & Discuss	Assignment Due
1	T 1/17	The Sust. 334 Sustainability Practicum – Course Expectations	Syllabus Review Student Questionnaire Sustainability Topics List	Sign up for Sust. Topic – prepare 2 min presentation based on A-M-M-A
1	R 1/19	Intro to A-M-M-A A - Attention Getting M – Memorable M – Meaningful A – Actionable (handout) Presentation Skills OH + handouts – 10 min Student Introductions Name, major, sustainability Practices, interesting stuff Summarize class – 5 min. Next class – 5 min.	Read <u>Transition Companion</u> Chpts.1-6, pgs 1-79 w/ 1-2 classmates. Research website www.transitionus.org Email "Growing Community Food Systems"; "Getting Fossil Fuels Off the Plate",	Choose a partner (s) and make a date to read the <u>Transition Companion</u> over the weekend. Research 2-3 Transition communities in the world. Create a 6-8 min. presentation on key points from the text by using examples from these communities. Write your own 2 page paper with good documentation due 1/24.
2	T 1/24	Presentation on Transition in Bellingham, Wash. Ppt.		Turn in Transition papers (2) pages.

		<p>Jeness May, Co-Coordinator Transition Albuquerque</p> <p>Rap session w/ Jeness May, Transition Albuquerque jenessmay@gmail.com</p> <p>Courtnei Hale, Center for Natural & Traditional Knowledge chale@the CNTK.org.</p> <p>Summarize class – 5 min. Next class – 5 min.</p>	<p>Read “Growing Community Food Systems” by Erika Allen (10 pgs.)</p> <p>“Getting Fossil Fuels Off The Plate” by Michael Bomford (8 pgs.)</p> <p>Read: “Local Food Initiatives” (pgs. 168-171)</p>	<p>Transition Presentations in class. Use everyone in making a 6-8 min. presentation in class on the material in the text, identifying clear examples from the 2 or 3 Transition Towns in the world which you researched.</p> <p>Bring local breakfast foods to class on Thurs, 1/26/12</p>
2	R 1/26	<p>Eat Local Food Week</p> <p>Foodshed Breakfast in class. Bring local breakfast items to share in class. I will bring coffee, recycled plates etc.</p> <p>Mona Angel, Lobo Gardens mona123@unm.edu</p> <p>Kent Steinhaus, Lobo Energy kstein@unm.edu</p> <p>Rap on food, meat growing</p> <p>Summarize – 5 min. Next class – 5 min.</p>	<p>Distribute Foodshed Initiative article from La Montinita Coop.</p> <p>Keep a Food Journal for 10 days. Make every effort to examine the labels of the food you buy, ask where food comes from, estimate the air miles from source to shelf. Try organic and avoid Wal-Mart. Use this format: <u>Date</u> <u>Food</u> <u>From Where</u> <u>Miles</u></p>	<p>Transition Presentations in class. Use everyone in making a 6-8 minute presentation in class on the material in the text, identifying clear examples from the 2 or 3 Transition Towns in the world which you researched.</p> <p>Email 7 Habits (3 pgs.)</p>
3	T 1/31	<p>Education is Power, Bike Co-op, Recycling Rap Session with former Sust. 334 students who created the Transition campaigns on campus. Ghost Loads, Energy Reduction in Classrooms, Recycling, Bike Co-op, Lobo Gardens</p> <p>Next class – 5 min.</p>	<p>Research: transitionedinburghuni.org.uk</p> <p>Research: transitionucboulder.org</p> <p>Read 7 Habits material</p>	<p>Email Open Space guidelines (2 pgs.)</p>
3	R 2/2	<p>Seven Habits of Highly Effective People Maggie Seeley “Thrive” excerpts Summarize – 5 min. Next class – 5 min.</p>	<p>Email: “Transportation in the Post Carbon World” & End of Waste”</p> <p>Email: Open Space Guidelines Read: pgs. 220-222 TTC</p>	<p>Turn in Food Journals</p> <p>”</p>

4	T 2/7	OPEN SPACE “What projects will create transition to a more sustainable UNM campus or Albuquerque community?” Next class – 5 min.	Read: “Transportation in the Post Carbon World” (12 pgs.) Read: “Climate Change & The End of Waste” (17 pgs.)	
4	R 2/9	Bike, Walk or Public Transit Week Student teams present on: 1) Transportation and 2) End of Waste Next class – 5 min.		Draw a name – Make a sustainability Valentine
5	T 2/14	Psychology of Change What are our Addictions? Exercise – Maggie Seeley Summarize – 5 min. Next class – 5 min.	Make Valentines in Class Read Chpts 10-11 of <u>The Transition Handbook</u> for class on pgs. 134-175	Online Chpts 10-11 – The Transition Concept & How to Start a Transition Initiative to students. Pgs. 134-175 (lots of pix & ads)
5	R 2/16	Check Ins – 15 min. “How are things going? What’s new in your life, school work?” Two Student teams present on Transition: 12 Ingredients & How to Start a Transition Initiative ppt. Summarize – 5 min. Next class – 5 min.		Email Team Roles, Structure, Conflict Process – 4 pages Write a 2 page paper on one Skill you want to build in class this semester. Get a buddy who shares your interest.
6	T 2/21	TEAMS: Team Roles, Structure, Conflict, Process – O/H presentation Maggie Seeley Next class – 5 min.	Read Visioning (pgs. 114-116); “Effective Meetings”, “Working Groups” (pgs. 122-129) Read: “Harnessing the power of a Positive Vision” (8 pgs.)	Email Vision guidelines Strategic Planning format – 4 pgs.
6	R 2/23	VISIONING Exercise: The Miracle Question Discuss with classmates. Write a personal vision re: Skill Building. Next class – 5 min	Read Vision guidelines in class and review Strategic Planning format for delivering a Transition Training 21-22 April 2012. Read: “Measurement” (pgs. 109-111) Prepare Laser Talk – 4 min on one of the Transition Processes listed, delivering it on 2/28/12	Hand in Skill Building paper (2 pgs.)
7	T 2/28	Transition Processes Laser Talks – 2 Person Teams: Choose Projects & Teams Refine vision, develop strategy, marketing. Student teams report on:		Write Team Proposals incl. vision, incorporating the 7 Habits. Include metrics (ways of measuring success) based on Measurement. Due in class on 3/1/12 hardcopy (no

		1) Effective Meetings 2) Working Groups 3) Metrics & Measurement 4) Transition Training outline 5) Logistics 6) Marketing 7) Mapping 8) Open Space (pgs. 220-222 + Maggie's handout) 9) Conflict 10) Oil Descent Plan 11) Local Government 12) Re-Skilling Showcase 13) Community Outreach 12) Business Development Team Meetings in class Create Project vision that pulls you forward into the future. Plan Strategic Actions that directly serve the vision. Design results you can measure for Transition Showcase on Thursday, 19 April and Transition Training on 21-22 April 2012. Next class – 5 min.		exceptions). 3 pages Prepare to make 10 min Project Presentations in class on 3/1/12
7	R 3/1	OPEN SPACE – Final choice of Transition Projects/Processes and Teams (5-6 teams of 3-4 people each). Discuss metrics. Establish Baseline & metrics – soft & hard.		Based on feedback in class, meet over weekend and revise your proposal due on 3/6/12. Use the Meeting guidelines.
8	T 3/6	Action Steps, Deadlines, Accountability. Use Strategic Planning Chart to write out all actions, due dates and who is responsible for completing them. “Plan with the end in mind.” Next class – 5 min.	Hand in Transition Project proposals including Feedback and Metrics 3/6/12. Develop Strategic Planning Chart ending with Transition Training 4/21-22/12	Happy Mid Term Break
8	R 3/8	Teams Meet	Plan Mid-Term Re-Skilling time	
	3/11-18	<i>Mid Term Break</i>	Get your Re-skilling projects started.	
9	T 3/20	Transition Check-Ins. How are things going? What did	Read: Conflict, pgs.188-191, TTC	

		you do over Mid-Term Break? – 15 min Stages of Change & Psychology of Change ppt. Maggie Seeley – 25 min Teams Meet to review their vision, action steps – 25 min Summarize Next class – 5 min		
9	R 3/22	Teams meet – 30 min Any conflicts? Conflict	Use AMMA	
10	T 3/27	Teams report to the entire class on progress, needs. Choose a Skill discussion Earlier this semester, you wrote a paper on a skill you would like to develop. Discuss w/ buddy. – 10 min Record in Notebook Teams meet – 30 min Next class – 5 min.	What stage of change are you in with your Skill building?	
10	R 3/29	Teams meet. Review deadlines and project goals – 50 min. Summarize + Next class 5 min	Read: “Climate Change, Peak Oil & The End of Waste”	Research Zero Waste on college campuses and in localities – 3 examples. Email “Climate Change, Peak Oil & The End of Waste”
11	T 4/3	Zero Waste Week – 10 min What is your personal Zero Waste plan? Meet with buddy. Rap Session on Waste – 30 min. Teams meet – 30 min. Summarize– 5 min. Next class – 5 min.		
11	R 4/5	Teams meet - 60 min Summarize	Read:	Write a 2 page review of your Zero Waste research due 4/10/12 – 3 examples
12	T 4/10	Zero Waste Week Idea Writing – Get feedback from your peers on your Zero Waste research. 30 min. Teams meet – 30 min. Summarize + Next class 5 min.		Hand in Zero Waste research paper

12	R 4/12	Teams meet - 60 min Summarize + Next class 5 min.	10 pgs. & “Money & Energy by Richard Douthwaite, 4 pgs.	Email “Peak Oil & the Great Recession” & “Money & Energy
13	T 4/17	Transition Week Final Planning – ReSkilling Showcase Summarize + Next class 5 min		
13	R 4/19	Transition Showcase of Re-Skilling projects; Farmer’s Market on campus		
13	Sa-Su 4/21-22	Transition Training	Attendance required	
14	T 4/24	No class	Take a Breath	
14	R 4/26	Evaluation of Transition Training	Read: “The Competitiveness of Local Living Economies” by Michael Shuman, 8 pgs.	Email 2030 Hopkins article
15	T 5/1	Check Ins – 20 min Rap Session on Living Economies	Attendance Required	
15	R 5/3	Foodshed Breakfast Rap Session on 2030 Appreciation	Attendance required	
16	T 5/8	2nd Final + Class Evaluation Closing Ceremony	Attendance required	
16	R 5/10	No class		

Making Changes

It’s been my experience that students prefer to stick to the Syllabus. Any time we have the opportunity of a guest speaker, a site visit or a video presentation, I am going to jump on the opportunity. Ahead of time, I am asking that you be resilient, agile and go with the flow as we make changes in your schedule in order to create a more vibrant learning situation. Change is the way of the world. We must learn to dance with change. Keep current with email, as all changes will be communicated that way.

Summarize the Class

Take on the role of using the last 5 minutes of class to: 1) Summarize what happened in that day’s class; and; 2) Clearly state the expectations and homework for the next class. Mention what is to be read, researched or prepared. Point out where the reading or research is to be incorporated in the class products. Take on the role of Summarizing the Class, a 5 min. exercise. Get credit.

TLC

Please use the Sustainability Studies kitchen and living room in Room 163 Castetter Hall. Have lunch, hang out, study. If you need to borrow a computer/desk, we have several work spaces available with friendly people to assist you. Terry Horger (277-3325, thorger@unm.edu) is usually available. Come on by.

There is no question in my mind that each one of us makes a difference and that we can be leaders in reducing consumption and oil use while creating community and happiness. We’re creating a new world which works for 99% of us. Welcome to Sust. 334, the Sustainability Studies 334 Practicum.

Maggie Seeley, MS

MSeeley@unm.edu , (505) 268-3339 cell (8am – 9pm)