

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

Spring 2015

Tues & Thurs 11:00-12:15pm

Mitchell Hall 212

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**Office Hours:** Monday 10:15-11:45am 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.
- VB Price. *The Orphaned Land: New Mexico's Environment Since the Manhattan Project*. University of New Mexico Press, 2011.

- 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:	40%
Midterm Exam:	15%
Community Hours:	10%

<b>A+</b> 99-100%	<b>B+</b> 87-89%	<b>C+</b> 77-79%	<b>D+</b> 67-69%	<b>F</b> 60% or lower
<b>A</b> 93-98%	<b>B</b> 83-86%	<b>C</b> 73-76%	<b>D</b> 63-66%	
<b>A-</b> 90-92%	<b>B-</b> 80-82%	<b>C-</b> 70-72%	<b>D-</b> 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. 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, *Garbology*, or *The Orphaned Land*), 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. 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.

### **Online Reading Quizzes:**

During the semester, students will be required to take four short essay-format 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.

### **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. These journals will be graded on a complete/incomplete grading scale. 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. 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 Feb. 5th (10%):** Each team will turn in one “Logic Model” worksheet outlining their project.

**Part 2: Outline due Feb. 17th (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 Feb. 26<sup>th</sup> (20%):** Each team will turn in one project proposal and present on their proposal for the class.

**Part 4: 2 Progress Reports due March 24<sup>th</sup> & April 7<sup>th</sup> (10%):** Each team will turn in two separate reports on our tumblr site ([sust334.tumblr.com](https://sust334.tumblr.com)) on their project’s progress worth 5% each.

**Part 5: Final Presentation due April 28<sup>th</sup> or April 30<sup>th</sup> (25%):** Each team will present their project at the end of the semester for the class and possibly the wider campus/community. (A portion of this grade will be your exhibit at the Lobo Grower’s Market on April 21<sup>st</sup>.)

**Part 6: Final Reflection Paper due April 28<sup>th</sup> or April 30<sup>th</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 March 5<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 March 3<sup>rd</sup>.

### **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 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 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](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, 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](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, Jan. 13th	Syllabus review, Introductions, and Course Expectations Reading Journals	Syllabus, Student Survey	
1: Introductions	Thurs, Jan. 15th	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. 1-16	Reading journals
2: New Mexico	Tues, Jan. 20th	How does waste impact our local environment?	<i>Garbology</i> p. 17-38; Ch. 1: "Key Human Impacts on the New Mexico Environment", from <i>The Orphaned Land</i> , V.B. Price	Reading journals  Discuss and assign waste journal

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
2: New Mexico	Thurs, Jan. 22nd	Begin our discussion of 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: Race, Gender, and Environmental Justice	Tues, Jan. 27th	What is structural racism? Anti-racism/ Anti-oppression training	"White Privilege: Unpacking the Invisible Knapsack", Peggy McIntosh	Reading Journal  First waste journal due
3: Environmental Racism	Thurs, Jan. 29th	Who is most impacted by environmental toxins and toxic waste?  Groups chosen: begin work on logic models	Ch. 3: "Environmental Discrimination" from <i>The Orphaned Land</i> , V.B. Price.	Reading journal  Assign and discuss one-week waste challenge
4: Environmental Racism	Tues, Feb. 3rd	Colonialism and Environmentalism	Ch. 3: "Rape of the Land", from <i>Conquest</i> , Andrea Smith; "The Greening of Hate" Betsy Hartmaan	Reading journal  <b>Online Reading Quiz #1 due before class</b>
4: Waste and the Soil	Thurs, Feb. 5th	Reflection on our own waste practices	"Decay", "Waste", "Garbage" from <i>What We Leave Behind</i> , Derrick Jensen and Aric McBay	Reading journal  Bring in a week's worth of (non-food waste) trash.  <b>Logic Models due</b>

<b>Week/Week's Theme</b>	<b>Date</b>	<b>Topic</b>	<b>Read/Discuss</b>	<b>Assignment Due</b>
5: The Nuclear Legacy	Tues, Feb. 10th	What are "national sacrifice zones?"  WIPP	"Nuclear Wasteland" from <i>The Tainted Desert</i> , Valerie Kuletz	Reading journal  Assign second waste journal
5: The Nuclear Legacy	Thurs, Feb. 12th	What does it mean to live in the birthplace of the bomb? What is the true impact of nuclearism?	"Mutant Ecologies: Radioactive Life in Post-Cold War New Mexico" Joseph Masco.	Reading journal
6: The Nuclear Legacy	Tues, Feb. 17th	Discussion of the "Mixed Waste Land-fill/Dump" with guest-speaker Willard Hunter  Peer feedback on Project Outlines	"Toxic Waste: Everything Has to Go Somewhere" from <i>The Orphaned Land</i> by VB Price	Reading journal  Second waste journal due  <b>Project Outlines due</b>
6: Waste and the Water	Thurs, Feb. 19th	Plastic in the oceans  Discuss and Assign "Water Journal"	<i>Garbology</i> p. 107-141	Reading journal
7: Waste and the Water	Tues, Feb. 24th	New Mexico's water Guest speaker: author VB Price	Ch. 2: "Water" from <i>The Orphaned Land</i> , V.B. Price.	Reading journal  Reading journal and 2 questions for VB Price <b>Online Reading Quiz #2 due before class</b>

<b>Week/Week's Theme</b>	<b>Date</b>	<b>Topic</b>	<b>Read/Discuss</b>	<b>Assignment Due</b>
7: Campus/Community Projects	Thurs, Feb. 26th	Teams present on their proposals  Peer feedback on proposals		<b>Team Project Proposal and Presentation due</b>
8: Midterm Review	Tues, March 3rd	<b>Review for Midterm</b>		First water journal due
8: Midterm	Thurs, March 5th	<b>In- Class Midterm Exam</b>		
9: Garbology	March 9-13th	<b>Spring Break</b>		
10: Garbology	Tues, March 17th	<b>Zero Waste Week: Ziplock Baggie Challenge</b>	Part 2, <i>Garbology</i> , p. 145-184	Reading journal
10: Garbology	Thurs, March 19th	<b>Zero Waste Week: Ziplock Baggie Challenge</b>	Part 3 and Epilogue, <i>Garbology</i>	Reading journal  Come up with 5 sustainable actions NOT listed in the book.  Bring in ziplock baggie of waste
11: Social Justice and Consumption	Tues, March 24th	Food, waste, and race/racism	"Social Justice Beliefs and Addiction to Uncompassionate Consumption", from <i>Sistah Vegan</i> A. Breeze Harper	Reading journal  <b>Team's progress report #1 due</b>



<b>Week/Week's Theme</b>	<b>Date</b>	<b>Topic</b>	<b>Read/Discuss</b>	<b>Assignment Due</b>
11: Green Capitalism	Thurs, March 26th	What is "green capitalism"? Can capitalism save us?	"'Green Capitalism' or Environmental Justice?" Jacklyn Cock.	Reading journal
12: Campus/Community Projects	Tues, March 31st	In-class team work day and individual meetings	"Climate Justice: The Emerging Movement Against Green Capitalism", Ashley Dawson	Reading Journals Assign second water journal <b>Online Reading Quiz #3 due before class</b>
12: Creative Responses to Waste	Thurs, April 2nd	Guest speaker 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)
13: Community/Campus Projects	Tues, April 7th	In-class work for teams and individual check-ins		<b>Team's progress report #2 due</b>  Second water journal due
13: Militarism and the Environment	Thurs, April 9th	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

<b>Week/Week's Theme</b>	<b>Date</b>	<b>Topic</b>	<b>Read/Discuss</b>	<b>Assignment Due</b>
14: Militarism and the Environment	Tues, April 14th	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  <b>Online Reading Quiz #4 due before class</b>
14: Campus/Community Project	Thurs, April 16th	Primer on public presentations: Practice with teams/ run-through	Review "Primer on Public Presentations" Bill Dunn and Bruce Milne on SUST website	<b>Reading, Water, and Waste Journals due</b>
15: 7 <sup>th</sup> Annual Expo & Lobo Grower's Market 10:30-2:30pm	Tues, April 21st	<b>Groups exhibit projects at Lobo Grower's Market</b>		
15: Campus/Community Projects	Thurs, April 23rd	Grower's Market debrief		<b>Community hours log due</b>
16: Campus/Community Projects	Tues, April 28th	Final Presentations		<b>Final papers due with presentations</b>
16: Campus/Community Projects	Thurs, April 30th	Final Presentations Course wrap-up <b>(Celebrate your hard work!)</b>	Course Evaluations	<b>Final papers due with presentations</b>