

SYLLABUS: Heritage Farming Practicum: The History, Culture, and Application of Farming in the Southwest / SUST 384

(Subject to revision)

Course Title: Heritage Farming Practicum

Course Name: SUST 384

Course Credits: 3 credit hours

Term / Semester: Summer 2021

Professor: Brady McCartney, MBA/MS, he/him

Email: bmccartney@unm.edu

Office Hours: Zoom by Appointment. Please email the professor.

Class Meeting Day(s): Tuesday and Thursday

Class Time: 10:45 am–1:15 pm, 2.5 hours per class.

Class Location / Room:

- Zoom via UNM Learn (Tuesday).
- Rio Grande Community Farm (Thursday), 1265 Solar Rd NW, Los Ranchos, NM 87107, United States. Two field trips have been scheduled during Thursday class meetings. The professor will provide more details prior to these trips.

Course Description

Contextual relationships strengthen links among the learning environments (home, school, community, farm) and reinforce the meaning of education. As a contextual relationship, agriculture acts as a unifying theme for new curricula and adds meaning to what students learn in class. Heritage Farming Practicum aims to provide students from the Sustainability Studies Program and other degree programs with a semester-long course focused on the history, politics, and policy of agriculture, farming, and food systems in the Southwest and the influence of Indigenous, European, Mexican, US-American agriculture in contemporary agriculture of the region. This course will include an overview of the history of agriculture in New Mexico and the Southwest, an examination of the role of various Indigenous nations on regional agricultural and the environment, an assessment of the challenges of high and low desert agricultural from soil to water constraints, an ongoing discussion of the impacts of climate change and agricultural resilience, a review of agricultural approaches from organic to regenerative agriculture to dry farming, and an exploration of the cultural, religious, spiritual, and economic significance of the land, labor, ecosystems, ecological processes, and non-human beings that interact with and contribute to agriculture, farming, and food systems.

As a practicum, this course will also include a significant experiential learning farm practicum component at the Rio Grande Community Farm. The experiential component will provide students with a variety of agricultural and farming experiences that relate to and expand on the in-class portions of the course. Students will invest 50% of the class time at the Rio Grande Community Farm and on field trips. Each week, students will attend class over UNM Learn Zoom on Tuesdays and engage in experiential

learning at Rio Grande Community Farm on Thursdays unless a field trip has been scheduled—the professor will notify you of field trips in advance.

Course Objectives and Student Learning Outcomes

Sustainability Studies is a nationally and internationally recognized interdisciplinary field of vital importance. Sustainability promotes environmental and human health and restoration, social equity, and economic vitality. In light of unprecedented environmental degradation, social injustice and instability, and economic uncertainties in today's world, the sustainability minor degree cultivates the complex knowledge and skills needed to secure a healthy and just future for all.

By teaching a historically and culturally informed sustainable agriculture course, students will learn about the importance and feasibility of growing food in the Southwest prioritizing healthy ecosystems and communities; the richness of heritage farming developed by previous generations; and the need to rescue, conserve, and build upon this knowledge as global climate change impacts agricultural and food systems in the region. At the end of this course, students will have gained: (1) an overview of the history, politics, and policy of agriculture in the Southwest and the influence of Indigenous, European, Mexican, US-American agriculture in the region, (2) hands-on sustainable agricultural experience at the Rio Grande Community Farm and a sense of the challenges of farming in the high desert and arid regions and (3) an understanding of the cultural, religious, spiritual and economic significance of the land, labor, ecosystems, ecological processes, and non-human beings that interact with and contribute to agriculture, farming, and food systems.

Textbooks and Supplies

1. Textbook: Selections from William W. Dunmire. 2004. *Gardens of New Spain: How Mediterranean Plants and Foods Changed America*. University of Texas Press. You are welcome to purchase a copy of the text, but the professor will provide electronic copies of excerpts each week.

2. Additional Texts: The professor will provide additional texts (academic journal articles, documentaries, podcasts, explanatory journalism videos, oral histories) to support readings from the textbook. Please see the texts listed below and check the course's UNM Learn regularly for details.

Course Schedule

The Course Schedule is subject to change. Minor changes will be announced in class and major ones will be provided in writing.

WEEK 1

Tuesday: Class and farming practicum introductions, expectations, and sustainable agriculture

Thursday: Introduction to the Rio Grande Community Farm with Community Farm Coordinator Kelvin Schenk at the Rio Grande Community Farm

Next Tuesday's required readings/texts:

- Dunmire, William. 2004. *Gardens of New Spain*. **Chapters 2 and 3.**
- Whyte, Kyle P. 2017. "Food Sovereignty, Justice and Indigenous Peoples: An Essay on Settler Colonialism and Collective Continuance."
- Toasted Sisters Podcast: Date: Episode 28: "Native farmers in New Mexico" March 2, 2018 and the Resilience Garden:
<https://toastedsisterpodcast.com/2018/03/02/e28-native-farmers-in-new-mexico/>

WEEK 2

Tuesday: Indigenous peoples of the Americas, agriculture, and food sovereignty

Thursday: Farm Practicum at the Rio Grande Community Farm with Anna Maldonado of the University of New Mexico Food Justice Initiative.

Next Tuesday's required readings/texts:

- Dunmire, William. 2004. *Gardens of New Spain*. **Chapters 1 and 4.**
- Barton, Gregory A. 2018. *The Global History of Organic Farming*. Chapter 1.
- Bioneers: "Biocultural Crops and Traditional Farming - Dreaming New Mexico"
<https://www.youtube.com/watch?v=qyUJtk4eB2M>
- New Mexico PBS: COLORES presents "Acequia":
<https://www.youtube.com/watch?v=zQ3IbO4vFBA>

Assignments Due:

Response Journal 1 (10 am 6/15/2021)

WEEK 3

Tuesday: European and Spanish agriculture arrive in the Americas and the Roots of the Organic Challenge

Thursday: Farm Practicum at the Rio Grande Community Farm with UNM Professor Emeritus and Rio Grande Community Farm Board member Bruce Milne on cultivating healthy and climate adaptive soils.

Next Tuesday's required readings/texts:

- Dunmire, William. 2004. *Gardens of New Spain*. **Chapters 5 and 6.**
- Crosby, Alfred W. 1972. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Chapter 1.
- Breen, Sheryl D. 2015. "Saving seeds: The Svalbard Global Seed Vault, Native American seed savers, and problems of property." *Journal of Agriculture, Food Systems, and Community Development*, 5(2), 39–52.
- Traditional Native American Farmers' Association (TNAFA) and the New Mexico Acequia Association (NMAA). "A Declaration of Seed Sovereignty: A living document for New Mexico, March 11, 2006."

- Wall Kimmerer, Robin. “Weaving Traditional Ecological Knowledge into Biological Education: A Call to Action.”

Assignments Due:

Response Journal 2 (10 am 6/22/2021)

WEEK 4

Tuesday: The impacts of European agriculture and thinking on the U.S. historically and presently

Thursday: Field trip to Los Poblanos Organic Farm

Next Tuesday’s required readings/texts:

- Dunmire, William. 2004. *Gardens of New Spain*. **Chapters 7 and 8.**
- Norton, J.B. and J.A. Sandor. 1997. “Combating desertification with indigenous agricultural technology at Zuni Pueblo, New Mexico.” *Aridlands Newsletter* 41. <http://ag.arizona.edu/oals/ALN/aln41/norton.html>.
- Documentary: The Wisdom Archive presents “La Huerta de Don Bustos: A Year in the Life of a Traditional New Mexican Farm”: <https://www.youtube.com/watch?v=-l2yE2SXvcE>

Assignments Due:

Response Journal 3 (10 am 6/29/2021)

WEEK 5

Tuesday: Spanish technology, trade and livestock, diseases. New Mexico, desertification, and agroecology.

Thursday: Farm Practicum at the Rio Grande Community Farm

Next Tuesday’s required readings/texts:

- Lengnick, Laura. 2015. “Cultivating Climate Resilience on Farms and Ranches. Adapted from *Resilient Agriculture: Cultivating Food Systems for a Changing Climate*.” *Sustainable Agriculture Research & Education*.
- Shiva, Vandana. 2016. *Who Really Feeds the World? The Failures of Agribusiness and the Promise of Agroecology*. Chapter 1.
- Jackson, Wes and Jon Piper. 1989. *The Necessary Marriage Between Ecology and Agriculture*.
- Video: PBS Terra, *The Worst Drought in 1200 Years: What Does it Mean for Your Food?*: <https://www.youtube.com/watch?v=znSN7ZF1aOg>

Assignments Due:

Response Journal 4 (10 am 7/6/2021)

WEEK 6

Tuesday: Cultivating Agricultural, Watershed, and Climate Resilience Through Agroecology and New Paradigms

Thursday: Field trip to Chispas Farm, South Valley, Albuquerque

Next Tuesday's required readings/texts:

- Dunmire, William. 2004. *Gardens of New Spain*. **Chapter 10**.
- NM Center on Law and Poverty Uncovered: New Mexico's Farm Workers: <https://www.youtube.com/watch?v=byxOOWB2-m8>
- Cesar Chavez discusses Farm Labor Rights with Studs Terkel (Jun. 4, 1973): <https://studsterkel.wfmt.com/programs/cesar-chavez-discusses-farm-labor-rights>
- Vice News: The Fruits of Mexico's Cheap Labor: <https://www.youtube.com/watch?v=YT6AvAhDx8Q>

Assignments Due:

Response Journal 5 (10 am 7/13/2021)

WEEK 7

Tuesday: Sustainable agriculture, social justice and equity, and farmworkers

Thursday: *Planning* a Four Sisters Garden at the Rio Grande Community Farm

Next Tuesday's required readings/texts:

- Nabhan, Gary Paul. 2018. *Food from the Radical Center*. Chapter 13/You Can Go Home Again.
- Nabhan, Gary Paul. 1989. *Enduring seeds: Native American agriculture and wild plant conservation*. Prologue: Enduring Seeds—The Sacred Lotus and the Common Bean.

Assignments Due:

Response Journal 6 (10 am 7/20/2021)

Agricultural Resilience Interview (11:59 pm 7/22/2021)

WEEK 8

Tuesday: Lessons learned about heritage farming and climate resilience.

Presentations on Agricultural Resilience Interview assignment.

Thursday: *Planting* a Four Sisters Garden and end of semester potluck at the Rio Grande Community Farm

Assignments Due:

Final Reflection Paper (11:59 pm 7/29/2021)

Course Requirements

1. Response Journals (40% of final grade): Students will be asked to complete six response journals beginning in week two and ending in week seven of the semester.

Response journals are helpful to prepare for and process each week's assigned texts, Tuesday's classes, and Thursday's farm practicum sessions. A response journal (**one single-spaced page or two double-spaced pages**) is due each Tuesday before class. You should fill the page and make use of as much textual detail as possible in framing your ideas, speculations, and questions. Because the response journal is a way to prepare for and to participate in class discussion, you must have access to it in class and be prepared to read it.

2. Class Attendance, Preparation, and Participation

a. Attendance (10% of final grade):

- Tuesday Zoom classes: Students are expected to attend every class and should be fully engaged in class.
- Thursday practicum sessions: Students are expected to attend every practicum session at Rio Grande Community Farm or field trip and should be fully engaged in the practicum farm work. Note: Regular breaks will be scheduled given Albuquerque's typical summer climate conditions. If additional breaks are needed, please see the professor.

b. Class Preparation and Participation (10% of final grade): Given the size of student enrollment, we have the opportunity to have a seminar-style class. Please be prepared to participate in each and every class and offer relevant analysis of the texts and make comments connected to the texts and points shared by participants in the class. What does it mean to be prepared? It means that you have done the readings, taken detailed notes, and thought about the material prior to class.

Respect For The Seminar, Your Classmates, and Your Professor

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and open-mindedness of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency.

3. Farming practicum (10% of final grade): Given the amount of time devoted to Thursday practicums, students will be graded on their effort and completion of assigned farming tasks when present at Rio Grande Community Farm. We are guests at the farm and need to contribute to its efforts to promote and sustain heritage farming in Albuquerque and New Mexico when asked to do so during our experiential learning sessions.

4. Agricultural Resilience Interview (15% of final grade): For this assignment, you will be asked to interview a farmer at Rio Grande Community Farm or from another New Mexico farm about their agricultural experience and the ways that they are factoring local and global climate change into their agricultural planning. Please record your interview and/or take detailed notes of your interview. You will be asked to summarize and analyze your interview for the class during one of our Tuesday classes. More assignment details to come.

5. Final Reflection Paper (15% of final grade): Drawing on readings, class discussions, practicum experiences, field trips, and agricultural resilience interviews, students will be asked to reflect on the semester and lessons learned about the topics covered in the course. **5-10 pages.** More assignment details to come.

Grading

Grading criteria: Originality, innovation, and creativity are expected and encouraged. Students must show a depth of understanding and demonstrate critical, analytical thought in class and on assignments.

Final Grade: 100%

Your final grade is on a strict percentage basis based on your points earned:

900-1,000

97-100% = A+

93-96.9% = A

90-92.9% = A-

800-899

87-89.9% = B+

83-86.9% = B

80-82.9% = B-

700-799

77-79.9% = C+

73-76.9% = C

70-72.9% = C-

600-699

67-69.9% = D+

63-66.9% = D

60-62.9% = D-

0-599

60% and below = F

A = Work meets all requirements of the assignment and shows a superior understanding of the material. Excellent work is creative in presentation, and in the application and evaluation of concepts. 'A' assignments are precise, well thought out, well organized, and have no stylistic errors.

B = Work meets all requirements of the assignment and shows a valid understanding of the material. Good work exceeds assignment content expectations and has few stylistic errors. 'B' assignments are clear in presentation and in the application and evaluation of concepts. 'B' assignments are accurate and thought out.

C = Work simply meets the requirements of the assignment. Average work meets the minimum assignment content expectations and has some stylistic errors. 'C' assignments show an understanding of the material and in general how to apply and evaluate it.

Demonstrates basic competency in organization, spelling, grammar, and structure is simply meeting the average expectations of a college student.

D = Work does not meet the minimum assignment expectations for content and has several stylistic errors. Below average work miss portions of requirements and shows the student has failed to grasp or utilize concepts. 'D' assignments do not show competency in basic fundamentals expected of college students.

F = Work does not reflect the content expectations and is plagued by numerous stylistic errors. Poor work indicates a student has no grasp of the material or does not care.

Assignment Submission, Deadlines, and Late Work

You must type and email all assignments by the assigned deadline. Assignments should be emailed to: BMcCartney@UNM.edu.

Deadlines are firm. Late or incomplete work will result in loss of credit/points. If assignments are turned in late, the assignment will be marked down 5% each day after the deadline until the assignment is submitted. *If you need an extension, please contact me at least 48 hours in advance of the assignment deadline.*

Student Support

If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible.

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

Student Code of Conduct

1. Students should exhibit respectful classroom values and behavior by:
 - engaging in appropriate communication, interaction and preparedness;
 - demonstrating trust, respect and civility;
 - approaching course content as important and necessary;
 - meeting all deadlines for assignments and team member obligations;
 - turning off cell phones in class;
 - avoiding unnecessary talking; and
 - not reading outside material or doing other work during class.
2. Students should contribute to a positive learning environment by:
 - arriving, attending and departing class in a respectful manner;
 - taking responsibility for team and individual assignments; and
 - developing cooperative relationships with other students and faculty.

3. Students should support a professional learning environment by:
- avoiding inappropriate language;
 - refraining from unrealistic expectations in dealing with administration, faculty and staff; and
 - communicating with the instructor if changes could be made to improve the learning environment.
4. Students must uphold the academic integrity standards expected by the University of New Mexico. Academic integrity is conceptualized as doing and taking responsibility for one's own work. This includes individual assignments and, for group assignments, the assumption of responsibility for work that is turned in as the "work product" of a team. Each team member is equally responsible for the work presented as the output of that team's effort. For more information on UNM's standards for academic integrity, see the policy on academic dishonesty at <http://www.unm.edu/~sac/policies.html#academicdishonesty>.

Cell Phones and Technology

This is a seminar-based class, thus, you must be focused on the class discussion and eliminate distractions. As a matter of courtesy, please turn off smartphones and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency.

Library and Tutorial Services

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries> to link to a specific library or to contact a librarian. For tutorial services, go to <https://caps.unm.edu/online> to explore UNM's online services.

Email Policy

Please check your UNM email account regularly, as we will use this account to keep in touch with you about course requirements or updates. If you use another email address, please set up your UNM account to forward your UNM account email to that address.

References

Cite and reference all sources you refer to in your written work and do so using your discipline's preferred citation system.

Title IX

Title IX prohibitions on sex discrimination include various forms of sexual misconduct, such as sexual assault, rape, sexual harassment, domestic and dating violence, and stalking. Current UNM policy designates instructors as required reporters, which means

that if I am notified (outside of classroom activities) about any Title IX violations, I must report this information to the Title IX coordinator. If you or someone you know has been harassed or assaulted and would like to receive support and academic advocacy, there are numerous confidential routes available to you. For example, you can contact the Women's Resource Center, the LGBTQ Resource Center, Student Health and Counseling (SHAC), or LoboRESPECT. LoboRESPECT can be contacted on their 24-hour crisis line, (505) 277-2911 and online at loborespect@unm.edu . You can receive non-confidential support and learn more about Title IX through the Title IX Coordinator at (505) 277-5251 and <http://oeo.unm.edu/title-ix/>. Reports to law enforcement can be made to UNM Police Department at (505) 277-2241.