Green Consciousness (This syllabus is subject to revision as need be as the semester progresses).

Professor Jane Caputi, CU 229. Office Hours: Monday and Wednesday, 4-5:30. I strongly urge you to make an appointment by e-mailing me at jcaputi@fau.edu, so we can make sure I am not busy with other students when you come by.

In this class we will look at American ecological identities-- values, attitudes and practices toward Nature (which includes non-human and human nature) -- as these identities are formed and influenced not only by our national experience but also by our understandings and experiences of gender, class and race. We examine mainstream as well as marginalized American cultures and inherited traditions regarding individualism, property rights, consumerism, hygiene, sustainability, sexuality, the nature of animals, and the place of humans in the given world. We will pay particular attention to the ideas and practices of Native American cultures and the theoretical and activist orientations of ecofeminism and environmental justice. As students examine the values, attitudes and practices that mark the contemporary American environmental experience, the hope is that you gain an understanding of how and why our society is sustainable or not, how we make choices that impact the environment and how our attitudes and actions, from the most everyday to those on the largest scale, affect humans as well as animals and other elements of non-human nature and how these, in turn, affect humans.

We will have local activists from various organizations visit our class. Some of you might want to work with their organizations (or other local organizations) to fulfill an optional Academic Service Learning assignment for this class. ADVISORY: Guest speakers have been invited because they represent a range of environmentalist perspectives and activist orientations. Their presence does not indicate an endorsement of their politics, perspectives or actions. They are visiting in order to further educate you about the range of environmentalist approaches.

There is a lot of readings, but many of the readings are short pieces and extremely readable!

Required Reading List

Books:


**Required Articles and excerpts** (All materials are under “content” on blackboard site or on the Internet, as indicated)

Earth Charter, [http://www.earthcharterinaction.org/content/](http://www.earthcharterinaction.org/content/)
Jensen, Derrick, excerpt from *Thought to Exist in the Wild*
Miller, Marian A. L. "Paradise Sold, Paradise Lost: Jamaica's Environment and Culture in the Tourism Marketplace." In *Beyond Sun and Sand: Caribbean*

http://strategicphilosophy.blogspot.com/2009/05/its-about-ten-years-since-i-wrote.html


Principles of Environmental Justice

Websites to visit for class:


http://www.ourstolenfuture.org/

http://www.ewg.org/ environmental working group (toxins in cosmetics, etc.)

http://www.evergladesearthfirst.org/home.htm

http://www.aspca.org/fight-animal-cruelty/farm-animal-cruelty/what-is-a-factory-farm.aspx

http://www.meat.org/

http://www.earthcharterinaction.org/content/

Course Objectives:

1. To develop critical thinking and writing skills.
2. To explore environmentalist consciousness and worldviews as these are expressed in selected scientific, spiritual and religious writings, popular culture productions, literature, and political writing and community activism.

3. to introduce students to the possibility of reciprocity between what you are learning and how to apply this beneficially in your community through an optional (10-20 hour) academic service-learning component of the course. If you do not choose this, you can do an alternative writing assignment. If you do, in consultation with me, you will contact an appropriate organization to set up your component.

4. Students become active learners, learning from a variety of methods as well as from each other.

5. **ACADEMIC SERVICE-LEARNING STATEMENT:**
   Due to the nature of the course content, this course is designated as an “academic service-learning” course. The assistance you provide to the agency/organization during your service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your service-learning experience and the impact on the community as well as your professional development. To receive academic service-learning notation of hours on your transcript, your hours must be logged electronically through SweatMonkey, [www.sweatmonkey.org](http://www.sweatmonkey.org), while completing your academic service-learning project. Also, pre-assessment and post-assessment surveys through Survey Monkey are required to be taken by academic service-learning students. Please visit the Weppner Center for Civic Engagement & Service website, [www.fau.edu/volunteer](http://www.fau.edu/volunteer), for instructions on how to log hours through SweatMonkey and the links for the surveys. Once your hours have been approved and both surveys have been completed, you will receive an academic service-learning notation on your transcript.

6. If you choose the A-S-L option, to complete the A-S-L project, you must work for at least ten hours with an agency or educational group performing meaningful academic service; some suggestions are listed below. You must notify me of your intent to do this by Jan. 26. Your subsequent assignment, after the service is completed, is to write a reflection paper on this experience, considering the impact the academic service-learning experience has had on your professional development, benefit to the community and its relation to course objectives. To elaborate: Your paper must speak to the connection between class content and objectives and the meaningfulness of the academic service activity you have performed. You also will consider how this academic service-learning assignment contributed to your increased environmental awareness and other course objectives as well as your awareness of the ways that you can become civically engaged to address problems and issues around environmental justice and sustainability.
At FAU, a student can do an A-SL project with the Mission Green Student organization. They are now planning an Earth Day event and also running a PSA (Public Service Ad) competition promoting sustainability at FAU. If you are interested, tell me and then contact Jill Rosen, LEED AP. Florida Atlantic University. Assistant Director OSUA/Sustainability Liaison P: (561)297-4110, jrosen58@fau.edu

Possible External Academic Service Learning Opportunities:

- **Slow Food, Glades to Coast**, [www.slowfoodgladestocoast.org](http://www.slowfoodgladestocoast.org). Lead visits to local farms, visit schools to present information
- **ARFF (Animal Rights Foundation of Florida)**, [www.animalrightsflorida.com](http://www.animalrightsflorida.com) Participate on Saturday mornings in regular educational events about factory farming and the advantages of a vegetarian or vegan diet (in Miami Beach)
- **The Florida Alliance for Renewable Energy (FARE)**, with opportunities to help organize the 2011 Florida Renewable Energy Tour, which will be stopping in Boca Raton, February 10, 2011. Contact Dr. Roger Messenger, messenger@fau.edu.
- **The Sierra Club**, [florida.sierraclub.org/GAC.asp](http://florida.sierraclub.org/GAC.asp), The Group Advisory Council is looking for those who have skills in the areas of Fundraising, Outings, Recruitment of Volunteers, Leadership and Political Training, and Electronic Newsletters.
- **Environmental Coalition of Miami and the Beaches.** [http://www.ecomb.org/](http://www.ecomb.org/) Volunteer for activities such as helping organizing educational seminars and beach clean-ups.
- **Earthfirst.org** As Earth First describes on possible project: “The Earth First! Journal Collective is starting an online review section on its [newswire website](http://www.newswire.earthfirstjournal.org) and is looking for submissions that analyze, critique, smash or praise, books, films, music, etc. Either the angle of the review or the subject of the media source should have some relevance to ecological issues. For instance, you could review a kids’ book like Hoot, a novel, a documentary about water use issues in India, or big hollywood deals like Avatar. They could be humorous or serious. It would be a chance to get some publishing cred, even if only online. Particularly well written pieces could be published in the quarterly Journal. Check out the Earth First! Newswire: [www.newswire.earthfirstjournal.org](http://www.newswire.earthfirstjournal.org)”
- **The Annie Appleseed Project**, [www.annieappleseedproject.org](http://www.annieappleseedproject.org), a 501(c)(3) non-profit corporation, provides information, education, advocacy, and awareness for people with cancer and their family and friends who are interested in complementary or alternative medicine (CAM) and natural therapies from a patient's perspective. Students can help with educational activities in researching and disseminating information on environmental impacts on cancer as well as organizing events.
- **Highland Beach Turtle Rescue**, students can take a mandatory 3-hour educational training session on sea turtle behavior and the practice of nest marking and monitoring. Students also will participate with more extensively trained participants in walking the beach to mark nests and keep records. Contact Dr. Roger Messenger at messenger@fau.edu
WRITING INTENSIVE COURSE

This writing intensive course serves as one of two "Gordon Rule" classes at the 2000-4000 level that must be taken after completing ENC 1101 and 1102 or their equivalents. You must achieve a grade of "C" (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University’s WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

Grading: 95% of your grade will be determined by writing assignments and 5% based on your participation.

Writing Assignments: All writing assignments, except for the scrapbook with pictures, should be submitted through Blackboard SafeAssign. Text from the scrapbook assignment should also be submitted, but you can give me the print out with pictures included as well.

You will be asked to perform a number of varied writing assignments, some more formal than others, all graded except for an ungraded journal and a self-evaluation of your progress in writing and critical thinking skills at mid-semester and at the end of the semester.

1. Brief essay, 2-3 pp. Due. Jan. 26. This paper can be imagined as an excerpt from a “green autobiography.” It explicitly explores the connections between course materials and your individual life. For example, you can reflect upon your experiences in interacting with non-human nature when you were a child. What is the state of those feelings now? What was your first encounter with pollution? How do you interact with the non-human environment in your life as an adult? This assignment is intended to allow you to express ideas in your own voice and assimilate new ideas by exploring them in a way that relates directly to your life and sense of self. Make sure to explore your ideas in relation to ideas you have encountered in class readings and presentations; make clear and direct references to readings and other class materials. (10%).

2. Longer Essay Project: The purpose of this assignment is to give you practice in making a clear thesis statement, and organizing supporting materials and arguments, drafting and then finalizing a 5 page essay. You will work up to this project in a series of 3 assignments.
Due: **Feb. 2.** First, you will turn in a 1-page proposal, giving a thesis statement and several paragraphs describing the ideas you will be engaging, the questions you will be asking, and the limits or scope of your inquiry, as well as an initial bibliography of the books and articles from class that you are using as well as two outside sources. You will get this back from me with comments and suggestions for revision. After completing the revisions, if necessary, I will approve your topic (5%).

Next, **March 3,** you will then turn in a draft of your 5 page essay, for my comments and suggestions for revision. You also will share this draft with other students in a small group session in the **March 16** class to obtain peer feedback. Then, taking all of these comments into consideration, undertake a further revision of the paper before handing it in to me (25%) on **March 30.**

3. **Ungraded journal** – (you can do an e-journal or, if you are artistically inclined, you can keep a print journal for the purpose of including illustration or decoration. Your journal will recording and reflect on one of these two things: either your class readings, or your activities of your Academic Service-Learning project. For the former, your journal must reflect upon the content of class readings and discussions as these intersect with your daily experiences, readings, thought processes and so on. For the latter, take note of accomplishments as well as difficulties in the work itself as well as your ability to draw connections to class readings and the issues you have encountered. **Due in two sections of at least 3 pages each: one on March 16, one on April 27.**

4. **Due: April 20:** Academic Service-Learning assignment reflection paper. 4 pages. See description of this assignment above. (25%). If you do not do an ASL project, you must instead complete a “scrapbook” where you select at least 5 images from any aspect of visual culture (art, advertising, album covers, and so on). Then provide an interpretation of the environmental meanings conveyed by these images, grounding your interpretation very clearly in class readings and discussions. Provide a copy of the image, giving a full citation of its source and date and copyright. Then give at least one full page of interpretive analysis. (25%; 5 pages).

5. **Due. May 4.** You will complete a take-home essay exam (6 pp). The purpose of this assignment is to further your direct engagement with the class readings, to apply your critical thinking skills in evaluating and interpreting them, and to allow you to practice reading them synthetically, in relation to each other (30%).

6. At mid-semester (March 30) and at the end of the term (May 4) you will write a self-evaluation of your writing and critical thinking skills, problems you have encountered, how you have dealt with them, and progress you have made. (1-2 pp.)

Weekly Class Schedule

Jan 12: Introduction to class themes. Film viewing: The 11th Hour (95 minutes)
Guest Speaker: Jill Rosen, FAU Sustainability Committee
Jan. 19: Some key thinkers and perspectives:
Read: Do all readings by Rachel Carson, Aldo Leopold, Lynn White, Robert Bullard, Robin Kimmerer; Bell Hooks, and Thich Nhat Hanh, as well as Principles of Environmental Justice and also watch “Greening the Ghetto” (you tube video on blackboard). These articles are often brief and all are very readable.
Jan. 26: What you can do-- according to concerned scientists and others.
Read: Brower and Leon, Union of Concerned Scientists; Earth Charter (on Blackboard)
View: Story of Stuff (blackboard)

Guest Speaker: Earth First participants
Feb. 2: Health as an environmental issue, with focus on breast and other reproductive cancers.
View: Toxic Bust. Visit these websites: http://www.ourstolenfuture.org/
http://www.ewg.org/ environmental working group (toxins in cosmetics, etc.)
www.annieappleseed.org
Guest Speaker: Ann Fonfa from Annie Appleseed Project.
Feb. 9: Is Earth our Mother?
Read: Sturgeon, pp. 3-49; Roach; Ruether, Merchant, pp. xv-xvii 27-90; Williams (blackboard). Bring in items from culture that refer to “Nature” or “Natural,” “Mother Earth” or “Mother Nature”.
View: The Pornography of Everyday Life
Feb. 16: Eco-queer and feminist perspectives
Read: Gaard; Welling; Merchant, 209-224; Allen; Cisneros; Jensen, Thought to Exist in the Wild, Blackboard.
Guest Speaker: Sequoia Redd
Feb. 23: Native Americans and Environments.
Read: Sturgeon, pp. 53-79; Cajete, Native Science, pp. ix-175.
March 3: Read and be ready to discuss Linda Hogan’s novel, Power; Cajete, pp. 261-311.
March 9: Spring Break
March 16: Group session exchanging drafts of papers. Sturgeon, pp. 80-146; “Elbow Room,” images of whole earth in popular imagery; “Scar in Lion King: “Be Prepared
March 23: Tourism and other issues
Read: Sturgeon, 149-185. Miller, “Tourism in Jamaica”
View: Life and Debt
Guest Speaker: Nadja Johnson, PhD candidate, FAU
March 30: Environmental Autobiography and other matters
Read: Clare, Exile
April 6: Some Womanist Environmental and Spiritual Perspectives: Walker, Living by the Word, pp. xix-17; 33-50; 69-77; 97-98; 132-193.
Animal Rights and Other Activists:
Guest speakers: Earth First members
April 13: To Eat Meat, or Not?
Read: Plumwood; Keith, Vegetarian Myth.
View: Food Inc. (at least first half)
Visit these websites:
http://www.aspca.org/fight-animal-cruelty/farm-animal-cruelty/what-is-a-factory-farm.aspx

http://www.meat.org/  (Warning: Very painful to watch: video with Sir Paul McCartney making the case for vegetarianism, and particularly for not eating meat from factory farmed animals. You also can watch the PETA production, “Meet your Meat,” about factory farming. Again, there is a great deal of violence in these videos and some of you might just want to read up on factory farming on these websites and not actually watch the videos.

April 20: Oil and Beyond: Visit from Dr. Roger Messenger who will speak on alternative energy, particularly solar power as well as energy issues specific to Florida. View: Crude Impact.

Due: A-S-L reflection paper or scrapbook.
April 27: View Food Inc. second half. Review.
May 4: Final exam due – submitted through Safeassign on Blackboard.

Also due May 4: submit through Safe Assign your portfolio including in one file (!), not only all of your class writings (except a print journal if you did a print one), but also a “cover letter” that serves as your end-of-class self-evaluation. This describes in detail the contents of the portfolio and the kinds of tasks that you performed in composing its contents. Evaluate your progress in the course, and set goals for further progress, building on what you have done it. You can turn this in during this class.

Midterm Conferences

During your mid-semester meeting, I would like to hear you talk in detail about how you feel your reading and writing practices have changed during the course so far. That is, we will discuss where you were as a reader and writer when you entered this course, where you are now, and where you would like to end up.

To prepare for these conferences, please read through all of the work you've done for this class, including all of the drafts of the papers you have written. Write a description (about a page) on how you think your papers thus far show your capacities as a critical reader, thinker, and writer. Quote passages from what you have written. Show problems and how you have corrected them. Show ways that you have ably demonstrated these skills and your growth. Are you happy with your performance in class and what you have been learning? Would you like to see yourself do more? Are you capable of more? These notes will provide the basis for the discussion that we have in conference. When you come to the conference, please bring both the writing you've done evaluating your written performance, the written evaluation of your class performance, and your class portfolio. This folder or notebook should include everything you've done this term.
Comments on class so far: The last thing I'd like you to do is to think about how the class has been going. Please jot down on a separate sheet of paper whatever ideas you have about things you would like to see more of, less of, done differently, or remain the same. Jot down any questions that come to mind that you'd like to see the class discuss. Don't put your name on these. I'll just ask you to toss them in a pile. I'll collect all of these statements and questions and offer them up for class discussion.

Requirements for End of Term Self-Evaluation

Please type, 1-2 pp. The purpose of this self-evaluation is to get you to reflect critically on all the work you have done this semester and to present your best work for the term. It should include the following:

- a description of what you have accomplished this semester, highlighting your successes and quoting from your work;
- an explanation of why you have chosen the papers you have chosen to represent your work for the quarter;
- references to your midterm conference in which you discussed the goals you still needed to accomplish for the quarter (make sure to describe what you have accomplished and what you still need to work on);
- point out what you want me, as your reader, to pay attention to as I read your portfolio; and
- Any other comments or discussion that you think is important as a final statement for the term.

Grading Criteria:

In assigning your grade, I ask myself the following set of questions:

1. Does the work respond to the specific assignment and actually answer the particular question or problem posed?
2. Does it incorporate direct references to class materials and enter into a dialogue with these materials, showing me that you understand them and can work with them.
3. If a research paper, does it have a clearly stated thesis and adequate supporting material? If the answer is to a take-home essay exam, does it make ample use of relevant class readings and materials?
4. Is the work free from long (or even short) quotations and summaries that remain unanalyzed and are not put into context? Is there a clear flow of ideas in the writing?
5. Is the work free from basic grammatical and sentence structure errors?

If the answer to any of these questions is a “no,” the paper cannot receive higher than a C+ or its numerical equivalent. More than one “no” results in a lower grade.
The other factors I consider in grading include:

1. Is the paper thoughtful and original?
2. Is it appropriately complex and interesting in its approach to the topic?
3. Is it well organized? Does it have a point and stick to it? Are there transitions and good flow among the ideas? Is it “finished,” like a poem or work of art can be if it is good? In other words, does it come to a full conclusion or does it simply stop?
4. Is there a lively, intelligent, interesting and thoughtful voice informing the writing?