

COLLEGE 8

Core Course
Fall 2013

CLEI 80A, 80B, 80C
& 81A

Provost:

Ronnie Lipschutz

Course Coordinator:

Susan Watrous



INTRODUCTION

The Fall Quarter Core consists of two inter-related courses: CLEI 81A, *The Environment and Us*, a weekly plenary lecture, and CLEI 80A, B and C, *Environment and Society*, an intensive writing class. The core course website is on eCommons at: <https://ecommons.ucsc.edu/xsl-portal/site/6dc670cd-0e7e-4bd2-b387-a4ef9f8801a4/page/3ec71c70-8d97-4427-8d0c-2b7af9278e5b>

"Like winds and sunsets, wild things were taken for granted until progress began to do away with them. Now we face the question whether a still higher 'standard of living' is worth its cost in things natural, wild, and free. For us of the minority, the opportunity to see geese is more important than television, and the chance to find a pasque-flower is a right as inalienable as free speech." Aldo Leopold, *A Sand County Almanac*, 1949.

Six decades after Aldo Leopold wrote these words, his so-called "land ethic" has assumed tremendous salience. Today, species extinction, global warming, and resource scarcities, in sectors ranging from oil to water, threaten the very survival of humanity and life on Earth. Worse, social inequalities increasingly manifest in environmental injustices, as differences in

race, income and gender mirror the ability or inability of human communities to access basic necessities and avoid the curse of polluted, hazardous, or otherwise insecure environments. The College Eight Core Course introduces students to some of the classical analyses of such problems, and explores answers and alternatives. It focuses, in particular, on the relationships between the production and consumption of food; the environment, the economy, and justice.

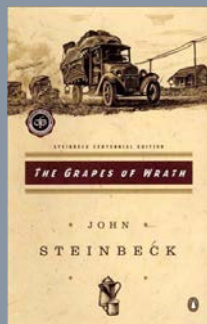
The core course also serves as an introduction to university-level work, emphasizing the skills of reading, writing, and critical thinking. Students write a series of integrative essays, investigate a specific, local environmental conflict in their home community, and participate in a service-learning exercise. The core course meets the TA (textual analysis) General

Education requirement, as well as the C1—Composition—requirement for students who have not yet satisfied it (provided they qualify), and the C2—Composition 2—requirement for students who are eligible.

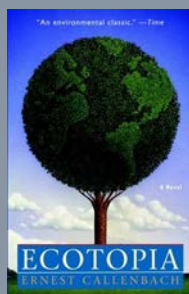


READINGS

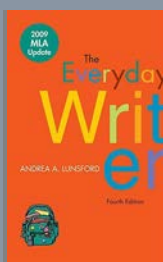
1. John Steinbeck. *The Grapes of Wrath*



2. Ernest Callenbach, *Ecotopia*



3. Andrea Lunsford. *Everyday Writer*. 4th, 5th or electronic edition



4. The Course Reader

Note:

The books and course reader are available at Bay Tree Bookstore (on campus).

Instructors may also hand out or assign additional readings in sections.

CLEI 80A, 80B, 80C

Types of Readings

There are three types of readings in this class: **general readings**, **sectional readings**, and **plenary readings**.

General readings are mandatory for *every* student, regardless of their section. For the most part, these are excerpts from the assigned books (Steinbeck's *Grapes of Wrath*; Callenbach's *Ecotopia*), and the course reader.

Sectional readings are specific to discussion sections. They are assigned by individual instructors, and draw upon the book, the course reader, and the course wiki.

Please note that the sectional readings are mandatory for the sections to which you have been assigned.

Plenary readings are the articles to be read *prior* to any given CLEI 81A lecture. See pages 5-6.

Approach to the Readings

Here is a suggested approach to reading assignments in college classes and in this one.

Dissect the text. If the assignment is an excerpt from a book, look carefully at the table of contents. Then, read the introductory and concluding chapters. Write down the main questions and conclusions of the author. Next, read the introductory and concluding sections of each chapter. You will now have a good idea of what the book is about.

Summarize. Read each section of each assigned chapter slowly, one section at a time. Ask three questions:

1. What concepts/theses/ideas are being introduced?
2. What principles are being advanced to support these big theses or assertions?
3. What details are being presented to support the principles and concepts? These include factual data – qualitative and quantitative.

Sketch. When you have summarized every section of the chapter, go back and re-assemble the chapter in the form of a schematic or flow diagram that captures the argument.

Evaluate. Now, take the time to ask yourself the following questions:

1. Are the facts correct? You might want to do some research to find out.
2. Are the principles plausible?
3. Are the concepts sustained by the argument?
4. Are there alternative theses that can be advanced by the same factual data?

The Course Wiki

College Eight faculty have developed a Core Course Wiki, an online source of high quality, reviewed content.

The wiki page has two parts: open content, available to the general public, and a password-protected portion that only College Eight students and faculty can access.

The wiki can be accessed via the College Eight web page, and also at the following URL: <http://ic.ucsc.edu/college8core/c8wiki/>. You will receive the username and password to the wiki's protected section during the first core plenary meeting.

ASSIGNMENTS

The College Eight Core Writing Seminar (80A/B/C) has **FIVE** assignments.

1. Reflective Essay / Food Memoir

Goal: Reflect on your personal relationship to eating, food, and the industries behind your food.

This may consist of:

1. Studying the readings your instructor assigns.
2. Inventorying your food purchases, consumption, and waste. Reflecting on your own stories or anecdotes about food and the relationships you have to the food system.
3. Reflecting on the way the writers whose work you studied create a relationship with society and with the environment through food.

Task: Write a 3-4 page reflective essay that explores the parallels between your own experience and the writers' works.

2. Two Integrative Essays

Goal: Integrate key ideas from amongst several readings.

Essays (five to six pages long) should:

1. Draw upon information and arguments from several different sources, including lectures, books and other readings.
2. Identify connections and common themes among them.
3. Make an argument based on your synthesis of the materials.

Each essay should be thoroughly revised at least once in consultation with a peer writing group and/or the instructor. For each assignment, your instructor will specify which lectures and readings you are *minimally* expected to consider.

Task: Write two integrative essays during the quarter.

3. Final Project

Goal: Write a substantive essay based on careful thought and rigorous analysis.

There are two versions of the final project. Your instructor will explain which one your class will do. Both options involve development of the project in several stages over the quarter. The final 8-12 page paper should reflect a considerable amount of time and research on the topic, as well as at least one thorough revision after consultation with a peer reading group and the instructor.

Option 1: Field Investigation

Task: Investigate and explore an issue related to some aspect of the food system in your home community, or one that affects your primary household first-hand, and write up your

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findings. Alternately, investigate and write about a pressing environmental controversy in your home community.

Research should draw upon newspaper accounts, actual interviews with people involved in the issue or conflict (e.g., consumers, local government or industry officials, and environmental activists), official documents, and the World Wide Web.

Option 2: Capstone Essay

Task: Based on material from the course, identify your/our role and responsibility in solving an environmental/social issue associated with the food system, and write up your findings.

Think through a specific environmental problem, approaching it from an activist, advocacy, entrepreneurial and/or systems point of view. Using evidence from the course materials and beyond, propose a solution with a detailed plan of action that addresses local and larger levels, taking the needs of all the populations affected into consideration.

Note: If you are in a section that meets the C2 requirement, you must also undertake library research for the final project, locating journal articles that speak to your topic and relating that material to your other research.

4. UCSC Research Tutorial & Quiz

Goal: To understand how to conduct research & avoid plagiarism.

Task: Read through the entire "Start Your Research" web site at: <http://library.ucsc.edu/help/research/start-your-research> and complete the quiz at: <http://abacus.bates.edu/cbb/quiz/index.html>. Please be sure to print out the completion page at the end of the quiz and bring it to your writing class.

5. Sustainability Project Essay

Task: Participate in one 3 hour service-learning session. (See page 7). Then compose a very short essay reflecting on the implications of your work for the rest of the core course.



GRADING POLICY AND RUBRIC (CLEI 80A/B/C)

The Fall Quarter Core consists of two courses – CLEI 80A/B/C and CLEI 81A. The grading policy on this page refers to 80A/B/C. Please consult page 6 for the grading policy on CLEI 81A, the Plenary.

Introduction

The key parameters taken into account for grading are:

1. The conceptual work of reading, thinking, note-taking, and writing.
2. The cooperative work of participating in a writing community.
3. The procedural work of completing reading and writing assignments, meeting deadlines, and attending class and any scheduled conference.
4. The quality of work and improvement during the quarter.
5. The attitude and initiative of each student.

During the quarter, students will receive assessments and advice concerning their work, highlighting accomplishments, and making suggestions for improvements.

At the end of the quarter, students will receive letter grades. Faculty members will determine a student's final grade after considering the work produced during the quarter as a whole. This class will not be graded on a curve and no narrative evaluations will be provided.

Note

1. The Core can be taken for grades or on a Pass/No Pass basis. Students must, however choose their grading option on AIS by October 16, 2013, after which no further changes are possible.
2. If a student receives a "D" or lower grade in Core, he or she will have to repeat the course to receive credit for C1 or C2, and TA/Textual Analysis, as appropriate.
3. Students are strongly encouraged to read UCSC's Navigator for details on UCSC's grading policies. The Navigator also provides useful strategic advice on how to decide which courses should be taken for grades and which on P/NP basis. The Navigator can be found online at the following URL:
<http://reg.ucsc.edu/navigator/>
4. Students are encouraged to consult their instructors, the Core Course coordinator or the College Eight academic advisors if they have any questions.

Explanation of Letter Grades

The final letter grades for courses at UCSC are A (excellent), B (good), C (fair), D (poor), F (fail). The grades of A and B may be modified by a plus (+) or minus (-). The grade C may be modified by a plus (but not by a minus).

A

Grades in the "A" scale will be given to students who produce excellent work consistently throughout the quarter.

B

Grades in the "B" scale will be given to students who show potential for excellence, produce good work, but not consistently enough.

C

Grades in the "C" scale will be given to students who produce fair work. Such students usually fulfill the minimum course requirements, and show sufficient evidence that they can, when focused, produce purposeful work.

D

The grade of "D" is given to students whose work is poor or unsatisfactory in some significant way. Such students either fail to complete course requirements and/or attain the level of expected competency.

F

The grade of "F" is given to students whose work in core is so incomplete or careless that it does not represent a reasonable effort to meet the requirements of the course.

P/NP

Courses at UCSC can be taken on a Pass/No Pass basis. Please read Notes 1 and 3 in the box to the left.

Plus and Minus Grades

The plus and minus grade modifications will reflect the quality of the given student's work – for example, the extent to which the essays in the course were thoughtfully conceived, developed, edited and presented.

Tip: The best strategy to get a good grade is to improve on the basis of the advice and feedback provided by the section instructor during the course of the quarter.

Schedule of Plenary Lectures

Week 0 (9/25): Introduction to the Core Course

Speaker: Ronnie Lipschutz

Reading: Carson, *Silent Spring*; Commoner, "The Closing Circle" (course reader)

Week 1 (10/2): "Writing to avoid the humiliation of silence in the face of cruelty and injustice"

Speaker: Edgar Ontiveros, College 8 alum and Conn Hallinan, UC emeritus

Reading: "The Writing Classroom as a Laboratory for Democracy—An Interview with Don Rothman" at: https://ecommons.ucsc.edu/access/content/group/6dc670cd-0e7e-4bd2-b387-a4ef9f8801a4/Writing_Classroom_as_Lab.pdf

Week 2 (10/9): Saving California's coast & avoiding New Jersey's fate

Speaker: Steve Blank, Entrepreneur & former member Calif. Coastal Commission

Reading: Blank, "In Defense of Unreasonableness" at:

<https://ecommons.ucsc.edu/access/content/group/6dc670cd-0e7e-4bd2-b387-a4ef9f8801a4/In%20Defense%20of%20Unreasonableness%20%E2%80%93%20Saving%20the%20California%20Coast%20-%20Steve%20Blank.pdf> ; Blank, "Going Out with his Boots on"; at: <https://ecommons.ucsc.edu/access/content/group/6dc670cd-0e7e-4bd2-b387-a4ef9f8801a4/Going%20Out%20With%20His%20Boots%20On%20-%20Steve%20Blank.pdf>

Coastal Commission Brochure, at: https://ecommons.ucsc.edu/access/content/group/6dc670cd-0e7e-4bd2-b387-a4ef9f8801a4/Comm_Brochure.pdf ; Nutter, "CA's Coastal Commission"; Seabrook, "The Beach Builders" (reader)

Week 3 (10/16): Why *Grapes of Wrath* matters today

Speaker: Dr. Susan Shillinglaw, English Dept., San Jose State University

Reading: Worster, *Dust Bowl*; Sanders, "Learning from the Prairie" (course reader).

Saturday, Oct. 19, 9 AM- 4 PM: Sustainability Project Subbotnik (see p. 7)

(this is your service learning work experience; see <http://en.wikipedia.org/wiki/Subbotnik>)

Week 4 (10/23): California as the Promised Land, not always welcoming to those who seek its fruits

Speaker: Ronnie Lipschutz

Reading: Don Mitchell, *The Lie of the Land* (Minnesota, 1996), chapter 1, at: <http://site.ebrary.com/lib/ucsc/docDetail.action?docID=10151117>

Week 5 (10/30): Food: Who harvests? Who benefits? Who pays?

Speaker: Ann Lopez, Center for Farmworker Families, Watsonville

Reading: Lopez, "Farmworkers in Central California's Corporate Agribusiness" (course reader)

Week 6: (11/6): Food (in)justice in California

Speaker: Maya Salsedo, Santa Cruz Food Justice Advocate

Reading: "Meeting Maya," at: <https://ecommons.ucsc.edu/access/content/group/6dc670cd-0e7e-4bd2-b387-a4ef9f8801a4/Meeting%20Maya.pdf>

Week 7: (11/13): The falcon story

Speaker: Glenn Stewart, Santa Cruz Predatory Bird Research Group

Reading: Ratcliffe, "Man, the Dominant Animal" & "The Pesticide Story" (course reader); Santa Cruz Predatory Bird Research Group, at: <http://www2.ucsc.edu/scpbrg/>

Week 8 (11/20): Force Majeure in California—Climate change

Speaker: Helen & Newton Harrison, Digital Arts & New Media (DANM), UCSC

Reading: "Our Changing Climate 2012," at: <https://ecommons.ucsc.edu/access/content/group/6dc670cd-0e7e-4bd2-b387-a4ef9f8801a4/CEC-500-2012-007.pdf>; Center for Force Majeure Studies, UCSC (please read entire website), at: <http://artsresearch.ucsc.edu/force-majeure>

Week 9 (11/27): Thanksgiving—no plenary

Week 10 (12/4): UCSC as a living lab for sustainability

Speaker: Various campus representatives

Reading: "Campus Sustainability Plan, 2013-2016," at: http://sustainability.ucsc.edu/governance/files/CSP_2013_2016.pdf

No electronic devices of any sort are permitted in Plenary without prior permission of the Provost

Tasks

Before the Lecture

Each lecture has an assigned reading, which is available in the course reader and the password-protected portion of the Core Course Wiki Page.

Your task is three-fold:

- Key Concepts:** Identify the key concepts in the assigned reading for Plenary. List as many key concepts as you can from each reading and provide 1-2 sentence explanations in your own words for your choice of each key concept. Your explanations should connect to the reading and to the context of the core course. Some readings cover fewer primary concepts while others define, introduce, or make use of many concepts. You are responsible for six correctly identified and explained key concepts for any given article. We recommend that you list ten or more concepts to ensure that you correctly provide the minimum number of six.
- Word of the day:** Consult the Oxford English Dictionary Online and copy and paste as a block quote, on a separate sheet of paper, a full etymology of one word amongst the aforementioned key concepts that particularly struck you.
- Rationale:** Provide a brief (3-5 sentence) rationale for choosing that particular word. Your rationale should have to do with the course concepts generally as well as your personal and academic interest.

During the Lecture

During the plenary, take notes. Summarize, in point form, the main ideas presented by each speaker. Pay attention to any new words or phrases that the speakers raise.

After the Lecture

1. **Ask questions:** Bring several index cards to each plenary session. Write your questions for the speakers on the cards and pass them to the nearest faculty member, who will take them to the lecture moderator. You may also voice your questions when prompted during the Q&A portion of the lectures.

continued on page 6

CLEI 81A (THE PLENARY)

Evaluation

There are **four** grading components:

I. Attendance:

You are expected to attend **at least 8** of the 10 lectures from weeks 1-10 (September 25 – December 4). Two points per lecture. Bonus point for attending all 10 lectures. Any student getting less than 12 of the total attendance points will fail the class. Total possible points = 19.

II. Homework Assignments: Key concepts preparing for Plenary

Each weekly assignment is worth 5 points, and there are 8 weekly assignments. *Late assignments are not accepted.*

Key Concepts:

Total possible points = 3 points per assignment (27 total possible points). To achieve the full score, you must provide **six correctly identified and explained key concepts for that week's readings**, and you must list one or more page numbers from the reading as reference.

Your explanations should connect to the reading and to the context of the core course. (*Example: **Occupational health (p. 2)**- Also referred to as industrial hygiene, occupational health attempted to close the gap between the health of bodies and the conditions of the environment. Occupational health scientists were the only ones that attempted to solve the mystery of illness among farmworkers, eventually coming up with today's protections against pesticide poisoning among workers.*)

Partial credit granted as follows:

1. Each correctly identified Key Concept listed with reference page number from the reading will receive a quarter point, up to a total of six correct Key Concepts (1.5 points possible).
2. Each complete and correct explanation that identifies the precise context in which the concept occurs in the text, will receive a quarter point, up to a total of six thorough and thoughtful explanations (1.5 points possible).

Note: Six Key Concepts from the readings is a minimum and you are strongly advised to include more than the minimum, both to get the most out of the course and to ensure that at least six of your listed concepts and explanations satisfy all requirements for full points.

Tasks (continued)

After the Lecture

2. Plenary Key Concept Summaries: Buy a few blue books from the Bay Tree bookstore and bring them with you to the lecture. At the end of the Plenary lecture, you will be prompted to summarize five Key Concepts from that lecture (which may be different from those you did for homework). In your blue books, provide clear summaries (3-5 sentences) in your own words. You are encouraged to use your notes and are expected to refer explicitly to the content given in the lecture. Your blue books will be collected at the end of each Plenary and returned to you in your writing class.

Word of the Day:

Total possible points = 2 points per assignment (18 total points)

Partial credit granted as follows:

1. A correctly identified conceptual term from the Key Concepts, accompanied by the etymology of that term (up to one page) copied from the Oxford English Dictionary Online (OED; www.oed.com) receives one point. Credit is not granted for simply looking up vocabulary you don't know. Instead, choose terms that symbolize the conceptual ideas in the readings. The OED offers a history of the use of that word, which often provides insights on the history of the idea itself. You can access the OED Online through the UCSC Library web site.
2. A explanation of 3-5 sentences that provides a thorough reasoning for choosing the word, explaining its significance in the reading and to the course concepts generally, will receive one point.

III. Plenary Key Concept Summaries:

Summaries of the concepts on which you are prompted from each plenary (five concepts for each of nine lectures) are due before leaving the lecture hall after each class. Total possible points = 5 points per lecture for nine lectures (45 total points).

- Use of your lecture notes is encouraged. Take notes!
- Your summaries should refer explicitly to the content given in the lecture, including cases, examples, and related concepts where relevant.
- Your summaries should be written in blue books brought to class. Each blue book you fill out must include on the cover: your full name, your seminar instructor's name, your section number, and your Core Course Assistant's name. Have at least two blue books with you at all times.
- You must not consult an external source, such as dictionaries or websites, while writing the summaries.

Extra credit:

An extra Key Concept will often be listed and is generally worth one additional point.

Credit granted as follows:

1. Each clearly-written, complete, and correct 3-5 sentence explanation of the Key Concepts offered in Plenary lectures will receive one point, up to a total of five points for each Plenary (45 points possible).
2. In the case of extra credit, one point will be added for complete and correct responses (9 points possible).

Note: These Key concept summaries are written and handed in during the Plenary and cannot be made up in the case of absence.

IV. Careful attention to standard conventions for academic English, including spelling and formatting:

Homework assignments should be typed, in 12 pt. font with standard margins. Pay close attention to grammar, word usage, syntax, spelling, and write clearly and coherently.

Assignments with acceptable writing, proofreading, and neatness will receive half a point (4.5 points total for nine homework assignments).

Plenary summaries are hand-written in class, and so the expectations for spelling and correct usage are not as high, however, half a point may be subtracted for very sloppy or poorly written papers.

Grading Rubric

At the end of the quarter, the weekly grades will be combined and the final grade will be determined as follows (in percentages):

A+: 99-100; A: 94-98; A-: 90-93
B+: 87-89; B: 84-86; B-: 80-83
C+: 77-79; C: 74-76; C-: 70-73;
D: 60-69; F: below 60

THE SUSTAINABILITY PROJECT

The College Eight Sustainability Project Subbotnik (Russian for “community work day”) will be on Saturday, October 19. This is an experiential service-learning enterprise intended to connect your intellectual work with practical, hands-on applications. Every section will participate as a group in one of the activities, all of which focus on a particular aspect of environmental work on campus or in the larger community of Santa Cruz.

Projects include: working field trips to UCSC's farm and the Program in Community and Agroecology; Santa Cruz's Homeless Garden Project; lagoon and coastal chaparral restoration efforts; and several other options. All of the activities are tailored to further students' understanding of topics related to sustainability and social justice.

Your section instructor will inform you about the schedule and location for your section's project. Transportation will be provided for those located off campus.

Tasks

1. One 3-hour service-learning session, which will give you hands-on experience with a partner organization or institution.
2. A one-page reflective essay.

Reflective Essay

All students must write a one-page essay that connects the experience to other elements of the core course (e.g., the readings or your field research). Essays must be articulate, original and typed. Check with your core instructor for more information.

Attendance

Roll will be taken at each project session by the individual project facilitators, and reported to the core course instructors.

Rules

- ☐ Be on time! Project leaders will not adjust time schedules for late-comers.
- ☐ Wear comfortable clothes and closed-toed shoes that you don't mind getting a little dirty.
- ☐ Bring a water bottle to remain hydrated.
- ☐ Bring appropriate sun protection.
- ☐ Should an emergency arise and you are unable to make your project assignment, please call the Provost at **459-2534**, and leave your name, phone number and project assignment.



THE COLLEGE EIGHT CREED

Each College Eight Core Course student is expected to observe the following rules:

Attendance

Students are expected to attend:

1. The Wednesday plenary lecture, which will be held in **Classroom Unit II from 5-6:45 pm.**
2. Writing seminars two or three times a week.
3. Any other class assigned to you by your instructor.

Attendance is required in the plenaries and sections, and monitored by the instructors. Failure to attend plenary and section may lead to serious academic penalties.

Class Etiquette

Students are expected to:

1. Arrive and settle in 5 minutes before each class.
2. Be attentive and observe proper decorum by, for example, not talking to each other when a class is in session.
3. Be respectful when addressing each other, the faculty and the guest speakers.
4. Take notes during the Wednesday plenary sessions.
5. **Students are not allowed to use laptops or other electronic devices, in the plenary or in sections, without prior permission from the Provost. Cell phones must be switched off at all times.**

6. Do all the assigned readings *before* the due dates.

Discipline

Your instructor will note:

- Each failure to arrive on time or attend any class or section, and
- Any breach of class etiquette.

Any student who repeatedly violates the class code will be reported to the Provost, who, in serious cases, may bar the student.

Academic Integrity

Students are expected to understand what constitutes an act of plagiarism. Any idea or quoted phrase adopted from another source must be acknowledged, no matter how short or seemingly trivial. See:

http://scwibbles.ucsc.edu/Documents/refere_nce_documents/Avoiding%20Plagiarism.pdf

Note: Students found in violation of any of the University's rules of academic integrity will fail the course, and may face further disciplinary sanctions, including suspension. For information, please see:

http://undergraduate.ucsc.edu/acd_integrity/student.html

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Office hours can be found on the course eCommons site.

