

SUNY College of Environmental Science and Forestry
EFB 120/EFB 498
Global Environment
High School for Environmental Studies
2013-2014

Location: Room 5044

Course Site: <http://bellino.weebly.com/global-environment.html>

Course Blog: <http://bellino.weebly.com/global-environment-blog.html>

Research Site: <http://globaljournal.weebly.com/>

Research Blog: <http://globaljournal.weebly.com/gloenvironmentblog.html>

Twitter Account: @gloenvironment

Instructor:

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TA: Christopher Caraballo

Course Overview:

Environmental problems make headlines every day. How can we help to develop participatory citizens who understand the complex scientific and social issues behind the headlines, make informed decisions, and meet these environmental challenges? The Global Environment will help you to gain the knowledge and tools to make informed decisions regarding the environment and the earth's future. We will look at the global environment through a ***socio-ecological justice*** framework. A socio-ecological justice framework highlights the links between our current political economy and modern state and the "myriad environmental problems for human and nonhuman communities all over the globe" (Gruenewald, 2004). This framework highlights the ways in which environmental crises are inseparable from social crises and are often experienced differently by different social groups. By the end of this course you will have a better understanding of the connections between such varied topics as pollution, deforestation, climate change, food production, soil depletion, economics, biodiversity, history, poverty, and social justice. The course stresses a systems approach in evaluating problems and potential solutions as well as an understanding of the critical role of power and privilege in many of the environmental challenges facing the world. My educational philosophy is not to stand up in the front of the room and lecture to you. I strongly believe that you all have much to contribute to this class and I will expect that you take full responsibility for your individual and our collective learning. Your participation in daily journal reflections, class discussions, and our course blog will be places for you to engage and dialogue with one another and the course readings. The spring semester is dedicated to zooming in on our lived experiences where we will conduct collective participatory research using Photovoice to unpack and deconstruct our relationship to our neighborhoods and communities with a specific focus on equity and action.

Guiding Questions:

- How is our current way of life/society tied to the earth both directly and indirectly?
- Do we accept things (the structures in society including political, cultural, economic, educational, religious systems) as they are or as changeable?
- How do you define the dominant culture(s) in society today and how do these dominant culture(s) impact/affect people and places, humans and habitat? Is this impact equal for all people?
- What are our responsibilities as citizens today? How are we being prepared to think about our role in the global economy? Our role in ensuring a sustainable future?
- What are the cultural and ecological conflicts that come from a preparation of young people to participate in the global economy?
- What are the purposes of education/schooling in the larger arena of cultural and ecological conflict?
- How does change happen? Can one person make a difference?
- What does it mean to be critical? Thinking about what it means to be critical - problematize the taken for granted assumptions and unjust outcomes of conventional education and cultural practices

Knowledge Streams (digital technology):

We will be using various forms of digital technology to communicate with one another as well as our ideas to a larger audience. If you are unfamiliar with them, that is okay, we will have time and space in class to learn from one another. We will have a no real name policy when conducting our research and there is no posting of any personal information about yourself or others. It is also assumed that respect will be taken at all times in our online community and any posts or comments that are inappropriate or irrelevant will be removed. Some of the knowledge streams that we will engage with are:

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|-------------|---------------------------------------|--------------|
| ➤ Twitter | ➤ Storytelling | ➤ Web design |
| ➤ Instagram | ➤ Data Visualization/
Infographics | ➤ Flickr |
| ➤ Blogging | ➤ Pinterest | |
| ➤ Podcasts | | |

Course Requirements & Assignments

Attendance: As a college course, there is a strict attendance policy. For each marking period you are allowed to miss two days. Any more than two days will result in 5 points being taken off your attendance grade in the class.

In-class Participation: Contributing your voice to our class discussions is important for everyone. However, I do understand that this can be intimidating at first and that some of you are more comfortable with expressing your thoughts than others. I hope that by the end of the course you all find the best way to share your thoughts with the class.

Online Participation: It is expected that you will continue class discussions and share new ideas and information through our course blog. You can access the blog through the course site as well as instructions on creating new blog posts. Each week you will be expected to contribute to the blog, whether that is through a response to the readings, a comment on a post, or creating a new post on something you found that is related to class. We will also use twitter to share your thoughts and ideas with a larger audience. We already have a few followers but it is up to you share your thoughts beyond the classroom walls.

Reading and Response (R&R): At the start of each unit we will assign a person to begin the blog discussion on a particular reading, film, or other piece in the unit. This will require you to create the first post using your weebly account and include your thoughts and questions to generate discussion. Everyone is responsible for responding to the original post with his or her own comments and questions. For each unit you must comment on at least 15 blog posts.

Learning Journal Reflections: Your learning journal will be a notebook that you use to communicate your learning process as well as any thoughts or questions that come up in the process of the readings, discussions, etc. This is a space more for you and I to communicate about your learning. This journal should be organized and legible but can include drawings, photos, quotes from readings or classmates, research ideas, etc. We will spend the last ten minutes of class each day reflecting in our learning journals.

Collective Participatory Research Project

Throughout the year we will infuse small assignments that will become incorporated into our class research project. These assignments will introduce different research methods including mapping, narratives, archival, autoethnography, interview, and Photovoice. All of these assignments will become data sources that you construct and we will collectively analyze exploring issues related to your own lives and communities. The following assignments will help scaffold our research:

1. Defining Terms: How do YOU define community? How do YOU define environment? How do YOU define nature? Where are these places for you? How do you see yourself in these various places? How have they influenced you and you them? What are your defining experiences with these places?
2. Mental Map: We will create a mental map of our community the first week of school and use these as reference points throughout our research. Our mental map is a drawing from memory of your neighborhood.
3. Community Reflection: Reflect on your experiences in your community. What are the environments and behaviors in your favorite places? What are the environments and behaviors in your least favorite places? Why? How would you improve your community? What does your ideal community look like and why?
4. Community Walk: You will spend some time walking around your neighborhood. Collect images and sounds from your neighborhood. Take field notes and write an in depth description of your experience.
5. Historical Community Research: Learn more about your neighborhood by visiting a local community center or historical archive. Create a ten-minute podcast about the history of your neighborhood.
6. Autoethnography: Each of us will write our own autoethnography that will explore who we are in relation to what we have been learning in class.
7. Community Interview: Find a person who is very active in your community to interview. Write up an interview guide, audio record, transcribe, and reflect on your interview. I
8. Place/Mobility Mapping: Trace your movements throughout a few days to represent an average day. For each place you go, observe your surroundings. Why did you go to these places, what are your experiences in these places? As a class map your movement and see where you overlap with others? What similarities and differences are experienced for each of us?
9. Photovoice: Based on the prior assignments, what themes have emerged as most important to all of us collectively? Which are you most interested in focusing on? Choose one theme and work with your team to generate a question a research question and plan. Generate pictures from your community that address your

theme and share with your group. Look for common themes and differences through images and dialogues. Critically investigate your research questions/themes in light of the literature and theory you have learned.

10. *Final Presentations*: Prepare a final presentation with your group of your images using the literature and theory you have learned. Who is most impacted by your research and what implications do your findings have for your community? Highlight points of action where you and others can make positive changes in your community. What might that look like and how can you start or become part of a larger movement?
11. *Final Reflections*: After all the presentations, what have we learned about our collective research question(s)? What evidence have we generated to support your conclusions? What new questions have emerged for you throughout this process?

Course Assessment:

Each marking period you will complete a self-assessment that will help us determine your grade. This reflection will ask you to show evidence of your participation and contribution to your individual as well as our collective learning.

Evidence will be in the form of your participation in class and online discussions, engagement with the readings on the blog, attendance, and your learning journal. Roughly your grade should be based on the following percentages:

- 30%- Effort, attitude, and time invested – this grade will be a combination of your own self-assessment, my interpretation, and your attendance.
- 30% - Literacy – Reading and Writing participation in class and on the course blog.
- 30% - In Class Discussions, Assignments, Projects – Research projects, small and large group discussions.
- 10% - Learning Journal – organized, reflective, creative, representative of your learning, shows engagement with readings and new knowledge

Course Schedule:

Unit/Theme	UNIT 1: INTRODUCTION TO SOCIO-ECOLOGICAL JUSTICE AND INEQUALITY
Dates	September – October
Readings	<ul style="list-style-type: none"> • Conceptual Frameworks for Diversity and Social Justice. Section 1. Conceptual Frameworks • Ogbu & Simons (1998). Voluntary and Involuntary Minorities: A cultural-ecological theory of school performance with some implications for Education. <i>Anthropology & Education Quarterly</i>. 29(2). 155-188. • Jackson, J. (2001). <i>Class(ed) Acts, or Class is as Class Does</i>. In <i>Harlemworld</i>. Chicago. University of Chicago Press. • McLaren, P. (2009). <i>Critical Pedagogy: A look at the major concepts</i>. In the <i>Critical Pedagogy Reader</i>. New York. Routledge. • Kilbourne, J. (1999). <i>In your face...all over the place: Advertising is our environment</i>. In <i>Can't buy my love: How advertising changes the way we think and feel</i>. New York. Touchstone. • <i>Inequality: It Matters. An Interview with Janet Gornick (2013)</i> • Gruenewald, D. (2010). <i>Place-Based Education: Grounding Culturally Responsive Teaching in Geographic Diversity</i>. In <i>Place-Based Education in the Global Age</i>. New York. Routledge.
Activities/Assignments	R&R Blogs Learning Journals
Short Videos	<ul style="list-style-type: none"> • TED Talk: Chimamanda Adichie: The Danger of a Single Story • TEDxMidAtlantic: Cameron Russell: Looks aren't everything. Believe me, I'm a model. • Wealth Inequality in America • Killing Us Softly • RSA Animate: Changing Education Paradigms • Def Poetry - Mayda del Valle - Descendancy
Films	<ul style="list-style-type: none"> • <i>Schooling the World</i> • <i>Precious Knowledge</i> • <i>People Like Us</i>
Project(s)	<ul style="list-style-type: none"> • Neighborhood Ad Busters Project
Community Research	<ol style="list-style-type: none"> 1. Definition of Terms 2. Community Mental Map 3. Community Reflection
Knowledge Streams	Instagram/Vine – Use Instagram or Vine to share your Neighborhood Ad Busters Project Webpage Design on Weebly Blogging on Weebly

	Twitter
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Unit/Theme	UNIT 2: AN EDUCATION FOR SUSTAINABILITY: ECOPELAGOGY
Dates	November – December
Readings	<ul style="list-style-type: none"> • Overshoot – Jay Hanson • The State of Humanity – Julian Simon (1995) • The Earth Charter • Khan, R. (2010). Ecopedagogy: An Introduction. In Critical Pedagogy, Ecoliteracy, and Planetary Crisis: The Ecopedagogy Movement. New York. Peter Lang. • Harvey, D. (2005). A Brief History of Neoliberalism. Oxford. Oxford University Press. (Introduction and Chapter 1: Freedom's Just Another Word...) • Introduction to Keeping Things Whole <ul style="list-style-type: none"> ○ The Economics of the Coming Spaceship Earth – Kenneth E. Boulding ○ Tragedy of the Commons – Garrett Hardin ○ The Closing Circle – Barry Commoner • Leonard, A. (2010). The Story of Stuff: How our obsession with stuff is trashing the planet, our communities, and our health – and a vision for change. New York. Free Press. • Case Study: The Collapse of the Easter Island Civilization • DiChiro, G. (1996). Nature as Community: The convergence of environment and social justice. In Uncommon Ground: Rethinking the Human Place in Nature. New York. Norton. • Short & Short (2013) Race, Class and environmental justice. In Cities and Nature, 2nd Edition. London. Routledge
Activities/Assignments	R&R Blogs Learning Journals
Short Videos	<ul style="list-style-type: none"> • Neoliberalism as a Water Balloon • TED Talk: Naomi Klein: Addicted to Risk • The Story of Stuff • SUNY ESF Rick Beal: EROI Videos
Film	<ul style="list-style-type: none"> • Home • I Am
Community Research	<ol style="list-style-type: none"> 4. Community Walk (Participant Observations and Field Notes) 5. Historical Community Research (Archival Research)
Knowledge Streams	Podcasting

Unit/Theme	UNIT 3: ENVIRONMENTAL ISSUES
Dates	January – February
Readings	<ul style="list-style-type: none"> • Spry, T. (2001). Performing Autoethnography: An Embodied Methodological Praxis. Qualitative Inquiry. 7(6). 706-732. • Reading on Interviewing <p>For each topic below, select readings that interest you...</p> <ul style="list-style-type: none"> • Climate Change • Energy – Energetic Limits to Growth, • Biodiversity • Food/Fisheries – The Omnivore's Dilemma, Hungry City, • Water • Waste – Examining Waste Management in San Pablo del Lago, Ecuador: A behavioral framework. • Poverty
Activities	R&R Blogs Learning Journals
Films	<ul style="list-style-type: none"> • King Corn (Food) • Crude (Energy) • Vanishing of the Bees (Biodiversity, Food) • Dirt (Soil) • The End of the Line (Fisheries) • Tapped (Bottled Water)

	<ul style="list-style-type: none"> • Sprawling from Grace (Suburbanization) • The End of Poverty (Poverty) • Climate Refugees (Climate Change)
Community Research	6. Community Interview 7. Autoethnography
Knowledge Streams	Data Visualization and Infographics

Unit/Theme	UNIT 4: URBANISMS AND NEW YORK CITY
Dates	March – April
Readings	<ul style="list-style-type: none"> • History of New York • Urban Political Ecology – Short & Short • Gentrification (Neil Smith?) – Class Struggle on Avenue B • Public Housing NYC –Goetz readings • Public Parks NYC • Stop and Frisk • Integration: Are we there yet? •
Activities	R&R Blogs Learning Journals
Short Videos	<ul style="list-style-type: none"> • TED Talk: Majora Carter • David Harvey: Right to the City
Films	<ul style="list-style-type: none"> • New York: A Documentary Film • No Impact Man • Park Avenue • Whose Barrio? • El Barrio Tours
Community Research	8. Place/Mobility Mapping 9. Photovoice
Knowledge Streams	Soundscapes of your communities Mapping Community

Unit/Theme	UNIT 5: INVESTIGATING LOCAL COMMUNITIES
Dates	May – June
Readings	<ul style="list-style-type: none"> • Torre, M., Fine, M., Stoudt, B. & Fox, M. (2012). Critical participatory action research as public science. In P. Camic & H. Cooper (Eds.). The handbook of qualitative research in psychology: Expanding perspectives in methodology and design, 2nd edition. Washington, DC: American Psychological Association. • Cammarota, J., & Fine, M. (2008). Youth Participatory Action Research: A Pedagogy for Transformational Resistance. In <i>Revolutionizing Education: Youth Participatory Action Research in Motion</i>. New York, NY: Routledge. •
Activities	R&R Blogs Learning Journals
Short Videos	<ul style="list-style-type: none"> • Michelle Fine and Maria Torre: Knowing Inequality and Social Justice Research • TEDx Columbia College: Brandon Stanton: The Good Story •
Community Research	10. Final Presentation 11. Final Reflection
Knowledge Streams	Final Presentation of Learning