

Social Ecology (Soc 342-001C / ES 390-006C)

Instructor: Paul Van Auken, Ph.D.
Office phone: 424-2038
vanaukep@uwosh.edu

Meets: T/TH 3:00 – 4:30 p.m., Sage 1216
Office: Sage 4607
Office Hours: MWF 10:00-11:00 a.m.,
T/TH 2-3 p.m.¹

Social Ecology *n* 1: a coherent radical critique of current social, political, and anti-ecological trends. 2: a reconstructive, ecological, communitarian, and ethical approach to society
(The Institute for Social Ecology)

Course Description: As concerns about environmental problems have arisen in recent decades, people have increasingly recognized that what appear to be environmental issues are actually social in origin. Just as not everyone shares this perspective, there are diverse opinions and theories as to what we should do about these issues, how to achieve “sustainable development” and what that actually means; some argue that capitalism and its markets will solve these problems if governments get out of the way, others argue that we need to develop a better capitalism through better technology and fairer policies, while still others argue that the only hope is to radically change the economic system itself.

A growing number assert that the key lies in “going local” – building stronger local communities and smaller-scale economies, getting our food from local sources, doing more walking, biking, busing and less driving, building relationships with neighbors, etc. For many, it all hinges upon *community* being strong. But, what is community? This is a topic that has interested sociologists since the dawn of the discipline, but which waned in importance with the rise of mass society after World War II, and has regained status in recent years as the problems stemming from increasing suburbanization, privatism and social isolation, and environmental degradation have become apparent.

We will explore these issues through reading, discussion, and a semester-long research and documentary filmmaking project carried out in conjunction with students in Com 349, The Documentary. This “stacked” course will therefore also include study of the history, forms, and techniques of documentary filmmaking. You will apply these principles and techniques to the development and production of a short (7-10 minute) documentary film that will serve as the final product of your semester-long study of community issues and which you will produce in small groups comprised of both 342/390 and 349 students. 342/390 students will benefit from learning a new technique for recording and disseminating research data, through a medium that readily lends itself to spurring community dialogue. 349 students will benefit from learning social science techniques and concepts, enhancing their ability to produce high quality, socially-relevant films. Both groups will benefit from working with students from other programs.

Com 349 Instructor:

Troy Perkins, Radio-TV-Film (RTF)
(o) 920.424.2316
(c) 414.699.8212
perkins@uwosh.edu

¹ I will be available at other times and on other days by appointment.

In general, we will meet to discuss readings and other Social Ecology content on Tuesdays and meet with the RTF students and Prof. Perkins on Thursdays, meetings that are referred to as “Documentary Lab” in the course online below. Some of our Labs will be held in the A/C Building, which will be announced in class.

Goals:

Subject Oriented Goals

1. Increase awareness of the relationships between human and natural communities and understanding of the social ecology of a particular place. Demonstrate your progress toward this goal through your written work, class participation, and contribution to the film project.
2. Learn to reference social ecological concepts and sociological imagination when considering relevant issues. Demonstrate progress toward this goal by applying social ecological concepts and sociological imagination to your written work, class participation, and contribution to the film project.

Process Oriented Goals

1. Increase active learning and apply course material to real world situations. Demonstrate this with thoughtful responses to reading, lecture, and discussion material, through class discussion with peers and your filmmaking team.
2. Increase critical thinking skills and broaden your worldview. Demonstrate this by seriously considering multiple viewpoints and perspectives in class discussions, your written work, and your film project.
3. Become proficient in social science research and active in the process of seeking and analyzing data and communicating findings in a clear manner. Demonstrate this through the research problem and literature review paper and various steps of the film project by seeking and utilizing relevant sources of information.
4. Enhance your writing skills. Demonstrate this through all of your written work.
5. Learn various elements of filmmaking, something that can serve you well as a social science data collection method, a tool for community organizing/activism, and an additional skill with a variety of applications. Demonstrate this through your film project.

These goals are consistent with the values of liberal education, a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. Specific learning outcomes developed by UWO stakeholders in this regard are found here:

<http://www.uwosh.edu/projects/lert/lert.php>.

Reading:

You will read one book for this course, which will lay the theoretical and ethical foundation for the course.

Bookchin, Murray. 2007. *Social Ecology and Communalism*. Oakland, CA: AK Press.

Most of your reading will be articles and book chapters provided to you via electronic reserve (ER) and links in the course outline below. These readings will discuss a social ecological issues and ways in which people and communities are implementing strategies to improve local quality of life, as well as regarding documentary filmmaking.

* Note: Readings found via Titan Files links are sometimes problematic to open. Try cutting and pasting the URL into your browser. And then you'll likely have to log into Titan Files, which utilizes the same username and password as your Titan Mail (if all else fails, email me, and I'll send it to you). Also, “Recommended Reading” listed in the course outline below are just that: recommended, if you would like to dig further into issues related to the assigned readings. Also, if you are unfamiliar with ER, go to the D2L homepage for the course and click on Library Course Page in the top right corner, and you'll see a link for electronic reserve, along with a bunch of other

useful information. Finally, I'll also be posting "Related Readings" on the D2L Content page, which are also recommended, but not required.

Assignments and Grading:

Semester-long Research and Film Project (79 points)	
Documentary Article Sheets (2)	4
Documentary Analysis Sheets (2)	4
Case Study Portfolio Entries (3)	6
Place Identification Project (Group)	10
Short Documentary Pitch & Proposal (Group)	15
Research Problem and Literature Review Paper	15
Short Documentary Fine Cut (Group)	25
Reading Responses (3)	15
Participation and Professionalism	15

This is a total of 109 points. There will be no curve. Final grades will be distributed based on the following scale:

A	92.5-100%
A-	90.0-92.49
B+	87.5-89.99
B	82.5-87.49
B-	80.0-82.49
C+	77.5-79.99
C	72.5-77.49
C-	70.0-72.49
D+	67.5-69.99
D	62.5-67.49
D-	60.00-62.49
F	0-59.99

Grade Interpretation

- A – Indicates truly superior work and active participation in the learning environment. Students at this level demonstrate an ability to think critically in oral and written form, integrate concepts and theories, level of knowledge relevant to the course that is beyond expectations and far above average, and the ability to use this knowledge in unfamiliar situations.
- B – Demonstrates a level of knowledge relevant to the course that is beyond expectations and above average. Will be able to use and extend this knowledge in some situations.
- C – Demonstrates an acceptable and average level of knowledge relevant to the course in terms of familiarity with readings, integration of concepts and theories, level of critical thinking, and active participation. Students at this level should be able to continue learning in this field of study.
- D – Demonstrates less than satisfactory performance in the course requirements and barely adequate level of knowledge relevant to the course. Unlikely to be able to apply knowledge, nor successfully continue studies in this direction.
- F – Demonstrates insufficient knowledge to be given credit for this course, and/or dismal performance and no class participation.

*NOTE: Your ability to follow directions, communicate clearly, and practice proper ASA citation (use the *Writing and Citation Guide* on D2L) will be key criteria for grading all written assignments.

Professor's Philosophy:

As should become clear, I strongly believe in the following:

- Tell me, I will forget. Show me, I may remember. *Involve* me, I will understand...and may want to do something about it.
- *Attention to detail* is often the difference between excellence and mediocrity.
- High expectations – along with support and accountability – encourage high achievement.
- Exposing oneself to new people, places, and situations is critical to becoming a well-rounded person and developing a sociological imagination. Keep this in mind as you make your choices related to this course.
- Putting a lot of information in the syllabus.

Assignments and Evaluation

Documentary Article Sheets (DAR): Throughout the semester, you will be researching modern documentary production techniques and information through links provided on the course D2L content page (Links-Organizations or Links-Articles sections). Simply explore those links and choose a couple techniques, organizations, or issues to write about. Sheets are available on the D2L content page (Assignments section). You will submit your two DARs when you choose to, but by **April 12**.

Documentary Analysis Sheets (DAN): Throughout the semester, you will be screening and analyzing documentaries from the links provided on the course D2L content page (Video section) or Top Documentaries Lists (Assignments section). Sheets are available on the D2L content page (Assignments section). You will submit your two DARs when you choose to, but between February 24 and **April 19**.

Case Study Portfolio Entries: To help you build the social ecological case study that will become your short film, you will be asked to complete four short “Case Study Portfolio” entries. These will consist of a short number of questions that you will answer about your case; you will find the questions and then post your answers on the Discussions page on D2L. They will be worth 2 points each. The first one is due on **February 7** and due dates for the other two will be announced.

Place Identification Project: This file contains a number of photographs of places/things around central Oshkosh: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-2617120_1-t_aBI3GySn. There is also a map here -- https://titanfiles.uwosh.edu/xythoswfs/webui/xy-2609676_1-t_5XBQCXU3 -- (and on D2L) that shows the general area in which you'll find all of the 40 sites pictured in this file. The assignment will be for your group to identify 10 of these photo subjects and shoot a very brief segment in which you explain what the relevance of the site seems to be while at the site (segment can be filmed inside near the site, as long as you include at least a brief shot of the actual subject). You should conclude with a short reflection of the process; what you got out of it, what was new to you, overall thoughts about the project, etc. The edited “film” should be 2-3 minutes in length. The purpose of this project is to come together as a group, learn more about the local community, practice basic filming/editing, and have fun (imagine that). It will be due in class on **March 8**, when your group will show it, prior to giving the pitch about your film.

Short Documentary Pitch & Proposal: Information for this assignment will be covered in class and via written instructions on D2L. You will develop a professional documentary proposal, along with a pitch that you will present in class. The pitch will encompass the story, theme, story structure, research, form, and overall approach for your documentary production. You will present the pitch as a group in class on **March 8**, while the proposal paper will due from your group on **March 13**.

Research Problem and Lit Review Paper: In this roughly 4-6-page paper, you will define the social ecological problem/issue that your film will investigate and present relevant research that has been conducted in this regard. This individual paper will help you and your group to develop the social ecological foundation upon which your group's film will be developed. Additional instructions will be provided, and the paper will be due on **March 15** by

class time, when you'll be asked to share your key findings with your documentary group, so it can inform your group's film outline and treatment (which will be submitted by the RTF students from your group).

Short Documentary Fine Cut (7-10 minutes in length): This is what you'll be working towards throughout the semester. The fine cut of your film should effectively address issues related to social ecology and local community and use dramatic storytelling and visual/audio technical skills to provide an intellectually and emotionally engaging experience for an audience. The fine cut of your film will be screened in class on **May 8 or 10**, and you will screen a final version to an audience during May interim. Your film will be evaluated using a rubric that accounts for both research/content and production quality.

Reading Responses: Reading responses (RR) are designed to help you focus on the assigned readings, develop your critical thinking skills, and help you be able to come to class prepared to discuss the readings and topics they touch upon. Your responses should be 2-3 double-spaced pages and will be due by midnight on the day prior to when the readings to which you are reacting will be discussed (e.g. for readings on the syllabus for Tuesday, your response will be due by 11:59pm on Monday). Submit them in the dropbox on D2L that corresponds to the number of reading response it is for you; i.e. if it is your first one, put it in the dropbox labeled RR1. The responses are meant to be a venue for you to react to a particular reading, and how it relates to other readings for that day or previous issues we have discussed. You will choose the readings to which you will respond, but you can only do one RR per date on the syllabus. You are required to do three RRs, which will be worth five points each. *For your first RR*, you will bring a hard copy to a meeting with me that you schedule prior to its due date on the syllabus, and by **March 6**. See the Content page of the course D2L for a document (*RR Framework*) that gives you specific things to address in each response, which will be graded on the thoughtfulness and completeness of your argument. You should write in complete sentences and paragraph form, using the assignment to hone your writing skills, and you can write about any reading listed on the syllabus.

Participation and Professionalism: I expect you to attend class and come prepared to engage in thoughtful discussion of the material; since this will be a unique course that will combine seminar-style discussion sessions and action-oriented documentary labs, your preparation and participation will be vital to its success. 5 points of your grade will be determined by the instructor (based on your attendance and participation in class debates and discussions). You are an adult and should hold high expectations for yourself. Up to 5 points of your participation score will be derived from your own evaluation, using the participation and professionalism rubric (see p. 11). Finally, up to 5 points will be awarded based on the average of the scores given you by the peers in your group, based on their evaluation of your participation in the film project and contribution to discussion. Note that if you do not submit your personal and peer evaluations by the last day of class, you will receive 0 points for these components.

Extra Credit: There are 5 extra credit options of which you can choose 1. You will have the opportunity to earn up to 3 points extra credit by 1) attending a relevant event/presentation and submitting a 1-2 double-spaced page reaction to the event (briefly summarize what the event entailed and how you felt about it) and how it relates to specific issues covered in class; 2) completing an extra DAN about a documentary from the best documentaries of all-time list; 3) spending at least one hour volunteering at an off-campus nonprofit, charitable organization that does work that you can relate to issues from this course. This work must be extra volunteer work, above and beyond what you might be doing for some other purpose. Then write a short paper (1-2 double-spaced pages) describing the experience and make some connections between what you saw, heard, and did and issues/concepts we have been discussing in class. In addition to your paper, you must turn in a signed note, on the letterhead of the organization, from the organization's staff person who supervised you during your volunteer time, briefly confirming the date and time that you were there and what you did; or 4) writing (and having published) a letter-to-the-editor to a newspaper (e.g. *The Northwestern*, *Appleton Post Crescent*, *Wisconsin State Journal*, *New York Times*, *The Advance Titan*, your hometown paper, etc.) about a topic that relates to our class and turning a copy of the published version.

You can earn up to 5 points extra credit by writing a book review of *Plenitude: The New Economics of True Wealth* by Juliet Schor using the book review instructions found on D2L Content.

You are limited to one of the above options. You are not guaranteed extra credit simply because you submitted an assignment; points will be awarded based on the relevance of the event/article/topic and the thoughtfulness of your writing in terms of making connections to the class. Due by class time via D2L or in class on **May 10**.

Submitting Work

You will submit all your written work to a dropbox on D2L. If you are unfamiliar with D2L, don't fret – it's easy once you get the hang of it. Ask a classmate to show you how to use it, or come see me ASAP.

*Be sure to review and edit your work carefully before you turn it in, as I will dock points for typos/editing issues (including citation) in your formal written assignments. This may not be an English course, but it is a course conducted in English, and communicating clearly and effectively, as well as demonstrating attention to detail will be very important to your success in this class, in college overall, and in the work world.

If you could use some help with your writing, all UW Oshkosh students are eligible for one-to-one conferencing at the Writing Center. Their free, confidential tutoring is designed to help students work through assignments and gain additional writing skills. Trained peer consultants can assist students at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They will assist students with issues like grammar and mechanics not by marking up the paper, but by helping students identify patterns of error and helping them learn how to avoid those errors. The Writing Center now offers e-mail tutoring to online and distance education students. More information can be found at <http://www.uwosh.edu/wcenter>. The Writing Center is located in the academic support suite of the Student Success Center (729 Elmwood Blvd., Ste. 102 • wcenter@uwosh.edu • 920-424-1152).

**After you submit an assignment to D2L, double check that it has uploaded correctly and that I should be able to open the file (e.g. make sure it's not saved with more than one . before the doc).

***Note that I will often provide feedback within your document or put comments in the dropbox on D2L, so be sure to check back to read them and then *use* that feedback as appropriate.

Late Assignment Policy: All assignments are due on the specified date; they will be considered on-time if submitted by 11:59pm on that day, unless otherwise noted. Except in cases of individual and family emergencies, assignments turned in late will receive a 10% per day point reduction for each day they are late. Note: Grades of Incomplete are reserved for those students who have completed a substantial portion of their coursework and for reasons outside their control cannot complete the remaining assignments. When grades of incomplete are given, it remains the students' responsibility to fulfill the course requirements within the time period established by UWO.

Additional Ground Rules:

- Believe it or not, as a professor I want you to do well in this class. I also want you to come talk to me in my office or after class, if you are confused, have questions, concerns, or ideas to bounce off of me. So, please do it!
- Lively debate and discussion will be encouraged and will be the basis for what should be a very interesting and enjoyable class. Note, however, that you will be expected to show respect for the opinions and ideas of others at all times.
- UWO is committed to providing reasonable accommodation for students with disabilities. Please contact the Disability Services [Dean of Students Office, 125 Dempsey Hall, 424-3100 (Voice), 424-1319 (TTY)] for the University's accommodation request form and documentation requirements or visit their website at: <http://www.uwosh.edu/dean/disabilities.htm>. Information related to an individual's accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a "need to know" basis. Otherwise, please let me know ASAP if you have any special needs that I should be aware of.
- Make sure your cell phones are turned off and put away. If yours rings or you are texting during class, you will be asked to leave class or I will simply make note of this and you will lose participation points. Same goes for sleeping in class.
- Laptops will not be allowed to be used during class.
- Emails: Be sure to read the emails you get from me, as this is *official communication* for the course and I will often email you with additional tips/reminders about assignments. Feel free to email me when you have questions about assignments and to schedule a meeting for a time during my office hours, etc. I am typically quite responsive via email, but please use common sense and moderation in terms of your frequency of emailing and expectations for responses from me.

*NOTE: Please use good email etiquette: start your email with a proper salutation (for example, Hello Paul), write in complete sentences, end with a proper closing, etc.; if you fail to do so, do not expect a response from me.

- Academic misconduct will absolutely not be tolerated. I expect you to do your own work and properly cite ideas you get from things you read. We will spend time early in the semester talking about proper citation and plagiarism to ensure that we're all on the same page. The UW system is committed to a standard of academic integrity for all students. The system guidelines state: "Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors" (UWS 14.01, Wisconsin Administrative Code). You will find UW's specific rules here: <http://www.uwosh.edu/stuaff/dean/student-conduct>.
 - The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Content Tutoring page on CAR's website (www.uwosh.edu/car) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet. Tutoring takes place in SSC 102. The Center for Academic Resources also provides support to students through Supplemental Instruction (SI) and the Peer Educator program. Visit the website for more information.
 - Please upload a clear photo of yourself to D2L right away. It will help me memorize names very quickly.
 - Throughout the semester I will be giving you links to relevant articles, particularly from *The New York Times*, that you may be interested in reading. You can obtain a copy of this newspaper on a daily basis through the Titan Readership program (vending machines in Polk and Reeve that give you access via your student ID card) and/or you can read the articles online via the links I provide on the Content page of D2L under Related Readings (to access them you will need to create a free log-in account here: <http://www.nytimes.com/regi>). I encourage you to read this and other newspapers every day on your own to stay abreast of current events and issues that are relevant to our course.
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Course Outline

Week 1

- Jan. 31 – Please print, read thoroughly, and bring your syllabus to class. We will discuss the following, so it would help if you could read these short pieces prior to class:

* George Orwell, "Politics and the English Language" (found here:

http://orwell.ru/library/essays/politics/english/e_polit)

* Graff & Birkenstein, "Introduction: Entering the Conversation" [ER]

* A short excerpt from C. Wright Mills's classic book about *Sociological Imagination* (found here:

https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1441295_1-t_99PwF5NA)

Recommended Reading:

- *Writing and Citation Guide* on the Content page of D2L

- Feb. 2 – Please complete prior to this session:

* Mastney, "State of the World: A Year in Review" (short timeline found here:

https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-358659_1-t_4AG1WS2q)

* Rosenthal, "Iceland Leads Environmental Index as U.S. Falls" (short newspaper article found here:

<http://www.nytimes.com/2010/01/27/science/earth/27index.html?hp>)

* Assadourian, "The Rise and Fall of Consumer Cultures" (found here:

https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-2610061_1-t_FFYHCspA)

Recommended Reading:

- Princen et al, Chapter 2, "Consumption and its Externalities: Where Economy Meets Ecology" [ER]

Week 2

- Feb. 7 – Please complete prior to this session:

* Bookchin, “An Introduction to Social Ecology and Communalism” and “What is Social Ecology?” (p. 7-52)

DUE: *Case Study Portfolio entry #1*

- Feb. 9 – Documentary Lab

Week 3

- Feb. 14 – Please complete prior to this session:

* Bookchin, “Radical Politics” (p. 53-76)

- Feb. 16 – Documentary Lab

Week 4

- Feb. 21 – Please complete prior to this session:

* Bookchin, “The Communalist Project” and “After Murray Bookchin” (p. 77-118)

- Feb. 23 – Documentary Lab

Week 5

- Feb. 28 – Please complete prior to this session:

* Berry, “The Idea of a Local Economy” from *The Art of the Common Place* [ER]

* Shuman, “Introduction” from *Going Local* [ER]

Recommended Reading:

- Schumacher, “New Patterns of Ownership” and “Epilogue” from *Small is Beautiful* [ER]

- March 1 – Documentary Lab

Week 6

- March 6 – Please complete prior to this session:

* Beatley, Chapter 1, “Sustaining Place in the Global Age” [link to full e-book:

<http://site.ebrary.com/lib/uwoshkosh/docDetail.action?docID=10196531>]

* Shuman, Chapter 1, “Place Matters” [ER]

Recommended Reading:

Beatley, Chapter 2, “Place Basics” [link to full e-book:

<http://site.ebrary.com/lib/uwoshkosh/docDetail.action?docID=10196531>]

- March 8 – Documentary Lab

DUE: *Place ID Project (screened in class) and Short Documentary Pitch (presented in class)*

Week 7

- March 13 – Please complete prior to this session:

- * Collins and Quark, “Globalizing Firms and Small Communities” [found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-2610134_1-t_KJAZEaHM]
 - * Three recent newspaper articles about Oshkosh economy and land use [found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-2610128_1-t_Ie2YPgKU]
 - * Wisconsin Historical Society, “Oshkosh: Brief History” [very brief... found here: http://www.wisconsinhistory.org/dictionary/index.asp?action=view&term_id=15055&search_term=oshkosh] and Oshkosh Public Library, “Oshkosh – Top Stories of the Decades” [short timeline, found here: <http://www.oshkoshpubliclibrary.org/localhistory/oshkoshdecades>]
- DUE:** *Short Documentary Proposal group paper*

Recommended Reading:

- Bernard and Young, “Listening to the Forest: Menominee, Wisconsin” [found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-2610182_1-t_zRdR77yT]
- Beatley, Chapter 3, “Place Strengthening Through History and Heritage” [link to full e-book: <http://site.ebrary.com/lib/uwoshkosh/docDetail.action?docID=10196531>]

- March 15 – Documentary Lab

DUE: *Research Problem and Literature Review Paper (by class time)*

SPRING BREAK

Week 8

- March 27 – Please complete prior to this session:

- * Bernard and Young, “Following the River Home” in *Ecology of Hope* [ER]
- * U.S. EPA, “Brownfields 2006 Fact Sheet, Oshkosh, WI” [found here: <http://nepis.epa.gov/Exe/ZyNET.exe/P1002QRB.TXT?ZyActionD=ZyDocument&Client=EPA&Index=2006+Thru+2010&Docs=&Query=&Time=&EndTime=&SearchMethod=1&ToCRestrict=n&ToC=&ToCEntry=&QField=&QFieldYear=&QFieldMonth=&QFieldDay=&IntQFieldOp=0&ExtQFieldOp=0&XmlQuery=&File=D%3A\zyfiles\Index%20Data\06thru10\Txf\00000006\P1002QRB.txt&User=ANONYMOUS&Password=anonymous&SortMethod=h-&MaximumDocuments=1&FuzzyDegree=0&ImageQuality=r75g8/r75g8/x150y150g16/i425&Display=plf&DefSeekPage=x&SearchBack=ZyActionL&Back=ZyActionS&BackDesc=Results%20page&MaximumPages=1&ZyEntry=1&SeekPage=x&ZyPURL>]

Recommended Reading:

- Sievert, “Urban Watershed Management” and De Sousa, “Green Futures for Industrial Brownfields” in *The Humane Metropolis* [ER]

- March 29 – Documentary Lab

Week 9

- April 3

- * Beatley, Chapter 5, “Nature and Place” in *Native to Nowhere* [link to full e-book: <http://site.ebrary.com/lib/uwoshkosh/docDetail.action?docID=10196531>]
- * Snyder, “Place, the Region, and the Commons” in *At Home on the Earth* [ER]
- * Oshkosh *Northwestern*, “Vision Process Beginning to Take Root in City” [short editorial found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-708449_1-t_VwoTwQJL]
- * Explore “Campus as an Urban Forest” (found here: <http://www.uwosh.edu/stuaaff/sustainability/garden/campus-as-an-urban-forest>)

Recommended Reading:

- Berry, “A Native Hill” in *The Art of the Common Place* [ER]

- Hooks, "Touching the Earth" and Momaday, "A First American Views his Land" in *At Home on the Earth* [ER]

- April 5 – Documentary Lab

Week 10

- April 10

* Beatley, Chapter 6, "Pedestrian Places" in *Native to Nowhere* [link to full e-book: <http://site.ebrary.com/lib/uwoshkosh/docDetail.action?docID=10196531>]

* James and Lahti, Introduction and Chapter 1 in *The Natural Step for Communities* [ER]

* Hanscom, "Debunking 10 Myths About Biking" (short and humorous list found here: <http://grist.org/biking/2011-12-27-10-bicycling-myths-debunked/>)

Recommended Reading:

- Oldenburg, Chapters 1 and 2 in *The Great Good Place* and "Maxwell Street" and "Blue Moon Tavern" in *Celebrating the Third Place* [ER]

- Bullard, "Smart Growth Meets Environmental Justice" [ER]

- April 12 – Documentary Lab

Week 11

- April 17 – Please complete the following prior to this session:

* de Graaf et al., "The Power of Social Movements" [found here:

https://titanfiles.uwosh.edu/xythoswfs/webui/xy-2610128_1-t_Ie2YPgKU]

* Kercher, *Earth Day 1970* at UWO (found online here:

<http://www.uwosh.edu/archives/earthday/index.htm>)

Recommended Reading:

- Schor, "Introduction" in *Plenitude: The New Economics of True Wealth* [ER]

- April 19 – Documentary Lab

Week 12 – April 24 and 26

Documentary Lab – Rough Cut Screenings of your film; Audience analysis and feedback for Fine Cut

Week 13 – May 1 and 3

Documentary Lab

Week 14 – May 8 and 10

Documentary Lab – Fine Cut Screenings - Group critique sessions

DUE: *Short Documentary Fine Cuts*

Professionalism Rubric for Student Evaluation

Name:

Trait being evaluated	A (1 points)	B (0.75 points)	C (0.5 points)	D (0.25)	F (0 points)
Attends class regularly and on time (1 point possible)	100% attendance & always comes to class on time	Misses no more than 1 class & is on time all but once or twice	Misses no more than 2 classes & is usually on time	Misses no more than 3 classes & is late occasionally	Misses 4 or more classes
Comes to class prepared for discussion and brings readings for that day (1 pt)	Comes to class well prepared; demonstrates an understanding of the reading through involvement in discussion and activities	Comes to class prepared almost all of the time and demonstrates understanding of the reading	Comes to class prepared most of the time & generally has readings	Comes to class prepared about half of the time and rarely brings readings	Comes to class unprepared - often doesn't have the appropriate readings and doesn't demonstrate understanding of readings
Appropriately participates in discussion, in class and on D2L (1 pt)	Discusses important points relevant to topic at every session while treating others respectfully	Often participates in discussion and discussion is connected to topic and is respectful to others	Sometimes participates in discussion that is mostly related to topic and is mostly respectful to others	Has participated in class discussion on occasion; still developing <i>treating others respectfully</i> on consistent basis	Doesn't participate in class discussion; lacks communicating respect toward others
Gives and uses feedback constructively (1 pt)	Consistently uses and gives feedback constructively.	Generally gives and uses feedback constructively	Listens to feedback but has difficulty using it	Sometimes listens to feedback	Demonstrates pattern of unwillingness to accept feedback
Avoids creating distractions (texting, phone going off, talking inappropriately, falling asleep, etc.) within the learning environment (1 pt)	Was able to ignore interferences and did not create distractions in the learning Environment	Most of the time ignored interferences and distractions in the learning environment	Had some difficulty ignoring interferences and did create 2 or more memorable distractions in the learning environment	Gave attention to interferences and created 3 or more memorable distractions in the learning environment	"I was the definition of the term <i>distraction!</i> "

Evaluate your behavior related to each trait. Place an X in each cell that you believe best describes your behavior in class. Write down the grade and how many points you believe that you deserve for each trait in the cells on left. On the backside, explain your evaluations, giving specific information to support each evaluation.

Total Points (5 pts possible): _____