

**Communication in the Field:  
Eco/Cultural Borders & Transformations  
Communication & Journalism 502**

**Fall 2015**

(Section 001, CRN 52802)

Thursday, Oct. 8 – Sunday, Oct. 11, 9 a.m. – 7 p.m.

4-Day Intensive Course

C&J Classroom 219



**Professor:** Tema Milstein

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[www.unm.edu/~tema/](http://www.unm.edu/~tema/)

**Office hours:** Wednesdays, 2 p.m.-4 p.m.

**COURSE SCOPE & LEARNING OBJECTIVES:**

**Scope:** This field study-based special topics course explores multiple eco/cultural and communicative negotiations of place and space, with a focus on issues of cultural-spatial re/production and transformation. Course content focuses on eco/cultural spaces and relations as material-symbolic constructions, both deeply materially experienced and actively socially constructed. Core themes in the seminar include: Re/Constructing Urban Humanature, Re/Producing (Tourist) Destination, Eco/Culture Jamming, and Communicating Beyond the Urban Field. As learners, through readings, discussion, field study, and research, we will explore ways:

- 1) *Eco/cultural communication processes and contexts* re/produce and transform perceptions of and experiences within place and space;
- 2) *Eco/cultural communication research can be used* to deconstruct, critically investigate, and reenvision perceptions and experiences of place and space.

**Learning Objectives:** The learning focus in this course is on student-driven creative and critical exploration and discussion, as well as out-of-the-classroom group field experiences. This 4-day, full credit course engages a reading-based graduate seminar format with an applied field study format. To have successful learning, prepare yourselves by carefully *and* critically reading all material before the day it is assigned, and being ready to engage in active discussion and field study participation.

By the end of this course, you will have increased your ability to:

1. Define and discuss key concepts linking eco/culture, communication, and place and space and explain the value of these concepts and their integration to diverse audiences;
2. show in discussion and writing how you apply and connect theories and research about eco/culture, communication, and place and space to power, knowledge, and society;
3. analyze how components of your ecocultural identities and positioning, as well as the contexts and institutions in which you live, shape and have shaped your own spatial relations and your orientation to place/space research;
4. apply and connect theories and research about eco/culture, communication, and place and space in your research to demonstrate your understanding and to explore your particular questions;
5. produce an academic research paper suitable for conference paper submission.

### **REQUIRED TEXTS:**

**Books:** The two required books can be purchased/found online.

Emerson, Robert M., Fretz, Rachel I., & Shaw, Linda L. (2011). *Writing Ethnographic Fieldnotes, Second Edition* (Second Edition). Chicago: University Of Chicago Press.

*NOTE: The 1995 1<sup>st</sup> edition also will serve the purposes of this class just fine.*

Abram, D. (1997). *The Spell of the Sensuous: Perception and Language in a More-than-Human World*. New York: Vintage Books.

**Articles/Chapters/Films/Podcasts:** Unless otherwise indicated in the schedule below, find these on our C&J 502 EReserves site (*password: lobo502*). The EReserves site will go live on Monday, Sept. 14. However, the many readings/recordings not on EReserves are marked in the schedule as accessible via academia.edu or other online links.

**REQUIRED FIELD STUDY FEE:** Students will pay their own costs directly during the field study, including entry fees and transportation (estimated \$60).

**GOLDEN RULE:** If you introduce an author or a concept not read in class, this is an opportunity for you to introduce helpful supplementary substance to engage everyone's learning. In other words, contribute expansively in the learning experience, avoiding the unproductive habit of name- or concept-dropping.

**EXPECTATIONS: Participation (discussion, attendance, daily critical reading commentaries), Field Study Reflection Paper, Final Research Paper**

*In an effort to reduce paper use, most assignments are turned on UNM Learn.*

**Participation:** Your participation is crucial and expected in this class as our learning will be based on active, engaged discussion and field study participation. Participation will always be noted. While attendance is a minimum requirement, it is also necessary one in a 4-day intensive course. You are responsible for all material presented in class whether you attend or not.

***In-Class Discussion and co-facilitation:*** I expect participation in discussions based on thoughtful contributions, encouraging of others to participate, asking follow-up and clarification questions of others, and active listening (e.g., taking notes on others' comments, building on group discussion, and not repeating comments or dominating discussions). This also involves you engaging community teachers and each other during field study in thought-provoking discussion. Each day, a team of you will take on the enhanced role of co-facilitating discussion along with the professor, giving you a little more responsibility than usual in engaging others in class discussion.

***Attendance:*** This is an intensive class, which means each day is the equivalent of four weeks of a regular seminar. Missing a day means you will miss out on a quarter of the class. Absences will result in decreases of one's final grade.

***Daily written commentary on readings (UNM LEARN DISCUSSION THREAD):*** At anytime before the start of each specific class day, you will post a 400 to 500-word commentary on that day's readings – except for before the start of Day 1, when you will post two commentaries: one on the pre-class intro readings and one on Day 1 readings. These commentaries are not descriptive overviews. Rather, you should briefly clarify key arguments, put the readings for the day in conversation with each other, and then pose one or two questions that open up material for discussion. ***Each day, bring a copy of your commentary for the day to class:*** This could be on your laptop/phone, or printed out. You will use this in class to help provoke and facilitate discussion. Your daily written commentaries will be evaluated according to how effectively you use the assignment to engage the readings' central themes, theories, methods, evidence, and/or politics overall and in conversation with one another, and present unresolved questions and conceptual difficulties. Please feel free to engage with each other's commentaries on the discussion thread (by replying within the thread) to help you better prepare for class discussion. ***As this class is intensive and runs from 9 a.m. – 7 p.m. every day, you are strongly encouraged to read ALL course material before the start of the course and to write the commentaries beforehand. You can then use the commentaries to help refresh your memories of readings each day of class.***

**Field Study Reflection Paper (UNM LEARN ASSIGNMENT due by October 18):**

The required daily field study element of this course will provide you with opportunities to engage your learning with direct focused observations and experiences. During our field studies, local guides and I will provide a loose framework for engaging in the site – such as through participant observation, field notes, tours, questions, signage, silence, exercises, talking to experts, brochures, using all your senses, self reflection, etc. ***Bring a field notebook to write down observations, direct quotes, and ideas throughout the day to inform your Reflection Paper.*** Whereas your daily reading commentaries are meant to directly engage the course readings, and your final project is meant for research in the area of eco/cultural borders and transformations, this Reflection Paper is meant for you to creatively and critically reflect on your field experience as it relates to your own discovery process surrounding the themes in this course. Papers should put your *personal* reflections (your own cognitive, embodied, sensory, emotional, etc., observations and interpretations within the field) *in interaction with four or more class readings* to help you explore eco/cultural and communicative contexts, reproductions, transformations, and ramifications. Choose to apply class readings that especially help you interpret, reflect upon, and analyze your own field experience. ***Keep Emerson, Fretz, and Shaw in mind as you take notes and as you write this paper.*** You may grapple with a conceptual thread you found running through all the field experiences or instead focus on just one or a few of the field study sites that you found most thought provoking. Your observations and ideas you write in your notebook each day during the field studies will provide grounded and specific reflections to explore in your paper, which is due a week after class ends. *Papers must be typed, double spaced, and 7 pages. This paper SHOULD be written in the first-person.*

*Criteria for the Field Experience Reflection Paper:*

1.) Originality – I expect and appreciate creative approaches to these papers; 2.) Depth of Critical Thinking – Use evidence to support your claims, develop your ideas in depth, and explain the implications of your ideas; 3) Accuracy of Analysis – Use helpful concepts from the four or more class readings accurately and do not repeat what authors or others say, but reveal your own ideas and thoughts as you engage with cited concepts to analyze your own experience; 4) Organization of thoughts – your papers should exhibit focus and a clear flow of thought. A thesis statement and a preview of the structure of the ideas in the intro will help here, as will a conclusion; 5) Grammar/Spelling/APA style – edit very carefully to show you fully respect your work and to be certain your work, in turn, receives the respect and consideration it deserves. Properly cite and reference readings used.

**Final Project (UNM LEARN ASSIGNMENT due by November 22):** This assignment is designed to encourage you to pursue your individual research and/or creative public scholarship interests within the themes of the class and assist you in developing a deeper grasp of the specific compelling course-related topic you engage. You can do a pilot study for your thesis or dissertation work, work on an area of your ongoing research, or create and perform an intervention that brings concepts from this course to life in a public

setting. Most important is that you substantively engage class themes and conceptual frameworks to go deeper in one of your interest areas. I am very happy to discuss your project with you. I encourage you to set an appointment to meet sometime during my office hours early in the semester to discuss your project idea and questions you might have, and to begin on this before class starts.

**Research option:** You turn in 10-15 pages, not including reference list. Use 12-point font, 1-inch margins, double-space, and APA style. Cite at least five relevant readings from class to support your work and at least five highly relevant scholarly sources from outside class readings. You could do a study, a literature review that might inform your thesis or dissertation prospectus, or a study proposal. I also am open to other formats or approaches, as long as they are discussed and approved with me in advance. Your finished product should be of high writing and organizational quality and contain no spelling/grammatical errors. If you would like help with your writing, the Graduate Resource Center (GRC) offers free graduate-level writing assistance in many forms. I encourage you to use the GRC (<http://unmgrc.unm.edu/>).

**OR**

**Ecoculture Jam option:** Using the concepts we engaged in class, identify a normative ecocultural perception/practice/border you would like to jam/interrupt/relocate/transform etc. You design, enact, record, and post this ecoculture jam on Youtube (and share a link on the Ecocultural Communication Facebook page) and write a 3-page reflection paper (for group projects, each participant turns in her/his own reflection paper), which explains why you chose to do what you did, how your choices were informed by course concepts and experiences, what the ecoculture jam experience was like (including how it felt, what responses were, what worked well, what you might do differently, and what you think the possible beneficial ecocultural outcomes were), and what role you feel ecoculture jamming could play in graduate education. Include the Youtube hyperlink. Your reflection paper citations/reference list should include class readings (minimum 3), outside academic sources (minimum 2), and also can include non-academic culture jam/ecoculture jam sources and creations (optional). Label your Youtube video in some way that includes “Tema Milstein class Ecoculture Jam” so it can be searchable by future students.

*Collaboration:* Feel free to collaborate on your project, working in pairs or groups to create a co-written final research project or ecoculture jam project. I expect there to be an even distribution of workload and effort. Collaborative projects will follow the same format and length – effective collaboration often adds work, time, and challenge, as it eases. If you choose this route, each co-author/creator also turns in a half-page describing the team’s collaboration process, individual workload, and effort.

*The grading rubric for final projects is as follows:* The best projects will reflect or extend the theory and themes of class in new venues. Special attention will be paid to depth of theory/theme engagement and how you use your medium to communicate your points..

1. Effort (a reasonable amount of time and energy that is clearly apparent in quality of final project)
2. Responsiveness to feedback (open to and incorporated constructive feedback to help improve project)

3. Clarity (key course concepts related to your particular study or jam are clearly explicated and their value and integration clearly communicated)
4. Innovation/creativity (sheds new light, unique approach)
5. Academic depth (key course concepts are applied and/or creatively connected in ways that demonstrate depth of understanding and cogently explore your particular questions)
6. Reflexivity (reflexively exhibit ways the contexts and institutions in which you/your topic/your study participants live both shape and are shaped by key course concepts; in culture jam, this happens in both design and reflection)
7. Quality of writing and creative product (sophisticated level of product appearance and/or academic writing, grammar/spelling; effective organization/readability; excellent and error-free grammar/spelling)
8. Completeness (project fulfills the goals of your assignment listed above and your individual goals, key points are clearly communicated)
9. Use of APA citations and reference list.

## **EVALUATION:**

### **Grading Scale:**

At this level of learning, I start with the expectation that you are all engaged students who apply yourselves to do A-level work. It's up to you whether you meet this expectation. Each student's final course grade will be determined with respect to the following total-point grading equation:

**In class discussion & co-facilitation** up to 20% decrease in final grade for below good participation. No decrease for good to excellent active listening/discussion/facilitation.

**Daily written commentary on readings** 5% decrease in final grade for *EACH* commentary not turned in or each commentary that does not effectively summarize key points and engage the readings

**Absences** 10% decrease in final grade for each day missed.

**Field Study Reflection Paper** 100% possible based on doing excellent on each point of the field study reflection rubric (see above). 40% of final grade.

**Final Research Project:** 100% possible based on doing excellent on each point of the final project rubric (see above). 60% of final grade.

**Total Final Grade = 100%**

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## **TIPS FOR SUCCEEDING IN CLASS & POLICIES:**

**1. Late assignments:** Late assignments are not accepted. If you have a *documented* personal or family emergency that is unforeseen and considered an excused absence by UNM, you may negotiate for a time to turn in an assignment after it is due. In these cases, you must make a good faith effort to notify the instructor (for example, by email) before or immediately following your absence. Computer trouble, having a paper or exam due in another course, forgetting the assignment is due, not having access to a computer, having minor car trouble, and being out of town on business/vacation are not considered emergencies.

**2. Professionalism:** Work turned in should be polished. Unless otherwise noted, all written assignments turned in for a grade must be typed, double-spaced, 12-point font, stapled, and must conform to standard rules of English grammar, spelling, and punctuation. Assignments that seriously depart from these rules (due to sloppiness and not deliberate and careful creative effort) or the required format described in the assignment will be returned un-graded and counted as a zero/F. APA style is required for all of your citations and reference list (for guides on how to use APA style, see <http://www.stylewizard.com/apa/apawiz.html> and <http://owl.english.purdue.edu/owl/resource/560/16/>).

**3. Maintaining a Positive Learning Environment:** Out of respect for your and others' learning experiences please exhibit positive, respectful, and mature behavior while in class. All cell phones should be turned off or put on vibrate during class time – no texting. If you receive an urgent call or text, please leave the room quietly without drawing undue attention.

**4. Constructive Feedback:** I aim to provide useful responses to you to help you refine and strengthen your work throughout this class. Also, please feel free to offer suggestions to help improve the course and course structure. The topic of ecocultural communication is constantly changing—I hope this course will reflect and embrace that change. I encourage you to give me feedback throughout the course.

**5. Remember you have many resources to help you learn and do well:** I am here to discuss class content and ideas with you in class (and during office hours to give you the chance to enrich your learning experience). In addition, to help you improve the graduate-level quality of your written assignments, your source for *free* graduate writing tutoring support is the Graduate Resource Center (<http://unmgrc.unm.edu/>), located in Mesa Vista Hall. You can work with a graduate tutor to help improve the quality of your writing for this class and, in the process, your overall writing ability.

**6. Ethics:** *Students found plagiarizing will receive a failing grade for the class, and the case will be reported to the University.* The course emphasizes ethical practices and

perspectives. Above all, both students and the teaching team should strive to communicate and act, both in class interactions and in assigned coursework, in a manner directed by personal integrity, honesty, and respect for self and others. Included in this focus is the need for academic honesty by students as stated by the UNM Pathfinder. Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Further, course content will encourage the ethical practices and analysis of communication. If you commit plagiarism or engage in academic dishonesty of any kind, you will receive an “F” for the course and be reported to the Dean of Students where further disciplinary action may be taken (Please see UNM’s *Pathfinder* Handbook for more details on the university’s Academic Dishonesty policy).

**7. Grade appeals:** I have a 24-7 policy, which means you must wait 24 hours after receiving a grade and appeal within 7 days. I will not discuss grades on the day a grade for an assignment is returned. If you receive a grade you feel is unfair, please provide me a **written response** either via email or on paper, no later than 7 days after the grade has been assigned (note: not the day you receive your grade), explaining how you feel the grade you received did not reflect your fulfillment of the assignment. I will then assess your written response and reassess your graded assignment.

**8. Diversity:** This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

**9. ADA accessibility:** Qualified students with disabilities needing appropriate academic adjustments should contact Accessibility Services (277-3506) and inform the professor as soon as possible to ensure your needs are met in a timely manner.

**10. Email etiquette & responsibility:** A good rule to follow when addressing all people via email in a professional context is to use a greeting and that person’s name or title to open your email message. Since you are not texting a buddy, it is respectful to begin one’s email with “Hi, Tema” or “Dear Dr. Milstein,” before going into your message itself. If you feel more comfortable addressing people by title, note that professors are not addressed as Ms. or Mr., but as Professor so-and-so or Dr. so-and-so. Please check your UNM email account regularly, as I use this account to keep in touch with you about course requirements or updates. If you use another email address, please set up your UNM account to forward your UNM account email to that address.



## COURSE SCHEDULE

*Bring each day: field study notebook, shade hat, water, packed lunch or lunch money (except Saturday when we will glean and co-create a freegan lunch)*

Class meets Oct. 8 through Oct. 11, approximately 9 a.m. – 7 p.m.

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**REQUIRED PRE-CLASS READINGS:** *The first introductory reading provides a participant observer methodological framework for learning/doing research in the field. The second provides an overview of key cultural and communicative place & space theory and concepts. Read them before you read the daily reading assignments.*

**BOOK: Emerson, Robert M., Fretz, Rachel I., & Shaw, Linda L. (2011). *Writing Ethnographic Fieldnotes, Second Edition* (Second Edition). Chicago: University Of Chicago Press.**

*NOTE: The 1995 1<sup>st</sup> edition also will serve the purposes of this class just fine.*

*Access via EReserves:*

**Low, Setha M and Lawrence-Zuniga, Denise (2003). *Locating Culture*. In Lawrence-Zuniga, D. & Low, S.M. (Eds.), *The Anthropology of Space and Place: Locating Culture* (pp. 1-47). Malden, MA: Blackwell Publishers Ltd.**

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DAY 1 – THURSDAY, OCT. 8: Re/Constructing Urban Humanature: Packaged Nature/Educational Nature/Captive Nature/Performing Nature

*MEETING PLACE: Meet just outside Rio Grande Zoo entry gates at 9 a.m. sharp.*

Co-facilitators: Melissa Francis, Jordy Hicks (former zoo employee)

Readings:

*Access first two readings via <https://unm.academia.edu/TemaMilstein>:*

**Milstein, Tema (2009). “Somethin’ Tells Me It’s All Happening at the Zoo”: Discourse, Power and Conservationism. *Environmental Communication: A Journal of Nature and Culture*, 3(1), 25-48.**

**Milstein, T. (2015). The performer metaphor: “Mother nature never puts on the same show twice.” *Environmental Communication*. Online version published: volume, issue, page numbers pending. Doi: 10.1080/17524032.2015.1018295**

Access via <http://snapjudgment.org/simpatico>:

**Listen to the Snap Judgment Podcast “Through the Looking Glass” segment of “Simpatico” episode.**

Access via EReserves:

**Pollan, M. (2001). *The botany of desire: A plant's-eye view of the world*. New York: Random House. Pp. xiii-xxv.**

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DAY 2 – FRIDAY, OCT. 9: Re/Producing (Tourist) Destination: Santa Fe vs. Fanta Se – with guest co-lecturer Dr. John Carr, Geography & Environmental Studies, on the socio-cultural construction of Santa Fe

*MEETING PLACE: Downtown ABQ Railrunner Train Station, Central & 2nd. Arrive at the northbound departure platform at least 10 minutes before departure time. (Give yourself time to find parking.) Train departs at 9:35 a.m. sharp. You can buy round-trip ticket once on the train. Class may return to Albuquerque as late as 8:18 p.m.*

Co-facilitators: Maria Elwan, José Castro Sotomayor, Jeff Hoffmann

Readings:

Access both readings via EReserves:

**SEE TWO PARTS TO THIS FIRST READING IN ERESERVES: Wilson, Chris (1997). *The Myth of Santa Fe: Creating a Modern Regional Tradition* (pp. 2-45, 80-104, 311-329). Albuquerque, NM: UNM Press.**

**Mitchell, Don and Staeheli, Lynn A. (2005). Turning Social Relations into Space: Property, Law and the Plaza of Santa Fe, New Mexico. *Landscape Research* 30(3), 361-378.**

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DAY 3

SATURDAY, OCT. 10: Eco/Culture Jamming: Psychogeography/Civic Ecology/Tactical Urbanism/Communicating sustainable cities

*MEETING PLACE: Albuquerque Center for Peace and Justice, 202 Harvard SE, for the Food Distribution at 9 a.m. sharp. Note: All of today will be on foot.*

Co-facilitators: Stephen Griego, Veronica Chavez

Readings:

*Access via EReserves:*

**Flusty, Steven (2004). *De-Coca-Colonization* (Chapter: The City Hardens, pp. 69-92). New York, NY: Routledge.**

*Access via [http://www.inputpattern.com/portfolio/text/disney\\_vs\\_debord/index.html](http://www.inputpattern.com/portfolio/text/disney_vs_debord/index.html):*

**Weihnacht, Josh (1999). *Disney vs. Debord: Methods and Ideologies for Manipulating the Viewer through Space*.**

*Access via <http://library.nothingness.org/articles/SI/en/display/314>:*

**Debord, Guy (1956). Theory of the Derive. *Les Lèvres Nues* 9.**

*Access via <https://unm.academia.edu/TemaMilstein>:*

**Milstein, T., & Pulos, A. (2015). Culture jam pedagogy and practice: Relocating culture by staying on one's toes. *Communication, Culture, & Critique*, 8 (3), 395-413. doi: 10.1111/cccr.12090**

*Access via <https://vimeo.com/37089032>:*

**Film: *The Gleaners and I (Les Glaneurs et la glaneuse)* (2000)**

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DAY 4

SUNDAY, OCT 11: Communicating Beyond the Urban Field: Rewilding

*MEETING PLACE: Albuquerque Museum front door, 9 a.m. prompt. Note: We will leave individual vehicles parked here and try to use just the biodiesel van for the day. After our start at the museum, we will head to the Sandias. Please bring hiking boots/shoes today.*

Co-facilitators: Melissa Parks, Mariko Thomas

Readings:

**BOOK: Abram, D. (1997). *The Spell of the Sensuous: Perception and Language in a More-than-Human World*. New York: Vintage Books.**

*Access via EReserves:*

**Brown, T., & Morgan, B. (1983). *Tom Brown's field guide to nature observation and tracking*. (pp. 17-87). New York: Berkley Books.**

- *Note: The Brown & Morgan reading is especially assigned to provide preparation and framework for our hike in the Sandias. Brown has become a controversial figure for good reason (see <http://www.trackertrail.com/tombrown/controversies/>). Still, I have not yet found a better primer on wild awareness. If you know of one, please share!*

*Access via <http://www.theguardian.com/books/2015/feb/27/robert-macfarlane-word-hoard-rewilding-landscape>:*

**Macfarlane, R. (2015, February 27). The word-hoard: Robert Macfarlane on rewilding our language of landscape. *The Guardian*.**

*Access via <http://www.radiolab.org/story/98611-wild-talk/>:*

**Radiolab shorts “Wild Talk” podcast**

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**ON UNM LEARN:**

- **FIELD STUDY PAPER DUE BY MIDNIGHT, SUNDAY, OCTOBER 18**
- **FINAL PROJECT DUE BY MIDNIGHT, SUNDAY, NOVEMBER 22**