

Lobo Gardens: Communicating community, food, & change

Communication & Journalism 438*/Sustainability Studies 402.006*
CRN 39268-CJ / 41139-SUST
Spring 2017

To Bring: Every day for class, a refillable water bottle, work gloves, a shade hat, and a bag lunch or money to buy lunch (on Day 1, bring a bag lunch). Also, if you can, bike/skate to school on Days 1 & 4 so we can roller gang to Lobo Garden sites on campus.

Instructors:

Dr. Tema Milstein

tema@unm.edu

<http://www.unm.edu/~tema>

Teaching Assistant: Maggie Siebert, PhD candidate
magnify@unm.edu

Class location & meeting times:

C&J 245/Lobo Gardens/Community

9 a.m.-5 p.m.: March 31, April 7, April 21, May 5

PLEASE NOTE: This class will require a minimum of 7 hours a week in the gardens outside our regularly scheduled class hours.

Course content and objectives:

This course introduces and explores the theoretical lenses of environmental communication, sustainability, and culture. We embark on an academically grounded intensive collaborative effort to envision and maintain community food gardens on UNM campus. This is an experiential learning course dedicated to generating long-term local inclusive organic food growing spaces and it is a course that builds on, and is the fruition of, years of ongoing student, staff, and faculty efforts to do so. Our work will be shared, intellectual (focused on issues of ecoculturally sustainable and restorative perceptions and practices), hands-on, and community focused.

- **Students' major experiential research and service project will be the intensive growth and maintenance of the Lobo Gardens.**

Some of class will take place off campus in area community farms and gardens and we will take part in community-based service learning.



Flexibility: Because this is a collaborative class engaged in an unfolding project, the syllabus is open to instructor change, if needed, during the class. Any change will be discussed with students.

Required texts: Finish all assigned readings *before* you come to class. Be prepared to discuss, question, and build on the readings. *You will have reading quizzes Day 2, 3, & 4.* See schedule below at the end of the syllabus for class-by-class reading assignments.

- **Book:** Wilcox, Z., & Rubin, M. (2012). *The Home Farming Revolution for Drylands*. Albuquerque, NM: Home Farming Revolution Press.
- **UNM Learn-posted readings:** All other readings are located on the course UNM Learn page.

Course and Teaching Style: The learning focus in this course is on student-driven exploration and collaborative experiential learning. We utilize a wide variety of learning approaches – including interactive lectures, field studies, and student-driven collaborative research and garden infrastructure maintenance and generation. This sort of learning requires active individual and group participation. Each of you will get out of this class what you put into it. And your experience will be a collective one. To have successful experiential learning:

- Prepare yourselves by not only reading but actively reading.
- Engage in the class and actively participate in discussion, exercises, research, service, and field experiences.
- Actively engage yourself outside of regularly scheduled class hours in the collaborative project of Lobo Gardens-growing.

“We will continue to create a new world – seed by seed, person by person, community by community – until this planet is embraced in a circle of resurgent life and resurgent love.”

– Vandana Shiva

Course Grade Requirements: Reading Quizzes, Participation (weekly UNM Learn posted activity form, in and out-of-class exercises), Final Project Presentation and Reflection Paper, Garden Binders
(For graduate credit, graduate students will also do additional readings and a course research project or paper – see below)*

1. **Reading Quizzes:** Quizzes are not surprises in this class. Expect a reading quiz during our 2nd, 3rd, and 4th class meetings. Each quiz covers your readings for the day, is graded by other students, and serves as your reading review before lecture and discussion. The quizzes, which are multiple choice and T/F, may not be made up. To prepare, read carefully and outline main points and concepts.

2. **Participation:** You are expected to be an engaged and constructive participant in class, in your project groups, and in the field. You get out of this class what you put in – and your quality of participation directly affects everyone else’s experience. If you are present but not participating, this will count as a zero. Besides your everyday active participation, your participation is counted in these major ways:
- a. **For Day 1:** Before we meet, make time to visit the ABQ-BernCO Seed Library at the Juan Tabo branch library and check out one or more packets of seeds that *you will bring to our first class* on March 31 to contribute to the Lobo Gardens seed library and the soil. Be sure to select seeds that want to be planted in early to mid Spring. Visit this site to read how the ABQ-BernCO Seed Library works: <http://abqlibrary.org/seeds/Overview>
 - b. **Short papers and presentations:** In addition to participation in class, we will have a variety of typed one-page papers that enrich your and others’ participatory learning.
 - i. **Book chapter paper:** One-page paper focused on a chapter of our book (or a practical food-growing issue you are especially interested in that is not covered in our book, such as composting or seed harvesting). This is not an essay but rather a bullet point format to list the most important things learned. If you choose a chapter, focus on what you learned from that chapter AND integrate additional information on your topic/issue that you view as essential from one credible outside source. If you choose a topic not covered in the book, read and cite two core credible outside sources and include a second page with your reference list. Due **Thursday, April 6, by 11:59 p.m.** on UNM Learn as an assignment before our 2nd class.
 - ii. **Food film documentary presentation:** You will research recent feature-length film documentaries on food, watch one, and **present on the documentary during our 2nd class, April 7.** Your presentation will be 2-minutes long, focus on class themes as they relate to the film, and can include a no more than 30-second clip from the film.
 - iii. **Field study reflection papers:** Two 2-3-page double-spaced papers that put your reflections on our field study days into concise focus. I will provide a question guide for each paper before each field study. Take detailed notes in the field to inform these papers and tie your reflections to class concepts, citing class readings when applicable. Refer to the grading rubric



for all written work below for more guidance. Each paper is due **Thursday evening by 11:59 p.m. before the class following** that particular field study day (post on UNM learn as an assignment).

- c. **Weekly activity log:** You are expected to do a minimum of 7 hours of project service a week (feel free to do more than this if you can, but this is not expected). Of the 7 hours a week, a minimum of 5 hours should be hands-on work (such as getting supplies, prepping earth, planting, mulching, weeding, harvesting, building or repairing things, and other basics of growing the gardens.) The remaining time, if not devoted to hands-on work, should be spent doing garden research, group meetings, etc. **To receive credit for your hands-on participation that week, each Thursday evening by 9 p.m., you must post your Activity Form for that week on UNM Learn** (See UNM Learn site for Activity Form attached to the first Activity Log assignment posting location). Be sure to provide sufficient detail on your activities (5-6 sentences minimum). Each week, simply add that week's activity to the form in the appropriate space and post it so we can see your weekly work in the context of your previous weeks' service. This form not only serves as a way of recording your activity but also as a way for you to reflect on your activity as part of your academic learning process.
 - d. **Class-by-Class garden discussion points:** Collaboratively created garden group dot-point papers due each class following our first day. In your list, first describe what you accomplished since our last class; then describe what your goals are before the following class. Discussion points should have clear focus and should exhibit the process of the creation and meeting of group garden goals. **Before each class meeting, garden groups must post their discussion points to UNM Learn** (one person will submit the discussion points, but all members of the group should be listed at the top of the paper). **In class, briefly present the points to your classmates.** These discussion points should be added to the garden group's binder in the fashion they've been done in the past (see below).
3. **Final Project Presentations (May 5):** On our final class day, garden groups collaboratively will present on your work in the gardens. The presentations are a chance for you to reflect on your work during the course in concert with class academic themes. **Required: Post your group powerpoint you use for your presentation on UNM Learn before class.**
 4. **Final Project Reflection Paper (due posted on UNM Learn by May 8):** In this 2-3 page reflection paper, you will analyze your garden-creating experiences through the intellectual lenses of sustainability, culture, and communication, engaging concepts from class readings and meetings. These papers are meant for you to creatively and critically reflect on your research-service learning garden experience as it relates to your own discovery process surrounding course themes. Papers should put your *personal* reflection (your own emotional, sensory, and cognitive observations and interpretations within your work in the gardens) *in*

interaction with two or more class readings and at least one reading we did not assign in class (this reading can be from the Recommended Readings list posted on UNM Learn or can be a relevant academic article/chapter/book that you found on your own). *Include an APA-style reference list.* First-person writing voice is encouraged. Choose the readings that best help you interpret, reflect upon, and analyze your particular experience. Required: At the end of this paper, include a short paragraph reflecting on the dynamics of collaboration in your group.

5. ***Garden Binders (due in class at start of final meeting day, May 5):*** Previous Lobo Gardens students have already established garden binders for RED and Hakona. This class will also start a binder for the new La Posada garden. These binders help establish a history and user guide to pass from semester to semester, so the gardens can function smoothly and flourish. Your group assignment task is to update, in an organized and user-friendly fashion, all aspects of the binders that should be updated based on your service (e.g., all binders should have your class-by-class typed up garden group discussion points and goals, a map of your garden in terms of what is growing and where, a page that describes your group's thoughts and recommendations about next steps for the gardens for future classes). Also, you will likely have supplemental additions for the binders to help make them become more user-friendly (e.g., a vermiculture guide for RED, simple instructions about watering for Hokona, etc.). Binders should be well organized and be clear for future users Please take the initiative, if needed, to more clearly organize past and current information for better future usability. **Important: Mark your additions with removable sticky tabs in the binder turned into Tema, so it is clear to me what you added and organized (write "addition" or "organization" on each sticky tab to make clear whether this is an addition or an organization). If we manage to digitize the binders, you will be doing this same work in Google Docs.**
 - a. Do NOT leave the creation of your updated binders to the last minute – be sure to look through your binder in detail on Day 1 of class to acquaint yourself with the history of your garden, the information former students have left, and to consider what you will be updating and adding to this binder. One of you in each group will take responsibility for being the keeper of the binder until the end of the class.

6. *** Graduate students only:**
 - a. ***Additional readings:*** Graduate students will read one additional scholarly article/chapter or book that has to do with food justice, community gardening, etc. You can locate a reading in your specific areas of study or choose from "graduate student possible readings" have uploaded on UNM Learn to add to our shared knowledge. You will sign up for one day of class to give a 2-minute *highly accessible* and concise presentation to the class sharing main points and concepts from the reading as they relate to our class. Coordinate with other graduate students to make sure you choose different articles.

- b. **Course research project or paper:** To be decided on at the latest by April 7 in consultation with Tema– due posted on UNM Learn by May 8. Tema is very open to creative ideas on these projects. Past projects have varied depending on the student’s area of graduate emphasis and have included video documentaries, art installations, Lobo Gardens research resource building, and traditional research papers.

7. **Optional Extra Credit: Create a Lobo Gardens web site blog entry on one of the following (due by May 8).** Best assignments will be considered for including in our updated web site as blog entries. Due to this, with the interview option, please include contact information for the interviewee and whether they give permission to post the interview on the Lobo Gardens web site blog. You must earn a B or better to gain extra credit points with this assignment.
- A how-to post based on a specific project your group or you have done in Lobo Gardens with step-by-step images
 - A profile of a fantastic front or backyard food or permaculture garden or community garden in Albuquerque or New Mexico with images (identify neighborhood in the profile headline)
 - A Q & A interview as a post with images or as an edited video of a local food gardener you admire (one example:
<http://www.dumbofeather.com/conversation/alys-fowler-is-a-punk-rock-gardener/>)

The grading rubric for all written work is as follows (this rubric should also inform your final day presentations): The best work will reflect or extend the academic themes of the class in the venue of growing the community gardens.

- i. Originality/innovation/creativity – I expect and appreciate creative approaches. Innovative approaches often help shed new light;
- ii. Depth of Critical Thinking – Use evidence to support your claims, develop your ideas in depth and explain the implications of your ideas;
- iii. Accuracy and Quality of Research/Analysis – Use helpful concepts from readings and class meetings accurately and do not repeat what authors or others say. Instead, explicitly cite and engage core class concepts to analyze your own individual experience. Use your research appropriately to reach goals of the assignment;
- iv. Organization of thoughts – Your papers should exhibit a clear flow of thought. A thesis statement and a one-sentence preview of the structure of the ideas in the entry will help here, as will a conclusion;
- v. Completeness – Fulfills instructions and goals of the assignment and your individual goals, key points are clearly communicated;
- vi. Presentation – Level of clarity and engagement of reader/audience is high. Grammar and spelling, as with all your college assignments, must be edited carefully to show you fully respect your work and to be certain your work, in turn, receives the respect and consideration it deserves. APA style on citations, references, and headings.

Grading:

Reading quizzes	150 points total (15% of final grade)
ABQ-BernCO Seed Library	25 points (2.5% of final grade)
Book chapter paper	40 points (4% of final grade)
Film documentary presentation	40 points (4% of final grade)
Field study reflection papers	200 points total (20% of final grade)
Weekly group garden discussion points	75 points (7.5% of final grade)
Weekly activity forms	150 points (15% of final grade)
Final project presentations: cumulative class grade for below good to excellent group or individual presentations will result in a. No group or individual presentation results in a 10% reduction of final grade.	up to 5% reduction of final
Final project reflection paper	200 points (20% of final grade)
Garden binder	100 points (10% of final grade)
Course evaluation confirmation email	20 points (2% of final grade)

***For graduate students, in addition to these graded requirements, which will count as 75% of the final grade, the graduate student paper/project and reading presentation will factor at 25% of the final grade.**

Final Grade: 100%

Your final grade is on a strict percentage basis based on your points earned:

900-1,000 Excellent	97-100% = A+
	93-96.9% = A
	90-92.9% = A-
800-899 Good	87-89.9% = B+
	83-86.9% = B
	80-82.9% = B-
700-799 Competent	77-79.9% = C+
	73-76.9% = C
	70-72.9% = C-

600-699 Below Average

67-69.9% = D+

63-66.9% = D

60-62.9% = D-

0-599 Failing

BELOW 60% = F

A = Work meets all requirements of the assignment and shows a superior understanding of the material. Excellent work is creative in presentation, and in the application and evaluation of concepts. A assignments are precise, well thought-out, well organized, and have no stylistic errors.

B = Work meets all requirements of the assignment and shows a valid understanding of the material. Good work exceeds assignment content expectations and has no to few stylistic errors. B assignments are clear in presentation and in the application and evaluation of concepts. B assignments are accurate and thought-out.

C = Work simply meets the requirements of the assignment. Average work meets the minimum assignment content expectations and has some stylistic errors. C assignments show an understanding of the material, and in general how to apply and evaluate it. Demonstrates basic competency in organization, spelling, grammar, and structure is simply meeting the average expectations of a college student.

D = Work does not meet the minimum assignment expectations for content and has several stylistic errors. Below average work misses portions of requirements and shows the student has failed to grasp or utilize concepts. D assignments do not show competency in basic fundamentals expected of college students.

F = Work does not reflect the content expectations and is plagued by numerous stylistic errors. Poor work indicates a student has no grasp of the material or does not care.

TIPS FOR SUCCEEDING IN CLASS & POLICIES:

1. **Come to class prepared and sit up front** – *Read the assigned readings BEFORE you come to class.* This helps ensure you can participate and get the most out of lecture and discussion. *You'll feel more involved in class and retain more when you sit near the front, so don't be shy.*
2. **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 grammatical and stylistic quality of your written assignments, your source for *free* writing tutoring support is UNM's Center for Academic Support (CAPS, www.unm.edu/caps), which is based in Zimmerman Library. You can work with a tutor in CAPS to help improve the quality of your writing for this class and, in the process, your overall writing ability. CAPS also provides a free online virtual tutoring lab: <http://caps.unm.edu/online/vtl>, as well as Smarthinking, <http://caps.unm.edu/online/smarthinking>, a 24-7 online tutoring and academic support service that allows you to submit your

writing and receive the tutor's comments usually within 24 hours. I highly recommend taking advantage of these resources for your written assignments.

3. **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. 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).
4. **Late work & absences:** Late work will not be accepted. Turn in your work in a timely manner by due date and time. In addition, you will *not* have a chance to rewrite your work after it has been turned in. However, you are encouraged to meet with the professor in advance to discuss and ask questions about your assignments in progress. If you know you have a UNM-excused absence coming up, you must turn in your assignments in advance or by due date and time. Any excused absence must be documented, and you must get this documentation to the professor if you want to receive credit for your work. Late work, again, will not be accepted.
5. **Professional work quality:** 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/>.***
6. **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. Here is a helpful short blog about how to write a professional (and specifically academic professional) email to your professors: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.1b6bai82x>. 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.

7. **In-class technology:** Be respectful of each other's learning by turning off cell phones and not using the internet, texting, or listening to music while in class or meetings with your professor. I will ask you to leave if you are engaging in such activities as they disrupt learning.
8. **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.
9. **Diversity:** This course encourages different perspectives related to such factors including 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.
10. **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.
11. **Lactation policy:** In the event that you are a mother who breastfeeds during the course of this class, accommodations will be made as necessary to allow you to pump or breastfeed during the scheduled class periods without any penalty to your grade. You are encouraged to contact me directly to make the necessary arrangements.
12. In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more

information on the campus policy regarding sexual misconduct, see:
<https://policy.unm.edu/university-policies/2000/2740.html>



Course Schedule

**Please Note: This schedule is tentative and subject to change. Students will be notified in advance of any changes.*

March 31

Day 1: Introduction and Immersion

- *What are the class aims, trajectories, and concepts?*
- *Who are we and what do we bring to this project?*
- *What, exactly, are these community food garden sites we'll be helping to re/generate?*



Readings on UNM Learn: *Readings this week are meant to prepare you for Day 1 by providing an overview of the ins and outs of the university campus organic and food growing movement and initial virtual engagement with Lobo Gardens.*

<https://www.facebook.com/GreenLobos/>: Join and explore the Lobo Gardens Facebook page.

<http://unmlobogardens.wordpress.com/>: This is the official Lobo Gardens web site and its links. However, it is quite out of date and one of your groups may take on updating the site. Please skim the site.

Merrill, N. (2009). *Taste the Change: How to Go Organic on Campus*. Organic Agriculture and Products Education Institute.

Pollan, M. (n.d.). *The Garden Guide*. "A college garden is a powerful place."

April 7

Day 2: Humanature Lenses

- *What are some of the ecological, cultural, and social contexts for creating community food gardens?*

9 a.m. meet at 961 Buena Vista Dr. SE: UNM Student Family Housing gardens, Amyo Farms, Los Jardines, Agricultura Network

Tentative guest speaker: Aji Piper, one of 21 youth plaintiffs suing the US government in a landmark US Federal Climate lawsuit.

Readings: *Book and article today*

Book: Wilcox, Z., & Rubin, M. (2012). *The Home Farming Revolution for Drylands*. Albuquerque, NM: Home Farming Revolution Press.

On UNM Learn: Lappé, A. (2009). The climate crisis at the end of our fork. In K. Weber (Ed.), *Food, Inc: How industrial food is making us sicker, fatter, poorer – and what you can do about it* (pp. 105-122). New York: Public Affairs.

Graduate student presenter/reading: _____

April 21

Day 3: New Mexico Culture Contexts

- *What are the community food-growing conditions and traditions of this place?*

9 a.m. carpool departure from C&J parking lot: Old Town Farm, Vida Verde, Rio Grande Community Farm & Garden, Plants of the Southwest

Readings on UNM Learn:

The Age of Local Foodsheds and a Fair Trade State. Dreaming New Mexico –
Biocultural Crops and traditional farming in New Mexico:

<https://www.youtube.com/watch?v=tFUxgVXytuA>

Watch this short video and treat this just as you would a reading

Warshall, P., & Ausubel, K. (2010). Dreaming New Mexico: An age of local foodsheds and a fair trade state. In Bioneers (Ed.). Santa Fe, NM.

- Local foodsheds, local value chains, pp. 11-19, Biocultural foods: Saving traditional foods, farms, and beauty, pp. 32-37

Arellano, E. (Fall 2007). Taos: Where cultures met four hundred years ago. *Grantmakers in the Arts Reader*, 18.

Graduate student presenter/reading: _____

May 5**Day 4: Community Food Activism**

- How does creating community gardens help change our ecological, social, and cultural perceptions and practices?

- Today, we will also do garden work wrap-up, presentations, and collaborative discussion to create a summary and next steps document for future Lobo Gardens classes.

DUE: Garden Binders (remember to put sticky notes on your additions in the binder you turn in to Tema), Final Project Presentations

Readings on UNM Learn:

Pollan, M. (2013). Introduction: Why cook?. *Cooked: A Natural History of Transformation*. Penguin.

Salatin, J. (2009). Declare your independence. *Food, Inc: How industrial food is making us sicker, fatter, poorer – and what you can do about it* (pp. 183-196). New York: Public Affairs.

Allen, W. (200?). Together We Are Growing Power, *Press Kit*. Milwaukee, WI.

- Read the Good Food Manifesto starting on page 7 of this 37-page pdf. Then read over or skim the news stories that follow through page 36 on Allen and Growing Power.



Graduate student presenter/reading: _____

DUE by May 8 posted on UNM Learn: Final Project Reflection Papers and graduate students' projects/papers