

ENVIRONMENTAL POLITICS & SUSTAINABILITY (PS 116)

A QUEST I (SUSTAINABILITY) AND EXPLORE COURSE (SOCIETY) IN THE UNIVERSITY STUDIES PROGRAM
POLITICAL SCIENCE DEPARTMENT | UNIVERSITY OF WISCONSIN OSHKOSH
3:00—4:30 T/TH | SAGE 4221 | FALL 2017 | 3 CREDITS



Charles Ray, *Shelf*(1981): steel, painted found objects, and human body. *Shelf* represents a political mindset common in Western cultures, where humans, particularly men, have disembodied attitudes toward the environment. Rather than seeing themselves as part of nature, Westerners tend to conceptualize their relationships as separate from or above nature. They imagine existences confined to the mind despite bodily and physical realities. Are politics surrounding the nude male transferrable to environmental politics?

COURSE OVERVIEW

This course examines environmental politics in the United States, where politics is not limited to issues involving governmental institutions and its leaders. This is a Quest I course in the University Studies Program (USP) focusing on sustainability as the signature question. Since politics involves determining whose values prevail in society, the course asks students to examine what values in society should be sustained. The course asks what constitutes a sustainable policy and assesses politics that contribute to and hinder development and implementation of sustainable policies.

PROFESSOR INFO

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Sage Hall 4619 (office)
Office Hours: TR 11:30–1:00 or by appointment

ASSESSMENT AND GRADING

I use the 93/90/87 grading scale for this course.

A 93–100 B- 80–82 D+ 67–69

A- 90–92 C+ 77–79 D 63–66

B+ 87–89 C 73–76 D- 60–62

B 83–86 C- 70–72 F 0–

59

I assess progress toward course objectives through assignments, participation, and research projects.

Assignments (33%)

There are regular homework assignments and in-class activities. Examples include one-page papers, group projects, quizzes, and research assignments.

Participation (33%)

The participation grade is based primarily on student preparation for and contributions to class discussions. This means reading material before you come to class. Participation comfort levels vary substantially. At one end of the spectrum, some students fear public speaking (more than death) and would prefer to remain anonymous in class. I call these students deathers. These students should work actively to overcome this fear. On the other end of the spectrum are gunners, who always gun for attention. Gunners are eager to speak and tend to dominate conversation. These students should be mindful that learning involves active listening and should provide others an opportunity to speak. Quality of participation is as important as quantity. Students receive the best participation grades when they think critically and assimilate complex ideas, including classmates' ideas, across a range of topics. Such participators contribute meaningfully to the learning of others, including the professor. There are formal opportunities for participation, including group projects and presentations. *As part of the participation grade, each student must meet with me in my office at least once.*

Research Project (33%)

Research projects relate to the signature question and ask students to dive more deeply into a particular aspect of environmental politics and sustainability. There are three major parts of the research project: a written portion, an art sculpture constructed from environmental waste, and a presentation. I will distribute more details about the research project later in the course.

ATTENDANCE AND OUT-OF-CLASS EVENTS

Attendance is expected. I take attendance at the beginning of each class mainly to learn student names. Remember, participation is required. You cannot participate if you are absent. Absences are sometimes necessary, but it is unnecessary to contact me unless it is an extended absence. Students should contact a classmate for missed notes or assignments. I do not supply notes or give one-on-one lectures, but I am always happy to meet with students to review unclear points.

Field Trips

We will take a number of field trips during the course. Making up trips is difficult, so make every effort to be present these days.

Extracurricular Activities

Students are required to participate in two extracurricular activities, one of which must be a program or activity related to Earth Charter Week (Oct. 16–20). I strongly encourage this event

Annie Leonard, Greenpeace Executive Director
Earth Charter Banquet Keynote Speaker
Tuesday, October 17
Alumni Welcome and Conference Center
6:00 (Dinner), 7:00 (Address)
To attend you must [register](#) in advance.

The second activity can be anything of your choice. There are many options. Finding one to fit your schedule will not be a problem. Here are a handful of resources:

[Reeve Union's Fall Events Calendar](#)
[TitanLink](#)
[UWO Calendar of Events](#)
[LGBTQ Resource Center](#)
[Women's Center](#)

Write a one-page reflection paper about your experience. Use the writing guidelines posted on D2L Reflections due *before* Thanksgiving Break.

UNIVERSITY STUDIES PROGRAM

The University Studies Program (USP) is your gateway to a 21st century college education at the University of Wisconsin Oshkosh. This Quest I course is the first in a series of courses. The course introduces you to campus and all it has to offer, the vibrant Oshkosh community, and the challenges and opportunities of academic life as you pursue a liberal education.

Quest classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. Your USP courses also provide opportunities for you to explore and connect in your college education. For further information about the unique general education at UW Oshkosh, visit the USP [website](#).

The three “Signature Questions” central to a UWO education are: (1) How do people understand and engage in community life? (2) How do people understand and create a more sustainable world? and (3) How do people understand and bridge cultural differences?

The signature question for this course focuses on sustainability: “*How do people understand and create a more sustainable world?*” We examine this question in the context of environmental politics.

Learning Communities

UWO is dedicated to helping students be successful by creating smaller learning communities during students’ first semesters. To help you create a learning community, this course is paired with your writing course (WBIS).

INCLUSIVE EXCELLENCE

Every citizen is part of the environment regardless of race, gender, sex, sexuality, ethnicity, religion, socio-economic status, national origin, physical or learning ability, and many other characteristics with which students commonly identify. Hence, this course uses inclusive excellence pedagogies and activities that foster input from everyone.

Input from all students is valued and expected.

PEER MENTOR

As a part of this course you will have access to an upper-class student to help guide you on your quest. The peer mentor may attend campus events with the class, answer questions about the campus, refer you to various resources, or remind you of important steps and deadlines during your first semester. Our mentor is **Micaela Arellano**. Micaela’s e-mail is Arellm99@uwosh.edu. Her office hours are Monday 2:00–3:00 in Titan Underground (lower level of Reeve), or you can make an appointment if you need a different time. Do not hesitate to get to know Micaela.

CLASS GUIDELINES

I have four principles I ask students to observe in class. Be *honest, energetic, reliable, and respectful*.



Source: www.contramare.net/site/en/ecofeminism/

EARLY ALERT

During the fifth week of classes, you will receive by e-mail a notice about your progress in this course. This is called *Early Alert*. Early Alert helps you evaluate your study skills and class attendance so you know if you are on the right track. If you need to make changes, there are tons of resources available. Early Alert grades are not permanent and do not appear on your transcript.

ACADEMIC HONESTY

UWO 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.” Students are subject to disciplinary action for academic misconduct, including suspension. Procedures related to violations of academic honesty are on the Dean of Students website at www.uwosh.edu/stuaff/policies-procedures. Questions about provisions in the code and procedures to implement the code should be directed to the Dean of Students Office.

D2L

Students use D2L in this course. We will spend a little time orienting students to the system. Tutorials provided on the main D2L page are quite helpful. For questions or technical assistance, call the university help desk.

LIBERAL EDUCATION

Liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

CAMPUS RESOURCES

I want you to be successful. For campus services available to support your success, check the [campus resources website](#). Here are a few key resources that may be helpful.

Center for Academic Resources: The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most undergraduate classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Tutor List page on CAR’s [website](#). If your course is not listed, click on a link to request one, stop by the Center, 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.

Writing Center: The Writing Center helps students of all abilities improve their writing. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their [website](#), call 424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center.

Academic Support of Inclusive Excellence: UWO offers many services to support inclusive excellence on campus, including [multicultural retention](#) programs. For a list of programs and services (and there are many!), visit the [website](#) or visit them in the Center for Equity and Diversity.

Reading Study Center: The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more info, email readingstudy@uwosh.edu, view the [website](#), visit them in Nursing Ed Room 201, or call 424-1031.

Polk Library: Polk Library has many professional librarians who can help you find resources for your research. Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information. Contact him at 424-7329 or mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at rap@uwosh.edu.

LEARNING OBJECTIVES

Environmental Politics & Sustainability Objectives

1. Distinguish between policy and politics.
Students will use this distinction to critically analyze the political challenges to achieving sustainable environmental policies.
2. Use models and definitions of sustainability to evaluate environmental, economic, social, and political values that should be sustained
3. Use sustainability as lens of inquiry to analyze critically the political challenges to sustainable environmental policies in the U.S.
4. Write an essay answering: *How do I understand and create a more sustainable world?*
5. Construct a visual art project to analyze critically environmental politics

First-Year Experience Objectives

1. Describe and explain to family, neighbor, or friend the value and purpose of a liberal education and the University Studies Program
2. Describe and explain to a classmate the three UWO Signature questions
3. Discuss with classmate the purpose and procedures of Early Alert grading program
4. Attend two co-curricular activities or events and write a reflection on the experiences
5. Locate and use academic/campus resources
6. Locate professor's office and meet at least once during the term

UWO Essential Learning Outcomes (ELOs)

1. Identify and evaluate theories/assumptions
2. Think critically and creatively
3. Communicate orally and in writing
4. Develop technological/information literacy
5. Knowledge of sustainability and applications

Political Science Department Learning Goals

1. *Understand and apply theory frameworks.* Apply theoretical arguments and to explain or predict political phenomena
2. *Understand and explain contemporary politics.* Connect theory and history to answer "big questions" facing contemporary politics
3. *Analyze and explain political behavior, patterns, & events.* Use evidence in a variety of forms to construct arguments
4. *Communicate effectively.* Express information in ways accessible and appropriate to different audiences

POLITICAL SCIENCE MAJOR AND MINOR

Environmental Politics and Sustainability (116) counts as an elective toward the political science major and minor. Potential majors and minors are advised to take Political Methodology (245) in either their sophomore year or first semester of junior year. PS245 is a prerequisite for the senior capstone, Political Analysis (401), and cannot be taken concurrently.

DEADLINES AND MISSED ASSIGNMENTS

Students are expected to turn in assignments on the due dates. Students who miss assignments will be excused only if they have a bona-fide excuse according to university policy (e.g., documented illness, family death, university-sponsored activity). In short, turn in assignments on time. If you are unable to do this, please contact me to discuss your individual situation.

OTHER ACTIVITIES AND INFO

Annie Leonard Videos

[Story of Change](#), (7 minutes)

[Story of Stuff](#) (22 minutes)

Red Zone. Learn more about the [Red Zone](#) project, a nationwide initiative to reduce sexual assault on college campuses.

TEXT AND COURSE MATERIALS

Christian R. Weisser (ed). *Sustainability: A Bedford Spotlight Reader* (Boston: St. Martin's Press, 2015)
ISBN: 978-1-4576-3431-4

Other course materials will be available electronically at no additional cost to students.

You are not Atlas carrying the world on your shoulder. It is good to remember that the planet is carrying you.

—Vandana Shiva

SCHEDULE AND ASSIGNMENTS

Changes to the schedule are inevitable and will be communicated in class or through e-mail.

Week 1 (Sept 7): Intro, Course Overview

- Discussion and Activity: Introductions and Course Overview, Peer Mentor, Ice breaker
- Assignments (homework):
 - D2L online tutorial. Create D2L Profile with headshot and info about you.
 - Internet Research: Find two articles to share with the class about environmental issues. The first article should be on a topic you believe most everyone (including yourself) has some familiarity. The second article should be on an environmental topic about which you know very little (or nothing). Prepare an outline (typed) for each article (about ½ page each) that you will turn in for a grade. The main purpose of the outline is for you to reference in class when you talk about environmental issues.
 - Read syllabus
- Sustainability Assessment

Week 2 (Sept 12): Intro to Environ. Issues

- Discussion: Which environmental issues are most familiar to people? Less Familiar? How do we distinguish between myths and reality (biased and unbiased internet research)?
- Discussion: Course Objectives, Liberal Education, University Studies Program, and Learning Outcomes, First Generation College Students, Learning Communities, Pedagogy
- Introduction to Sustainability (pp. 1-17 in Weisser text)
- Discussion: How do people understand and create a more sustainable world? Define and conceptualize sustainability (3 pillars, web of interconnectedness, lens of inquiry). What do we want to sustain? What do we value?

Week 3 (Sept 19): Foundations of Sustainability & Conceptualizing Nature

- Henry David Thoreau, *Where I Lived, and What I Loved For* (p. 22)
- John Muir, *The American Forests* (p. 37)
- Rachel Carson, *The Obligation to Endure* (p. 49)

- Aldo Leopold, *Thinking Like a Mountain* (p. 57)
- Field Trip: The Paine Art Center and Gardens
 - Exhibit: Kirsty Mitchell, *Wonderland*
 - Tour: Formal Gardens
- Using Mitchell's exhibit and the formal gardens at The Paine, write a one-page paper about human constructions of nature. Think about the concept "landscape architecture."

Week 4 (Sept 26): Sustainability Foundations (Part II) and Political Environmental Art

- David Suzuki, *The Sacred Balance: Rediscovering Our Place* (p. 61)
- Donella Meadows et al., *Limits to Growth: Tools for the Transition to Sustainability* (p. 70)
- Ethan Groffman, *Defining Sustainability* (p. 78)
- Research Project Guidelines
- Art and Environmental Politics

Week 5 (Oct 3): How is Sustainability Political? (Part I)

- World Commission on Environment and Development, *Our Common Future: From One Earth to One World (Brundtland Report)* (p. 92)
- David W. Orr, *Framing Sustainability* (p. 115)
- Carolyn Merchant, *Earthcare: Women and the Environment* (p. 120)
- Tour: Women's Center
- Art project discussion and activity: Applying concepts to art and working with materials

Week 6 (Oct 10): How is Sustainability Political (Part II)

- Tim McDonnell, *Why Do Conservatives Like to Waste Energy?* (p. 126)
- Larry Miller, *Sustainability: The New Holy Grail* (p. 135)
- Ron Ross, *Now Playing: The Sustainability Con* (p. 138)
- Alex Zorach, *Sustainability: Building a Consensus between Liberals and Conservatives* (p. 144)
- Tour: Campus Services, Writing Center
- Art project discussion and activity: Applying concepts to art and working with materials

Week 7 (Oct 17): Personal & Campus Environmental Politics

- Dave Newport, *Campus Sustainability: It's About People* (p. 239)

- Jaymi Heimbuch, *How Cell Phones Are Changing the Face of Green Activism* (p. 243)
- Daniel Goleman and Gergory Norris, *How Green is my iPad?* (p. 251)
- Campus Sustainability: Guest Speaker/Tour
- Tour: Biodigester
- Assignment (homework): Ecological Footprint (www.myfootprint.org). Write a one-page reflection about the results of your quiz. Use the writing guidelines on D2L.
- Discussion: How do our own behaviors affect policy outcomes? Can we change people's behaviors through policy?
- Art project discussion and activity: Applying concepts to art and working with materials

Week 8 (Oct 24): Politics of Fear and Denial

- Al Gore, *Climate of Denial* (p. 101)
- Bjorn Lomborg, *Yes, it Looks Bad, But* (p. 130)
- Videos: Skeptical Environmentalist (Bjorn Lomborg) and Ted Talks (Al Gore)
- Art project discussion and activity: Applying concepts to art and working with materials

Week 9 (Oct 31): Politics of Crisis and Disaster: Challenges for Sustainability

- Kaid Benfield, *Sustainable New Orleans: How Katrina Made a City Greener*
- Ben Jervy, *After Sandy, Rebuilding for Storms and Rising Seas*
- David Biello, *How Did the BP Oil Spill Affect Gulf Coast Wildlife?*
- Jared Diamond, *The Last Americans: Environmental Collapse and the End of Civilization*
- Current Events: Hurricane Politics
- Art project discussion and activity: Applying concepts to art and working with materials

Week 10 (Nov 7): Food Politics and Sustainability

- Michael Pollan, *Wendell Berry's Wisdom* (p. 218)
- Tour: Blackhawk Commons
- Documentary: Sustainable Food (TED Talks)
- Discussion: Are U.S. food policies and practices sustainable?
- Art project discussion and activity: Applying concepts to art and working with materials

Week 11 (Nov 14): Endangered Species, Biodiversity, and Non-human Others

- *Long Night Against Procrastination*
Tuesday, Nov. 14, 6:00–9:00, Polk Library
- Julia Whitty, *Animal Extinction: The Greatest Threat to Mankind*
- Russell Mittermeier, *Language Diversity is Highest in Biodiversity Hotspots*
- Documentaries: Sylvia Earl and others TBD (TED Talk)
- Discussion: Are there competing values that impede sustainable policies for nonhumans and biodiversity?
- Art project discussion and activity: Applying concepts to art and working with materials

Week 12 (Nov 21): Ecotourism

- Heather E. Lindsay, *Ecotourism: The Promise and Perils of Environmentally Oriented Travel* (p. 309)
- Art project discussion and activity: Applying concepts to art and working with materials
- *Nov. 23 Thanksgiving Break (no class)*

Week 13 (Nov 28): Environmental Politics in Transnational Perspective

- Ker Than, *Americans Least Green—And Feel Least Guilt, Survey Says* (p. 257)
- Discussion: Paris Climate Accord
- Michael Moyer and Carina Storrs, *How Much Is Left? The Limits of Earth's Resources* (p. 302)
- [Intergovernmental Panel on Climate Change](#)
- Art project discussion and activity: Applying concepts to art and working with materials

Week 14 (Dec 5): Student Presentations

- Student Presentations and Discussion: Environmental Politics and Sustainability
- What will we do with our art projects?

Week 15 (Dec 12): Careers, Review, and Assessment

- Douglas MacMillan, *Switching to Green-Collar Jobs* (p. 231)
- Advising: courses, majors, careers
- Wrap-up, Review, and Final Assessments
- Final Paper: *How do I understand and create a more sustainable world?*
- Discussion: How do we understand and create a more sustainable world

PEDAGOGY

I include these notes to be transparent with students, so they understand my aims.

Democratic Learning

I like democratic classrooms, where students are actively involved and contribute to their own learning. The role I prefer to play in the classroom is not a sage on the stage, but a guide on the side. The sage on the stage is an authoritarian model of learning, where the professor is the authoritarian and students are passive citizens (learners) who do exactly what they are told to do. The guide on the side facilitates discussions, helps students reach their goals, serves as a resource, and listens/learns from others. In a “pure” democracy, students would write their own syllabus, determining what and how they will learn. So, there is an authoritative element to my pedagogy in that I have designated learning goals, readings, timelines, and the like. My classroom is not purely democratic, but I try as much as possible to yield power and control to students. Instead of dictating exactly what students should know and do, I want to empower students to develop skills necessary for leadership in democratic society—working in teams, conflict resolution, personal responsibility, initiative, making mistakes, critical and creative thinking. We need leaders to help us solve real challenges, environmental challenges.

I have reservations about authoritarian approaches in the classroom, especially in political science courses where I have observed students can talk about principles of democracy, but lack the skills, confidence, and/or desire to create and implement functioning democracies even in microcosms (classrooms). A quote from a brief article in *Forbes* reflects this observation:

Sir Ken Robinson in his now famous [Ted Talk](#), “How Schools Kill Creativity,” argues for the need to reform existing education models (that were originally designed to support industrialization), calling on us to fundamentally “reconstitute our conception of the richness of human capacity” and adjust our education systems accordingly.

¹ “How America’s Education Model Kills Creativity and Entrepreneurship,” *Forbes*, March 19, 2015 available at www.forbes.com/sites/darden/2015/03/19/how-

Robinson argues that because the world is changing in transformational ways, “creativity now is as important in education as literacy,” and should therefore be treated with the same status. And if our children are “not prepared to be wrong, [they] will never come up with anything original...” He further contends that as a society, “we stigmatize mistakes,” and the result “is that we’re educating people out of their creative capacities” and destroying children’s natural willingness to take chances.¹

I have concerns when I compare what UWO students in our programs are unable to accomplish with minimal guidance—for example, a research paper using a book that outlines steps from start to finish—with what 12-year-old Tamil-speaking children in the poorest regions of India are able to learn from a street-side computer in Self-Organized Learning Environments (SOLEs)—biotechnology of DNA replication, in English.² My point is not to lambast student abilities. Authoritarian models of learning are what UWO students are accustomed to using. I cannot expect students to develop democratic abilities at the drop of a hat anymore than I can expect a country to convert from authoritarianism to democracy at the drop of a hat. I want students to work toward self-governance in their own educations, and I am quite willing to assist them in this process.

The Free-Rider Problem

According to Jane Mansbridge, president of the American Political Science Association (2013), the number one challenge facing the political science discipline as we wrestle with how best to self-govern is learning how to deal with the free rider problem. This is especially true in environmental politics. It is also true in democratic classrooms. Unfortunately, free riders in the classroom, like free riders in democracy, spoil things for a great number of us. Empowering students in a democratic classroom means stepping back and trusting students, all of them. Doing so means that free riders (namely students who are not concerned with learning and who want to do only the bare minimum to complete the course) must be treated the same as other students who take learning more seriously. To step in and hold

americas-education-model-kills-creativity-and-entrepreneurship-2/#6a0000821ac7

² See a series of TED Talks by Sugata Mitra at www.ted.com/speakers/sugata_mitra

nonperforming students accountable (including threats to their grades) is to arbitrarily take away democracy and re-install authoritarianism. My predicament—finding the right balance between authoritarianism and democracy in the classroom—is rooted in the free-rider problem. In the past, free riders have taken advantage of classroom democracy, sometimes refusing outright to participate, other times undermining learning for other students.

I want to foster a different learning environment than the authoritarian one I mastered, anachronistic learning environments that presume the knowledge that privileges me can come only from me and not through devices citizens hold readily in the palms of their hands. I remain open to ideas from students about how to create a more democratic learning environment.

I have high expectations for students' in this course, but I am fully aware that **even the best laid plans are doomed to fail unless students buy into the process.** Again, the role I prefer to play in the classroom is not a sage on the stage, but a guide on the side. As we move forward in this course, I request the following from students. Please take responsibility for your own learning. Use the tools provided. Find other tools. Use me as a resource to talk through particular problems you are having. Do not wait until the last minute. Try not to be a free rider. Contribute to the learning of others, including the professor. Above all, try to learn something about how environmental politics and sustainability.

Arts Integration

Beyond using methods that foster democratic learning, I use Arts Integration as an approach to teaching. This approach, as defined by the Kennedy Center, is “teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.”

For this course, arts integration involves creating a visual art project constructed from waste materials. In addition to the art project (and its presentation), students will create a written document related to environmental politics and the construction of their projects. The hope is that

students will draw upon many disciplines—political science, ecology, environmental studies, queer theory, and visual art—to analyze critically environmental politics more broadly. The purpose is to have students understand that environmental politics crosscuts many disciplines.

Having students study environmental politics without engaging the environment seems antithetical to educating students about sustainability. When I have taught this and other environmental course in the past, I have limited my assessment of student learning to writing papers and taking exams. While there is value in these types of assessments, alone they contribute to students being disengaged from the environment. That is, developing research papers is a heady activity that allows students to avoid the realities that they are part of the environment and contribute to waste. This is a form of disembodiment that plagues political thinking about environmental politics and sustainability, as represented in Charles Ray's *Shelf* (1981), the image on the first page of this syllabus. The waste-art project provides an opportunity for students to use their bodies to create from waste a piece of art that represents the heady concepts we discuss in textbooks.

Arts Integration Objectives

Upon completion of the project, students will:

1. Engage personal and social waste to create a visual art project
2. Politically conceptualize (and reconceptualize) waste
3. Apply concepts related to environmental politics and sustainability to art projects
4. In an artist statement, reflect on concepts related to environmental politics and sustainability in the construction of art projects (including process and product).

Collaboration

Consistent with my philosophies for creating democratic classrooms, students may collaborate on visual art projects provided they consult with me about the collaboration in advance. Each student must submit a unique and separate written document that includes an artist statement. The visual art project must be substantial enough to constitute collaboration.