# **University of California, Santa Cruz**

Core Course Fall Quarter, '07 CLEI 80A and 80B Provost: Ravi Rajan Course Coordinator: Susan Watrous



# INTRODUCTION

The College Eight Core Course addresses the theme of the college. It is also an intensive writing class, meeting UCSC's C1 and C2 requirements for eligible students.

"Like winds and sunsets, wild things were taken for granted until progress began to do away with them. Now we face the question whether a still higher 'standard of living' is worth its cost in things natural, wild, and free. For us of the minority, the opportunity to see geese is more important than television, and the chance to find a pasque-flower is a right as inalienable as free speech." Aldo Leopold, *A Sand County Almanac*, 1949.

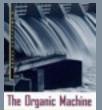
Half a century after Aldo Leopold wrote these words, his so-called "land ethic" has assumed tremendous salience. Today, species extinction, global warming, and resource scarcities, in sectors ranging from oil to water, threaten the very survival of the human species. Worse, social inequalities increasingly manifest what have been called environmental injustices, as differences in race, income and gender mirror the ability or inability of human communities to access basic necessities, and avoid the curse of polluted, hazardous, or otherwise insecure environments.

The College Eight Core Course introduces students to some of the classical analyses of such problems, and explores answers and alternatives.

The core course also serves as an introduction to university-level work, emphasizing the skills of reading, writing, and critical thinking. Students write a series of integrative essays, investigate a specific, local environmental conflict in their home community, and participate in a service learning exercise. The core course meets the C1 (composition) requirement for students who have not yet satisfied it, provided they qualify, and the C2 (composition 2) requirement for students who are eligible.



# READINGS



Roberd White

Richard White

The

Organic Machine.



Richard Tucker Insatiable Appetite.



. . . . . .

**Diana Hacker** 

A Writer's Reference.

# The Course Reader

The Course Wiki

http://ic.ucsc.edu/college8core/c8wiki/

### Note:

The books and reader are available at Bay Tree Bookstore (on campus).

Instructors may also hand out additional readings.

# **Types of Readings**

There are two types of readings in this class: **general readings** and **sectional readings**. General readings are mandatory for *every* student, regardless of their section. For the most part, these are excerpts from the assigned books. Sectional readings are specific to discussion sections. They are assigned by individual instructors, and will draw upon the books, the course reader, and the course wiki. *Please note that the sectional readings are mandatory for the sections they are assigned.* 

**Approach to the Readings** 

Here is a suggested approach to reading the assigned works.

**Gut the text.** If the assignment is an excerpt from a book, look carefully at the table of contents. Then, read the introductory and concluding chapters. Write down the main questions and conclusions of the author. Next, read the introductory and concluding sections of each chapter. You will now have a good idea of what the book is about.

**Summarize.** Read each section of each assigned chapter slowly, one section at a time. Ask three questions:

1. What concepts/theses/ideas are being introduced?

What principles are being advanced to support these big theses or assertions?
What details are being presented to support the principles and concepts? These include factual data – qualitative and quantitative.

**Sketch.** When you have summarized every section of the chapter, go back and reassemble the chapter in the form of a schematic or flow diagram that captures the argument.

Evaluate. Now, take the time to ask yourself the following questions:

- 1. Are the facts correct? You might want to do some research to find out.
- 2. Are the principles plausible?
- 3. Are the concepts sustained by the argument?
- 4. Are there alternative theses that can be advanced by the same factual data?

### **Tea with the Provost**

#### Wednesdays, 5 - 6: 30 PM at the Red Room

The Provost will lead a discussion on the core readings, and be available to discuss anything that any student might want to bring up. This will be an informal session, and not mandatory, but will afford students a chance to get to know the Provost and faculty better. Tea and sugary treats will be served.

The schedule for the tea discussions is as follows:

October 3: The Organic Machine, Chapter 1

October 17: The Organic Machine, Chapter 2

October 24: The Organic Machine, Chapter 3

October 31: The Organic Machine, Chapter 4

November 14: Insatiable Appetite

November 28: General Discussion

# THE PLENARY

# **Schedule of Lectures and Panels**

9/26: Introduction Ravi Rajan, Provost, College Eight

10/1: The Environment Question Ravi Rajan

**10/8: The Organic Machine** Richard White, Professor of History, Stanford University

### 10/15: California Environmental Literature

Robin Somers, College Eight, UCSC Jim Houston, Author and Creative Writing Professor, UCSC

### 10/22: Our Ecological Footprint

Ben Crow, Professor of Sociology, UCSC Ali Shakouri, Professor of Electrical Engineering, UCSC

> 10/29: Insatiable Appetite Ravi Rajan

### 11/5: Sustainability

Steve Gliessman, Professor of Environmental Studies, UCSC Sean Swezey, Professor of Environmental Studies, UCSC

### 11/19: Environmental Justice

Andy Szasz, Professor of Sociology, UCSC Sheila Davis, Executive Director, Silicon Valley Toxics Coalition

### 11/26: Interpreting the Past and the Present

Paul Koch, Chair, Department of Earth and Planetary Sciences, UCSC Paul Rogers, San Jose Mercury News

> 12/3: The Way Forward Ravi Rajan

### **Tasks**

#### Task 1: Prepare

Research the work of each plenary speaker ahead of time, and bring written questions to class. The suggested method is to search on the internet and read something that the speakers have written, or, where not much is available, about the topic on which they are slated to speak. Please write your questions in a blue book that you bring with you to every plenary.

#### Task 2: Take Notes

During the plenary, take notes in your blue book. Summarize, in point form, the main ideas presented by each speaker. As you leave class, hand in the blue book to your section instructor; this will constitute proof of your attendance. (Your instructor will return the blue book to you in section.)

#### **Task 3: Raise Questions**

Bring several index cards to each plenary session. Write your questions for the panelists on the cards and pass them to the nearest faculty member, who will take them to the panel moderator.

# **ESSAYS AND QUIZZES**

# The College Eight Core Course has five assignments.

# **1. Reflective Essay**

Goal: Reflect on your personal relationship to a specific environment.

This should consist of:

 Studying the readings and/or images your instructor assigns.
Identifying a place you feel connected to, one that has meaning for you. How does that environment affect you and the larger community?

3. Reflecting on the way the writers and photographers whose work you studied create a relationship with place and with humans in that environment.

Task: Write a 3-4 page reflective essay that explores the parallels between your own experience and the writers' and/or photographers' work.

# 2. Integrative Essays

#### Goal: Integrate key ideas from amongst several readings.

Essays (five to six pages long) should:

1. Draw upon information and arguments from several different sources, including lectures, books and other readings.

2. Identify connections and common themes among them.

3. Make an argument based on your synthesis of the materials.

Each essay should be thoroughly revised at least once in consultation with a peer writing group and/or the instructor. For each assignment, your instructor will specify which lectures and readings you are *minimally* expected to consider.

Task: Write two integrative essays during the quarter.

# 3. Final Project

# Goal: Write a substantive essay based on careful thought and rigorous analysis.

There are two versions of the final project. Your instructor will explain which one your class will do. Both options involve development of the project in several stages over the quarter. The final 8-12 page paper should reflect a considerable amount of time and research on the topic, as well as at least one thorough revision after consultation with a peer reading group and the instructor.

### **Option 1: Field Investigation**

# Task: Investigate an environmental justice issue in your home community, and write up your findings.

Research should draw upon newspaper accounts, actual interviews with people involved in the issue or conflict (e.g., local gov-

ernment or industry officials, and environmental activists), official documents, and the World Wide Web.

#### **Option 2: Capstone Essay**

# Task: Based on material from the course, identify your/our role and responsibility in solving an environmental/social issue we're facing, and write up your findings.

Think through a specific environmental problem, approaching it from an activist, advocacy, entrepreneurial and/or systems point of view. Using evidence from the course materials and beyond, propose a solution with a detailed plan of action that addresses local and larger levels, taking the needs of all the populations affected into consideration.

Note: If you are in a section that meets the C2 requirement, you must also undertake library research for the final project, locating journal articles that speak to your topic and relating that material to your other research.

# 4. Sustainability Project Essay

**Task:** Participate in one 2 1/2 hour service-learning session in one of the following areas: Waste Reduction/Recycling, Food Waste, Organic Agriculture, and Community Recycling. Then compose a very short essay reflecting on the implications of your work for the rest of the core course. (For more details, see page 6.)

# 5. UCSC Nettrail (URL: http://nettrail.ucsc.edu/)

Every student must take the Online Nettrail course and pass the quiz. Do not forget to enter your name, class and section information on the first page of the online quiz.

# Note: Due dates are listed on page 7.



# GRADING POLICY AND RUBRIC

# Introduction

The key parameters taken into account for grading are:

1. The conceptual work of reading, thinking, note-taking, and writing.

The cooperative work of participating in a writing community.
The procedural work of completing reading and writing assignments, meeting deadlines, and attending class and any scheduled conference.

4. The quality of work and improvement during the quarter.

5. The attitude and initiative of each student.

During the quarter, students will receive assessments and advice concerning their work, highlighting accomplishments, and making suggestions for improvements. This feedback will *not* consist of letter grades on individual assignments.

At the end of the quarter, students will receive performance evaluations as well as letter grades. Faculty members will determine a student's final grade after considering the work produced during the quarter as a whole.

# Note

1. The Core can be taken for grades or on a Pass/No Pass basis. Students must, however choose their grading option on AIS by October 11, after which no further changes are possible.

2. If a student receives a "D" or lower grade in Core, he or she will have to repeat the course to receive credit for C1 or C2, or T/Humanities and Arts, as appropriate.

3. Students are strongly encouraged to read UCSC's Navigator for details on UCSC's grading policies. The Navigator also provides useful strategic advice on how to decide which courses should be taken for grades and which on P/NP basis. The Navigator can be found online at the following URL: http://reg.ucsc.edu/navigator/

4. Students are encouraged to consult the College Eight academic advisors if they have any questions.

# **Explanation of Letter Grades**

The final letter grades for courses at UCSC are A (excellent), B (good), C (fair), D (poor), F (fail). The grades of A and B may be modified by a plus (+) or minus (-). The grade C may be modified by a plus (but not by a minus).

### А

Grades in the "A" scale will be given to students who produce excellent work consistently throughout the quarter.

### В

Grades in the "B" scale will be given to students who show potential for excellence, produce good work, but not consistently enough.

### С

Grades in the "C" scale will be given to students who produce fair work. Such students usually fulfill the minimum course requirements, and show sufficient evidence that they can, when focused, produce purposeful work.

### D

The grade of "D" is given to students whose work is poor or unsatisfactory in some significant way. Such students either fail to complete course requirements and/or attain the level of expected competency.

### F

The grade of "F" is given to students whose work in core is so incomplete or careless that it does not represent a reasonable effort to meet the requirements of the course.

### P/NP

Courses at UCSC can be taken on a Pass/No Pass basis. Please read Note 1 in the box to the left.

### Plus and Minus Grades

The plus and minus grade modifications will reflect the quality of the given student's work – for example, the extent to which the essays in the course were thoughtfully conceived, developed, edited and presented.

**Tip:** The best strategy to get a good grade is to improve on the basis of the advice and feedback provided by the section instructor during the course of the quarter.

# SUSTAINABILITY PROJECT

The College Eight Sustainability Project is a service-learning enterprise designed to connect your intellectual work with its practical applications.

## Tasks

 One 2 ½ hour service learning session which will give you hands-on experience of how waste reduction and sustainable agriculture can make a difference (see "topics" below).
A one-page reflective paper.

# Signup

Initial sign-ups will begin on Wednesday, September 26. You should register via the College Eight website

(http://eight.ucsc.edu/). Follow the link for the Sustainability Service Project and on to the registration form.

# Topics

You should choose one of five organized projects:

- 1. Waste Watchers, which focuses on recycling;
- Hidden Connections within Food Waste, which collects and tracks Dining Hall food scraps;
- 3. Harvest for Health, in which you harvest and eat food from the UCSC Farm;
- 4. **Jump to the Dump**, in which you see and understand where waste gets transported; and
- 5. **The Homeless Garden Project**, in which you assist with community-based organic gardening.

# **Reflective Essay**

You are required to write a one-page essay connecting your work on the Sustainability Project with one of the other elements of the core course, such as your readings or field research. Essays must be articulate, original, and typed.

# Attendance

Roll will be taken at each project session by the individual project facilitators, and reported to the core course instructors.

# Rules

- Be on time! Project leaders will not adjust time schedules for late-comers.
- Wear comfortable clothes and closed-toed shoes that you don't mind getting a little dirty.
- Bring a water bottle to remain hydrated.
- Bring appropriate sun protection.
- Should an emergency arise and you are unable to make your project assignment, please call the College Eight Sustainability Line at 459-4902 and leave your name, phone number and project assignment.





The schedule reflects due dates for both Monday/Wednesday/Friday and Tuesday/Thursday sections. It also shows the due dates for the stages of the field investigation. Your section instructor may revise the dates slightly, or provide alternate dates for the capstone essay final project.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1: 9/26-9/28			9/26 First Plenary	9/27 First section	9/28 First section
				meeting	meeting
2: 10/1-10/5	10/1 Assignment	10/2 Assignment due:		_	-
	due: Reflective Essay	Reflective Essay			
3: 10/8-10/12			10/10 Assignment due:	10/11 Assignment	
			Integrative Essay #1	due: Integrative Essay	
			(with copies for editing	#1 (with copies for ed-	
			groups)	iting groups)	
	10/15 Assignment	10/16 Assignment		10/18 Assignment	10/19 Assignment
	due: Revision of Es-	due: Revision of Essay		due: Field investigation	due: Field investigation
	say #1	#1		proposal	proposal
5: 10/22-10/26			10/24 Assignment due:	10/25 Assignment	
			Integrative Essay #2	due: Integrative Essay	
			(with copies for editing	#2 (with copies for ed-	
			groups & instructor)	iting groups & instruc-	
				tor)	
6: 10/29-11/2	10/29: Nettrail quiz			11/1 Assignment due:	11/2 Assignment due:
	deadline			Summaries of back-	Summaries of back-
				0	ground information for
				field investigation	field investigation
7: 11/5-11/9		11/6 Assignment due:	11/7 Assignment due:		
		Revision of Essay #2	Revision of Essay #2		
8: 11/12-11/16	NO CLASS	11/13 Assignment	11/14 Assignment due:	11/15 Assignment	11/16 Assignment
	(Veterans' Day)	due:	1 ½ page argument and	due: Purposeful de-	due: Purposeful de-
		1 1/2 page argument	transcript of interviews	scription for field pro-	scription for field pro-
		and transcript of inter-	for field project	ject	ject
		views for field project			
	11/19 Assignment		NO CLASS (Thanksgiv-		NO CLASS (Thanksgiv-
	due: Field Investiga-	-	ing week)	giving week)	ing week)
	tion, version #1	tion, version #1			
	11/26 Assignment	11/27 Assignment			
	<b>due</b> : Sustainability	due: Sustainability			
	project essay	project essay			
11: 12/3-12/7				12/6 Last section	12/7 Last section
			Field Investigation, final	meeting	meeting
		version (including all	version (including all		
		materials and early	materials and early		
		drafts)	drafts)		

# THE COLLEGE EIGHT CREED

Each College Eight Core Course student is expected to observe the following rules.

#### Attendance

Students are expected to attend:

1. The Monday plenary lecture, which will be held in Room M110, Performing Arts, from 7:00-8:45 PM.

2.Small sections two or three times a week. 3.Any other class assigned to you by your instructor.

Attendance is required in the plenaries and sections, and monitored by the instructors.

#### **Class Etiquette**

Students are expected to:

1. Arrive at each class on time.

2. Be attentive and observe proper decorum by, for example, not talking to each other when a panel is in session.

3. Be respectful when addressing each other, the faculty and the guest speakers. 4. Take notes in your blue book during the Monday plenary sessions. Students are not allowed to use laptops or other electronic devices, in the plenary or in sections, without prior permission from the Provost or Course Coordinator. Cell phones must be switched off at all times.

5. Do all the assigned readings *before* the due dates.



### Discipline

1. Each failure to arrive on time or attend any class or section will be penalized by one point.

2. Each breach of class etiquette will be penalized by one point.

3. Any student who gets three points against his or her record will be reported to the Provost. Serious breaches may result in being barred from the class.

### **Academic Integrity**

Students are expected to understand what constitutes an act of plagiarism. Any idea or

quoted phrase adopted from another source must be acknowledged, no matter how short or seemingly trivial. One of the prescribed books, Diana Hacker's *A Writer's Reference*, explicitly addresses accepted scholarly practices, and guides students on how best to cite and document sources.

Students found in violation of any of the University's rules of academic integrity will fail the course, and the instructor will file a report with the Provost, who may impose further disciplinary sanctions, including suspension.

# **Instructors:**

**Provost Ravi Rajan:** 

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