

ECO-CIVIC ENGAGEMENT

EVR 3004

Spring 2024

Tuesdays (11:45 AM - 1:40 PM) and Thursdays (12:50 PM - 1:40 PM)
McCarty Hall B G086

Instructor: Dr. Alison E. Adams

Office: 357 Newins-Zeigler Hall

Office Hours (virtual): Thursdays 12:00-1:00 and by appointment

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COURSE DESCRIPTION

This course is designed to guide students in developing a basic understanding of key concepts and frameworks associated with civic engagement and our local environment. Students will critically examine environmental issues facing our local community, community relationships and organizations, power structures, and environmental justice issues. The course format will be lecture, discussion, direct service-learning experiences, and guest presentations. Through class discussions, readings, journaling, and presentations, students will be encouraged to engage in critical reflection regarding class topics and other relevant issues. The goal for this course will be to provide opportunities for students to learn about environmental problems and their potential solutions, the importance of community engagement, and organizational approaches to targeting environmental issues.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students should be able to:

- Identify overarching models and frameworks for civic engagement
- Integrate important aspects of civic engagement into course interactions and assignments
- Identify the intersections between environmental issues and social issues
- Meaningfully engage in direct service with partnering local environmental organizations
- Develop a personal framework for civic pathways
- Describe the role of individual and collective civic actions to affect environmental changes

COURSE WEBSITE

We will be using a Canvas course web site throughout the semester for grade management, access to course materials, course announcements, and submission of class assignments. *Please check this site and your email before every class to check for announcements, schedule changes, or other important information.*

We will intermittently be using Zoom for classes during the semester. Synchronous online sessions may be recorded. By sharing your video, screen, or audio during any synchronous

online class sessions, you are consenting to being recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with your instructor.

COURSE MATERIALS

Cress, Christine M., Peter J. Collier, Vicki L. Reitenauer, and Associates. 2005. *Learning through Serving: A Student Guidebook for Service Learning across the Disciplines*. Stylus Publishing: Sterling, VA.

Lerner, Steve. 2010. *Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States*. MIT Press.

Additional materials will be required and made available through the Canvas website.

COURSE STRUCTURE AND ASSESSMENTS

This course is a combination of lecture, guest presentations, service-learning experiences, and class discussion. Assessments of student performance will be class participation and attendance, direct service experiences with a local organization, journaling submissions throughout the semester, written reviews of assigned readings and materials, and a final paper and presentation due at the end of the semester. These assignments are summarized below, but more detailed assignment descriptions will be made available through our course website on Canvas.

Participation and Attendance

Attendance (whether in person or online) to each class is crucial to students' success in this course. I strongly encourage each student to make every effort to attend class, whether face-to-face or online. We will engage in lecture, media workshops, and discussion groups throughout the semester. The discussion portion of this course will serve to provide an opportunity for students to pose questions and engage in meaningful conversation about the readings, lecture topics, and additional films and materials that are a part of this course. Each week, I will provide a series of questions related to the topic at hand. These questions will be designed to foster discussion and critical thinking about environmental issues and civic engagement. The purpose of these discussions is to gain perspective, ask questions, and share experiences and thoughts regarding topics for the week. In cases of illness or unforeseen circumstances that prevent your attendance, please let me know as soon as possible before class.

Guest Lectures

Throughout the semester, we will have guest speakers engage with our class about their organizations, their work, and answer questions from the class. During these sessions (noted below), students will prepare questions for the speaker before class meeting times and will ***submit their questions to me via Canvas*** the night before we meet with the speaker. Students' engagement with our guest speakers will also contribute to their participation grades. Since many

of our guest speakers will be joining us from a distance, these classes (designated in the course schedule) will be conducted *either in person or via Zoom* to enhance interaction between students and the guest presenter.

Direct Service Experiences

Students are expected to participate in at least three hours of service learning with the community organization of their choice. Two class days will be cancelled during the semester to allow for additional time to engage in service work. Students will submit their organization choice to the instructor for approval at the beginning of the semester.

Student Journals

Throughout the semester, students will be required to keep a journal of their thoughts, expectations, experiences, and reflections. Journals will be a minimum of one entry per week, based on the prompts and questions I post on Canvas. However, students will be encouraged to write additional entries as needed, based on their experiences and thoughts throughout the semester. The journals will be written in Word documents and will be summative documents. So, each week's entry should be added into the same document and resubmitted through Canvas. Entries should be approximately one half to one page, single spaced.

Readings Reviews

The reading reviews will consist of a *one to two paragraph summary* of the readings and/or other assigned sources for that week and how the readings and other sources fit into our more general discussion for that week (e.g., civic engagement, environmental justice, democracy and change, etc.). These reviews will be due on the Tuesday of each week by midnight via our Canvas page. A more detailed assignment sheet will be available online to help students craft their weekly reading reviews. Students will be allowed to drop one reading review without penalty.

Community Outreach Product

Based on their direct service-learning experiences, students will work in groups to develop a promotional product regarding their organization or organizations. The target audience for the product will be the UF and broader Gainesville communities to raise awareness and participation in these organizations. The design and format of the product is up to the students. Options include (but are not limited to) a PowerPoint, brochures or flyers, a tabling event, public speaking, or a social media campaign. Please discuss with me the format for your final product by April 4. The product will be presented to the class at the end of the semester.

Final Papers

Students will write a final paper to be submitted at the conclusion of this course. The term paper will be reflection of the materials, discussions, guest speaker presentations, and experiences throughout the course. There will be several formats available to choose from to accomplish this. For example, students may choose a case study of environmental civic engagement to discuss

using the concepts, theories, and examples we will explore throughout the course. A detailed assignment sheet will be posted at the beginning of the semester. The purpose of this paper will be to illustrate students' ability to:

- Knowledgeably discuss key concepts presented in lecture throughout the course
- Incorporate salient readings, class discussions, and other key course materials
- Critically assess major environmental sociological perspectives covered in class
- Reflect on what has been learned throughout the semester

The term papers will be submitted electronically through our course web page. A detailed assignment sheet will be posted online at the beginning of the semester to help guide students in developing their term papers.

EVALUATION OF STUDENT PERFORMANCE

Course Component	Possible Points
Student Journal – 10 Entries @ 10 points each	100 points
Readings Reviews - 12 @ 10 points each	120 points
Guest Speaker Questions – 6 @ 10 points each	60 points
Participation and Attendance	100 points
Community Outreach Product/Presentation	100 points
Final Paper	150 points
	Total Points: 630

Grading Scale $\geq 90\%$ A; 86% - 89.9% B+; 80% - 85.9% B; 76% - 79.9% C+; 70% - 75.9% C; 66% - 69.9% D+; 60% - 65.9% D; < 60% E

Lateness Policy

Late assignments will lose 10% of the total points available for each day the assignment is late unless there are extenuating circumstances. If you have extenuating circumstances, please let me know as far ahead as possible so that we can make alternative plans for your assignment submissions.

ACADEMIC HONESTY, SOFTWARE USE, UF COUNSELING SERVICES, SERVICES FOR STUDENTS WITH DISABILITIES

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. (Source: 2016-2017 Undergraduate Catalog).

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,

www.counseling.ufl.edu/cwc/

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Training Programs

Community Provider Database

Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

COURSE SCHEDULE

Dates	Topics	Readings*	Assignments
Week 1 Jan. 9, 11	Introduction to Civic Engagement and the Environment	Chapter 1 in Cress et al. "What is Service Learning?"	No assignments
Week 2 Jan. 16, 18	Choosing an organization/topic; journaling Democracy and Justice	Chapter 2 in Cress et al. "Building and Maintaining Community Partnerships"	Readings review #1 due Jan. 16
Week 3 Jan. 23, 25	Social Movement Theory Individual and Collective Action Grassroots Case Studies Guest Speaker Jan 23	Chapter 3 in Cress et al. "Becoming Community"	Readings review #2 due Jan. 23 Guest speaker questions due Jan. 24 Journal entry #1 due Jan. 25 Community organization selection due Jan. 25
Week 4 Jan. 30, Feb 1	January 30 Guest Speaker – Dr. Thomas Shriver, North Carolina State University February 1 Guest Speaker – Jim Gross, Florida Defenders of the Environment	Chapter 4 in Cress et al. "Groups are Fun, Groups are Not Fun"	Readings review #3 due Jan 30 Guest speaker questions (2) due Jan 29 Journal entry #2 due Feb 1
Week 5 Feb. 6, 8	Culture and Difference in Community Work	Chapter 5 in Cress et al. "Creating Cultural Connections"	Readings review #4 due Feb. 6

<p>No class Feb. 6 for service learning</p>	<p>Power and Privilege Environmental Justice</p>	<p>Watch “The Power of Privilege” (link on Canvas)</p> <p>*Anne Saville and Alison E. Adams. 2019. “Balancing Environmental Remediation, Environmental Justice, and Health Disparities: The Case of Lake Apopka, Florida.” <i>Case Studies in the Environment</i>, https://doi.org/10.1525/cse.2018.001610</p>	<p>Journal entry #3 due Feb. 8</p>
<p>Week 6 Feb. 13, 15</p>	<p>Reflection and Civic Action</p> <p>February 13 - Guest Speaker Belina Meador, Community Weatherization Coalition (in-person)</p>	<p>Chapter 6 in Cress et al. “Reflection in Action”</p>	<p>Readings review #5 due Feb. 13</p> <p>Guest speaker questions due Feb. 12</p> <p>Journal entry #4 due Feb. 15</p>
<p>Week 7 Feb 20, 22</p>	<p>Case study discussion</p> <p>Environmental health and illness</p> <p>Grassroots health movements</p>	<p>Lerner, Steve. 2010. “Ocala, Florida: Community Blanketed by ‘Black Snow’ from Neighboring Charcoal Factory.” Pp. 19-40 in <i>Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States</i>. MIT Press.</p>	<p>Readings review #6 due Feb 20</p> <p>Journal entry #5 due Feb 22</p>
<p>Week 8 Feb. 27, 29</p>	<p>Case study discussion</p> <p>Grassroots tactics and strategies</p> <p>Guest Speaker February 29 – Sheila Scolaro TBEP</p>	<p>Lerner, Steve. 2010. “Pensacola, Florida: Health Problems Near ‘Mount Dioxin’ Require Relocation.” Pp. 41-71 in <i>Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States</i>. MIT Press.</p>	<p>Readings review #7 due Feb 27</p> <p>Guest speaker questions due Feb 28</p> <p>Journal entry #6 due Feb 29</p>
<p>Week 9 Mar. 5, 7</p>	<p>Case study discussion</p> <p>Negotiating community needs:</p>	<p>Lerner, Steve. 2010. “Tallevast, Florida: Rural Residents Live atop Contaminated Groundwater from High Tech Weapons Company.” Pp. 157-176 in <i>Sacrifice Zones: The Front Lines of</i></p>	<p>Readings review #8 due Mar. 5</p>

<p>No class March 5 for service learning</p>	<p>Environment vs. Economy?</p>	<p><i>Toxic Chemical Exposures in the United States</i>. MIT Press.</p> <p>*Watch: Tallevast - An Environmental Divide Pits Residents Against Industry, State</p>	<p>Journal entry #7 due Mar 7</p>
<p>Week 10 – March 11</p> <p><i>No class – Spring Break</i></p>			
<p>Week 11 Mar. 19, 21</p>	<p>Challenges to civic engagement and activism</p> <p>Civic engagement in today’s political climate</p> <p>Guest Speaker</p>	<p>Chapter 7 in Cress et al. “Failure with the Best Intentions”</p>	<p>Readings review #9 due Mar. 19</p> <p>Guest speaker questions due Mar. 20</p> <p>Journal entry #8 due Mar. 21</p>
<p>Week 12 Mar. 26, 28</p>	<p>Exploring ways of knowing</p> <p>Critical thinking and critical inquiry going forward</p> <p>Journal/paper workshop</p>	<p>Chapter 8 in Cress et al. “Expanding Horizons”</p>	<p>Readings review #10 due Mar. 26</p> <p>Journal entry #9 due Mar. 28</p>
<p>Week 13 Apr. 2, 4</p>	<p>Benefits and challenges of learning and serving</p> <p>Guest Speaker</p>	<p>Chapter 9 in Cress et al. “Beyond a Grade”</p> <p>*Watch “Being Young and Making an Impact”</p>	<p>Readings review #11 due Apr. 2</p> <p>Guest speaker questions due Apr. 3</p> <p>Format for community outreach product due Apr. 4</p>

Week 14 Apr. 9, 11	Community work and environmental issues Thinking globally and acting locally – consumerism and activism Environmental action: Case study workshop	*“Campus Alternative Food Projects and Food Service Realities: Alternative Strategies.” Peggy F. Bartlett Chapter 10 in Cress et al. “Looking Back, Looking Forward”	Readings review # 12 due April 9 Journal entry # 10 due April 11
Week 15 Apr. 16, 18	Student Presentations	No readings	No assignments due
Week 16 Apr. 23	Student Presentations	No readings	Final paper due April 24

* Materials available through Canvas website

Please note that this schedule is subject to change based on guest speaker availability or other contingencies.