

**ECO-CIVIC ENGAGEMENT**  
EVS 4932

Spring 2020  
Mondays, Wednesdays, Fridays  
Period 7 (1:55 PM - 2:45 PM)  
Weil Hall 0279

**Instructor: Dr. Alison E. Adams**  
**Office:** 357 Newins-Zeigler Hall  
**Office Hours:** 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 opportunities, and researching case studies of grassroots environmental issues. Through class discussions, readings, journaling, and presentations, students will be encouraged to engage in critical reflection. 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 before every class to check for announcements, schedule changes, or other important information.

## **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.

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

## **COURSE STRUCTURE AND ASSESSMENTS**

This course is a combination of lecture, class discussion, and direct service work with local organizations. 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 to each class is crucial to students' success in this course.* I strongly encourage each student to make every effort to attend class. 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 question, 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.

### ***Direct Learning Experiences***

Each student will partner with a local environmental organization that has agreed to work with our class. The type of organization and type of service will be up to the student (and the organization) to decide. Each student will be required to engage in eight to ten hours of service throughout the semester, but is encouraged to provide more if possible. On- and off-campus options will be available. Class time will be set aside for direct service work to compensate for scheduling issues. These experiences will be the foundation for student journaling, course discussion, and final papers and presentations. Students will be encouraged not only to provide service work to the organizations, but to delve into the issues they are tackling in a meaningful and critical way. Final papers will be focused on addressing, mitigating, or solving particular issues that each organization is working on. Students will also be encouraged to share their final papers with their partnered organization.

### ***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 a minimum of one page, single spaced.

### ***Readings Reviews***

The reading reviews will consist of a *two paragraph summary* of the readings and/or other assigned sources for that week, followed by a *one paragraph discussion* of 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 Monday of each week via our Canvas page. A more detailed assignment sheet will be available online to help students craft their weekly reading reviews.

### ***Final Papers and Presentations***

Students will write a final paper to be submitted at the conclusion of this course. The term paper will be reflection of the service-learning component and experiences throughout the course, and apply course materials to students' experiences with their organization of choice and the related environmental or natural resource issues. 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 their direct service experiences with local organizations

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. Students will then develop and give a ten-minute presentation of final paper for the course. The format of these presentation will be left up to the students, but could include PowerPoint slides, video presentations, and/or class discussions.

#### **EVALUATION OF STUDENT PERFORMANCE**

<b>Course Component</b>	<b>Possible Points</b>
Student Journal - 11 Entries @ 10 points each	110 points
Readings Reviews - 12 @ 10 points each	120 points
Direct Service – minimum of 8 hours	90 points
Participation and Attendance	80 points
Student Presentation	20 points
Final Paper	80 points
	Total Points: 500

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. 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/](http://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/](http://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.

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://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**

<b>Dates</b>	<b>Topics</b>	<b>Readings*</b>	<b>Assignments</b>
<p><b>Week 1</b></p> <p>Jan. 6,8,10</p>	<p>Introduction to Civic Engagement and the Environment</p> <p>Collaborations and Organizations</p> <p>Civic Engagement and Land-Grant Universities</p>	<p>Chapter 1 in Cress et al. “What is Service Learning?”</p>	<p>None for this week</p>
<p><b>Week 2</b></p> <p>Jan 13,15,17</p>	<p>Choosing an organization/topic; journaling</p> <p>Democracy and Justice</p> <p>Inclusive Citizenship in a Diverse Democracy</p>	<p>Chapter 2 in Cress et al. “ Building and Maintaining Community Partnerships”</p>	<p>Readings review #1 due Jan. 13</p> <p>Choose an organization to partner with by January 17</p>
<p><b>Week 3</b></p> <p>Jan. 22, 24</p>	<p>Social Movement Theory</p> <p>Grassroots Case Studies</p> <p>Individual and Collective Action</p>	<p>Chapter 3 in Cress et al. “Becoming Community”</p>	<p>Readings review #2 due Jan. 22</p> <p>Journal entry #1 – How do you envision civic engagement? What are your goals?</p>
<p><b>Week 4</b></p> <p>Jan. 27, 29, 31</p>	<p>“Nerve: How a Small Kentucky Town Led the Fight to Safely Dismantle the World’s Chemical Weapons”</p> <p>Teamwork and organizational involvement</p> <p><b>Jan. 3: Organizational Connection Day</b></p>	<p>Chapter 4 in Cress et al. “Groups are Fun, Groups are Not Fun”</p>	<p>Readings review #3 due Jan. 27</p> <p>Journal entry #2 – What is activism? How does it relate to civic engagement? What role does activism have in your life?</p>

<p><b>Week 5</b></p> <p>Feb. 3, 5, 7</p>	<p>Diversity and Difference in Community Work</p> <p>Power and Privilege</p> <p>Environmental Justice</p>	<p>Chapter 5 in Cress et al. “Creating Cultural Connections”</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>, <a href="https://doi.org/10.1525/cse.2018.001610">https://doi.org/10.1525/cse.2018.001610</a></p>	<p>Readings review #4 due Feb. 3</p> <p>Journal entry #3 – How do you address diversity, difference, and power/privilege in your daily life? How does these concepts and ideas relate to the issues your organization is working on?</p>
<p><b>Week 6</b></p> <p>Feb. 10, 12, 14</p>	<p>Role of Universities in Civic Action</p> <p>Civic Action Case Studies</p> <p><b>Feb 14. Direct Service Day</b></p>	<p>Chapter 6 in Cress et al. “Reflection in Action”</p>	<p>Readings review #5 due Feb. 10</p> <p>Journal entry #4 – How does reflecting on service work enhance your experiences? Would journal reflection help in other experiences in your life?</p>
<p><b>Week 7</b></p> <p>Feb. 17, 19, 21</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 17.</p> <p>Journal entry #5 – Why do grassroots movements and organizations emerge? What do you think makes them successful or unsuccessful?</p>
<p><b>Week 8</b></p> <p>Feb. 24, 26, 28</p>	<p>Case study discussion</p> <p>Grassroots tactics and strategies</p> <p><b>Feb 28. Direct Service Day</b></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. 24</p> <p>Journal entry #6 – What makes your organization successful?</p>

			Unsuccessful? What challenges do they face, and what can they do to meet those challenges?
<b>Week 9</b>  Mar. 2, 4, 6	<b>No Class – Spring Break</b>		
<b>Week 10</b>  Mar. 9, 11, 13	Case study discussion  Negotiating community needs: Environment vs. Economy?  “Grit”	*Lerner, Steve. 2010. “Tallevast, Florida: Rural Residents Live a top Contaminated Groundwater from High Tech Weapons Company.” Pp. 157-176 in <i>Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States</i> . MIT Press.	Readings review #8 due Mar. 9  Journal entry #7 – What environmental issues is your organization dealing with? Are there people who are fighting against these issues? What kinds of conflicts do you see? Resolutions?
<b>Week 11</b>  Mar. 16, 18, 20	Challenges to civic engagement and activism  Civic engagement in today’s political climate  <b>Mar 20. Direct Service Day</b>	Chapter 7 in Cress et al. “Failure with the Best Intentions”	Readings review #9 due Mar. 16  Journal entry #8 – How do you see political differences in your service experiences? What challenges and opportunities are out there?
<b>Week 12</b>  Mar. 23, 25, 27	Exploring ways of knowing  Critical thinking and critical inquiry going forward	Chapter 8 in Cres et al. “Expanding Horizons”	Readings review #10 due Mar. 23  Journal entry #9 – How does transformational learning play a

	Journal/paper workshop		part in your academic work? How has this been changed by your direct service experiences?
<b>Week 13</b>  Mar 30. Apr. 1, 3	Benefits and challenges of learning and serving  Q&A Session with organizational leaders  <b>Apr. 3 Direct Service Day</b>	Chapter 9 in Cress et al. "Beyond a Grade"	Readings review #11 due Mar. 30  Questions and discussion topics due Apr. 1  Journal entry #10 – Final reflections
<b>Week 14</b>  Apr. 6, 8, 10	Community work and environmental issues  Thinking globally and acting locally – consumerism and activism  Environmental action: Case study workshop	*Watch "Being Young and Making an Impact"  *“Campus Alternative Food Projects and Food Service Realities: Alternative Strategies.” Peggy F. Bartlett	Readings review #12 due Apr. 6  Journal entry # 11 – Final reflections
<b>Week 15</b>  Apr. 13, 15, 17	Journal/paper workshop  Final reflections  <b>Apr. 17 Direct Service Day</b>	Chapter 10 in Cress et al. "Looking Back, Looking Forward"	No assignments due
<b>Week 16</b>  Apr. 20, 22	Student Presentations	No readings	Final paper due April 23

Readings are due by Monday of the week noted, with the exception of Week One

\* Materials available through Canvas website