

CCM 260W: Media and “the Environment”

Spring 2018

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Class location & schedule: Ford Hall 301, Tues. & Thurs. 8-9:30am (sec. 1)/9:40-11:10am (sec. 2)

Office hours: Mon. 10-11am, Wed. 10am-12pm, & by appointment; email signature sign-up option



Journalists, government officials, corporate and environmental advocacy group representatives, small business owners, and concerned community members, among other actors, make and respond to different media about “the environment.” However, what this term signifies and the stakes for engaging in sustainable practices often are ambiguous, contested, and uneven. CCM 260W invites class members to study, document, and intervene in various environment-related discourses in class discussions, readings, written assignments, community activities, and podcasts to apply course concepts and enact the university’s commitment to equity and ethical communication practices. Our project-based service learning will help to illuminate the co-constitutive nature of media and the environment, or, in other words, how both terms symbolically and materially shape and are shaped by each other.

Please note: CCM 260W helps to fulfill three requirements: Examining Values (EV), Interpreting Texts (IT), and one writing-centered (W) credit. This course also has a service-learning component. Since CCM 260W contributes to fulfilling multiple requirements, class members should expect to have peers from a variety of majors, class standings, and other differences in academic background and expertise. This class composition will make our experiences challenging, lively, and shaped by multiple perspectives that do not always align and agree. **Different iterations of this course have been taught by various professors, each with a unique approach; therefore, certain initial assumptions may not necessarily resonate with our class experiences, given the professor’s own unique approach to CCM 260W.** Media and the Environment is first and foremost a communication course, with a rhetorical studies and news media/journalistic focus this semester.

Course Outcomes

- Learn about historical and contemporary and local and global environmental communication discourses.
- Define and apply key terms and frames used by various publics and rhetors.
- Analyze, interpret, and evaluate cultural symbols and arguments related to un/sustainable practices and messages.
- Examine how competing and shared values constitute environmentally-related media.
- Develop critical thinking, writing, research, and oral communication skills by generating media.
- Enact WU's commitment to equity, ethics, and experiential learning.

CCM Outcomes

Available on the CCM website: <http://willamette.edu/cla/ccm/info/outcomes/index.html>.

- Pose and develop answers to significant, manageable, relevant questions about civic communication and media.
- Identify, synthesize and evaluate relevant scholarship related to significant questions about civic communication and media.
- Become familiar with prominent competing theories of rhetoric, and the reciprocal influence of media and public culture upon one another.
- Become familiar with historically significant uses of civic communication and media to address controversies, to constitute communities, and to effect change in public culture.
- Make critical arguments that demonstrate understanding of methods of inquiry in rhetoric, and that contribute to ongoing conversations about civic communication and media.
- Make public arguments in multiple modes of communication, including writing and speaking. Adapt theories of rhetoric to practices of civic communication and media.

Two MOI-Specific Learning Outcomes

Examining Values

http://willamette.edu/cla/catalog/overview/cla/generated/categories/moi_categories/examining_values.php

- articulate own assumptions, reasons, and arguments for adopting particular values or ethical stances over others;
- examine critically the values expressed both in the personal choices of individuals and in historically shifting institutions, societies, and civilizations as a whole;
- critique value and ethical claims made within religious, philosophical, aesthetic, political, or scientific discourse, and practice;
- analyze conflicts between particular norms or values, exploring their significance, and assessing the possibility of their resolution.

Interpreting Texts

http://willamette.edu/cla/catalog/overview/cla/generated/categories/moi_categories/interpreting_texts.php

- consider the form, for example, the various styles or genres, of textual communication;
- study various interpretive strategies and problems;
- examine dynamic relations among author, reader, and text;
- explore in what ways texts embody cultural values.

About Writing-Intensive (W) Courses

This course fulfills an intensive writing (W) requirement, which involves an iterative writing approach. We will compose and build on various drafts, receive and respond to peer and professor feedback, and remix these materials in a final, finished piece of writing. Since the learning process involves more than producing a “product,” I am interested in your development throughout a multi-step research project. To supplement this writing process, individual written reflections, class discussion participation and co-facilitation, occasional quizzes, podcasts, and an autoethnographic performance will be key course components for tracking your intellectual and community contributions.

REQUIRED MATERIALS

Our course textbook is the fifth edition of *Environmental Communication and the Public Sphere*, by Phaedra C. Pezzullo and Robert Cox. **I have purchased these books and am loaning the texts to each class member. You should annotate your readings by either using sticky notes or another similar material to avoid marking the text directly. Each class member will be expected to return the assigned book at the end of the semester.** All other reading and viewing assignments will be posted on our Willamette Instructional Support Environment (WISE) class site. There are no textbook or other expenses for this course.

EXPECTATIONS

The professor will facilitate your introduction to conceptual frameworks and methods for interpreting, evaluating, and generating environmental media. Together, we will examine rhetorical materials about and constituted by our natural and built environments to study how they shape who we are and who we can become as community members with different and shared backgrounds, experiences, and interests. Continued course enrollment communicates that class members agree to read, write, and orally contribute to challenging and vital conversations about what it means to live in our present moment. This commitment requires excellent communication and adaptability by class members, including students and the professor.

Attend Class: Class members are expected to attend every class session. Should you be unable to attend, ask a peer for a copy of the notes from the missed day. If you have questions AFTER reading through the notes and speaking with a peer, please visit with the professor during office hours. Should you miss **more than three class sessions** throughout the semester, regardless of reason (e.g., illness, athletics) and documentation (e.g., a doctor’s note), students will lose **three percentage points** from their final course grade for each additional absence. The professor does not distinguish between excused and unexcused absences, so please approach absences wisely.

Come Prepared to Class: Prepare for frequent writing, discussion, and peer-editing exercises. We also will have occasional quizzes. These brief assessments are designed to ensure you are completing and comprehending course materials and engaged with other class assignments and discussions. Willamette’s Credit Hour Policy notes that every hour of class time comes with an expectation of 2-3 hours of outside-of-class work. These additional hours include studying, reading, completing activities, conducting research, and participating in group work.

Arriving late to class shows a lack of preparedness. If a class member is chronically late, each tardy arrival may count as an absence at the professor’s discretion.

Experiment with Service-Learning: This iteration of 260W carries a service-learning component that includes the preparation of sustainability-related podcasts to air on local radio station *KMUZ*. (See details in the “Assignments and Grading” section.) On rare occasions, an additional hour or so of your time may be required, beyond the Credit Hour Policy outlined above.

According to Willamette professors who have incorporated a service-based approach in their courses, service-learning “is intended to enrich classroom knowledge by providing opportunities that stimulate personal transformation, generate greater understanding of the needs of others, and promote social and political engagement” (Basu and Heuser 907). This process “relies on the community as a text through which the lecture, reading, discussion, and reflective experience of the learning is writ large.... As a philosophy of education, service-learning reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way” (Schonemann, Libby, and King 135-6).

Embrace Challenges: This course will be challenging for a host of reasons. You will be expected to work frequently in groups; adapt plans in response to uncertainties and contingencies; attend class-related events; prepare, present, modify, and critique multi-media presentations; read and apply challenging material; and deliberate about and evaluate views that will often vary from your own, including difficult and vital discussions about systemic oppression, identity, and power. Remaining in the course indicates that you accept these challenges and the treatment of the classroom, campus, and surrounding community as an experiential space for learning about and enacting ethical communication, equitable practices, and social justice.

Avoid Late Work: Assignment scores will be dropped one full letter grade (e.g., A→B, B→C-) per day late beginning at **5:30pm on the due date**. After the third day, no late assignments are accepted. Problems with technology are not considered legitimate excuses for delays. Certain assignments, such as the performative final, cannot be made up, much like in the workplace.

Avoid Distractions: To ensure you are fully present in class, please silence and put away cell phones before entering our learning space. Texting during class is prohibited. Laptops and tablets/iPads *are* allowed **ONLY** for access to assigned readings (i.e. academic and popular press articles). If the professor sees these devices being used inappropriately and inhibiting rather than advancing learning, this technology privilege will be revoked. The need for this change would be irksome and incompatible with a sustainability course that seeks to reduce paper consumption. Also, as a courtesy to others, please do not pack up belongings prior to dismissal. Each class session will be dismissed on time, so please remain attentive until class ends.

Seek Writing/Studying Assistance: To improve your writing, visit the university’s Writing Center. Schedule an appointment online by joining the Writing Center’s WISE site; also consult <http://willamette.edu/offices/wcenter/>. Prior to your visit, communicate specific questions/challenges to maximize your time in the Center. Individual or group tutoring also is available in a variety of subjects. (Call 503-370-6505, e-mail academicsupport@willamette.edu, or stop by in person.) These academic support resources are available in Ford Hall’s Learning Commons (first floor).

Practice Academic Integrity: Copying another’s work; failing to properly cite the information’s source; or presenting the same work already completed in one class as original work in another will result in significant academic penalties. (This list is not exhaustive.) Please familiarize yourself with the WU Student Handbook and this site: http://willamette.edu/offices/wits/about_wits/policies/plagiarism/. If you have questions, please ask.

E-mail Sparingly, Meet Frequently: This course values in-person communication. Whenever possible, questions should take place in class and during other in-person interactions (e.g., office hours, one-on-one conferences, exchanges before or after class). While e-mailing often is convenient, in-person meetings ensure class member questions are addressed in a timely fashion and that we are supporting professor-student interactions that aren't limited to the impersonal nature of online communication. Before e-mailing the professor, please consult the syllabus carefully to ensure the information isn't provided already. Expect a reply to e-mail messages within 24 hours of receipt on week days and during workday hours. E-mails are not responded to during the weekend. Of course, class members should feel welcome to email with questions and ideas, but please do not make this medium our most-used form of interaction.

Communicate Learning Accommodations: If you have a disability, *please communicate with the professor during the first week of the semester.* You also are encouraged to visit office hours regularly to discuss how we can work together toward creating an environment that best suits your learning throughout the term. In addition to communicating with the professor early in the semester and frequently, students with a disability should coordinate with the Accessible Education Services Office (Matthews 103, phone: 503-370-6737, e-mail: disb-info@willamette.edu) for learning accommodations.

Follow the News: Staying current with local, national, and international news events and controversies will enhance your learning and our discussions. Consult the *Statesman Journal* (Salem's newspaper), *The Collegian* (WU's campus newspaper), and *KMUZ* (Salem-Keizer's radio station). Also, consider signing up for the following e-newsletters and updates and/or regularly consult these websites:

- 350 Salem: <https://350salemor.org/>
- Beyond Toxics: <http://www.beyondtoxics.org/>
- La Chispa/The Salem Spark: <http://willamette.edu/cla/ccm/la-chispa/index.html>
- Citizens' Climate Lobby: <https://citizensclimatelobby.org/>
- Climate Truth: <http://climatetruth.org/>
- Coalition of Communities of Color: <http://www.coalitioncommunitiescolor.org/>
- Environmental Health News: <http://www.ehn.org/>
- Green Acres Farm Sanctuary: <http://greenacresfarmsanctuary.org/>
- Grist: <http://grist.org/>
- Indigenous Environmental Network: <http://www.ienearth.org/>
- International Environmental Communication Association: <https://theieca.org/>
- Just Sustainabilities: <http://julianagyeman.com/>
- The Leap: <https://theleap.org/>
- Northwest Climate Science Center: <https://www.nwclimatescience.org/>
- Oregon Just Transition Alliance: <http://www.opalpdx.org/oregon-just-transition-alliance/>
- Organizing People, Activating Leaders (OPAL): <http://www.opalpdx.org/>
- Oregon Climate Change Research Institute: <http://www.occri.net/>
- Post Carbon Institute: <http://www.postcarbon.org/>
- Salem Harvest: <http://www.salemharvest.org/index.php>
- Sightline Institute: <http://www.sightline.org/>
- Straub Environmental Center: straubcenter.org
- This Rhetorical Life: <http://thisrhetoricalife.syr.edu/episodes/>
- WU's Sustainability Institute: <http://willamette.edu/about/sustainability/>
- Yale Project on Climate Change Communication: <http://environment.yale.edu/climate-communication/>

And podcasts:

- Worldviews Wednesday (*KMUZ*)
- Waste Matters (*KMUZ*)
- Costing the Earth (*BBC4*)
- Living Planet (*Deutsche Welle*)
- Inside Science (*BBC4*)
- The Biggest Story in the World (*The Guardian*, no new episodes)
- Completely Optional Knowledge (Greenpeace)
- Living on Earth (Public Radio International)
- Energy Perspective Podcast
- Cultures of Energy (Center for Energy and Environmental Research at Rice University)
- Hot & Bothered (*Dissent*)
- Climate Connections (Yale Program on Climate Change Communication)
- The Energy Gang (*Greentech Media*)
- Climate One (*The Commonwealth Club*)
- Momentum for Change (UNFCCC)

Live Sustainably: Engage in behavior and discourse that is kind to the Earth and your fellow humans and non-humans this semester...and beyond. This commitment includes thinking carefully about if and when to use WU Print.

ASSIGNMENTS AND GRADING

KMUZ Podcast Reports (2), Autoethnography, and Community Engagement

KMUZ Podcast Reports

This course's major writing assignment has many parts and constitutes the service-learning component of the class. Class members will prepare two different podcasts for "Worldviews Wednesday," which the professor hosts every Wednesday on *KMUZ*, our local, independent community radio station. To do so, you will engage 1) as a reporter, in an expository role, *and* 2) as an interviewer, in a dialogic exchange (see below). Both positions require careful and strategic consideration of constraints, audience(s), and message framing.

- I. Evergreen Story (individual expository journalism experience)
- II. Seasonal Story (partner dialogic interview experience)

****Note:** Please review what other topics, groups, and individuals have been engaged during "Worldviews Wednesday" segments, which you can find listed on La Chispa's website. This knowledge is important to avoid redundancies and also to consider approaching past topics from different angles to examine the depth of communicating sustainability beyond the limiting, misleading, and all too frequent assumption that there are only two sides to every story. The audience for these segments includes members of the broader Salem-Keizer community, not only WU, so please plan to compose stories and conversations that resonate with a composite audience, with some listeners knowing little about WU and having values that may or may not align with your own. If you prepare a hyper-local WU story, you will need to show the segment's relevancy for a larger Salem-Keizer audience. In the role of journalist, you should strive to be fair, NOT balanced. Objectivity is unattainable, as we all bring our own biases to storytelling; thus, ethical research and communication is of paramount importance.

In addition to preparing and completing the requirements outlined below, class members are asked to follow social media pages for “Worldviews Wednesday,” including “liking” the Facebook page and sharing posts. This online participation offers opportunities for enhancing your exposure to different communication platforms and publics.

I. Evergreen Story (350 pts.)

This assignment contains three parts (outlined below). Class members complete the different components individually, without a partner. However, peer and professor feedback is provided throughout this multi-faceted process. These stories will not air until summer 2018, thus the importance of ensuring they are evergreen, or timeless and of enduring interest.

A. *Topic Proposal* (75 pts.): This 2-3-page paper describes your chosen evergreen project, which should address a sustainability-related topic that you think makes a significant contribution to current discourses in the Pacific Northwest and, ideally, locally in our Salem-Keizer community. Depending on your topic, you may find yourself in the position of amplifying a perspective or cause, telling a counternarrative, or piecing together fragments of a still emerging story. Please offer a clear rationale explaining how your selected topic resonates with course themes and learning outcomes (see syllabus pp.1-3). Your paper should effectively **define and apply at least three key course concepts** from class readings and discussions. Please also include a references page, with at least three sources, including the course textbook, in addition to the 2-3 pages of content. ***Due to WISE Monday, Feb. 12 by 5pm.***

1. Possible topics (list is intended to be generative, not exhaustive):
 - a. WU
 - i. An aspect of WU’s sustainability history (document in WISE)
 - b. Mid-Willamette Valley
 - i. An aspect of Salem’s or Keizer’s environmental justice history
 - ii. A sustainability-related organization in the mid-Willamette Valley and member struggles, successes, and setbacks
 - c. Straub Environmental Center’s Naturaleza Ahora! Program (a service-learning partner)
 - i. (Latina/o/x) youth outdoor engagement and experiences
 - ii. (Latina/o/x) family recreational experiences
 - iii. Oregon outdoor youth programs for marginalized communities
 - d. Other

B. *Podcast Research Oral and Written Report* (125 pts.): Compose a 5-6-page document that draws on content from your topic proposal to prepare an evergreen journalistic report that amplifies marginalized voices in dominant sustainability discourses (see “Worldviews Wednesday” commitment). Prepare this document for a lively oral presentation that includes and accurately applies **at least five key course concepts**, some of which should carry over from the previous paper. Consider an attention-getter, pathos, identification, the narrative arc, an impactful conclusion, and other elements to make your storytelling engaging for audience members. While you should read at whatever pace is most comfortable for you, the average oral reading rate is about two minutes per double-spaced page, meaning that your report, when read aloud, should fall between 11-12 minutes. Please time your report to ensure it falls within this time range. This report has two components: 1) your speaking notes, written in complete sentences (typed performance cues are encouraged and oral attribution statements are required), plus a list

of a minimum of ten sources, and 2) a podcast recording. **Part I due to WISE Monday, April 2 by 5pm; Part II due date varies based on recording availability of tech assistant.**

C. **Final Written Report (150 pts.)**

This 7-8 page-paper offers a polished piece of writing that remixes and builds on your previous two papers by incorporating peer and professor feedback. This final version should revise any necessary sections from your previous report, which was composed strategically for oral presentation, so that this culminating submission follows appropriate written essay form for a reading audience. Included in the page allotment, please prepare a 200-250-word report summary and a 1-2 sentence promo line to preview your story for radio and website audiences, as well as for the required Federal Communications Commission Issue Report. As with the previous submission, a minimum of ten sources are required and are not included in the page range above. This report will be posted to a La Chispa webpage on the CCM website, so your contributions will be publicly accessible. **Due to WISE on final class day in May.**

**Please consult WISE for additional assignment guidelines, including topic sign up, recording logistics, and grading criteria.

<p>At-a-glance Evergreen Story Due Dates</p> <p><u>Topic Proposal:</u> Monday, Feb. 12 by 5pm</p> <p><u>Podcast Research Written and Oral Report</u></p> <p>Part I: Monday, Apr. 2 by 5pm</p> <p>Part II: April or May (varies based on availability)</p> <p><u>Final Written Report:</u> Final class day (May 3 or 4); see last page of syllabus</p>
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After having received professor feedback on your first two essays, plan to submit a one-paragraph quick-write reflection to WISE, in which you detail goals for the next paper assignment. After all class members complete this brief exercise, essay scores will be released. This sequence of actions facilitates focusing on improving the quality of essay contributions, rather than focusing on grades.

In addition to professor feedback, class members will be assigned a partner for peer workshopping. This peer is different from the person with whom you'll be working with for the Seasonal Story (see below).

II. Seasonal Story (200 pts.)

This partner assignment generates a sustainability-related seasonal podcast—one that is likely event-based and less timeless than the evergreen story. You and a peer are to plan and complete a 25-minute interview with one or two guests for a pre-recorded radio segment that will air on a Wednesday morning, sometime between February and May 2018. If your group is struggling to determine a story focus and interviewee(s), consider Green Fund Grant awardees and projects (partial list on WISE).

A. **Preparation and Presentation Process**

1. Brainstorm potential interviewees.
2. Review key KMUZ documents, including guidelines, like no swearing on air.
3. Listen to podcast examples (see syllabus p. 6) to inform your approach.

4. Contact prospective guest(s) and alert them of your interest and times that studio is available to determine an interview time.
5. Prepare interview questions and meet with professor.
6. Send questions to guest(s) at least two business days in advance (copying the professor). A list of about 10-12 questions is an advisable number for the time allotted. Consider the segment's composite audience and the different values, perspectives, and experiences of listeners, as well as the role of ethics in your question composition.
7. Conduct the interview with your partner.
8. Immediately after recording, share the podcast link with the professor. Include a headline and an attention-getting, one-sentence description for the podcast.
9. Email your guest(s) with the show air date and send them KMUZ website URL once available.
10. Prepare and submit to the professor an Issue Report (yellow sheet) that includes who you interviewed and describes the interview content. (This document is required legally by the FCC.)
11. Compose a one-page reflection paper about this partner interview experience and submit to WISE.

B. Grading criteria:

1. Communication, preparation, and coordination with professor and podcast tech: 50 pts.
2. Quality of interview, including questions, and resonance with course: 125 pts.
3. Self-reflection essay: 25 pts.

****Please consult WISE for assignment sign-up procedures and guidelines. Due dates vary: Feb.-May.**

Autoethnographies (200 pts.)

Sea Change: Performances of Personal and Planetary Precarity

- A. Draw on course topics, terms, discussions, and personal experiences to craft a solo or duo **4-5-minute pre-recorded or live performance on Thursday, April 26 from 6-9pm in Ford Theater (room 122)**. Please mark your calendars! This culminating assignment asks you to grapple with the tensions of alienation and interconnection, loss and love, crisis and caring, and harms and hope that shape our present moment of global climate disruption, ecological emergencies, an extractivist economy and mindset, grave social inequities and injustices, and the inextricable entwinements of these realities. This assignment asks you to invite audience members to join you in imagining that #AnotherWorldIsPossible.
- B. For more on precarity, consult Pezzullo and de Onís, "Rhetorical Field Methods on a Precarious Planet" (WISE).
- C. These autoethnographies will be recorded, with your permission, and will be circulated on the CCM website's "La Chispa" section.

****Please consult WISE for additional assignment guidelines, including performance genre ideas, expectations for incorporating course content, and self-reflection instructions.**

Community Engagement: “To Change Everything, We Need Everyone.” (250 pts.)

To do well in a small-sized communication course, class members must be fully present, which includes completing reading assignments, contributing regularly, thoughtfully, and insightfully to in-class discussions (without professor prompting), engaging in careful peer editing, and participating in experiential learning.

- I. The Spark! (50 pts.): Partner with a peer and present an artifact, person, group, or advocacy campaign that resonates with the day’s reading. Plan for a 5-minute presentation (about 2.5 minutes for each group member) and **prepare a list of three quality discussion questions** to initiate class discussion and take a lead role in co-facilitating. (Submit to WISE.)
- II. Physical attendance in and outside of class, including for experiential-learning activities (50 pts.)
- III. Discussion participation, including class day question preparation (150 pts.)

**Please consult WISE for rubrics and additional guidelines.

= 1,000 total course pts.

Determine your final letter grade by adding your total points earned: 975+ = A+, 974-925 = A, 924-900 = A-, 899-875 = B+, 874-825 = B, 824-800 = B-, 799-775 = C+, 774-725 = C, 724-700 = C-, 699-675 = D+, 674-625 = D, 624-600 = D-, 599 and lower = F

Written Assignment Checklist

- Include your name, the date, a title, numbered pages, and 12-pt, Times New Roman (or similar) font.
- Cite all sources using MLA, Chicago, or APA style in the text of your paper. Choose one style and be consistent. Websites, films, news reports, and other media must be cited properly. Also, be sure to include a references page at the end of your paper.
- Double space.
- Upload to dropbox in the appropriate assignment folder by **5pm on the due date**. Students have their own individual folder. All assignments should be saved in a word document file (.doc, .docx, or .rtf). Before uploading the paper, please save the file as your last name and the paper assignment name (e.g., Aguilera_Final Paper). Feedback and grades will be returned digitally on WISE.

Extra Credit

*A maximum of 15 additional points may be earned throughout the semester. I prefer that your energies be invested in doing quality work on required assignments, rather than spreading yourself thin trying to do extra credit (unless you are excited about the additional opportunity for civic engagement and discourse analysis!). There are three extra credit assignments from which you may **choose one**. Please communicate with the professor if an option is of interest. Within **one week** of attending an event, write a one-page reflection describing how this experience resonates with our Media and the Environment conversations and course content and submit to the professor via email.*

- Attend the Naturaleza Ahora! board meeting on **Tuesday, 1/30 from 5:30-7pm** at the Heritage Center, across from campus. Ten class members are invited and are determined on a first-come, first-served basis. Once maximum volunteer numbers are reached, class members will need to find another extra credit opportunity.
- Attend the Naturaleza Ahora! board meeting on **Thursday, 4/19 from 5:30-7pm** at the Heritage Center, across from campus. Ten class members are invited and are determined on a first-come,

first-served basis. Once maximum volunteer numbers are reached, class members will need to find another extra credit opportunity.

- Attend visiting poet Willy Palomo's performance on **Tuesday, 3/20 from 4:30-6pm** in the UC Cat Cavern. Number of attendees unlimited.

COURSE SCHEDULE

The course schedule will change periodically to accommodate the dynamic and contingent nature of course topics, including Capitol experiential learning opportunities. We begin with foundational chapters for studying environmental communication and then spend the remainder of the course examining case studies. Intermixed assignments help us to examine values, beliefs, and attitudes by interpreting and generating a variety of texts.

Please complete the assigned reading(s) for each date **prior to attending class. You are accountable for all content, regardless of whether we discuss the material together. Please plan to have the assigned reading with you during class. In addition to any other annotations you make, for each reading assignment, list the three most important ideas from the text and pose two discussion questions. Be prepared to explain what arguments you find persuasive, which you do not, and why. We will use this information to inform our work together in class.*

Tuesday, Jan. 16: Welcome to CCM 260W Media and “the Environment”

Course and peer introductions, syllabus, La Chispa, and service-learning discussion; sign media release form.

Thursday, Jan. 18: Environmental Communication Foundations

Text: Pezzullo & Cox, Introduction and Chapter 1, “Defining Environmental Communication.”

Keywords: care discipline, constitutive, crisis discipline, environmental communication, pragmatic, public sphere, symbolic action

Due today: 1) complete the media release form and submit to WISE assignment drop box, 2) read syllabus carefully, and 3) sign up for a date with a peer for the Spark! and for Seasonal interview podcast.

Jan. 18-20: Race, Rhetoric, and Media Symposium at Willamette University

Tuesday, Jan. 23: US Environmental History and its Frames

Text 1: Pezzullo & Cox, Chapter 2, “Contested Meanings: A Brief History.”

Text 2: Pezzullo & Cox, Chapter 11, “Environmental Justice and Climate Justice Movements”

(selections).

Keywords: civil disobedience, climate justice, conservation, cruel irony, decorum, disparate impact, discourse, ecology, environmental justice, indecorous voice, just transition, latent exigence, preservation, public health, sustainability, toxic tours

***Guest visit: Naturaleza Ahora!’s Antonia Decker.*

Thursday, Jan. 25: Foregrounding the Symbolic in Environmental Rhetoric

Text: Pezzullo & Cox, Chapter 3, “Symbolic Constructions of the Environment.”

Keywords: apocalyptic rhetoric, critical and dominant discourses, exigency, jeremiad, naming, rhetoric, terministic screens, tropes

Revisit key concepts and history from previous class.

Tuesday, Jan. 30: Constituting Change

Text 1: Pezzullo and Cox, Chapter 9, “Advocacy Campaigns and Message Construction” (selections).

Text 2: Pezzullo & Cox, “Chapter 12. Public Participation in Environmental Decisions” (selections).

Keywords: advocacy campaign, attitude-behavior gap, critical rhetoric, goal, primary audience, secondary audience, strategy, tactics, environmental impact statement, environmental tort, FOIA, NEPA, right to comment, right to know, right of standing, SLAPP lawsuits, superfund sites, Toxic Release Inventory, transparency

***Guest visit: María Hernández Segoviano (OPAL) and Ana Molina (Beyond Toxics)*

Homework: Post public comments for OSHA pesticide exposures and LNG

Resources: <http://jordancovelng.com/>; <http://www.nolngexports.org/>;

<http://www.beyondtoxics.org/work/environmental-justice-2/osha-farmworker-safety-rules/>;

<http://www.opalpdx.org/>

***Extra-credit opportunity: Naturaleza Ahora! board meeting 5:30-7pm at Willamette Heritage Center.*

Thursday, Feb. 1: Environmental Communication Praxis

Text: Pezzullo & Cox, Chapter 4, “The Environment in/of Visual and Popular Culture.”

Keywords: affordances, condensation symbol, encoding and decoding, infographics, intermediation, life-cycle assessment, viral marketing, visual rhetoric, witnessing

In class: Discuss podcast assignments and research process introduction.

Feb. 3: Mid-Valley Food Summit

Feb. 5: Transit Equity National Day of Action (various Salem events)

Tuesday, Feb. 6: Reporting on “Green” Issues

Text: Pezzullo & Cox, Chapter 5, “Environmental Journalism.”

Keywords: agenda setting, cultivation analysis, gatekeeping, image events, narrative framing, news hole, newsworthiness, objectivity and balance, symbolic annihilation

***Guest visit: Melanie Zermer, KMUZ past president; discuss local, independent community radio, KMUZ history, plus Q and A.*

February 6-8: Sustainability conference in PDX <http://wohesc.org/program/>

Thursday, Feb. 8: “From the Fields, to the Ballot Box, to the Legislature”: The Case of PCUN

Text: Jimenez Sifuentez, *Of Forests and Fields: Mexican Labor in the Pacific Northwest* (Intro, Ch. 4, Ch. 5, Ch. 6, and Epilogue—everyone reads intro and epilogue, plus choose one chapter)

Keywords: environmental justice, farms, forests, labor, movement organizing, PCUN, pesticides

In-class listening: “Worldviews Wednesday” interview with PCUN’s and WU alum Jaime Arredondo.

<http://www.pcun.org/about-pcun/history-of-pcun/>.

****EVERGREEN TOPIC PROPOSAL DUE MON., FEB. 12 BY 5PM.****

Tuesday, Feb. 13: Screening Stories of Struggle

Class cancelled. Professor at ASU Eradicating Poverty through Energy Innovation workshop.

Independent film screening: *The Oregon Story: Agricultural Workers* (2001, 57 minutes):

http://americanarchive.org/catalog/cpb-aacip_153-655dvcgs

Thursday, Feb. 15: Building a “Green” Willamette University

Text: Pezzullo & Cox, Chapter 8, “Sustainability and the ‘Greening’ of Corporations and Campuses,”

Recommended: “History of Sustainability at WU”

Keywords: boycott, buycott, discourse of the free market, green consumerism, green marketing, greenwashing, image enhancement, LEED certification, material rhetoric, sustainability gap

****Meet in usual classroom.** Tour Ford Hall to look for LEED elements and watch “Willamette University Ford Hall” video: <https://www.youtube.com/watch?v=zEG3n4ggql0>.

In class: Peer and professor feedback on topic proposals.

Tuesday, Feb. 20: Fueling and Resisting Hypocrisy and Uncertainty Discourses

Text 1: Schneider, Peeples, Bsumek, & Schwarze, “The Hypocrite’s Trap,” in *Under Pressure*.

Text 2: Pezzullo & Cox, Chapter 6, “Scientists, Technology, and Environmental Controversies” (selections).

Keywords: campaigns, climate change denialism, corporate rhetoric, divestment, environmental skepticism, hypocrisy, merchants of doubt, paradox for conservation, precautionary principle, tactics, technocracy, trope of uncertainty, values

Case study: 2017 NY divestment

Share Evergreen and Seasonal Reports progress during class

Spark! Group One

Thursday, Feb. 22: Energy Justice and Energy Co-ops

Text 1: Sovacool & Dworkin, “Introduction,” in *Global Energy Justice: Problems, Principles, and Practices*.

Text 2: Salem Electric (introduction).

Recommended: Cozen et al., “Energy Communication: Theory and Praxis Towards a Sustainable Energy Future.”

Keywords: appeals, decarbonization, energy co-ops, energy justice, fuel/energy poverty, low-carbon economy, Salem Electric

****Guest visit: Salem Electric representative Tony Schacher.**

Tuesday, Feb. 27: Environmental Privilege and Prison Ecology

Text 1: Pellow & Park, *The Slums of Aspen: Immigrants Versus the Environment in America’s Eden* (Intro. and Conclusion).

Text 2: *Equal Justice Initiative’s Slavery to Mass Incarceration* (~6 min.)

Suggested: “Incarceration and the Environment” (*Jefferson Public Radio*, 25 min.)

Keywords: environmental injustice, environmental privilege, intersectionality, migrant labor, prison abolition, prison ecology, prison labor, sacrifice zones

****Guest Skype visit: Dr. David Pellow will discuss environmental privilege and the Prison Ecology Project; also discuss Oregon prisons and solar energy connection:**

<https://www.prisonlegalnews.org/news/2015/dec/30/one-largest-solar-power-companies-us-has-ties-prison-slave-labor/>

Thursday, Mar. 1: The Risky Task of Communicating Environmental Dangers

Text: Pezzullo & Cox, Chapter 7, “Human Health and Ecological Risk Communication.”

Keywords: acceptable risks, black swan events, cultural model of risk communication, cultural rationality, hazard, outrage, risk communication, risk society, technical model of risk communication

Mid-semester check-in and visit Capitol

Spark! Group Two

Tuesday, Mar. 6: The Politics of Eating Day I

Text: Halloran, *The Immigrant Kitchen* (Intro), then pick one: Halloran, Ch. 2 “Eating in Public” OR Retzinger, “Pizza as Praxis.”

Keywords: assimilation, acculturation, community, composing, diaspora, ethnicity, food, interconnection, local farms, praxis

****Guest tour and guide:** *Andre Uribe (Bon Appetit Executive Chef).*

****Guest visit:** *Michelle Hicks to discuss composting efforts on- and off-campus*

Additional discussion topics: WU Food Recovery Network (closed FB group), WU food pantry, and Covanta incinerator (<http://salemweeklynews.com/2017/12/covanta-marion-incinerator-pollutes-costs/>).

Thursday, Mar. 8: The Politics of Eating Day II

Text 1: Salem Harvest website: <http://www.salemharvest.org/index.php>

Text 2: Rogers, “Beasts, Burgers, and Hummers.”

Keywords: community, ecofeminism, environmentalism, intersectionality, masculinity, meat, produce, Salem Harvest

****Guest visit:** *Elise Bauman, executive director of Salem Harvest.*

Spark! Group Three

Tuesday, Mar. 13: On Contestation, Conflict, and Collaboration—and the Law

Text 1: Pezzullo & Cox, Chapter 13, “Environmental Conflict Management and Collaboration” (selections).

Keywords: capacity building, community-based collaboration, compromise, consensus, dissensus, groupthink, mediation, principles of successful collaboration, progress triangle, stakeholders

Text 2: Pezzullo & Cox, “Chapter 14, “Legal Arguments for the Standing of Citizens and Nature” (selections).

Text 3: <https://www.ourchildrenstrust.org/us/federal-lawsuit/>

Keywords: agency capture, citizen suits, deep ecology movement, intergenerational justice, land ethic, public trust doctrine, right of standing, seventh generation principle

Spark! Group Four

Thursday, Mar. 15: Public and Not-so-Public Media and Material Landscapes

Text: Pezzullo & Cox, Ch. 10: “Digital Media and Environmental Activism.”

Keywords: app-centric, clicktivism, content flood, gamification, hypermediacy, meme, National Park Service, net neutrality, online resistance, public will, sustainable self-representation

Case studies: 1) Facebook “like” competition with SI and La Chispa and 2) the National Park Service responds to President Trump.

Tuesday, Mar. 20: Living and Dying in the Anthropocene, or When Sci-Fi Becomes Reality

Text: Carson, *Silent Spring* (excerpts)

Keywords: Afrofuturism, Anthropocene, hubris, humility, paradox of control, sci-fi, *Silent Spring*

In-class viewing: *Pumzi* and Butler, [“Black Sci-Fi”](#)

Introduce Charting Consumption Assignment.

****Extra credit opportunity:** *Poet Willy Palomo’s performance: 4:30-6pm today in the UC Cat Cavern.*

Thursday, Mar. 22: Workshop Day

Bring materials for peer workshop and conference with professor; discuss Sea Change Performance final assignment.

SPRING BREAK 3/26-3/30: No class Tuesday, Mar. 27 and Thursday, Mar. 29.

****EVERGREEN PODCAST RESEARCH REPORT PART I DUE MON., APR. 2 BY 5PM.****

Tuesday, Apr. 3: Mobilizing Minimalist Movements

Text: <http://colinbeavan.com/search-no-impact/>; Safi, “The Disease of Being Busy,” plus skim comments section, <https://onbeing.org/blog/the-disease-of-being-busy/>.

Keywords: activism, attachment, being versus doing, cultures of busyness and overwork, downsizing, elitism, impure politics, tiny houses

In-class viewing: Trailer for “No Impact Man”: <https://www.youtube.com/watch?v=Z9Ctt7FGFB0>; trailer for “The Minimalists”: <https://www.youtube.com/watch?v=0Co1Iptd4p4>, and tiny house documentary

Discuss *Charting Consumption Assignment*

Spark! Group Five

Thursday, Apr. 5: Workshop Day

Conference with professor and peer workshoping. Schedule Evergreen Podcast Research Report Part II (oral recording).

Tuesday, April 10: Environmental Colonialism

Text: Atilés-Osoria, “Environmental Colonialism, Criminalization, and Resistance.”

Keywords: anti-colonialism, energy emergency discourse, environmental colonialism, environmental justice, Puerto Rico, repression

In-class discussion on art and activism: <http://agitarte.org/10actionsteps.html>

Spark! Group Six

Thursday, April 12: Rhetorical Colonialism

Text: Buescher & Ono, “Civilized Colonialism: *Pocahontas* as Neocolonial Rhetoric.”

Keywords: conquest, erasure, dispossession, feminism, film, genocide, Indigenous Environmental Network, naming, Native communities, (neo)colonialism

Spark! Group Seven

Tuesday, April 17: Oily Ti(m)es

Text: LeMenager, “Fossil, Fuel: A Manifesto for the Post-Oil Museum.”

Keywords: exhibits, extinction, fossil fuels, loss, museums, petroleum media, post-oil

Spark! Group Eight

Thursday, April 19: Critiquing Pro-Coal Discourse

Text 1: Peeples, Bsumek, Schwarze, & Schneider, “Industrial Apocalyptic.”

Keywords: burlesque frame, clean coal trope, comic frame, industrial apocalyptic, neoliberalism, progress, tragic frame

Spark! Group Nine (sec. 2 only)

***Extra credit opportunity: Thursday, April 19, 5:30-7pm Naturaleza Ahora! meeting at the Heritage Center.*

Tuesday, April 24: Bodies, Bikes, and Bearing it for a Cause

Text 1: Brett Lunceford, “Can You See Me Know, Driver? World Naked Bike Ride.”

Text 2: <https://pdxwnbr.org/>

Keywords: active transportation, automobility, bicycling, body rhetorics, car culture, embodiment, nudity, prefigurative politics, protest, visual metaphor

Thursday, April 26: Sea Change Performances 6-9pm in Ford Hall Theater (room 122).

Dress rehearsal in class; complete course evaluations.

***Submit all original materials to WISE "Assignments" section by 5pm today.*

This live event will be recorded, and your performances will be available on La Chispa's webpage.

Tuesday, May 1: College-wide Study Day. No class.

Final Class: Breaking Free and Forging New Futures

*Friday, May 4 (sec. 1: 8-9:30am): 7-10pm in usual classroom **OR***

Thursday, May 3 (sec. 2: 9:40-11:10am): 8-11am in usual classroom

****EVERGREEN FINAL WRITTEN REPORT DUE DIGITALLY BY FINAL START TIME.****

In class: Complete Sea Change Performance reflection in class and share Evergreen Report with class members.

HAVE A WONDERFUL SUMMER!