

Geography 500 -- Making Change: Social and Environmental Justice in Practice

Dr. Jennifer Brewer
Fall 2022 - Tues/Thurs 12:40-2:00 – Murkland 202

Syllabus as of July 21, 2022, subject to revision

-Course Objectives-

This course provides students with opportunities to link personal philosophies and professional action plans for social and/or environmental justice, thereby bridging understandings of both social justice and environmental conservation. It spans theoretical and practical perspectives by integrating seminar-style discussion with field experience. Readings therefore incorporate a mix of conceptual material, case studies, and applied exercises. Short written assignments include reading responses, field reports, and outlines and drafts designed to develop basic grantwriting skills. Students will complete a simple grant proposal, thereby acquiring skills that are useful in a range of careers, particularly in the non-profit and government sectors. Direct contacts with professional non-profit staff will help students consider related career options.

Upon completion of this course, students should:

- Identify strategies for social and environmental justice
- Understand why such strategies look different from inside and outside major social institutions
- Articulate relationships between particular cases and theoretical frameworks
- Demonstrate skills in grant proposal writing
- Consider related career opportunities

-Readings-

Main texts:

Kteleh, Tarek. 2021. *The Six Pillars of Advocacy: Embrace Your Cause and Transform Lives*. Tarek Kteleh.

Monbiot, George. 2017. *Out of the Wreckage: A New Politics for an Age of Crisis*. Brooklyn New York: Verso.

Used copies of these required texts are available inexpensively on Biblio.com (independent bookstores using independent internet platform) and abebooks.com (independent bookstores using Amazon-owned internet platform). They are also available through the campus bookstore.

Additional readings will be made available from most or all of the following:

Loeb, Paul. 2010. *Soul of a Citizen: Living with Conviction in Challenging Times*. New York: St. Martin's Press.

McAlevy, Jane. 2020. *A Collective Bargain: Unions, Organizing, and the Fight for Democracy*. New York: Ecco.

Miner, Jeremy and Lynn. Miner. 2013. *Proposal Planning and Writing*. 5th edition. Westport, Connecticut: Greenwood. (though you may decide you want a copy for yourself)

Solnit, Rebecca. 2009. *A Paradise Built in Hell: The Extraordinary Communities that Arise in Disaster*. New York: Penguin.

Red Nation. 2021. *The Red Deal: Indigenous Action to Save our Earth*. Common Notions.
Others TBD

Note: This course is designed to stimulate student discussion, especially in smaller groups. Students therefore have considerable flexibility to influence discussion topics and projects based on personal interests.

-Class Schedule –

For each class, you need to bring at least one question for class discussion, based on the day's assignment. Include these at the bottom of your assignment submission for each day.

Unit I – How Does Change Happen?

Our first unit introduces course expectations and timelines, discusses basic concepts of social and environmental justice, and introduces a few approaches to change making.

Class 1

- ✓ Introductions, ground rules, and first steps
- ✓ Video on finding your place (and how falling behind can get you ahead):
https://www.youtube.com/watch?v=BQ2_BwqcFsc (~20 min)

Class 2

- ✓ If you do not have the Mozilla Firefox web browser on all devices you use for this class (laptop, desktop, phone), download it. Using Firefox, find the Duck Duck Go search engine and bookmark it (or make it your home page). Use these for this class (instead of Chrome, Explorer browsers and instead of Google, Bing, or other search engines); you will have more personal control over your research process.
- ✓ Read excerpts from *Soul of a Citizen* <https://www.paulloeb.org/soul/> and Monbiot opinion <https://www.theguardian.com/commentisfree/2022/jul/18/heatwave-extreme-weather-uk-climate-crisis>
- ✓ Write a quarter page on the social and/or environmental issues of greatest interest to you and explain why. Write a quarter page of notes summarizing the reading. Write a quarter page of personal reaction, such as perhaps how/if you find the reading relevant to your life/goals and/or relating it to your issues of interest. (See below for formatting.)

Class 3

- ✓ Film: *Knock Down the House* <https://www.youtube.com/watch?v=YCSo2hZRcXk> (~1.5 hr)
- ✓ Write a quarter page of notes describing main events of the film and a quarter page on what does and doesn't appeal to you about the idea of running for public office.

Class 4

- ✓ Read *Six Pillars* through Ch 5 (pp. 1-63)

- ✓ Take notes, 3-5 points per chapter, each being 1-3 sentences. Also write a few sentences on one or two things in this reading that were new to you, surprised you, impressed you somehow, or that you find relevant to an issue of interest to you.

Class 5

- ✓ Read *Six Pillars* through Ch 6-9 (pp. 65-136)
- ✓ Take notes, 3-5 points per chapter, each being 1-3 sentences. Also write a few sentences on one or two things in this reading that were new to you, surprised you, impressed you somehow, or that you find relevant to an issue of interest to you.

Class 6

- ✓ Read *Six Pillars* Ch 10
- ✓ Write 3-5 points for each “pillar” describing how you would develop an advocacy campaign for an issue of interest to you. Frame this as a problem and a proposed solution. Note that you have the option of seeking action at the federal legislative or executive levels, at local or state government, a non-profit organization, business, university, or international organization.
- ✓ Write 1-3 points describing ways in which you can imagine these techniques might not accomplish your goals.

Class 7

- ✓ Read McAlevey Introduction & Ch 1 (pp. 1-41)
- ✓ Take notes, 3-5 points per chapter, each being 1-3 sentences.
- ✓ Write another 3-5 points on: How does this apply or not to jobs you have had? If you were to organize a union for one of those jobs, how would you go about it?

Class 8

- ✓ Read McAlevey Ch 7 (pp. 233-245)
- ✓ Write a half page on: How does McAlevey’s perspective differ from Kteleh’s? In what ways are they similar? In what ways do you agree or disagree with each of them?
- ✓ Begin thinking about the following interview assignment, due later in the semester:

Complete two interviews at least 20 minutes each, in person or by zoom.

One must be with someone you did not know prior to this course and who is not a student, faculty, or staff at UNH. You should be looking for someone who works for change more or less full time, so not a full time student. If you do it in person, you can approach it as a guided site visit rather than an interview if you want. Ask the person about how they make change, what works and what doesn’t work, organizations they work for/with, and anything else you find relevant to your own change interests.

One can be with an undergraduate college student. This can be someone you know or not. It can be someone at UNH or elsewhere. Ask the person about the social and/or environmental justice issues they are most interested in, how they think those issues might be productively addressed, and what role they can imagine for themselves in making the changes they would like to see.

I strongly suggest preparing lists of 8-12 questions to prompt your discussions (likely different ones for the two interviews), but you don't have to stick to them if the conversation is flowing along. You can certainly look at some of our prior readings for ideas. Feel free to contact people who are nearby or anywhere in world. For each interview, take at least a half page of notes to submit along with contact information (name, organization, location) and interview date. When you request the interview, you need to explain that you will be doing this, because it is a class assignment. You can do the interviews jointly with other class members if you wish, but you must each submit your own notes.

Feel free to bring questions about this process to class. Be prepared to share what you learned in class.

Class 9

- ✓ Videos and podcast on business and social entrepreneurship
<https://www.npr.org/2022/06/01/1101505691/short-term-profits-and-long-term-consequences-did-jack-welch-break-capitalism> on the CEO of General Electric (~half hr)
<https://www.youtube.com/watch?v=tlxZjnBEsaI&list=RDLVtK0HuPeT2U8&index=5> on b-corporations (~6 min)
<https://www.youtube.com/watch?v=OyBIFSQmKt4> on energy innovation Malaysia (~half hour)
- ✓ Write 3-5 summary points on each of the short videos and 5-10 points on the podcast. Write a quarter page of personal response, such as ideas that seem relevant to your issues of interest.
- ✓ Begin considering the grantwriting project assignment, described below

Class 10

- ✓ View five videos introducing the Foundation Directory at <https://fconline.foundationcenter.org/welcome/features> (~5 min each)
- ✓ Write 2-5 (short) summary points on each of the videos.
- ✓ Access the Foundation Directory Online database via UNH Library. (UNH pays for this subscription, so you will need to log on.) Search the Directory for appropriate (hypothetical) funders for the kind of project for which you intend to write your proposal. List 3 prospects that seem likely.

Class 11

- ✓ Read Monbiot Ch 1 A Story of Our Times & Ch 5 Belonging
- ✓ Write 5 or more summary points on each chapter plus a third of a page of personal response.

Class 12

- ✓ Videos on coalition-building:
https://www.youtube.com/watch?v=qsUIVk_2sM on climate & evangelism (~half hr)
https://www.youtube.com/watch?v=nbmt_WeNBck on energy independence (~5 min)
- ✓ Write 3-5 points on coalitions or alliances you can imagine developing to advance issues of interest to you, including likely challenges and how you would overcome them.

Class 13

- ✓ Read Monbiot Ch 6 on Our Economy

- ✓ Write 5 or more summary points plus a third of a page of personal response.

Class 14

- ✓ Read Monbiot Ch 7 on Framing the Economy
- ✓ Write 5 or more summary points plus a third of a page of personal response.

Class 15

- ✓ Read Monbiot Ch 8 on Our Politics
- ✓ Write 5 or more summary points plus a third of a page of personal response.

Unit II – Proposal Development and More Case Studies

In our second unit we develop project ideas for grantwriting and draft and revise proposals. Time permitting, we will also read case studies.

Class 16

- ✓ Read Miner Chapters 1, 3 & 4 on finding sponsors and planning proposals
- ✓ Write 2-3 main summary points per chapter.
- ✓ Write a quarter page summarizing your project proposal idea.

Class 17

- ✓ Read Miner Chapters 7 & 8 on problem statement, goals, objectives, outcomes
- ✓ Write 2-3 main summary points per chapter.
- ✓ For each of these proposal sections, write 1-4 points to start your proposal outline.

Class 18

- ✓ Read Miner and Miner Chapters 9, 10 & 11 on methods, evaluation, and dissemination
- ✓ Write 2-3 main summary points per chapter.
- ✓ For each of these proposal sections, write 1-4 points to start your proposal outline.

Class 19

- ✓ Read Miner and Miner Chapters 12 & 13 on budgets and sustainability
- ✓ Write 2-3 main summary points per chapter.
- ✓ For each of these proposal sections, write 1-4 points to start your proposal outline.

Class 20

- ✓ Skim Miner and Miner Chapters 14, & 15. Read Chapter 16.
- ✓ Write 3-4 ideas you got from the reading on writing and editing.
- ✓ Start drafting your full proposal.

Class 21

- ✓ Read Solnit Section III on Carnival and Revolution: Mexico City's Earthquake, pp. 135-180.
- ✓ Write 3-5 summary points on each of the three chapters.
- ✓ Full proposal draft due next class for peer-review.

Class 22

- ✓ Proposal in-class peer review

Class 23

- ✓ Proposal revision

Class 24

- ✓ Film on non-violence <https://www.nonviolent-conflict.org/force-powerful-english/> (~1.5 hr)
- ✓ Write a third of a page of personal reaction.

Class 25

- ✓ Read excerpts from *The Red Deal* and the 10 points at <https://therednation.org/10-point-program/>. Feel free to search online for information about any issues you are not familiar with.
- ✓ Find an organization or project that is addressing one or more of these issues and include the name and website.
- ✓ Write a third of a page of personal reaction.

Class 26

- ✓ Read <https://www.theguardian.com/world/2022/jan/04/next-us-civil-war-already-here-we-refuse-to-see-it>
- ✓ Write a third of a page of personal reaction.

Class 27

- ✓ Film on non-violence <https://www.nonviolent-conflict.org/force-powerful-english/> (~1.5 hr)
- ✓ Write a third of a page of personal reaction.

Class 28

TBD

Interview notes due Tuesday November 15

Final proposal due Tuesday December 6

-Class Policies-

My office hours and contacts:

I am often available to meet with students immediately following our class, if that happens to fit your schedule. I can also meet other times. It is always best to schedule an appointment, especially if your issue is time-sensitive. I may or may not be available on campus during the time period between our last class and final exams.

My e-mail is jennifer.brewer@unh.edu. Like many people, my inbox is often very full. I often answer within a few hours, but if you don't hear back within 48 hours, feel free to re-send.

My office is at 102B Huddleston Hall in the Geography suite, located on the east end of the building. You can find Huddleston on any campus map, near downtown, between Holloway Commons and a few dormitories.

Attendance:

In this class, as in most others, there is a clear correlation between attendance and grades. I may take attendance, conduct in-class assignments or pop quizzes, or verbally announce changes to the course schedule, assignments, or tests. If you miss any part of class, it is your responsibility to check with other students to find out what you missed, and ask to borrow notes. If you do not attend class, you should not expect a good grade, or expect me to make you aware of any changes in content or scheduling.

I rarely allow make-ups of missed tests, exams, or missed in-class or homework assignments, unless you have a letter from a UNH Dean, SAS, or SHARP. UNH club activities, conferences, job interviews, or field trips for other classes do not necessarily qualify for an excused absence, and I make no promises to arrange make-ups for brief illnesses. On the other hand, if you have a serious family or health emergency, I would hope to accommodate, whether short term or extending over some period of time, because I realize that such issues are sometimes more important than school -- so feel free to let me know of such issues as far in advance as feasible, and I will probably suggest you get a letter from the Dean.

Religious holidays are an exception. If I inadvertently schedule a test, in-class assignment, or due date on a holiday, or a test or due date on the day immediately following a holiday, please don't hesitate to point it out immediately so I can reschedule or make alternate arrangements.

I strongly recommend that in the first few days of class, you get to know a few people in class, and exchange contact information, in case you need to borrow notes, ask for missed information, or help each other to study. This may require talking to people you don't know, which may feel intimidating, but is among the skill set of most successful working professionals. On the other hand, if someone asks you for more than a couple days of notes, particularly if there seem to be no extenuating circumstances, you can certainly refuse.

Courtesy:

If you do not intend to participate fully and actively in your own learning, and help create a supportive learning atmosphere for other students, you do not belong in this class. To ensure a climate of learning for all, disruptive or inappropriate behavior may result in exclusion (removal) from this class. Arriving late or leaving early without suitable explanation and/or apology are rude and are unacceptable; such behavior can be distracting to the instructor and students. Congruent with campus policy, the following distracting activities are not appropriate during in this class and will not be tolerated: **sleeping, inappropriate talking/socializing, reading non-class materials, voice or text use of digital devices such as cell phones, music players, laptops, or other distractions.** It is my job to provide you with college level educational content, not to talk aloud to myself while you check messages or surf the internet. Old fashioned pen or pencil and paper are less distracting to yourself, to me, and to others. For these reasons, I do **not allow use of laptops** or other electronic devices during class, not even silently for note taking -- **unless you sign a release** that commits to sitting in the front row and using it only for taking notes. That release is available online if you wish to sign it and e-mail it to me. Research shows that the presence of a smart phone inhibits learning, even if you are not using it (Ward et al. 2017). Any of your neighbors may be easily distracted as well. It is only fair that you **keep your phones out of sight with all sound and vibration functions off.** If you do not comply, I may tell you to leave class. In the rare event that you need to keep your phone on for some emergency purpose (such as an urgent family health matter), let me know and we can agree that

you put it in silent mode. Similarly, if you are wearing a communication device on your wrist for non-medical purposes, I may tell you to store it out of sight.

I do not allow audio or video recording or taking pictures of class without the permission of everyone in the room, including me. Violating this policy is immediate grounds for course failure. My tolerance for non-compliance is extremely low.

To insure a climate of learning for all, disruptive or inappropriate behavior (repeated outbursts, disrespect for the ideas of others, etc.) may result in exclusion (removal) from this class. As a reminder, use of a cell phone or other device, including text messaging, is not permitted in this class by Faculty Senate rule unless by instructor permission.

Writing assignments:

Unless otherwise specified, writing assignments should be single spaced with 1” margins, in 12 point Times font. At the top, each should include your first and last name, due date, and a few words indicating which assignment it is. White space should not be excessive (such as lots of lines between bulleted points.) These are due on MyCourses prior to the beginning of class, and in hard copy when collected in class. I realize this is awkward, but you want to be able to refer to your hard copies in class. They are also easier on my eyes and serve as an attendance record. Online submissions provide a backup and can be submitted through the online plagiarism detector.

Per above, each student will write a proposal outline, draft, and revisions, and participate in peer-review. Although you are welcome to talk about various possible proposal ideas and strategies with peers and colleagues, your proposal idea and writing need to be your own. Your proposal should reflect the general spirit of the hosting organization, but can either expand on existing programs or envision new ones.

Grading:

Final grades will be calculated as follows:

- ✓ In-class participation - 25%
This means active participation, not just passive attendance. This includes both daily discussion and any more formal presentations. You should be speaking up at least a couple times in each class period of substantive discussion. (Recognizing that any lectures are less interactive.) Your participation should demonstrate respectful engagement with the readings, and with comments from other students and the instructor. It should not become overbearing or inhibit others from speaking. If you are a quieter student, you need to find ways to speak up. If you are a more talkative student, you need to allow speaking opportunities for quieter students.
- ✓ Short written assignments - 45%
- ✓ Interviews – 5%
- ✓ Proposal draft – 5%
- ✓ Proposal peer reviews – 5%
- ✓ Final proposal – 15%
- ✓ I reserve the right to schedule unannounced in-class activities or exercises that may count toward participation or weekly written assignments.

I reserve the right to curve grading scales up, but not down. **If** there is no curve, the standard grade distribution is as follows.

93 and up	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	F

Late submissions:

This is a seminar class, which requires class discussion, so all students need to do the assigned readings/writings **on time**. I therefore have a relatively strict policy on late submissions. Papers submitted after class on the due date may be penalized 2/3 of a letter grade (such as A- to B). Papers submitted within 24 hours of the due date may be penalized a full letter grade. Papers submitted after that may be penalized two letter grades. I may refuse to accept papers more than a week late, especially if I have already graded other students' assignments. Students coming to class on the day an assignment is due, but not having the assignment in hand, may accrue additional penalties for their assignment and participation grades, such as if they are unable to participate in related discussion or peer-review.

Investing in your own learning:

If you aren't quite getting the grades you'd like, you are not alone! Many of us struggle at some point with test anxiety, note taking, organizing our time/thoughts/priorities, or just feeling overwhelmed. Do not hesitate to ask for help at the UNH Center for Academic Resources www.cfar.unh.edu. They offer free academic support via one-on-one mentoring, small group workshops and resources for subject area tutoring.

If you encounter words in lecture or reading that you don't understand, I strongly suggest that you jot them down to look up later. Building your vocabulary is a lifelong skill and asset.

Similarly, *everyone* can improve his or her writing with help from a skilled editor. The Writing Center in Dimond Library, accepts walk-ins or appointments, and can be reached at (603) 862-3272 writing.center@unh.edu. The website offers lots of great resources, including handouts and links <http://www.unh.edu/writing/cwc/>. You can also get help remotely via <http://owl.unh.edu> but in-person is better.

Note taking:

Taking notes is a basic skill for life and learning. Research shows that taking notes by hand instead of electronically improves learning outcomes. The following website has some tips for notetaking, but most people find they have to develop their own individualized approach and style: http://education.exeter.ac.uk/dll/studyskills/note_taking_skills.htm

Course website:

I use Canvas MyCourses to post additional readings, assignments, and grades, and to collect out-of-class assignments. If you encounter difficulties with the website, it is best to contact IT help <https://itsupport.unh.edu/> (though they are not necessarily available evenings or weekends). There are also online website help resources at <https://www.unh.edu/it/kb/>. These folks are more familiar than I with the intricacies and glitches of the software, and may be more immediately available.

Academic integrity:

Please note the University has no tolerance for students who break the University Academic Honesty Policy. Please see the Students Rights, Rules, and Responsibilities Handbook for full description.

Violation of this policy **may result in course failure**. The policy applies to all assignments, including any extra credit options. I take these issues seriously and will take action when warranted. Students who have cheated, plagiarized, lied, or misrepresented the truth in my classes later wished they hadn't.

You may find this college tutorial on plagiarism to be helpful: <http://Cola.unh.edu/plagiarism-tutorial-0>. If you have ANY questions about whether something constitutes an academic integrity violation, ASK. I view such issues through the lens of fairness and respect, considering the considerable effort put forth by most students and instructors. If you violate this policy, you lower the value of all our academic diplomas, of this university as a commons for social learning, and the larger civic merit of higher education. That is a long term social cost, not just an individual ethical breach.

Equity and accessibility:

According to the Americans with Disabilities Act, each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall. Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations. For more information refer to www.unh.edu/studentaccessibility or contact SAS at 603.862.2607, 711 (Relay NH) or sas.office@unh.edu.

Students in this class are expected to conform with university policies on discrimination and harassment <http://unh.edu/vpsas/handbook/affirmative-action-and-equity-policies>

Personal issues:

Your academic success in this course is very important to me. If, during the semester, you find emotional or mental health issues are affecting that success, please contact the University's Counseling Center (3rd floor Smith Hall: 603-862-2090/TTY:7-1-1) which provides counseling appointments and other mental health services. Most people encounter some kind of mental health issue over the course of our lives, particularly during college or other periods of

transition. Your tuition and fees already pay for campus counseling resources, so please don't hesitate to contact them for any reason, even just for help managing your time or the inevitable stress of school. You can also contact them if you are concerned about another student. Additionally, Sexual Harassment and Rape Prevention Program (SHARPP) provides free and confidential advocacy and direct services to survivors <https://www.unh.edu/sharpp>.

Unforeseen emergencies:

If some unforeseen emergency conflicts with our class meeting or exams, such as a weather event or public health or safety issue, you can expect general information to be provided by the university. In such an event, you may also receive an e-mail from me with follow-up information about any necessary rescheduling, so you'll want to be attentive for any such e-mail communications.

Work cited

Ward, A. F., K. Duke, A. Gneezy, and M. W. Bos. 2017. Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity. *Journal of the Association for Consumer Research* 2 (2):140-154.