

## CCM 260SW: Media and the Environment

*Special Topic: Communicating Water, Its Significance, and For Whom*  
Fall 2018

**Professor:** Catalina M. de Onís, PhD

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**Class location & schedule:** Ford Hall 224, Tues. & Thurs.: 9:40-11:10am (sec. 1)/2:30-4pm (sec. 2)

**Office hours:** Mon. 12-2pm, Wed. 9-11am, & by appt. in Ford 315; 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 “the environment” signifies and the stakes for engaging in sustainable practices often are ambiguous, contested, and uneven. CCM 260SW invites class members to study, document, and intervene in various environmental discourses in discussions, readings, written assignments, and community activities, to apply course concepts and to 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 260SW 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 260SW 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 experiences. This class composition will make our exchanges challenging, lively, and shaped by multiple perspectives that do not always align and agree. Media and the Environment is first and foremost a communication course.

### 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](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](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-Centered (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 and class discussion participation and co-facilitation 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, who 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) course 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 25 points from their community engagement contributions for each additional absence. The professor does not distinguish between excused and unexcused absences, so please consider absences wisely.

Come Prepared to Class: Prepare for frequent writing, discussion, and peer-editing exercises. 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 can show 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: Media and the Environment carries a service-learning component, thus the added "S" in "CCM 260SW." Please consult details in the "Assignments and Grading" section.

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; 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.

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. 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: The Writing Center accepts appointments online, which can be accessed by joining the Writing Center's WISE site and consulting the website: <http://willamette.edu/offices/wcenter/>. Individual or group tutoring also is available in a variety of subjects at the CLA Academic Support Hub, which is directed by Kelvin Clark. Call 503-370-6505, e-mail [academicsupport@willamette.edu](mailto:academicsupport@willamette.edu), or stop by 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/](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 require learning accommodations, *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](mailto:disb-info@willamette.edu)) for learning accommodations.

Sexual Misconduct and Mandatory Reporting: As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the entire campus. I am required to report any instances of sexual harassment, sexual violence, and/or other forms of prohibited discrimination to Willamette's Title IX Coordinator, Dr. Jade Aguilar. If class members would rather share information about sexual harassment, sexual violence, or discrimination to a confidential employee who does not have this reporting responsibility, please contact our confidential advocate at [confidential-advocate@willamette.edu](mailto:confidential-advocate@willamette.edu). You also may contact WUTalk, a 24-hour telephone crisis counseling support line at 503-375-5353. The Campus Safety number is: 503-370-6911.

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 daily newspaper), *The Salem Weekly*, *The Collegian* (WU's campus newspaper), *CCTV* (Salem's local TV station), 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/>
- La Chispa/The Salem Spark: <http://willamette.edu/cla/ccm/la-chispa/index.html>
- City of Salem YouTube Channel: <https://www.youtube.com/channel/UCoFd-GCEenK6yZ6rcFJYcZA>
- Coalition of Communities of Color: <http://www.coalitioncommunitiescolor.org/>
- Columbia River Keeper: <https://www.columbiariverkeeper.org/about-us>
- Environmental Health News: <http://www.ehn.org/>
- Green Acres Farm Sanctuary: <http://greenacresfarmsanctuary.org/>
- Grist: <http://grist.org/>
- Honor the Earth: <http://www.honorearth.org/>
- Idle No More: <http://www.idlenomore.ca/>
- Indigenous Environmental Network: <http://www.ienearth.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/>
- Oregon League of Conservation Voters: <http://www.olecv.org/>
- Oregon Just Transition Alliance: <http://www.opalpdx.org/oregon-just-transition-alliance/>
- Pineros y Campesinos Unidos del Noroeste: <https://pcun.org/>
- Salem Harvest: <http://www.salemharvest.org/index.php>
- Tribal Climate Change Project: <https://tribalclimate.uoregon.edu/tribal-profiles/>
- WU's Sustainability Institute: <http://willamette.edu/about/sustainability/>

Live Well: 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

The **Writing Water** assignment contains four parts (outlined below). Class members complete the different components individually, although we will engage in peer review exercises and conferencing with the professor. La Chispa research assistants Diana Marquez Guerrero and Karen Espinoza have compiled [an archive](#) of water materials detailing Salem's water advisory in summer 2018 in response to cyanotoxins in the water supply. This resource will be foundational for engaging this water communication assignment.

- I. *Topic Proposal* (150 pts.): This **2-3-page paper** should make an argument about a rhetorical problem/concern constituting Salem’s water advisory and various responses. Please **bold, define, and apply at least three key course concepts** from class readings and discussions to establish the significance of your selected problem/concern. Also, please **pose 2-3 interview questions** that you would like to ask Salem community members about their summer experiences and explain why you have selected these questions in relation to your argument and key terms and our course’s water archive. In addition to citing the textbook, please also **include at least one academic journal article or book** (not assigned in the course) to inform your proposal. Clearly and thoughtfully situate all sources in the essay, so they are fully explained and integrated, making it clear to the reader that these materials help to support your argument and observations. *Due: Tuesday, Sept. 11 by 5pm on WISE.*
- II. *Recording Experiences* (150 pts.): This portion of the assignment asks you to compose a brief interview guide and to then interview two Salem community members. Please plan to select two individuals who are NOT affiliated with Willamette University. In addition to having interviewees complete the interview guide, please also compose a one-page, double-spaced self-reflection about your experiences conducting the interviews, including what you learned and what was challenging and/or surprising. Point structure:
- Interview guide (25 pts.)
  - Scanned records of interviews I and II (50 pts. each)
  - Self-reflection (25 pts.)
- Due: Sunday, Sept. 30 by 5pm to WISE.*
- III. *Interview Critique Midterm* (250 pts.): This **4-5-page paper** should craft an argument that engages the similarities and differences between interviewee responses, using these materials as textual evidence. The paper should 1) *analyze* the language used in the responses and 2) *make a judgment* about the implications (i.e. the so what?) of these responses, emphasizing the rhetorical significance. Please **include and bold at least four course key words and two non-course peer-reviewed scholarly articles or books**. Clearly and thoughtfully situate all sources in the essay, so they are fully explained and integrated, making it clear to the reader that these materials help to support your argument and observations. *Due: Thursday, Oct. 25 by 5pm to WISE.*
- IV. *Conference Writing for (a) Change* (250 pts.) This **7-8 page-paper** remixes and builds on the topic proposal and interview critique essay by composing a mini-conference paper. The essay, which includes an abstract, should **draw on a minimum of three peer-reviewed scholarly articles or books** not assigned in class and **include at least five bolded course key words, clearly defined and applied**. Class members may choose one of the following audiences for this paper and should clearly note this selection under the essay’s heading:
- Conference on Communication and the Environment (theme: “Waterlines: Confluence and Hope through Environmental Communication”): June 17-21, 2019 in Vancouver, BC. Abstracts due Nov. 15.
  - Ethnic Studies Conference: April 12, 2018 in Eugene at the U of O. More details TBA.
  - Society for Personality and Social Psychology’s Sustainability Psychology Preconference: February 7, 2019 in Portland. Abstracts due Oct. 31.
  - Western States Communication Association Conference (theme: “Advocating with Evidence”): February 23-25, 2019 in Seattle, WA. Full papers due Dec. 1, 2018.

- e. Northwest Communication Association Conference (theme: “The Stories We Share”): April 11-13, 2019 in Coeur d’Alene, ID. Call for proposals TBA.

**Due: Tues., Dec. 11 by 8am (sec. 1)/ Wed., Dec. 12 by 2pm (sec. 2) to WISE.**

**At-a-glance “Writing Water” Assignment Due Dates (submit all assignments to WISE)**

- |      |   |
|------|---|
| I.   | <u>Topic Proposal</u> : Tuesday, Sept. 11 by 5pm  |
| II.  | <u>Recording Experiences</u> : Sunday, Sept. 30 by 5pm  |
| III. | <u>Interview Critique Midterm</u> : Thursday, Oct. 25 by 5pm                                  |
| IV.  | <u>Conference Writing for (a) Change</u> : Tues., Dec. 11 by 8am (1)/Wed., Dec. 12 by 2pm (2) |

*For the first two major essays (Part I and Part III), after receiving professor feedback, plan to submit a one-paragraph Quick-Write reflection to WISE, detailing goals for the next paper assignment. After all class members complete this brief exercise, essay scores will be released. This sequence of actions encourages focusing on improving the quality of essay contributions, rather than on grades.*

**\*\*Please consult WISE for additional assignment guidelines and grading criteria.**

**Community Engagement: “To Change Everything, We Need Everyone.” (200 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) and co-facilitations, engaging in careful peer editing, and participating in experiential learning. If it appears that some class members are not completing reading assignments, some points in this section will be dedicated to pop quizzes. **\*\*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 the appropriate assignment folder by **the due date and time**. 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 via 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 discourse analysis!). Within **three days** of attending one of the events listed below, write a one-page, double-spaced reflection describing how this experience resonates with our*

College Colloquium course content and submit to the professor via email ([cdeonis@willamette.edu](mailto:cdeonis@willamette.edu)) with the subject line "CC Extra Credit Submission."

- Dolores film screening and discussion: Thurs., Sept. 20 at 7pm in Cat Cavern (UC2).
- LeRonn Brooks: Sat., Sept. 29 at 5pm in Paulus Lecture Hall (School of Law).
- Winona LaDuke: Mon., Oct. 22 (location and time TBA).
- Hung Liu public lecture: Thurs., Nov. 1 at 7:30pm in Paulus Lecture Hall (School of Law).
- Laura Pulido public lecture: Tues., Nov. 6 at 4:30pm in Ford Hall's theater.
- Megan Ybarra public lecture: Thurs., Nov. 15 (location and time TBA).
- Alison Saar public lecture: Thurs., Nov. 15 at 7:30pm in Paulus Lecture Hall (School of Law).

Alternative experiences:

- Attend two-day social justice zine workshop with visiting artist Sabina Haque, Oct. 19-20.
- Review the City of Salem's website, specifically its posting of cyanobacteria and water quality information, and compose a list of communication recommendations to be submitted to officials.
- Conduct and record an interview regarding Salem's water situation in Ford 320.

## COURSE SCHEDULE

The course schedule will change periodically to accommodate the dynamic and contingent nature of course topics and experiential and service learning. 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/comments. Be prepared to explain what arguments you find persuasive, which you do not, and why. We will use this information to inform our conversations.*

### **Tuesday, Aug. 28: Welcome to CCM 260SW Media and the Environment**

Course and class member introductions and syllabus and service-learning discussion.

### **Thursday, Aug. 30: Environmental Communication Foundations**

**Texts:** Pezzullo & Cox, Introduction and Chapter 1, "Defining Environmental Communication" and syllabus.

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

*Introduce "Writing Water" Assignment and Part I: Topic Proposal.*

### **Tuesday, Sept. 4: Framing US Environmental Histories**

**Texts:** Pezzullo & Cox, Chapter 2, "Contested Meanings: A Brief History"; Pezzullo & Cox, Chapter 11, "Environmental Justice and Climate Justice Movements" (selections).

**Keywords:** antagonisms, climate justice, conservation, cruel irony, decorum, disparate impact, discourse, ecology, environmental justice, indecorous voices, just transition, latent exigence, preservation, pristine myth trope, public health, sustainability, toxic tours

*In-class viewing: "Rise for the Climate" [video](#).*



**Thursday, Sept. 6: Foregrounding the Symbolic in Environmental Rhetoric**

**Texts:** Pezzullo & Cox, Chapter 3, “Symbolic Constructions of the Environment”; Worldviews Wednesday, “Local Water Concerns Inspire Willamette Univ. Research Projects,; <http://willamette.edu/news/bearcat-bulletin/2018/07-23/wu-bio-prof-and-students-featured-on-kmuz-radio.html>

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

*Student cyanobacteria researchers visit class.*

*“Rise for the Climate” event in Portland: Saturday, Sept. 8.*

**Tuesday, Sept. 11: Archiving Water**

**Text:** None. Continue preparing topic proposal and bring materials for workshop.

**Keywords:** academic research, archives, collections, politics of documentation

**\*\*Topic Proposal (Part I) due today/Tuesday, Sept. 11 to WISE by 5pm.\*\***

**Thursday, Sept. 13: “From the Fields, to the Ballot Box, to the Legislature”: The Case of PCUN**

**Text:** Sifuentez, *Of Forests and Fields: Mexican Labor in the Pacific Northwest*, “Introduction” and Ch. 4: “Whip that Hoedad in the Ground” (Chapters 5 and 6 optional).

**Keywords:** agriculture, environmental justice, forestry, legal status, migrant labor, PCUN, sanctuary law  
*Jue Zhao (PhD, PE), City of Salem Wastewater Treatment Division Manager visits (9:40-10:10am/2:30-3pm).*

**Tuesday, Sept. 18: Troubling Environmental Privilege**

**Text:** Park & Pellow, *The Slums of Aspen: Immigrants Versus the Environment in America’s Eden*, “Introduction” and “Conclusion.”

**Keywords:** environmental injustice, environmental privilege, green capitalism, migrant labor

*In-class viewing: “Immigrants, We Get the Job Done” music video.*

**Thursday, Sept. 20: Constructing Material and Metaphoric Borders**

**Texts:** Ono, “Borders that Travel” OR Chávez, “Border Interventions: The Need to Change from a Rhetoric of Security to a Rhetoric of Militarization”; everyone reviews <http://www.oregonir.org/> and view *The Oregon Story: Agricultural Workers* (2001, 57 minutes): [http://americanarchive.org/catalog/cpb-aacip\\_153-655dvcgs](http://americanarchive.org/catalog/cpb-aacip_153-655dvcgs);

“In a Warming World, the Fight for Water Can Push Nations Apart or Bring Them together,”

[https://qz.com/1353831/in-a-warming-world-the-fight-for-water-can-push-nations-apart-or-bring-them-together/?utm\\_source=EHN&utm\\_campaign=5e1afbc771-Science\\_saturday&utm\\_medium=email&utm\\_term=0\\_8573f35474-5e1afbc771-99469545](https://qz.com/1353831/in-a-warming-world-the-fight-for-water-can-push-nations-apart-or-bring-them-together/?utm_source=EHN&utm_campaign=5e1afbc771-Science_saturday&utm_medium=email&utm_term=0_8573f35474-5e1afbc771-99469545).

**Keywords:** bodies, borders, contamination trope, framing, Measure 105, metaphor, militarization, Oregonians for Immigration Reform (OFIR), security

*In-class discussion: <https://orunited.org/>.*

*Dolores film screening at 7pm in Cat Cavern tonight, Sept. 20 (extra credit).*

*Open Streets: Sat. Sept. 22, 11-3*

## **Tuesday, Sept. 25: 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

*CCTV visit with WU student Denise Diaz.*

## **Thursday, Sept. 27: Water Workshop**

**Text:** No reading. Conduct interviews, compose self-reflection, and debrief with peer.

**\*\*“Recording Experiences” (Part II) due Sunday, Sept. 30 to WISE by 5pm.\*\***

## **Tuesday, Oct. 2: Fueling and Resisting Uncertainty Discourses: Salem as Case Study**

**Text:** Pezzullo & Cox, Chapter 6, “Scientists, Technology, and Environmental Controversies.”

**Keywords:** climate change denialism, environmental skepticism, merchants of doubt, precautionary principle, technocracy, trope of uncertainty, values

*Rhetorical analysis and evaluation practice.*

## **Thursday, Oct. 4: The Risky Task of Communicating Environmental Dangers: Salem as Case Study**

**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

*Rhetorical analysis and evaluation practice.*

*Indigenous Peoples’ Week: Oct. 8-12.*

## **Tuesday, Oct. 9: Writing and Painting Survival**

**Texts:** Anzaldúa, “Speaking in Tongues: A Letter to Third-World Women Writers”; Hernández, “How Much It Hurts, Borinquen: A Poem and Art for Puerto Rico in the Midst of its Tragedy”; “You Will Rise Again: A Second Poem and Art for Puerto Rico in the Midst of its Tragedy.” Recommended: “Blackout” and “Battle for Paradise” (both films available for free online).

**Keywords:** art, healing, hope, landscapes, resistance, transgression, writing

-Local artist and retired professor Nitza Hernández presents and discusses her work; class members complete individual writing reflection about water.

## **Thursday, Oct. 11: Media and Material Landscapes**

**Texts:** Pezzullo & Cox, Chapter 4, “The Environment in/of Visual and Popular Culture”; Pezzullo & Cox, Ch. 10: “Digital Media and Environmental Activism.”

**Keywords:** affordances, app-centric, clicktivism, condensation symbol, content flood, encoding and decoding, gamification, hypermediacy, infographics, intermediation, life-cycle assessment, meme, public will, viral marketing, visual rhetoric, witnessing

*Play spoken word pieces, including Prince Ea’s performance.*

## **Tuesday, Oct. 16: Commenting on the Water-Energy Nexus**

**Text:** Pezzullo & Cox, “Chapter 12, Public Participation in Environmental Decisions.”

**Keywords:** attitude-behavior gap, environmental impact statement, FOIA, NEPA, right to comment, right to know, right of standing, SLAPP lawsuits, Toxic Release Inventory, transparency

Resources: <http://jordancovelng.com/>; <http://www.nolngexports.org/>; <https://earthjustice.org/features/what-you-need-to-know-about-the-world-s-largest-gas-to-methanol-facility>

#### **Thursday, Oct. 18: Historicizing Water at the Willamette Heritage Center**

**Text:** *Willamette Valley Voices: Connecting Generations*, selected sections.

**Keywords:** histories, industry, politics of memory, power, technology, water

*Meet in classroom and walk to Heritage Center. Arrive by 9:50am/2:40pm. Participate in 30-min. guided tour to the PGE building (all about water power); also experience the turbine, Mill Creek and the Millrace, the crown gears, the Mentzer Machine shop, and the scouring train (run by water power). The docent will then lead us into the main mill building up to the second floor to view the drive belt, which powered the looms. Conclude by visiting the “[Color Gone Wild](#)” exhibit and chat with Straub Environmental Center’s Antonia Decker in the Eco Hub about her water experiences and impacts on summer youth outdoor programming.*

*Enjoy Fall Break: Friday-Sunday, Oct. 19-21!*

#### **Tuesday, Oct. 23: Confronting Cultures of (Over)work and Controlling Labor**

**Text:** Safi, “The Disease of Being Busy,” plus skim comments section, <https://onbeing.org/blog/the-disease-of-being-busy/>.

**Texts:** Neuman, “Missouri Blocks Right-to-Work Law,” <https://www.npr.org/2018/08/08/636568530/missouri-blocks-right-to-work-law>; *The National Law Review*, “Top Five Labor Law Developments for June 2018,” <https://www.natlawreview.com/article/top-five-labor-law-developments-june-2018>; *Democracy Now!*, “\$1 An Hour to Fight Largest Fire in CA History: Are Prison Firefighting Programs Slave Labor?,” [https://www.democracynow.org/2018/8/9/1\\_an\\_hour\\_to\\_fight\\_largest](https://www.democracynow.org/2018/8/9/1_an_hour_to_fight_largest) and “Activists Nationwide Aim to Disrupt Geo Group,” [https://www.democracynow.org/2018/8/7/activists\\_nationwide\\_aim\\_to\\_disrupt\\_geo](https://www.democracynow.org/2018/8/7/activists_nationwide_aim_to_disrupt_geo)

**Keywords:** being versus doing, cultures of busyness and (over)work, *Janis* case, labor rights, prison ecology, privilege, right to work, “slave labor” discourse

*In-class debate.*

#### **Thursday, Oct. 25: Commodifying Water and Creating Advocacy Campaigns**

**Text:** Read brief “Advocacy Campaigns and Message Construction” hand out and bring to class.

**Keywords:** advocacy campaign, attitude-behavior gap, critical rhetoric, goal, primary audience, secondary audience, strategy, tactics

*Meet in classroom and walk to Safeway (two blocks away). Complete water-related scavenger hunt (and pink ribbons); food for all at end!*

**\*\*“Interview Critique Midterm” (Part III) due Thursday, Oct. 25 to WISE by 5pm.\*\***

#### **Tuesday, Oct. 30: The Politics of Eating (and Water)**

**Text:** Halloran, *The Immigrant Kitchen*, “Introduction”; bring a meaningful recipe to share.

**Keywords:** assimilation, community, diaspora, ethnicity, food, identity, interconnection, local farms

*Guest tour and guide: Andre Uribe (Bon Appetit Executive Chef). Additional discussion topics: WU Food Recovery Network (closed FB group) and Bearcat Pantry.*

**Thursday, Nov. 1: Building a “Green” Willamette University**

**Text:** Pezzullo & Cox, Chapter 8, “Sustainability and the ‘Greening’ of Corporations and Campuses” (selections) and “History of Willamette,” read all historical periods, <http://willamette.edu/about/history/index.html>.

**Keywords:** alternative histories, boycott, built environment, buycott, de/colonization, discourse of the free market, green consumerism, green marketing, greenwashing, image enhancement, LEED certification, material rhetoric, place, sustainability gap

*Tour Ford Hall and watch “Willamette University Ford Hall” [video](#).*

**Tuesday, Nov. 6: Researching Environmental Racism**

**Text:** Pulido, “Flint, Environmental Racism, and Racial Capitalism”; recommended: Lloréns and Santiago, “Traveling on Coal’s Death Routh,” <http://www.latinorebels.com/2018/08/14/coaldeathroute/>.

**Keywords:** emergency management, environmental racism, Flint, racial capitalism, water

*In-class viewing and discussion:* <https://storyofstuff.org/movies/tale-of-two-cities/>

*Election Day*

**Thursday, Nov. 8: “Landscapes of Power”**

**Texts:** Powell, *Landscapes of Power*, “Prologue,” “Introduction,” and “Epilogue.”

**Keywords:** decolonization, (energy) sovereignty, First Nations, fossil fuels, heuristics, Indigenous Peoples, landscapes of power, naming, violence

**Tuesday, Nov. 13: Critiquing Rhetorical Colonialism**

**Text:** Buescher & Ono, “Civilized Colonialism: *Pocahontas* as Neocolonial Rhetoric.” Recommended: “*Decolonization is not a Metaphor.*”

**Keywords:** conquest, dispossession, erasure, extractivism, feminism, film, genocide, naming, (neo)colonialism

**Thursday, Nov. 15: Conserving for Whom?**

**Text:** Ybarra, *Green Wars: Conservation and Decolonization in the Maya Forest* (read intro. footnotes, too). Recommended: Shiva, *Water Wars* quotations.

**Keywords:** conservation, de/colonization, field methods, indigeneity, researcher positionality, war metaphor  
*Rough draft of conference paper outline due in class (material form) and before class to WISE (digital form).*

*Break: November 19-23, 2018*

**Tuesday, Nov. 27: Exhibiting Social Justice**

**Text:** Clary-Lemon, “Museums as Material,” <http://enculturation.net/museums-as-material>.

**Keywords:** curation, exhibits, material rhetoric, museums, rhetorical accretion

*Walk to and visit Hallie Ford Museum’s “Witness: Themes of Social Justice in Contemporary Printmaking and Photography” and permanent exhibit “Ancestral Dialogues: Conversations in Native American Art.”*

**Thursday, Nov. 29: “High Wattage” Actors: The Constraints of Celebrity Activism**

**Text:** Pezzullo, “Articulating Sexy Anti-Toxic Activism on Screen: The Cultural Politics of *a Civil Action* and *Erin Brockovich*.”

**Keywords:** anti-toxics, articulation, celebrity, film, Hollywood, sex(y)

**Tuesday, Dec. 4: Decentering Whiteness and When Sci-Fi Becomes Reality**

**Text:** None. Peer editing and conferencing.

**Keywords:** Afrofuturism, caring, death, desertification, drought, early warners, sci/cli-fi, survival, violence

*In-class viewing:* Pumzi.

**Thursday, Dec. 6: Reflecting on a Material and Metaphoric Sea Change: A Workshop**

*Course reflections/evaluations and workshop.*

**\*\* “Conference Writing for (a) Change” (Part IV) due to WISE on section due date (below).\*\***

**Sec. 1: 9:40-11:10am** Tues., Dec. 11, 2018 by 8am

**Sec. 2: 2:30-4:00pm** Wed., Dec. 12, 2018 by 2pm

***HAVE A WONDERFUL WINTER BREAK!***

## Writing Water Topic Proposal (Part I): 150 pts.

*Due: Sunday, Sept. 16 by 5pm on WISE.*

The **Writing Water** assignment contains four parts and draws on [an archive](#) of water materials detailing Salem's water advisory in summer 2018 in response to cyanotoxins in the water supply. This resource will be foundational for engaging this water communication assignment.

*Description:* This **2-3-page paper** should make an argument about a rhetorical problem/concern constituting Salem's water advisory and various responses. Please **bold, define, and apply at least three key course concepts** from class readings and discussions to establish the significance of your selected problem/concern. Also, please **pose 2-3 interview questions** that you would like to ask Salem community members about their summer experiences and explain why you have selected these questions in relation to your argument and key terms and our course's water archive. In addition to citing the textbook, please also **include at least one academic journal article or book** (not assigned in the course) to inform your proposal. Clearly and thoughtfully situate all sources in the essay, so they are fully explained and integrated, making it clear to the reader that these materials help to support your argument and observations.

*Purpose:* This major assignment helps to fulfill the course's intensive writing requirement, and the topic proposal is foundational to this effort. Each written component of the Writing Water assignment builds on previous drafts and conversations with peers and the professor; thus, this process can be described as an iterative one, involving drafting, receiving feedback, and revising to remix your developing research project in various reports. As an added dimension of our work as a service-learning course, the City of Salem will benefit from this research project, as your analyses and assessments of the City's response to cyanotoxin and other related problems ideally will assist officials in determining how best to respond in the future. Thus, by extension, the wellbeing and health of Salem community members also may be enhanced, based on the findings and recommendations offered in this and other course essays.

### *Suggested Steps*

- Review course water archive compiled by RAs Diana Marquez Guerrero and Karen Espinoza.
- Determine a rhetorical problem to focus this four-part project, based on observations.
  - Consider how to narrow: specific time period, target audience, under-studied/inadequately-studied areas, demographics, etc.
- Follow the directions mentioned in this document's "Description" section.

### **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 the appropriate assignment folder by **the due date and time**. 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 via WISE.

## Writing Water Recording Experiences (Part II): 150 pts.

*Due: Sunday, Sept. 30 by 5pm on WISE.*

The **Writing Water** assignment contains four parts and draws on [an archive](#) of water materials detailing Salem's water advisory in summer 2018 in response to cyanotoxins in the water supply. This resource will be foundational for engaging this water communication assignment.

*Description:* This portion of the assignment asks you to compose a brief interview guide and to then interview two Salem community members. Please plan to select two individuals who are NOT affiliated with Willamette University to move beyond the WU "bubble." In addition to having interviewees complete the interview guide, please also compose a one-page, double-spaced self-reflection about your experiences conducting the interviews, including what you learned and what was challenging and/or surprising. Point structure:

- a. Interview guide (25 pts.)
- b. Scanned records of interviews I and II (50 pts. each)
- c. Self-reflection (25 pts.)

*Purpose:* This major assignment helps to fulfill the course's intensive writing requirement, and the "Recording Experiences" component is essential for gathering information to shape project arguments, findings, and contributions. This step also offers opportunities for practicing journalistic or ethnographic approaches to the research process. As an added dimension of our work as a service-learning course, the City of Salem will benefit from this research project, as your analyses and assessments of the City's response to cyanotoxin and other related problems ideally will assist officials in determining how best to respond in the future. Thus, by extension, the wellbeing and health of Salem community members also may be enhanced, based on the findings and recommendations offered in this and other course essays.

### *Suggested Steps*

- Review the interview guide template on WISE, adding individual questions based on topic proposal interests and professor and peer feedback.
- Locate interviewees and conduct interviews.
- Compose a one-page reflection about the interview process, including preparations and experiences as the interviewer.

### **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 the appropriate assignment folder by **the due date and time**. 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 via WISE.

## Writing Water Interview Critique Midterm (Part III): 250 pts.

*Due: Thursday, Oct. 25 by 5pm on WISE.*

The **Writing Water** assignment contains four parts and draws on [an archive](#) of water materials detailing Salem's water advisory in summer 2018 in response to cyanotoxins in the water supply. This resource will be foundational for engaging this water communication assignment.

*Description:* This **4-5-page paper** should craft an argument that engages the similarities and differences between interviewee responses, using these materials as textual evidence. The paper should 1) *analyze* the language used in the responses and 2) *make a judgment* about the implications (i.e. the so what?) of these responses, emphasizing the rhetorical significance. Please **include and bold at least four course key words and two non-course peer-reviewed scholarly articles or books**. Clearly and thoughtfully situate all sources in the essay, so they are fully explained and integrated, making it clear to the reader that these materials help to support your argument and observations.

*Purpose:* This major assignment helps to fulfill the course's intensive writing requirement, and the "Interview Critique" component is essential for making a well-supported and clearly-articulated intervention in Salem's water situation by analyzing and evaluating major findings and their implications. This portion of Writing Water also requires class members to apply key course concepts, thus enacting communication praxis committed to improving the City of Salem's rhetorical practices.

### *Suggested Steps*

- Review professor and peer feedback on Writing Water parts I and II and the rhetorical criticism guide and examples on WISE.
- Analyze the interviews, attending to both content and form.
- Remix previous essays to offer reader the contextual information needed to situate the added analysis and evaluation sections.
- Add a concluding paragraph.

### **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 the appropriate assignment folder by **the due date and time**. 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 via WISE.



### **Grant/Conference Writing for (a) Change (Part IV): 250 pts.**

*Due: Tues., Dec. 11 by 8am (sec. 1)/ Wed., Dec. 12 by 2pm (sec. 2) to WISE.*

The **Writing Water** assignment contains four parts and draws on [an archive](#) of water materials detailing Salem's water advisory in summer 2018 in response to cyanotoxins in the water supply. This resource will be foundational for engaging this water communication assignment.

*Description:* This **7-8 page-paper** remixes and builds on the topic proposal and interview critique essay by composing a mini-conference paper OR a *feasible and specific* grant proposal addressing a problem/concern/situation relating to Media and the Environment. The paper, which includes an abstract, should **draw on a minimum of three peer-reviewed scholarly articles or books** not assigned in class and **include at least five bolded course key words, clearly defined and applied**. Class members may choose one of the following audiences for this paper and should clearly note this selection under the essay's heading:

- a. Green Fund Grant or a comparable grant. Due dates vary.
- b. Conference on Communication and the Environment (theme: "Waterlines: Confluence and Hope through Environmental Communication"): June 17-21, 2019 in Vancouver, BC. Abstracts due Nov. 15.
- c. Ethnic Studies Conference: April 12, 2018 in Eugene at the U of O. Details TBA.
- d. Society for Personality and Social Psychology's Sustainability Psychology Preconference: February 7, 2019 in Portland. Abstracts due Oct. 31.
- e. Western States Communication Association Conference (theme: "Advocating with Evidence"): February 23-25, 2019 in Seattle, WA. Full papers due Dec. 1, 2018.
- f. Northwest Communication Association Conference (theme: "The Stories We Share"): April 11-13, 2019 in Coeur d'Alene, ID. Call for proposals TBA.

*Purpose:* This culminating assignment enacts applied communication by offering practice in either one of two writing genres that class members likely will encounter later at WU and beyond for various projects; thus, practicing grant or conference writing is a very useful exercise that also allows for focusing on a different audience, rather than the professor. This assignment creates a space for advancing student research and learning beyond the course and encourages community engagement. If submitted to the selected grant or conference review committee and accepted, this paper carries potential benefits for the WU, Willamette Valley, and other communities.

#### *Suggested Steps*

- Review professor and peer feedback on Writing Water part III.
- Consult the grant and conference essay examples on WISE.
- Remix previous essays to compose the essay, addressing the criteria outlined in the Call for Proposals for the selected grant or conference option.
- Compose an abstract.

#### **Written Assignment Checklist (from syllabus)**

- 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, please include a references page at the paper's end.
- Double space.
- Upload essays and other submissions to the appropriate assignment folder on the due date. 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 via WISE.