

Syllabus for A Natural History of Garbage TEST 332 Spring 2005

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M-W 4:15-6:30 PM GWP 101
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Course URL: <http://courses.washington.edu/tande/hg/>
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Premise:

Industrialized societies face an ecological crisis that now challenges the existing paradigm of waste management. From "garbage" to "green manufacturing," this course will use an interdisciplinary approach to trace changing perceptions and practices regarding cast-off materials. Starting with theoretical questions regarding the nature of "disposal," we will retrace its history from the Stone Age to the Information Age. Along the way we will pay close attention to the economic, cultural, and environmental impact of waste disposal. Finally, we will use the German model of green manufacturing as a basis from which to speculate about possible futures of "waste" in a sustainable economy. Each student will write a 15 page research paper addressing an aspect of waste management history, practice, or theory.

Diligent research, careful analysis, and thoughtful interpretation--presented through quality writing--will be essential features of the course. Together we will strive for the highest quality of written work through a combination of peer review and re-writing multiple drafts of each paper. The importance of carefully crafted writing in the course can be seen in the choice of required texts and in the grading system.

This course will provide the opportunity for students to:

- Integrate methods from the social sciences, natural sciences, and the humanities
- Extend their analytic skills by critiquing current scholarship
- Expand their research skills by doing a literature review
- Gain practice in writing and revising a major research paper
- Give a presentation in front of their peers
- Use history to inform the debate public waste disposal policy

Required Readings:

Strasser, Susan. *Waste and Want: A Social History of Trash*. New York: Owl Books; 2000. ISBN: 0805065121
\$16

McDonough, William and Michael Braungart (2002). *Cradle to Cradle: Remaking the Way We Make Things*. New York, North Point Press. 0865475873 (pbk. alk. paper)\$25

Several articles on UWT Library E-RESERVE at: <https://ereserves.tacoma.washington.edu/>

Recommended Books and Writing Reference Manuals:

The Chicago Manual of Style. 15th ed. (Know where to find the library's copy.)

The Oxford English Dictionary is the official dictionary for this course, available from
<http://www.lib.washington.edu/research/>

If you need a paper dictionary at home I recommend the *American Heritage Dictionary*. 4th ed. (not the "college" edition).

William Kelleher Storey, *Writing History: A Guide for Students* 2d ed. (New York, 2004)

EndNote bibliographic software (only worth the investment if grad school is in your immediate future).

Course Highlights:

- Interdisciplinary approach useful to students in various concentrations and career goals, especially in Environmental Studies, pre-law, and graduate school in the humanities or social sciences.
- 15 Hours per week work outside class (about 5 of which will be in the library).
- 100-150 pages of reading per week.
- lots of written work including an annotated bibliography and a 15-page research paper suitable for graduate school writing samples.
- Two 5-minute, one 10-minute in-class presentations.

Grading and Evaluation:

Item	value	number	sub-total
Quizzes	10	6	60
News	2	6	12
Project Proposal	1	20	20
Book review (oral)	10	2	20
Oral presentation of final project	1	20	20
Final Paper (15pp)	1	60	60
Annotated Bibliography	1	30	30
Contribution to class discussion			40
Total Points			262

During the quarter you will be able to earn the above number of points as well as possible extra credit. Your grade will be determined by the number of points you earn. For example: 262 points would equal 100% and thus 4.0. If any assignments are cancelled or added, the total number of points will be adjusted accordingly.

Conduct in the Classroom:

Students are advised to familiarize themselves with UW policies published at:

<http://depts.washington.edu/grading/issue1/conduct.htm> and to note that any activity that may distract other students from course content is explicitly prohibited. These activities include, but are not limited to:

- use of cell phones, pagers, or walkman, gameboy, web surfing, IRC, SMS, etc
- talking or whispering
- making noise while arriving late or when leaving early
- any other distracting behavior

Class Preparation and Participation:

This is not a lecture course. The success of the class for each student will depend on how well he or she is prepared for each class and to what extent each student contributes to furthering the class discussion. The quality of preparation and participation will be as important as the quantity. **You are responsible for finding out from other students what happened during any class you miss.** The second day of class would be a good time to exchange email addresses and cell #s with your classmates.

Quizzes:

We have about six (6) quizzes on the reading at random dates. You'll be asked about the author's thesis and evidence used to support it. Any assigned reading is fair game. If you take good notes, they'll be a breeze

Assignments:

Two oral book reviews in which you analyze an author's argument, sources and credibility, each of which will be consist of a 5-minute oral presentation to the class. The books are chosen from your research paper's bibliography. One 15-page research paper (**not a "research essay," if you do not understand the distinction, then please ask**). You will also make a 10-minute presentation of your final project to the class, as well as occasional "works in progress" reports to your classmates. An annotated bibliography of at least fifteen items

All assignments will be graded for clarity of composition and grammar as well as content. All assignments must be typed, double-spaced, with at one-inch margins, in a 12-point Roman typeface (with serifs). Sources will be cited in footnotes or endnotes using the Chicago Style. If you have any doubts about format you may also consult *The Chicago Manual of Style*, 15th ed. (available in the UWT Library on the Writing Resources Shelf) or contact the Writing Center at uwtwrite@u . Finally, unless you've made prior arrangements to do otherwise, all assignments must be delivered as hard copy. PLEASE DO NOT ATTACH DOCUMENTS TO YOUR E-MAIL because our experience has been that this often doesn't work just when you need it to the most (viruses, spam filters, etc).

Critical Book Reviews:

In each critical book review, the student will analyze a book from his or her research bibliography during the course. You will present an analysis of the author's sources and discuss the methods by which the author uses those sources to make an argument. The book reviews consist of a graded oral presentation only, there is no written document to turn in.

Research Paper Guidelines:

Each student will write a 15 page research paper and give a brief oral presentation of its salient points at the end of the term. See the instructions at: <http://courses.washington.edu/tande/guidelines.pdf>

Annotated Bibliographies:

Some Guidelines for Preparing an Annotated Bibliography can be found in Storey, *Writing History*. Each annotation will briefly describe the book's thesis, evidence, value, and likely audience.

News Stories:

Each week you will bring in a news story related to the course, and as appropriate, your own research interests. You will summarize the story and explain its significance to the class.

Late Papers:

I will assume that if your work is late once during the quarter you have a good reason, but I don't want to know it. Try to turn in your work the day it is due. If you can't, you can't. The best way to turn in your work is in person. However, be aware that by habitually turning work in late you risk communicating the wrong message about your priorities.

Miscellaneous:

If you would like to request academic accommodations due to a permanent or temporary physical, sensory, psychological/emotional or learning disability, please contact Lisa Tice, counselor for Disability Support Services (DSS). An appointment can be made through the front desk of Student Affairs (692-4400), by phoning Lisa directly at 692-4493 (voice), 692-4413 (TDD), or by e-mail (ltice@u.washington.edu). Appropriate accommodations are arranged after you've presented the required documentation of your disability to DSS, and you have conferred with the DSS counselor.

"Congress shall make no law . . . abridging the freedom of speech. . . ."

The right to free speech applies in our classroom as well as in your written work. You will not be graded on your opinions, but on the quality of the evidence and the cogency the argument with which you support your position.

A Natural History of Garbage (TEST 332) Schedule for Spring 2005 (Draft of 27 March 2005)
Michael Kucher, Ph.D.

Date	Topic	Readings	Work Due
M 3/28	Introduction to course, assignments, expectations, final papers	none	get Kubler e-reserve
W 3/30	Theoretical underpinnings: objects through time and space	Kubler (e-reserve) Strasser, 3-20	understand Kubler
M 4/4	Garbage literacy Garbage has a history?	McDonough, 3-16 Strasser, 21-68	news story
W 4/6	Research Day, class cancelled.	Strasser, 69-110	none
M 4/11	What constitutes a good research question Recycling then and now.	Packer (e-reserve) Strasser, 111-160	news story Stuff 7-12
W 4/13	research tools	Strasser, 161-202	project ideas Stuff 13-19
M 4/18	potential sources	Strasser, 203-228	Waste survey news story Stuff 20-25
W 4/20	Your first oral book review	Strasser, 229-265	book review (notes for oral presentation) Stuff 26-32
M 4/25	Summing up Strasser's contributions to the field.	Strasser, 265-294	Formal Project proposal news story Stuff 33-42
W 4/27	the rhetoric of recycling versus the reality of "down-cycling"	McDonough, 17-44 Ryan, Stuff (e-reserve)	What are Ryan's solutions? What would McDonough say?
M 5/2	Dilution versus bio-accumulation	McDonough, 45-67	news story Stuff 43-52
W 5/4	McDonough's critique	McDonough, 68-91	
M 5/9	McDonough's solutions	McDonough, 92-117	news story Stuff 58-61
W5/11	Your second oral book review	McDonough, 118-156	book review (notes for oral presentation) Stuff 62-66
M 5/16	McDonough's contributions to debate	McDonough, 157-186	news story
W 5/18	Wrap up: conclusions, your own research		PRESENTATIONS
M 5/23	your own research		PRESENTATIONS
W 5/25	your own research		PRESENTATIONS
M 5/30	MEMORIAL DAY, NO CLASS		NONE
W 6/1	your own research		PRESENTATIONS

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