



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Course: ARTS 130 Section 004

What a Waste! Finding Meaning Through Reflection

Term: Winter 2022

Tuesdays & Thursdays 2:30-3:50pm

Location: SJ1 2011

Instructor Information

Instructor: Dr. Lauri Jang

Office: SH 2112

In-Person Office Hours: Mondays & Wednesdays (1:00 – 2:20pm) or by appointment

Online Office Hours: by appointment

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Civilization did not rise and flourish as men hammered out hunting scenes on bronze gates and whispered philosophy under the stars, with garbage as a noisome offshoot swept away and forgotten. No, garbage rose first, inciting people to build a civilization in response, in self-defense.

— DON DELILLO

[W]aste is always made, not found — created by political and social processes....

— SOPHIE GEE

Course Description

The last time you threw something out, how did you decide you were done with it? Did the “best by” date make you think you really should toss it out just to be safe? Did that pair of jeans not fit anymore? Is it because your newest smartphone is, as advertised, way better than all previous models? How did you determine that your possessions were no longer worth investing further time and effort to keep? And when you think about all the pieces of writing you composed in the past — because, after all, this course is all about writing and communication — how did you wade through the mountainous heap of early drafts and decide on what components to bin and what to save? This course explores topics like zero-waste movements, “waste colonialism,” garbology, rejectamenta, conspicuous consumption and wastefulness, time-wasters and social pressures to be ever productive, and the fear we all have of wasting our potential. By examining how we think about what we waste, we inextricably reflect on what we value.

ARTS 130 Course Goals and Learning Outcomes

Upon completion of this course, students will have developed skills to do the following:

1. Understand own diverse experiences, strengths, and goals as a communicator;
2. Examine own views and perspectives and, through the practice of interpersonal communication, develop a deeper awareness of own role in the communication process;
3. Look critically at context, audience, and genre and use that information to be more persuasive in own communications;
4. Collaborate with own classmates and provide, incorporate, and reflect on feedback;
5. Use communication to consider own ideas and the ideas of others; and
6. Identify and work with different technologies that will help students communicate effectively.

Course Requirements

Assessment	Due Date	Weight
In-Class Engagement & Participation (which includes mandatory attendance and finding readings/resources)	Throughout Term	20%
Personal Essay (350-500 words)	Jan 11 th and Jan 18 th	5%
Documentary Film Review (700-850 words)	Jan 27 th and Feb 8 th	10%
Peer Review and Evaluations (cumulative assessment of other students' work)	Jan 13 th ; Feb 3 rd (twice); Mar 3 rd ; Mar 8 th ; Mar 10 th ; Mar 29 th (twice)	26%
Project Proposal Presentation	Mar 3 rd ; Mar 8 th ; Mar 10 th	10%
First Draft of Project	Mar 29 th	10%
Final Project	Apr 19 th by 5pm ET	14%
Final Self-Reflection (350-500 words)	Apr 19 th by 5pm ET	5%
TOTAL		100%

Course Policies

On Attendance: Simply put, the success of our course requires your contribution. Thus, your attendance is mandatory. For each in-person class missed, 1% will be deducted from your participation grade. However, you are allotted 2 free passes to miss class without documentation (i.e. an illness verification form). In terms of participation, students will be expected to be engaged in class by being prepared (i.e. having read/watched/listened to materials and found resources) and contributing to class activities.

During remote learning due to in-class cancellations (as set by the university), your course engagement and participation will be based on your assignment submissions AND your online discussion board contributions via LEARN.

On Group Work: While this course is designed with plenty of opportunities for students to interact and help each other become better writers and communicators, there are no group assignments. All submitted work must be your own.

On Late or Missed Submissions of Assignments: Because this course emphasizes the benefits of peer review, it is important that we adhere to our course schedule as closely as possible. Therefore, late or missed submissions of assignments are generally not accepted. The course schedule makes clear when assignments are due. It is up to you to manage your course load and submit your work on time. If you anticipate being absent on a day an assignment is due, please submit your work to me **before** that class. Unless there is a documented emergency or illness, or if there is a religious holiday for which the University of Waterloo provides accommodation, then late or missed assignments will receive a grade of 0%. Note: Travel plans will not be accepted as a reason for missed assignments. Specifics related to COVID-19, please refer to the following link:

<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>

University Policies

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. **When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#)**. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](#) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

Intellectual Property: Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Note for Students with Disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

Counselling & Psychological Services:

The Counselling & Psychological Services office at the University of Waterloo, located on the second floor of the Needles Hall extension, offers a variety of resources for those struggling with the challenges of university life, including coping skills seminars and workshops, peer support, group therapy, and clinical referrals. Their home page is: <https://uwaterloo.ca/counselling-services/>

Mental Health Services: On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

Mental Health Services: Off campus, 24/7

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)
Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Student Success Office

The Student Success [Office at the University of Waterloo](#), located on the second floor of South Campus Hall, offers tutoring, workshops, success coaching, and a variety of other resources for students looking for guidance to be successful in university. Their home page is: <https://uwaterloo.ca/student-success/>

Writing and Communication Centre (WCC)

The Writing Centre, located on the second floor of South Campus Hall, works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

Visit the following link for information on how to access:

<https://uwaterloo.ca/writing-and-communication-centre/services-0/services-undergraduate-students>

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Course Schedule

Special note regarding **in-class** cancellations:

If short-term (i.e. one week or less) or long-term (i.e. more than one week) **in-class** cancellations are required by the university or instructor due to COVID-19, please proceed with course content and assignments according to our course schedule as seen below. All recorded (asynchronous) lectures and/or instructions will be posted on LEARN. All assignments are to be submitted via our LEARN Dropbox by 5pm ET on scheduled due dates. Your class engagement and participation will be assessed via those submissions AND your contribution to our Discussion Board via LEARN. Any changes or important notices will be communicated to you via Announcements in LEARN.

Day	Dates	Content, Assignments, and Workshops	Assignments Due
1	Jan 7 (Fri)	<p>Topic — Introduction and Syllabus</p> <p><i>Asynchronous online lecture and/or instructions</i></p>	<p>Review course syllabus (esp. course content, due dates, and all course and university policies)</p>
2	Jan 11 (Tues)	<p>Topic — Productivity and Procrastination</p> <p><u>READ and CONSIDER:</u></p> <ul style="list-style-type: none"> Anna North’s Vox article, “Lockdown Was Not a Sabbatical.” Here is the link: https://www.vox.com/22536756/covid-pandemic-quarantine-lockdown-productivity-hobbies-work <p>Draft of Personal Essay due (Word doc)</p> <p><i>Asynchronous online lecture and/or instructions</i></p>	<p>Answers to discussion questions (via LEARN Discussion Board by 5pm ET)</p> <p>Draft of Personal Essay (LEARN Dropbox; Word doc only; by 5pm ET)</p>
3	Jan 13 (Thurs)	<p>Topic — Productivity and Procrastination</p> <p>Peer-review of partner’s personal essay due (Edited Word doc)</p> <p><i>Asynchronous online lecture and/or instructions</i></p>	<p>Peer-review of partner’s personal essay (LEARN Dropbox; Word doc only; by 5pm ET)</p>

4	Jan 18 (Tues)	<p>Topic — Productivity and Procrastination</p> <p><u>READ and CONSIDER:</u> PDF on LEARN: Halperin, David M. “Out of Australia.” <i>Culture and Waste: The Creation and Destruction of Value</i>. Ed. Gay Hawkins and Stephen Muecke. Oxford: Rowman & Littlefield Publishers, Inc., 2003. 1-7.</p> <p>Final draft of Personal Essay due (Word doc)</p> <p>Asynchronous online lecture and/or instructions</p>	<p>Answers to discussion questions (via LEARN Discussion Board by 5pm ET)</p> <p>Final Draft of Personal Essay (LEARN Dropbox; Word doc only; by 5pm ET)</p>
5	Jan 20 (Thurs)	<p>Topic — Time and Money</p> <p><u>LISTEN and CONSIDER:</u> Using the links below, listen to:</p> <ul style="list-style-type: none"> • <i>Munk Debates</i> podcast titled “Be It Resolved: Cut Public Spending for Universities. It’s a Waste of Time and Money.” https://munkdebates.com/podcast/university • <i>Inside Higher Ed’s The Key</i> podcast titled “Debating the Value of Arts (and Other) Degree Programs.” (transcript of audio included) https://www.insidehighered.com/news/2021/12/07/debating-value-arts-and-other-degrees-key-podcast <p>Asynchronous online lecture and/or instructions</p>	<p>Answers to discussion questions (via LEARN Discussion Board by 5pm ET)</p>
6	Jan 25 (Tues)	<p>Topic — Watching Your Waste</p> <p>Choose one documentary about zero-waste movements and related topics from the assignment brief and watch the film. Then write up your documentary film review.</p> <p>Asynchronous online lecture and/or instructions</p>	<p>Watch ONE documentary and write up draft of film review.</p>
7	Jan 27 (Thurs)	<p>Topic — Watching Your Waste</p> <p>Draft of Documentary Film Review due (Word doc)</p> <p>Asynchronous online lecture and/or instructions</p>	<p>Draft of Documentary Film Review due (LEARN Dropbox; Word doc only)</p>

8	Feb 1 (Tues)	<p style="text-align: center;">Introductions Redux — We Finally Meet! (fingers crossed)</p> <p>Topic — Rejectamenta & Garbology</p> <p><u>READ and CONSIDER:</u> PDF on LEARN: Spelman, Elizabeth V. <i>Trash Talks: Revelations in the Rubbish</i>. Oxford: Oxford University Press, 2016. 21-26.</p>	Discussion on Content
9	Feb 3 (Thurs)	<p>Topic — Rejectamenta & Garbology</p> <p><u>READ and CONSIDER:</u> PDF on LEARN: Hawkins, Gay. “Down the Drain: Shit and the Politics of Disturbance.” <i>Culture and Waste: The Creation and Destruction of Value</i>. Ed. Gay Hawkins and Stephen Muecke. Oxford: Rowman & Littlefield Publishers, Inc., 2003. 39-41 & 47-51.</p> <p>Peer Workshop (bring laptop to access partner’s documentary film review in LEARN material)</p>	Discussion on Content
10	Feb 8 (Tues)	<p>Topic — Rejectamenta & Garbology</p> <p>Final draft of Documentary Film Review due (Word doc)</p> <p>“What Did You Find?”: In the Media (magazines, documentaries, docuseries, blogs, podcasts, TED talks, etc...) on the topic of Rejectamenta & Garbology</p>	<p><u>BEFORE CLASS:</u> Final Draft of Documentary Film Review (LEARN Dropbox; Word doc only)</p> <p>“What did you find?” one-page synopsis of material using worksheet provided (Remember: % goes to in-class engagement and participation mark)</p>

11	Feb 10 (Thurs)	<p>Topic — Waste Movements</p> <p><u>READ and CONSIDER:</u></p> <p>Andrew O’Hagan’s <i>London Review of Books</i> article “The Things We Throw Away: The Garbage of England” including the letters that follow: https://www.lrb.co.uk/the-paper/v29/n10/andrew-o-hagan/the-things-we-throw-away</p> <p>Compare with Alden Wicker’s <i>Vox</i> article “The Complicated Gender Politics of Going Zero Waste” for an alternative perspective on the zero-waste movement. Here is the link: https://www.vox.com/the-goods/2019/5/9/18535943/zero-waste-movement-gender-sustainability-women-instagram</p>	Discussion on Content
12	Feb 15 (Tues)	<p>Topic — Waste Movements</p> <p><u>WATCH and CONSIDER:</u></p> <p>Part 2 of Karim Chrobog’s e360 video series titled, “In South Korea, An Innovative Push to Cut Back on Food Waste.” https://e360.yale.edu/features/in_south_korea_an_innovative_push_to_cut_back_on_food_waste</p> <p><u>READ and CONSIDER:</u></p> <p><u>PDF on LEARN:</u> Harmsworth, Garth R., and Shaun Awatere. "Indigenous Māori Knowledge and Perspectives of Ecosystems." <i>Ecosystem Services in New Zealand—Conditions and Trends</i>, edited by JR Dymond, Manaaki Whenua Press, 2013, pp. 274-286.</p>	Discussion on Content
13	Feb 17 (Thurs)	<p>WCC Workshop:</p> <p>“Basics of Podcasting”</p> <p>Location: our classroom</p>	
Feb 19 – Feb 27: Family Day & Reading Week			
14	Mar 1 (Tues)	<p>Topic — Waste Not, Want Not</p> <p><u>EXPLORE and CONSIDER:</u></p> <p>Explore Song Dong’s installation <i>Waste Not</i> at MoMA, linked here: https://www.moma.org/calendar/exhibitions/960</p>	Discussion on Content

15	Mar 3 (Thurs)	Project Proposal Presentations	5 min. presentations (presented individually)
16	Mar 8 (Tues)	Project Proposal Presentations	5 min. presentations (presented individually)
17	Mar 10 (Thurs)	Project Proposal Presentations	5 min. presentations (presented individually)
18	Mar 15 (Tues)	<p>Topic — You're Not Eating That?</p> <p><u>WATCH and CONSIDER:</u></p> <ul style="list-style-type: none"> Part 1 of Karim Chrobog's e360 video series titled, "The Big Waste: Why Do We Throw Away So Much Food?" https://e360.yale.edu/features/the_big_waste_why_do_we_throw_away_so_much_food PBS News Hour Weekend's report "Is France's Groundbreaking Food-Waste Law Working?" by Melanie Saltzman, Christopher Livesay, Joan Martelli, and Deborah Gouffran. https://www.pbs.org/newshour/show/is-frances-groundbreaking-food-waste-law-working And PBS New Hour Weekend's "Americans Waste Up to 40 Percent of the Food They Produce" by Megan Thompson and Melanie Saltzman. https://www.pbs.org/newshour/show/americans-waste-up-to-40-percent-of-the-food-they-produce 	Discussion on Content
19	Mar 17 (Thurs)	<p>Topic — Food Waste</p> <p>"What Did You Find?": Journal article or Book Chapter on the topic of Food Waste (approx. 15-20pp)</p>	<p>"What did you find?" one-page synopsis of material using worksheet provided (Remember: % goes to in-class engagement and participation mark)</p>

20	Mar 22 (Tues)	<p>Topic — Conspicuous Consumption and Wastefulness</p> <p><u>READ and CONSIDER:</u> <u>PDF on LEARN:</u> Spelman, Elizabeth V. <i>Trash Talks: Revelations in the Rubbish</i>. Oxford: Oxford University Press, 2016. 43-49.</p>	Discussion on Content
21	Mar 24 (Thurs)	<p>Topic — Conspicuous Consumption and Wastefulness</p> <p>“What Did You Find?”: In the Media (magazines, documentaries, docuseries, blogs, podcasts, TED talks, etc...) on the topic of Conspicuous Consumption and Wastefulness</p>	<p>“What did you find?” one-page synopsis of material using worksheet provided (Remember: % goes to in-class engagement and participation mark)</p>
22	Mar 29 (Tues)	<p>Draft of Project due (i.e. photo+essay, podcast, or protected digital online content)</p> <p>Peer Workshop (bring laptop to access LEARN for workshop)</p>	<p>BEFORE CLASS: Submit Draft of Project (LEARN Dropbox) OR Bring to class hard copy of project</p>
23	Mar 31 (Thurs)	<p>Topic — “Waste Colonialism”</p> <p><u>LISTEN and CONSIDER:</u> Using the link below, listen to the CBC Radio instalment titled, “‘Wasted’: What Happens When China No Longer Wants Our Trash?” https://www.cbc.ca/radio/day6/episode-372-china-s-waste-ban-syrian-cuisine-oprah2020-the-colour-of-2018-letterman-returns-and-more-1.4479480/wasted-what-happens-when-china-no-longer-wants-our-trash-1.4479601</p> <p><u>READ and CONSIDER:</u> Ruth Michaelson’s <i>The Guardian</i> article “‘Waste Colonialism’: World Grapples with West’s Unwanted Plastic.” https://www.theguardian.com/environment/2021/dec/31/waste-colonialism-countries-grapple-with-wests-unwanted-plastic</p> <p>Raina Delisle’s article “‘I Can Feel Your Breath’: When COVID-19 and Environmental Racism Collide” in <i>The Narwhal</i>: https://thenarwhal.ca/covid-19-environmental-racism-canada/</p>	Discussion on Content

24	Apr 5 (Tues)	<p>Topic — “Waste Colonialism”</p> <p>“What Did You Find?”: Journal article or Book Chapter on the topic of “Waste Colonialism” (approx. 15-20pp)</p>	<p>“What did you find?” one-page synopsis of material using worksheet provided (Remember: % goes to in-class engagement and participation mark)</p>
Apr 19 (Tues)		<p>Final Project AND Final Self-Reflection due (Word doc)</p> <p>Due at 5pm ET via LEARN Dropbox</p>	