

This document contains the course syllabi for CSUS 200, sections 1, 2, 3 and 4

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CSUS 200
Introduction to Sustainability

Spring 2017
Monday and Wednesday, 12:40-2:00 p.m.
221 Natural Resources Building

Dr. Lissy Goralnik
Office: Natural Resources 311B
Office Hours: MW 3-4, immediately after class, and by appointment
Email: goralnik@msu.edu (best method)
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Catalog Course Description: Introduction to sustainability and personal role in sustainability initiatives. Implications of individual actions for key sustainability challenges. Application of sustainability principles and leadership skills in community.

Resources

1. **Required Text:** Choices for Sustainable Living. – Northwest Earth Institute, copy write 2012/2014 (also available as a PDF) (available at <http://www.nwei.org/store/>) (needed ASAP). This text will be supplemented with articles and reports posted on the CSUS 200 Desire to Learn (D2L) site (<https://d2l.msu.edu>).
2. **On-line Class Materials** Available on D2L
 - You will need to either print these articles off and bring them with your to class, so that you can mark them and use them during in-class activities *OR* bring technology you can easily access them with for use in class.
3. **Blank spiral notebook** or similar for use as an in-class journal

Course Outcomes

In this course, students will:

- Develop an understanding of multiple and competing views of the human-nature relationship, as well as the implications of these views when enacted in the world
- Reflect on their own relationships with the natural world, both as these relationships currently are and as the students want them to be in the future, in a way that has relevance for their day-to-day lives and their future decision-making
- Develop comfort with rhetorical and reflective writing, editing, and revision
- Develop the skills to participate in small-group and large-group dialogue and discussion actively, empathetically, and critically
- Develop competency with literature-based research, including citation, source analysis, summarizing, paraphrasing, quoting, and synthesizing of multiple sources

After this course students will be able to:

- Identify key themes and principles in sustainability development
- Apply a variety of critical thinking, analysis and research skills to evaluate the credibility of sustainability policy positions and scientific arguments.
- Identify the concept of an ecological footprint and recognize their ecological footprint.
- Improve decision-making capabilities within the context of sustainability.

- Assess whether a societal issue is a wicked or tame problem.
- Develop team leadership skills within groups to advance change within communities.
- Use information technologies in their formal and non-formal learning.
- Consider the importance of the Commons in developing community sustainability strategies.
- Identify individual worldviews as they relate to sustainability and their implications for individual actions.
- Examine the interaction between agriculture, food, natural resources and Michigan communities using a systems approach.

Assignments

Assignments will be turned in either electronically via D2L, printed out (**must be stapled**) or DVD/Thumb Drive. The final will be written during the scheduled time. More than one application (e.g. a Web browser, Microsoft Word, Prezi, Excel, etc.) may be needed for a given assignment.

1. Attendance: 50 points

- I will determine your attendance grade by the number of unexcused absences you have during the semester. If you attend all classes, your attendance grade will be 50. For each of your next four unexcused absences, I will deduct 2 points, e.g. 1 unexcused absence will be an attendance grade of 48, 2 absences 46, 3 absences 44, 4 absences 42, etc. If you are absent more than 6 times (20% of class), your attendance grade will automatically become zero. An attendance grade of zero will seriously impact your grade.
- I will count an absence as excused for the following reasons: (a) required field trips for other classes with a note; (b) participation in university athletics with a note; and, up to a certain point, (c) illnesses for which you have a doctor's excuse (if you are seriously ill for an extended period, it may not be possible to continue with the class).
- If you know you must miss a class, try to inform me about it *in advance*. Remember that you are responsible for making up all the work you have missed.
- If you do miss a class, it is your responsibility to contact a class member (**get an email and a phone number at the beginning of the semester!**) to find out what you missed. I will not respond to emails asking what we did in class when you were gone.

2. In-class Participation: 100 points

- Your active participation in class is expected (including prior assigned readings and in-class activities)
- You must bring a journal to class—a spiral notebook or a binder with looseleaf—in which you can record notes and observations, in-class writing assignments, and paper pre-writes. It will be useful for you to use this journal to keep track of initial ideas for papers (including the ones that don't work out) and responses to some of the readings. **Your journal must be for use in this class only.**
- These will be graded presence/absence. If you adequately complete an entry, you get a check. If an entry is incomplete or undeveloped, you will get a ½ check. If an entry is missing, you get a zero. An extra ½ check is available for particularly engaged, thorough, or thoughtful responses.
- Checks for every journal assignment will earn a 100. Higher grades can be earned with check pluses, up to a 100% for the in-class journal grade and 10 points of extra credit. We will grade these in class toward the end of the semester.

3. R³ – Reduce, Reuse, Recycle: 300 total points

- The assignment spans the semester. The task the first week is for you to identify a **daily** personal behavior that you can change which results in reducing, reusing or recycling a resource/product. Some examples would be decreasing the number of miles you drive your car each week, your weekly water usage, your use of plastic, or your use of bottled water, to name just a few.
- You will blog each week of the semester (**100 points**). The first week blog will focus on the selection of your behavior (subject to Dr. Goralnik's approval) to modify (as well as baseline data for what you are currently doing) and the following blogs will summarize your successes (and failures) to change your behavior. **Each weekly Blog is due by Midnight Friday – e.g. Blog 1 is due January 13th at Midnight.**
- You will also need to keep a spreadsheet to track your changes (e.g. commute miles via bike – e.g. how many bottles of water do you currently drink each day on average) on a daily basis. **Due with the final report at the final on May 4th**
- You will need to do a **2-page** literature review on your selected behavior change (**50 points**). References will be on a third page. What does the literature (including trustworthy websites, online documents, papers, and journal articles, as long as they are reviewed or refereed articles) say about your intended behavior change? The Lit Review is worth 50 points. Name the report *FirstnameLastnameR3Lit.docx* (or .pdf). **Due by midnight February 8th.**
- You will also prepare a 3 page report (**150 points**) that summarizes your change over the semester and analyses the environmental impact (both primary and secondary) of your behavioral change at the individual level, as well as the impact the change would have if every undergraduate at MSU had changed the same behavior (assuming they were not already doing it). The report should include summaries from your spreadsheet. You also will turn in your spreadsheet with your report. Report should be a Microsoft Word file or a PDF and the spreadsheet an Excel file. Name the report *FirstnameLastnameR3.docx* (or .pdf) and the spreadsheet *FirstnameLastnameR3.xlsx* and place them in the appropriate drop box in D2L. **Due at the beginning of the final May 4th.**

4. **Oral “current event” presentation: 100 points**

In every class starting on Week 2 of the semester, students will be assigned to make a five to seven minute oral report on a particular **news article relevant to a recent natural resource policy event at the county, state, national, or international levels.** The news articles maybe taken from any recognized dailies. Current event news articles are intended to spur class discussion and at least part of the grade will be based on how “interesting” the article is to the class. In the past many students have chosen to use PowerPoints, but you are encouraged NOT to use a PowerPoint.

5. **Book Review: 100 points**

- You will write a **four-page** book review on one of the books listed below (do not pick a book that you have read before). Other books will be considered if you consult me first and explain how/why that book might be relevant for our class learning. Resources on how to write a book review are available in D2L in the Assignment folder. The report should be named *FirstnameLastnameBook.docx* (or .pdf) and placed in the appropriate drop box in D2L. **Due by midnight February, 22nd.**

<i>Holistic Management</i>	Allan Savory and Jody Butterfield
<i>Omnivore's Dilemma</i>	Michael Pollan

<i>Collapse</i>	Jared Diamond
<i>The Story of Stuff</i>	Annie Leonard
<i>An Agricultural Testament</i>	Sir Albert Howard
<i>Last Child in the Woods</i>	Richard Louv
<i>The Watchman's Rattle</i>	Rebecca Costa
<i>Storms of My Grandchildren</i>	Bill McKibben
<i>The One Straw Revolution</i>	James Hansen
<i>A Sand County Almanac and Sketches Here and There</i>	Masanobu Fukuoka
<i>Eaarth</i>	Aldo Leopold
<i>Pleasant Valley</i>	Louis Bromfield
<i>The Myth of Progress: Toward a Sustainable Future</i>	Tom Wessels
<i>Farmacology</i>	Daphne Miller, MD
<i>The Unsettling of America</i>	Wendell Berry
<i>The Joy of Less: A Minimalists Living Guide</i>	Francine Jay
<i>Animal, Vegetable, Mineral</i>	Barbara Kingsolver

6. Field Investigation (e.g. Occupational Interview): 100 points

You will write a 3-page summary of an interview you conduct with a sustainability professional (broadly-defined, someone working in a sustainability-related field that you might like to have one day). This assignment is important for three reasons. 1) It is never too early for you to consider what type of job you would like when you graduate, 2) It is always good to have a contact in a field who can help you in the future when job opportunities, like internships, become available, and 3) Networking and professional communication are useful skills to develop, and like all other skills, they require practice. In the past, students have used this assignment to find part-time internships and even jobs after they graduate. For this field investigation you will meet ***in person*** with the interviewee and ask them a series of questions about their job that you define before the interview. These individuals can come from any environmentally-related job sector (NGO, government organization, etc.). Notetaking is an appropriate method of information capture, or you can record your interview, with the interviewee's verbal consent, on your phone or with a voice recorder to make sure you adequately capture the speaker's intent and language in your summary. ***Due by midnight March 29th.***

7. Policy Position Paper and Presentation (3-5 pages): 150 total points

You are to identify a position on an issue that you care about that is relevant to this class and develop a policy paper. A policy paper is a persuasive document that outlines your views on a particular policy or issue you have studied (and is of interest to you). The policy paper is a way to apply what you have learned in a format that communicates ideas or recommendations, or persuades people to consider your views. The audience for the paper may be other students, citizens, members of a public commission, elected representatives, or anyone else with a stake in the issue. There is a resource to help you with writing a policy position paper in the Assignments Folder on D2L. ***The presentations will be in class on April 12th, 17th, and 19th. The paper is due by beginning of class on April 19th.***

○ **Peer Review: 25 points**

- Providing and receiving critical feedback are important parts of the academic experience and integral elements in the editing process.

- I will provide questions for you to answer in writing so your peer has a document to use while making revisions. Then you and your peer reviewer will have a discussion about each other's papers in which you go through your comments, explain your reactions, and show him/her where the paper succeeds. When you turn in your paper, you will also turn in: a) a peer-review rubric I provide, b) a reflection letter about the peer review process, how you used the information you received from your reviewer, or why you chose not to use it, and c) the peer handout provided to you from your peer reviewer.
- I expect this process to be professional, honest, and hopefully useful for your writing process.
- **Presentation: 25 points**
 - This short 5-minute presentation should use Powerpoint to summarize the main points of your policy paper argument. You will be assessed by the class and me using a rubric I provide.

8. **Final: 100 points**

The final will be comprehensive and open not. It will include a mix of multiple choice, short answer, and essay questions.

Extra Credit:

There are numerous interesting on-campus events that relate to the themes of our class, and I encourage you to seek these out and attend (sign up for the Environmental Science and Public Policy (ESPP) email list and check MSU Events, as well as CSUS and other campus email announcements). When you've found something, let me know to confirm it is relevant. After attending you have one week to write a 1-1.5 page double-spaced response, for which you can earn 5-points toward your final grade (up to 50 total extra credit points). Responses should summarize the main points of the presentation, explain your reaction, and make ties between the presentation and the themes of our class. What was going on, who was presenting, what was his/her general thesis? What did it make you think about, why is it interesting or important, and how does it relate to our class?

Student Evaluation

Assignments¹	Points	Due Date
Class Attendance	50	Weekly
In-class Assignments	100	Weekly
Reduce, Reuse, Recycle Project	300	All semester
<i>Reduce, Reuse, Recycle Blogs</i>	50	Weekly
<i>Literature Review</i>	100	February 8 th
<i>Final Report</i>	150	May 4 th (day of final)
Oral Current Events Presentation	100	Your assigned week
Book Review	100	February 22 nd
Field Investigation	100	March 29 th
Policy Paper	150	
<i>Peer Review (drafts)</i>	25	April 10 th
<i>Presentation</i>	25	April 12 th , 17 th , and 19 th
<i>Paper</i>	100	April 19 th
Final	100	May 4 th
Total	1000	

¹ Late assignments will **NOT** be accepted

Grading Scale*Grade*

4.0

3.5

3.0

2.5

2.0

1.5

1.0

0

Points

1000 – 920

919 – 860

859 – 820

819 – 750

749 – 700

699 – 650

649 – 600

< 600

(tentative) TIMELINE and ASSIGNMENTS

DATE	IN-CLASS	HOMEWORK
M 1/9	<ul style="list-style-type: none"> • Intros and overview • Syllabus quiz • NEP • What is sustainability, and what does it mean to me? 	<ul style="list-style-type: none"> • Batie
W 1/11	<ul style="list-style-type: none"> • Definitions of sustainability • Wicked Problems 	<ul style="list-style-type: none"> • Chapter 1 • Blog
M 1/16	No Class! MLK Day. Enjoy your long weekend!	
W 1/18	<ul style="list-style-type: none"> • Discuss chapter 1 • Systems thinking intro • Information validity, types of sources 	
M 1/23	<ul style="list-style-type: none"> • Current events (Dr. G and sign up) • Discuss current events presentations: summary, context, questions for the class • Watch: <i>No Impact Man</i> 	<ul style="list-style-type: none"> • Blog • Chapter 2
W 1/25	<ul style="list-style-type: none"> • Current events (1) • Watch: <i>No Impact Man</i> • Discuss <i>No Impact Man</i> 	<ul style="list-style-type: none"> • Literature review • Chapter 2
M 1/30	<ul style="list-style-type: none"> • Current events (2) • Literature Review style and format • Discuss chapter 2 • Pick books for book review 	<ul style="list-style-type: none"> • Blog • Literature review • Pellow
W 2/1	Recycling Center: meet there	<ul style="list-style-type: none"> • Blog • Chapter 3

M 2/6	<ul style="list-style-type: none"> • Current events (3) • Discuss chapter 3 • Discuss Pellow • Discuss challenges/questions about literature review, citation 	<ul style="list-style-type: none"> • Literature review • Berry • Kingsolver
W 2/8	<ul style="list-style-type: none"> • Current events (4) • NPR hunger portraits • Discuss Berry, Kingsolver <p>R³ Literature Review Due</p>	<ul style="list-style-type: none"> • Familiarize with Low Carbon Diet: http://www.circleofresponsibility.com/page/321/low-carbon-diet.htm; read web sources and play around with calculator, will write about in class on Wednesday • Schlosser "Strawberry Fields" • Blog
M 2/13	<ul style="list-style-type: none"> • Current events (5) • Discuss Low Carbon diet • Food maps • Discuss Schlosser 	<ul style="list-style-type: none"> • Food maps • Book review
W 2/15	<ul style="list-style-type: none"> • Current events (6) • Book review discussion groups • Food maps • Discuss chapter 4 	<ul style="list-style-type: none"> • Chapter 4 • Blog • Chapter 4 • Book review
M 2/20	<ul style="list-style-type: none"> • Current events (7) • Book review discussion groups • Watch <i>Food Inc</i> or other 	<ul style="list-style-type: none"> • Book review
W 2/22	<ul style="list-style-type: none"> • Current events (8) • Watch <i>Food Inc</i> or other <p>Book Review Due</p>	<ul style="list-style-type: none"> • Blog • Delind • Lyson
M 2/27	<ul style="list-style-type: none"> • Current events (9) • Foodbank field trip?? 	<ul style="list-style-type: none"> • Chapter 5
W 3/1	<ul style="list-style-type: none"> • Current events (10) • Discuss <i>Food Inc</i> or other 	<ul style="list-style-type: none"> • Blog • Chapter 5
M 3/6	SPRING BREAK!	
W 3/8	SPRING BREAK!	
M 3/13	<ul style="list-style-type: none"> • Current events (11) • Discuss chapter 5 • Field investigations brainstorm • Professional communication skills 	<ul style="list-style-type: none"> • Field investigation information gathering • Field investigation contact and scheduling • Chapter 5

W 3/15	<ul style="list-style-type: none"> • Current events (12) • Discuss chapter 5 • Interview skills and practice • Interview question development 	<ul style="list-style-type: none"> • Blog • Field investigations
M 3/20	<ul style="list-style-type: none"> • Current events (13) • Discuss chapter 5 • Policy paper brainstorm 	<ul style="list-style-type: none"> • Schlosser globalization • Field investigations
W 3/22	<ul style="list-style-type: none"> • Current events (14) • Discuss Schlosser • Summary writing • Discuss issues with the field investigations 	<ul style="list-style-type: none"> • Chapter 6 • Blog • Field investigations
M 3/27	<ul style="list-style-type: none"> • Current events (15) • Discuss Chapter 6 • Watch <i>The Corporation</i> or other 	<ul style="list-style-type: none"> • Field investigations
W 3/29	<ul style="list-style-type: none"> • Current events (16) • Policy paper planning • Watch <i>The Corporation</i> or other <p>Field Investigation Due</p>	<ul style="list-style-type: none"> • Blog • Policy papers/presentations planning, background research
M 4/3	<ul style="list-style-type: none"> • Current events (17) • Policy paper outlines 	<ul style="list-style-type: none"> • Chapter 7 • Policy papers/presentations
W 4/5	<ul style="list-style-type: none"> • Current events (18) • Discuss chapter 7 • Policy paper writing lab 	<ul style="list-style-type: none"> • Blog • Policy papers/presentations
M 4/10	<ul style="list-style-type: none"> • Current events (19) <p>Peer Reviews in class</p>	<ul style="list-style-type: none"> • Policy papers/presentations
W 4/12	<ul style="list-style-type: none"> • Current events (20) <p>Policy Presentations</p>	<ul style="list-style-type: none"> • Blog • Policy papers/presentations
M 4/17	<ul style="list-style-type: none"> • Current events (21) <p>Policy Presentations</p>	<ul style="list-style-type: none"> • Policy papers/presentations
W 4/19	<ul style="list-style-type: none"> • Current events (22) <p>Policy Presentations Policy Papers Due</p>	<ul style="list-style-type: none"> • Blog • R³ final report and spreadsheet • Study for finals
M 4/24	<ul style="list-style-type: none"> • Current events (23) • Assess in-class journals 	<ul style="list-style-type: none"> • R³ final report and spreadsheet • Study for finals

W 4/26	<ul style="list-style-type: none">• Current events (24)• NEP• What is sustainability and what does it mean to me?	<ul style="list-style-type: none">• Blog• R³ final report and spreadsheet• Study for finals
M 5/1	Finals Week	
W 5/3		
Thursday 5/4	FINAL 12:45-2:45pm, NR 221	
	<ul style="list-style-type: none">• R³ Spreadsheet and Final Report Due	
Have a great summer!!		

Academic Honesty: I take all breaches of the integrity of our classroom very seriously. Plagiarism will NOT be tolerated. [Article 2.3.3](#) of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.”

You are expected to complete all course assignments, including homework, papers, projects, and presentations, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. You are not authorized to use the www.allmsu.com website to complete any work in this course. Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course. Furthermore, be aware that any additions or revisions to your papers resulting from the input of another person (i.e. a friend, relative, or professional) could constitute plagiarism and should be approved before submission and/or cited. However, consultations at the Writing Center, Learning Resource Center or ESL lab are strongly encouraged, and I need not be notified of these. I also strongly encourage students to keep all materials related to the course until after the final grades are distributed at the end of the semester, including returned assignments and preparatory materials for papers. Such materials might be required in case of a grade discrepancy and/or to prove the originality or ownership of student work. In no cases will I tolerate any form of academic dishonesty. **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.**

Technology: NO CELL PHONES ALLOWED DURING CLASS TIME—this includes texting beneath the table; Not only is this rude, it is distracting for peers, the professor, and guest lecturers and disrespectful to the ideas we engage.

Accommodations: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. Goralnik at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Disruptive Behavior: Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and

learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Campus Emergencies: If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions appear on the maps posted on the walls throughout this building. If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor. (See also www.alert.msu.edu.)

E-Learning Policies: Information technologies such as D2L and email are used in this class. As a result there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their official MSU email account frequently.
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Infected file or media will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Goralnik will answer email that:
 - Asks questions that have to do with difficulty in understanding course content.
 - Requests feedback about graded assignments.
 - Discusses private issues appropriate within the teacher-student relationship.
- Dr. Goralnik will NOT answer email that:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line stating the purpose of the email
 - Raises an inappropriate subject.
 - Is inappropriately informal or unprofessional.
- Dr. Goralnik will make every effort to answer email no later than the close of the workday on the day after she has received your email.
- The Web site tech.msu.edu provides information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

CSUS 200 - Section 2; 3 Credits

Introduction to Sustainability

Spring 2017, Course Syllabus

Monday and Wednesday, 10:20 – 11:40AM, 138 Brody Hall

Instructor	Aaron McKim, Assistant Professor Department of Community Sustainability Office: Natural Resources Building, Room 139 Office Phone: 517-432-0318 Cell Phone: 812-599-0400 (<i>texts accepted</i>) Email: amckim@msu.edu
Office Hours	Tuesdays from 3-4PM in Natural Resources Building, Room 139 <i>*Email if you plan on attending office hours</i>
Class Materials	Choices for Sustainable Living – Northwest Earth Institute (available for purchase as a PDF). Available at: www.nwei.org/store

Course Description

Introduction to sustainability and personal role in sustainability initiatives. Implications for individual actions for key sustainability challenges. Application of sustainability principles and leadership skills in community.

Course Outcomes

By the end of this course, students will be able to:

1. Identify key themes and principles in *sustainability development*.
2. Apply a variety of critical thinking, analysis, and research skills to evaluate the *credibility* of sustainability policy positions and scientific arguments.
3. Identify the concept of an *ecological footprint* and recognize their ecological footprint.
4. Improve *decision-making* capabilities within the context of sustainability.
5. Assess whether a societal issue is a *wicked* or *tame* problem.
6. Develop team *leadership skills* within groups to advance change within communities.
7. Use *information technologies* in formal and non-formal learning.
8. Consider the importance of *the Commons* in developing community sustainability strategies.
9. Identify *individual worldviews* as they relate to sustainability and implications for individual actions.
10. Examine the interaction between agriculture, food, natural resources, and Michigan communities using a *systems approach*.
11. Use *Life Cycle Analysis* to consider the true cost of products and services.

Grade Distribution

Assignment	Points	Due Date
Class Attendance and Participation	200	Each class session
Book Review	100	Proposal January 23; Report March 29
Final Exam	150	May 3 @ 10AM in Brody 138
Reduce, Reuse, Recycle (R3) Project		
Blogs	150	Weekly
Literature Review	100	March 1
Final Report	100	April 12
Policy Position Project		
Position Paper	100	April 18
Class Presentation	50	April 18 (<i>submit Multimedia</i>)
External Presentation	50	April 28 (<i>submit completed forms</i>)
Total Points	1000	

Grading Scale

Points	> 925	924-865	864-795	794-765	764-695	694-665	664-595	< 595
Grade	4.0	3.50	3.00	2.50	2.00	1.50	1.00	0

Assignment Introductions

More information for each assignment can be found on the D2L website.

Assignment	Course Objective	Description
Class Attendance and Participation	All	Class participation includes four components: (a) <i>preparation</i> – make sure all readings are completed before arriving to class, (b) <i>attendance</i> – make sure you are in class, on time, for the duration of class – excused absences will be considered with prior email notification, (c) <i>engagement</i> – during class, you are expected to participate in activities, ask/answer questions, and remain attentive, (d) <i>reflection</i> – for every class, plan time to reflect on what you experienced – learning requires reflection.
Book Review	1, 2, & 9	Throughout the semester, you will read a self-selected, popular press book related to sustainability and complete a review of the reading. This assignment is designed to encourage exploration of a sustainability topic of interest to you.
Final Exam	All	The final exam will be a combination of multiple choice and short answer questions, covering the entirety of the course.
R3 Blogs	1, 2, 4, & 7	Sustainability is a combination of individual, community, and global actions. In the R3 project, you will embark on an individual sustainability challenge. Through the blogs, you will share details of your progress.

R3 Literature Review	3 & 7	Actions should be informed by knowledge. In the R3 literature review, you will explore relevant literature on your sustainability challenge.
R3 Final Report	3, 7, 8, 9, & 11	In the R3 final report, you will evaluate the impact of your sustainability challenge on the environment and economy.
Policy Position Paper	1, 2, 4, 7, 9, & 10	To address the community and global aspects of sustainability, you will evaluate an existing, or new, policy related to sustainability.
Policy Position Class Presentation	1, 2, 4, 6, 7, 9, & 10	In addition to writing a paper analyzing a sustainability policy, you will present your analysis during a short, in-class presentation.
Policy Position External Presentation	1, 2, 4, 6, 7, 9, & 10	Sustainability cannot be achieved without expanding sustainable thinking to broader groups. In the external presentation, you will share your policy position presentation with an external group of students or community members to expand sustainability thinking.

Submission Guidelines

Assignments will be turned in electronically in D2L. Written assignments should be double spaced, in Times New Roman or Arial (12 point) font. Do not put your name on your paper, D2L will provide identification of the document.

Assignments are due at 11:59PM on the posted date. Late assignment will be accepted, but with a 10% deduction per business day.

Communication Policy

Email is the best method for sharing information with me. I will do my best to respond within 24-48 hours of your email. Please include "CSUS 200" in all email subject lines. See "E-Learning Policies" (i.e., p. 7) for additional information.

Technology Policy

Unless specifically stated or in an emergency, cell phones are not to be used in class. If you must contact someone, step outside to text/call. Computers are acceptable, if used for class purposes (e.g., note taking, searching for information, reviewing presentation slides).

Course Outline – subject to change

Class	Class Topic	Readings/Assignments
M January 9	Course Introduction	
W January 11	Core Idea 1: Team-Based Sustainability	Before Class: Review D2L Website
W January 18	Application: Crafting a Sustainable Vision	Due January 22: R3 Blog 1
M January 23	Team Discussion: Visions of Sustainability	Submit Book Review Proposal Before Class: CSL Discussion Number 7
W January 25	Core Idea 2: Wicked Problems	Due January 29: R3 Blog 2
M January 30	Application: Trash Sort – Meet at MSU Surplus Store	
W February 1	Application: Interdisciplinarity and Wicked Problems	Due February 5: R3 Blog 3
M February 6	Team Discussion: Ecological Principles	Before Class: CSL Discussion Number 2
W February 8	Core Idea 3: Information Resources	Due February 12: R3 Blog 4
M February 13	Application: Evaluating R3 Resources	
W February 15	Team Discussion: Transportation	Before Class: CSL Discussion Number 5 Due February 19: R3 Blog 5
M February 20	Core Idea 4: The Commons	
W February 22	Application: Solving the Tragedy	Due February 26: R3 Blog 6
M February 27	Team Discussion: Community	Before Class: CSL Discussion Number 4
W March 1	<i>No In-Class Meeting</i>	Due March 1: R3 Literature Review
M March 13	Core Idea 5: Life-Cycle Analysis	Due March 13: R3 Blog 7
W March 15	Application: Real Cost of Food	Due March 19: R3 Blog 8
M March 20	Team Discussion: Food	Before Class: CSL Discussion Number 3
W March 22	Core Idea 6 & Application: Team Decision Making	Due March 26: R3 Blog 9
M March 27	Team Discussion: A Call to Sustainability	Before Class: CSL Discussion Number 1
W March 29	Core Idea 7: Ecological Footprint	Due March 29: Book Review Due April 2: R3 Blog 10
M April 3	Application: Minimizing Ecological Footprints	
W April 5	Team Discussion: Consumption & Economy	Before Class: CSL Discussion Number 6 Due April 9: R3 Blog 11
M April 10	Core Idea 8: Evaluating Policy Positions	
W April 12	Application: Diffusing Innovations	Due April 12: R3 Final Report
M April 17	Team/Class Discussion: Policy Paper/Presentation Review	Due April 18: Policy Position Paper & Class Presentation
W April 19	Class Presentations I	
M April 24	Class Presentations II	
W April 26	Class Presentations III	Due April 28: External Presentation Forms
W May 3	<i>Final Exam</i>	

Academic Misconduct

Article 2.III.B.2 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in CSUS 200. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.** Turnitin.com will be used for all written assignments.

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. McKim at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Bereavement:

Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under 'Student Services – Grief Absence Request Form' OR to StuInfo (<https://stuinfo.msu.edu/>) under 'Academics - Enrollment Information and Services – Grief Absence Request Form.' Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **February 3**. The last day to drop this course with no refund and no grade reported is **March 1**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. If you miss a class due to a Special Consideration Absence as defined by University Policy, your class participation grade for those excused absences days will be the average of your earned participation grades.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site

Disruptive Behavior

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Campus Emergencies

In the event of an emergency arising within the class, the Professor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. McKim will answer email about:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
- Dr. McKim will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 200).
 - Raises an inappropriate subject.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

CSUS 200
Introduction to Sustainability
Section 3

Spring 2017
Tuesday/Thursday, 10:20 - 11:40 a.m.
223 Natural Resources Building

INSTRUCTOR

Ruth Kline-Robach
Water Resources Specialist
Department of Community Sustainability *and*
Institute of Water Research
310 C Natural Resources Building
353-2880
kliner@msu.edu

OFFICE HOURS

Tuesdays, 9:00-10:00 am, or by appointment

COURSE DESCRIPTION

Introduction to sustainability and personal role in sustainability initiatives. Implications of individual actions for key sustainability challenges. Application of sustainability principles and leadership skills in community.

COURSE OUTCOMES

Students will be able to:

1. Identify key themes and principles in sustainability development
2. Apply a variety of critical thinking, analysis and research skills to evaluate the credibility of sustainability policy positions and scientific arguments.
3. Identify the concept of an ecological footprint and recognize their ecological footprint.
4. Improve decision-making capabilities within the context of sustainability.
5. Assess whether a societal issue is a wicked or tame problem.
6. Develop team leadership skills within groups to advance change within communities.
7. Use information technologies in their formal and non-formal learning.
8. Consider the importance of the Commons in developing community sustainability strategies.
9. Identify individual worldviews as they relate to sustainability and their implications for individual actions.
10. Examine the interaction between agriculture, food, natural resources and Michigan communities using a systems approach.
11. Use Life Cycle Analysis to consider the true costs of products and services.

REQUIRED TEXT

Choices for Sustainable Living. – Northwest Earth Institute (available at <http://www.nwei.org/store/>). Additional required readings will be posted on MSU's Desire to Learn (D2L) site (<https://d2l.msu.edu>).

COURSE SCHEDULE¹

Week 1 – Introduction

January 10, 2017 – Introducing the Class
January 12, 2017 – What are Wicked Problems?

Week 2 – Thinking Critically and Human/Environmental Interdependence

January 17, 2017 – Analyzing Websites & Credibility of Information
January 19, 2017 – Developed or Not?

Week 3 – Active Learning

January 24, 2017 – A Call to Sustainability (CSL Discussion - #1)
January 26, 2017 – Field Trip: Trash Sort (Meet at MSU Recycling Center)

Week 4 – Thinking Critically

January 31, 2017 – Current Events Discussion/Evaluating Policy Positions
February 2, 2017 – Defining What Matters: Community and Global Trends

Week 5 – Human/Environmental Interdependence

February 7, 2017 - Governing the Commons
February 9, 2017 – Ecological Principles (CSL Discussion - #2)

Week 6 – Water Resources

February 14, 2017 – Introduction to Water Resources Issues
February 16, 2017 – Documentary: *Flow* (is water a basic human right?)

Week 7 – Food Systems

February 21, 2017 – Current Events Discussion/What is the Real Cost of Food?
February 23, 2017 – Feeding Yourself for a Year

Week 8 – Food and Ecological Footprints

February 28, 2017 – Food (CSL Discussion - #3)
March 2, 2017 – Analyzing an Ecological Footprints/What's Your Ecological Footprint?

Week of March 6 – Spring Break

Week 9 – Strategies for Communities

March 14, 2017 – Implementing Sustainability Strategies for Communities
March 16, 2017 – Community (CSL Discussion - #4)

¹ Topics or dates may change due to availability of resources

Week 10 – Energy Systems

March 21, 2017 – Field Trip to MSU Power Plant (note: half the class will visit the Power Plant. The rest of the students will not meet, but should use the time to begin working on Policy Papers).

March 23, 2017 – Field Trip to MSU Power Plant (note: half the class will visit the Power Plant. The rest of the students will not meet, but should use the time to begin working on Policy Papers).

Week 11 – Ecological Economics

March 28, 2017 – Classifying Ecosystem Services and Interpreting Life Cycle Analysis

March 30, 2017 – Current Events Discussion/Transportation (CSL Discussion - #5)

Week 12 – Environmental Justice

April 4, 2017 – Ensuring Environmental Justice

April 6, 2017 – Consumption and Economy (CSL Discussion - #6)

Week 13 – Change Agents

April 11, 2017 – Current Events Discussion/Diffusing Innovations

April 13, 2017 – Managing Holistically

Week 14 – Visions of Sustainability

April 18, 2017 – Visions of Sustainability (CSL Discussion - #7)

April 20, 2017 – Policy Position Presentations

Week 15 - Presentations

April 25, 2017 – Policy Position Presentations

April 27, 2017 – Policy Position Presentations

Week 16 – Finals Week

Thursday, May 4, 2017 – **Final Exam** (7:45-9:45 am)

ASSIGNMENTS

Assignments must be submitted electronically via D2L no later than the date and time provided in this syllabus. More than one application (e.g., a web browser, Microsoft Word, Prezi, Excel, etc.) may be needed for a given assignment. The final exam will be completed in class on **Thursday, May 4th, from 7:45-9:45 am.**

R³ – Reduce, Reuse, Recycle Project. This set of assignments spans the semester. The task the first week is for you to identify a *daily* personal behavior that you can change which results in reducing, reusing or recycling a resource/product. Some examples might be decreasing the number of miles you drive your car

each week, decreasing your use of bottled water, or increasing your recycling rate. Please be creative, and choose a project that is meaningful to you.

- **Weekly Blog.** (10-20 points per blog - 200 total points) You will blog each week of the semester regarding the R3 project as well as current events related to course subject matter. You will be given the topic for each week's blog on the course D2L site. The first week's blog will focus on the selection of your behavior (subject to my approval) to modify, as well as how you will gather baseline data for what you are currently doing. Subsequent blogs will summarize your successes (and failures) to change your behavior. ***Each Weekly Blog is due by Midnight Friday (e.g. Blog 1 is due January 13th at Midnight).***
- **R3 Data Set.** You will keep a spreadsheet to track your changes (e.g. commuting miles via bike, how many water bottles you currently purchase each day on average) on a daily basis. ***The spreadsheet is due with the final report at the beginning of the Final Exam on May 4th.***
- **R3 Literature Review.** (100 points) You will complete a 2-page literature review on your selected behavior change (place all references on a third page). What does the literature (this can include websites, online documents, papers, journal articles, as long as they are peer reviewed/refereed articles) say about your intended behavior change? ***This two-page paper is due by midnight February 3rd.***
- **R3 Final Report.** (150 points) You will also prepare a 3-page report that summarizes your change over the semester and analyzes the environmental impact (both primary and secondary) of your behavioral change at the individual level as well as the impact the change would have if every undergraduate at MSU had changed the same behavior (assuming they were not already doing it). The report should include summaries from your spreadsheet. You will also submit your final spreadsheet with this report. The report should be a Microsoft Word file or a PDF and the spreadsheet an Excel file. ***The report and spreadsheet are due at the beginning of the Final Exam on May 4th.***

Current Events. Five times over the course of the semester, your R3 blog prompt will ask that you summarize a current event or issue related to your project or a sustainability topic. You are expected to find credible news articles (using strategies we will discuss in class) and submit a one-page summary of the issue with a list of citations included. You are also expected to discuss your articles in class, so be sure to come to class prepared to do so.

Book Review. (150 total points) You will write a four-page review of a book related to sustainability (broadly defined). Below is a list of potential books. If you read a book that is not on this list, I will need to approve your selection. Be sure to choose a book that you have not read previously. Resources on how to write a book review are available in D2L in the Assignments folder. ***The Book Review is due by midnight of March 3rd.***

Example Book Review Titles:

Omnivore's Dilemma by Michael Pollan
The Great Lakes Water Wars by Peter Annin
Recovering the Sacred by Winona LaDuke
Collapse by Jared Diamond
The Story of Stuff by Annie Leonard
An Agricultural Testament by Sir Albert Howard
Last Child in the Woods by Richard Louv
The Watchman's Rattle by Rebecca Costa
Eaarth by Bill McKibben
Confessions of a Radical Industrialist by Ray C. Anderson
Tomorrow's Table by Pamela C. Ronald & Raoul W. Adamchak
Storms of My Grandchildren by James Hansen
The One Straw Revolution by Masanobu Fukuoka
Coming Home: Letters from a Tiny House by Hari Berzins
Cheap: The High Cost of Discount Culture by Ellen Ruppel Shell

Class Assignments and Participation. (150 total points) Your *active* participation in class is expected (including prior assigned readings and in-class activities) and worth 5 points per class. ***You must be in class and participate in order to earn the 5 points.***

Policy Position Paper and Presentation. (150 total points) You will identify a position on an issue that you care about that is relevant to this class and develop a policy paper. A policy paper is a persuasive document that outlines your views on a particular policy or issue you have studied (and is of interest to you). The policy paper is a way to apply what you have learned in a format that communicates ideas or recommendations, or persuades people to consider your views. The audience for the paper may be other students, citizens, members of a public commission, elected representatives, or anyone else with a stake in the issue. There is a resource to help you with writing a policy position paper in the Assignments Folder on D2L. The paper is worth 100 points and the presentation 50 points. ***The presentations are scheduled for April 20th, 25th, and 27th. The paper is due Midnight, April 28th.***

Final Exam. (100 total points) The Final Exam will be comprehensive and open note. ***It is scheduled for May 4th from 7:45 – 9:45 a.m.).***

GRADING

Assignments²

Points

Reduce, Reuse, Recycle/Current Events Blogs	200	(Due Weekly)
R3 Project Literature Review	100	(Due Feb. 3)
Book Review	150	(Due March 3)

² Late assignments will **NOT** be accepted. The D2L Dropbox will not accept uploads after the assigned date and time.

Policy Paper and Presentation	150	(Due April 28)
Reduce, Reuse, Recycle Report	150	(Due May 4)
Final Exam	100	(May 4)
Class Attendance & Assignments	150	(Each Class Session)
Total Points	1000	

Grading Scale

<u>Grade</u>	<u>Points</u>
4.0	1000 – 920
3.5	919 – 860
3.0	859 – 820
2.5	819 – 750
2.0	749 – 700
1.5	699 – 650
1.0	649 – 600
0	< 600

Important Dates

February 3	Last Day to Drop w/ Refund (8:00 p.m.)
March 1	Last Day to Drop w/ No Grade (8:00 p.m.)
March 6-10	Spring Break
May 4	Final Exam (7:45-9:45 a.m.)

Academic Misconduct

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Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you

completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com website to complete any course work in CSUS 200. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.** Turnitin.com will be used for all written assignments.

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Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. If you miss a class due to a Special Consideration Absence as defined by University Policy, your class participation grade for those excused absences days will be the average of your earned participation grades.

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You are expected to attend class regularly, arrive on time and participate in discussions. Attendance will be taken each class period. **Please refrain from texting, checking e-mail, surfing the web, or engaging in any other activities that are not directly related to the course during class time.** Those behaviors are disrespectful and more disruptive than you may realize. Be considerate.

Campus Emergencies

If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions appear on the maps posted on the walls throughout this building. If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor. (See also www.alert.msu.edu.)

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently.
- All assignments submitted electronically should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
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- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
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 - Questions arising from difficulty in understanding course content.
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 - Private issues appropriate for discussion within the teacher-student relationship.
- Your instructor will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 200).
 - Raises an inappropriate subject.
- The website tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

CSUS 200 Section 4
Introduction to Sustainability
Course Syllabus
Spring 2017
Tuesday and Thursday, 4:10 – 5:30 PM
151 Communication Arts Bldg

Instructor

Michael Kaplowitz, Professor
331c Natural Resources

Office Phone: 517-355-0101 (*only answered if I'm sitting at my desk, messages n/a*)

Cell: 517-582-1918 (*texts ok*)

Email: kaplowit@msu.edu (*always an outstanding option*)

On-line Class Materials Available on D2L

Required Reading: Choices for Sustainable Living – Northwest Earth Institute (also available as a PDF) (available at <http://www.nwei.org/store/>) (**needed ASAP**)

Office Hours: T and Th 2:00 pm - 3:30 pm (331 NR); before/after class; or by appointment.

Course Outcomes

Students will be able to:

1. Identify key themes and principles in sustainability development
2. Apply a variety of critical thinking, analysis and research skills to evaluate the credibility of sustainability policy positions and scientific arguments.
3. Identify the concept of an ecological footprint and recognize their ecological footprint.
4. Improve decision-making capabilities within the context of sustainability.
5. Assess whether a societal issue is a wicked or tame problem.
6. Develop team leadership skills within groups to advance change within communities.
7. Use information technologies in their formal and non-formal learning.
8. Consider the importance of the Commons in developing community sustainability strategies.
9. Identify individual worldviews as they relate to sustainability and their implications for individual actions.
10. Examine the interaction between agriculture, food, natural resources and Michigan communities using a systems approach.
11. Use Life Cycle Analysis to consider the true costs of products and services.

Description

Total Credits 3, Lecture/Recitation/Discussion 3 hours. Introduction to sustainability and personal role in sustainability initiatives. Implications of individual actions for key sustainability challenges. Application of sustainability principles and leadership skills in community.

Projected Class Schedule¹

Week 1 – Introduction

- 1 – January 10, 2017 – Introduction, Getting Acquainted, and Classroom Norms
- 2 – January 12, 2017 – What are Wicked Problems?

Week 2 – Speaking/Listening/Learning Across Differences

- 3 – January 17, 2017 – Co-Learning, Dialogic Model, Listening
- 4 – January 19, 2017 – Brave Spaces, Dialogue/Debate/Discussion, Triggers, Mindsets

Week 3 – Perspectives on Human Systems and Decision Making

- 5 – January 24, 2017 – Trash Sort [Field Trip] – MEET AT RECYCLING CENTER!!!!
- 6 – January 26, 2017 – *The Garden* [2008]
 - <http://www.thegardenmovie.com/>
 - <https://vimeo.com/142715608>
 - The Unforeseen* [2007] – {Homework-View film & answer questions}
 - <http://www.theunforeseenfilm.com/trailer.htm>
 - https://www.fandor.com/films/the_unforeseen

Week 4 – A Call to Sustainability

- 7 – January 31, 2017 – Sustainability Challenge, Sustainability is Like Playing Football
 - <http://sustainabilityillustrated.com/en/sustainability-videos/>
- 8 – February 2, 2017 – A Call to Sustainability (CSL Discussion #1)

Week 5 – Critical Thinking

- 9 – February 7, 2017 – Evaluating Information Sources
- 10 – February 9, 2017 – Evaluating Policy Positions

Week 6 – Human/Environmental Interdependence

- 11 – February 14, 2017 – Governing the Commons
- 12 – February 16, 2017 – Ecological Principles (CSL Discussion #2)

Week 7 – Food Systems

- 13 – February 21, 2017 – Feeding Yourself, Real Cost of Food, Developed or Not?
- 14 – February 23, 2017 – Food (CSL Discussion - #3)

Week 8 – Energy Systems

- 15 – February 28, 2017 – Transforming Energy - Thermodynamics and Energy Efficiency
- 16 – March 2, 2017 – Recycling Energy Use

-- Week of March 6 – Spring Break --

¹ Topics or dates may change due to availability of resources

Week 9 – Change Agents

17 – March 14, 2017 – Implicit Bias, Microaggressions

18 – March 16, 2017 – Spheres of Influence, Allyhood

Week 10 – Strategies for Communities

19 – March 21, 2017 – Implementing Sustainability Strategies for Communities

20 – March 23, 2017 – Community (CSL Discussion - #4)

Week 11 – Ecological Footprint

21 – March 28, 2017– Analyzing an Ecological Footprint/What's Your Ecological Footprint?

22 – March 30, 2017 – Transportation (CSL Discussion - #5)

Week 12 – Ecological Economics

23 – April 4, 2017 – Ecosystems Services and Life Cycle Analysis

24 – April 6, 2017 – Consumption and Economy (CSL Discussion - #6)

Week 13 – Environmental Justice

25 – April 11, 2017 – Pursuing Environmental Justice

26 – April 13, 2017 – [New Topic/Material #3]

Week 14 – Visions and Presentations

27 – April 18, 2017 – Visions of Sustainability (CSL Discussion - #7)

28 – April 20, 2017 – Policy Position Presentations

Week 15 - Presentations

29 – April 25, 2017 – Policy Position Presentations

30 – April 27, 2017 – Policy Position Presentations

Week 16 – Finals Week

31 – May 4, 2017 – Final (5:45 pm – 7:45 pm)

Assignments

There are many different types of assignments for this class. It is fair to say that students are asked to engage in daily and weekly tasks, engage in different types of research and writing tasks, and expected to manage their time and workload independently and responsibly.

All sections of CSUS 200 share three major sets of assignments – R³ Assignments, Book Review, and Policy Paper. In addition to those assignments, each section of CSUS 200 has additional/complementary assignments. In this section, you are expected to have a newspaper diary. These assignments share an expectation that students explore areas of interest to them. It is each student's responsibility to manage their time appropriately and to turn their work in on time. Assignments are to be turned in electronically via D2L.

Students do not need to wait until the posted deadline to submit their completed assignments. For example, if a student has completed the Book Review assignment by the end of February, then that Book Review can be uploaded on February 28th instead of waiting until the Book Review deadline of March 13th. The same is true for the R³ literature review, final R³ report, newspaper diary reflection paper, and policy paper.

There will be a final exam administered during the MSU scheduled final exam time. Please note that more than one 'computer' application (e.g. a Web browser, Microsoft Word, Prezi, Excel, etc.) may be needed for a given assignment. Students are expected to acquire the needed software and skills for their assignments.

A. R³ (Reduce, Reuse, Recycle) Assignments [300 total points]

- * *Weekly* blog [due on Fridays, 11:59 pm]
- * Data record (daily/weekly) [final data record due 4/24/17, 11:59 pm]
- * Literature review (2 pp) [due 2/3/17, 11:59 pm]
- * Final R³ report (3 pp) [due 4/24/17, 11:59 pm]

B. Book Review [150 total points]

- * Read a book from the list that *you have not read before* and complete a
- * Written Book Review (4 pp) [due 3/13/17, 11:59 pm].

C. Newspaper Diary [150 total points]

- * *Weekly* entry (2 entries per week for 10 weeks) [due on Mondays, 11:59 pm]
- * Written Newspaper Diary reflection paper (1-2 pp) [due 4/17/17, 11:59 pm].

D. Class Assignments & Participation [150 total points]

E. Policy Paper and Presentation [150 total points]

- * Class presentation (4 min. max) [assigned for one of last classes] and
- * Policy paper (4 pp plus references) [due 4/30/17, 11:59 pm].

F. Final Exam [100 points]

May 4, 2017 from 5:45 PM to 7:45 PM

A. R³ – REDUCE, REUSE, RECYCLE. (300 total points)

This set of assignments spans the semester. The task the first week is for you to identify a *daily* personal behavior that you can change that you believe will result in you reducing, reusing, or recycling a resource/product. Some examples include you working on decreasing the number of miles you drive your car, decreasing your water usage, decreasing your use of plastic, or perhaps eliminating your use of bottled water.

- **R³ Blog Each Week.** *Due by midnight on Friday. Blog 1 is due January 13. No Blog is due for 3/10/17. Last Blog due on 4/7/17.*

Your first week's blog will focus on the selection process of your behavior that you hope to modify (subject to Dr. Kaplowitz's approval). To measure this, you must first establish baseline data for what you are currently doing (see Data Record). The following 11 blogs will summarize your successes (and failures) to change your behavior each week. The blogs are worth a total of 120 points (10 points per blog).

- **R³ Data Record.**

You will need to keep a spreadsheet to track your changes (or lack thereof). Your first entry/entries should establish your baseline. For example, you may record your commute miles via bike, bottles of water do you currently drink each day, etc. on a daily basis. Your *spreadsheet should be available to share with the instructor during the course of the semester and it must be submitted as part of your final report on April 24th.* Successful submission of proper data set (i.e., spreadsheet) is worth 25 points.

- **Literature Review on Behavior Change.**

You are expected to complete a 2-page literature review on your selected behavior change (place all references on a third page). What does the literature (this can include websites, online documents, papers, journal articles, as long as they are peer reviewed/refereed/fact-checked articles) say about your intended behavior change. The Literature Review is worth 70 points. Name the report *FirstnameLastnameR3Lit.docx (or .pdf)*. *This two-page paper (plus reference list) is due by midnight February 3.*

- **Final R³ Report.**

You are expected to prepare a 3-page report that summarizes your efforts over the semester to change your behavior and analyses the environmental impact (both primary and secondary) of your behavioral change at the individual level as well as the impact the change would have if every student at MSU had changed the same behavior (assuming they were not already doing it). The report should include summaries from your spreadsheet. You also are required to turn in your data record (i.e., spreadsheet) with your report. The Final R3 Report should be a Microsoft Word file or a PDF and the accompanying data set (i.e., spreadsheet) should be an Excel file. Please name the report *FirstnameLastnameR3.docx (or .pdf)* and the spreadsheet *FirstnameLastnameR3.xlsx* and place them in the appropriate drop box in D21. The report is worth up to 85 points and the spreadsheet is worth 25 points. *The R3 report and spreadsheet are due on April 24, 2017 @ 11:59 pm.*

B. BOOK REVIEW. (150 total points)

You are expected to write a four-page book review of one of the books listed below. Do not pick a book that you have read before or that is assigned, in whole or in part, in another class. Resources on how to write a book review are available in D2L in the Assignment folder. The book review is worth 150 points. The report should be named *FirstnameLastnameBook.docx* (or .pdf) and placed in the appropriate drop box in D2L. (***The Book Review is due by midnight of March 13, 2017.***)

- *Eaarth* by Bill McKibben
- *Merchants of Doubt* by Naomi Oreskes and Erik M. Conway
- *Omnivore's Dilemma* by Michael Pollan
- *Recovering the Sacred* by Winona LaDuke
- *The Myth of Progress: Toward a Sustainable Future* by Tom Wessels
- *This Changes Everything* by Naomi Klein

C. NEWSPAPER DIARY [NPD] (150 total points)

During the semester you are expected to:

- 1) Submit NPD Information Form & Survey (due January 23, 2017),
- 2) Submit ten (10) NPD weekly entries (2 articles/week) (due Mon.) [100 points], and
- 3) Submit a NPD Reflection Paper (due April 17, 2017) [50 points]

Post a weekly newspaper diary entry on ten (10) Mondays, not including Spring Break, as indicated in the class schedule. Your first should submit a NPD Information Form & Survey.

Your weekly report on two articles from '**your selected national paper**' should relate to a course topic of your choosing that is related to the class. Your topic might be sustainability, nature, development, environmental justice, healthy ecosystems, green business, or Your topic can be narrow (e.g., water use by bottling/soft-drink companies), broad (e.g., implementation of global climate change agreement), general (e.g., healthy food), or specific. On days/weeks when there are no or not enough stories on "your topic" in 'your' newspaper, please select another story of interest that concerns "science."

For this assignment, you need daily access to a 'national' newspaper (4-months max).

Although many of us access news using Goggle news, Apple news, or other similar aggregators, for this assignment you are expected to subscribe/have daily, full access to an online or hardcopy edition of a national newspaper. Subscriptions to national newspapers are free or deeply discounted for students. You need such access to develop the practice of browsing through a national news source as part of dedicated news reading time.

MSU has free daily national newspapers available across campus at various locations as well as provides electronic access to newspapers using MSU Library Services. No doubt it is easiest if you have online access to a newspaper and its website. Below, there is a list of some pre-approved (for this course) national newspapers, their websites, and subscription links. If you would like to subscribe to a different national newspaper, please check with the instructor first.

To keep things in perspective, this course does not require you to purchase/use expensive texts so a modest subscription cost (if you go that route) is not unreasonable for the assignment period. And again, there are free subscriptions available for some papers.

NPD Submissions

The Newspaper Assignment Information Form and the first set of entries are due on Monday, January 23th before midnight (11:59 pm). Students are expected to have two article entries each week. You are expected to have a total of 20 article entries (i.e., 2 entries x 10 weeks). You can miss up to two (2) entries (out of 20) during the assignment without penalty. You will receive extra credit for having 20 or more entries for this assignment.

You are not expected to submit a newspaper diary entry during Spring Break. You must be completely done with the Newspaper Diary assignment, including submitting your final diary and your reflection paper, by April 17, 2017.

To help with this assignment, you can find the following on the class website (D2L):

- Newspaper Assignment Initial Form
- Newspaper Diary Entry Form (PDF, text, and MSWord)
- Newspaper Reflection Paper Form

Submission of weekly newspaper diaries.

Please upload each week's article diary sheet to the appropriate dropbox and label your MS Word file called *FirstnameLastnameNewsDiaryX.docx*, where x is the submission number 1 to 10.

RETAIN YOUR OWN ARTICLE ARCHIVE [CRITICAL]

You are required to maintain a folder with a PDF copy of every article for which you submit a diary entry. If you read a hardcopy newspaper for this assignment, then you can save a picture of the story/stories read/entered into the diary in your News.pdf file. The instructor may ask you to share some or all of the articles copies during the course and during the six-month period following the conclusion of the course. **Failure of a student to maintain such a folder/repository of articles will result in the student receiving no credit (i.e., a grade of 0 out of 150) for the Newspaper Diary Assignment.**

Pre-Approved National Newspapers

Approved national newspapers² for your consideration/use for this assignment include:

The Christian Science Monitor (CSM) – http://www.csmonitor.com/https://subscribe.csmonitor.com/pubs/TF/CSZ/Print_Digital_Combo_Test_C.jsp?cds_page_id=181154&cds_mag_code=CSZ&id=1480978686244&lsid=63401658062048615&vid=1

New York Times (NYT) – Free hardcopies of the NYT are widely available to students on campus. You may choose to subscribe to the NYT electronic edition for \$1/week at:

² Students may suggest/propose other *national* newspapers for use with this assignment to the instructor.

<http://www.nytimes.com/subscriptions/edu/lp8LQFK.html?src=898Q4&campaignId=384XW>. The MSU Library may provide electronic access to the NYT.

USA Today (USAT) – <http://www.usatoday.com/> .

Electronic subscriptions can be found at: <http://static.usatoday.com/usat-enews-subscribe/>
The MSU Library may provide electronic access to the USAT

Wall Street Journal (WSJ) – <http://www.wsj.com/>

Subscriptions: <https://store.wsj.com/v2/shop/60616004?trackingCode=aap1hybd>
The MSU Library may provide electronic access to the WSJ

Washington Post (WP) –

<http://help.washingtonpost.com/link/portal/15067/15080/ArticleFolder/78/Digital-Subscriptions>

The MSU Library may provide electronic access to the WP

D. CLASS ASSIGNMENTS AND PARTICIPATION. (150 total points)

Your *active* participation in class is expected (including prior assigned readings and in-class activities) and worth 5 points per class (30) for a total of 150 points. If you are texting, facebooking, or any other forms of social media you are **not** participating in class (***You must be in class and participate in order to earn the 5 points***).

E. POLICY POSITION PAPER AND PRESENTATION. (150 total points)

You are to identify a position on an issue that you care about that is relevant to this class and develop a policy paper. A policy paper is a persuasive document that outlines your views on a particular policy or issue you have studied (and is of interest to you). The policy paper is a way to apply what you have learned in a format that communicates ideas or recommendations, or persuades people to consider your views. The audience for the paper may be other students, citizens, members of a public commission, elected representatives, or anyone else with a stake in the issue. There is a resource to help you with writing a policy position paper in the Assignments Folder on D2L. The paper is worth 100 points and the presentation 50 points. (***The presentations will be in class on April 20, 25, and 27 and your paper is due by April 30***).

F. FINAL EXAM. (100 total points)

The Final will be comprehensive and open note. The Final is worth 100 points.
(***The Final is on May 4, 2017 from 5:45 PM to 7:45 PM***).

STUDENT GRADES & EVALUATION (i.e., Grading)

Assignments³

Reduce, Reuse, Recycle Blogs ⁴	120	(Due Weekly)
Reduce, Reuse, Recycle Lit Review	70	(Due February 3)
Class Attendance & In-Class Assignments	150	(Due Every Class)
Book Review	150	(Due March 13)
Newspaper Diary Entries	100	(Due Weekly)
Newspaper Reflection Paper	50	(Due April 21)
Reduce, Reuse, Recycle Data	25	(Due April 24)
Reduce, Reuse, Recycle Report	85	(Due April 24)
Policy Paper Presentation	50	(Due April 27)
Policy Paper	100	(Due April 30)
Final	100	(Due May 4)
Total	1000	

Grading Scale

Grade	Points
4.0	1000 – 920
3.5	919 – 860
3.0	859 – 820
2.5	819 – 750
2.0	749 – 700
1.5	699 – 650
1.0	649 – 600
0	< 600

ACADEMIC MISCONDUCT

Article 2.III.B.2 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the CSUS Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in CSUS 200. Students who violate MSU academic integrity rules may receive a

³ 10% deduction for each business day late

penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.**

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All submissions to this course may be checked using this tool. You should submit papers to Dropboxes enabled with Turnitin **without identifying information included in the paper** (e.g., name or student number), the Desire 2 Learn system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository. Furthermore your submissions will be retained in the Global Turnitin repository.

In choosing to use Turnitin in our class, I have agreed to follow five guidelines. They are:

1. I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
2. I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.
3. For a given assignment, I will use Turnitin for all papers.
4. I will make the final determination of originality and integrity.
5. To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

If you have any questions about the use of Turnitin in this course, please bring them to my attention.

ACCOMMODATIONS

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. Kaplowitz at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

DROPS AND ADDS

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is September 26. The last day to drop

this course with no refund and no grade reported is October 19. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

COMMERCIALIZED LECTURE NOTES

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

ATTENDANCE

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. If you miss a class due to a Special Consideration Absence as defined by University Policy, your class participation grade for those excused absences days will be the average of your earned participation grades.

INTERNET

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site

DISRUPTIVE BEHAVIOR

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

CAMPUS EMERGENCIES

In the event of an emergency arising within the classroom, Dr. Kaplowitz will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of Dr. Kaplowitz in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given,

you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so. (See also www.alert.msu.edu.)

E-LEARNING POLICIES

Information technologies such as D2L and email are widely used in this class. As a result there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Kaplowitz will answer email about:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Kaplowitz will NOT answer email which:
 - Poses questions answered in the course information sections of course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 200).
 - Raises an inappropriate subject.
- Dr. Kaplowitz will make every effort to answer email received on a given day no later than close of work on the next workday.
 - You can also text or call Dr. Kaplowitz if the situation warrants a quick response
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.

Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.