

CSUS 200
Introduction to Sustainability

Fall 2019, section 3
Tuesday and Thursday, 10:20-11:40 p.m.
A 158 Plan and Soil Sciences (PSS)

Dr. Lissy Goralnik
Office: Natural Resources 311B
Office Hours: T 12:45-1:45 (please let me know if you intend to come by), immediately after class, and by appointment
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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. **On-line Class Materials Available on D2L (articles, syllabus, assessments, etc.)**
 - <https://d2l.msu.edu>
 - You will need to print these articles and bring them with you to class *OR* bring technology you can easily access them for use in class. Phones will not work.
2. **Blank spiral notebook or binder/loose-leaf paper** for notetaking and in-class work

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.

Expectations:

- Students will arrive on time to class prepared to learn.
- Assignments will be turned in on the due date. Printer or any other technology malfunction is not an acceptable excuse for late work.
- Students will maintain a respectful learning environment.
 - This includes maintaining an open mind with peers, instructors, and guest lecturers
 - Texting and use of social media during class will not be tolerated during class time
- Plagiarism of any kind will not be tolerated.

Communication:

Please be thoughtful about your email practice. Professional and respectful email is expected, which includes “CSUS 200” in the subject line, a proper greeting and signature, and appropriate capitalization and punctuation in the email body. Please only use email for information you cannot first access from your peers or your class materials. **Make sure you get contact information for at least two people in class the first week!** I will be communicating with you regularly using D2L. **Make sure your D2L account is set to direct emails to your @msu.edu email address. You should check your email daily.**

Assignments

Most assignments will be turned in electronically via D2L. Occasionally printed or handwritten assignments (**must be stapled**) or a DVD/thumb drive will be more appropriate. The final exam will be handwritten during the scheduled time.

1. Attendance and participation: 100 points

- Attendance grades will be determined by the number of unexcused absences you have during the semester. If you attend all classes, your attendance grade will be 100. For each of your next six unexcused absences, I will deduct 5 points, e.g. 1 unexcused absence will be an attendance grade of 95, 2 absences 90, 3 absences 85, 4 absences 80, 5 absences 75, and six absences 70. 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 overall grade.**
- Absences are 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 note* (if you are seriously ill for an extended period, it may not be possible to continue with the class). Illness should be communicated to me prior to class.
- If you know you must miss a class, try to inform me about it *in advance*. 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 until after you have consulted 2 peers.

2. R³ – Reduce, Reuse, Recycle: 250 points

The first week of class you will 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, your weekly water usage, your use of plastic, dietary habits (e.g. meat consumption) or your consumption of bottled water. You will collect baseline behavior data the following week, where you measure your normal habit, then you will work to reduce your impact on natural resources through altering this behavior for one month.

1. You will blog each week of this monthlong project. **(12.5 points each, 50 points total).**
 - **Each weekly Blog is due by Midnight on Thursday on D2L.**
 - *There is a rubric for this assignment on D2L.*
2. You will also need to keep a spreadsheet to track your daily and weekly behavior change (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. You should also use the spreadsheet to keep track of the conversion equations you discover in your research to describe the impacts of your behavior change. **Due weekly with each blog and then submitted with the final report on October 17th.**
3. You will write a **2-page** literature review on your selected behavior change **(100 points)**. References (5+) will be on a third page. What does the literature (a mix of trustworthy websites, peer-reviewed papers, and popular media, with at least 2 peer-reviewed sources) say about your chosen behavior change, the social or environmental conditions that make behavior change impactful or necessary, or the reasons similar behavior changes are/are not adopted more widely by the public? Name the report *FirstnameLastnameR3Lit.docx (or .pdf)*. **Due by midnight October 3rd.**
 - *There is a rubric for this assignment on D2L.*
4. You will also prepare a **3-page** final report **(100 points)** that summarizes your change over the semester and analyzes the environmental impact (both primary and secondary) of your behavioral change at the individual level. You will need to set up the problem with references, as you have done in your literature review (you can certainly use some or all of the same sources here), as well as use references to provide evidence for your analysis.
 - In the discussion, you should imagine your change across the entire MSU population.
 - The report should also include summaries from your spreadsheet citations for the calculations you use to quantify your impacts, and background literature to describe why and how this behavior change is important (at least 5 sources, 2 peer reviewed).
 - You will turn in your final spreadsheet with your report. Report should be a Microsoft Word file or a PDF and the spreadsheet an Excel or PDF file.
 - Name the report *FirstnameLastnameR3.docx (or .pdf)* and the spreadsheet *FirstnameLastnameR3.xlsx* and place them in the appropriate drop box in D2L. **Due by midnight October 17th.**
 - *There is a rubric for this assignment on D2L.*

3. Reading Quizzes: 10 points each, 100 points total

Class time is limited, and sustainability content is rich and diverse. An important part of learning about sustainability occurs through exposure to the ideas, cases, and experiences you engage with homework. There will be 10 reading quizzes following significant readings, videos, or websites you engage during the semester. **You can take each quiz as many times as necessary to get it all right, but will only be available to take prior to the class for which they are assigned.** The goal of this assignment is for you to learn the material. Therefore, feel free to take the quiz after you read or while you read/watch the material. Whatever process works for you! Do the reading, get 100. These will also serve as finals prep.

4. Movie Club: 325 points

Groups of four will work together to explore one of the courses sustainability content modules in more depth through documentary film – Food, Energy, Sustainable Economics, Climate Change, Consumption/Waste, Environmental Sustainability or Equity + Justice. You will identify 3 movies in your content area – Netflix is a great place to start, and Google is a good resource too, because many environmental docs are available on other platforms for free viewing – and send Dr. Goralnik a list for approval. All movies should be at least 1 hour long and intended for a broad viewing audience.

1. For each movie you will take notes during the screening and write a 2-page group review of the film (see D2L for resources on writing a movie review) **(50 points each, 150 points total)**.
2. All groups will create a 5-minute presentation for the class about your collection of films: how they frame the issues differently or similarly, how they collectively tell a broader story about your content area and what the major themes of that issue are as presented in the movies, how successful (or not) the films are, what questions they raised for you about the issues, and recommendations about which movies to see to learn more **(25 points presentation outline, 100 points presentation, 125 total)**.
3. Everyone will provide a peer review of each group members' participation in the project. You will fill out a rubric with comments and rank each group member out of 50 points. I will average each person's scores for a final peer review grade. **(50 points)**

5. Policy Position Presentation: 125 total points

You will identify a position on an issue relevant to the content in this class and develop a policy argument, which is a persuasive argument that describes a particular policy or issue, defends your evidenced (≥ 5 trustworthy sources) views on this policy, and presents a solution or communicates recommendations. Consider your audience to be your fellow students, as well as citizens, members of a public commission, elected representatives, or anyone else with a stake in the issue.

- There is a resource on writing a policy position paper/argument on D2L.
- Outlines of your argument will be due in class for peer review November 21st. **(25 points)**
- Presentations are 5 minutes long. This is tight, so you will need to prepare a script and timed slides to organize your thoughts efficiently and effectively. Arguments and main evidence will need to be concise to be impactful in this format. Make sure you have a good outline before you create your powerpoint! You will be assessed by the class and Dr. Goralnik using a provided rubric (available on D2L). Presentations will be in class on 11/26, 12/3, and 12/5. **(100 points)**

6. Final: 100 points

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

- Plan to study using the readings, reading quizzes, and class powerpoints.

Extra Credit:

Extra credit is available for engaging the work of sustainability practice. When you participate in an extra credit opportunity, you have **one week to write a 1-1.5 page double-spaced response**, for which **you can earn up to 5-points (up to 50 total extra credit points)**. Extra credit reflections should **summarize** the main points of the presentation or experience, **describe your role (if appropriate) and reaction**, and **explain connections between the presentation or experience and the themes of our class**. What was going on, who was presenting or participating, and what was the speaker's general thesis or the event's

main purpose? What did it make you think about, why is it interesting or important, and how does it relate to our class? **Submit to Dr. Goralnik by email.**

Here are some ways to get extra credit.

- **Community Events:** There are numerous interesting on-campus and community events that relate to sustainability. I encourage you to seek these out and attend (To identify appropriate events, see hallway posters; the Environmental Science and Public Policy (ESPP) email list; MSU Events; and CSUS and other campus email announcements). When you've found something, let me know to confirm it is relevant.
- **Bedrock Lectures on Human Rights and Climate Change:** These 17 short videos (<https://www.youtube.com/playlist?list=PLuUz-6in-AwoNOXPXgblUAjWF2cl7Ybz1>) with leading thinkers, writers, and activists were recorded by the Spring Creek Project for Ideas, Nature, and the Written Word last spring in conjunction with the Permanent People's Tribunal on Human Rights, Fracking, and Climate Change (<https://www.tribunalonfracking.org/>). You can choose any of these that interest you (don't just pick the shortest! The content varies significantly, so find some that interest you) to watch. I especially love the one by Kathleen Dean Moore; others by indigenous scholars, poets, religious thinkers, the kids suing the federal gov't over climate change, philosophers, etc. All are excellent!
- **Volunteer:** SCENE MetroSpace art exhibit (November 8th). With colleagues in Art, Art History, and Design, I have been working on a project related to community engagement, plastic waste, and art making, which will culminate with an art exhibit event using materials collected by CSUS 301 students last semester. We will be looking for volunteers for opening night to collect data, take photos, and help with set up.

Student Evaluation

Assignments ¹	Points	Due Date
Class Attendance and Participation	100	Weekly
Reading Quizzes (10)	100	Daily when assigned until 10/15
Reduce, Reuse, Recycle (R3) Project	250	All semester
<i>Reduce, Reuse, Recycle Blogs (4)</i>	50	Weekly
<i>Literature Review</i>	100	October 3 rd
<i>Final Report</i>	100	October 17 th
Movie Club	325	
<i>Group Movie Reviews (3)</i>	150	October 24 th , 29 th , and 31 st
<i>Presentation Outline</i>	25	November 5 th
<i>Group Presentation</i>	100	November 7 th
<i>Peer Review</i>	50	November 7 th
Policy Presentation	125	
<i>Outline for peer review in class</i>	25	November 21 st
<i>Presentations</i>	100	November 26 th , December 3 rd , December 5 th
Final	100	December 12 th
Total	1000	

¹ Late assignments will **NOT** be accepted

Grading Scale

Points	> 925	924-865	864-795	794-765	764-695	694-665	664-595	<595
Grade	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0

(tentative) TIMELINE and ASSIGNMENTS

W K	Date	In-class	Homework
1	Th 8/29	INTRO - SUSTAINABILITY	<ul style="list-style-type: none"> Choices for Sustainable Living, Chpt 1 (Read: 17-24 and 28-32)
2	T 9/3	INTRO - SUSTAINABILITY II + SYSTEMS THINKING <ul style="list-style-type: none"> Reading quiz 1 R3 pick behavior R3 baseline 	<ul style="list-style-type: none"> Batie: 1176-1182 (through "Sustainability Science" and 1187-1188 (starting with "What is Needed")
	Th 9/5	INTRO - WICKED PROBLEMS <ul style="list-style-type: none"> Reading quiz 2 R3 baseline 	<ul style="list-style-type: none"> Nat Geo 2018, "We Depend on Plastic" R3 baseline
3	T 9/10	R3 – CONSUMPTION/WASTE field trip <ul style="list-style-type: none"> R3 behavior change month begins!!! 	<ul style="list-style-type: none"> 2 readings: <ol style="list-style-type: none"> Choices for Sustainable Living Chpt 2 p. 35-37 Visit the Ecological Footprint website: https://www.footprintnetwork.org/our-work/ecological-footprint/. A) Read "How the Footprint Works," B) spend time with the Ecological Footprint Explorer (make observations across the data), C) read "World Footprint" and "Overshoot Day" paragraphs, and D) calculate your footprint (page bottom) R3 baseline
	Th 9/12	INTRO – ENVIRONMENT <ul style="list-style-type: none"> ISRO case study Reading quiz 3 	<ul style="list-style-type: none"> Economics reading TBD Blog 1 R3
4	T 9/17	INTRO - ECONOMICS - Phil Warsaw guest <ul style="list-style-type: none"> Reading quiz 4 Blog 1 due 	<ul style="list-style-type: none"> Telegraph: "Fake News" R3
	Th 9/19	R3- introduce lit review, valid sources <ul style="list-style-type: none"> Reading quiz 5 	<ul style="list-style-type: none"> Blog 2 Watch environmental justice video assigned to your group and fill out the associated worksheet during the film viewing (See D2L for Env Justice film links and worksheet) Lit review R3
5	T 9/24	INTRO – EQUITY + JUSTICE <ul style="list-style-type: none"> Blog 2 due 	<ul style="list-style-type: none"> Goralnik et al. Lit review R3

	Th 9/26	INTRO - ETHICS ○ Reading quiz 6	<ul style="list-style-type: none"> • Choices for Sustainable Living, Chpt. 3 • Blog 2 • Lit review • R3
6	T 10/1	R3 - FOOD ○ Blog 3 due ○ Reading quiz 7	<ul style="list-style-type: none"> • Lit review • R3
	Th 10/3	R3 - Intro R3 final report ○ Behavior change accounting ○ Lit review due	Watch 3 videos: 1) End of the Line: https://vimeo.com/44104959 ; 2) ACS Global Water Crisis: https://www.acs.org/content/acs/en/sustainability/understandingsustainability/sustainable-water.html ; 3) The Daily Show, Great Lakes: https://www.youtube.com/watch?v=3tKph1soU-8 <ul style="list-style-type: none"> • Blog 4 • R3
7	T 10/8	R3 – WATER <ul style="list-style-type: none"> • Reading quiz 8 • Blog 4 due • R3 behavior change month ends!!!! 	<ul style="list-style-type: none"> • “Our Renewable Future”: http://ourrenewablefuture.org/introduction/. Please read: 1) “Introduction” 2) “Chapter 2: A Quick Look at Our Current Energy System” 3) “Chapter 3: Renewable Electricity” • R3 • R3 final report
	Th 10/10	R3 - ENERGY ○ Reading quiz 9	<ul style="list-style-type: none"> • Jay et al. 2018: “Climate Change Overview” 33-64 (don’t worry abt grey box info) • R3 final report
8	T 10/15	R3 - CLIMATE– Jessica Brunacini guest ○ Reading quiz 10	<ul style="list-style-type: none"> • R3 final report
	Th 10/17	MOVIE CLUB – NO CLASS ○ Group meet: identify 3 movies about one of our content modules and send me an email for approval ○ Watch movie 1 [by 10/22] ○ R3 final report due	<ul style="list-style-type: none"> • Movie 1 • Read resources on movie reviews
9	T 10/22	MOVIE CLUB ○ Watch movie 2 [by 10/24]	<ul style="list-style-type: none"> • Movie 2 • Movie 1 review (group)
	Th 10/24	MOVIE CLUB ○ Movie 1 review due ○ Watch movie 3 by [10/29]	<ul style="list-style-type: none"> • Movie 2 review (group) • Movie 3
10	T 10/29	MOVIE CLUB ○ Movie 2 review due	<ul style="list-style-type: none"> • Movie 3 review (group)
	Th 10/31	MOVIE CLUB ○ Movie 3 review due	<ul style="list-style-type: none"> • Movie Club presentation outline (group)
11	T 11/5	MOVIE CLUB ○ Presentation outline due	<ul style="list-style-type: none"> • Movie presentation • Policy research

		<ul style="list-style-type: none"> ○ Introduce policy assignment, pick issues 	
	Th 11/7	MOVIE CLUB - presentations	<ul style="list-style-type: none"> • Policy research • Movie Club peer review
12	T 11/12	POLICY <ul style="list-style-type: none"> ○ How to write a brief ○ Policy research ○ Movie Club peer review due 	<ul style="list-style-type: none"> • Policy research
	Th 11/14	POLICY <ul style="list-style-type: none"> ○ Policy research 	<ul style="list-style-type: none"> • Policy research
13	T 11/19	POLICY <ul style="list-style-type: none"> ○ Policy research 	<ul style="list-style-type: none"> • Policy research • Policy presentation outline
	Th 11/21	POLICY <ul style="list-style-type: none"> ○ Introduce final ○ Policy presentation outline discussion groups 	<ul style="list-style-type: none"> • Policy presentation
14	T 11/26	POLICY - presentations	<ul style="list-style-type: none"> • Policy presentation
	Th 11/28	THANKSGIVING!! Enjoy your holiday ☺	
15	12/3	POLICY - presentations	<ul style="list-style-type: none"> • Policy presentation
	12/5	POLICY - presentations	<ul style="list-style-type: none"> • Study for final
	12/12	FINAL 1255 Anthony Hall, 10am-12pm	

Academic Honesty: 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 without assistance from any source. You are expected to develop original work for this course. 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, 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 strongly encourage students to keep all course materials until after the final grades are distributed at the end of the semester, including returned assignments. Such materials might be required in case of a grade discrepancy and/or to prove the originality or ownership of student work. I will not tolerate any form of academic dishonesty. **The maximum sanction allowed under University policy will occur on the first offense. Assignments submitted to D2L will be assessed with turnitin.com.**

Technology: NO CELL PHONE USE ALLOWED DURING CLASS—this includes texting beneath the table; Not only is this rude, it is distracting 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 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.

- 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/>.
- 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.