This document contains the course syllabus for sections 001, 002 and 003 of CSUS 200, Fall Semester 2014
CSUS 200

Introduction to Sustainability

Fall 2014
Tuesday and Thursday 2:40-4:00 p.m.
221 Natural Resources Building

Syllabus
and
Assignments

Instructor: Dr. Peter Kakela, Professor,
Department of Community Sustainability
Office: 327 Natural Resources Building
Phone: 517-353-0803
E-mail: kakela@msu.edu
Fax: 517-353-8994

Meeting Times: Tuesday and Thursday: 2:40 p.m. to 4:00 p.m. Natural Resource Building, Room 221

Office Hours: Tuesday and Thursday 2:00 to 2:40 pm and 4:00 to 5:00 – room 327NR or by appointment.

Course Description:

“Introduction to Sustainability” is an introductory core course in the Department of Community Sustainability. It is intended to introduce students to creative problem solving and teamwork. It offers students an opportunity to think in a multidisciplinary way. As students examine and discuss some of the key issues in the field, they can begin to examine their own goals and values. Students are also expected to think seriously about their programs of study, whatever that may be, and to explore the options available to them in an effort to find the classes that best fit their interests and career plans.

Class sessions will alternate between large group and small group interaction with strong emphasis on student participation, student initiative and teamwork. To this end, class members will read the assigned readings prior to class, and try to relate the information to their own experiences and knowledge. Each week students will write a two to three-page reflection paper, and be prepared to share their observations during class discussions. Students will work in teams of three to four students on three projects. Each team will present their findings and submit a five to six-page team-written paper with references cited.
Course Objectives/Aims:

After completing this course, students should be able to:

- Identify some of the underlying concepts and interrelationships within the fields of natural resources, environmental studies, agriscience, and sustainability.
- Develop critical thinking, active listening, and writing skills by analyzing readings, giving oral presentations, writing weekly reports, and participating in group discussions.
- Explain how their chosen emphasis area and courses contribute to their interests and goals.
- Apply key ecological concepts to explain relationships between people and ecosystems.
- Recognize and define basic systems language, properties and behaviors.
- Explain and apply core concepts of community in the context of oneself and sustainability.
- Develop a greater sense of self and relationship of your worldview to others.

Course Outcomes:

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.
- Use Life Cycle Analysis to consider the true costs of products and services.

Note: We will be taking several field trips, most or all will be on-campus. These are required.
Grading Scale:

Grades in this course will be based on a total of 1000 points. Final grades will be determined on the following scale:

- 4.0 = 900 or more points
- 3.5 = 850 to 899 points
- 3.0 = 800 to 849 points
- 2.5 = 750 to 799 points
- 2.0 = 700 to 749 points
- 1.5 = 650 to 699 points
- 1.0 = 600 to 649 points
- below 600 is a 0.0 grade.

Grades will come from the following areas:

<table>
<thead>
<tr>
<th>Weekly Reading Reports, Entry and Exit papers.</th>
<th>30%</th>
<th>300 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation-29 classes:</td>
<td>25%</td>
<td>252 points</td>
</tr>
<tr>
<td>3 Team Project Presentations &amp; Papers:</td>
<td>30%</td>
<td>300 points</td>
</tr>
<tr>
<td>Book Review:</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>Legacy Project:</td>
<td>10%</td>
<td>100 points</td>
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</tbody>
</table>

Total: 100% 1,002 points

Assignments and Grades:

Weekly Reading Reports: 300 points

Students will submit an ‘entry paper’ worth 10 points and a two to three-page reading report for each of the following 10 weeks, worth 25 points each, including an exit statement.

\[
\begin{align*}
1 \text{ Entry paper} &= 25 \\
10 \text{ reflections (x) 25} &= 250 \\
1 \text{ Exit paper} &= 25
\end{align*}
\]

Attendance and Class Participation: 252 points

There are a total of 28 classes this semester. Attendance will be taken for each class. Students will earn 9 attendance points for each class.

\[
28 \times 9 = 252
\]
Team Projects: 300 points

During the course of the semester students will work in teams on three group projects. Teams will analyze and research the issues at hand, present their findings to the class, and **collectively** write a five to six-page paper (not including references, graphs, and charts and tables). Each project is worth 100 points: 50 for the presentation and 50 for the paper. Team papers should include appropriate reference citations.

\[3 \times 100 = 300\]

Book Review (choose one): 50 points

Students are to write a three to four page book review of either

- **Class Action: The Story of Lois Jenson and the Landmark case that Changed Sexual Harassment Law** by Clare Bingham & Laura Leedy Gansler (New York: Doubleday, June 2002) or
- **The Outlaw Sea: A World of Freedom, Chaos, and Crime** by William Langewiesche (North Point Press, 2004) or

\[1 \times 50 = 50\]

Your review is due either due by noon of the Tuesday of Week 8 (Water) if you choose *Outlaw Sea* or noon of Tuesday of Week 12 (Gender) if you choose *Class Action* or *The Journal of Otto Peltonen*.

Note: There is not an individual “Reflection” due for you during the week that you write and discuss your book review. Your book review replaces your Reflection.

Final Legacy Project and Write-Up: 100 points

Students will work in a team throughout the course on developing a long-lasting physical project on campus. We are calling this a “Legacy Project,” as it is intended to be something left behind for subsequent students to enjoy or expand. By the end of the semester, each team will write a short (3 to 5 page) paper describing the contacts they made on campus and their progress toward implementing a Legacy Project.
Readings:

• On-line readings will be supplemented with additional handouts in class. Students will be expected to include handouts as well as on-line readings as resources for weekly papers. Each week we will discuss the readings and the issues you address in your papers.


• Papers will be turned in (onDesire2Learn – D2L) by noon each Tuesday. Late papers will be worth no more than half-credit.

• As you go through the readings, try to connect what you are reading with your own worldviews and other authors. Do not give us a review of the articles. Give us your response to what the authors are saying and try to connect this with aspects of your own life experience and education.

Policy on Plagiarism:

To plagiarize is to take the ideas or words of another person and pass them off as one’s own. Students are expected to acknowledge the sources of ideas they use in their written work whether quoted directly or paraphrased. Failure to do so constitutes plagiarism. Plagiarism is subject to serious academic penalty (e.g., course failure and suspension or expulsion from the university). See MSU policy on the web at: https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html#Integrity

Week 1:

Introduction to the Course and the Department of Community Sustainability
August 28

These readings will introduce you to the department, course goals, and careers. In class, we will discuss the role of the scholar-practitioner in resource management, cooperative learning approach, introduce instructors, review the syllabus and discuss grading. Our guests will discuss the Department of Community, Sustainability, its undergraduate curriculum and explore opportunities for majors.

Guests: Ms. Frances Kaneene, csus Academic Advisor

Entry Paper due: August 28 (will be completed in-class).

• Lamont, Bird by Bird excerpt.
• Kakela, Policeman or Professor
Week 2:
Problem Posing Education
September 2, 4

You will find readings by authors who discuss teaching methods for problem-posing education, which will help you prepare for this class.

Paper Due: Tuesday, Sept 2 by noon
- More writing means more course engagement in The Teaching Professor Reference:
- Mathews, J. When pushed, students deliver. Detroit News. Sunday, December 12, 2004

Week 3:
Values and Community Development
September 9, 11

These readings will introduce you to opinions about values as they apply to natural resources, sustainability and “living lightly on the planet.” It is important that you begin thinking about the things you value, the things most important to you in your life. We live and act according to our values. These values often vary widely from individual to individual. By understanding the role that values and attitudes play in problems and behavior, you will be able to create appropriate solutions to the issues at hand.

In class, we will discuss individuals’ values and their sources and talk about teamwork. In addition, we will discuss planned community change using local knowledge and local residents, the role and empowerment of minorities, formal processes and informal processes, and community organizing.

Guest: Mr. Rick Kibby, RD Ph.D. candidate

Paper due: Tuesday, September 9 by noon
- Cummings, C. EL Council to review plan for condominium project. The State News November 9, 2004
- Bebow, J. Failed policies create sprawl. The Detroit News.
Week 4:
Maximizing Your Creativity: Learning Styles and Problem-Solving

September 16, 18

These readings will introduce you to the range of learning and personality styles of individuals. Complex environmental problems require creative, thoughtful solutions. Such “solutions” might best be created by groups of people who possess a range of talents and gifts. We all process information differently—it is important to keep this in mind as you work in this class and beyond MSU. Teamwork is highly valued by employers and employees alike. We will work regularly to strengthen your teamwork and communication skills throughout the semester.

Note: We understand that you are all unique, complex individuals and can not be labeled by any personality inventory or quiz or determined creative or uncreative. We hope these readings will help you appreciate the diversity of learning, personality styles and preferences that you encounter regularly. Hopefully, you will begin to understand how diverse yet similar people are, and that people prefer to think and to act very differently than you might think or act.

Paper due: Tuesday, September 16 by noon

- Ground Rules for Team Building Sessions—for discussion.

**Week 5:**
**Population**
**September 23, 25**

Topics include human carrying capacity, sustainability, demographic transition, population growth rates, global consumption, select country situations, and deciding what quality of life do we choose.

**Paper due Tuesday, September 23 by noon**
• Bio of Margaret Sanger 1879-1966.

**Week 6:**
**Energy & the Environment**
**September 30 & October 2**

These readings will introduce you to different types of energy resources, availability and techniques for collecting, storing and using energy. As you read, consider different types of government policies that encourage or discourage the use of different types of resources. As always you will also want to critique the articles from a systems perspective.

**Paper due: Tuesday, September 30 by noon**
• Salameh, Mamdouh; “Caspian Oil is No Middle East,” Minerals & Energy (Vol. 17, No. 2; 2002): pp. 33-41.

**Week 7:**

**Team Project #1-Population**

**October 7, 9**

• Team paper due on Friday, October 10.
• Team Presentation
• No weekly paper
• No assigned readings

**Week 8:**

**Water Systems and Watershed Management**

**October 14, 16**

These readings will introduce you to water systems, surface water resources/pollution, and considerations for global water management. It will be helpful if you begin to think of waters as water systems.

**Reflection Paper Due: Tuesday, October 14 by noon (optional for those who completed the Outlaw Sea book report)**

**Outlaw Sea Book Review due: Tuesday, October 14 by noon**

• Recent *Detroit News* articles on Great Lakes water and Michigan’s water quality.
Week 9:
Food and Agriculture
October 21, 23

Paper due: Tuesday, October 21 by noon
• MSU Student Food Bank
• The Green Roof Research Project at MSU (January 2005). http://www.hrt.msu.edu/faculty/Rowe/Green_roof.htm

Week 10:
Team Project #2- Natural Disasters and Current Events
October 28, Oct 30
• Team paper due on Friday, October 31.
• Team Presentations
• No weekly paper
• No assigned readings

Week 11:
Environmental / Ag Economics
November 4, 6.

These readings will introduce you to environmental economics and the ways some economists propose calculating the costs of natural resources. We will play the Trading Game to illustrate some of the key concepts addressed by the readings.

Paper due: Tuesday, November 4 by noon
• Peach, W. ad Constantin, J. (1972). *Resources. An Evolving Concept*. Zimmerman’s World Resources and Industries, 3rd Ed.
• Schumacher, E. *Buddhist Economics*. Stepping Stones.

**Week 12:**
Gender, Race & the Environment
November 11, 13.

Reflection Paper Due: Tuesday, November 11 by noon (optional for those who completed the *Class Action* or *Otto Peltonen* book report)

*Class Action* or *Otto Peltonen* Book Review due: Tuesday, November 11 by noon

• Sommers, C. H. Growing up male in America. In Jackson Citizen Patriot, Tuesday, August 1, 2001.
• “Santa Claus”

**Week 13:**
Legacy Project (final) and Forestry, Recreation & Tourism
November 18, 20

Reflection Paper Due: Tuesday, November 18 by noon.
We will have brief presentations of the Legacy Projects on Tuesday. Thursday will focus on forestry. The forestry readings will introduce you to forestry systems. The readings will also discuss the various uses of forest and the concept of multiple use forests.

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Guest: Professor, Department of Forestry


**Week 14:**
**Presentation of Team Project #3**
**November 25**

- Paper due on Wednesday, November 26 by 5:00 pm.
- No Class on Thursday – Thanksgiving Break
- No weekly paper
- No assigned readings

**Week 15:**
**Environmental/Agricultural History & Scholar-Practitioner**
**December 2, 4.**
**Interview Due:** Tuesday Dec 2 (bring to class; no need to type of post)


We will also discuss the dual role of the scholar-practitioner in CSUS and meet “Pete the Miner.”


**Final Exam Week: December 8-12**

No Final Exam. However…

• **Exit paper, DUE on or before Monday, December 8 by 12:45 pm**
CSUS 200:2
Introduction to Sustainability

Fall 2014
Monday and Wednesday, 12:40-2 p.m.
138 Brody Hall

Michael W. Hamm, C.S. Mott Professor of Sustainable Agriculture
312B Natural Resources
Cell: 517-604-0148 (can text/best number)
Office Phone: 517-432-1611
Email: mhamm@msu.edu

All assigned reading online and can be found on D2L site: https://d2l.msu.edu/

Office Hours: M 10:30-11:30 and by appointment

DESCRIPTION

Total Credits 3, Lecture/Recitation/Discussion 3 hours. An introduction to sustainability theory and practice as well as an individual’s role in sustainable development. The implications of individual actions for key sustainability challenges will be discussed. The application of sustainability principles and associated leadership skills in a community will be explored.

COURSE AIMS

1. Apply key ecological concepts to explain relationships between people and ecosystems
2. Recognize and define basic systems language, properties and behaviors.
3. Explain and apply core concepts of community in the context of oneself and sustainability.
4. Develop a greater sense of self and relationship of your worldview to others.

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.
CLASS SCHEDULE

Week 1 (8/27 and 9/3)  What is sustainability?
1: 8/27  -- Introduction to the class; Discussion – what is ‘sustainability’; Forming groups
9/1  -- no class- Labor Day Holiday
2: 9/3  -- What is ‘sustainability’? Why do people disagree so much? What is a wicked problem?

Week 2 (9/8 & 9/10)  Building a legacy project
3: 9/8  -- Working in groups; setting up groups for legacy project;
4: 9/10  -- Evaluating information and sources – what makes ‘good’ information;
Evaluating policy positions

Week 3 (9/15 & 9/17)  Getting Started with Systems
5: 9/15  -- Water, energy, food, natural resources, culture, people – how do I use them; how do I abuse them; how do I protect them?
6: 9/17  -- Field trip – recycling center (including trash sort) (DATE MAY CHANGE)

Week 4 (9/22 & 9/24)  Sustainable Development
7: 9/22  -- What does sustainable development mean and what are it’s underpinnings?
8: 9/24  -- Global trends- where are we headed (maybe, probably, I don’t think so)?

Week 5 (9/29 & 10/1)  Ecological Footprint/ Your Food System
9: 9/29  -- Ecological footprints – what are they and what does it mean?
10: 10/1  -- Ecological footprints – how do I measure mine?

Week 6 (10/6 & 10/8)  MSU Power Plant
11: 10/6  -- Field Trip – MSU Power Plant (1/2 of class)
12: 10/8  -- Field Trip – MSU Power Plant (1/2 of class)

Week 7 (10/14 & 10/16)  Food System – Agricultural Production
13: 10/14  -- A basic primer on agricultural production globally;
14: 10/16  -- Field Trip – Anaerobic digester and composting facility

Week 8 (10/20 & 10/22)  Food System – Systems of Food Provisioning
15: 10/20  -- Life cycle analysis and the food supply chain
16: 10/22  -- Local, organic, fair trade, and other attributes

Week 9 (10/27 & 10/29)  Water Systems
17: 10/27  -- Water cycles and the world’s fresh water
18: 10/29  -- My water footprint and choices through life

Week 10 (11/3 & 11/5)  Food System – Agricultural Production
19: 11/3  -- Field Trip – MSU Student Organic Farm
20: 11/5  -- Systems of production from the backyard to 10,000 acres

Week 11 (11/10 & 11/12)  Energy Systems
21: 11/10  -- To heat or not to heat – that is the question
22: 11/12  -- The cost of movement

Week 12 (11/17 & 11/19)  Environmental Justice and the Commons
23: 11/17  -- First world/third world perspective
24: 11/19  -- Human population growth and systemic sustainability

Week 13 (11/24 & 11/26)  System's Interactions/Presentations
25: 11/24  -- Relationships between food, water, energy, land, and population
26: 11/26  -- Presentations on Legacy Project (first four)

Week 14 (12/1 & 12/3)  Presentations/Wrap-up
27: 12/1  -- Presentations on Legacy Project (final four)
ASSIGNMENTS

All Assignments will be turned in electronically via D2L or email to Dr. Hamm. All writing should be formatted as 1” margins, 12-point font, and double spaced. The Final will be written during the scheduled time. More than one application (e.g. a Web browser, Microsoft Word, Prezi, Powerpoint, Excel, etc.) may be needed for a given assignment.

1) **R3 – Reduce, Reuse, Recycle**. This assignment spans the semester. The task the first week is for you to identify a daily or weekly personal behavior that you can change which results in reducing, reusing or recycling a resource/product (we will discuss this the first day of class and you will need to finalize by the second day of class - this gives a week with the holiday). Some examples would be decreasing the number of miles you drive your car by 25%, decreasing your water usage by 15%, eliminating your use of plastic shopping bags, eliminating your use of bottled water to name a few. You will blog each week of the semester. The first week blog will focus on the selection of your behavior (subject to Dr. Hamm’s approval) to modify (as well as some baseline data for what you are currently doing) and the following blogs will summarize your successes (and failures) to change your behavior. You also need to keep a spreadsheet to track your changes (e.g. commute miles via bike; bottles of water consumed per week; etc) on an appropriate basis (daily or weekly). You will prepare a brief report (3-4 pages) that summarizes your change over the semester and analyses the environmental impact of your behavioral change at the individual level as well as the impact the change would have if every undergraduate at MSU (assume 37,000 undergraduate students) 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. You should also prepare a 2-4 minute YouTube video, upload and send the link to Dr. Hamm. Report should be a Microsoft Word file and the spreadsheet an Excel file. Name the report **FirstnameLastnameR3.docx** and the spreadsheet **FirstnameLastnameR3.xlsx** and place them in the appropriate drop box in D2L. The blogs are worth 150 points (10 points per blog) and the report is worth 100 points. *(Each Weekly Blog is due by Midnight Friday -- e.g. Blog 1 is due September 6th by midnight, the report is due by the beginning of the Final on December 9th).*

2) **LP - Legacy Project**. Our goal, year after year, is to help make the campus environs more sustainable than the year before and to do this in such a way that it influences the individual behaviors of MSU students, faculty, and staff over their lives. To do this, we will work with one part of MSU on an annual basis and implement a project around some aspect of sustainability - energy, waste, natural resource use (including food), or water. We will do this as a class in teams of 4-5 with each team responsible for some aspect of the project. It is expected that at the end of the project there will be, at a minimum, the following created (each group will create at least one piece):

1. You tube videos that include interviews with affected students
2. Documentation of outcomes of the project
3. Materials for staff/students to use in the same location for future years
4. An overall report on the project

This will be discussed during the second week of the course. There will be an in-class presentation by each group regarding their final product and their concept of the legacy they have left behind.
Those involved with you from the MSU community will be invited to the final presentations.
(Final products from the Legacy Project are due by 5 PM, Wednesday, November 19th with group presentation on 11/26 and 12/1)

3) **In-Class Writing Challenge.** Over the course of the semester we will do 12 in-class, 20 minute writing challenges that will take a recent event around the world and analyze it within the context of course material. These will be free flowing and hand-written. There is not a length requirement so time should not be an issue. These will each be worth 10 points and the highest ten will count toward your final grade.

4) **Book Review.** You will write a four-page book review on a book of your choosing (do not pick a book that you have read before). If you want suggestions for the book feel free to ask. All books should be vetted with Dr. Hamm before your final choice is made. Resources on how to write a book review are available in D2L in the Assignment folder. The book review is worth 100 points. The report should be named *FirstnameLastnameBook.docx* and placed in the appropriate drop box in D2L. *(The Book Review is due by Midnight on Friday, November 7th).*

5) **Policy Position Paper.** You are to identify a position on an issue at MSU that you care about, is relevant to this class, and that you would classify as a ‘wicked problem.’ Your task is to develop a policy paper around this position. 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 should be a group on or affiliated with the MSU campus, for e.g. other parents, alumni, students, university/college administrators, faculty, staff 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. *(The Policy Position paper is due by Midnight on Friday, December 3rd).*

6) **Class Assignments and Participation.** Active participation in class is expected (including prior assigned readings) and worth 5 points per class (28) with a bonus of 10 points spotted to you for a total of 150 points. *(You must be in class in order to earn the 5 points).*

7) **Final.** The Final will be comprehensive and open note. The Final is worth 100 points. *(The Final is on December 9 from 12:45 to 2:45 PM).*
STUDENT EVALUATION CRITERIA

Assignments¹

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Reduce, Reuse, Recycle Blogs²</td>
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<tr>
<td>Reduce, Reuse, Recycle Report</td>
<td>100</td>
</tr>
<tr>
<td>In-Class Writing Challenges</td>
<td>100</td>
</tr>
<tr>
<td>Legacy Project participation and product</td>
<td>150</td>
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<tr>
<td>Legacy Project presentation</td>
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<tr>
<td>Book Review</td>
<td>100</td>
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<tr>
<td>Policy Paper</td>
<td>100</td>
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<tr>
<td>Class Attendance &amp; Assignments</td>
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<tr>
<td>Final</td>
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<td><strong>Total</strong></td>
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Grading Scale

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Required Readings

All readings will be found either as pdf documents or with a live link on the class D2L website. They will be posted at least seven days before the respective class.

CLASS MANAGEMENT

Academic Misconduct

Article 2.III.B.2 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, (insert name of unit offering course) adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations.

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

¹ 10% deduction for each business day late
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 this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

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, 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 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.

Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, Dr. Hamm may use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with 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, Dr. Hamm must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool.

If directed by Dr. Hamm, students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number); the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

### 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.
Hamm 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 23 at 8 PM. The last day to drop this course with no refund and no grade reported is October 16 at 8 PM. 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

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 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. Hamm will answer email about:
  o Questions arising from difficulty in understanding course content.
  o Requests for feedback about graded assignments.
  o Private issues appropriate for discussion within the teacher-student relationship.
• Dr. Hamm will NOT answer email which:
  o Poses questions answered in the course information sections of the course D2L site
  o Poses questions answered in the course syllabus.
  o Lacks a subject line clearly stating the purpose of the email and the course number (CSUS200).
  o Raises an inappropriate subject.
• Dr. Hamm will make every effort to answer email received on a given day no later than close of work on the next workday.
• 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.
CSUS 200
Introduction to Sustainability

Fall 2014
Tuesdays and Thursdays, 2:40-4:00 p.m.
209 Jenison Field House

Philip Grabowski, Ph.D. candidate in Community Sustainability
grabow21@msu.edu, cell 517-643-5218 (can text)

Office hours: Tuesdays 1:00-2:00PM Rm. C204A Bailey Hall
or by appointment – Please email to set up appointment

Required Text: Global Warming: Changing Course – Northwest Earth Institute (also available as a PDF – same price $15) (available at http://www.nwei.org/product/change-by-degrees-addressing-the-climate-challenge/) (needed by Oct. 23 to be prepared for class on Oct. 30)

Course Catalog 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:
As a result of active participation in 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 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Th August 28</td>
<td>Introducing the Class</td>
<td></td>
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</tr>
<tr>
<td>2 - Tu September 2</td>
<td>The commons and sustainability</td>
<td>Harding 1998</td>
<td></td>
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<tr>
<td>3 - Th September 4</td>
<td>What are Wicked Problems?</td>
<td>Batie 2008</td>
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</tr>
<tr>
<td>4 - Tu September 9</td>
<td>What is sustainable development?</td>
<td>Sen 2000 Intro.</td>
<td>Start Blog for R3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Start Photo diary</td>
</tr>
<tr>
<td>5 - Th September 11</td>
<td>What is sustainability?</td>
<td>Thompson 2012</td>
<td>Post a policy issue thread</td>
</tr>
<tr>
<td>6 - Tu September 16</td>
<td>Zero footprint legacy project</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>7 - Th September 18</td>
<td>Introduction to worldviews</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>8 - Tu September 23</td>
<td>Introduction to social problems</td>
<td>Summary of Loseke</td>
<td>Legacy proposal due</td>
</tr>
<tr>
<td>9 - Th September 25</td>
<td>Evaluating policy positions</td>
<td>Assessing credibility</td>
<td>Form policy issue group</td>
</tr>
<tr>
<td>10 - Tu September 30</td>
<td>Systems thinking – intro</td>
<td>Meadows intro. and Ch. 1</td>
<td></td>
</tr>
<tr>
<td>11 - Th October 2</td>
<td>Systems thinking and MI issues</td>
<td>Various – see D2L</td>
<td>Policy position concept due</td>
</tr>
<tr>
<td>12 - Tu October 7</td>
<td>Lifecycle analysis</td>
<td>Various – see D2L</td>
<td></td>
</tr>
<tr>
<td>13 - Th October 9</td>
<td>Ecosystem services</td>
<td>NYC H2O ESS</td>
<td></td>
</tr>
<tr>
<td>14 - Tu October 14</td>
<td>Ecological footprints – intro</td>
<td>LPR 2012</td>
<td></td>
</tr>
<tr>
<td>15 - Th October 16</td>
<td>Ecological footprints – practice</td>
<td>Stemwedel 2011</td>
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</tr>
<tr>
<td>16 - Tu October 21</td>
<td>Dialogue and deliberation</td>
<td>Patterson Ch. 1 and Ch. 2</td>
<td>Draft of policy paper due</td>
</tr>
<tr>
<td>17 - Th October 23</td>
<td>Conflict resolution</td>
<td>Patterson Ch. 3 and Ch. 8</td>
<td></td>
</tr>
<tr>
<td>18 - Tu October 28</td>
<td>Group work day</td>
<td></td>
<td>Book report due</td>
</tr>
<tr>
<td>19 - Th October 30</td>
<td>GW – Off course</td>
<td>NWEI Session 1</td>
<td></td>
</tr>
<tr>
<td>20 - Tu November 4</td>
<td>How does change happen?</td>
<td>Review of Rogers 1995</td>
<td></td>
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<tr>
<td>21 - Th November 6</td>
<td>GW – Collision course</td>
<td>NWEI Session 2</td>
<td></td>
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<tr>
<td>22 - Tu November 11</td>
<td>Environmental Justice</td>
<td>TBA</td>
<td>Comments on paper due</td>
</tr>
<tr>
<td>23 - Th November 13</td>
<td>GW – Changing course</td>
<td>NWEI Session 3</td>
<td></td>
</tr>
<tr>
<td>24 - Tu November 18</td>
<td>Uncertainty and adaptive mgt.</td>
<td>TBA</td>
<td>Policy discussion plans due</td>
</tr>
<tr>
<td>25 - Th November 20</td>
<td>GW - Setting a new course</td>
<td>NWEI Session 4</td>
<td>Final policy paper due</td>
</tr>
<tr>
<td>26 - Tu November 25</td>
<td>Policy discussions</td>
<td>Classmates’ papers</td>
<td>Photo diary due</td>
</tr>
<tr>
<td>Th November 27</td>
<td>Thanksgiving</td>
<td></td>
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<tr>
<td>27 - Tu December 2</td>
<td>Policy discussions</td>
<td>Classmates’ papers</td>
<td></td>
</tr>
<tr>
<td>28 - Th December 4</td>
<td>Policy discussions</td>
<td>Classmates’ papers</td>
<td>Legacy project report due</td>
</tr>
<tr>
<td>29 – MONDAY Dec. 8</td>
<td>Final Exam (12:45-2:45PM)</td>
<td></td>
<td>R3 report due</td>
</tr>
</tbody>
</table>
These course outcomes support the Department of Community Sustainability undergraduate program core competencies and successful completion of this course provides students with the background needed to successfully complete additional courses in the major. Students can learn more about the Department of Community Sustainability undergraduate program competencies at http://www.csus.msu.edu/undergraduate/sustainability_core. In addition, this course supports Michigan State University’s Undergraduate Learning Goals of analytical thinking, effective citizenship and integrated reasoning. More information about MSU’s Undergraduate Learning Goals is available at http://undergrad.msu.edu/msu-goals.

**Assignments**

Assignments must be turned in electronically via D2L. The final exam 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.

**R3 – Reduce, Reuse, Recycle.** 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, decreasing your water usage each week, decreasing your use of plastic, or eliminating your use of bottled water to name a few. You will blog each week of the semester.

The first week blog will focus on the selection of your behavior (subject to my 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. You 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 an appropriate basis (daily or weekly).

You will also prepare a brief report that summarizes your change over the semester and analyses the environmental impact 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 and the spreadsheet an Excel file. Name the report FirstnameLastnameR3.docx and the spreadsheet FirstnameLastnameR3.xlsx and place them in the appropriate drop box in D2L. The blogs are worth 150 points (10 points per blog with 10 points spotted to you) and the report is worth 100 points. *(Each Weekly Blog is due by Midnight Friday – e.g. Blog 1 is due September 5, the report is due at the beginning of the Final on December 8).*

**Photo Diary.** During the semester you will keep a photo diary of a spot in nature. The spot can be small (a bush or tree in your yard) or large (a field on the South Farm). You will take a picture
of your spot from the same place every weekday (Monday through Friday) for 10 weeks. You can miss a maximum of five days during the assignment (not missing a day will result in a bonus). You will locate your spot during the first week of class and start your photo diary on September 4, 2014 and conclude it on November 19, 2014. You will turn in a slide show of your photo diary as well as a 1-2 page written reflection of your diary. What did you learn? What surprised you? What changed or didn’t change? Let your photo diary drive your reflection. Both the written reflection and slide show with your photo diary are due before the start of class November 25

Footprint Zero Legacy Project. Students will work in teams to design, develop, implement, and assess a project to move Bailey Hall (located in the Brody Neighborhood) or another aspect of MSU’s campus toward a reduction of its footprint with the ultimate goal of a “Zero Footprint”. We will jointly decide on the focus of the project this semester. Each team will handle a different aspect of the project (e.g. Education, Assessment, Management, etc.). This project will require coordination with the relevant MSU authorities such as the Bailey Hall Student Advisory Committee, Dr. Laurie Thorp (Director of RISE), Residential Halls and Services, etc. The project deliverables to me include a 1 page draft proposal (due September 23) and a final written report (chapter) detailing your team’s part of the project. Please see the assignment description and rubric for more details. The project is worth 100 points. (The final report is due at the end of class on December 4)

Book Review. 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). 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 and placed in the appropriate drop box. (The Book Review is due by beginning of class on November 11).

Here are some books you may want to review. Other books are possible with my approval.

- Omnivore’s Dilemma by Michael Pollan
- 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
• *Unbowed* by Wangari Maathai (autobiography)
• *Prosperity without Growth: Economics for a Finite Planet* by Tim Jackson

**Policy Position Paper and Discussion.** You will join a group to analyze policy options to address an issue that you care about that is relevant to this class. As a group you will develop a paper that outlines the three most important policy positions on that issue due October 21 for peer review and November 20 for final submission. You will also prepare to lead a portion of the class in a discussion on the issue for half of a class period. That portion of the class will read your paper and you will read their papers when it is their turn to lead the discussion. The policy paper and discussion is a way to practice skills in identifying different perspectives on issues and deliberating on the way forward through dialogue. Your group should not be trying to persuade towards a particular policy option but facilitating a discussion about how to move forward given the different perspectives and values on the issue. The preparatory activities are worth 20 points, the paper is worth 80 points and the facilitation of the discussion 50 points. *(The discussions will be in class on November 25, December 2 and December 4).*

**Class Assignments and Participation.** Your active participation in class is expected (including prior assigned readings) and worth 5 points per class (29) with a bonus of 5 points spotted to you for a total of 150 points. *(You must be in class in order to earn the 5 points).*

**Final Exam.** The final exam will be comprehensive and open note and is worth 100 points. *(The final exam is on December 8 from 12:45PM to 2:45PM).*

**Student Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce, Reuse, Recycle Blogs</td>
<td>150</td>
</tr>
<tr>
<td>Reduce, Reuse, Recycle Report</td>
<td>100</td>
</tr>
<tr>
<td>Photo Diary</td>
<td>100</td>
</tr>
<tr>
<td>Legacy Project</td>
<td>100</td>
</tr>
<tr>
<td>Book Review</td>
<td>150</td>
</tr>
<tr>
<td>Policy Paper and Discussion</td>
<td>150</td>
</tr>
<tr>
<td>Class Participation &amp; Assignments</td>
<td>150</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>1000 – 920</td>
</tr>
<tr>
<td>3.5</td>
<td>919 – 860</td>
</tr>
</tbody>
</table>
### About the use of technologies during class meeting times

Course content will be placed on D2L and we will be using the internet to learn about important issues and using computers for note taking and analysis. However, you should NOT be using these technologies to dual-task by answering emails, social networking (Facebook, Twitter) etc. Our brains are not designed to multi-task and learning is best achieved through focused attention. If you have prepared and are actively engaged but finding it boring then you should make a suggestion or contribution to make the class more useful for everyone. Disengaging from what we are doing in class through your technology will jeopardize and count against your class participation grade.

### Proposed Rubric for Scoring Class Participation

(Adapted from Bean, J. and Peterson, D. (no date) Grading Classroom Participation)

5. Student comes to class prepared; contributes readily to the conversation but doesn’t dominate it: makes thoughtful contributions that advance the conversation; shows interest in and respect for others’ views; participates actively in small groups.

4. Comes to class prepared and makes thoughtful comments when called upon, contributes occasionally without prompting: shows interest in and respect for others’ views; participates actively in small groups.

3. Comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Nevertheless these students show interest in the discussion, listen attentively, and take notes. Students in this category may be shy or introverted. Such students may earn a 4 if they participate fully in small group discussions or if they make progress in overcoming shyness as the course progresses.

2. Participates in discussion, but in a problematic way due to being inconsiderate or unprepared. Such students may dominate discussions, make rambling or tangential contributions, continually interrupt with digressive questions, bluff their way when unprepared, etc.

1. Students seem on the margins of the class and may have a negative effect on the participation of others. Students receiving a 1 often don’t participate because they haven’t read
the material or done the homework. Students in class may even receive a 0 if they are disruptive, radiating negative energy via hostile or bored body language, or being overtly rude.

**Policy regarding late work**

Late work is not acceptable. All assignments are due on the specified date unless otherwise noted in class. Otherwise, there is a 10% per day late deduction from the total possible points of the assignment. Students who miss class due to official MSU trips or events should make arrangements with me to turn in any assignments they will miss on a date according to their travel plans. Students who miss class for illness/emergency should work with me to arrange a due date.

**Academic Integrity and Plagiarism**

Article 2.III.B.2 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations.

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 this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.