



Exploring Environmental and Sustainability Issues and Policy Using Film - Course Handbook (CSUS265, Section 740) HYFLEX

M.W. Everett

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Overview of the Course

Welcome to CSUS265, Exploring Environmental and Sustainability Issues and Policy Using Film! This course is designed to provide students with an understanding of environmental and sustainability issues and policy through the lens of film. Seeking a different lens to think about and reflect on the environment and concepts of sustainability provides one way to understand the complex and complicated planet that we inhabit. This course will be subdivided into five thematic sections including: 1) Food, 2) Climate, 3) Social Justice, 4) Energy, and 5) Sustainable Systems.

This **HYFLEX** course is broken into 5 assessed components with the flexibility to allow students to complete the course **online or in-person**. Therefore, for our purposes, HYFLEX is defined as a class that can be completed either in-person, or in an online asynchronous format. **Note that there are no synchronous Zoom sessions.** Assessed components include: 1) weekly D2L movie(s)/reading(s) quizzes; 2) weekly movie(s)/reading(s) discussions/discussion boards; 3) An early-semester movie short about how diversity, equity and inclusivity plays a role in environmental or sustainability issues, 4) A mid/late semester movie that will focus on climate change; and 5) a final movie that is focused on one of the course themes you select. If you are working online and live in a different time zone, please make sure you understand appropriate due dates and times. **LATE ASSIGNMENTS AND QUIZ ATTEMPTS WILL NOT BE ACCEPTED.** Students will need to be able to access online movie platforms including, **Netflix, Amazon, Tubi, etc.** for viewing movies on your own.

Copyright, Fair Use, and Digital Millennium Act:

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of "original works of authorship," including literary, dramatic, musical, artistic, and certain other intellectual works. Civil and criminal remedies may be imposed for violations of an author's copyright interests. Michigan State University is committed to obeying copyright law. The **TEACH Act** (Title 17, Section 110(2) of the US Code) gives faculty the ability to use materials in a classroom for face-to-face teaching. The **Digital Millennium Copyright Act** (DMCA) is a United States copyright law that implements two 1996 treaties of the World Intellectual Property Organization (WIPO). The films, documentaries, and other teaching materials will be part of mediated instruction. The films, etc. are to be used in educational settings by the university professor/students and in compliance with U.S. copyright law.

INSTRUCTOR:

Dr. Michael W. Everett, Department of Community Sustainability, Michigan State University, 480 Wilson Road, 140 Natural Resources Building, Email: everettm@msu.edu

OFFICE HOURS:

Monday, 1:30 PM to 2:30 PM (140 Natural Resources) or by Zoom appointment.

COURSE DESCRIPTION:

HYFLEX. Environmental and sustainability issues, themes, and perspectives in feature films and documentaries. Class meets Monday from 3 to 5:50 pm in Room 158 Natural Resources

COURSE GOALS:

Students will be able to:

1. Describe personal worldviews regarding sustainability and environmentally related issues.
2. Identify, analyze and evaluate arguments around sustainability and environmental issues.
3. Apply systems thinking to explain this interconnectedness of human and natural systems.
4. Describe the rights and responsibilities of citizenship with an understanding of the tensions between individual rights for the common good.
5. Describe ways in which inequality is manifested (E.g., income inequality, injustice, social marginalization, voicelessness, etc.).

COURSE TEXTBOOK:

There is no course textbook required for this course. Selected readings will be provided using the D2L course management system.

COURSE FORMAT:

Below are highlights that should be considered over the course of the semester.

- The course officially meets Monday from 3:00 to 5:50 pm, 158 NR
- Any course lectures and or accompanying videos will be available based on the Module/Week,
- Weekly quizzes will open at the beginning of the Module/Week and end each Friday at midnight (11:59 pm to be specific),
- Assignments are due on specific dates and will not be accepted late,
- Movies will include an opportunity to discuss content and readings in-person, and finally
- Class sessions AFTER movie due dates will have a time devoted to viewing the best of the best!

CSUS265 COURSE LEARNING OUTCOMES

Students who complete this course will be able to:

1. Define their personal worldviews regarding sustainability,
2. Identify, analyze, and evaluate arguments around sustainability and environmentally related issues,
3. Apply systems thinking to explain this interconnectedness of human and natural systems,
4. Describe the rights and responsibilities of citizenship with an understanding of the tensions between individual rights for the common good, and
5. Describe ways in which inequality is manifested.

MICHIGAN STATE UNIVERSITY LEARNING GOALS

Analytical Thinking: You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

Cultural Understanding: You will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

Effective Citizenship: You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

Effective Communication: Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers, and student leaders, and our 500,000 Spartan alumni—who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

DEPARTMENT OF COMMUNITY SUSTAINABILITY COMPETENCIES

Critical Thinking: Students will interpret, analyze, and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to complex sustainability problems.

Systems Thinking: Students will demonstrate their knowledge of the interconnectedness of human and natural systems with the ability to anticipate and explain changes in complex systems.

Socio-Ecological Literacy: Students will demonstrate knowledge, skills, and ability to apply the tools and concepts of ecological science to explain the interdependence between humans and ecosystems and the consequences of actions at various spatial and temporal scales.

Boundary Crossing: Students will identify their own assumptions and biases, recognize new perspectives, and demonstrate the ability to collaborate with individuals and groups whose norms, assumptions and biases are different from their own.

Equity: Students will demonstrate knowledge of the dynamics of social equality and inequality (equity) and how they affect sustainability.

Initiative and Practical Skills: Students will demonstrate initiative, including the ability to self-direct and solve problems individually and as participants in larger group efforts.

CLASS SCHEDULE (Topics and movies may change based on resources)

Week 1 – Food (8/26 to 8/30)

Module 1 – Course Syllabus and Assignments (Video – **Rotten (Bitter Chocolate, 56 min)**) - [Netflix](#)

Week 2 – Food (8/31 to 9/6) – NO CLASS AS IT IS LABOR DAY – WATCH VIDEO, BLOG, AND QUIZ

Module 2 – **More Than Honey (1 hr 35 min)** - [MSU Library](#)

Week 3 – Food (9/7 to 9/13)

Module 3 – **Just Eat It: A Food Waste (1 hr 15 min)** – [MSU Library](#)

Week 4 – Climate (9/14 to 9/20)

Module 4 – **Ice on Fire (1 hr 38 min)** - [MSU Library](#)

Week 5 – Climate (9/21 to 9/27)

Module 5 – **Racing Extinction (1 hr 15 min)** - [MSU Library](#)

Week 6 – Climate (9/28 to 10/4)

Module 6 – **Student Video #1, Chasing Coral (1 hr 30 min)** - [Netflix](#)

Week 7 – Social Justice (10/5 to 10/11) (Guest Speaker – Troy Hale [CAS])

Module 7 – **Invictus (2 hrs 13 min)** - [MSU Library](#)

Week 8 – Energy (10/12 to 10/18)

Module 8 – **The Boy Who Harnessed the Wind (1 hr 53 min)** - [Netflix](#)

Week 10 – Climate (10/26 to 11/1)

Module 10 – **Eating our Way to Extinction (1 hr 22 min)** – [MSU Library](#)

Week 11 – Energy (11/2 to 11/8)

Module 11 – **Student Video #2, The True Cost (1 hr 32 min)** - [MSU Library](#) or [Tubi](#)

Week 12 – Climate (11/9 to 11/15)

Module 12 – **The Day After Tomorrow (2 hrs 4 min)** - [MSU Library](#)

Week 13 – Sustainability (11/16 to 11/22)

Module 13 – **The Last Animals (1 hr 30 min)** – [MSU Library](#)

Week 14 – Sustainability (11/23 to 11/29)

Module 14 – **Kiss the Ground (1hr 24 min)** - [MSU Library](#) or [Netflix](#)

Week 15 – Sustainability (11/30 to 12/6)

Module 15 – **Living the Change: Inspiring Stories... (1 hr 25 min)** – [Tubi](#) or [YouTube](#)

Week 16 – Finals Week (12/9 – 5:45 to 7:45 pm)

Module 16 – **Top 10 Student Movies (Student Video #3)**

Week 2 is Labor Day (9/2), No Class, but you do have a Movie to watch, Quiz and Blog

Week 9 is Fall Break is the week of 10/19 to 10/25) No Class, Movie, Quiz, or Blog

Assignments

1. Quizzes. Each student will take a quiz via D2L for each module week (excluding final exam week). **Note that there is NO week #1 quiz.** Quiz content is based on movies and reading from that week. Quizzes are worth 390 points (13 movies @ 30 points per Quiz) and must be completed electronically using D2L by Friday at midnight of the week of the movie(s) and reading(s). (Cultural Understanding, Effective Communication/Systems Thinking, Community)

2. Discussion Boards. The final 60 points are devoted to Discussion Board participation throughout the course. These 60 points are very subjective based on your participation in the weekly discussion boards and must be completed electronically using D2L by Friday at midnight of the week of the movie(s) and reading(s). How much you participate is something you need to determine. There are 8 points per thread available and 5 points per comment on a thread. The minimum expectation should be for you to participate in discussion boards each week. (Cultural Understanding, Effective Communication/Systems Thinking, Community)

3. Environmental/Sustainability Movie #1 (ESM #1). This assignment is designed to spurn your creative movie production talents. For ESM #1 **you will create a 1-minute video that defines your personal belief about an environmental and sustainability issue** (Phone, iMovie, Camtasia, etc.). You will then upload the file to your private YouTube (Unlisted – will keep the movie from being viewed anyone other than the holder of the link). **ALL MOVIE FOOTAGE SHOULD BE YOURS.** You will then upload the link to D2L in the ESM#1 folder. ESM#1 is worth 100 points. See **Appendix A** for grading criteria. (Effective Citizenship/Civic Engagement)

4. Environmental/Sustainability Movie #2 (ESM #2). This assignment is designed to spurn your creative movie production talents. For ESM #1 **you will create a 2 to 2.5-minute video with a theme of climate change** (Phone, iMovie, Camtasia, etc.). You will then upload the file to your private YouTube (Unlisted – will keep the movie from being viewed anyone other than the holder of the link). **ALL MOVIE FOOTAGE SHOULD BE YOURS.** You will then upload the link to D2L in the ESM#2 folder. ESM#2 is worth 150 points. See **Appendix B** for grading criteria. (Effective Citizenship/Civic Engagement)

5. Environmental/Sustainability Movie #3 (ESM #3). For this final video you will utilize your previously developed talents to create 3 to 5-minute movie with one of the **themes of the course (Food, Climate, Energy, Social Justice, and Sustainable Systems).** **ALL MOVIE FOOTAGE SHOULD BE YOURS.** You will then upload file as a YouTube video and provide the link in D2L in the appropriate location. ESM #3 is worth 300 points. See **Appendix C** for grading criteria. (Effective Citizenship/Civic Engagement)

Student Evaluation

Assignments¹

	Points	<u>Due Date</u>
1. Weekly Quizzes (QZS)	390	Weekly (except wk1)
2. Discussion or Discussion Board Participation	60	Weekly
3. Environmental/Sustainability Movie #1 (ESM#1)	100	September 26
4. Environmental/Sustainability Movie #2 (ESM#2)	150	October 31
5. Environmental/Sustainability Movie #3 (ESM#3)	300	December 5
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

¹Late assignments will **NOT** be accepted (Dropboxes will close at midnight on due dates)

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, 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 **CSUS265**. 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.

Limits to confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the [MSU Police Department](#)) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](#).

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. Everett 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 typically the end of the first week of classes. Reference the Registrar's website (reg.msu.edu) or the student information system (student.msu.edu) for important dates associated with drops and adds. 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.

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 D2L 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, to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency, 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 provides 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 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. Everett** 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. Everett** 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 (CSUS265).
 - Raises an inappropriate subject.
 - **Dr. Everett** 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.
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AI Policy

Artificial Intelligence (AI) is becoming increasingly popular today around the world. Generative AI is one area of particular importance in relation to this course and course content. Below are course policies related to the use of Generative AI in this course.

- Generative AI is defined as the use of software systems that create content related to a course.
 - Content is defined as assignments and artifacts required for submission as outlined in the course syllabus.
 - Students may use Generative AI where appropriate except when students are required to develop their own content for assignments and artifacts.
 - An example of this is where students are required to develop their own content for specific video assignments. As such, Generative AI may not be used as part of the video.
 - If Generative AI is used during video assignments, students will receive a zero for the assignment and an academic dishonesty report will be submitted by the instructor. If you have questions, consult the [Integrity of Scholarship and Grades](#).
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APPENDIX A – ESM Video #1 Grading Criteria

<i>Objective/Criteria</i>	<i>Not Acceptable</i>	<i>Passing Grade</i>	<i>Inspiring</i>	<i>Out of</i>
<i>Video that has a clear focus, not distracting, and creative</i>	0	15	25	/25
<i>Spoke clearly, no disruptions in videographic dialogue (12.5 Points) Dialogue and videography are all original and has been created by the student (12.5 Points).</i>	0	15	25	/25
<i>Provided a solid conceptual foundation of one's personal environmental and/or sustainability perspective.</i>	0	15	25	/25
<i>Provided a solid conceptual foundation of a selected environmental or sustainability issue. ESM aspects include: 1) a storyline relating to the issue (12.5 Points); and 2) literature that supports your issue (12.5 Points).</i>	0	15	25	/25
<i>Time should be 1 minute (-25 points under 1 minutes and -25 points over 1.5 minutes).</i>				
<i>Total</i>				/100

APPENDIX B – ESM Video #2 Grading Criteria

<i>Objective/Criteria</i>	<i>Not Acceptable</i>	<i>Passing Grade</i>	<i>Inspiring</i>	<i>Out of</i>
<i>Video that has a clear focus, not distracting, and creative</i>	0	15	25	/25
<i>Spoke clearly, no disruptions in videographic dialogue (12.5 Points) Dialogue and videography are all original and has been created by the student (12.5 Points).</i>	0	15	25	/25
<i>Provided a solid conceptual foundation of climate change.</i>	0	30	50	/50
<i>Provided a solid conceptual foundation of a climate change. ESM aspects include: 1) a storyline relating to the theme (25 Points); and 2) literature that supports the claims of the video content (25 Points).</i>	0	30	50	/50
<i>Time should be 2 to 2.5 minutes (-25 points under 2 minutes and -25 points over 2.5 minutes).</i>				
<i>Total</i>				/150

APPENDIX C – ESM Video #3 Grading Criteria

<i>Objective/Criteria</i>	<i>Not Acceptable</i>	<i>Passing Grade</i>	<i>Inspiring</i>	<i>Out of</i>
<i>Video that has a clear focus, not distracting, and creative</i>	0	30	50	/50
<i>Spoke clearly, no disruptions in videographic dialogue (25 Points) Dialogue and videography are all original and has been created by the student (25 Points).</i>	0	30	50	/50
<i>Provided a solid conceptual foundation of one of the selected thematic aspects of the course. ESM aspects include: 1) Overview of the theme (50 Points); and 2) message that conveys the theme (50 Points).</i>	0	60	100	/100
<i>Provided a solid conceptual foundation of the selected theme. ESM aspects include: 1) well developed storyline relating to the theme (50 Points); and 2) unique and creative aspects that underscore the important points of the movie (50 Points).</i>	0	60	100	/100
<i>Time should be between 3 and 5 minutes (-50 points under 3 minutes and -50 points over 5 minutes and 30 seconds)</i>				
<i>Total</i>				/300