

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

CSUS 200
Introduction to Sustainability

Section 001- Spring 2016
Monday and Wednesday, 12:40 p.m. – 2:00 p.m.
001 Natural Resources Building

Instructor: Dr. Christopher Grobbel
Office Location: 311A Natural Resources
Telephone: 231-499-7165
E-Mail: grobbelc@msu.edu

Office Hours: Tuesday, 9:00 - noon
or by appointment

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.

3 credits, Lecture/Recitation/Discussion 3 hours.

Course Learning Outcomes: Students who complete this course 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.

These course outcomes support the Department of Community Sustainability undergraduate program competencies of critical thinking, systems thinking, and ethics. Successful completion of this course provides students with the background needed to frame complex problems and address them systemically in order 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 and integrated reasoning. More information about MSU's Undergraduate Learning Goals is available at <http://learninggoals.undergrad.msu.edu/>.

Course Overview: As the title implies, this course will introduce students to the principles of sustainability to provide foundations for understanding, pursuing practical objectives of, and researching new approaches to sustainability. Sustainability is generally understood to require integration of theory and methods from a number of different scientific disciplines. Our approach is to suggest that two or possibly three distinct paradigms guide sustainability science today. One is grounded in the debate over limits to economic growth and the indefinite expansion of resource utilization implied by global economic development and increasing human population. Another is grounded in both social and environmental scientists' growing understanding of the fragility and vulnerability of the socio-technical and ecological systems on which human beings depend. These paradigms are not unrelated. Both have been influenced by the development of general systems theory since World War II. But the first, which we will call *resource sufficiency*, understands systems as engines that generate useful products and services, while the second, which we will call *functional integrity*, sees systems as having intrinsic value, or at least as being important in and of themselves. A possible third way lies in process-oriented adaptations of systems theory: the emphasis is on using systems thinking to better engage and respect participants and affected parties.

Course Methods: We will rely heavily on reading and class discussion of materials that articulate and analyze the key theoretical concepts and perspectives noted above. We will also use case studies as ways to both motivate and explore the implications of different theoretical approaches to sustainability. In addition, a series of written class exercises will demonstrate complexities of key systems. Student performance will be evaluated in accordance with the activities discussed below under Grading.

Required Text: Choices for Sustainable Living. – Northwest Earth Institute, copy write 2012/2014 (also available as a PDF) (available at <http://www.nwei.org/store/>) (needed ASAP) This text will be supplemented with articles and reports posted on the CSUS 300 Desire to Learn (D2L) site (<https://d2l.msu.edu>).

Grading: Grading for this course will be based on the following point system:

Total possible points:	250 points
Weekly paper assignments	100 points
Final exam	50 points
Class attendance/punctuality	50 points
Class participation	50 points

<u>Grading Scale:</u>	Grade	Points
	4.0	250 - 225
	3.5	224 - 200
	3.0	199 - 175
	2.5	174 - 150
	2.0	149 - 125
	1.5	124 - 100
	1.0	99 - 75
	0.0	under 75

Week 1 – Introduction

1. January 11, 2016 - Introduction: Course structure, grading policy, and introductions.
2. January 13, 2016 – Reading Assignment: Session 1: A Call to Sustainability, pp. 11 – 20. Paper Assignment #1 (1-2 pages, but no more than 2 pages) “What Sustainability Means to Me...in My Own Words.”

Week 2 – Principles of Sustainability

3. January 18, 2016 – **No Class; Martin Luther King Day**
4. January 20, 2016 - Film: **The Mystery of Easter Island**, PBS, 2012. Class discussion.

Week 3 – Principles of Sustainability (continued)

5. January 25, 2016 – Reading Assignment: Session 1: A Call to Sustainability, pp. 20 - 28. Finding one’s voice. Paper Assignment #2 (1-2 pages, but no more than 2 pages) “What are Three (3) Ways I Might Live More Sustainably?”
6. January 27, 2016 – Presentation: **Buddhist Economics**. Class discussion.

Week 4 – Ecological Principles

7. February 1, 2016 – Reading Assignment: Session 2: Ecological Principles, pp. 29 – 37, and 41-50. Ecological footprint, role of technology, and personal choices and impact on sustainability. Paper Assignment #3 (1-2 pages, but no more than 2 pages) “What I Choose To Do Has No Real Impact on the Future of the Planet, I Agree or Disagree, and Why.”
8. February 3, 2016 - *Natural Step*. Film: **A Passion for Sustainability: Portland Oregon**. 2008. Class discussion.

Week 5 - Consumption

8. February 8, 2016 – Reading Assignment: Session 6: Consumption and Economy, pp. 103 -110. Consumption and its consequences, the 3-Rs reconsidered, and waste. Paper Assignment #4 (1-2 pages, but no more than 2 pages) – on D2L answer

Section A, Questions #1-#9 “Where Are You At? A Bioregional Quiz.”

9. February 10, 2016 - Film: **Trashed**. 2008. Class discussion.

Week 6- Sustainable Economy

10. February 15, 2016 - Reading Assignment: Session 6: Consumption and Economy, pp. 110 -118. Personal finance and debt, alternate/local currencies and bartering. Case study: Bay Bucks, Grand Traverse Region, NW Michigan. Paper Assignment – “How can a create a life without or with minimal debt?” Visit www.baybucks.org. Paper Assignment #5 (1-2 pages, but no more than 2 pages) – Go to Meijer, Walmart or similar store. Locate and report to me the food items that travelled the farthest and the food item that travelled the shortest distance to get to the shelf/cooler/display case, etc.
11. February 17, 2016 - Film: **HEIST: Who Stole the American Dream?** 2012. Class discussion.

Week 7 – Food

12. February 22, 2016 - Reading Assignment: Session 4: Food, pp. 51 - 70. Consequences of large-scale, petroleum-based agriculture; the re-invigoration of small scale, organic farming; direct to consumers, farmers markets, local and slow food movements. Paper Assignment #6 (1-2 pages, but no more than 2 pages) – “What does slow food mean to me?”
13. February 24, 2016 – Film: **A Place at the Table**. 2012. Class discussion

Week 8– Water

14. February 29, 2016 – *Reading Assignment: Session 2: Ecological Principles, pp. 38 – 40 and Handout on D2L “Five Reasons Not to Drink Bottled Water, p. 69. Presentation – The Nestle Water War, Stanwood, Mecosta County, Michigan. Paper Assignment #7 – on D2L answer Section B, Questions #10-#19 “Where Are You At? A Bioregional Quiz.”*
15. March 2, 2016 – Film: **Tapped** 2010. Class discussion.

Week 9 – Spring Break March 7, 2016 – March 13, 2016 (no class, university closed)

Week 10 – Climate Change

16. March 14, 2016 – Film: **Carbon Nation**, 2011. Class Discussion. *Paper #7 Assignment – Calculate Your Personal Ecological Footprint. Go to www.footprintnetwork.org (Global Footprint Network) or www.Myfootprint.org (The Center for Sustainable Economy - \$1 charge). Paper Assignment #8 - Take one of the footprint questionnaires, honestly answer the questions. Save your results. Print out the email of your results and turn them in to Dr. Grobbel on October 29, 2015. Your results will be kept confidential.*

17. March 16, 2016 – Climate Change Powerpoint Presentation. Class discussion.

Week 11 – Shelter

18. March 21, 2016 – Reading Assignment: on D2L: Chapter One: “Creating a Positive Legacy while Adapting to Rapid Change,” *The Resilient Farm and Homestead*, Ben Faulk, 2013, pp. 1 - 23. Paper Assignment #8 – on D2L answer Section C, Questions #20-#29 “Where Are You At? A Bioregional Quiz.”

19. March 23, 2016 – Film: **Garbage Warrior**. 2007. Class discussion.

Week 12 – Shelter (continued)

20. March 28, 2016 – Reading Assignment: on D2L: Chapter Six: “Adaptive Fuel and Shelter,” *The Resilient Farm and Homestead*, Ben Faulk, 2013, pp. 207 – 243. Paper Assignment #9 (1-2 pages, but no more than 2 pages) – Contact an elder, parent, guardian, uncle/aunt, grandparent or other important adult in your life and ask them “1) From your experience what is the biggest lesson that you’d like me to know as I go through my life. **AND** 2) Are you hopeful about my future? Why or why not?”

21. March 30, 2016 – Film: **First Earth: Uncompromising Ecological Architecture**. 2010. Class discussion.

Week 13 – Embracing Resiliency

22. April 4, 2016 – Reading Assignment: on D2L: Chapter Seven: “Resilience and Regeneration for the Long Haul,” *The Resilient Farm and Homestead*, Ben Faulk, 2013, pp. 207 – 243. Paper Assignment #10 on D2L: fill out and submit on November 19, 2015 “Appendix A - Assessing Resiliency: Aptitude Quiz,” in *The Resilient Farm and Homestead*, Ben Faulk, 2013, pp. 263 – 266. **Film: Inhabit: A Permaculture Perspective, 2015.**

23. April 6, 2016 – Powerpoint Presentation – “Building an Earthship/Greenhouse at the Lowest Possible Cost.” Class discussion.

Week 14 – Visions of Sustainability

24. April 11, 2016 – Reading Assignment: Session 7: *Visions of Sustainability*, pp. 119 - 132. *Transitions toward sustainability*. No reading assignment or paper assignment.

25. April 13, 2016 – **Presentation – Chiapas Mexico Water Project.**

Week 15 – Sustainable Community

26. April 18, 2016 – Reading Assignment: Session 4: *Community*, pp. 71 - 84. *Intentional communities and the sustainable village, community supported agriculture (CSA), citizens’ roles in transition, chaos and the great turning*. Paper Assignment #11 (1-2 pages, but no more than 2 pages) – “What are the three (3) greatest challenges that you think exist in creating sustainable communities?”

27. April 20, 2016 – Film: **Visions of Utopia: Experiments in Sustainable Culture (Communal Living and Co-housing)**, 2002. Class discussion.

Week 16 – Putting it All Together and Trending Toward Solutions

28. April 25, 2016 – Case study: Presentation by Dr. Grobbel - an introduction to permaculture farm/off the grid home in Leelanau County, Michigan. No reading assignment. *Principles and promise of permaculture, bioregionalism and participatory democracy. Paper Assignment #12 (1-3 pages, but no more than 3 pages) – Answer three (3) questions: “1) Can Permaculture Work in Urban Environments? 2) Is Permaculture too expensive or too labor intensive to work in society? 3) Is permaculture elitist?”* Class discussion.

29. April 27, 2016 – Finish case study: Presentation by Dr. Grobbel regarding his permaculture farm/off the grid home in Leelanau County, Michigan. Class discussion.

Week 17- Final Exam Week

Final exam. Thursday, May 5, 2016. Time 2:45 p.m. – 2:45 p.m. (Room 001 Natural Resources Building)

Short Papers/Weekly Writing Assignments:

Students will be assigned weekly topics for short papers. Weekly papers are to be 1-2 pages in length no longer than two (2) pages, and due at the beginning of class on the Wednesday of each week. Papers may also be emailed to Dr. Grobbel at grobbelc@msu.edu or dropped off in person at Dr. Grobbel’s office no later than 5 pm on Wednesdays. A make-up paper due date will be scheduled in the event of an excused absence. A written statement from a doctor will be required if medical reasons exist for such absence. In the event of successive absences during the course, alternative means of grading student progress may be utilized at the discretion of Prof. Grobbel.

Class Participation:

Class participation will be graded on the basis of student knowledge, willingness to participate, courtesy, engagement, scholarship, professionalism and the students’ demonstration of ability to integrate course concepts in questions asked of speakers and/or the course instructor.

Reading Assignments:

Weekly reading assignments are required to be complete prior to class. The required text for CSUS 200: Choices for Sustainable Living. Northwest Earth Institute, *Students are expected to come to class having read assigned materials in advance of each session.* Course text is available at the student bookstores. Please see Dr. Grobbel if alternative or additional accommodations are needed for access to course materials.

Important Dates:

Monday, 1/18/16 - University open/classes cancelled– Martin Luther King Day

Monday, 3/7/16 thru Friday, 3/11/16 – Spring break (no class, university closed)

Monday, 5/2/16 thru Friday, 5/6/16 - Final exams week

Class Participation:

- Participation and interaction with other students is a required component of this class. It is impossible to fulfill this requirement if you are not present for class meetings. Attendance will be taken each class day. Students who have three absences or fewer have an opportunity to earn all 50 possible class participation points. 5 points will be deducted for each absence in excess of three. NOTE WELL: The three missed class day grace period is expected to cover university excused absences including illness, family emergencies and university sanctioned activities such as student clubs, organizations or activities associated with other classes. It is also expected to cover absences that occur because of late enrollment in the class, and other exigencies that students experience throughout the semester. There will not be exceptions to this policy except in extremely unusual circumstances. If you anticipate problems complying with this requirement, *notify the instructor as soon as you become aware of the problem!* It is not necessary to notify instructors or present excuses for specific absences.

ALSO NOTE: Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the “Grief Absence Request” web form (found at <https://www.reg.msu.edu/sitemap.aspx?Group=7>) no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

Technology Use:

While in class, students should put their cell phones to silent or turn them off. Also, sending and receiving text or e-mail messages by computer, tablet or smart phone during class are distracting to students and instructors. Instructor will call out students who are using such devices for such purposes during class and ask them to stop.

Accommodations for Students with Disabilities: 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 (“VISA”) form. Please present this form to an instructor during the second week of class and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Academic Integrity:

[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, 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.

Instances of plagiarism constitute academic dishonesty and will result in a grade of zero for the assignment in which plagiarism occurs. See <https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html> for a definition and discussion of plagiarism.

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.

Citations and references:

The APA format should be used for any in-text citations and reference lists when you rely on information from other sources for writing homework assignments. A good reference site for APA style can be found at <https://owl.english.purdue.edu/owl/resource/560/01/>.

CSUS 200 Section 2
Introduction to Sustainability
Course Syllabus
Spring 2016
Monday and Wednesday, 10:20 – 11:40 AM
138 Brody

Instructor

Matt R. Raven, Professor
310A Natural Resources & C204A Bailey Hall
Cell: 517-703-4018 (Feel free to text)(*best number*)
Office Phone: 517-432-0293 (*second best number*)
Email: mraven@msu.edu
Twitter: matt_raven

Learning Assistant

Kera Howell
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On-line Class Materials Available on D2L

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

Office Hours: Tuesday 9:00 AM – 10:00 AM (Natural Resources Office), Friday 2:00 PM – 3:00 PM (Bailey Office), immediately after class or by appointment.

Course Outcomes

Students will be able to:

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

Description

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

Projected Class Schedule¹

Week 1 – Introduction

- 1 - January 11, 2016 – Introducing the Class
- 2 - January 13, 2016 – What are Wicked Problems?

Week 2 – Active Learning

- No Class - January 18, 2016 – Martin Luther King Holiday
- 3 - January 20, 2016 – Trash Sort (Meet at MSU Recycling Center)

Week 3 – Thinking Critically

- 4 - January 25, 2016 – Analyzing Web sites & Credibility of Information
- 5 - January 27, 2016 – A Call to Sustainability (CSL Discussion - #1)

Week 4 – Human/Environmental Interdependence

- 6 - February 1, 2016 –Evaluating Policy Positions
- 7 - February 3, 2016 – Defining What Matters. Community and Global Trends

Week 5 – Human/Environmental Interdependence

- 8 - February 8, 2016 – Governing the Commons
- 9 - February 10, 2016 – Ecological Principles (CSL Discussion - #2)

Week 6 – Food Systems

- 10 - February 15, 2016 – What is the Real Cost of Food?
- 11 - February 19, 2016 – Feeding Yourself for a Year

Week 7 – Food Systems

- 12 – February 22, 2016 – Developed or Not?
- 13 – February 26, 2016 – Food (CSL Discussion - #3)

¹ Topics or dates may change due to availability of resources

Week 8 – Energy Systems

14 – February 29, 2016 – Transforming Energy - Thermodynamics and Energy Efficiency

15 – March 2, 2016 – Recycling Energy Use

Week of March 7 – Spring Break

Week 9 – Strategies for Communities

16 - March 14, 2016 – Implementing Sustainability Strategies for Communities

17 - March 16, 2016 – Community (CSL Discussion - #4)

Week 10 – Ecological Footprint

18 - March 21, 2016 – Analyzing an Ecological Footprint/What’s Your Ecological Footprint?

19 – March 23, 2016 – Transportation (CSL Discussion - #5)

Week 11 – Ecological Economics

20 – March 28, 2016 – Classifying Ecosystems Services

21 – March 30, 2016 – Interpreting Life Cycle Analysis

Week 12 – Change Agents

22 – April 4, 2016 – Ensuring Environmental Justice

23 - April 6, 2016 – Consumption and Economy (CSL Discussion - #6)

Week 13 – Change Agents

24 - April 11, 2016 – Diffusing Innovations

25 - April 13, 2016 – Managing Holistically

Week 14 – Environmental Justice

26 – April 18, 2016 – Visions of Sustainability (CSL Discussion - #7)

27 – April 20, 2016 – Policy Position Presentations

Week 15 - Presentations

28 – April 25, 2016 – Policy Position Presentations

29 – April 27, 2016 – Policy Position Presentations

Week 16 – Finals Week

30 – May 4, 2016 – Final (10:00 AM – Noon)

Assignments

Assignments will be turned in electronically via D2L. The Final will be written during the scheduled time. More than one application (e.g. a Web browser, Microsoft Word, Prezi, Excel, etc.) may be needed for a given assignment.

R³ – Reduce, Reuse, Recycle. (325 total points) The assignment spans the semester. The task the first week is for you to identify a **daily** personal behavior that you can change which results in reducing, reusing or recycling a resource/product. Some examples would be decreasing the number of miles you drive your car each week, decreasing your water usage each week, decreasing your use of plastic, or eliminating your use of bottled water to name just a few. (In 2012 I reduced the amount I drove to work in the winter, 2013 I started vermicomposting kitchen scraps, 2014 I reduced one use coffee cups, 2015 reduced the paper used in CSUS 200).

- You will blog each week of the semester. The first week blog will focus on the selection of your behavior (subject to Dr. Raven's approval) to modify (as well as baseline data for what you are currently doing) and the following blogs will summarize your successes (and failures) to change your behavior. The blogs are worth 150 points (10 points per blog). (***Each Weekly Blog is due by Midnight Friday – e.g. Blog 1 is due January 15 at Midnight.***)
- You will also need to keep a spreadsheet to track your changes (e.g. commute miles via bike – e.g. how many bottles of water do you currently drink each day on average) on a daily basis. ***The spreadsheet is due with the final report at the beginning of the final on May 4.***
- You will need to do a 2-page literature review on your selected behavior change (place all references on a third page). What does the literature (this can include websites, online documents, papers, journal articles, as long as they are reviewed or refereed articles) say about your intended behavior change. The Lit Review is worth 75 points. Name the report *FirstnameLastnameR3Lit.docx* (or .pdf). ***This two-page paper is due by midnight February 12.***
- You will also prepare a 3 page report that summarizes your change over the semester and analyses the environmental impact (both primary and secondary) of your behavioral change at the individual level as well as the impact the change would have if every undergraduate at MSU had changed the same behavior (assuming they were not already doing it). The report should include summaries from your spreadsheet. You also will turn in your spreadsheet with your report. Report should be a Microsoft Word file or a PDF and the spreadsheet an Excel file. Name the report *FirstnameLastnameR3.docx* (or .pdf) and the spreadsheet *FirstnameLastnameR3.xlsx* and place them in the appropriate drop box in D2L. The report is worth 100 points. ***The report and spreadsheet are due at the beginning of the Final on May 4).***

Photo Diary. (125 total points) During the semester you will keep a photo diary of a spot in nature. The spot can be micro (e.g. a spot in your yard) or large (e.g. a section of Baker Woodlot)(**the majority, if not all, of the photo must be of nature and not the built environment**). You will take a picture of your spot from the same place every weekday (Monday through Friday). You can miss a maximum of five days during the assignment (not

missing a day will result in a bonus) and you do not have to take pictures during spring break (unless you are here and want to). You will locate your spot during the first week of class and start your photo diary no later than January 18, 2016 and conclude it on April 9, 2016. You will upload a PowerPoint presentation of your photo diary (minimum 50 unique days of pictures) as well as a 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 (25 points) and PPT of your photo diary (100 points) **are due April 20, 2016**.

Book Review. (150 total points) You will write a four-page book review on one of the books listed below (do not pick a book that you have read before). Resources on how to write a book review are available in D2L in the Assignment folder. The book review is worth 150 points. The report should be named *FirstnameLastnameBook.docx (or .pdf)* and placed in the appropriate drop box in D2L. **(The Book Review is due by midnight of March 4).**

Holistic Management by Allan Savory and Jody Butterfield
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
Storms of My Grandchildren by James Hansen
The One Straw Revolution by Masanobu Fukuoka
A Sand County Almanac and Sketches Here and There by Aldo Leopold
Pleasant Valley by Louis Bromfield
The Myth of Progress: Toward a Sustainable Future by Tom Wessels
Farmacology by Daphne Miller, MD
The Unsettling of America by Wendell Berry
The Joy of Less: A Minimalists Living Guide
The Joy of Less: A Minimalists Living Guide by Francine Jay

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

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

and the presentation 50 points. (*The presentations will be in class on April 20, 25, and 27 and paper due by beginning of class on April 27*).

Final. (100 total points) The Final will be comprehensive and open note. The Final is worth 100 points. (*The Final is on May 6 from 10:00 AM to Noon*).

Student Evaluation

Assignments²

Reduce, Reuse, Recycle Blogs ³	150	(Due Weekly)
Reduce, Reuse, Recycle Lit Review	75	(Due February 12)
Reduce, Reuse, Recycle Report	100	(Due May 4)
Class Attendance & Assignments	150	(Due Daily)
Book Review	150	(Due March 4)
Photo Diary and Reflection	125	(Due April 20)
Policy Paper and Presentation	150	(Due April 27)
Final	100	(Due May 4)
Total	1000	

Grading Scale

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

Important Dates

January 18	Martin Luther King Holiday
February 5	Last Day to Drop w/ Refund (8:00 PM)
March 2	Last Day to Drop w/ No Grade (8:00 PM)
March 7 - 12	Spring Break
May 4	Final (10:00 AM - Noon)

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

² 10% deduction for each business day late

standards." In addition, the CARRS Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

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

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

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

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

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

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. Raven 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 February 3. The last day to drop this course with no refund and no grade reported is February 29. 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. Raven and Ms. Howell 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. Raven and Ms. Howell will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 200).
 - Raises an inappropriate subject.
- Dr. Raven and Ms. Howell 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
Section 3

Spring 2016
Tuesday/Thursday, 10:20 - 11:40 a.m.
223 Natural Resources Building

INSTRUCTOR

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

OFFICE HOURS

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

COURSE DESCRIPTION

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

COURSE OUTCOMES

Students will be able to:

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

REQUIRED TEXT

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

COURSE SCHEDULE¹

Week 1 – Introduction

January 12, 2016 – Introducing the Class
January 14, 2016 – What are Wicked Problems?

Week 2 – Human/Environmental Interdependence and Thinking Critically

January 19, 2016 – Defining What Matters: Community and Global Trends
January 21, 2016 – Analyzing Websites & Credibility of Information

Week 3 – Active Learning

January 26, 2016 – Trash Sort (Meet at MSU Recycling Center)
January 28, 2016 – A Call to Sustainability (CSL Discussion - #1)

Week 4 – Thinking Critically

February 2, 2016 – Developed or Not?
February 4, 2016 - Evaluating Policy Positions

Week 5 – Human/Environmental Interdependence

February 9, 2016 Governing the Commons
February 11, 2016 – Ecological Principles (CSL Discussion - #2)

Week 6 – Water and Food Systems

February 16, 2016 – Is Water a Basic Human Right?
February 18, 2016 – What is the Real Cost of Food?

Week 7 – Food Systems

February 23, 2016 – Feeding Yourself for a Year
February 25, 2016 – Food (CSL Discussion - #3)

Week 8 – Energy Systems

March 1, 2016 – Transforming Energy - Thermodynamics and Energy Efficiency
March 3, 2016 – Recycling Energy Use

Week of March 7 – Spring Break

Week 9 – Strategies for Communities

March 15, 2016 – Implementing Sustainability Strategies for Communities
March 17, 2016 – Community (CSL Discussion - #4)

¹ Topics or dates may change due to availability of resources

Week 10 – Ecological Footprint

March 22, 2016 – Analyzing an Ecological Footprint/What’s Your Ecological Footprint?
March 24, 2016 – Transportation (CSL Discussion - #5)

Week 11 – Ecological Economics

March 29, 2016 – Classifying Ecosystem Services
March 31, 2016 – Interpreting Life Cycle Analysis

Week 12 – Change Agents

April 5, 2016 – Ensuring Environmental Justice
April 7, 2016 – Consumption and Economy (CSL Discussion - #6)

Week 13 – Change Agents

April 12, 2016 – Diffusing Innovations
April 14, 2016 – Managing Holistically

Week 14 – Environmental Justice

April 19, 2016 – Visions of Sustainability (CSL Discussion - #7)
April 21, 2016 – Policy Position Presentations

Week 15 - Presentations

April 26, 2016 – Policy Position Presentations
April 28, 2016 – Policy Position Presentations

Week 16 – Finals Week

Thursday, May 5, 2016 – **Final Exam** (7:45-9:45 am)

ASSIGNMENTS

Assignments will be submitted electronically via D2L. More than one application (e.g., a web browser, Microsoft Word, Prezi, Excel, etc.) may be needed for a given assignment. The final exam will be completed in class on **Thursday, May 5th, from 7:45-9:45 am.**

R³ – Reduce, Reuse, Recycle Project (300 total points). This 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 might 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 just a few.

- You will blog each week of the semester regarding this project. The first week’s 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. The blogs are worth 150 points (10 points per blog). (***Each Weekly Blog is due by Midnight Friday – e.g. Blog 1 is due January 15 at Midnight.***)

- You will also need to keep a spreadsheet to track your changes (e.g. commuting miles via bike, how many bottles of water you currently drink each day on average) on a daily basis. ***The spreadsheet is due with the final report at the beginning of the final on May 5th.***
- You will also prepare a 3-page report that summarizes your change over the semester and analyzes the environmental impact (both primary and secondary) of your behavioral change at the individual level as well as the impact the change would have if every undergraduate at MSU had changed the same behavior (assuming they were not already doing it). The report should include summaries from your spreadsheet. You also will submit your spreadsheet with your report. The report should be a Microsoft Word file or a PDF and the spreadsheet an Excel file. Name the report *FirstnameLastnameR3.docx* (or .pdf) and the spreadsheet *FirstnameLastnameR3.xlsx* and place them in the appropriate drop box in D2L. The report is worth 150 points. ***The report and spreadsheet are due at the beginning of the Final Exam on May 5).***

Photo Diary. (150 total points) During the semester you will keep a photo diary of a spot in nature. The spot can be micro (e.g. a spot in your yard) or large (e.g. a section of Baker Woodlot). **The majority, if not all, of the photo must be of nature and not the built environment).** You will take a picture of your spot from the same place every weekday (Monday through Friday). You can miss a maximum of five days during the semester and you do not have to take pictures during spring break (unless you are here and want to). You will locate your spot during the first week of class and start your photo diary no later than January 19, 2016 and conclude it on April 9, 2016. You will upload a PowerPoint presentation of your photo diary (minimum 50 unique days of pictures) as well as a 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 (50 points) and PPT of your photo diary (100 points) ***are due April 22, 2016.***

Book Review. (150 total points) You will write a four-page book review related to sustainability (broadly defined). Below is a list of potential books. If you read a book that is not on this list, I will need to approve your selection. Be sure to choose a book that you have not read previously. Resources on how to write a book review are available in D2L in the Assignment folder. The book review is worth 150 points. The report should be named *FirstnameLastnameBook.docx* (or .pdf) and placed in the appropriate drop box in D2L. (***The Book Review is due by midnight of March 4).***)

Example Book Review Titles:

Omnivore's Dilemma by Michael Pollan
The Great Lakes Water Wars by Peter Annin
Collapse by Jared Diamond
The Story of Stuff by Annie Leonard
An Agricultural Testament by Sir Albert Howard
Last Child in the Woods by Richard Louv
The Watchman's Rattle by Rebecca Costa
Eaarth by Bill McKibben
Confessions of a Radical Industrialist by Ray C. Anderson
Tomorrow's Table by Pamela C. Ronald & Raoul W. Adamchak
Storms of My Grandchildren by James Hansen
The One Straw Revolution by Masanobu Fukuoka

Coming Home: Letters from a Tiny House by Hari Berzins
Cheap: The High Cost of Discount Culture by Ellen Ruppel Shell

Class Assignments and Participation. (150 total points) Your *active* participation in class is expected (including prior assigned readings and in-class activities) and worth 5 points per class (30) for a total of 150 points. (***You must be in class and participate in order to earn the 5 points.***)

Policy Position Paper and Presentation. (150 total points) You are to identify a position on an issue that you care about that is relevant to this class and develop a policy paper. A policy paper is a persuasive document that outlines your views on a particular policy or issue you have studied (and is of interest to you). The policy paper is a way to apply what you have learned in a format that communicates ideas or recommendations, or persuades people to consider your views. The audience for the paper may be other students, citizens, members of a public commission, elected representatives, or anyone else with a stake in the issue. There is a resource to help you with writing a policy position paper in the Assignments Folder on D2L. The paper is worth 100 points and the presentation 50 points. (***The presentations will be in class on April 21, 26, and 28 and paper due by beginning of class on April 28.***)

Final Exam. (100 total points) The Final Exam will be comprehensive and open note. The exam is worth 100 points. (***The Final Exam is scheduled for May 5 from 7:45 – 9:45 a.m.***)

GRADING

Assignments²

Reduce, Reuse, Recycle Blogs	150	(Due Weekly)
Book Review	150	(Due March 4)
Photo Diary and Reflection	150	(Due April 22)
Policy Paper and Presentation	150	(Due April 28)
Reduce, Reuse, Recycle Report	150	(Due May 5)
Final Exam	100	(May 5)
Class Attendance & Assignments	150	(Each Class Session)
Total Points	1000	

² Late assignments will **NOT** be accepted.

Grading Scale

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

Important Dates

February 5	Last Day to Drop w/ Refund (8:00 p.m.)
March 2	Last Day to Drop w/ No Grade (8:00 p.m.)
March 7 - 12	Spring Break
May 5	Final Exam (7:45-9:45 a.m.)

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 CSUS 200. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.** Turnitin.com will be used for all written assignments.

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to your instructor 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.

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.

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

Campus Emergencies

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

E-Learning Policies

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- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently.
- All assignments submitted electronically should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
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- 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.
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 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
- Your instructor will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 200).
 - Raises an inappropriate subject.
- The website tech.msu.edu provides a number of information technology resources for students.
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- 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
Course Syllabus
Spring 2016
Tuesday and Thursday, 4:10 – 5:30 PM
225 Natural Resources Bldg

Instructor

Instructor: Dr. Steven Gray
Office Location: 305A Natural Resources
Telephone: 646-915-2915 (cell)
E-Mail: grayste1@msu.edu

Office Hours: Tuesday, 3:00-4:00pm, Thursday, 3:00-4:00pm, directly after class or by appointment. I am always happy to meet- so just get in touch and we will find a time.

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

Resources

- 1. Required Text:** Choices for Sustainable Living. – Northwest Earth Institute, copy write 2012/2014 (also available as a PDF) (available at <http://www.nwei.org/store/>) (needed ASAP). This text will be supplemented with articles and reports posted on the CSUS 200 Desire to Learn (D2L) site (<https://d2l.msu.edu>).
- 2. Required Online Software:** www.mentalmodeler.org
- 3. On-line Class Materials** Available on D2L

Course Outcomes

Students will be able to:

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

10. Examine the interaction between agriculture, food, natural resources and Michigan communities using a systems approach.
11. Use Life Cycle Analysis to consider the true costs of products and services.

Description

Total Credits 3, Lecture/Recitation/Discussion 3 hours. Interdisciplinary nature of environmental, natural resources, and agricultural issues.

Projected Class Schedule¹

Week 1 – Introduction

- 1 - January 12, 2016 – Introduction to the Class
- 2 - January 14, 2016 – Sustainability from a Social Perspective: What are Wicked Problems?

Week 2 – Environmental Decision-making

- 3 - January 19, 2016 – Basic and Applied Sciences in Sustainability
- 4 - January 21, 2016 – Sustainability from a Natural Perspective: Collapse

Week 3 – Thinking Critically

- 5 - January 26, 2016 – Sustainability from a Natural Science Perspective
- 6 - January 28, 2016 – The Role of Model-based Reasoning in Sustainability: Balancing natural and social interests Evaluating Information Source

Week 4 – Human/Environmental Interdependence and Policy

- 7 - February 2, 2016 – Defining What Matters: Human values, community and global trends
- 8 - February 4, 2016 – The Environmental Policy-making Process

Week 5 – Actors in Environmental Decision-making

- 9 - February 9, 2016 – Actors Inside Government
- 10 - February 11, 2016 – Actors Outside government

Week 6 – Ecological Footprint and Development

- 11 - February 16, 2016 – What's Your Ecological Footprint?/Determining Ecological Footprints
- 12 - February 18, 2016 – Domestic and International Development: Developed or Not?

Week 7 – Environmental Conflict

- 13 – February 23, 2016 – Movie: *If a tree falls*
- 14 – February 25, 2016 – Movie continued: In class activity

Week 8 – Tragedy of the Commons

- 15 – March 1, 2016 – Governing the Commons
- 16 – March 3, 2016 – Ecological Principles

Week of March 7 – Spring Break

¹ Topics or dates may change due to availability of resources

Week 9 – Food and Agriculture

17 - March 15, 2016 – Agriculture; Past and Present

18 - March 17, 2016 – Fisheries; What is the Real Cost of Food?

Week 10 – Water, Air and Animals

19 - March 22, 2016 – Is Water the Oil of the 21st Century

20 – March 24, 2016 – Who Owns the Animals and Who Decides How we Treat Them?

Week 11 – Ecological Economics

21 – March 29, 2016 – Classifying Ecosystem Services

22 – March 31, 2016 – Interpreting Life Cycle Analysis

Week 12 – Energy and Managing Holistically

23 – April 5, 2016 – Transforming Energy- Thermodynamics and Energy Efficiency

24 - April 7, 2016 – Managing Holistically and Ecosystem-based Management

Week 13 – Environmental Justice and Community Strategies

25 - April 12, 2016 – Implementing Sustainability Strategies for Communities

26 - April 14, 2016 – Public Health and the Environment

Week 14 – Presentations

27 – April 19, 2016 – The role of technology in sustainability

28 – April 21, 2016 – Policy Position Presentations

Week 15 – Presentations

29 – April 26, 2016 – Policy Position Presentations

30 – April 28, 2016 – Policy Position Presentations

Week 16 – Finals Week

FINALS: Thursday 4/28 - Wednesday 5/11 (Final time to be announced)

Assignments

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

1. Class Assignments and Participation. Your active participation in class is expected (including prior assigned readings and in-class activities) 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 and participate in order to earn the 5 points*).

2. R³ – Reduce, Reuse, Recycle. (300 total points) The assignment spans the semester. The task the first week is for you to identify a *daily* personal behavior that you can change which results in reducing, reusing or recycling a resource/product. Some examples would be decreasing the

number of miles you drive your car each week, decreasing your water usage each week, decreasing your use of plastic, or eliminating your use of bottled water to name just 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. Gray’s approval) to modify (as well as baseline data for what you are currently doing) and the following blogs will summarize your successes (and failures) to change your behavior. The blogs are worth 150 points (10 points per blog). (***Each Weekly Blog is due by Midnight Friday – e.g. Blog 1 is due January 15 at Midnight***).
- You will also need to keep a spreadsheet to track your changes (e.g. commute miles via bike – e.g. how many bottles of water do you currently drink each day on average) on a daily basis. ***The spreadsheet is due with the final report at the beginning of the final on in May***
- You will need to do a 2-page literature review on your selected behavior change (place all references on a third page). What does the literature (this can include websites, online documents, papers, journal articles, as long as they are reviewed or refereed articles) say about your intended behavior change. The Lit Review is worth 50 points. Name the report *FirstnameLastnameR3Lit.docx (or .pdf)*. ***This two-page paper is due by midnight February 12.***
- You will also prepare a 3 page report that summarizes your change over the semester and analyses the environmental impact (both primary and secondary) of your behavioral change at the individual level as well as the impact the change would have if every undergraduate at MSU had changed the same behavior (assuming they were not already doing it). The report should include summaries from your spreadsheet. You also will turn in your spreadsheet with your report. Report should be a Microsoft Word file or a PDF and the spreadsheet an Excel file. Name the report *FirstnameLastnameR3.docx (or .pdf)* and the spreadsheet *FirstnameLastnameR3.xlsx* and place them in the appropriate drop box in D2L. The report is worth 100 points. ***The report and spreadsheet are due at the beginning of the Final in May***).

3. Oral “current event” presentation

In every class starting on Week 2 of the semester, students will be assigned to make a five to seven minute oral report on a particular news ***article relevant to a recent natural resource policy event at the county, state, national, or international levels.*** The news articles maybe taken from any recognized dailies. Current event news articles are intended to spur class discussion and at least part of the grade will be based on how “interesting” the article is to the class. Many students have chosen in the past to use PowerPoints for their s BUT YOU ARE ENCOURAGED NOT TO USE POWERPOINT. This will count for 100 points toward your final grade.

4. Book Review. (100 total points) You will write a four-page book review on one of the books listed below (do not pick a book that you have read before). 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 (or .pdf)* and placed in the appropriate drop box in D2L. (***The Book Review is due by midnight of March 4***).

Holistic Management by Allan Savory and Jody Butterfield

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
Storms of My Grandchildren by James Hansen
The One Straw Revolution by Masanobu Fukuoka
A Sand County Almanac and Sketches Here and There by Aldo Leopold
Pleasant Valley by Louis Bromfield
The Myth of Progress: Toward a Sustainable Future by Tom Wessels
Farmacology by Daphne Miller, MD
The Unsettling of America by Wendell Berry
The Joy of Less: A Minimalists Living Guide by Francine Jay

5. Field Investigation (e.g. Occupational Interview)

You will write a 3 page summary of an interview with a sustainability professional (broadly-defined but it should be a person working in a job that you might like to have one day). This assignment is for two reasons. First, it is never too early for you to consider what type of job you would like to have when you graduate—and further, it is always good to have a reason to have a contact working in a field who can help you in the future when job opportunities, like internships, become available. Students in the past have used this assignments to find part-time internships and even jobs after they graduate. In this field investigation you will meet **in person** with the interviewee and ask them a series of questions about their job that you define before the interview. These individuals can come from any environmentally-related job sector (NGO, government organization ,etc.). This will count toward 100 points of your final grade and be due by midnight on April 1st.

6. Policy Position Paper and Presentation (3-5 pages). (150 total points) You are to identify a position on an issue that you care about that is relevant to this class and develop a policy paper. A policy paper is a persuasive document that outlines your views on a particular policy or issue you have studied (and is of interest to you). The policy paper is a way to apply what you have learned in a format that communicates ideas or recommendations, or persuades people to consider your views. The audience for the paper may be other students, citizens, members of a public commission, elected representatives, or anyone else with a stake in the issue. There is a resource to help you with writing a policy position paper in the Assignments Folder on D2L. The paper is worth 100 points and the presentation 50 points. ***(The presentations will be in class on April 14, 19, and 21 and paper due by beginning of class on April 21).***

7. Final. The Final will be comprehensive and open note. The Final is worth 100 points.***(The final will be a mix of multiple choice, short answer and essay questions).***

Student Evaluation

Assignments²

	<u>Points</u>	<u>Due Date</u>
1. Class Attendance & Assignments	150	Weekly
2. Reduce, Reuse, Recycle Project	300	All Semester
Reduce, Reuse, Recycle Blogs	(150)	Weekly
Literature Review	(50)	February 12 th
Final Report	(100)	Day of Final
3. Current Events	100	Your assigned week
4. Book Review	100	March 4 th
5. Field Investigation	100	April 1st
6. Policy Paper and Presentation	150	April 21st
7. Final	100	Day of Final
Total	1000	

Grading Scale

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

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 CARRS Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the

² Late assignments will **NOT** be accepted

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.**

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

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

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

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

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. Raven 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 February 3. The last day to drop this course with no refund and no grade reported is February 29. 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. Gray 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. Gray will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 200).
 - Raises an inappropriate subject.
- Dr. Gray 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.