



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
CHRISTIAN WEISSER	CRW17	Berks College (BK)	Not Available

Academic Home: Berks College (BK)

Type of Proposal: Add Change Drop

Course Designation

(SUST 242N) Issues in Sustainability

Course Information

Cross-Listed Courses:

Prerequisites:

ENGL 15; ENGL 30

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: ISSUES IN SUSTAIN

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Berks College Liberal Arts (BKBK_BKLA)

Effective Semester: SP 2018

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

The course examines the concepts and key issues of sustainability through a variety of literary, scientific, political, and popular texts. Class discussions will trace the roots of sustainability in environmental writing, will analyze the diverse debates surrounding sustainability, and will consider local, national, and international texts about sustainability. Students will interact with invited guest speakers, conduct field research on sustainability in local communities and institutions, and create their own narratives and scenarios for sustainable futures based on their findings and speculations.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

What are the foundations of sustainability? This segment will help students develop a foundational literacy is sustainability by addressing key historical texts. Students will read work by Thoreau, Muir, Carson, Leopold, and some contemporary writers to learn how the ideas of environmentalism and sustainability have evolved and intermingled. (3 weeks)

How is sustainability a political issue? This segment asks students to examine sustainability as a public and political issue. Reading selections will examine liberal and conservative perspectives on sustainability issues, enabling students to see how public debates seek to influence personal action and policy changes. (3 weeks)

How do crises and disasters create challenges for sustainability? This segment examines recent crises and disasters and their connections to sustainability. Students will examine oil spills, hurricane damage such as Katrina and Irma, nuclear disasters like Fukushima, and other catastrophic events that sway public opinion. (3 weeks)

How is sustainability connected to local and urban environments? This segment looks at sustainability issues facing urban and local environments such as pollution, recycling, jobs, and food issues. (3 weeks)

How is sustainability a transnational issue? This segment examines global aspects of sustainability, including climate change and its impacts on coral reefs, ice cap melting, and other issues. In addition, the segment examines the global move to implement alternative energy sources and the ways in which some countries or regions respond to sustainability challenges. (3 weeks)

How are tourism and recreation connected to sustainability? This segment examines the trillion dollar global tourism and recreation industries as well as their impacts on sustainability. Topics include ecotourism, zoos, recreational hunting and fishing, and the role of outdoor companies like Patagonia in promoting sustainable behaviors. (3 weeks)

Course Description:

This course is part of the General Education Integrative Studies curriculum. As such, it combines Humanites (GH) and Social and Behavioral Sciences (GS) through the topic of sustainability. Students will read, write, and think integratively by considering the humanistic values of sustainability and how those values are connected to the political, social, and cultural forces that shape sustainable activities.

The course examines the concepts and key issues of sustainability through a variety of literary, scientific, political, and popular texts. Class discussions will trace the roots of sustainability in environmental writing, will analyze the diverse debates surrounding sustainability, and will consider local, national, and international texts about sustainability. Students will interact with invited guest speakers, conduct field research on sustainability in local communities and institutions, and create their own narratives and scenarios for sustainable futures based on their findings and speculations.

The course will address central issues of sustainability in society today, including:

- What are the historical and cultural foundations of sustainability?
- How is sustainability a political, social, and ethical issue?
- How do crises and disasters create challenges for sustainability?
- How is sustainability connected to local, urban, and transnational environments?

The goal of the course is to develop two types of awareness. First, students will develop an awareness of the key discussions about sustainability in society today. Second, students will cultivate a critical awareness of how debates about sustainability are shaped through the written and spoken word.

Sustainability is more than just protecting the great outdoors or using a recycling bin. It is also a product of the discourse surrounding it. In other words, sustainability—and what we think, say, and do concerning it—is influenced by what other groups and individuals have written or said about it. Sustainability debates are shaped by more than simply “the facts” surrounding

environmental issues; they are also shaped by the persuasive tactics and rhetorical choices writers and speakers make. Students will spend the semester analyzing, discussing, and creating texts that engage the key issues and most important topics of sustainability and environmentalism.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: CHRISTIAN WEISSER (CRW17)

Title:

Phone:

Address:

Campus: BK

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

- Identify and explore the key issues in sustainability
- Understand the history of sustainability
- Identify and explore sustainability as a political, scientific, and social subject
- Identify and explore sustainability as it relates to local, global, and transnational contexts
- Develop the ability to conduct field research, interviews, and exploring textual sources
- Learn how to filter and synthesize information to develop a convincing and logical argument
- Learn how to write clearly, correctly, and ethically

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Students will be evaluated through the creation of diverse written documents, including essays, interviews, pamphlets, formal reports, and other forms of textual discourse. Students will also complete weekly blog entries to engage in extended dialogue about sustainability issues with their classmates. In addition, students will complete quizzes at the conclusion of each of the six sections of the course.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

The prerequisite of ENGL 015 or 030 reflects the intensive reading and writing components of the course; students should enter ENGL 242/SUST 242 with the ability to read and write proficiently, integrate research, and work with complex and challenging texts.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

The course is designed to contribute to the Integrative Studies requirement within the General Education program. This is a new course, but SUST 242 is similar in structure to other 200-level themed courses that examine social and political topics through key texts. Consequently, the course may be counted as an elective in English, Professional Writing, and other related programs. In addition, focus of SUST 242 makes it suitable for inclusion in the Intercollege Minor in Sustainability Leadership affiliated with the PSU Sustainability Institute, as well as other related programs such as Environmental Studies.

A description of any special facilities:

none

Frequency of Offering and Enrollment:

vary by campus and program

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of

conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Reading, writing, and discussion topics will be the primary components that will help students achieve the four Learning Objectives addressed in this proposal.

To help students achieve the General Education Learning Objective of Key Literacies, students will read and write about key terms related to sustainability to develop a key literacy for understanding the challenges of sustainability in the world. Much of this will be covered in Week 1-4, where students study definitions of sustainability as well as landmark texts in the development of sustainability, including precursory authors such as Henry David Thoreau, John Muir, Rachel Carson, and Aldo Leopold, as well as contemporary definitions such as the United Nations Brundtland Report (Our Common Future).

To help students achieve the General Education Learning Objective of Integrative Thinking, students will learn to synthesize knowledge across domains through the wide range of literary, political, scientific and popular texts about sustainability. By studying the genres, subjects, and audience constraints of those writing for specialized scientific and political audiences, juxtaposed with those appealing to the general public, students will acquire the ability to integrate knowledge from diverse fields and realms of communication. This will be covered throughout the course.

To help students achieve the General Education Learning Objective of Global Learning, students will study sustainability issues from a transnational perspective. This will include issues that confront society in general such as climate change and overpopulation, as well as particular issues that affect individual geographic areas outside of the United States, including the aftermath of the Fukushima Disaster, big game hunting in Africa, global ocean farming, and other subjects. These subjects will be covered in depth in weeks 8-12, after students have developed key literacies.

To help students achieve the General Learning Objective of Social Responsibility and Ethical Reasoning, Students will examine the ways in which our collective use (and misuse) of the earth's resources impacts diverse populations and ecosystems. Many of the student writing assignments ask them to take an ethical stance based on careful reasoning and research, and these will be dispersed throughout the course. Students will be asked to speculate on their own ethical choices as consumers as well as the ethics involved in larger national and transnational issues pertaining to sustainability.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students will complete a range of different writing assignments, including reflective essays, interview memos, local place pamphlets, and a longer, research-based "careers in sustainability" report.

To emphasize key literacies, students will complete a "before and after" definition of sustainability early in the semester and at the end, in an effort to track their understanding of sustainability and related terms. Integrative thinking and global learning will be assessed as students attempt to draw from science and research-based information about issues such as climate change, recycling, and consumption patterns, and to develop arguments for action targeted toward wider public audiences. Social responsibility and ethical reasoning will be assessed through writing assignments that ask students to reflect upon their personal choices and to develop personal plans for decreasing their consumption and carbon footprint.

Each of these assignments will be holistically designed to assess their understanding of the topic as well as their ability to research and communicate effectively. Students will also complete regular blog entries to allow them to interact with their peers, as well as reading-comprehension quizzes after each three-week segment.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

To help students achieve competence in critical thinking about topics and texts in the humanities, students will read and analyze a range of historical and current texts addressing humans and their relationships with environments. Students will draw upon those texts in the creation of their own written and verbal responses to key issues in sustainability. Further, students will engage with sustainability (and its key texts) as a means to mediate the moral and ethical principles of conservation with the economic and social challenges of the contemporary world. Students completing the class will emerge with a clear understanding of sustainability's roots in early American environmentalism, through authors such as HD Thoreau, Rachel Carson, John Muir, and Aldo Leopold, while at the same time examining current global approaches to the concept such as the UN Brundtland Report and other contemporary political and social documents and ideas. Collectively, students will grasp the fundamental General Humanities criteria of critical thinking, the ability to evaluate and reflect upon texts, and the demonstration of political, social, and textual literacies associated with sustainability.

GS Criteria

Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

To achieve the ability to analyze the forces that influence behaviors, values, habits, attitudes, and institutions from a Social and Behavioral Sciences perspective, students will read about and analyze the major foundational theories and bodies of work that emerged through environmentalism in the 1800 and 1900s, while also evaluating the impacts of those earlier perspectives on contemporary theories, authors, and bodies of work addressing sustainability. Students will look at key events throughout history that have shaped the emergence of sustainability, including the emergence of the EPA, the United Nations Brundtland resolution, as well as the emergence of grassroots environmental groups. In addition, students will examine the ways in which their own beliefs and opinions about environmentalism, conservation, and sustainability have been shaped by their own material, economic, and social contexts.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

In many ways, sustainability is the perfect topic for a General Education Integrative course. The subject of sustainability is important and relevant to all students, and the issues surrounding it are complex and inherently interconnected. And while some aspects of sustainability are addressed in various disciplines, our curriculum does not include a course that integrates different perspectives on sustainability.

The 3-credit course Issues in Sustainability will remedy that shortcoming by integrating Humanities (GH) with Social and Behavioral Sciences (GS). Students will read, write, and think integratively by considering the humanistic values of sustainability and how those values are connected to the political, social, and cultural forces that shape sustainable activities.

The course will examine sustainability through government reports, scientific articles, creative works, and newspaper and magazine articles. Students will conduct field research, talk with guest speakers, and create analytical, persuasive, and public texts. The course will address central issues of sustainability in society today from both a Humanities and a Social and Behavioral Science perspective, including:

- What are the historical and cultural foundations of sustainability?
 - How is sustainability a political, social, and ethical issue?
 - How do crises and disasters create challenges for sustainability?
 - How is sustainability connected to local, urban, and transnational environments?
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Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

The two knowledge domains of Humanities and Social and Behavioral Sciences will be deeply enmeshed, just as they are in the subject of sustainability itself. Reading and writing assignments will ask students to combine personal experience, literary and social texts, and ethical and moral questions from local, regional, national, and global perspectives. Early assignments will develop students' understandings of the humanistic underpinnings of sustainability through early environmental writing, which will pave the way for assignments that explore broader social movements and texts in contemporary settings. These assignments will take on a variety of forms, including weekly blog entries, short evaluation and reflection essays, public documents such as flyers and brochures, and longer research papers that combine GH and GS perspectives and texts.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The instructor of this course should be well-versed in the literary underpinnings of environmental writing and should also have a clear

understanding of contemporary texts, issues, organizations, and debates revolving around sustainability. Most faculty who conduct research into sustainability or environmentalism would likely have the appropriate expertise in this inherently interdisciplinary topic. To help the instructor fully integrate both perspectives, I recommend a broadly-conceived textbook reader that addresses "issues in sustainability" from a humanities and a behavioral and social sciences perspective, such as my own book "Sustainability: A Bedford Spotlight Reader." However, there are a number of such readers on the market that might help an instructor deliver a broad perspective on the key issues in sustainability, and instructors may wish to create their own reading packets.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Students will be assessed in a variety of ways. To begin, the course will contain a pre-and post-assessment of each students' sustainability literacy. These will help to determine whether students have obtained key literacies about sustainability as well as an understanding of the issues, ethical questions, and challenges facing global societies in regard to sustainability. Student writing assignments will be diverse and will include: personal blog entries designed to put students in dialogue with each other about the "key themes" in weekly readings; short response essays designed to show students' comprehension of texts; the creation of public documents such as brochures and flyers to highlight sustainability issues in their local and regional environments; and longer research reports that meld together scholarly work from the humanities with social sciences. Regular reading-retention quizzes will supplement the students' written work, which may be delivered through Canvas or in a classroom setting.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Course Abbreviation and Number: COMM/IST 234: Digital Cultures

Credits: 3.0

Course Attributes: Interdomain

General Education Learning Objectives:

- Key Literacies
- Integrative Thinking

Integrative Studies Statement

This course is part of the General Education Integrative Studies curriculum. As such, it combines Humanities (GH) and Social and Behavioral Sciences (GS) through the topic of *Digital Culture*. Students will read, write, and think integratively by considering the ethical and humanistic issues associated with digital culture and how those issues are connected to the political, social, and cultural forces that shape contemporary digital communication.

Course Description

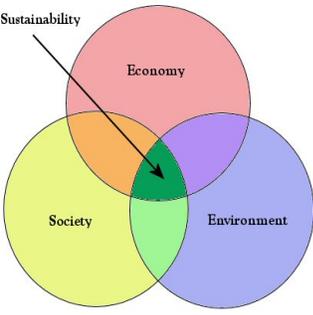
This course examines the digital media technologies that are central to our personal and social lives, exploring our uses of those technologies and the challenges they create. Throughout the semester, you'll study digital media from a critical perspective and create your own "new media" texts. Students will be immersed in mobile and computer technologies throughout the course.

Course Learning Objectives:

- Identify and explore the key issues in sustainability
- Understand the history of sustainability
- Identify and explore sustainability as a political, scientific, and social subject

- Identify and explore sustainability as it relates to local, global, and transnational contexts
- Develop the ability to conduct field research, interviews, and exploring textual sources
- Apply critical thinking to various debates and perspectives surrounding sustainability
- Learn how to filter and synthesize information to develop a convincing and logical argument
- Learn how to write clearly, correctly, and ethically

Texts and Materials

 <p>A Venn diagram with three overlapping circles. The top circle is red and labeled 'Economy'. The bottom-left circle is yellow and labeled 'Society'. The bottom-right circle is blue and labeled 'Environment'. The central intersection of all three circles is shaded green and labeled 'Sustainability' with an arrow pointing to it from the word 'Sustainability' written above the diagram.</p>	<p><i>Sustainability: A Bedford Spotlight Reader</i></p> <p><i>The Writer's FAQs, 4/E</i> (recommended)</p> <p>A notebook w/ lined white paper (for notes, in-class assignments)</p>	 <p>A photograph showing a pair of hands holding a small, transparent globe of the Earth. The globe is tilted, showing the Americas. The hands are positioned as if presenting or supporting the globe.</p>
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GRADED WORK

Environment and Popular Media	15%
Expert Interview	15%
Sustainable Careers Report	20%
Local Place Pamphlet	20%
Class Blog	20%
Class Participation/Attendance/Quizzes	20%

Environment and Popular Media Assignment (15%): Find a cultural product that is associated with some environmental or sustainability theme or topic. This can be any type of product, from a box of cereal to a pair of hiking boots. Write a 3-4 page analysis of this product and the text and images used to market and define it. These may include the actual product, its packaging, and any advertising or web-based material created around it. Your analysis should describe how the environment or sustainability is associated with this product, how the text and images present a particular environmental message or perspective, and why this message does or **doesn't** present an effective rhetorical stance.

While you should make an assessment on whether or not this product is created and distributed using sustainable methods, your primary goal is to analyze the ways in which the object asserts an environmental or sustainable message. Your analysis may draw on class readings and your own insights, though it is not required that you do so. You'll need to bring the item (and its marketing and advertising documents) to class and make a short presentation to the class about your findings.

Learning Objectives met through this assignment:

- Identify and explore the key issues in sustainability
- Identify and explore sustainability as a political, scientific, and social subject
- Develop the ability to conduct field research, interviews, and exploring textual sources
- Apply critical thinking to various debates and perspectives surrounding sustainability
- Learn how to filter and synthesize information to develop a convincing and logical argument
- Learn how to write clearly, correctly, and ethically

Expert Interview (15%): Make contact with a local or regional leader in sustainability or within an environmental organization. Conduct a detailed interview with that person to find out about their **organization's** central goals, the **interviewee's** personal perspective on sustainability, and other related topics. We will spend time in class brainstorming to select interviewees and to create suitable interview questions. You will need to structure your interview in memo **format—not** as a Q&A. Consequently, it will be important for you to take careful notes during your interview

and to look for themes and topics that might translate into paragraph format. The interview memo will be 3-4 pages long.

Note: you may wish to combine this interview with your “local place” research, though you are not required to do so.

Learning Objectives met through this assignment:

- Identify and explore the key issues is sustainability
- Identify and explore sustainability as a political, scientific, and social subject
- Identify and explore sustainability as it relates to local, global, and transnational contexts
- Develop the ability to conduct field research, interviews, and exploring textual sources
- Apply critical thinking to various debates and perspectives surrounding sustainability
- Learn how to write clearly, correctly, and ethically

Local Place Pamphlet (20%): This project asks you to observe and research a local place of your choosing, to develop a unique analytical argument about the social and/or ecological sustainability of this space, and to communicate that argument to both scholarly and public audiences in a pamphlet. Your pamphlet needs to deliver the argument developed in your proposal to a public audience—the people who frequent this place. A well-conceived pamphlet will condense and simplify the arguments made in the proposal; use language accessible to a public audience; incorporate strategic visual elements that contribute to the argument; attract attention through compelling layout and/or visual elements; and, continually engage the “so what” question. Show your audience why they should care about your ideas or even how they might get involved in changing public places.

You will need to incorporate both external research (from print, web, and interview sources) and visual rhetoric (images, fonts, layout) to present a convincing, informative, and coherent argument on the sustainability of the local place you’ve chosen. Basic stipulations are that the place be local (so that you can visit it multiple times) and that you can effectively link it to our course readings. Successful past projects have analyzed quite an array of local places, from state parks to urban streets. The final product should be a tri-fold, full-color pamphlet (front and back) with several images and

sections. You should plan to submit this pamphlet to an audience of decision-makers who might use it for public purposes.

Learning Objectives met through this assignment:

- Identify and explore the key issues is sustainability
- Understand the history of sustainability
- Identify and explore sustainability as a political, scientific, and social subject
- Identify and explore sustainability as it relates to local, global, and transnational contexts
- Develop the ability to conduct field research, interviews, and exploring textual sources
- Apply critical thinking to various debates and perspectives surrounding sustainability
- Learn how to filter and synthesize information to develop a convincing and logical argument
- Learn how to write clearly, correctly, and ethically

Sustainability Careers Report (20%): For this assignment, **you'll** conduct research and write a report about sustainability in a potential future career. You should begin by considering the career or field where you see yourself working in 5-10 years, then conduct extensive research on the ways in which this career field is influenced by sustainability. Some of you may wish to research a career field that is directly related to **sustainability**—such as a natural resources manager or a sustainability coordinator. Others may choose a career that is influenced indirectly by **sustainability**—such as a civil engineer or health-care worker. Either way, your goals will be to explain how this career field is influenced by sustainability; describe the specific actions or activities in this field that involve sustainability; and discuss how this field defines sustainability or other related terms. This report will be 4-6 pages long and should include at least 4 valid sources.

Learning Objectives met through this assignment:

- Identify and explore the key issues is sustainability
- Understand the history of sustainability

- Identify and explore sustainability as a political, scientific, and social subject
- Identify and explore sustainability as it relates to local, global, and transnational contexts
- Develop the ability to conduct field research, interviews, and exploring textual sources
- Apply critical thinking to various debates and perspectives surrounding sustainability
- Learn how to filter and synthesize information to develop a convincing and logical argument
- Learn how to write clearly, correctly, and ethically

Class Blog (20%): To continue our discussions outside of class, **we'll** use a class discussion blog. You are responsible for creating at least one detailed comment on the blog per week. Generally, **I'll** post a question or writing prompt to the blog at the beginning of the week. You should send your response by the end of the week (Friday), since these responses will often be the focus of our in-class discussions. I encourage you to post additional comments and to create new threads on our blog; feel free to discuss class projects, work on your portfolio, your current or future job **search**—really anything that might be of interest and use to your classmates.

Each message you post to the blog should be approximately 2-3 paragraphs, though some may be longer. Overall, **we'll** generate about 50 messages per week on the blog, and it is important that you read your **classmates'** comments, too. Your grade on this assignment will be based upon the completion of the responses in a timely fashion as well as the degree to which you interact with your classmates and lead our blog discussions. Occasionally, **I'll** give BONUS prompts, to which you can reply to earn additional credit.

Learning Objectives met through this assignment:

- Identify and explore the key issues is sustainability
- Understand the history of sustainability
- Identify and explore sustainability as a political, scientific, and social subject

- Identify and explore sustainability as it relates to local, global, and transnational contexts
- Apply critical thinking to various debates and perspectives surrounding sustainability
- Learn how to filter and synthesize information to develop a convincing and logical argument
- Learn how to write clearly, correctly, and ethically

Class Participation/Quizzes/Policies (20%): Class participation and in-class quizzes can “swing” your final grade for the course as much as a full letter grade in either direction. The following components of class participation are expected:

- you are present in class
- you arrive on time
- you are prepared for class
 - you completed the reading and writing assignments due for that class period
 - you completed the in-class assignment
 - you brought assigned readings with you;
 - and you brought your in-progress work to class
- you are attentive and engaged
- you contribute to group work and class discussions.

Class Attendance

You are expected to attend all classes, with the exception of University-approved curricular and extracurricular activities (such as field trips, debate trips, choir trips, and athletic contests) and religious holidays.

When you are absent, it is your responsibility to make up the work and find out what you missed. Please call or email a classmate to find out about missed assignments and class work. Please do not email me before or after absences unless you will need to miss class for an extended period.

- Excessive unexcused absences will negatively impact your “swing grade.”
- Students with more than six unexcused absences will fail this course.
- Students with more than nine combined unexcused and excused absences will fail this course.

Lateness

You are expected to be in class on time. Although arriving late is sometimes unavoidable (traffic jam, for instance), repeated lateness will result in a lowered grade.

Email

I regularly correspond with my students via email. I expect you to check your Penn State email twice daily. Usually, my emails have to do with changes in assignments. I expect you to use professional language when corresponding with me by email. As we will discuss in class, the audience and subject of your writing should dictate the level of formality rather than the genre. In other words, email messages may be formal or informal depending upon who you are writing to and why you are writing.

Instructor Availability

I want to help you to be successful in this course, and I encourage you to visit my office during office hours to discuss the readings, your essays, or any part of the course. If you “drop by” at other times, if I am free, I will gladly talk to you, but sometimes I am preparing for class, grading papers, or preparing for a meeting. You can reach me most any time at my email address as well.

Academic Integrity Pennsylvania State University, Senate Policy 49-20

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at Penn State, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

The Writing Center

The Writing Center provides free assistance to writers at all levels and in all stages of the writing process. The writing center tutors do not edit or proofread student writing, but they can provide valuable help with brainstorming, revising, and other stages of the writing process. I encourage you to visit the Writing Center at least once this semester.

Disability Statement

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

If you have a documented disability and wish to receive academic accommodations, please contact the campus disability liaison as soon as possible: (name, office, telephone, email). For additional information, check the university web site:

NOTE: Accommodations require documentation

Tentative Syllabus

Week #	Topic
1	Introduction/Course Policies; Intro, Ch 1 readings
2	MONDAY NO CLASS; Ch 1 readings
3	Discuss Assignment #1; Ch 1 readings
4	Ch 2 readings; Assignment #1 Due;
5	Ch 2 readings; Discuss Assignment #2

- 6 Finalize Ch 2 readings; workshop Assignment #2
- 7 Ch 3 readings; Writing Workshop Assignment #2
- 8 Ch 3 readings; Assignment #2 Due
- 9 Ch 4 readings; Discuss Assignment #3
- 10 Ch 4 Readings; Workshop Assignment #3
- 11 Ch 4 readings; Research/Group work
- 12 Ch 5 readings; Assignment #3 Due
- 13 Ch 6 readings; Discuss Assignment #4
- 14 Assignment #4 Due
- 15 Assignment #4 Presentations