

## SUST 1134.003 – INTRODUCTION TO SUSTAINABILITY STUDIES

### Fall 2021 Syllabus

**UNM Land Acknowledgement:** Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations, and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

**Citizenship and/or Immigration Status:** All students are welcome in this class regardless of citizenship, residency, or immigration status. I will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome can be found [here](#).

**Anti-Racism Commitment:** The Sustainability Studies Program is committed to anti-racist education and we stand united with our university community to create safe, respectful, and critically-engaged learning environments for all. We are committed to undoing systems of oppression and challenging racism in our work, our studies, and our lives.

**A note about recent events:** Over the past year and a half, the U.S. has experienced both the emergence of the global COVID-19 pandemic and the painful consequences of long-endured violence against the Black community as well as Indigenous and other people of color in the United States. These events have caused, and continue to cause, fear, stress, and pain for many members of our community, and will continue to impact each of us in various ways throughout this term. Under these circumstances, it is completely normal to feel overwhelmed or anxious, and to have difficulty concentrating. I have designed this course with these challenges in mind, and am committed to continuing to work with all of you to create a positive and supportive learning environment throughout the term. If your health, well-being, or schoolwork are being impacted by recent events, I encourage you to make use of the resources UNM provides, which I have included at the end of this syllabus.

**Instructor:** Jessica Rowland (*she/her*), Senior Lecturer II  
**Email:** Contact me via Course Messages in *UNM Learn* (preferred) or at [jrowland@unm.edu](mailto:jrowland@unm.edu)  
**Phone:** Cell - 505.506.6612 (texts work well too!)  
**Modality:** Online (fully remote); Drop-in hours available via Zoom, by appointment  
**Materials:** All course material freely accessible on [UNM Learn](#)  
**Office:** Castetter Hall 163B, UNM Main Campus; Program email: [sust@unm.edu](mailto:sust@unm.edu)  
**Website:** [UNM Sustainability Studies Program](#)

#### **About your Instructor:**

I was raised on a small farm in the Pacific Northwest, and have always felt a deep connection to nature and the outdoors. I became interested in the intersection of environment and society as an undergraduate, choosing to pursue degrees in both earth science and anthropology. There were times, however, when I questioned how these fields would overlap, and felt torn between the scientific and humanities approaches to my studies. I wondered if I really fit in either discipline! As I began to take introductory courses that had field and lab components, I had a lot of anxiety about successfully designing and completing meaningful hands-on projects. However, the support of a few key instructors and fellow classmates helped me realize that we all face challenges and that it is normal to navigate some level of doubt about our abilities. After receiving feedback on assignments and gaining more experience in project-based courses, my confidence grew and I became excited about the opportunity to pursue my own interdisciplinary interests within the context of my coursework. I eventually went on to grad school to study paleoclimatology (focusing on reconstructing past changes in climate from the chemical signatures of ancient animal teeth excavated from Paleolithic cave deposits in Eurasia). I now hope to share my passion for human-environment interactions in particular - and sustainability more broadly - with you. I'm excited to work with you to apply what we learn in the classroom to real-world challenges!

**Student Drop-In Hours:** I care about the success of each student in this course. My student drop-in hours will be held over Zoom, by appointment. Send me a course message or email to set up a time that works for us both. You are also welcome to visit my office on Mondays from 1:00-3:00pm in Casterter Hall 163B, if you happen to be on campus. Come to student drop-in hours when you have questions about the course material, questions about the subject more broadly, concerns to discuss, accommodations you need, or thoughts you want to share. Remember that it is normal to be challenged by course material, assignments, and/or life in general at some point in the semester; please reach out when this happens so that we can discuss and identify resources to help you succeed in the class.

**Instructor Response Time:** I will routinely check *UNM Learn* for messages Monday through Friday, and somewhat less frequently on the weekends. You can typically anticipate a 24-48 hour response time from me during the week, and a response to all weekend messages by noon on the following Monday. If you have an emergency or a pressing question or concern, feel free to contact me via UNM email or by phone (texts ok).

*To discuss or declare the Sustainability Studies minor, set up a virtual meeting with Academic Advisor Maggie Sumruld ([geographyadvise@unm.edu](mailto:geographyadvise@unm.edu)).*

### **COURSE OVERVIEW**

**Course Description:** This course provides a broad survey of various aspects of sustainability. We will explore topics such as climate change, renewable energy, water, agriculture, waste, green building, socially responsible business, ecosystem valuation, microlending, environmental justice, and alternative progress indicators, among others. The course will focus on how to create a sustainable future that supports environmental health, social equity and economic vitality (often referred to as the *triple bottom line*). We will examine challenges and examples of integrated, creative strategies on local, national and global levels.

#### **Course Objectives:**

The following are the objectives for the course. Each week will have specific learning objectives listed on its Overview Page. The activities in that module (i.e.: discussions, assignments, quizzes, etc.) are developed so that you can demonstrate you have met these objectives. Students will:

- Explain the facts and context of a variety of current sustainability-related topics and issues
- Use scholarly literature in sustainability writing, presentations and outreach
- Demonstrate problem solving by proposing creative, balanced solutions to sustainability challenges
- Apply the principles of sustainability to their everyday lives
- Engage in activities that promote sustainability on campus and/or in the community

**Course Orientation:** Students are asked to complete the tasks in the first week as a part of the orientation to this course. You will be held accountable for the use of the tools introduced in the orientation.

#### **Expectations for Participation:**

Students will:

- spend 6-9 hours per week on the course material
- use the *UNM Learn* platform with confidence
- address technical problems immediately
- stay up-to-date on course announcements and course messages
- observe course [netiquette](#) at all times
- keep instructor informed of class-related challenges that prevent full participation

*The online course week runs from Monday to Sunday, with assignments due on Thursdays and/or Sundays by 11:59pm MDT/MST. New course content will be available on Mondays at the start of each weekly module.*

### **COURSE ELEMENTS**

**Assignments:** Your grade will be determined from the following (100 points each; 500 points total):

Quizzes & Weekly Reading Check-in	20%
Community Engagement	20%
Ecological Footprint Reduction Proposal	20%
Discussion Posts & Responses	20%
Final Exam	20%

**Grading Scale:**

A+	> 99%	B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	F	< 60%
A	93-99%	B	83-87%	C	73-77%	D	63-67%		
A-	90-93%	B-	80-83%	C-	70-73%	D-	60-63%		

**Quizzes & Weekly Reading Check-in (20%):** This class encourages your active participation. It is my hope that you will fully engage with the readings, lectures, discussions, and other assignments. I will pose a series of weekly reading “check-in” questions to which you’ll respond with a brief paragraph detailing your thoughts. Additionally, two (2) quizzes will be given throughout the semester to ensure that you keep up with the material and understand the course content. Quiz format will be short answer, fill-in-the-blank, or multiple choice. *Note: During the course orientation, you will also 1) complete a syllabus quiz and 2) post a video or screencast introduction to the class Discussion forum.*

**Community Engagement (20%):** An important component of this class is your participation in sustainability-related activities in your community to gain hands-on experience and build connections with local organizations and experts. You will identify your major interests and design a plan of action to engage in activities related to these interests. Completion of ten (10) hours will satisfy this requirement. This semester - due to the ongoing pandemic safety measures - your engagement activities can take place online (i.e., sustainability-related webinars, virtual tours, interviews, advocacy work, trainings, certifications, etc.). You are welcome to expand the definition of “community” beyond your immediate geographic vicinity and into the larger virtual sphere. *Note: If you prefer to engage in community-focused activities in your neighborhood (e.g., local farming, mutual aid work, marches/protests, etc), I urge you to stay safe and use your best judgment.*

Complete the Community Engagement Journal on *UNM Learn* to document your experience. Submit journal entries within two weeks of participating in each activity. You will also share a brief overview and reflection of your experiences with the class, using the Kaltura Capture tool to create a three- to five-minute presentation that includes screenshots, websites, photos and/or video of your project. *Students are asked to download and utilize the Kaltura Capture app to create videos or screencasts for this course.*

**Ecological Footprint Reduction Proposal (20%):** This project gives you the opportunity to apply principles of sustainability to your everyday life. You will begin by assessing your household’s ecological footprint, using the Global Footprint Network spreadsheet calculator for the US. You will then determine a suitable course of action that could enable your household to reduce its ecological footprint by 20% in the future, and write a proposal that describes the reduction methodology and details the anticipated changes. Choose the footprint area(s) that interest you most and that your household can feasibly reduce. For example, behavioral shifts may include changing your mode of transportation, your method of food selection, your buying practices, your energy usage, etc. At the end of the semester you will turn in the final proposal and present a five-minute overview of your reduction strategy to the class using Kaltura Capture. (You may find that the current pandemic imposes certain constraints or opportunities for future footprint reduction – be sure to discuss and reflect on these in your proposal!) *Students are encouraged to post about their progress and any challenges that arise with the footprint project to the class Discussion forum, and to respond to classmates’ accomplishments, questions, and concerns.*

**Discussion Posts & Responses (20%):** Discussion is a critical element that contributes to understanding and integration of the concepts and topics covered in this course. To foster discussion, I will provide prompts based on the lectures and reading materials that have been covered up to that point. During the semester, you will participate in two (2) discussion forums with a small group of students. The small groups of 4-6 students are intended to make reading and responding to posts within the discussion more manageable.

Discussion posts must be 300-500 words in length and supported with references (both class readings and literature that you find through your own research). Discussion responses will be thoughtful and contribute something original, or build upon what has already been said; they should not be repetitious. Questions should be raised to stimulate further discussion within your group. During the week of the discussion forum,

your initial post will be due on Thursday by 11:59pm MDT/MST, and two responses to your classmates' posts must be completed by Sunday at 11:59pm MDT/MST.

**Final Exam (20%):** The final exam is a timed two-hour test that will consist of essays and short answer questions. It will be cumulative and will cover material from assigned readings, lectures, interactive websites, and short videos. The exam is designed to give you the opportunity to synthesize concepts from throughout the semester, provide well-supported recommendations for future action, and reflect upon your personal interests in sustainability.

### **CLASS POLICIES**

**Grading policy:** I provide numerous opportunities for students to receive feedback on their performance throughout the course, on both low-stakes and high-stakes assessments. This gives you opportunities to see how you are doing so you can identify places to apply more effort or new strategies along the way, seek help if you are struggling, and improve throughout the semester. My hope is that all students will develop the knowledge they need to do well in this course and that all students will improve and expand their knowledge and skills through interaction with course materials, in-class discussion, research, writing and presentations. Do note that there will be some limited opportunities to receive extra credit to improve your course standing.

**Note:** In previous years, some students have told me that they had times during the course when they felt that they were not doing well and became uncertain about whether they belonged in this class. Sometimes students feel initially overwhelmed by the ecological footprint and/or community engagement projects. I advise students that this is normal, and invite them to meet with me during drop-in hours to talk through their concerns. Together we can make a plan to tackle small components of the projects one at a time. A number of these students have contacted me later in the semester to tell me that, now that some time had passed and they had taken some positive steps, they did feel like they belonged in the class and were less intimidated (in fact, excited) by the prospect of applying sustainable practices to their lives and connecting with community organizations and experts. For recommendations for resources available to help you succeed in this course, please see the Academic Supports section of the syllabus below.

**Preferred Names:** If your preferred name is not the same as the name that appears on the university provided roster for the course, please let me know so that I can use your preferred name.

**Course Conduct:** I am committed to creating a virtual learning environment where diverse perspectives are recognized and valued as a source of strength. I request that all students work with me to create an online class culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never okay, and will not be tolerated. I strive to ensure an open and welcoming virtual classroom for all students. If I ever miss the mark, please don't hesitate to address the issue with me. We are all learning – and unlearning – together.

**Caregiver Responsibilities Policy:** I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, or if your caregiving responsibilities are interfering with your ability to engage in learning. There may be some instances of flexibility I can offer to support your learning.

**School-Life Conflict:** Many students face obstacles to their education because of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, or in your undergraduate career more broadly, please reach out to me so that we can work together to form a plan for your academic success. If you are unable to attend my student drop-in hours, please email to set up a time that works for you or arrange a meeting by Zoom.

**Academic Integrity:** At UNM, honesty is considered one of the cornerstones of academic development. There are policies in place to protect you and the academic community in *doing the right thing*; these are available in the [Student Pathfinder](#) as well as in the Faculty Handbook. These include policies on student grievances [D175](#) (undergraduates), academic dishonesty ([D100](#)), and respectful campus ([CO9](#)). Please ask

for help in understanding and avoiding plagiarism (passing the work or words of others off as your own work or words) or other forms academic dishonesty. Doing something dishonest in a class or on an assignment can lead to serious academic consequences. Come talk with me about your concerns or needs for academic flexibility or talk with support staff at one of our [student resource centers](#) before you do something that may endanger your career.

**Internet & Email Responsibility:** You should visit the *UNM Learn* course website regularly to stay up to date with course material. Check your UNM email account, as I will use this account to keep in touch regarding course requirements, field trips, or other updates. If you regularly use another email address, please forward your UNM mail to that account. As a courtesy to the instructor, please observe proper [netiquette](#). You can expect a response to your email within about 48 hours of receipt.

**Technology:** Students must have reliable access to a computer or mobile device with high-speed internet in order to successfully complete this course. [Supported browsers](#) for the *UNM Learn* platform include Firefox, Safari, and Chrome. In addition, students must have access to a webcam and microphone or other recording device (smart phone, camera, etc.) in order to complete and share class projects on *UNM Learn*.

If you experience any difficulties using *UNM Learn*, please call Technical Support at 505-277-0857 (24/7), email [learn@unm.edu](mailto:learn@unm.edu), or use the “Create a Support Ticket” link on the Course Menu. You are welcome to let me know that you are experiencing technical difficulties, especially if it impacts an assignment deadline.

*Note: Using a tablet as your primary device for this course is not recommended. UNM Learn has not been optimized for mobile computing, and the mobile app does not contain the full functionality of UNM Learn.*

**Communication:** I will communicate primarily within the *UNM Learn* course website, using both announcements and course messages. Do note that if an urgent matter arises, you are welcome to contact me via UNM email or phone. You should stay abreast of the information contained in both announcements and course messages. I will send course announcements regularly to apprise the class of weekly happenings and upcoming deadlines. Course messages will be used as needed for personal communication.

Assignment feedback will be given in the notes of each graded submission. Grades can be expected within 1-2 weeks of the submission deadline, depending on the nature of the assignment. As a courtesy to the instructor and your classmates, please observe proper [netiquette](#) in your course messages and in the discussion forums.

I value student feedback; as such, it is strongly encouraged that students complete the mid- and end-of-course surveys (available in the Course Evaluations section on the *UNM Learn* homepage and via automated email from [coursefeedback@unm.edu](mailto:coursefeedback@unm.edu)). Extra credit will be awarded for survey completion.

**Assignment Deadlines:** All assignments should be submitted through *UNM Learn* by the specified deadline. If you have difficulty using a tool to complete work, use the “Create a Support Ticket” link in the Course Menu immediately and notify your instructor as well. Assignments received after their deadline will not be accepted or graded unless an extension is approved in advance. Students who are unable to complete an assignment on time for any reason should notify the instructor by course message, email, or phone as soon as possible - but ideally 24-48 hours prior to the deadline - with the request. Requests for extensions will be considered on a case-by-case basis. Deadlines for each assignment are listed in the Course Schedule below and on the *UNM Learn* calendar, and will also be highlighted in weekly class announcements and overview pages of each weekly module.

**Scheduled Maintenance and Unplanned Outages:** *UNM Learn* has a weekly maintenance outage on Saturday mornings from 4:30am-5:30am, and may have other scheduled maintenance during the term. Detailed information about [system availability](#) can be found here. Announcements for periodic maintenance windows are posted in *UNM Learn* two weeks ahead of time to notify users of planned outages.

Due to the potential for personal emergencies, illness, technical issues, Internet outages, or other unexpected things that may prevent you from submitting assignments on time, do not wait until the last minute to submit your work. Leave yourself some time to get help if needed *before* the due date. Note that if there is an



unplanned *UNM Learn* outage within three hours of a due date, the instructor will generally extend the due date by one day and will post a course announcement with specific details.

**Tracking Course Activity:** *UNM Learn* automatically records all students' activities including your first and last access to the course, the pages you have accessed, the assignments you have submitted, the number of discussion messages you have read and sent, etc. These data can be accessed by the instructor to evaluate class participation and to identify students having difficulty.

### **STUDENT EXPERIENCE PROJECT**

This course is a part of the [Student Experience Project](#) (SEP), an initiative that is committed to transforming the college student experience and creating equitable learning environments through innovative, evidence-based practices that increase degree attainment. By focusing on *building community* and a *sense of belonging* on campus and in the classroom, SEP aims to build equitable learning environments where all students are supported to succeed.

*Ascend* is a data-driven professional learning program that will enable me to learn how you are experiencing this course, and what I can do to make those experiences more equitable, engaging, and supportive of your success. Three times during the semester you will be asked to respond to a short (5-10 minute) Ascend survey that measures these factors. Extra credit will be awarded for completion of the surveys. I will use your feedback to improve the learning environment of the course. Note that the same questions will be asked multiple times in order to see if the changes I implement are working or not. All responses are anonymous. I will see if you have completed the survey, but I will *not* see your individual results. I will debrief the results with the class and be transparent about what is working and what can be improved. Thank you for being a part of this transformative project!

### **ACADEMIC SUPPORTS**

**Support in Receiving Help:** Students who ask for help are successful students. I encourage students to be familiar with services and policies that can help them navigate UNM successfully. Many services exist to help you succeed academically. There are plenty of ways to find your place and your pack at UNM: see the "student guide" tab on [my.unm](#), the "life help" link on [students.unm.edu](#), the list of [student services departments](#), or ask me for information about the right resource center or person to contact.

**Campus Resources:** UNM is committed to providing courses that are inclusive and accessible for all participants. Extensive academic supports are there to assist students in achieving the academic success of which they are truly capable. Most students access these supports at some point in pursuit of their degree.

As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing any physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me via email/phone or during student drop-in hours and I can direct you to the appropriate [campus resources and services](#). I have also listed some commonly used resources below.

**Accommodations:** In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor at the most appropriate procedures to follow. Contact [Accessibility Resource Center](#) at 505-277-3506 or [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) for additional information.

**Peer Tutoring:** [Center for Academic Program Support \(CAPS\)](#) is an award-winning learning assistance program available to all UNM students enrolled in undergraduate classes. CAPS offers peer tutoring and academic support services for over 800 classes each semester. Students who work with CAPS typically do better in their coursework and graduate faster.

**Mental Health and Counseling Services:** All of us need a support system, and many students benefit from the use of counseling services. Numerous [mental health resources](#) exist on campus for students, including [Student Health & Counseling \(SHAC\)](#), which works with students to identify and address issues related to personal growth, self-confidence, anxiety, depression, eating disorders, academic difficulties, and career indecision. [UNM Career Services](#) can also provide assistance to students who are developing, evaluating, and/or implementing career, education, and employment decisions.

**Hardship:** Recent research shows that many students at UNM do not always have adequate food and housing (see the [UNM Basic Needs Project website](#) and report). These hardships create barriers to academic success and physical and mental wellbeing. There are resources available on campus that can help, including the [UNM Lobo Food Pantry](#), currently open by appointment as they move to their new location in the SUB; the [Mobile Lobo Food Pantry](#), available on Tuesdays at 9:00am at EXPO NM (300 San Pedro Dr NE); UNM Federal [CARES Act funds](#); and assistance with applying for SNAP benefits available through the [Women's Resource Center \(WRC\)](#), available for all students, regardless of gender. These resources tend to be underutilized, so do not hesitate to take advantage of them and help raise awareness about them across campus.

**Title IX:** Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the [LoboRESPECT Advocacy Center](#) and the support services listed on its website. Please note that, because UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported to the university's Title IX coordinator at the [Office of Compliance, Ethics, and Equal Opportunity](#). For more information, see the [campus policy](#) regarding sexual misconduct.

## **COVID POLICIES**

*\*especially important if coming to campus\**

**UNM Administrative Mandate on Required Vaccinations:** All students, staff, and instructors are required by [UNM Administrative Mandate on Required Vaccinations](#) to be fully vaccinated for COVID-19 as soon as possible, but no later than September 30, 2021, and must provide proof of vaccination or of a UNM validated limited exemption or exemption no later than September 30, 2021 to the [UNM vaccination verification site](#). Students seeking medical exemption from the vaccination policy must submit a request to the [UNM verification site](#) for review by the UNM [Accessibility Resource Center](#). Students seeking religious exemption from the vaccination policy must submit a request for reasonable accommodation to the [UNM verification site](#) for review by the [Compliance, Ethics, and Equal Opportunity Office](#). For further information on the requirement and on limited exemptions and exemptions, see the [UNM Administrative Mandate on Required Vaccinations](#).

**UNM Requirement on Masking in Indoor Spaces:** All students, staff, and instructors are required to wear face masks in indoor classes, labs, studios, and meetings on UNM campuses (see [masking requirement](#)). Vaccinated and unvaccinated instructors teaching in classrooms must wear a mask when entering and leaving the classroom and when moving around the room. Students who do not wear a mask indoors on UNM campuses can expect to be asked to leave the classroom and to be dropped from a class if failure to wear a mask occurs more than once in that class. Students and employees who do not wear a mask in classrooms and other indoor public spaces on UNM campuses are subject to disciplinary actions. UNM will periodically evaluate and update the mask policy relative to public health conditions. Please check your preferred email and *UNM Learn* course announcements for updates about our class, and consult [Bringing Back the Pack](#) for general UNM updates about COVID-19 and the health of our community.

**Course Schedule:**

Week	Dates	Topics	Materials	Assignments
<b>I. The Context of Sustainability</b>				
1	August 23-29	Course Orientation & Introduction to Sustainability	-Syllabus -WCED, 1987 -UNCED, 1992 -Drexhage, 2010	<b>Complete</b> the course orientation: Due Aug. 29 <b>Post</b> your introduction: Due Aug. 29 <b>Weekly reading check-in:</b> Due Aug. 29
2	Aug. 30 - Sept. 5	Human Population Growth & Consumption	-Population Reference Bureau, 2021 -Bradshaw, 2014	<b>Community engagement:</b> Initial plan of action due Sept. 5 <b>Weekly reading check-in:</b> Due Sept. 5
3	September 6-12	The Ecological Footprint	-Living Planet Report, 2020, ch. #1&2 -Perkins, 2017 -UN, 2019	<b>Community engagement:</b> Final plan of action due Sept. 12 <b>Weekly reading check-in:</b> Due Sept. 12
<b>II. The Environment (Planet)</b>				
4	September 13-19	Climate Change & Global Energy Usage	-USGCRP, 2017 -Ripple, 2017 -Energy Information Administration, 2019	<b>Weekly reading check-in:</b> Due Sept. 19
5	September 20-26	Renewable Energy	-Wald, 2009 -BCSE, 2021 -US Solar Market Insight Report, 2021	<b>Ecological footprint proposal:</b> Baseline footprint calculation & reflection questions due Sept. 26 <b>Weekly reading check-in:</b> Due Sept. 26
6	Sept. 27 - Oct. 3	Water & The Industrial Food System	-Gleick, 2010 -Rogers, 2008 -Meyer, 2016 -CSS, 2021 -NRDC, 2017	<b>Quiz #1:</b> Due Oct. 3 <b>Weekly reading check-in:</b> Due Oct. 3
7	October 4-10	Sustainable Agriculture & Permaculture	-Foley, 2011 -SARE, 2010 -Harland, 2009	<b>Ecological footprint proposal:</b> Revised baseline footprint calculation due Oct. 10 <b>Weekly reading check-in:</b> Due Oct. 10
X	October 11-17	<b>Fall Break:</b> <b>No online class this week</b>		
8	October 18-24	Global Waste & Green Architecture	-EPA, 2020 -UNEP, 2015 -Valiño, 2017 -Barth, 2018	<b>Discussion #1:</b> Post due Oct. 21; Two responses due Oct. 24 <b>Weekly reading check-in:</b> Due Oct. 24



**Course Schedule:**

Week	Dates	Topic	Materials	Assignments
<b>III. The Economy (Profit)</b>				
9	October 25-31	From Growthmania to Green Economics	-Daly, 1973 -Korten, 2007 -Benyus, 2010 -Cline, 2020 -Goleman, 2009	<b>Ecological footprint proposal:</b> Brainstorm footprint reduction strategy due Oct. 31 <b>Weekly reading check-in:</b> Due Oct. 31
10	November 1-7	Socially Responsible Business & Ecosystem Valuation	-Kelly, 2015 -Walmart, 2021 -Leopold, 1949 -Lovins, 2007 -Economist, 2012	<b>Weekly reading check-in:</b> Due Nov. 7
11	November 8-14	Economic Approaches to Environmental & Social Challenges	-Conniff, 2009 -CCL, 2020 -Meyer, 2015 -Yunus, 2007 -Karlan, 2015	<b>Quiz #2:</b> Due Nov. 14 <b>Weekly reading check-in:</b> Due Nov. 14
<b>IV. Social Equity (People)</b>				
12	November 15-21	Environmental Justice	-POCELS, 1991 -Melosi, 2012 -Shephard & Ring, 2010 -JCPES, 2012 -Gottlieb, 2009	<b>Community engagement:</b> 10 hours completed & presentation due Nov. 18 <b>Weekly reading check-in:</b> Due Nov. 21
13	November 22-28	Smart Growth & Sustainable Communities	-Smart Growth Network, 2006 -Arcadis, 2018 -Adler, 2016 -Litfin, 2013 -Hopkins, 2008	<b>Weekly reading check-in:</b> Due Nov. 28
14	Nov. 29 - Dec. 5	Alternative Progress Indicators	-Wahl, 2017 -World Economic Forum, 2016	<b>Discussion #2:</b> Post due Dec. 2; Two responses due Dec. 5 <b>Weekly reading check-in:</b> Due Dec. 5
<b>V. Presentations &amp; Course Wrap-Up</b>				
15	December 6-12	Ecological Footprint Presentations	-Lappé, 2013 -Climate Justice Alliance, 2020 -Asafu-Adjaye, 2015	<b>Ecological footprint proposal:</b> Final proposal & presentation due Dec. 9 <b>Weekly reading check-in:</b> Due Dec. 12
16	December 13-16	<b>FINAL EXAM</b>		<b>Final Exam</b> due Dec. 16

*\*This reading list is subject to modifications at the discretion of the instructor.*