

Fall 2015
SUST 134 – Creating a Sustainable Future:
Introduction to Environmental, Social, and Economic Health

Instructor: Eileen Shaughnessy
Location: Mitchell Hall Room 120
Time: Tuesday/Thursday 9:30-10:45 pm
Office: Castetter Hall, room 163B
Office Hours: Monday 10:15- 11:45am, or by appointment
Email: eileens@unm.edu
Phone: Office - 505.277.3431 Cell – 651.587.1731
Website: <http://sust.unm.edu>
Required Texts: Various articles, book chapters, videos & podcasts on *UNM Learn* (<https://learn.unm.edu/>)

Course description: This course provides a broad survey of various aspects of sustainability. We will discuss various issues such as climate change, renewable energy, water, environmental justice, environmental racism, and cap & trade, among others. The course will focus on how to create a sustainable future that supports environmental health, social equity and economic vitality (the triple bottom line). We will examine challenges and examples of integrated, creative strategies on local, national and global levels.

Course goals and expectations: This course is suited for students interested in applying the principles of sustainability to their everyday lives. The class is a springboard for students to engage in independent or collaborative projects that promote sustainability on campus and in the community. Students should leave this class with a major mastery of one topic and a minor mastery of another topic. This means that students will be able to verbalize facts and background context about these topics, and demonstrate competency in how to take action and to influence others. Throughout the semester, students will hone their writing and public presentation skills, as well as their leadership skills. *To declare the Sustainability Studies minor or to discuss the Program, set up a meeting with Terry Horger via Lobo Achieve (thorger@unm.edu).*

Grading: Your grade will be determined from the following:

Attendance & Participation		15%
Community Engagement		15%
Ecological Footprint Project		20%
Midterm & Final Exams		30%
Reading Journals		20%

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%		

Attendance & Participation (15%): This class necessitates your active participation, so it is required that you show up on time and participate fully in discussions and activities. Your perspectives, knowledge, and enthusiasm are valuable and necessary to make the class a good experience for all involved. Please be prepared to be a part of discussions about assigned readings. The readings are available on *UNM Learn*, and are organized in folders that correspond to the topics on the syllabus. Worksheets and reading assessment quizzes will count toward your participation grade and may be given throughout the semester to ensure that you keep up with the material.

Community Engagement (15%): An important component of this class is your engagement in sustainability-related activities both in the greater Albuquerque community and on the UNM campus. You will identify your major interests and design a plan of action to participate in activities related to these interests. Completion of ten (10) hours of community engagement will satisfy this requirement.

I may organize work parties or field trips to community farms, recycling and/or composting facilities. There will also be numerous on-campus sustainability events in which you can participate, including lectures, film screenings, workshops, and sustainability-oriented committee or organization meetings. It is required that you seek out opportunities that fit your specific interests. Complete the Community Sustainability Experience Form on *UNM Learn* to document your community engagement. Be sure to fill in the form within two weeks of participating in the activity and turn it in to the instructor.

Ecological Footprint Project (20%): After calculating your initial ecological footprint at the beginning of the course, you will adopt practices that reduce your footprint throughout the semester. These practices may include changing your mode of transportation, your method of food selection, your buying practices, your energy or water usage, etc. Your assignment is to provide evidence that you have implemented one or more ways to reduce your footprint by about 20% over the semester. Choose the footprint area that interests you most, and track your progress for 8 weeks. At the end of the semester you will turn in a report that discusses how your footprint has changed and give a brief presentation to the class.

Midterm & Final Exams (30%): Exams will be mainly in short-essay format, although there will also be some fill-in-the-blank, multiple choice, and/or matching questions. The exams will cover material from assigned readings, lectures, film clips and class discussions.

Reading Journals (20%): Every class there is a reading assigned in the syllabus (all readings can be found on UNM Learn), you will be expected to write one paragraph (4 sentences minimum) **FOR EACH READING ASSIGNED** that explains *in your own words*:

- 1.) the author's main arguments
- 2.) the author's intended audience
- 3.) their sources
- 4.) Lastly, you will write one question the reading brought up for you and one comment you have about the reading.

The bulk of your response should be a summary of the author's main arguments; please reserve your opinion about the piece for the comment and question section of the response. I will collect hard copies of the reading journals every day there is a reading assigned and grade them on a complete/not-complete grading scale. I will give half credit for late journals. You may hand-write (in legible writing) your response or type it out- **no email submissions will be accepted.** It is very important that you stay on top of your Reading Journals because you may be called on in class to help facilitate our discussion of a reading with your comment or question.

CLASS POLICIES

Academic Honesty: At UNM, academic honesty is considered one of the cornerstones of academic development. All UNM policies regarding academic honesty apply to this course. Academic honesty includes, but is not limited to, 1) plagiarism (claiming credit for the words or works of another, taken from any source – print, Internet, or electronic database – or failing to cite the source), 2) fabricating information or citations, 3) facilitating acts of academic dishonesty by others, or 4) submitting the work of another person or 5) submitting work previously used for another course. Students should communicate and act, both in class interactions and in assigned coursework, in a manner directed by personal integrity, honesty, and respect for self and others. Any incident of blatant academic dishonesty will result in the instructor reporting the student to the Dean of Students Office and potentially a failing grade in the class or expulsion from the university.

Internet and email responsibility: Visit the *UNM Learn* course website regularly to stay up to date with readings and assignments. Check your UNM email account, as the instructor will use this account to keep in touch regarding course requirements, field trips or other updates. If you regularly use another email address, forward your UNM mail to that account. As a courtesy to the instructor, please observe proper *netiquette*. I prefer email communication; my cell number is for urgent texts or calls on field trips- not for questions that could be answered by checking the syllabus.

Technology: Be respectful of each other's learning by turning off cell phones and not using the Internet while in class. No texting in class!

ADA accessibility: Qualified students with disabilities needing appropriate academic adjustments should contact Accessibility Services (277-3506) and inform the instructor as soon as possible to ensure your needs are met in a timely manner

Schedule:

Class	Date	Topic	Read & Discuss	Assignment Due
I. The Context of Sustainability				
1	T 8/18	Introduction	-Syllabus	Read the syllabus and explore the Sustainability Studies website
2	R 8/20	What is Sustainability?	-WCED, 1987 -Kellogg, 2008	Reading Journal
3	T 8/25	Consumption and the Culture of “Stuff” <i>Short Film - The Story of Stuff</i>	-Hynes, 1999	Reading Journal
4	R 8/27	Ecological Footprint; Biocapacity, Overshoot, & Population Arguments	-Wackernagel, 1996 -Living Planet Report, 2012 -Hartmaan, 2004	Community engagement: Initial plan of action Reading Journal
II. Social Equity (People)				
5	T 9/1	Civilization and Colonization	-Jensen, 2006	Reading Journal
6	R 9/3	Race, Class, and Gender: Anti-Oppression and Sustainability	-McIntosh, 1986	Community engagement: Final plan of action Reading Journal
7	T 9/8	Environmental Racism	-Cone, 2015 (1999) -Smith, 2005	Reading Journal
8	R 9/10	Environmental Justice	-Mares, 2011	Reading Journal
9	T 9/15	Nuclearism	-Kosek, 2006	Reading Journal
10	R 9/17	Water Issues in New Mexico	-Price, 2011	Ecological footprint project: Initial footprint spreadsheet Reading Journal
11	T 9/22	Climate Change and Climate Justice	-Johansen 2015 -Vitousek, 1997 -NCA, 2014	Reading Journal
12	R 9/24	Food Deserts and Food Justice	-Harper, 2010 -McClintock, 2011	Ecological footprint project: Brainstorm footprint reduction Reading Journal
13	T 9/29	Industrial Agriculture	-Pollan, 2006 -Shiva, 2005	Reading Journal
14	R 10/1	Midterm Review		Reading Journal
15	T 10/6	MIDTERM EXAM		Community engagement: 5 hours completed Reading Journal
16	R 10/8	Fall Break- No Class		

Class	Date	Topic	Read & Discuss	Assignment Due
III. The Environment (Planet)				
17	T 10/13	Global Energy and Peak Oil **Vandana Shiva Event**	-McKibben, 2009 -Campbell, 2014 -Patterson, 2015	Ecological footprint project: Check in #1 Reading Journal
18	R 10/15	Fracking	-Bamberger, 2014 -Dunlop, 2014	Reading Journal
19	T 10/20	Renewable Energy Overview: Solar, Wind, Biomass, Geothermal & Tidal	-Wald, 2009 -Jacobson, 2009	Reading Journal
20	R 10/22	The Waste Crisis: Trash, Recycling, and Composting	-Humes, 2012 -Sheehan, 2010	Reading Journal
21	T 10/27	Climate Change, Militarism, and the Environment	-Johansen, 2015 -Sanders, 2009	Reading Journal
22	R 10/29	The Transition Movement <i>Guest Speaker: Maggie Seeley</i>	-Hopkins, 2008 -Transition video clips	Reading Journal
IV. The Economy (Profit)				
23	T 11/3	Capitalism and Globalization	-Shiva, 2005 -Klein, 2014	Reading Journal
24	R 11/5	Understanding “Progress”	-White, 1996	Ecological footprint project: Check in #2 Reading Journal
25	T 11/10	Cap & Trade Programs	-Conniff, 2009 -Johansen, 2015	Community engagement: 10 hours completed Reading Journal
26	R 11/12	Green Capitalism and Greenwashing	-Goleman, 2009 -Cock, 2010	Reading Journal
27	T 11/17	Green Architecture	-Vale, 1991 -Su Casa, 2008	Reading Journal
V. Presentations & Course Wrap-Up				
28	R 11/19	How does it all fit together? Moving towards Action	-Jensen, 2009	Reading Journal
29	T 11/24	Ecological Footprint Presentations		Ecological footprint project: Final report
30	R 11/26	UnThanksgiving Break– No class		
31	T 12/1	Ecological Footprint Presentations Continued		
32	R 12/3	Final Exam Review		
33	T 12/8	FINAL EXAM, 7:30am – 9:30am		Final Exam