# Course Description

Sustainability is the ability of a system to continue to function as it is. In terms of human society on planet Earth, sustainability is the ability of humans to survive in their surrounding environment. This course provides an overview of the considerations and problems of sustainability in our modern society. Sustainability and resilience will be studied in terms of science, society, economics, morality, and culture. Students will be required to use critical thinking in a dynamic systems context to discuss the diverse aspects of sustainability. In-depth discussions will be held on the topics of globalization, finite resource depletion, ecosystem degradation, social justice, education, climate change, energy, and diversity. Readings and lectures will be used to lay the foundations of knowledge, while discussions will allow students to explore their own opinions of sustainability problems and their potential solutions. Toward the end of the class, students will work together to form step-by-step solutions to several modern issues.

This course focuses on Earth, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University’s definition of writing intensive. ENG 101 is a pre-requisite.

**University Learning Outcomes (ULO)**

* **ULO1:** Communication Skills
* **ULO2:** Professional Competency
* **ULO3:** Moral and Ethical Judgment
* **ULO4:** Problem Solving
* **ULO5:** Critical Thinking ­
* **ULO6:** Leadership in Society
* **ULO7:** Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Analyze environmental, economic, social, and ideological issues related to the sustainability of human systems.
* **CLO2:** Describe the implications for the future if such issues are not resolved or addressed.
* **CLO3:** Evaluate potential solutions to improve sustainability in human systems.

**Student Expectations**

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Robertson, M. (2014). [*Sustainability: Principles and practice*](https://www.routledge.com/products/9780415840187). Abingdon, UK: Routledge. ISBN: 9780415840187

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Discussion: The 11th Hour | 20 | <insert due date> |
|  | Anthropocene Era Wiki | 20 |  |
|  | Anthropocene Era – What Do You Think? | 5 |  |
|  | Environmental Issues Wiki | 20 |  |
|  | Environmental Impact Statement | 100 |  |
| **Week 2** | |  |  |
|  | Discussion: The Story of Stuff | 20 |  |
|  | Discussion: Three Pillars of Sustainability | 20 |  |
|  | Social Justice Wiki | 20 |  |
|  | Sustainability Paper: Draft 1 | 5 |  |
| **Week 3** | |  |  |
|  | Discussion: Do Schools Kill Creativity? | 20 |  |
|  | Sustainable Education System Wiki | 20 |  |
|  | Sustainability Paper: Peer Review | 20 |  |
|  | Sustainability Paper: Final Draft | 125 |  |
|  | Energy Source Analysis Consumer Guide | 100 |  |
| **Week 4** | |  |  |
|  | Discussion: Genetically Modified Foods | 20 |  |
|  | Discussion: Seed Sovereignty | 20 |  |
|  | Food Wiki | 20 |  |
|  | Sharing Food With Loved Ones | 20 |  |
|  | Book Report | 50 |  |
|  | Book Report Presentation | 50 |  |
| **Week 5** | |  |  |
|  | Sustainable Socioeconomic System Wiki | 100 |  |
|  | Discussion: Final Paper Abstract | 5 |  |
|  | Final Paper | 200 |  |
| **Total Points** | | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Introduction to Sustainability; Planet Earth: The Environmental Issues** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the implications of the Anthropocene Era. | | CLO1, CLO2 | |
| * 1. Describe how human actions are causing, influencing, or exacerbating current environmental issues. | | CLO1 | |
| * 1. Describe the implications for the future if current human-caused environmental issues are not resolved. | | CLO2 | |
| * 1. Evaluate potential solutions to environmental problems. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Sustainability**  **Review** the following resources:   * Ch. 1, “What is Sustainability?”, of *Sustainability: Principles and Practice* * [Why We Need to Think Differently About Sustainability](https://www.youtube.com/watch?v=5lOSIHWOp2I) (17:34) * [The Three Pillars of Sustainability](http://www.thwink.org/sustain/glossary/ThreePillarsOfSustainability.htm) * [Defining Sustainability Correctly](http://www.thwink.org/sustain/glossary/Sustainability.htm) * [Anthropocene](http://www.eoearth.org/view/article/150125/) * [Global Issues](http://globalfootprints.org/page/id/0/3/) (Explore the links on this page.) | | 1.1, 1.2 | N/A |
| **Climate Change**  **Review** the following resources:   * Ch. 6, “Climate,” of *Sustainability: Principles and Practice* * [Climate 101 with Bill Nye](https://www.youtube.com/watch?v=3v-w8Cyfoq8) (4:33) * [World of Change](http://earthobservatory.nasa.gov/Features/WorldOfChange/index.php) * [Climate Trends](http://nca2014.globalchange.gov/highlights/overview/climate-trends) * [Climate Change](http://www.eoearth.org/topics/view/51cbfc78f702fc2ba8129e7b/) | | 1.2, 1.3, 1.4 | N/A |
| **Ecosystem Destruction**  **Review** the following resources:   * Ch. 3, “The Biosphere,” of *Sustainability: Principles and Practice*    + Pages 22–26 (Stop before “The Four Spheres.”)   + Pages 31 & 32 (“Ecosystems”)   + Pages 37 & 38 (“Mechanisms” and “Systems”) * Ch. 8, “Ecosystems and Habitat,” of *Sustainability: Principles and Practice* * [Environmental and Social Issues](https://firstforsustainability.org/risk-management/understanding-environmental-and-social-risk/environmental-and-social-issues/) * [What is Biodiversity?](http://www.nwf.org/Wildlife/Wildlife-Conservation/Biodiversity.aspx) * [Environmental Issues](http://www.globalissues.org/issue/168/environmental-issues) | | 1.2, 1.3, 1.4 | N/A |
| **The 11th Hour: Accessing the Full Film**  You must watch the full film, [*The 11th Hour*](http://www.imdb.com/title/tt0492931/) (2007). It can be accessed for free at many documentary websites, or you may rent or purchase it through Amazon or Netflix. You are responsible for procuring access to this film and watching it in preparation for this week’s discussion. | | 1.1, 1.2, 1.3, 1.4 | N/A |
| **Book Report: Signup**  A book report and presentation are due on Thursday of Week 4. The goal of this assignment is for you to explore a topic in sustainability in more depth. In your book report, you will share your observations and perspective with your classmates. The book can also be used as a major source for your final paper, due in Week 5.  **Select** your book from the suggested readings list, or you may choose another book with instructor approval. Only one student may choose each book.  **Identify** your chosen book, and briefly explain why you are interested in it.  **Click** the **Edit Wiki Content** button to add your entry to the Book Report: Signup wiki. | | All Course Objectives | Wiki = **.5 hour** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Total** |  |  | **.5 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | 1.1, 1.2, 1.3, 1.4 | Live Discussion: lecture and discussion = **1 hour** |
| **The Lorax**  **Watch** [*The Lorax*](https://www.youtube.com/watch?v=8V06ZOQuo0k) (25:12).   * What is your reaction to the movie? How does it relate to human sustainability? | | 1.1, 1.2, 1.3, 1.4 | Content Review and Discussion = **1.5 hour** |
| **Total** |  |  | **2.5 hours** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: The 11th Hour**  **Watch** [*The 11th Hour*](http://www.imdb.com/title/tt0492931/) (2007).  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * What was the most surprising, interesting, or depressing thing you learned from this film? * Which of the solutions offered in the film seem most appropriate or feasible?   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.2, 1.3, 1.4 | Discussion: one post and replies to three other posts = **2 hours** |
| **Anthropocene Era Wiki**  **Collaborate** with your classmates to define and describe the Anthropocene Era. Each student must contribute to the discussion and provide some proof or examples to support the definition and description.  You must all come to agreement on a 1-sentence definition and a 1-paragrah description, supported by appropriate examples, by Friday.  **Click** the **Edit Wiki Content** button to add your entry to the Anthropocene Era wiki. | | 1.1 | Wiki = **1 hour** |
| **Anthropocene Era – What Do You Think?**  After you and your classmates have collaborated to define and describe the Anthropocene Era, explain your own perspective in a brief paragraph. Do you agree or disagree with the concept of the Anthropocene Era? What are some examples that support your perspective? What did you think of the discussion with your classmates?  **Submit** your answer through Blackboard by Sunday. | | 1.1 | Review Instructor’s Feedback = **.5 hour** |
| **Environmental Issues Wiki**  **Select** one of the environmental issues in the wiki, and examine it in relation to sustainability. Only one student may choose each topic. You may select another environmental issue with your instructor’s approval.  **Fill** in the appropriate row in the Environmental Issues Wiki with a brief description of the following information by Thursday:   * Summary: What is the specific problem? Who or what will be most directly affected? * Cause: What has led to the current status? * Solution: What could halt, prevent, or correct the problem? Is this solution realistic?   **Review** at least one of your classmates’ proposed solutions, and respond in a manner that is thought provoking and appropriately challenges or elevates the discussion by Sunday.  **Click** the **Edit Wiki Content** button to add your entry to the Environmental Issues wiki. | | 1.2, 1.3, 1.4 | Wiki = **1 hour** |
| **Environmental Impact Statement**  **Imagine** you have been tasked with providing information to help consumers make an informed choice when shopping for their everyday household needs.  **Select** a commodity such as cookies, t-shirts, or tires. Research the environmental and social impact of the production of this commodity. Avoid selecting a commodity that contains an extremely large number of parts such as a car or laptop.  **Create** an environmental impact statement that provides information that consumers should be aware of.  **Address** the following:   * How is the commodity acquired or produced? Briefly trace the steps from raw materials to finished product. * How does acquisition and/or production of the commodity affect biodiversity, the local environment, the global environment, and local communities? * Is there a more sustainable way the commodity could be acquired and/or produced? Are there more sustainable alternatives? * What are the implications for the future if nothing changes?   **Support** your environmental impact statement with 5–10 reputable resources, and list them in APA format on a separate reference page.  You have two options for how you develop this assignment. Whether you choose a more creative visual option or a more traditional written option, you must address all the topics above and meet the minimum word count for the content.  **Option 1: Flyer, Poster, Brochure, or Other Visual Format**   * Create an informative, public-facing document such as a flyer, poster, or brochure. Imagine it would be posted in a store or shared through social media. * Illustrate your flyer or brochure with appropriate headlines, images, and links. * Content should be presented concisely in bullets or tables rather than paragraphs. Total word count (not including reference page) should be 500 to 800 words.   **Option 2: Article, Blog, Essay, or Other Written Format**   * Present your findings in a written format such as an article, blog entry, or essay. Imagine it would be published on a website or in a newsletter. * Include appropriate titles and section headings. * Content should be clearly presented and supported with examples or references. Total word count (not including reference page) should be 700 to 1,050 words.   **Submit** your Environmental Impact Statement through Blackboard. You are encouraged to review your classmates’ work and provide constructive feedback. | | 1.2, 1.3, 1.4 | Content Review and Discussion = **1 hour** |
| **Total** |  |  | **8.5 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Book Report: Signup Sheet**

* Create your wiki homepage. Edit the homepage, and insert a table as outlined below:

|  |  |  |
| --- | --- | --- |
| **Your name** | **Book title and author** | **Why did you select this book?** |
|  |  |  |

**Anthropocene Era Wiki**

* Create your wiki homepage. Edit the homepage, and insert a table as outlined below:

|  |  |
| --- | --- |
| **Definition** | **Description** |
|  |  |

**Environmental Issues Wiki**

* Create your wiki homepage. Edit the homepage, and insert a table as outlined below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Topics** | **Summary** | **Cause** | **Solution(s)** | **Response to your classmate(s)** |
| 1 | Climate change |  |  |  |  |
| 2 | Glacier melt |  |  |  |  |
| 3 | Sea level rise |  |  |  |  |
| 4 | Extreme weather events |  |  |  |  |
| 5 | Precipitation changes |  |  |  |  |
| 6 | Ecosystem degradation |  |  |  |  |
| 7 | Changing habitats |  |  |  |  |
| 8 | Species extinction |  |  |  |  |
| 9 | Keystone species |  |  |  |  |
| 10 | Biodiversity loss |  |  |  |  |
| 11 | Deforestation |  |  |  |  |
| 12 | Desertification |  |  |  |  |
| 13 | Soil erosion |  |  |  |  |
| 14 | Ocean acidification |  |  |  |  |
| 15 | Oceanic salinity changes |  |  |  |  |
| 16 | Greenhouse gases |  |  |  |  |
| 17 | Positive feedbacks |  |  |  |  |
| 18 | Synergetic systematic impacts |  |  |  |  |
| 19 | Water and food scarcity |  |  |  |  |
| 20 | Finite resource use |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week Two: Human Systems: Economics and Social Justice** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explore current issues in economics and social justice as related to human sustainability. | | CLO1 | |
| * 1. Describe the implications for the future if these issues are not addressed. | | CLO2 | |
| * 1. Evaluate potential approaches to resolving economic and social issues. | | CLO3 | |
| * 1. Explore the current capitalist economic and political systems in regard to environmental and social justice. | | CLO1, CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Economics and Politics**  **Review** the following resources:   * Ch. 4, “The Human Sphere,” of *Sustainability: Principles and Practice* * Ch. 14, “Products,” of *Sustainability: Principles and Practice* * [The Economics of Enough](https://www.youtube.com/watch?v=WIG33QtLRyA) (12:51) * [Sustainable Development: What, Where, and by Whom?](https://www.youtube.com/watch?v=4sJ-uixn7Jg) (19:13) * [Capitalism Will Eat Democracy – Unless We Speak Up](http://www.ted.com/talks/yanis_varoufakis_capitalism_will_eat_democracy_unless_we_speak_up) (19:51) * [The Triple Bottom Line: What Is It And How Does It Work?](http://www.ibrc.indiana.edu/ibr/2011/spring/pdfs/article2.pdf) * [Talk About Externalized Costs!](http://storyofstuff.org/blog/talk-about-externalized-costs/) | | 2.1, 2.2, 2.4 | N/A |
| **Finite Resource Use and Destruction**  **Review** the following resources:   * Ch. 15, ”Waste and Recycling,” of *Sustainability: Principles and Practice* * [Story of Stuff](https://www.youtube.com/watch?v=9GorqroigqM) (21:24) * [Precious Plastic](http://preciousplastic.com/) (Explore!) * [World Wildlife Fund: Pollution](http://www.worldwildlife.org/threats/pollution) * [National Geographic: Air Pollution](http://environment.nationalgeographic.com/environment/global-warming/pollution-overview/) * [Pollution Facts & Types of Pollution](http://www.livescience.com/22728-pollution-facts.html) | | 2.1, 2.2, 2.4 | N/A |
| **Social and Cultural Justice**  **Review** the following resources:   * Ch. 7, “Water,” of *Sustainability: Principles and Practice* * [Truly Sustainable Economic Development](https://www.youtube.com/watch?v=SpIxZiBpGU0) (18:01) * [Social Justice: Not What You Think It Is](http://www.heritage.org/research/lecture/social-justice-not-what-you-think-it-is) * [The Other](http://academic.brooklyn.cuny.edu/english/melani/cs6/other.html) * [Privatization Is The Real Tragedy Of The Commons](http://www.enn.com/top_stories/article/9010)   **Go** to the [Center for Native Peoples and the Environment](http://www.esf.edu/nativepeoples/), and review the following sections:   * [Weaving Traditional Ecological Knowledge into Biological Education: A Call to Action](http://www.esf.edu/nativepeoples/documents/weaving.pdf) * [Collaborative Projects](http://www.esf.edu/nativepeoples/projects.htm) * [Outreach](http://www.esf.edu/nativepeoples/outreach.htm) | | 2.1, 2.2, 2.4 | N/A |
| **Total** |  |  | **0 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Field Trip**  **Visit** a local landfill or recycling center. Consider carpooling with some of your classmates.  What are your observations? What kind of public information is available? Do you have any recommendations or concerns with your city’s approach to waste management? Do you think this experience will change how you manage waste in your own home?  **Post** a photo of yourself in front of a landfill. | | 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 | Discussion: one post and replies to one other post = **1 hour** |
| **Composting**    How do you start a compost pile? How do you do this if you live in an apartment? What can you do with food waste? What are the benefits of composting?  **Start** a compost pile, and try to maintain it for at least the full 5 weeks of this course. | | 1.2, 1.4  2.1, 2.3 | Discussion: one post and replies to one other post = **1 hour** |
| **Total** |  |  | **2 hours** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: The Story of Stuff**  **Review** [Story of Stuff](https://www.youtube.com/watch?v=9GorqroigqM) (21:24).  **Pos**t a clear and logical response in 150 to 200 words to the following question, providing specific examples to support your answer.   * What was the most surprising, interesting, or depressing thing you learned from this film?   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2, 1.3, 1.4  2.1, 2.2, 2.3, 2.4 | Discussion: one post and replies to three other posts = **1.5 hour** |
| **Discussion: Three Pillars of Sustainability**  **Select** an agricultural product such as tea, chocolate, or coffee.  **Conduct** research to determine how the three pillars of sustainability—i.e. people, money, and the environment—are associated with the acquisition and/or production of the product.  **Develop** a visual representation of the three pillars of sustainability for your chosen product. You may use [Prezi](https://prezi.com/), [Mindmap](https://www.mindmeister.com/), [Popplet](http://popplet.com/), [Bubbl](https://bubbl.us/), [Padlet](https://padlet.com/), or another resource to create your image. Your image should show how the three pillars are interconnected, as well as whether any of them are more or less important than the others.  **Post** a copy of your image to the Three Pillars of Sustainability discussion forum by Thursday.  **Review** at least 3 of your classmates’ images, and provide feedback that is thought provoking and that appropriately challenges or elevates the discussion by Sunday. | | 1.1, 2.1, 2.3, 2.4 | Discussion: one post and replies to three other posts = **2 hours** |
| **Social Justice Wiki**  **Identify** a sustainability topic that is relevant to social justice. Some examples include girls’ education in India, Native American land rights, and factory workers in Indonesia.  **Fill** in the appropriate row in the Social Justice Wiki with a brief description of the following information by Thursday:   * Summary: What is the specific problem? Who or what will be most directly affected? * Cause: What has led to the current status? * Solution: What could halt, prevent, or correct the problem? Is the solution realistic?   **Review** at least one of your classmates’ proposed solutions, and respond in a manner that is thought provoking and that appropriately challenges or elevates the discussion by Sunday.  **Click** the **Edit Wiki Content** button to add your entry to the Social Justice wiki. | | 2.1, 2.2, 2.3 | Wiki = **1.5 hour** |
| **Sustainability Paper: Draft 1**  **Write** a 5- to 6-page paper in which you explain what sustainability is. Address the following:   * How do the current capitalistic economic and political systems influence environmental and social justice issues? * What are some areas that need to be considered in any discussion of the sustainability of human society on Earth? * What are some of the major problems we currently face regarding sustainability?   **Support** your paper with a minimum of 5 reputable resources.  **Format** your paper according to APA guidelines. The title page, abstract, and reference page do not count toward the minimum page count. Your paper must be a Microsoft Word document, not a PDF file or another format.  **Submit** your paper by Sunday.  *Note:* This paper is due at the end of Week 2. In Week 3, you will trade your paper with an assigned partner and conduct a peer review by Thursday. You will then have until Sunday of Week 3 to incorporate the feedback, revise your paper as needed, and submit the final draft. | | 1.2, 1.3, 1.4  2.1, 2.2, 2.3, 2.4 | Review Instructor’s Feedback = **.5 hour** |
| **Total** |  |  | **7.5 hours** |

# Faculty Notes

**Social Justice Wiki**

* Create your wiki homepage. Edit the homepage, and insert a table as outlined below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Topic** | **Summary** | **Cause** | **Solution(s)** | **Response to your classmate** |
| 1 |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Energy and Its Sources; Sustainable Education | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the advantages, disadvantages, and applications of renewable and nonrenewable energy sources. | | CLO1, CLO2, CLO3 | |
| * 1. Evaluate approaches to reducing society’s reliance on nonrenewable energy sources. | | CLO1, CLO3 | |
| * 1. Describe how the values and goals of a sustainable education system can benefit learners and promote sustainability for the future. | | CLO1, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Energy and Its Sources**  **Review** the following resources:   * Ch. 10, “Energy,” of *Sustainability: Principles and Practice* * Ch. 11, “Green Buildings and Sites,” of *Sustainability: Principles and Practice* * [Sustainability For All](https://www.youtube.com/watch?v=39bPjnFBt-o) (19:02) * [Renewable Basics: What is Renewable Energy?](http://www.eia.gov/kids/energy.cfm?page=renewable_home-basics) * [Energy Sources](http://energy.gov/science-innovation/energy-sources) | | 3.1, 3.2 | N/A |
| **Learning and the Education System**  **Review** the following resources:   * Ch. 17, “Education,” of *Sustainability: Principles and Practice* * [Do Schools Kill Creativity?](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity) (19:21) * [Prepare Our Kids for Life, Not Standardized Tests](https://www.youtube.com/watch?v=Rvhb9aoyeZs) (11:37) * [What Standardized Tests Don’t Measure](https://www.youtube.com/watch?v=woVtj8GH678) (17:40) * [Hackschooling Makes Me Happy](https://www.youtube.com/watch?v=h11u3vtcpaY) (11:13) * [Science That Matters: Perspective from Young Scientists](http://blog.iiasa.ac.at/2014/12/01/science-that-matters-perspective-from-young-scientists/) | | 3.3 | N/A |
| **Energy Source Analysis Consumer Guide: Topic Selection**  **Select** one energy source from this list for your presentation this week. Enter your name next to your chosen topic.  **Click** the **Edit Wiki Content** button to add your name to the Topic Selection wiki. | | 3.1, 3.2 | Wiki: **.5 hour** |
| **Sustainability Paper: Peer Review (Reminder)**  Your instructor will assign partners for the peer review activity. After reading your partner’s paper, you will complete a simple checklist to provide constructive feedback. You must submit the checklist to your instructor by Thursday. Your instructor will return your peer reviewer’s completed checklist to you, and you must incorporate the feedback and develop your final draft of the paper by Sunday.  **Post** any questions or concerns in the Peer Review discussion forum. | | 1.2, 1.3, 1.4  2.1, 2.2, 2.3, 2.4 | Assignment Review and Discussion = **.5 hour** |
| **Book Report (Reminder)**  Your book report is due on Thursday of Week 4. You should have read the majority of your book by this point. | | All Course Objectives | N/A |
| **Total** |  |  | **1 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Field Trip**  **Visit** a local renewable or nonrenewable energy plant. Consider carpooling with some of your classmates.  What are your observations? What kind of public information is available? Do you have any recommendations or concerns with your city’s approach to energy? Do you think this experience will change how you manage energy use in your own home?  **Post** a photo of yourself in front of the facility. | | 3.1, 3.2 | Discussion: one post and replies to one other post = **1.5 hour** |
| **Total** |  |  | **1.5 hour** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Do Schools Kill Creativity?**  **Review** [Do Schools Kill Creativity?](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity) (19:21).  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * What was the most surprising, interesting, or depressing thing you learned from this film? * Did this film change the way you look at the current education system?   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Sustainable Education System Wiki**  **Identify** an aspect of education, such as experiential learning, nontraditional schools, or standardized testing.  **Fill** in the appropriate row in the Sustainable Education Wiki with a brief description of the following information by Thursday:   * What are the main advantages? * What are the main disadvantages? * What are the effects on student learning? How might teachers be affected? * Moving toward sustainability: How can schools achieve the same goal with a more sustainable strategy or approach?   **Review** at least one of your classmates’ proposed solutions, and respond in a manner that is thought provoking and that appropriately challenges or elevates the discussion by Sunday.  **Click** the **Edit Wiki Content** button to add your entry to the Sustainable Education System wiki. | | 3.3 | Wiki = **1.5 hour** |
| **Sustainability Paper: Peer Review**  **Read** your assigned peer’s Sustainability Midterm Paper, and complete the Peer Review Checklist.  In addition to providing feedback on the checklist, you are encouraged, but not required, to use Microsoft Word comments to provide additional questions or suggestions in the body of your peer’s paper.  **Submit** your completed checklist by Thursday. You will receive a completed checklist for your own paper on Thursday.  If you have questions or concerns about the feedback on your own paper, contact your peer reviewer or your instructor. | | 1.2, 1.3, 1.4  2.1, 2.2, 2.3, 2.4 | Peer Review = **2 hours** |
| **Sustainability Paper: Final Draft**  **Review** your peer reviewer’s feedback, and contact your peer reviewer or instructor if you have any questions or concerns.  **Incorporate** the feedback, and revise your paper as necessary to develop a final draft. Your paper must be a Microsoft Word document, not a PDF file or another format.  **Submit** both your first draft and your final draft by Sunday. | | 1.2, 1.3, 1.4  2.1, 2.2, 2.3, 2.4 | Review Instructor’s Feedback = **.5 hour** |
| **Energy Source Analysis Consumer Guide**  **Imagine** you have been tasked with providing information to help consumers make an informed choice about a local energy resource. This information could be relevant for people looking to move to a new area, vote in an upcoming election, or simply to become aware of the link between energy sources, human health, and the impact on the environment.  **Create** a simple consumer guide for your chosen energy source that provides information that consumers should be aware of.  **Address** the following:   * How is the energy acquired or produced? * What are the advantages and disadvantages of this energy source? * What are the implications for the future of this source? * If your topic is a renewable energy source, what are your recommendations to realistically increase the use of this source? * If your topic is a nonrenewable energy source, what are your recommendations to realistically decrease use of this source?   **Support** your guide with 5 to 10 reputable resources, and list them in APA format on a separate reference page.  You have two options for how you develop this assignment. Whether you choose a presentation or a poster-style deliverable, you must address all the topics above and meet the minimum word count for the content.  **Option 1: Presentation**   * Create an informative, public-facing presentation using PowerPoint, [Prezi](https://prezi.com/), [Haiku Deck](https://www.haikudeck.com/), or another format. Imagine that it would be shared through social media. * Illustrate your presentation with appropriate headings, images, and links. * Content should be presented concisely in bullets or tables rather than paragraphs. * Presentations should last approximately 10 to 15 minutes. Use speaker’s notes or embedded audio to clarify and expand on the content of the slides.   **Option 2: Poster, Flyer, or Brochure**   * Create an informative, public-facing document such as a poster, flyer, or brochure. Imagine that it would be posted in a store or shared through social media. * Illustrate your flyer or brochure with appropriate headlines, images, and links. * Content should be presented concisely in bullets or tables rather than paragraphs. Total word count (not including reference page) should be 500 to 800 words.   **Submit** your presentation or poster, or a link to your product, to the Energy Source Consumer Guide discussion forum. You are encouraged to review your classmates’ work and to provide constructive feedback. | | 3.1, 3.2 | Content Review and Discussion = **1 hour** |
| **Total** |  |  | **8.5 hours** |

# Faculty Notes

**Sustainability Paper: Peer Review**

* Faculty are responsible for assigning peer review partners, distributing the rough drafts, collecting the completed peer review checklists, and distributing the checklists to the original paper authors. It is critical that faculty coordinate and manage this process in a timely fashion to ensure that students receive sufficient time to complete all aspects of this paper.

**Energy Source Analysis Consumer Guide: Topic Selection**

* If there are more than 10 students in the class, faculty may expand the topic list into more specific energy sources, such as the following:  
  + Split solar power into passive thermal solar, active thermal solar, and photovoltaic solar.
  + Split water power into hydroelectric dams and tidal power.
* Create your wiki homepage. Edit the homepage, and insert a table as outlined below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Renewable Energy Sources** | | **Nonrenewable Energy Sources** | |
| Solar |  | Coal |  |
| Wind |  | Crude oil |  |
| Water |  | Natural gas |  |
| Geothermal |  | Shale (fracking) |  |
| Biofuels |  | Nuclear |  |

**Sustainable Education System Wiki**

* Create your wiki homepage. Edit the homepage, and insert a table as outlined below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Topic** | **Advantages** | **Disadvantages** | **More sustainable approach(s)** | **Response to your classmate(s)** |
| 1 |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week Four: Sustainable Food Systems, Food Security, and Seed Sovereignty** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze how the current food system relates to the principles of social justice, cultural identity, and sustainability. | | CLO1, CLO2, CLO3 | |
| * 1. Describe the advantages and disadvantages of genetically modified foods. | | CLO1, CLO2 | |
| * 1. Analyze the threats to food security and seed sovereignty. | | CLO1, CLO2 | |
| * 1. Evaluate potential approaches to protecting food security and seed sovereignty. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Creating Sustainable Food Systems**  **Review** the following resources:   * Ch. 13, ”Food,” of *Sustainability: Principles and Practice* * [The Future of Food](https://www.youtube.com/watch?v=7oRmwEG__Bg) (3:18) * [Eat for Real Change](https://www.youtube.com/watch?v=fbeFn1Xcqo4) (17:40) * [Sustainable Food: Let’s Start a Revolution!](https://www.youtube.com/watch?v=FRnY48_iQUg) (15:21) * [Beyond Sustainability: The Story of a Reformed Capitalist](https://www.youtube.com/watch?v=1qIXmusaeg8) (19:08) * [Principles of a Healthy, Sustainable Food System](https://www.planning.org/nationalcenters/health/foodprinciples.htm) * [Local & Regional Food Systems](http://www.sustainabletable.org/254/local-regional-food-systems) * [Sustainable Food Systems](http://www.faqs.org/nutrition/Smi-Z/Sustainable-Food-Systems.html) * [Food Sovereignty](http://usfoodsovereigntyalliance.org/what-is-food-sovereignty/) * [Global Justice Now Food Campaigns](http://www.globaljustice.org.uk/campaigns/food) * [Genetically Engineered Food](http://www.globalissues.org/issue/188/genetically-engineered-food) * [Genetically Modified Foods](http://learn.genetics.utah.edu/content/science/gmfoods/) | | 4.1, 4.2, 4.3, 4.4 | N/A |
| **Protecting Seed Sovereignty as an Issue of Social Justice**  **Review** the following resources:   * [Seeds of Our Ancestors, Seeds of Life](https://www.youtube.com/watch?v=pHNlel72eQc) (16:36) * [Seeds of Freedom](https://www.youtube.com/watch?v=C-bK8X2s1kI) (30:12) * [Big Seed: How the Industry Turned from Small-Town Firms to Global Giants](http://www.npr.org/sections/thesalt/2016/04/06/472960018/big-seed-consolidation-is-shrinking-the-industry-even-further) * [Seed Sovereignty: Strengthening Community Seed Supply](http://www.navdanya.org/earth-democracy/seed-sovereignty) * [Seed Sovereignty](http://nativeharvest.com/node/251) * [The Control of Seed and Seed Sovereignty](http://www.seedambassadors.org/the-control-of-seed-seed-sovereignty/) * [Rare Seeds](http://www.rareseeds.com/) (Explore!) | | 4.1, 4.2, 4.3, 4.4 | N/A |
| **Final Paper: Preparation and Topic Selection**  **Review** the instructions for the Final Paper in Week 5.    **Select** your topic, and briefly explain why you are interested in it. Your paper should present some kind of problem related to the topic and propose a potential solution. You are encouraged to bridge between disciplines and to step out of your comfort zone to learn about something you do not already understand.  *Note:* The abstract for your final paper is due on Thursday of Week 5.  **Click** the **Edit Wiki Content** button to add your name and topic to the Topic Selection wiki. | | 5.1, 5.2, 5.3, 5.4 | Assignment Review and Discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Movie Review**  **Watch** a movie or documentary such as [*Food, Inc.*](http://www.imdb.com/title/tt1286537/?ref_=nv_sr_3), [*Super Size Me*](http://www.imdb.com/title/tt0390521/?ref_=tt_rec_tti), [*Vegucated*](http://www.imdb.com/title/tt1814930/?ref_=tt_rec_tti), [*Cowspiracy: The Sustainability Secret*](http://www.imdb.com/title/tt3302820/?ref_=nv_sr_1), or [*Meat the Truth*](http://www.imdb.com/title/tt1341746/?ref_=tt_rec_tti).  What are your thoughts? Did this movie change your shopping or eating choices? Would you recommend this movie to a friend? | | 4.1, 4.2, 4.3 | Content Review and Discussion = **2 hours** |
| **Total** |  |  | **2 hours** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Genetically Modified Foods**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * What are some of the advantages and disadvantages of genetically engineered crops? Does one outweigh the other? * Would you change how genetically modified foods are regulated in this country? If so, how?   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Seed Sovereignty**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, providing specific examples to support your answers.   * How do the economic interests of Monsanto and similar organizations conflict with the rights of traditional farmers, both in developed and developing nations? * How does corporate ownership of intellectual property rights conflict with indigenous knowledge in regard to seed-saving techniques and indigenous food systems?   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.3, 4.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Food Wiki**  **Identify** a sustainability, social justice, or environmental topic that is relevant to food. Some examples include vegetarianism, antibiotics in the meat industry, food fads, and industrialized agricultural techniques.  **Fill** in the appropriate row in the Food Issues Wiki with a brief description of the following information by Thursday:   * Summary: What is the specific problem? Who or what will be most directly affected? * Cause: What has led to the current status? * Solution: What could halt, prevent, or correct the problem? Is the solution realistic?   **Review** at least one of your classmates’ proposed solutions, and respond in a manner that is thought provoking and that appropriately challenges or elevates the discussion by Sunday.  **Click** the **Edit Wiki Content** button to add your entry to the Food wiki. | | 4.1, 4.2, 4.3, 4.4 | Wiki = **1 hour** |
| **Sharing Food With Loved Ones**  The goal of this assignment is for you to reflect on what food means to you and how food can reflect your cultural or familial traditions. You have two options for how to develop this assignment:  **Option 1: Cook a meal for your friends or family.**  **Choose** a meal that you could make from scratch. Purchase all the ingredients, preferably from a farmer’s market or local grocery store (not a chain store like Acme or Giant). If possible, buy everything fresh (not frozen, canned, or packaged), local, organic, fair trade, non-GMO, etc. If possible, make this meal vegetarian or vegan.  **Set aside** one night of the week to share a meal with your friends and/or family. Cook the meal together, and spend the entire evening enjoying the food and your loved ones’ company.  **Pos**t a photo of the meal that you made, the recipe that you used, and a brief reflection on how you felt sharing this food with your loved ones.  **Option 2: Share a meaningful recipe.**  **Identify** a recipe, dish, or memory of a meal that is meaningful to you.  **Write** a reflection about this food, explaining why it is meaningful to you. If possible, include the recipe and any background information you can provide about the cuisine.  **Submit** your reflection to the Sharing Food With Loved Ones discussion forum by Sunday. You are encouraged to review your classmates’ work and to provide constructive feedback. | | 4.1 | Discussion = **1 hour** |
| **Book Report**  **Write** a 2- to 3-page book report. Include the following:   * Summarize the book, and provide an APA citation. * What is your opinion of this book? Why were you interested in reading it? * Are there any areas of agreement or disagreement? Did you find anything confusing or contradictory? * To whom would you recommend this book? Why?   **Submit** your book report by Thursday. | | All Course Objectives | Review Instructor’s Feedback = **.5 hour** |
| **Book Report Presentation**  **Develop** an 8- to 10-slide PowerPoint presentation to supplement your book report. Include at least 2 questions you would like to pose to your classmates.  **Submit** your presentation to the Book Report Presentation discussion forum by Thursday.  **Review** at least 3 of your classmates’ presentations, and provide feedback to their questions in a way that is thought provoking and that appropriately challenges or elevates the discussion by Sunday. | | All Course Objectives | Discussion = **1.5 hour** |
| **Total** |  |  | **9 hours** |

# Faculty Notes

**Final Paper: Preparation and Topic Selection**

* Create your wiki homepage. Edit the homepage, and insert a table as outlined below:

|  |  |  |
| --- | --- | --- |
| **Your name** | **Topic** | **Why did you select this topic?** |
|  |  |  |

**Food Wiki**

* Create your wiki homepage. Edit the homepage, and insert a table as outlined below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Topics** | **Summary** | **Cause** | **Solution(s)** | **Response to your classmate(s)** |
| 1 |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: Hopes and Dreams: Reimagining the Future | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the basic principles of sustainability underlying real-world issues. | | CLO1, CLO2, CLO3 | |
| * 1. Explore ways in which to become an agent of change in the realm of sustainability. | | CLO1, CLO2, CLO3 | |
| * 1. Evaluate personal, corporate, and government actions that could improve the sustainability of human systems. | | CLO1, CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Toward a Sustainable Future**  **Review** the following resources:   * Ch. 18, “Working as Agents of Change,” of *Sustainability: Principles and Practice* * [Grassroots International Issues](http://www.grassrootsonline.org/issues) * [How Much Water Does It Take to Make Dinner?](http://sustainabletransition.blogspot.com/) * [5 Characteristics of a Change Agent](http://georgecouros.ca/blog/archives/3615) * [Building a Sustainable Future](http://www.worldfuturefund.org/Projects/Indicators/wfo.reform.htm) * [Change Agent Abilities Required to Help Create a Sustainable Future](http://www.myacpa.org/sites/default/files/Change_Agent_Skills_and_Resources.pdf) | | 5.1, 5.2, 5.3 | N/A |
| **Idiocracy: Accessing the Full Film**  You are encouraged to watch the full film, [*Idiocracy*](http://www.imdb.com/title/tt0387808/?ref_=nv_sr_2) (2006). It is available on Amazon Video and other video-sharing websites. This film will provide important context for your Sustainable Socioeconomic System Wiki project this week. | | 1.1, 1.2, 1.3, 1.4 | N/A |
| **Total** |  |  | **0 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | 5.1, 5.2, 5.3, 5.4 | Live Discussion: lecture and discussion = **1 hour** |
| **Government Initiatives, Services, and Resources**  **Visit** your local, city, or state government website and search for initiatives, services, or resources related to sustainability. Search for specific topics such as recycling programs, power plants, or local education initiatives, and review them in terms of sustainability.  What are your observations? What kind of public information is available? Do you have any recommendations or concerns with your city’s approach to issues of sustainability? | | 5.1, 5.2, 5.3 | Discussion = **1 hour** |
| **Communicating With Your Representative**  **Write** a letter or email to your congressperson about something in your local area related to sustainability.  *Note:* You do not have to actually send the letter if you do not want to.  **Post** your letter or email to the Communicating With your Representative discussion forum. | | 5.1, 5.2, 5.3 | Content Review and Discussion = **1 hour** |
| **Total** |  |  | **3 hours** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Sustainable Socioeconomic System Wiki**  **Watch** [*Idiocracy*](http://www.imdb.com/title/tt0387808/?ref_=nv_sr_2).  **Imagine** you and your classmates are a team that has been elected to solve the problems present in the future dystopian society as presented in the film. Your goal is to design a comprehensive and sustainable socioeconomic system.  **Collaborate** with your classmates to develop a list of steps needed to create a sustainable socioeconomic system. Each student must contribute to the discussion and provide some ideas or examples to further the discussion.  **Consider** the following topics: energy, food, education, economics, social justice, and environmental concerns.   * What is the end goal for this scenario? * How should your team address the issues? * How are these issues interrelated? * Are there other problems that may emerge from your potential solutions?   **Identify** your end goal. It should be realistic but ambitious.    **Trace** the steps that would need to be taken to achieve the end goal.  You must all come to agreement on the specific steps needed to meet the goal by Sunday.  **Click** the **Edit Wiki Content** button to add your entry to the Sustainable Socioeconomic System wiki. | | All Course Objectives | Wiki = **3 hours** |
| **Discussion: Final Paper Abstract**  **Post** the 150- to 250-word abstract for your final paper to the Final Paper Abstract discussion forum by Thursday.  **Read** at least three other students’ abstracts.  **Provide** feedback in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | All Course Objectives | Discussion: one post and replies to three other posts = **1.5 hour** |
| **Final Paper**  **Write** an 8- to 10-page paper on your chosen topic in sustainability. Clearly identify the problem and propose potential solutions for it. Address the following:   * Who or what is most affected by this problem? * What has been done so far in an effort to solve the problem? * What are the significant environmental, social, economic, and/or political implications of the problem and solutions?   **Support** your paper with a minimum of 8 reputable resources. At least 3 resources must be peer-reviewed.  **Format** your paper according to APA guidelines. The title page, abstract, and reference page do not count toward the minimum page count. Your paper must be in a Microsoft Word document, not a PDF file or another format.  **Submit** your abstract to the Final Paper Abstract discussion forum by Thursday.  **Submit** your final paper by Sunday. | | All Course Objectives | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **8.5 hours** |

# Faculty Notes

**Sustainable Socioeconomic System Wiki**

* Create your wiki homepage. Edit the homepage, and insert a table as outlined below:

|  |
| --- |
| **End goal:** |
| **How do we get there:** |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 6 |
| Supplemental |  | 2.5 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 2 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 7 |
| Supplemental |  | 1.5 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 7 |
| Supplemental |  | 2 |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 3 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 31 |
| **Total Supplemental Hours** |  | 11 |
| **Total Hours** |  | 42 |