



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: CU- 201
 .. New Honors Course: --
 .. New Graduate Course: -

Effective Term: 08/2012

Catalog Title: Sustainability Leadership

Transcript Title: Sustainability Ldrs

Fixed Credit Course: 3 (3,0)

Variable Credit Course: - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
X D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits:	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

Add cross-listing with the following child course(s):

Catalog Description: Participants will learn how principles of environmental, social, and economic sustainability apply in contexts ranging from personal lifestyle choices, to the built environment, to operation of public and private institutions. Participants will also develop and practice skills to act as agents of change in the University and the broader community.

Prerequisite(s):**Projected Enrollment:**

Year 1 - 20 Year 2 - 100 Year 3 - 100 Year 4 - 100

Required course for students in: Minor in Sustainability

Statement of need and justification based on assessment results of student learning outcomes: Sustainability is most commonly and broadly defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. The United Nations considers sustainability "the framework for our efforts to achieve a higher quality of life for all people." While there are varying detailed definitions of sustainability, any accurate definition includes social (people), environmental (planet), and economic (prosperity) dimensions. The need for sustainability is increasingly apparent as issues such as resource shortages (e.g. energy and water), climate destabilization and widespread poverty move to the forefront of the public's consciousness.

This course will be the introductory course for students pursuing the minor in Sustainability, which is needed at Clemson to:

- Meet our commitment to make sustainability part of the education for all students.
- Pursue the educational needs outlined in Clemson's sustainability plan.
- Encourage the knowledge and behavior necessary for a Net-Zero energy campus.
- Continue to attract top students, many of whom are passionate about sustainability.
- Prepare students and South Carolinians for green jobs.

Sustainability requires an understanding of issues that stretch across traditional disciplinary boundaries. Every college at Clemson has active courses related to sustainability. There are also opportunities in range of functional areas including student affairs and facilities. The challenge, and the purpose of this minor, is to coordinate these efforts for the benefit of students. This course will help give students in the sustainability minor a common background and orient them to existing opportunities in this area at Clemson.

Textbook(s): Readings will be taken from current literature and are selected to promote discussion. For example, selections might include samples from books such as:

Plan B 4.0: Mobilizing to Save Civilization, by Lester Brown,
 Smart Solutions to Climate Change: Comparing Costs and Benefits, by Bjørn Lomborg, and
 Deep Economy: The Wealth of Communities and the Durable Future, by Bill McKibben

Learning Objectives: By the end of the semester, students will be able to:

- define sustainability;
- identify and discuss fundamental issues of sustainability;
- analyze how their values relate to sustainability, and how their actions impact sustainability issues;
- recognize interrelated systems;
- evaluate the role of their major in sustainability issues;
- apply sustainability concepts on local and global scales; and
- practice change agent skills for sustainability.

Topical Outline: 3 hours - Introduction/orientation; 10 Myths about Sustainability; Brundtland Definition of Sustainability; Three-legged Stool; Top Green Schools: Can Clemson ever reach the top 10?
<http://www.sierraclub.org/sierra/201009/coolchools/top100.aspx>

3 hours - First Excursion: Environmental Sustainability - The Clemson Experimental Forest as a living-laboratory of eco-systems and bio-diversity; Read before class: President Barker's Address to the CU Environmental Teach-in <http://blogs.clemson.edu/barkers-blog/2011/02/clemsons-commitment-to-sustainability/>; Critical thinking module 1: Evaluating competing causal explanations.

3 hours - Plan B: Mobilizing to Save Civilization; Selections of Part I & II; Read before class: American Public Health Association's Policy Statement on Sustainable Food System: Toward a Healthy, Sustainable Food System <http://www.apha.org/advocacy/policy/policysearch/default.htm?id=1361>; Critical thinking module 2: Evaluate hypotheses for consistency with established facts.

3 hours - Proposal requirements discussion; Critical thinking module 3: determine the relevance of information for evaluating an argument or conclusion.

3 hours - Introduction to Leadership for positive Change: Charity or justice? Reading to be provided; Critical thinking module 4: evaluate the appropriateness of procedures for investigating a question of causation.

3 hours - Discuss Majora Carter's TED talk, Greening the Ghetto http://www.ted.com/talks/lang/eng/majora_carter_s_tale_of_urban_renewal.html; Critical thinking module 5: evaluate data for consistency with established facts, hypotheses, or methods.

3 hours - Second Excursion: Social Sustainability; Poverty Tour of Clemson: Guest speaker Chris Heavner Reading to be provided; Critical thinking module 6: recognize flaws and inconsistencies in an argument.

3 hours - Third Excursion: Economic Sustainability; Tour of Wal-Mart Reading to be Provided; Critical thinking module 7: Evaluate hypotheses for consistency with established facts.

1 hour - Discuss Rob Harmon's TED talk, How the Market can Keep Streams Flowing. http://www.ted.com/talks/rob_harmon_how_the_market_can_keep_streams_flowng.html

1 hour - Discuss Sylvia Earle's TED prize wish to protect our oceans. TED talks: Sylvia Earle: Saving the world's Oceans http://www.ted.com/talks/sylvia_earle_s_ted_prize_wish_to_protect_our_oceans.html

3 hours - Discuss the Precautionary Principal; Discuss Rachel Pike's TED talk, The Science behind a Climate Headline and Naomi Klein's TED talk, Addicted to Risk http://www.ted.com/talks/lang/eng/rachel_pike_the_science_behind_a_climate_headline.html; http://www.ted.com/talks/naomi_klein_addicted_to_risk.html; Additional reading: <http://ehp03.niehs.nih.gov/article/fechArticle.action?articleURI=info:doi/10.1289/ehp.01109871>

10 hours - Guided Proposal Work

3 hours - Proposal Presentations

3 hours - Proposal Reflections & Evaluation

Evaluation: Course Assignments and Grading: Your grade will be evaluated on the basis of your performance on the following:

Sustainability Project Proposal (20%): We will participate in three excursions that illustrate environmental, social and economic sustainability. Each student will submit a proposal for a project that could be implemented in the spring semester to address each "leg" of the three-legged stool of sustainability.

Engagement Plan (25%): This is your plan for the rest of your minor including how you will address sustainability challenges through engagement at Clemson and beyond.

Critical Thinking Modules (15%): This is just for completing the on-line version of the critical thinking modules. You will also be expected to demonstrate critical thinking in all of your activities for this course.

Writing Assignments/Reflection Statements (25%): This portion of the class consists of the various reflections written in response to the readings and class activities. Other assignments may be added as well.

Class Participation (15%): Just as successful social change depends on regular, active participation, so, too, does your success in this class. To that end, we hope to create a strong sense of community among this cohort of "sustainability-scholars" and your active participation will be an important ingredient in that mix. Not only does it help to make the class more interesting, but it will also be an important source of learning about the course material.

Class participation involves a number of important components, including active listening, sharing knowledge, experiences, and viewpoints, contributing to a positive class atmosphere and encouraging the participation of your classmates. The general guidelines for assessing participation are as follows:

Excellence (A) requires that you occasionally play a leadership role in discussion (without dominating the discussion), demonstrate that you carefully read and thoughtfully consider the text; discuss points articulately; listen sensitively and respond intelligently to other's views; do not interrupt, obstruct or dominate the discussion; ask insightful, carefully constructed questions; and take responsibility for the overall quality of the discussion.

Above average (B) requires that you participate actively in discussion, demonstrate good knowledge of the reading materials, work to achieve understanding, listen to other viewpoints, and ask sound questions.

Average (C) requires that you follow the discussion, make occasional comments, have a basic knowledge of the readings, and

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sometimes ask questions.

Below average (D) requires that you occupy a seat and occasionally show signs of life.

Failure (F) requires that you occupy a seat but show no signs of life.

(Participation guidelines from Scott Myers-Lipton's (San Jose State University) syllabus for his "Poverty Wealth and Privilege" course.)

Course Assessment:

The following grading scale will be used to calculate your final grade: A = 90-100%; B= 80-89%; C=70-79%; D=60-69%; and F=Below 60%. Late assignments will be down-graded a half step (e.g., from "B" to "B-minus") for each day that the assignment is late.

The evaluation criteria for most written assignments will include the following:

- Accurate and objective representation of content, activity, theory or concept
- Thoughtful subjective response to material indicating understanding and application
- Critical thinking in response and critical questions and answers to resolve
- Integration or reference to readings, class discussions, service experiences, current events
- Proper mechanics of format, grammar punctuation

Form Originator: LEIDYK, Leidy Klotz Date Form Created: 5/23/2012

Form Last Updated by: , Date Form Last Updated: 6/4/2012

Form Number: 5037

Approval

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Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
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<i>McElaine Richards</i>	6/22/12		
Chair, College Curriculum Committee	Date	Provost	Date
		<i>Chris P. Helms</i>	10/24/12
College Dean	Date	President	Date
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Director, Calhoun Honors College	Date		