

## SUST 3003: Sustainable People, Sustainable Planet

Tu/Th, 2:30 - 3:45 pm  
Rapson Hall 45  
3 credits  
Fall 2012  
Class #20223

Instructor  
Dan Philippon  
Associate Professor of English  
21 Lind Hall  
Phone: 612-624-4209  
Email: danp@umn.edu  
Office Hours: Tu/Th, 12 - 1:30 pm  
Web Site: <http://umn.edu/~danp>

Teaching Assistant  
Jacqueline Schiappa  
Department of Writing Studies  
214 Nolte Center  
Phone: 612-624-3445  
Email: schia013@umn.edu  
Office Hours: By appointment

### Course Description

Sustainability recognizes that social equity, environmental integrity, and economic prosperity are all worthy goals, but these goals compete, so it is difficult if not impossible to maximize all three of them concurrently. Some objectives of sustainability are therefore often realized at the cost of other equally valid objectives. How do we collectively move towards an ideal balance of these different aspects of sustainability? In “Sustainable People, Sustainable Planet” we will approach sustainability from multiple viewpoints and explore various models for understanding sustainability. Through a variety of real-world case studies, we will explore the conflicts and trade-offs that occur from trying to put sustainability into practice. We will also examine different approaches to sustainable living, so you can consider whether and how to integrate sustainability into your own life. “Sustainable People, Sustainable Planet” is intended for sophomores and above. There are no other prerequisites, but you should have previous exposure to critical reading, writing, and thinking.

Note on Course Content and Delivery: SUST 3003 is an upper-level survey course taught in lecture-and-discussion format. It is also the gateway course into the Sustainability Studies Minor. SUST 4004, “Sustainable Communities,” is a hands-on, project-based capstone course for the minor. While some of the content of SUST 3003 may overlap with other courses on sustainability (such as ESPM 1011, LA 3501, and the HECUA program), the course as a whole is meant to provide a unique perspective on the subject. If at any time you have concerns about the level, format, or content of the course, please let me know so I can help you meet your personal learning objectives. More info: <http://www.susteducation.umn.edu/>

Course web site: <https://moodle2.umn.edu/course/view.php?id=6859>

Class time: 50% lecture, 50% discussion

Work load: 20-40 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 brief class presentation, several short papers, in-class reflections, and discussion forum postings

Grade: 30% mid-term exams, 20% final exam, 25% written reports or papers, 20% reflection papers, 5% class participation

Liberal Education Requirements: Liberal Education courses help you investigate the world from new perspectives, learn ways of thinking that will be useful to you in many areas of your life, and grow as an active citizen and lifelong learner. This course fulfills the Liberal Education requirement for Environment theme by helping you become engaged with the science and policy surrounding the environment. In particular, it seeks to demonstrate how solving environmental problems will require not only science and technology but also individual action and public policy that is consistent with the ethics and values of society.

### Objectives

**What questions will the course help you to answer? How will you grow in knowledge and understanding? What intellectual abilities will the course help you to develop?**

By the end of this course, you should be able to:

- understand basic facts and concepts involved in the study and practice of sustainability
- connect the diversity of perspectives involved in sustainability, including history, philosophy, psychology, economics, politics, religion, culture, and science and technology
- clarify your own position by evaluating competing social, environmental, and economic goals
- collaborate with others to find common ground in the search for sustainability
- integrate concepts of sustainability into your own life as you see fit
- communicate your ideas effectively in writing and in speaking

**Student Learning Outcomes:** This course also meets five of the University's seven Student Learning Outcomes by helping you to:

- identify, define, and solve problems, through exams that assess your understanding of material from our textbook and my lectures concerning environmental problems and solutions, as well as through our in-class discussion of this material
- locate and critically evaluate information, through the jigsaw assignment on sustainable energy
- understand diverse philosophies and cultures within and across societies, through our discussion of the history, anthropology, philosophy, and religion related to sustainability
- communicate effectively, through your class participation, class presentation, and the writing of your papers, exams, in-class reflections, and discussion forum postings
- acquire skills for effective citizenship and life-long learning, through the writing of your papers and discussion forum postings, and through our in-class discussion of ideas for sustainable living

## **Texts**

**What reading materials will help you to pursue the goals of this course?**

There is one required textbook for this course:

- James Gustave Speth. The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability. New Haven: Yale University Press, 2008. ISBN-13: 978-0300151152. \$17.45.

We will also be reading many short articles, which will be available on our course web site, listed above.

## **Grades**

**How will I evaluate the nature, quality, and progress of your learning?**

I will award grades in this course according to the University of Minnesota's Uniform Grading Policy:

A: achievement that is outstanding relative to the level necessary to meet course requirements

B: achievement that is significantly above the level necessary to meet course requirements

C: achievement that meets the course requirements in every respect

D: achievement that is worthy of credit even though it fails to meet fully the course requirements

F: represents failure and signifies that the work was either:

- completed but at a level of achievement that is not worthy of credit, or
- not completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (Incomplete)

I will also award pluses and minuses, with the highest possible grade being an "A."

Students taking this course using the S-N option must complete all requirements, which will be graded using the A-F system. Students must earn a "C-" or better to receive an "S" (Satisfactory). Students earning a "D+" or worse will receive an "N" (No Credit). If you wish to change from the A-F grading system to the S-N system, or vice-versa, you must do so within the first two weeks of the semester.

I will assign an "I" (Incomplete) only in extraordinary circumstances, such as hospitalization. An Incomplete requires a written agreement between us, and it will automatically become an "F" at the end of the next semester of your registration if you do not complete the course requirements by that time.

Grades will be assigned in terms of a percentage of possible points according to the following standards:

A >= 93%	B+ >= 87%	C+ >= 77%	D+ >= 67%	
A- >= 90%	B >= 83%	C >= 73%	D >= 63%	F < 63%
	B- >= 80%	C- >= 70%		

I may choose to grade more generously, but I will not raise my standards above these. If at any time you have concerns about your grade, please do not hesitate to contact me. Overall, I would say I am a "tough but fair" grader. I expect your work to be outstanding, and the way to get an "A" is to meet those expectations in every respect.

### How to Calculate Your Grade

You can calculate your grade at any time by adding up all the points you received on your assignments to date and dividing that number by all the points you could have received on those assignments. (Grades for attendance and participation will not be calculated until the end of the semester.)

### Credits and Workload Expectations

This three-credit course will require, for the average University of Minnesota undergraduate student, nine hours of academic work per week, averaged over the term, in order to complete the work of the course. Since the course meets for three hours a week, you should expect to spend an additional six hours a week on coursework outside the classroom. All grades are based on the quality of the work submitted, not on hours of effort.

## **University Resources**

**What University resources exist to help you succeed in this course?**

### Student Writing Support

Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. Phone: 612-625-1893. Web: <http://writing.umn.edu/sws>

### Student Academic Success Services

University Counseling & Consulting Services (UCCS) offers learning support services, including classes, workshops, individual consultation and counseling, and study skills resources to help you be successful at the University. They have two Twin Cities campus locations: Minneapolis (340 Appleby Hall) and St. Paul (199 Coffey Hall). Phone: 612-624-3323. Web: <http://www.uccs.umn.edu/>

### Student Mental Health and Stress Management

Many university services exist to help you address a range of mental health concerns or stressful events that may lead to diminished academic performance. These include strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. For more information on confidential mental health services, see: <http://www.mentalhealth.umn.edu/>

## **University Policies**

**What University policies apply to this course so that you will have a safe, productive, and fair environment for learning?**

### Sexual Harassment

Sexual harassment by or toward a member of the University community is prohibited by Board of Regents policy. Complaints about sexual harassment should be reported to the University's Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall.

### Classroom Conduct

All students at the University have the right to a civil, productive, and stimulating learning environment. In turn, instructors have a responsibility to nurture and maintain such an environment. Lively, even heated, discussion is not disruptive behavior. Both instructors and students have a fundamental obligation to respect the rights of each other and an equally fundamental obligation to respect the instructional setting as a place for civil, courteous behavior. Students who disrupt the educational process because of discourteous, threatening, harassing, or other aggressive behavior will be removed from class.

### Disability Accommodations

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If you have a disability, please contact me and/or Disability Services (180 McNamara Alumni Center, 612-626-1333 TTY/voice) to schedule an appointment with a Specialist. All requests will remain confidential. This syllabus is available in alternative formats upon request.

### Student Academic Integrity and Scholastic Dishonesty

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. Any student found guilty of scholastic dishonesty in this course can be assigned a penalty up to and including an "F" or "N" for the course and be reported to the University's Office for Student Conduct and Academic Integrity. If you have any questions regarding the expectations for a specific assignment or exam, please ask.

## Requirements

### What will you be doing to pursue the goals of this course?

To succeed in this course, you must complete the following requirements, which are worth a total of 1,000 possible points. For more information on this point system, see the section on grades.

**1. Attendance and Participation (50 points):** Learning is social; it occurs in community. As a result, you will need to participate actively in this course on several levels, so that all of us can learn as much as possible from one another.

Course Logistics: We will meet for two 75-minute sessions each week, which will involve a combination of lecture and discussion, as well as the frequent use of video, participatory learning activities, and informal writing assignments. Each class meeting will typically be structured around 1-3 reading assignments, which you should read before you come to class. Electronic copies of readings will be available on our course web site.

Our time in class is limited and therefore valuable. For this reason you should:

- arrive on time and stay the entire class period. Students who arrive late or leave early disrupt the flow of class and may miss important information. You should not expect to pass this course if you arrive late or leave early on a regular basis.
- stow your cell phone, iPod, iPad, laptop, and other electronic devices. In order to learn as much as we can from one another, we must pay attention to one another, and that means no texting, emailing, or web surfing during class. Your cell phone must be off, away, and out of sight. If I see you texting during class, I will stop the class and ask you to leave. In addition, because I post most of my lecture notes online, you will not need to use a laptop.
- refrain from eating meals during class. You are welcome to bring a drink or light snack with you to class, but please be considerate of those around you.

In return, I will always begin and end class on time, will place any lecture notes online as soon as possible after the end of class, and will make myself available to answer your questions and discuss your concerns before and after class, whenever possible, in addition to during my office hours.

We track attendance in a number of ways, including sign-in sheets, reflection papers, and other in-class assignments. You are responsible for documenting the legitimacy of any absence. You will not be penalized for absence due to unavoidable or legitimate circumstances. Such circumstances include:

- verified illness of you or your dependent
- participation in intercollegiate athletic events
- participation in activities sponsored by the University and identified as excused absences
- subpoenas, jury duty, military service, bereavement, and religious observances

Note that a pattern of unexcused absences is cause for a grade of "F" or "N" in the entire course. If you know in advance that you are going to be absent on the day an assignment is due, please submit the assignment beforehand. Otherwise, you may take up to one week to submit a late assignment, provided you can document your absence. If you cannot document your absence, late assignments will have their grades reduced by 25 percent, provided they are submitted within one week of the due date. After one week, late assignments will not be accepted, except in the case of verified illness or family emergency.

Although our class is large, I will do everything I can to encourage the participation of as many people as possible on as many days as possible. At the end of the semester, I will evaluate your class participation using the following scale:

- A: frequent and courteous participation, with mature and thoughtful insights
- B: above average participation and insight
- C: moderate participation and reasonable insight
- D: below average participation with little understanding of the issues
- F: little or no participation

Halfway through the semester, I will ask you to evaluate your own class participation using this scale, as well as identify what can you do to improve. At the end of the semester, I will ask you to evaluate yourself again, as well as indicate what have you done to improve since mid-semester. I will then take this final evaluation into account when assigning grades in this portion of the course.

To receive the full 50 points for attendance and participation, therefore, you should read the assigned texts carefully, attend the class meetings conscientiously, and participate actively in class discussions, small-group work, and other in-class assignments.

**2. Class Presentation (20 points):** Throughout the semester, we will begin most class meetings with two “two-minute moments,” in which two pairs of students take two minutes each to introduce us to a resource having to do with sustainability. The resource may be a web site, a book, an organization (local, national, or international), an event, or anything else you believe may be of interest to the class. This assignment will help you get to know another student in the class, learn how to collaborate effectively, and practice your public speaking skills in a relatively painless way. If you would like to display a web page, please email me the link before class, so I can bookmark the site on my laptop. My email is danp@umn.edu. I will assign you a partner and a day for your presentation, and we can work out any conflicts after that. Your presentation will be evaluated on a pass-fail basis.

**3. Discussion Forums (80 points):** Another important part of our course are the eight Moodle Discussion Forums, one of which you will be assigned to, based on the first letters of your last name. These forums serve several purposes:

- they allow us to continue our discussions beyond the limits of the physical classroom
- they allow students who may not feel comfortable speaking up in class the opportunity to share their thoughts by another means
- they allow you the chance to try out your ideas informally on others before committing them to paper for your other assignments
- they improve your understanding and retention of our subject matter (i.e. your learning) by allowing you to engage with the course material rather than just passively reading or viewing it
- they provide an opportunity for you to get to know a smaller group of students well over the course of the semester

To achieve these objectives, you must contribute one POST and one REPLY to your assigned discussion forum for four of the five parts of our course (you choose the one to skip). All posts and replies are due by the beginning of class on the dates marked on the course schedule. You may, however, submit your posts and replies at any time prior to the deadline in each part of the course.

- Each POST should be approximately 300 words long and should be a thoughtful, considered reaction to one or more of the texts, films, or images in that part of the course. Your post should be based primarily on your own attention to and engagement with the course material. You might, for instance, explain why you agree or disagree with an author’s claims; provide additional historical or theoretical context about a film; describe something that confuses, shocks, or troubles you about an image; ask a question about a reading and then attempt to answer that question; compare one text or film to another; or provide new information about a subject addressed by some of the course material. Each post is worth 15 points.
- Each REPLY should be a minimum of 100 words long and should respond to another student’s post by building on it, disagreeing with it, or re-thinking it. Your reply should be a model of public discourse: careful reading of other ideas and opinions, respectful agreement or disagreement, and comments that reflect in-depth engagement with the topic. Note that 100 words is only a minimum length; you may certainly write more. Each reply is worth 5 points.

The subject line of each message should begin with the word “POST” or “REPLY,” followed by a colon and then the subject of your message. At the end of each message, please also indicate its word count. You can run “Tools > Word Count...” in Microsoft Word before pasting your text into the message window, but please do not attach a Word file containing your message. Do feel free, however, to include links to photos, videos, websites, and other resources in your messages.

Although we will read the forums regularly, we will not be able to provide feedback on every post and reply, given the size of our class. Instead, we will watch for trends in the length, number, timing, and quality of your messages throughout the semester, and we will let you know if you need to improve. At the end of the semester, we will evaluate your participation in the forums using the following scale:

- A: original, insightful, demonstrates rich understanding, very well written
- B: thoughtful, demonstrates good understanding, well written
- C: demonstrates some understanding, though may be hard to understand itself
- D: demonstrates little understanding, poorly written
- F: inadequate, very poorly written, or missing

We will take additional posts and replies into account when awarding grades, but quality is more important than quantity.

**4. In-class Reflections (100 points):** This class requires active participation, but you can't participate unless you come to class fully prepared, having carefully read and considered the assigned readings. To ensure that you have done so, for 12 class sessions we will follow our "two-minute moments" with a 5-minute "free write," in which you will be asked to respond to a reflective question based on that day's reading assignment. You may not consult the reading itself while writing your reflection, but you may use any notes you have taken, so I encourage you to take brief notes on each assigned reading and bring these to class. Because they are in-class assignments, reflections must be completed at the time they are assigned; no early or late submissions are allowed. I will drop your two lowest scores on these reflections when calculating your final grade. I will evaluate your reflections using the following scale:

- A (9-10 points): original, insightful, demonstrates rich understanding, very well written
- B (8 points): thoughtful, demonstrates good understanding, well written
- C (7 points): demonstrates some understanding, though may be hard to understand itself
- D (6 points): demonstrates little understanding, poorly written
- F (0 points): inadequate, very poorly written, or missing

**5. Jigsaws (150 points):** For three of our class sessions we will be conducting "Jigsaws," which are activities designed to promote collaborative learning and the sharing of multiple perspectives. At least two types of Jigsaws will be used: article-based and issue-based.

- For the article-based Jigsaws, I will assign different groups of students different articles to read. During class, you will first meet with an "expert" group, consisting of other students who have read the same article, where you will discuss that article's main points. Then you will meet with an "exchange" group, consisting of students from all of the other expert groups, where you will exchange key information from all the assigned articles.
- For the issue-based Jigsaws, I will assign you a role to play in a controversy. Prior to class, you must build a defense of your assigned perspective, even though it may conflict with your personal beliefs. During class, you will first discuss your position with others who share the same role. Then you will meet with students playing conflicting roles to negotiate a resolution.

To help you prepare for each jigsaw, I would like you to write a one-page memo (worth 50 points) that either summarizes the key points from your reading (article-based) or outlines the arguments you will use for your role (issue-based). I may also ask that you offer your thoughts, comments, or questions about the issue. At the end of each class, we will then discuss the issue or controversy as a large group.

**6. Writing Assignments (100 points):** I will also ask you to complete two writing assignments, which are due on the dates indicated on the course schedule:

1. Ecological Footprint (50 points): You will use a web-based calculator to measure your ecological footprint and respond to several reflection questions. This will be described in greater detail in a separate handout.
2. Extracurricular Event OR Sustainability Challenge (50 points): Pick ONE of the following options to write about. Your paper should be typed, single-spaced, in 12 point Times, with one-inch margins. It should fill at least one whole page, but it may also continue onto no more than one additional page, either on the back or on another sheet of paper. You may turn this assignment in anytime before the due date on the course schedule.
  - a. Extracurricular Event: Attend a campus or community event pertaining to sustainability and write an interpretive summary of that event. The first part of your summary should indicate the date, subject, location, and speakers/leaders of the event you attended, as well as what the event involved. The rest of your summary should explain why and how this event is related to the subject of sustainability.
  - b. Sustainability Challenge: Do something crazy related to sustainability and write about it. Build an electric car. Visit a melting glacier. Canoe the Chain of Lakes. Eat only local foods. Start a green business. This needs to be a real challenge for you, something you would not ordinarily do, and it should not be something you received credit for in another course. Be creative. Push the envelope. Knock yourself out. (But check with me before proceeding.)

**7. Exams (500 points):** Three exams will allow you to demonstrate your understanding of the course material. Two in-class exams (150 points each), given on the dates indicated on the schedule, and a take-home final (200 points), due on the last day of class. Make-up exams will be given at my discretion and only if you can document the legitimacy of your absence.

- The in-class exams will consist of several identification, definition, and short-answer questions based primarily on the readings and on my lectures. They may also contain a short essay question. Partial credit will be given for partially correct answers.
- The take-home exam will consist of one or more essays that ask you to apply your understanding to particular situations or to analyze, synthesize, and evaluate evidence and conclusions—all of which involve the kind of higher-order intellectual activities this course helps you to develop.

## Contact Me

### How can you contact me to help you learn?

The best way to contact me is immediately after class; I would be happy to meet with you briefly to answer a question or elaborate on a point made in class. To contact me at other times, feel free to call me at my office, send me email, or stop by during my office hours. If my office hours are inconvenient for you, please let me know, and we can arrange to meet at another time. Even if you do not have a specific question, I encourage you to stop by my office at some point during the semester, so that I can get to know you better as a person and so that we can talk in more detail about the subjects that interest you. The main reason I am here is to help you learn and grow, so please take advantage of this opportunity and come see me. **My contact information appears at the top of this syllabus.**

## Course Schedule

### How is this course structured to develop your knowledge, understanding, and abilities throughout the semester?

This schedule is subject to change, so if you miss a class you should check with a classmate for the most current information. Lecture notes, handouts, and additional readings will be available on our web site.

## 1. Introduction to Sustainability: People, Planet, and Principles

- Tu 9/4     **Welcome**  
Read: Diane Ackerman, "Are We Living in Sensory Overload or Sensory Poverty?" (optional)
- Th 9/6     **Sustainable People: What is social equity?**  
Read: Jeffrey Sachs, "Can Extreme Poverty Be Eliminated?"  
Lester Brown, "Eradicating Poverty and Stabilizing Population"  
Nicholas Kristof, "You, Too, Can Be a Banker to the Poor"  
Bono, "M.D.G.'s for Beginners ... and Finishers" (optional)  
Vikas Bajaj, "Microlenders, Honored With Nobel, Are Struggling" (optional)  
Tina Rosenberg, "When Microcredit Won't Do" (optional)
- Tu 9/11    **Sustainable Planet: What is environmental integrity?**  
Read: Speth, Preface, Introduction, and Chapter 1 (pp. ix-45)  
Peter Vitousek, et al., "Human Domination of Earth's Ecosystems" (optional)  
GreenFacts Digest of Millennium Ecosystem Assessment (optional)  
Johan Rockström, et al., "A Safe Operating Space for Humanity" (optional)
- Th 9/13    **Ecological Footprints: What is your own social and environmental impact?**  
Read: Wackernagel and Rees, from Our Ecological Footprint  
Ryan and Durning, from Stuff: The Secret Lives of Everyday Things  
Elizabeth Kolbert, "Green Like Me"  
Gretchen Rubin, "Good Stuff"  
DUE: Ecological Footprint Assignment (online)
- Tu 9/18    **Sustainability Defined: Is it a useful concept?**  
Read: Forum on Sustainability, from Conservation Biology  
Michael D. Lemonick, "Top Ten Myths about Sustainability" (optional)  
David Orr, "Four Challenges of Sustainability" (optional)  
DUE: Discussion Forum Post #1

- Th 9/20 **Principles of Sustainability: What is systems thinking?**  
 Read: Speth, Chapter 2 (pp. 46-66)  
 Meadows, "Leverage Points: Places to Intervene in a System"  
 Speth, "Change Everything Now: An Interview with Gus Speth"  
 DUE: Discussion Forum Reply #1

## **2. Perspectives I: Sociology, History, and Anthropology**

- Tu 9/25 **Sociology: What is the tragedy of the commons?**  
 Read: Hardin "The Tragedy of the Commons"  
 Dietz, Ostrom, and Stern, "The Struggle to Govern the Commons"  
 Snyder, "Understanding the Commons"
- Th 9/27 **Film: Empty Oceans, Empty Nets (marine fisheries as a commons tragedy)**  
 Read: Boris Worm, et al., "Rebuilding Global Fisheries" (optional)  
 Wilf Swartz, et al., "The Spatial Expansion and Ecological Footprint of Fisheries (1950 to Present)" (optional)  
 DUE: Discussion Forum Post #2
- Tu 10/2 **History: What is the history of environmental concern?**  
 Read: Speth, Chapter 3 (pp. 67-86)  
 Preservation vs. Conservation readings (Marsh, Muir, Pinchot, Leopold)  
 DUE: Discussion Forum Reply #2
- Th 10/4 **Jigsaw #1: Do indigenous societies hold the key to sustainability?**  
 DUE: one-page memo
- Tu 10/9 **EXAM #1**

## **3. Perspectives II: Economics and Psychology**

- Th 10/11 **Economics I: Will the free market lead to sustainability?**  
 Read: Speth, Chapters 4-5 (pp. 89-125)  
 Steven Kurutz, "Eco Meets the Economy" (optional)
- Tu 10/16 **Psychology: Is economic growth a good measure of happiness?**  
 Read: Speth, Chapters 6-7 (pp. 126-64)  
 Christie Manning, "The Psychology of Sustainable Behavior"  
 Stephanie Rosenbloom, "But Will It Make You Happy?" (optional)  
 In class: Mid-semester evaluations
- Th 10/18 **Economics II: Should capitalism be reformed, and if so, how?**  
 Read: Speth, Chapters 8-9 (pp. 165-95)  
 Natural Capitalism handout  
 Al Gore and David Blood, "A Manifesto for Sustainable Capitalism" (optional)  
 Fred Magdoff and John Bellamy Foster, "What Every Environmentalist Needs to Know About Capitalism" (optional)  
 DUE: Discussion Forum Post #3
- Tu 10/23 **Film: The Corporation**  
 Read: Jared Diamond, "Will Big Business Save the Earth?"  
 William Deresiewicz, "Capitalists and Other Psychopaths"  
 DUE: Discussion Forum Reply #3

## **4. Perspectives III: Philosophy, Religion, Communication, and Politics**

- Th 10/25 **Philosophy: What should we value and why?**  
 Read: Speth, Chapter 10 (pp. 199-216)  
 J. Baird Callicott, "The Land Ethic"  
 Michael P. Nelson and John A. Vucetich, "True Sustainability Needs an Ethical Revolution" (optional)

- Tu 10/30 **Religion: What role should religion play in the search for sustainability?**  
Read: White, "The Historical Roots of Our Ecologic Crisis"  
Wendell Berry, "The Gift of Good Land"
- Th 11/1 **Jigsaw #2: What ethical issues does climate change raise?**  
DUE: one-page memo
- Tu 11/6 **Communication: How should we communicate about climate change?**  
Read: The Psychology of Climate Change Communication  
Futerra Sustainability Communications (optional web site)  
The Onion, "We Need To Do More When It Comes To Having Brief, Panicked Thoughts About Climate Change" (optional)  
DUE: Discussion Forum Post #4  
(Election Day: Polls will be open for extended hours, so you can vote without missing class.)
- Th 11/8 **Politics: What should democracy look like in an age of globalization?**  
Read: Speth, Chapters 11-12 (pp. 217-37)  
Derrick Jensen, "Forget Shorter Showers"  
Michael Pollan, "Why Bother?"  
Speth, "America the Possible: A Manifesto" (optional)  
DUE: Discussion Forum Reply #4

Tu 11/13 **EXAM #2**

## **5. Case Studies in Sustainability: Design, Energy, and Agriculture**

- Th 11/15 **What does sustainable design look like?**  
Read: David Orr, "Human Ecology as a Problem of Ecological Design"  
William McDonough and Michael Braungart, "The Extravagant Gesture"  
Justin McGuirk, "Sustainable Design is Wearing Thin" (optional)  
Wendy Lee, "Did Students at U Go a Step Too Far?" (optional)
- Tu 11/20 **Film: The Next Industrial Revolution**
- Th 11/22 **No Class: Thanksgiving Break**
- Tu 11/27 **Jigsaw #3: What does sustainable energy look like?**  
DUE: one-page memo
- Th 11/29 **Film: Power Surge**  
Read: Jenna Ross, "UM-Morris: Green goal, then reality" (optional)  
DUE: Extracurricular Event OR Sustainability Challenge
- Tu 12/4 **What does sustainable agriculture look like?**  
Read: Wendell Berry, "Farming and the Global Economy"  
Janine M. Benyus, "How Will We Feed Ourselves?"  
Green Facts Digest of International Assessment of Agricultural Science and Technology for Development (optional)  
DUE: Discussion Forum Post #5  
In class: Course evaluations; Final Exam distributed
- Th 12/6 **Film: Fresh**  
DUE: Discussion Forum Reply #5
- Tu 12/11 **Last Class**  
DUE: Take-home final exam