

Introduction to Sustainability

057:013

Spring 2012

Tuesday & Thursday, 9:30 - 10:45 a.m.

350 Van Allen Hall (VAN)

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Course TA(s):

Required Books:

(Student purchased) *Strengths Finder 2.0* by Tom Rath
(A NEW Strengths Finder book, with online access code in back, is required if you don't have results from any previous use of the Strengths Finder online assessment.)

Required Books: *The Handbook of Sustainability Literacy* edited by Arran Stibbe
(Instructor loaned) *Thinking in Systems* by Donella Meadows, edited by Diana Wright
The Skeptic's Guidebook to Sustainability BETA VERSION edited by Craig Just

Recommended: *Basic Math & Pre-Algebra for Dummies* and the accompanying workbook by Mark Zegarelli. This resource is recommended for students that want to gain extra practice with applied math.
English Grammar for Dummies by Geraldine Woods. This resource is recommended for students that want to gain extra practice with speaking and writing skills.
Getting Things Done by David Allen

Required Gear: A basic, scientific calculator is required and can be used at any time in the classroom. Paper, pens and pencils will be required for many in-class assignments.

Description: This course will introduce sustainability knowledge, skills and habits as a means to shape one vision of a *sustainable citizen*. The course will

emphasize the basic skills of literacy, applied math and finding information as students explore sustainability knowledge areas via increasing levels of democratic dialoguing and with attention to increasing larger system sizes. The traditional sustainability knowledge areas related to society, economy and environment will be explored before moving toward more intersecting themes such as Informed Consumerism, Eco-Economies and Livable Environments.

This course is required for the UI Certificate in Sustainability which seeks to place students on a path toward becoming effective leaders and agents of change for sustainability in whatever professional setting they choose, whether it is as an academic researcher and teacher, a corporate officer, a technology specialist, a farmer, a grassroots advocate, or a government official.

Assignments: Individual and team-oriented assignments are utilized in this course. Assignments are usually due on Thursdays before the start of class – typically typed and posted to the course ICON site. It is expected that individual assignments reflect the work of individual students without any hint of plagiarism even if assignments are completed in a group setting. Team assignments can be uploaded to ICON by any member of the team, on behalf of the entire team.

Peer Learning: Much of the learning in this course is facilitated through teamwork and peer-to-peer dialogue and activities as guided by your course facilitators. Successful peer-to-peer interactions require practice, planning, patience and “give and take”. Begin to build your team relations right away to get the most out of the course. Please rely on your teammates for notes, announcements, etc., for any class periods missed, but please make the course facilitators aware of planned absences before class and emergency absences as soon as practical. This is not an online course and you are expected to attend every single, scheduled class session. Participation in class is crucial to the success of peer facilitate learning.

Service Learning: Introduction to Sustainability is a *service-learning* course. Service learning will be utilized to enhance understanding of what it means to be a *sustainable citizen* in a representative democracy. Examples of service learning include participation in student, city and county government meetings and actively assessing the sustainability “opportunities” and “threats” represented by what is discussed at these meetings. Service learning is distinguished from volunteering by how a student relates the experience to course learning goals through a process called *reflection*. Service learning activity for this course will be defined by the level of student engagement, the quality of student reflections, the mutual benefit for the

student and service partner and the public dissemination of partnership results. Our service learning “partner” for this course will be broadly defined as “democracy” or “community” or “country”.

Points:	In-class assignments (must be present, no make-ups)	50
	Quizzes (Q1, Q2...Q6 at 10 points each)*	50
	Personal Assignments (A1, A2...A10 at 10 points each)	100
	Team Assignments (T1, T2...T5 at 10 points each)	50
	Service Learning Experiences (S1, S2...S5)	50
	Final “Creative Works” (1 written opinion and 1 multimedia piece)	50
	Exams (Midterm & Final at 50 points each)	100
	TOTAL	450

**Quizzes are scored best 5 out of 6 quizzes taken during class, no make-ups*

Grading: A standard percentage scale will be used as shown:

A: 93-100;	A-: 90-92.99	
B+: 87-89.99;	B: 83-86.99;	B-: 80-82.99
C+: 77-79.99;	C: 73-76.99;	C-: 70-72.99
D+: 67-69.99;	D: 63-66.99;	D-: 60-62.99
F: <59.99		

Accommodations for Students with Disabilities: I would like to hear from anyone who has a disability which may require seating modifications or testing accommodations or accommodations of other class requirements, so that appropriate arrangements may be made. Please contact me during my office hours.

Electronic Communications: Email and ICON will be utilized for student contact with the expectation that students login and check these resources at least once each day the class meets. University policy specifies that students are responsible for all official correspondence sent to their standard University of Iowa e-mail address (@uiowa.edu).

Electronic Devices in the Classroom: Use of electronic devices such as laptops, cell phones, iPads, etc. in the classroom is encouraged only as a means to search for knowledge related to the course. Students are encouraged to bring their personal electronic devices if they will enhance learning.

Non-participatory activities, such as texting for personal reasons or checking social networking sites for personal entertainment, are strongly discouraged. Students discovered engaging in these activities during class will likely find the subsequent dialogue with the course facilitator uncomfortable and the consequences may also be undesirable. The course facilitator reserves the right to lower a student’s grade based on documented occurrences of such activity.

A basic calculator, with scientific notation capabilities, is required and can be used in the classroom at any time.

General Course Timeline

Jan 17 Jan 19	Week 1: INTRODUCTION READING: <i>Skeptic's Guidebook Essays and Terminology</i> READING: <i>Handbook of Sustainability (HSL) Introduction pp 9-16</i>	Due (Th)
	In class assignments begin and continue throughout course	In-class
Jan 24 Jan 26	Week 2: DEMOCRATIC DIALOGUES READING: <i>HSL Commons Thinking pp 51-57</i> READING: <i>HSL Re-educating the Person pp 204-208</i>	Due (Th)
	First Personal Assignment (A1) due	A1
Jan 31 Feb 2	Week 3: SYSTEMS THINKING READING: <i>Thinking in Systems (TIS) Intro and Part One pp 1-72</i> READING: <i>HSL Systems Thinking pp 84-88</i>	Due (Th)
	Personal Assignment due Quiz 1 covering Weeks 1-2 (Thursday)	A2 Q1
Feb 7 Feb 9	Week 4: APPLIED MATH AND FINDING INFORMATION READING: <i>HSL Carbon Capability pp 124-129</i> READING: <i>Strengths Finder 2.0 (SF) Intro and Part One pp 1-32</i> READING: <i>TIS Part Two pp 75-141</i>	Due (Th)
	Personal Assignment due	A3
Feb 14 Feb 16	Week 5: POPULATION 7 BILLION READING: <i>National Geographic Modules (NGM)</i> NGM: <i>Population 7 Billion</i>	
	Personal Assignment due	A4
Feb 21 Feb 23	Week 6: SOCIETY READING: <i>HSL Cultural Literacy pp 117-123</i> READING: <i>TIS Part Three pp 145-185</i> READING: <i>Strategy for Sustainability (S4S) Chap 1: A Different Way to Formulate Your Business Strategy (file on ICON)</i>	Due (Th)
	Personal Assignment due Quiz 2 covering Weeks 1-5 (Thursday)	A5 Q2
Feb 28 Mar 1	Week 7: ECONOMY READING: <i>Green to Gold (G2G) Chap 1: Eco-Advantage (file on ICON)</i>	Due (Th)
	Personal Assignment due First Service Learning Assignment (S1) due	A6 S1
Mar 6 Mar 8	Week 8: ENVIRONMENT READING: <i>HSL Ecological Intelligence pp 77-83</i> FILM STUDY: <i>A Convenient Fiction</i> FILM STUDY: <i>An Inconvenient Truth</i> FILM STUDY: <i>Carbon Nation</i>	Due (Th)
	Personal Assignment due Quiz 3 covering Weeks 1-7 (Thursday)	A7 Q3
Mar 13 Mar 15	Week 9: SPRING BREAK...no classes Be safe!	
Mar 20 Mar 22	Week 10: MID-TERM ASSESSMENTS Review and Synthesize Midterm Exam: Mar 22	Due (Th)
	Exam 1 covering Weeks 1-8 (Thursday)	Exam 1

Mar 27 Mar 29	Week 11: THE TRUE PRICE OF GOLD READING: National Geographic Modules (NGM) NGM: <i>The True Price of Gold</i>	
	Personal Assignment due	A8
Apr 3 Apr 5	Week 12: INFORMED CONSUMERISM READING: HSL <i>New Media Literacy</i> pp 111-116 READING: HSL <i>Materials Awareness</i> pp 137-143 READING: Companies on a Mission (COM) Chap1: <i>Capitalizing on an Underground Consumer Movement</i> (file on ICON)	Due (Th)
	First Team Assignment (T1) due Second Service Learning Assignment (S2) due Personal Assignment due Quiz 4 covering Weeks 1-11 (Thursday)	T1 S2 A9
Apr 10 Apr 12	Week 13: ECO-ECONOMIES READING: HSL <i>Greening Business</i> pp 130-136 READING: Walmart Case Studies READING: (COM) Chap 10: <i>Bringing IT All Together</i> (file on ICON)	Due (Th)
	Team Assignment due Third Service Learning Assignment (S3) due	T2/T3 S3
Apr 17 Apr 19	Week 14: LIVABLE ENVIRONMENTS READING: HSL <i>Ecocriticism</i> pp 19-24 FILM STUDY: <i>The Greening of Southie</i>	Due (Th)
	Quiz 5 covering Weeks 1-13 (Thursday)	Q5
Apr 24 Apr 26	Week 15: EARTH WEEK PROJECT PRESENTATIONS	Due (Th)
	Personal Assignment due Team Assignment due	A10 T4
MAY 1 MAY 3	Week 16: (TUESDAY) THE ACID SEA READING: NATIONAL GEOGRAPHIC MODULES (NGM) NGM: <i>The Acid Sea</i> (THURSDAY) EXAM REVIEW	Due (Th)
	Team Assignment due Quiz 6 covering Weeks 1-15 (Thursday) Service Learning Assignment (S4) due	T5 Q6 S4
MAY 8	Week 17: EXAM WEEK	
FUTURE	SUSTAINABLE CITIZENS IN MOTION	