

LSC Use Only

UWUCC Use Only Proposal No: 14-896

Proposal No: LSC Action-Date: AP-10/23/14 UWUCC Action-Date: Senate Action Date: App-4/28/15  
AP-2/24/15

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact(s) Susan Comfort, Brian Cope, Chris Jeffords, Amanda Poole, Karen Rose Cercone, Josiah Townsend, Tami Whited	Email <a href="mailto:scomfort@iup.edu">scomfort@iup.edu</a> , <a href="mailto:pooleab@iup.edu">pooleab@iup.edu</a>
Proposing Department/Unit: CHSS-CNSM/Sustainability Studies Comm.	Phone x2261, x2735

**1. Course Proposals (check all that apply)**

**New Course**

Course Prefix Change

Course Deletion

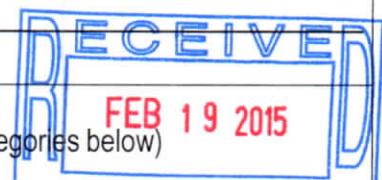
Course Revision

Course Number and/or Title Change

Catalog Description Change

Current course prefix, number and full title:

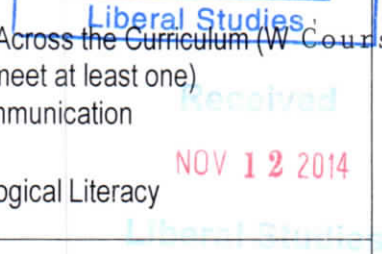
Proposed course prefix, number and full title: **SUST 201: Introduction to Sustainability**



**2. Liberal Studies Course Designations, as appropriate**

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

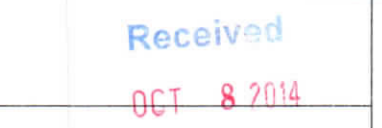
- Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W-Course)
- Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
- Global Citizenship** Information Literacy Oral Communication
- Quantitative Reasoning Scientific Literacy Technological Literacy



**3. Other Designations, as appropriate**

Honors College Course

Other: (e.g. Women's Studies, Pan African)



**4. Program Proposals**

Catalog Description Change

Program Revision

Program Title Change

Liberal Studies  New Track

New Degree Program

New Minor Program

Liberal Studies Requirement Changes

Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee	<i>Susan Comfort</i>	9/19/14
Department Chairperson(s)	<i>[Signature]</i>	9/19/14
College Curriculum Comm. Chair--CHSS	<i>Aly [Signature]</i>	9/19/14
College Curriculum Comm. Chair--CNSM	<i>Amy [Signature]</i>	10/3/14
College Dean--CHSS	<i>[Signature]</i>	9/19/14
College Dean--CNSM	<i>[Signature]</i>	10/3/14
Director of Liberal Studies (as needed)	<i>[Signature]</i>	11/17/14
Director of Honors College (as needed)		
Provost (as needed)		

## SYLLABUS OF RECORD

### SUST 201 Introduction to Sustainability

Credits: 3.0

Catalog Description:

Prerequisites: None.

Keystone course for students pursuing a minor in Sustainability Studies. To live sustainably is to aspire for balance with the environment in a society that seeks equality, justice, and the well-being of all species. Students consider definitions of sustainability among many others, as they are introduced to the principles, histories and practices of sustainability through a critical combination of interdisciplinary, global, and multicultural perspectives. Enables students to grapple with major, interdependent social, economic, cultural, and environmental contexts and issues related to sustainability. Engages students in a praxis-based problem-solving research project, which addresses a core set of current sustainability issues emerging in local, regional, national, and global contexts.

Lecture: 3.00

College: Humanities and Social Sciences

Department: Sustainability Studies Program



## Syllabus of Record

### Introduction to Sustainability Studies SUST 201

3 class hours  
0 lab hours  
3 credits  
(3c-01-3cr)

#### I. IUP Catalog Description

Catalog Description: Prerequisites: None.

Keystone course for students pursuing a minor in Sustainability Studies. To live sustainably is to aspire for balance with the environment in a society that seeks equality, justice, and the well-being of all species. Students consider definitions of sustainability among many others, as they are introduced to the principles, histories and practices of sustainability through a critical combination of interdisciplinary, global, and multicultural perspectives. Enables students to grapple with major, interdependent social, economic, cultural, and environmental contexts and issues related to sustainability. Engages students in a praxis-based problem-solving research project, which addresses a core set of current sustainability issues emerging in local, regional, national, and global contexts.

#### II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes)

At the end of the course, students will be able to:

##### Objective # 1:

Analyze the range of interpretations of sustainability and articulate their own definitions.

##### Expected Undergraduate Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners

**Rationale:** Lectures, discussions, readings, and assignments will allow students to analyze vastly different definitions of sustainability from multiple disciplines. The readings and assignments will thus provide students with myriad opportunities to examine the history of the definition(s) of sustainability from interdisciplinary, global and multicultural perspectives. The students will then develop and provide their own definitions, and critically consider how their definitions (relative to others) would be interpreted and applied in a local, regional, national, and global context.

##### Objective # 2:

Explain and analyze different disciplinary conceptualizations of the core concepts: ecosystem, environment, and biodiversity.

##### Expected Undergraduate Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners

**Rationale:** Lectures, discussions, readings, and assignments will inform students of the development of the core concepts of ecosystem, environment, and biodiversity, and their cultural histories and disciplinary conceptualizations. Students will critically analyze, for example, the ways that pastoral literary traditions have shaped prevailing notions of an ecosystem as an ideal sphere of harmony and balance. They will also reflect on the various meanings of the term environment, ranging from an environmental science perspective to various historical, anthropological, and eco-social understandings, which range from concepts of the environment as subordinate to, or outside of, human interests, to notions that the environment constitutes a historical field of human-non-human interaction. The students will work on assignments that situate and evaluate these conceptualizations according to the ways they structure disciplinary and interdisciplinary knowledge-production, environmental public policy, and legal frameworks.

##### Objective #3:

Explore and analyze the history and varieties of environmentalism.

##### Expected Undergraduate Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners



**Rationale:** Lectures, readings, discussions, and assignments will provide opportunities for students to explore the emergence of various streams of environmental thought and action under different historical, multicultural and global conditions, from conservationist movements in North America and Europe, occupational and urban health movements, and environmental justice struggles in the Global South. The students will then work on assignments to situate and evaluate the continuities and contrasts in the approaches and values implicit in the varieties of environmentalism.

**Objective # 4:**

Examine one or two of many possible interdependent social, economic, and environmental issues.

**Expected Undergraduate Student Learning Outcomes 1, 2, and 3:**

Informed, Empowered, and Responsible Learners

**Rationale:** Lectures, discussions, readings, and assignments will inform students about various social, economic, cultural, and environmental issues through the exploration and synthesis of different disciplinary perspectives on sustainability. Through this process, students will critically consider the interdependence of these issues and consider different methods to individually and collectively address them. The assignments will thus require students to critically apply the tools and methods of different academic disciplines while demonstrating an ability to synthesize the approaches and reflect on the feedback loops that exist among individual behaviors/actions, society, and nature.

**Objective #5:**

Explain and analyze place-based and indigenous practices of knowledge production.

**Expected Undergraduate Student Learning Outcomes 1, 2, and 3:**

Informed, Empowered, and Responsible Learners

**Rationale:** Lectures, discussions, readings, and assignments will explore place-based and indigenous knowledge production and practices. Students will critically engage the issues and questions that arise from the production and practice of knowledge in particular places and in traditional settings, and thus consider the ways these systems compare and contrast with planetary systems of standardization and classification. Assignments will ask students to consider the changing relationship between theory and practice in place-based “praxis” that dynamically engages theory as part of an action-based inquiry according to the socio-environmental conditions and knowledge of specific locations.

**Objective #6:**

Formulate realistic solutions to specific sustainability challenges at the local, national, and/or global scale.

**Expected Undergraduate Student Learning Outcomes 1, 2, and 3:**

Informed, Empowered, and Responsible Learners

**Rationale:** The full structure of all course lectures, readings, and associated assignments will explore a range of interdisciplinary, multicultural, and place-based approaches to solving contemporary issues in sustainability. Each student will then assess, and have the opportunity to synthesize these approaches, in a final research project/paper which focuses on at least one contemporary issue in sustainability, such as climate change, water and sanitation access, biodiversity, sustainable agriculture, or a separate topic approved by the instructor(s). As part of this assignment, students will consider the difficulties associated with uniformly (or otherwise) implementing sustainability in a world with constantly changing policies, preferences, economic and sociodemographic characteristics, resource availability, and values. After defining a local, national, and/or global issue or challenge, and critically evaluating the various aspects of the issue/challenge, each student will develop feasible (or otherwise) solutions to mitigate the potentially harmful effects of the issue/challenge. Each student will also analyze how his/her set of feasible solutions may create unintended consequences at the local, regional, national, and/or global scale.

### III. Course Outline

The following is a tentative outline which will evolve based on the current instructor of record and the state of research in sustainability. The number of and the relevant dates for the graded components of the course will be determined by the instructor of record – what is listed below is meant as an example. With the exception of the sample for Weeks One and Two, the individual assignments, group assignments, and individual reflection assignments are left blank. In part, many of these activities will be populated by the instructor of record based on his/her disciplinary background. Many ideas for assignments can be gleaned from the United Nations Educational, Scientific, and Cultural Organization’s Teaching and Learning for a Sustainable Future website.

#### A. Introduction—Connecting the Issues, Bridging the Disciplines (6 Hours)



We will review many of the key issues of sustainability as discussed through various disciplinary perspectives. How has disciplinary specialization enabled us to define sustainability? What are the limitations of disciplinary understandings? What is the history of the division of disciplinary specializations in the university, for example, between culture and economics, or between the natural and social sciences? What do we gain from collaborating across areas of expertise? How can we begin to synthesize our perspectives and approaches in interdisciplinary definitions of sustainability? How do our efforts contribute to a renewal of common knowledge and engaged intellectual inquiry in our daily lives? We will then discuss disciplinary and interdisciplinary definitions of sustainability, paying particular attention to the role of ethical, social, and political considerations in formulating such definitions.

**Sample Individual Assignment One:** Generate two definitions of sustainability from your disciplinary perspective.

**Sample Group Assignment One:** Generate two definitions of sustainability from an interdisciplinary perspective and defend these definitions from your respective disciplinary perspectives.

**Sample Individual Reflection Assignment One:** Compare and contrast your definitions of sustainability to those formed by your group. Discuss the ease or difficulty of formulating group definitions. Discuss the process of formulating the definitions.

#### **B. Disciplinary Approaches to Ecosystem, Environment, and Biodiversity (3 Hours)**

We will examine the core concepts of ecosystem, environment, and biodiversity, and their cultural histories and disciplinary conceptualizations. The students will work on assignments that situate and evaluate these conceptualizations according to the ways they structure disciplinary and interdisciplinary knowledge-production, environmental public policy, and legal frameworks.

**Individual Assignment Two**

**Group Assignment Two**

**Individual Reflection Assignment Two**

**Quiz One:** 30 minute exam covering the material from weeks one, two, and three, including lectures, assigned readings, and (group) assignments.

#### **C. The History and Varieties of Environmentalism (9 Hours)**

We will discuss the history and varieties of environmentalism, particularly by considering the role of class, race, and gender/sexuality in the development of environmental thought and activism. We will also discuss the connection of environmentalisms to philosophical and religious traditions. We will analyze how past events and actions on local, regional, national, and global scales have contributed to debates and conflicts in a (set of) country (countries) through a case-study approach.

**Individual Assignment Three**

**Group Assignment Three**

**Individual Reflection Assignment Three**

**Quiz Two**

#### **D. ‘Sense of Place and Sense of Planet’: Global, Place-Based and Indigenous Perspectives on Sustainability (6 Hours)**

Through a case-study approach, we will examine and compare global, place-based and indigenous perspectives on sustainability. There will also be an explicit analysis of global imaginations as well as local traditions as they pertain to sustainable solutions and practices, and how these characteristics are, and can be, translated across places. Using case-studies, we will also consider how gender, race, class, or ethnicity plays a role in addressing issues in sustainability.

**Individual Assignment Four**

**Group Assignment Four**

**Individual Reflection Assignment Four**

**Quiz Three**

#### **E. From Disciplinary to Interdisciplinary Perspectives on Issues in Sustainability I (9 Hours)**

We will engage in depth with a sustainability issue--such as climate change & energy; globalization and poverty; agriculture; tourism--from scientific, socio-economic, historical, and cultural perspectives.

**Individual Assignment Five**

**Group Assignment Five**  
**Individual Reflection Assignment Five**  
**Quiz Four**

**F. From Disciplinary to Interdisciplinary Perspectives on Issues in Sustainability II (6 Hours)**

We will engage in depth with another sustainability issue--such as climate change & energy; globalization and poverty; agriculture; tourism--from scientific, socio-economic, historical, and cultural perspectives.

**Individual Assignment Six**  
**Group Assignment Six**  
**Individual Reflection Assignment Six**  
**Quiz Five**

**G. Praxis-Based Inquiry Projects in Sustainability (3 Hours)**

The class will focus on support for student work on individual and/or praxis-based problem-solving research projects.

**H. Final Exam and/or Final Project Due (3 Hours)**

Students will be tested on their comprehensive knowledge of sustainability and sustainable development.

**IV. Evaluation Methods**

Praxis-Based Research Project/Paper: 20%  
Group Assignments: 10%  
Individual Assignments: 5%  
Reflection Assignments: 5%  
Quizzes: 30% (equally weighted)  
Final Exam: 20%  
Discussion and Participation: 5%  
Attendance: 5%

**Praxis-Based Research Project/Paper:** Each student will create a praxis-based project/paper analyzing a contemporary issue in sustainability such as climate change, access to water and sanitation, biodiversity, sustainable agriculture, or a separate topic approved by the instructor(s). As part of defining a local, national, and/or global issue or challenge, and critically evaluating the various aspects of the issue/challenge, each student will construct and justify an interdisciplinary approach to this issue. Each student will also analyze how his/her proposal may create unintended consequences at the local, national, and/or global scale.

**GRADING RUBRIC for the Praxis-Based Research Paper**

Based on the letter-grade rubric at IUP, the following is a simple example of potential grades for the research paper.

- A:** Outstanding: clear and compelling research question and ensuing argument; extremely well written and researched; properly cites all sources complemented by a complete works cited page; essay is well-organized with very few to no spelling/grammatical errors; demonstrates a thorough understanding of the readings and current research; conclusion not only summarizes the research questions and findings, but offers extensions of the research and potential caveats thereby demonstrating a mastery of the research area.
- B:** Very good: clear research question and ensuing argument; well written and researched; properly cites all sources complemented by a works cited page; essay is well organized but contains some spelling/grammatical errors; demonstrates a working knowledge of the readings and current research; conclusion shows an attempt to get at the heart of some kind of argument.
- C:** Satisfactory: introduction contains some sort of central idea or argument, but it is not immediately clear; each body paragraph is self-contained and attempts to relate to the introduction and research question; sources are cited, but not properly or consistently; no works cited page; cursory understanding of the readings and current research; essay is disorganized and contains spelling/grammatical errors; conclusion is merely a summary.
- D:** Unsatisfactory: essay meets the minimum page requirement; introduction has no focus; body paragraphs meander from idea to idea; some sources are cited, but not properly; no works cited page; conclusion is non-existent or abrupt.



**F: Unacceptable:** essay does not meet the minimum page requirement; introduction has no focus; body paragraphs meander, are inconsistently organized, and make little to no contribution to the overall paper; no works cited page; conclusion is non-existent or abrupt; essay contains un-cited passages and/or ideas.

**Group Assignments:** Groups will be formed by the instructor of record to maximize disciplinary diversity within each group. Students will thus learn to work across disciplines and will have to consider interdisciplinary methods to address issues in sustainability. Students will submit responses to a group assignment on due dates that coincide with the completion of a specific week/topic to facilitate the discussion of that topic. Each group assignment will be graded on a scale of 0-5 where a score of 5 represents an excellent response beyond the instructor's expectations; 4 represents a strong response with novel insights, information, and conclusion; 3 represents an acceptable response with some useful information and novel insights; 2 represents a weak response with little relevant information and/or novel insights; 1 represents a nearly incomplete assignment; and 0 represents not having turned in an assignment on the due date. The exact number of group assignments will be determined by the instructor of record, outlined within the syllabus distributed to the students during the first week of class, and discussed with the students at that time.

**Individual (Homework) Assignments:** The exact number of individual (homework) assignments will be determined by the instructor of record, outlined within the syllabus distributed to the students during the first week of class, and discussed with the students at that time. Each individual (homework) assignment will also be graded on the same 0-5 scale as outlined under the group assignments.

**Reflection Assignments:** The purpose of these assignments is to continuously consider the differences in outcomes across individual versus group assignments as they relate to disciplinary versus interdisciplinary approaches to solving issues in sustainability and sustainable development. Each reflection assignment will also be graded on the same 0-5 scale as outlined under the group assignments. The exact number of reflection assignments will be determined by the instructor of record, outlined within the syllabus distributed to the students during the first week of class, and discussed with the students at that time.

**Quizzes:** Each quiz will cover a specific set of topics as illustrated in the example outline listed above. Each quiz will be graded on the same 0-5 scale as outlined under the group assignments. The exact number of quizzes will be determined by the instructor of record, outlined within the syllabus distributed to the students during the first week of class, and discussed with the students at that time.

**Final Exam:** The final exam is cumulative and will test the students on their comprehensive knowledge of sustainability. The grading rubric for the final exam will be determined based on the scale and scope of the final exam. The syllabus distributed to the students will outline the nature of the grading process for the final exam.

**Discussion and Participation:** Points in this category will be earned by participating regularly, willfully, and meaningfully in daily discussions/activities and following the submission of group assignments. The exact number of points will be determined by the instructor of record and discussed/outlined with the students during the first week of class when the course syllabus is distributed.

**Attendance:** This component will be defined by the instructor of record. The exact number of points will be determined by the instructor of record and discussed/outlined with the students during the first week of class when the course syllabus is distributed. For more information see section six below.

## V. Example Grading Scale

The following point scale and weighting for the assignments, quizzes, project/paper, and final exam, is an example grading scale based on a total maximum points of 1000 for a student in the course.

A: 1000-900  
B: 800-899  
C: 700-799  
D: 600-699  
F: 0-599

## VI. Course Attendance Policy

The IUP attendance policy will be followed and students are expected to come to class prepared to discuss the current material. Continued absences and lack of preparation, both as defined by the instructor within the first week of the course via the course syllabus, will result in a reduction in the attendance grade. A sample attendance policy follows: "After two missed class sessions, with the exception for university-excused absences, the participation grade will be lowered by one grade level for each absence. More than five unexcused absences may result in a grade of F for the course."

## VII. Required Textbook(s), Supplemental Book(s), and Readings

**Textbook(s):** There are no required textbooks for this course. Course readings will come primarily from academic journal articles.

**Supplemental/Suggested Book(s):** There are no required supplemental/suggested books/textbooks for this course, but the following list is an example of texts that may be referenced.

Carson, Rachel. *Silent Spring*. New York: Houghton-Mifflin (Reprint), 2002.

Guha, Ramachandra. *Environmentalism: A Global History*. New York: Longman, 2000.

Merchant, Carolyn, Ed. *Ecology: Key Concepts in Critical Theory, 2<sup>nd</sup> Edition*. Amherst, NY: Humanity Books, 2007.

Weisser, Christian R. *Sustainability: A Bedford Spotlight Reader*. New York: Bedford, 2015.

**Readings:** There are many required readings, each fitting into the weekly outline noted above. The instructor of record will determine which of the readings in the list are optional versus required. For a tentative list of these readings, see the bibliography below. Advances in research and the progression of time, for example, will guide the full list of required readings. You must read the assigned readings before each class period. You could be called upon in class to answer questions.

## VIII. Special Resource Requirements

The research paper and some of the analytic projects and homework assignments require the use of the internet and computer software such as Microsoft Word, which is widely available in IUP campus computer labs. Students will also need access to an online course/document repository such as D2L or Dropbox in order to access certain readings.

## IX. Syllabi Change Policy

Although this syllabus reflects the current expectations for the course, the instructor of record may amend the syllabus after the course begins. In the event of a change, students will be summarily notified.

## X. Bibliography

The following is a list of sources for general overviews of sustainability from various disciplinary perspectives.

AASHE (The Association for the Advancement of Sustainability in Higher Education). "Sustainability Curriculum in Higher Education: A Call to Action." 2013. Report accessed online January 16 2014 at [http://www.aashe.org/files/A\\_Call\\_to\\_Action\\_final%282%29.pdf](http://www.aashe.org/files/A_Call_to_Action_final%282%29.pdf).

AASHE (The Association for the Advancement of Sustainability in Higher Education). "STARS: Sustainability Tracking, Reporting, and Rating System." 2014. Accessed online January 16 2014 at <https://stars.aashe.org/institutions/data-displays/dashboard/>.

Adamson, Joni et al. *The Environmental Justice Reader: Politics, Poetics, & Pedagogy*. Tucson: University of Arizona Press, 2002.

Agrawal, Arun. *Environmentality: Technologies of Government and the Making of Subjects*. Duke UP, 2005.



- Allaby, Michael. *Basics of Environmental Science*, 2nd Edition. New York: Routledge, 2000.
- Ball, Eric L. and Alice Lai. "Place-Based Pedagogy for the Arts and Humanities." *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*. 6:2 (2006): 261-287.
- Barlett, Peggy and Jeffery Chase, Eds. *Sustainability in Higher Education: Stories and Strategies for Transformation*. Cambridge, MA: MIT Press, 2013.
- Baviskar, Amita. *Contested Grounds: Essays on Nature, Culture, and Power*. New Delhi: Oxford University Press, 2008.
- Botkin, Daniel B. *Discordant Harmonies: A New Ecology for the Twenty-first Century*. Oxford: Oxford UP, 1992.
- Bullard, Robert D. *Confronting Environmental Racism: Voices from the Grassroots*. Boston: South End Press, 1993.
- Drayton, Richard. *Nature's Government: Science, Imperial Britain, and the 'Improvement' of the World*. Hyderabad, India: Orient Longman, 2000.
- Dvorchak, Bob. "Thinking Green: Colleges and Universities Lead the Way to Promote Sustainability." *Pittsburgh Magazine*. Sept. 2013: 50-59.
- Evans, Tina Lynn. *Occupy Education: Living and Learning Sustainability*. New York, Peter Lang, 2012.
- Foster, John Bellamy. *The Ecological Revolution: Making Peace with the Planet*. New York: Monthly Review, 2009.
- Frankel, Jeffrey. "The Environment and Globalization." In *Globalization: What's New*. Ed. Michael Weinstein. New York: Columbia UP, 2005.
- Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.
- Gottlieb, Robert. *Forcing the Spring: The Transformation of the American Environmental Movement*, 2<sup>nd</sup> Edition. Washington D.C.: Island Press, 2006.
- Gregg, Sara M. *Managing the Mountains: Land Use Planning, the New Deal, and the Creation of a Federal Landscape in Appalachia*. New Haven, CT: Yale UP, 2010.
- Heise, Ursula. *Sense of Place and Sense of Planet: The Environmental Imagination of the Global*. Oxford: Oxford UP, 2008.
- Hornborg, Alf, John R. McNeill, and Alier J. Martínez. *Rethinking Environmental History: World-System History and Global Environmental Change*. Lanham: AltaMira Press, 2007. Print.
- Latour, Bruno. *Politics of Nature: How to Bring the Sciences into Democracy*. Cambridge, Mass: Harvard University Press, 2004. Print.
- Mayberry, Matt. "A Holistic Approach to Culture Change on Campus: A New Model of Liberal Arts Education." Presentation, AASHE 2013 Conference, Nashville, Tennessee, October 6-9, 2013.
- Mortimer-Sandilands, Catriona and Bruce Erickson, Eds. *Queer Ecologies: Sex, Nature, Politics, Desire*. Bloomington, IN: Indiana UP, 2010.
- Mulkey, Stephen. "Organizational Leadership for Sustainability Education." Keynote Address, AASHE 2013 Conference, Nashville, Tennessee, October 6-9, 2013.

- Nixon, Rob Nixon. *Slow Violence and the Environmentalism of the Poor*. Cambridge MA: Harvard UP, 2011
- Ostrom, Elinor. "A General Framework for Analyzing Sustainability of Social Ecology Systems." *Science* 325:5939 (2009): 419-422.
- Plumwood, Val. *Environmental Culture: The Ecological Crisis of Reason*. New York: Routledge, 2002.
- Radkau, Joachim. *Nature and Power: A Global History of the Environment*. Washington D.C.: German Historical Institute & Cambridge UP, 2008.
- Salleh, Ariel, Ed. *Eco-Sufficiency & Global Justice: Women Write Political Ecology*. New York: Pluto Press, 2009.
- Sandler, Ronald and Phaedra C. Pezzulo, eds. *Environmental Justice and Environmentalism: The Social Justice Challenge to the Environmental Movement*. Cambridge, MIT, 2007.
- Stein, Rachel, Ed. *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*. New Brunswick: Rutgers University Press, 2004.
- Solow, Robert. "Sustainability: An Economist's Perspective." *National Geographic Research and Exploration*. 8 (1992): 10-21.
- The Princeton Review. "Princeton Review Reports Green Ratings for 832 Colleges for 2014." *The Princeton Review* 2014. Accessed January 16, 2014 at <http://www.princetonreview.com/green/press-release.aspx>.
- Tsing, Anna Lowenhaupt. *Friction: An Ethnography of Global Connection*. Princeton: Princeton UP, 2005.
- Wilson, Edward O. and Frances M. Peter, Eds. *Biodiversity (Papers from the 1st National Forum on Biodiversity, September 1986, Washington, D.C.)*. Washington D.C.: National Academy of Sciences, 1996.

### Weekly Bibliography

The following working bibliography is ordered alphabetically by weekly topic.

#### A. Introduction—Connecting the Issues, Bridging the Disciplines

Hardin, G. "The Tragedy of the Commons," *Science*. 162 (1968): 1243-1248.

Stein, J. "It's Not Easy Being Green: Why Gen Y Can't Be Bothered to Save the Planet," *Time Magazine*, April 2, 2012.

United States Environmental Protection Agency, *History of Sustainability*, web resource.

<http://yosemite.epa.gov/r10/oi.nsf/8bb15fe43a5fb81788256b58005ff079/398761d6c3c7184988256fc40078499b!OpenDocument>.

Weisser, Christian R. *Sustainability: A Bedford Spotlight Reader*. New York: Bedford, 2015. (Chapter 1)

White, L. "The Historical Roots of Our Ecologic Crisis." *Science*. 155 (1967): 1203-1207.

#### B. Different Disciplinary Approaches to Ecosystem, Environment, and Biodiversity

Merchant, Carolyn, Ed. *Ecology: Key Concepts in Critical Theory, 2<sup>nd</sup> Edition*. Amherst, NY: Humanity Books, 2007.

Wilson, Edward O. *The Diversity of Life (Questions of Science)* Belknap Press, 2010.

#### C. The History and Varieties of Environmentalism



Guha, Ramachandra. *Environmentalism: A Global History*. New York: Longman, 2000.

United Nations, Report of the Brundtland Commission (on Environment and Development), *Our Common Future*, (1987).  
<http://www.un-documents.net/our-common-future.pdf>

Weisser, Christian R. *Sustainability: A Bedford Spotlight Reader*. New York: Bedford, 2015. (Chapter 2)

#### **D. "Sense of Place and Sense of Planet": Global, Place-Based and Indigenous Knowledge**

International Fund for Agricultural Development (IFAD) Roundtable Discussion Paper for the 25<sup>th</sup> Anniversary Session of IFAD's Governing Council: Indigenous Peoples and Sustainable Development. (2003).

LaDuke, Winona. *All Our Relations: Native Struggles for Land and Life*. Boston: South End Press, 2000.

Le Grange, L. "Integrating Western and Indigenous Knowledge Systems: The Basis for Effective Science Education in South Africa?" *International Review of Education*, 53(5-6), (2007): 577-591.

Weisser, Christian R. *Sustainability: A Bedford Spotlight Reader*. New York: Bedford, 2015. (Chapters 4 & 5)

#### **E. From Disciplinary to Interdisciplinary Perspectives on Issues in Sustainability I & II (Possible Issues: Climate Change & Energy; Globalization and Poverty; Sustainable Agriculture; Sustainable Tourism; Sustainable Global Cities; Biodiversity & Oceans)**

McKibben, Bill. *Deep Economy: The Wealth of Communities and the Durable Future*. New York: Times Books, 2007.

People and the Planet Magazine, *Sustainable Tourism*, Issue 6, Volume 4, (1997).

Pezzullo, Phaedra. *Toxic Tourism: Rhetorics of Pollution, Travel, and Environmental Justice*. Tuscaloosa, AL: University of Alabama Press, 2007.

Robinson, M. and Picard, D. "Tourism, Culture and Sustainable Development," Division of Cultural Policies and Intercultural Dialogue, Culture Sector, UNESCO (2006).

Scherr, S.J. and Sthapit, S. *Mitigating Climate Change Through Food and Land Use*, Worldwatch Institute Technical Report No.179, Worldwatch Institute, (2009).

United Nations Educational, Scientific, and Cultural Organization Report: *Tourism, Culture, and Sustainable Development*. (2006): Various sections.

United Nations, Food and Agricultural Organisation. "The State of Food Insecurity in the World 2008," Food and Agricultural Organisation, Rome (2008).

United Nations, Food and Agricultural Organisation (2008) "World Agriculture: Towards 2012/30," Food and Agriculture Organisation, Rome (2008).

United Nations Educational, Scientific, and Cultural Organization Report: *Tourism, Culture, and Sustainable Development*. (2006): Various sections.

Various reports/publications from the United Nations Centre for Human Settlements (UNCHS) / United Nations Habitat for a Better Urban Future: <http://www.unhabitat.org/pmss/>

Weisser, Christian R. *Sustainability: A Bedford Spotlight Reader*. New York: Bedford, 2015. (Chapters 3 & 6)

## Course Analysis Questionnaire

### **Section A: Details of the Course**

**A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

Because the Minor in Sustainability Studies is being created where there is no major (or department), this course is not located within a specific department but will be jointly housed in the College of Humanities and Social Sciences and the College of Natural Science and Mathematics.

This is the keystone required course for the Minor in Sustainability Studies, and it is also designated as a Liberal Studies Elective (Global Citizenship). Students pursuing the minor will take this course and any other students seeking to fulfill a Liberal Studies Elective in Global Citizenship can take this course.

**A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

This course does NOT require changes in the content of existing courses or requirements for a program.

**A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).**

This course has NOT been taught as a special topics course at IUP.

**A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.**

This course will NOT be a dual-level course.

**A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

This course may NOT be taken for variable credit.

**A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).**

Yes, many other higher education institutions offer this course or something quite similar, for example (including the most recent course offering):



Loyola University Chicago, ENVS 283: Environmental Sustainability, Spring 2014 and (planned) Fall 2014.

University of Connecticut, HAS 5305 Principles of Sustainability, Spring 2013 (Note: this is a graduate-level course).

University of Kentucky, ENS 201:001 Environmental Studies 1: Humanities and Social Sciences, Fall 2013 and (planned) Fall 2014.

University of Notre Dame, SUS 20010 Sustainability: Principles and Practices, Fall 2012 and (planned) Fall 2014.

Winthrop University, SUST 102 Introduction to Sustainability, Spring 2012 and Spring 2014.

Similar courses exist elsewhere at both the undergraduate and graduate level.

**A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.**

We are not aware of any such recommendations or requirements.

### **Section B: Interdisciplinary Implications**

**B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.**

A single offering of this course will be taught by a single faculty member who will develop his/her syllabus based on the syllabus of record and is part of a larger collection of faculty who will teach the course on a rotating basis across different semesters. The nature of the teaching rotation is outlined in the minor proposal, and letters of support are attached to the minor proposal noting departmental willingness for a one-course release per the rotation schedule. In short, faculty from various departments including, but not limited to, Anthropology, Biology, Economics, English, and History, will teach the course on a rotating basis.

**B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).**

We are NOT aware of the full content of this course being taught by any other departments at IUP. This course was designed to take both disciplinary and interdisciplinary perspectives into consideration to address issues in sustainability. The course material is based on a combination of disciplines including, but not limited to, Anthropology, Biology, Economics, English, and History.

**B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.**

Because this course will have its own prefix ("SUST") and is part of the Minor in Sustainability Studies, it will NOT be cross-listed with other departments. Furthermore, the minor is being created where there is no major, so there is no specific department to locate the course. The course will be located within the College of Humanities and Social Sciences.

### **Section C: Implementation**

**C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

Yes, existing faculty resources are adequate to service this course. This course will be taught by a single faculty member every three semesters. Faculty members that teach this course will rotate between departments. Currently, these departments include Anthropology, Economics, English, and History. As detailed in the minor proposal, faculty from other departments may be approved to teach this course by the Sustainability Studies Committee.

**C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

\*Space – No additional space needed.

\*Equipment – No additional equipment need.

\*Laboratory Supplies and other Consumable Goods – Occasional use of existing computer labs in McElhaney and Eicher.

\*Library Materials – Occasional use of existing library resources. \*Travel Funds – No additional resources needed.

**C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

None of the resources for this course are funded by a grant.

**C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

We expect to offer this course once per year.

**C5 How many sections of this course do you anticipate offering in any single semester?**

We anticipate offering only one section per year.

**C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?**



Because this is a required course for the Minor in Sustainability Studies and is also proposed as a Liberal Studies Elective (Global Citizenship), we expect to accommodate approximately 30-50 students.

**C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.**

We are not aware of any such recommendations.

**C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.**

There are currently no plans for this course to be taught as a distance education course.

**Section D: Miscellaneous**

See the attached syllabi of similar courses at five universities.

## Course Analysis Questionnaire (Liberal Studies)

1. To assure the basic equivalency among sections of SUST 201, instructors for the course will either be active member participants on the Sustainability Studies Committee or will be required to apply to the committee to teach the course. As part of the regular assessment of the program as a whole, the course will also be regularly assessed by the Sustainability Studies Committee, which will be composed of at least 4 full time faculty members at IUP.
2. SUST 201 includes the perspectives and contributions of ethnic and racial minorities as well as from women in a number of ways. First, there is an emphasis on diversity in the readings for the course; second, the questions and topics that form the outline of the course advance the view that environmentalism and sustainability are, and have historically been, shaped from diverse perspectives of race, ethnicity, gender and class.
3. Sustainability is a new and evolving interdisciplinary field, so there are actually few available textbooks, so by necessity the readings will include non-textbook works, which, depending on the instructor, may be both fiction and non-fiction. The syllabus of record includes the classic non-fiction journalistic expose on the toxicity of pesticides by Rachel Carson, *Silent Spring*, and it could just as well include a work of fiction, such as Amitav Ghosh's *The Hungry Tide*, which dramatizes human-environmental conflict in the Indian Sunderbans, or Barbara Kingsolver's *Flight Behavior*, which portrays the impacts on climate change on the southern Appalachian region.
4. SUST 201 is a course that is designed to introduce students TO, rather than INTO, the emerging interdisciplinary field of sustainability and the sequence of topics and questions neither assumes no prior knowledge nor is it designed to prepare students for more advanced courses in the field. The conceptual ambition of the course is to draw connections between their own lives, their majors, and the issues and concerns of sustainability.

**GLOBAL CITIZENSHIP COMPETENCY:** SUST 201 satisfies the requirement for a competency in Global Citizenship. First, throughout the course, there will be an emphasis on interconnected social, economic and cultural dimensions of sustainability at multiple scales, including the global scale. Moreover, one unit of the course, "Sense of Place and Sense of Planet," addresses the issue of cultivating a global sense of place in approaches to sustainability in thought and action. And, finally, a core reading for the course by Ramachandra Guha examines environmentalism from a global perspective.