



**Sustainability Leadership**  
**Course Number: CU 2010**

**3 Credit Hours**  
**T/Th @ 3:30-4:45 pm**  
**ASC 300 & 306**

**Spring 2016**

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*"We have not inherited the earth from our ancestors; we have borrowed it from our children." ~ Ancient Proverb*

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*"You must be the change you wish to see in the world." ~ Mahatma Gandhi*

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*"True compassion is more than flinging a coin to a beggar;  
it comes to see that an edifice which produces beggars needs restructuring."  
~ Martin Luther King, Jr.*

**Course Description:** Participants, representing Clemson's diverse student body, will learn and apply critical thinking skills to understand economic, social, and environmental sustainability in the context of personal lifestyle choices, the structure of the built environment, and the 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.

**Course Objectives & Student Learning Outcomes:** Students will work across disciplinary lines to strengthen their critical thinking skills. To achieve these critical thinking skills, students will focus on the multi-dimensional, complex challenges inherent in sustainability. Through this process, students will also:

- Explore complex challenges by
  - defining sustainability;
  - identifying and discussing fundamental issues of sustainability;
- Analyze multi-dimensional problems by
  - analyzing how their values relate to sustainability, and how their actions impact sustainability issues;
  - recognizing interrelated systems;

- Extrapolate from one conceptual context to another by
  - evaluating how their major influences sustainability issues;
  - applying sustainability concepts on local and global scales;
- Synthesize alternative solutions to multi-dimensional challenges by
  - Critiquing various proposals related to sustainability projects;
- Communicate complex ideas effectively by
  - practicing change agent skills for sustainability;
  - developing a plan to address sustainability challenges through engagement at Clemson and beyond.

This course is part of the Clemson Thinks<sup>2</sup> Seminar. Clemson Thinks<sup>2</sup> is the University's Quality Enhancement Plan to improve students' critical thinking skills through transformative learning and teaching.

We will assess your critical thinking skills at the beginning of this course and again at the end with the California Critical Thinking Skills Test (CCTST). You will earn 40 points toward your participation score for completing the test, but your actual CCTST score will not impact your final grade.

Critical Thinking is “the art of analyzing and evaluating thinking with a view to improving it” (Paul and Elder, 2014).

Within the context of this course content, the following critical thinking skills will be applied:

- evaluation of competing causal explanations;
- evaluation of hypotheses for consistency with established facts;
- determination of the relevance of information for evaluating an argument or conclusion;
- evaluation of the appropriateness of procedures for investigating a question of causation;
- evaluation of data for consistency with established facts, hypotheses, or methods; and
- recognition of flaws and inconsistencies in an argument.

Several assignments are designed to result in **critical thinking artifacts (CTA)** which should exhibit your critical thinking skills. You will be provided a rubric ahead of time for these assignments that detail the critical thinking skills the assignment is targeting. The rubric will be posted on Canvas, the online course management system for this class. The critical thinking artifact (CTA) assignments are designated below in the grading section.

**Course Materials (required):** The Miniature Guide to Critical Thinking Concepts and Tools by *Richard Paul and Linda Elder*

\* *Other Readings:* Reading materials will be posted on Canvas.

**Course Approach and Format:** Based on a framework of **participatory education and critical thinking and writing**, this course requires active involvement of students in all facets of the learning experience. The course is based on the idea that students can and should take responsibility for their own learning, just as citizens can and should take responsibility for advocating for themselves and others. Important features of this course are metacognition and collaborative learning. The instructors believe that real learning occurs through **active involvement** with the course material and in the community. Because this is an upper-level course, lectures will build on, rather than just summarize assigned readings. We will expect the knowledge you derive from the readings and engaged learning experiences to be reflected in your class discussions and other assignments. Thus, we will engage in intensive reflection and discussion of your experiences, with the goal of connecting to the broader themes of sustainability and leadership for positive change.

We will use our local, regional, national and global communities as laboratories in the development of our critical thinking skills in the study of sustainability, leadership and social advocacy. In addition to the readings listed at the end of the syllabus, other readings may be distributed and assigned as various events unfold in our community, state, nation and

the world. Through our work together, we will apply critical thinking skills to better understand how we can be effective agents of change.

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

**Sustainability Project – Plan for your journey (30%) [CTA]:** Each student will submit a plan for the next 5 years, outlining how sustainability plays into that plan. Inherent in this project will be the students' ability to articulate their reasoning and justification for their plan.

Assignment	Points
Pecha Kucha Presentation & Rationale	200
Written Reflection	100

**Writing Assignments (30%):** This portion of the class consists of 3 written responses to the readings and class activities.

Assignment	Points
Evaluating Reasoning: Writing Assignment 1	100
Evaluating Sustainability through a Critical Thinking lens (Midterm) [CTA]	100
Evaluating Reasoning: Writing Assignment 2	100

**Discussion Leadership: (20%) [CTA]** You along with another student (or students) will lead a class discussion on a sustainability topic of your choosing. Students will lead a class discussion that actively engages their classmates and includes activities that require your peers to utilize their critical thinking skills.

Assignment	Points
Content	100
Written Reflection	100

**Class Participation (20%):** 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 will be comprised of a variety of activities, including attendance and actual class participation, Canvas discussion questions, group planning sessions, timeliness of response to e-mails, etc. Participation is defined as a sincere effort to be involved in class discussions and activities. Genuine participation includes but is not limited to: building on others’ ideas; helping other class members to clarify their thoughts; supporting each other by sharing resources; and bringing contradictory and supported views to the discussion. While the ultimate goal of a seminar is to have a good discussion, you are expected to say something substantive during as many classes as possible, *without dominating the discussion*. And, of course, active, respectful listening is a component of any participation grade.

To obtain full credit for the CCTST assignment, you must show genuine effort in taking it. This will be determined by whether or not you spend a considerable amount of time on it within the given time frame and the number of questions you answer.

Assignment	Points
CCTST 1	20
CCTST 2	20

Sustainability Survey	10
Discussion posts on Canvas	100
Attendance (5 points off for each unexcused absence)	50

### **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.

**Classroom Etiquette:** You should consider this class as “time away” and “space apart” from the rest of your work day. This will require **your full and undivided attention.** To ensure the best quality time together and the best possible learning environment, please adhere to the following:

- Laptops are to be used in class only when the exercise requires it.
- The only exception to this policy is for students who have official documentation from Disability Services that recommends the use of technology to accommodate verified learning needs. If this applies to you, please see one of the instructors to discuss your options.
- Class will begin and end on time. Please arrive to class on time, prepared to participate. Late arrivals are disruptive and will impact your participation grade. If you are late to class, the instructors reserve the right to disallow you from participation in class activities, including any in-class assignments.
- Please schedule your medical appointments, job interviews, service activities, and other appointments at a time other than during our class time. These are not considered as excused absences.
- Please plan to stay in class for the entire class period. If you leave early from class, you will be counted as absent, even if you have completed any in-class assignments. If the instructors are late, students are free to leave after waiting 15 minutes.

**Attendance Policy:** Because of the experiential nature of this course, your full participation is essential. Regular class attendance and participation in class discussion and activities are expected. You are allowed 1 unexcused absence. Beyond that, unexcused absences will be penalized with 5 points off for that day. You will be counted as absent if you are absent for participating in non- class related activities (e.g., studying for another class, text messaging, carrying on side conversations, etc.) during class time.

### **Excused absences are:**

- Those with a receipt signed by a physician or through the MyCLE notification from Clemson University Health Center
  - Official University activities with a written excuse from the appropriate University official
  - Family/personal emergencies with a written excuse or receipt from the Office of Student Affairs
- Please bring in these excuses within one week of the missed class date.

**Tardiness:** Please arrive to class on time. If you know you will be late for a legitimate reason, please contact one of the instructors beforehand to explain. Otherwise, two late arrivals count as an absence. If you arrive more than 10 minutes late for class, you will be counted as absent.

**Academic Integrity:** All academic work submitted for grading contains an implicit pledge by the student that no unauthorized aid has been received. Additionally, lying on or forging any documents submitted for the course or lying about work submitted for this class is considered academic dishonesty. Academic dishonesty will not be tolerated in my course. Anyone who plagiarizes, lies, cheats, or engages in any other form of academic dishonesty should be **prepared to fail the course.**

From the *Undergraduate Announcements*: “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others.

Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. **Therefore, we shall not tolerate lying, cheating, or stealing in any form.**" Any breach of the principles outlined in the Academic Integrity Statement is considered an act of academic dishonesty. Academic dishonesty includes, but not limited to (1) Giving, receiving, or using unauthorized aid on any academic work; ND (2) Plagiarism, includes copying of language, structure, or ideas of another and attributing the work to one's own efforts.

**Communication with Students:** This class uses Canvas to post readings and assignments, or any changes associated with them. Also, if necessary we will send e-mails to your **Clemson University** e-mail account. Please make sure you e-mails are forwarded to any additional e-mail addresses that you check on a regular basis. Failure to check one's e-mail or problems with forwarding class e-mails to a non-Clemson University e-mail account will not be acceptable reasons for missing course information. If you are not in the habit of checking your e-mail regularly, you must do so for this course.

**Students with Disabilities:** Appropriate accommodations will be made for those of you who have disabilities that are documented by Disabilities Services. Students with disabilities requesting accommodations should make an appointment with Dr. Margaret Camp (656-6848), Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester

**Non-Discrimination Policy:** Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid.

**Title IX (Sexual Harassment) Policy:** Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

**Preparation for Class:** In general, being a full-time student means that you should devote a significant amount of time per week to your courses. Generally, most college courses require 2-3 hours of reading, studying, and preparing for EACH hour spent in class; upper-level classes demand more of your time. Accordingly, you can expect to spend approximately 2-3 hours to prepare for each class meeting. Some weeks will require more work than others, depending on the course schedule. Preparing for class does not mean quickly scanning an article or course chapter a few minutes before class starts. Nor does just memorizing course material mean you have "understood" the material. Rather, preparing for class means reading the assignment before class time and critically thinking about what you have read and analyzing how these readings relate to one another.

**Late Work:** Late work is accepted up to one week from the due date with approved excuses. For every late day, 10% of the grade will be deducted.

**Course Schedule:** The class will meet twice a week, according to the schedule presented here. This is a schedule of

discussions. Reading assignments and class activities are posted on Canvas. Because unforeseen circumstances may require changes in the assigned readings and the course outline, you are responsible not only for due dates specified in the syllabus, but also for any announcements/changes made in class.

## Tentative Course Schedule

Date	Topic
Jan 7	Introduction & Class overview; <b>Sustainability Survey</b>
Jan 12	<b>California Critical Thinking Skills Test (CCTST)</b> <b>Last Day to Drop/Add</b>
Jan 14	Introduction to Critical Thinking
Jan 19	Panel Discussion with President's Commission on Sustainability Panel <b>January 20<sup>th</sup>: Last Day to Drop w/o a W</b>
Jan 21	Leadership & Engagement in Sustainability with Tiger's Lead
Jan 26	What is Sustainability?
Jan 28	Millennium Development Goals to the Sustainable Development Goals
Feb 2	Population, Environment, Sustainability and Food
Feb 4	Mobilizing to Save the Environment
Feb 9	Guest Lecture with Freddy Paige: Charity or Justice <b>Evaluating Reasoning Writing Assignment #1 due</b>
Feb 11	Guest Lecture with Freddy Paige: Greening the Ghetto
Feb 16	Discussion Leadership Group #1
Feb 18	Sustainability in the Built Environment
Feb 23	Life Cycle Assessments
Feb 25	Discussion Leadership Group #2; <b>Midterm Writing Assignment due</b>
Mar 1	Guest Lecture Leidy Klotz: Economics of Sustainability
Mar 3	Discussion Leadership Group #3
Mar 8	Guest Lecture with Caye Drapcho: Carbon Capture
Mar 10	Guest Lecture with Tony Putnam: Energy Efficiency at Clemson <b>March 11<sup>th</sup>: Last day to Drop without Final Grade</b>
Mar 15	Spring Break: Class does not meet

Mar 17	Spring Break: Class does not meet
Mar 22	Guest Lecture with David Ladner: Water Energy Nexus <b>Evaluating Reasoning Writing Assignment #2 due</b>
Mar 24	Discussion Leadership Group #4
Mar 29	To Drill or Not to Drill
Mar 31	The Science or Risk and Headlines: Bringing it all together
Apr 5	CCTST Test
Apr 7	Write Your Exam Discussion. <b>Sustainability Project Proposal Presentations Must be Submitted</b>
Apr 12	Sustainability Project Proposal Presentations
Apr 14	Sustainability Project Proposal Presentations
Apr 19	Sustainability Project Proposal Presentations
Apr 21	Sustainability Project Proposal Presentations