

CU 2010 - Sustainability Leadership (3 credits)

The Foundational Course for the Sustainability Minor

T, Th 3:30-4:45 pm, Academic Success Center, 313

Instructor

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

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

"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 such contexts as 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: Students will work across disciplines to strengthen their critical thinking skills. To practice these critical thinking skills, students will engage with the multi-dimensional, complex challenges inherent in sustainability. More specifically, students will:

- **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;
 - analyzing how their actions impact sustainability issues;
 - recognizing interrelated systems;
- **Extrapolate from one conceptual context to another by:**
 - evaluating how their area of study/major influences sustainability issues;
 - applying sustainability concepts on local and global scales;
- **Synthesize alternative solutions to multi-dimensional challenges by**
 - Critically evaluating proposals for sustainability projects;
- **Communicate complex ideas by:**
 - practicing change agent skills for sustainability;

- developing and sharing your own plan to address sustainability challenges through engagement at Clemson and beyond.

This course is part of the Clemson Thinks2 Seminar. Clemson Thinks2 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 50 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 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.

Please consider the following while participating in the course:

- Productive questioning
- Respectful disagreement
- Different perspectives
- Perspective talking
- Thoughtful silence

Course Specifics

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 Leadership Assignments: 30% of final grade

1. Pecha Kucha Presentation

[CTA]:

We participated excursions and learned topics from different faculty members that illustrated environmental, social and economic sustainability. Each student will do a Pecha Kucha style presentation that outlines your personal sustainability goals for the next 5 years and includes work that you have done this semester or plan to do that has or will result in positive, sustainable social change. This could include things such as community service, study abroad, leadership or other experiences that relate to the societal aspects of sustainability. The structure of the presentation will be 10 slides for 20 seconds per slide. It is critical to articulate why you have set these specific goals and how you hope to achieve them. Inherent in this project will be the students' ability to articulate their reasoning and justification for this project.

Annotate your pecha kucha presentation so that we can grade your written portion.

| Assignment | Points |
|--------------------------------------|---------------|
| Pecha Kucha Presentation & Rationale | 100 |

2. Discussion Leadership Three Part Assignment [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 | 50 |
| Plan | 25 |
| Written Reflection | 25 |

Total: 100 points

Written Assignments: 50% of final grade

This portion of the class consists of 2 critical thinking essays, 6 Discussion Leadership Reflection (one being for your own group) and the final exam.

Critical Thinking Assignment 1: 25 points

Climate Change: The environmental element of sustainability.

For this assignment, reflect back on the climate change focused assignments we have covered so far including readings, discussions and videos.

Apply your metacognition skills (your ability to think about what you are thinking and why) and analyze your thought processes. Which reading, discussion or video challenged your thinking? Did you change your perspective on any topic? What is the most compelling piece of evidence that influenced you?

This exercise should help you examine the process you go through when you are trying to evaluate something using critical thinking skills. These skills are applicable to every facet of one's life.

To help guide and inform your thought process, you may choose to refer to these questions from Paul and Elder's "Critical Thinking Concepts and Tools":

1. The main purpose of this article is _____. (State as accurately as possible the author's purpose for writing the article.)
2. The key question that the author is addressing is _____. (Figure out the key question in the mind of the author when he/she wrote the article.)
3. The most important information in this article is _____. (Figure out the facts, experiences, data the author is using to support her/his conclusions.)
4. The main inferences/conclusions in this article are _____. (Identify the key conclusions the author comes to and presents in the article.)
5. The key concept(s) we need to understand in this article is (are) _____. (Figure out the most important ideas you would have to understand in order to understand the author's line of reasoning.)

6. The main assumption(s) underlying the author's thinking is (are) _____. (Figure out what the author is taking for granted [that might be questioned].)

7a. If we take this line of reasoning seriously, the implications are _____. (What consequences are likely to follow if people ignore the author's reasoning?)

7b. If we fail to take this line of reasoning seriously, the implications are _____. (What consequences are likely to follow if people ignore the author's reasoning?)

8. The main point(s) of view presented in this article is (are) _____. (What is the author looking at, and how is s/he seeing it?)

Critical Thinking Assignment 2: 25 points

The Value of Nature: the social and economic elements of sustainability.

For this assignment, reflect back on the assignments we have covered so far that focus on the economic and social elements of sustainability. Pay particular attention to the Value of Nature TedTalk, the class activities we've done based on the Tragedy of the Commons, and the game we played called, "Spent". Apply your metacognition skills (your ability to think about what you are thinking and why) and analyze your thought processes. Which of these challenged your thinking? Did you change your perspective on any topic? What is the most compelling piece of evidence that influenced you?

This exercise should help you examine the process you go through when you are trying to evaluate something using critical thinking skills. These skills are applicable to every facet of one's life.

To help guide and inform your thought process, you may choose to refer to these questions from Paul and Elder's "Critical Thinking Concepts and Tools":

1. The main purpose of this article is _____. (State as accurately as possible the author's purpose for writing the article.)

2. The key question that the author is addressing is _____. (Figure out the key question in the mind of the author when he/she wrote the article.)

3. The most important information in this article is _____. (Figure out the facts, experiences, data the author is using to support her/his conclusions.)

4. The main inferences/conclusions in this article are _____. (Identify the key conclusions the author comes to and presents in the article.)

5. The key concept(s) we need to understand in this article is (are) _____. (Figure out the most important ideas you would have to understand in order to understand the author's line of reasoning.)

6. The main assumption(s) underlying the author's thinking is (are) _____. (Figure out what the author is taking for granted [that might be questioned].)

7a. If we take this line of reasoning seriously, the implications are _____. (What consequences are likely to follow if people ignore the author's reasoning?)

7b. If we fail to take this line of reasoning seriously, the implications are _____. (What consequences are likely to follow if people ignore the author's reasoning?)

8. The main point(s) of view presented in this article is (are) _____. (What is the author looking at, and how is s/he seeing it?)

Discussion Leadership Reflections: 10 points each

Write a one-page reflection on each of Discussion Leadership classes. This is similar to the assignment you will turn in for your own Discussion Leadership class, but as a participant instead of the leader. Include what you learned from the class, what went well, and what you might have done differently if you had been leading the class. You will turn in one of these for each Discussion Leadership class that is presented, including your own.

If you miss class, you will have to do your best to recreate the experience on your own time, and then do the write up as well.

THESE ARE DUE BEFORE THE NEXT CLASS MEETING.

Final Exam: 100 points

Your final exam will be a take home exam due by the scheduled exam time.

Class Participation: 20% of final Grade

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 | 25 |

| | |
|--|----|
| CCTST 2 | 25 |
| Participation in class discussions | 25 |
| Attendance (5 points off for each unexcused absence) | 25 |

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 with disabilities that are documented by Disabilities Services. It is expected you will follow the policies and procedures of Disabilities Services (see <http://stuaff.clemson.edu/redfern/sds/>). You must present a letter stating the disability has been documented and requesting the specific accommodations **during the first week of classes.** Additionally, it is your responsibility to give the professor **one-week's notice** prior to **each** instance where an accommodation will be needed.

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. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. Jerry Knighton is Clemson's Title IX coordinator and he may be reached at knightl@clemson.edu or 656-3181.

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.

Possible Guest Speakers:

Kate Radford: radford@clermson.edu

Dr. Catherine Mobley: camoble@clermson.edu

Dr. Caye Drapcho: cdrapch@clermson.edu

Dr. Terry Walker: walker4@clermson.edu

Dr. Lori Dickes: lorid@g.clemson.edu

Dr. Michael Carbajales-Dale: madale@clermson.edu

Tony Putnam: tony@clermson.edu

Charly McConnell: charlym@clermson.edu

Course Summary: Dates and events subject to change.

| Date | Details | |
|------------------|--|------------------|
| Thu Jan 10, 2019 | California Critical Thinking Skills Test (CCTST): Pre Test | 3:30pm to 4:45pm |
| | Welcome to CU2010 | 3:30pm to 4:45pm |
| Tue Jan 15, 2019 | Critical Thinking and Sustainability | 3:30pm to 4:45pm |
| Thu Jan 17, 2019 | Intergovernmental Panel on Climate Change | 3:30pm to 4:45pm |
| Tue Jan 22, 2019 | Leadership and Engagement Opportunities | 3:30pm to 4:45pm |
| Thu Jan 24, 2019 | Climate Change Advocacy | 3:30pm to 4:45pm |
| Tue Jan 29, 2019 | Sustainable Development Goals | 3:30pm to 4:45pm |

| Date | Details | |
|------------------|---|------------------|
| Thu Jan 31, 2019 | Charity or Justice | 3:30pm to 4:45pm |
| | Climate Change | due by 11:59pm |
| Tue Feb 5, 2019 | Who Will Feed China | 3:30pm to 4:45pm |
| Thu Feb 7, 2019 | Catherine Mobley | 3:30pm to 4:45pm |
| Tue Feb 12, 2019 | Lori Dickes | 3:30pm to 4:45pm |
| Thu Feb 14, 2019 | Tottie's Place | 3:30pm to 4:45pm |
| Tue Feb 19, 2019 | Terry Walker | 3:30pm to 4:45pm |
| Thu Feb 21, 2019 | Discussion Leadership Day 1 | 3:30pm to 4:45pm |
| Tue Feb 26, 2019 | Mik Dale: LCA | 3:30pm to 4:45pm |
| Thu Feb 28, 2019 | Discussion Leadership Day 2 | 3:30pm to 4:45pm |
| Tue Mar 5, 2019 | Tony Putnam 2018 | 3:30pm to 4:45pm |
| Thu Mar 7, 2019 | Discussion Leadership Day 3 | 3:30pm to 4:45pm |
| Thu Mar 14, 2019 | Economics of Sustainability | 3:30pm to 4:45pm |
| | Value of Nature Reflection Paper | due by 11:59pm |
| Tue Mar 19, 2019 | Spring Break | 3:30pm to 4:45pm |
| Thu Mar 21, 2019 | Spring Break | 3:30pm to 4:45pm |
| Tue Mar 26, 2019 | Pre-registration Minor Discussion | 3:30pm to 4:45pm |
| Thu Mar 28, 2019 | Discussion Leadership Day 4 | 3:30pm to 4:45pm |
| Tue Apr 2, 2019 | Discussion Leadership Day 5 | 3:30pm to 4:45pm |
| Thu Apr 4, 2019 | Discussion Leadership Day 6 | 3:30pm to 4:45pm |

| Date | Details | |
|------------------|---|------------------|
| Mon Apr 8, 2019 | Registration begins | 3:30pm to 4:45pm |
| Tue Apr 9, 2019 | Reflections and prep for Final Exam | 3:30pm to 4:45pm |
| Thu Apr 11, 2019 | California Critical Thinking Skills Test (CCTST): Post Test | 3:30pm to 4:45pm |
| Tue Apr 16, 2019 | Pecha Kucha April 16 | 3:30pm to 4:45pm |
| Thu Apr 18, 2019 | Pecha Kucha April 18 | 3:30pm to 4:45pm |
| Tue Apr 23, 2019 | Pecha Kucha April 23 | 3:30pm to 4:45pm |
| Thu Apr 25, 2019 | Last Day of Classes | 3:30pm to 4:45pm |
| | Pecha Kucha April 25 | 3:30pm to 4:45pm |
| | California Critical Thinking Skills Test (CCTST): Post Test | |
| | California Critical Thinking Skills Test (CCTST): Pre Test | |
| | Class Participation | |
| | Discussion Leadership 3 Part Assignment | |
| | Discussion Leadership Reflection 1 | |
| | Discussion Leadership Reflection 2 | |
| | Discussion Leadership Reflection 3 | |
| | Discussion Leadership Reflection 4 | |
| | Discussion Leadership Reflection 5 | |
| | Discussion Leadership Reflection 6 | |
| | Final Exam | |
| | Pecha Kucha Presentation | |
| | Roll Call Attendance | |