

**SUST 2010 - Sustainability Leadership (3 credits)**

**The Foundational Course for the Sustainability Minor**

*This course will be taught online.*

Section 1 (89105): T/Th 2:00pm – 3:15pm

Join Zoom Meeting

<https://clemsun.zoom.us/j/92006977675?pwd=VUIXVmFvMzRDTEMva1FBLzhzRlllUT09>

Meeting ID: 920 0697 7675

Passcode: 355992

Section 2 (89096) : T/TH 3:30-4:45 pm

Join Zoom Meeting

<https://clemsun.zoom.us/j/97735069274?pwd=bnExbGNVME5oUVNycmZ5L0lnNTA2UT09>

Meeting ID: 977 3506 9274

Passcode: 658683

**Instructor: Jennifer Goree, M.Ed,** 302 Fike Recreation Center,

864-656-5002, [goree@clemsun.edu](mailto:goree@clemsun.edu)

*“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.

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.

**Course Schedule:** The class will meet twice a week (either in person or via Zoom), 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:**

The course will draw heavily from the following resources:

#### **The United Nations Sustainable Development**

**Goals:** <https://www.un.org/sustainabledevelopment/>

**The Intercontinental Panel on Climate Change:** <https://www.ipcc.ch>

**The Drawdown Project:** <https://www.drawdown.org/>

You may choose to purchase the book or use the website as your resource.

**Losing Earth: A Recent History:** by Nathaniel Rich, either the full book (available here: <https://www.amazon.com/dp/0374191336?tag=macmillan-20>) or the New York Times article: <https://www.nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html>

**NASA:** <https://climate.nasa.gov>

**Additional reading materials and videos 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:

**Quizzes: 10% of Final Grade**

You will take two quizzes on reading material. They will be a combination of multiple choice and short essay.

**Major Projects: 30% of final grade**

**1. Pecha Kucha Presentation: 100 points**

We participated in person and virtually in excursions to different campus locations and learned topics from different faculty members that illustrated environmental, social and economic sustainability. You will each do a Pecha Kucha style presentation that outlines your personal sustainability goals for the next 5 years and includes work 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.

**You must provide a script within the slides of your presentation and rehearse your presentation ahead of time to ensure your timing.**

<b>Assignment</b>	<b>Points</b>
Pecha Kucha Presentation & Rationale	100

**Discussion Leadership Three Part Assignment: 100 points:** You along with a group of your peers will lead a class discussion and/or excursion (either in person or via Zoom) on a sustainability topic of your choosing. You will lead a class that actively engages your classmates and includes activities that require your peers to utilize their critical thinking skills.

This assignment has **three** Parts:

The Canvas Page/Plan: 25 points

The Day of Class Activities: 50 points

Your Individual Reflection: 25 points

Total: 100 Points

*Each team will post their material to the canvas page at least one week before the class. 10 points off for every day late!*

**Description of Assignment:**

**Canvas Page/Plan for the Class (50 points)**

**Due one week prior to class:**

The canvas page/ plan should include:

- Student learning objectives,
- A proposed structure for the class (including estimated times for each activity),
- Videos or reading materials for students to use in preparation for class,
- A way to assess student learning.

**Actual Class (100 points)**

Students will lead a class discussion and/or excursion (either in person or via Zoom) that actively engages their classmates and includes activities that require their peers to utilize their critical thinking skills. Design a meaningful learning experience targeted to your audience of your peers. It may include discussion, activities, site visits (these can be done virtually), quizzes, games, assignments, readings, etc. Don't be afraid to take chances with new communication strategies. Remember, this is a different style of communication than a formal presentation.

**Reflection Due within One week (50 points)**

Please provide a critical reflection on the assignment. Include what you learned in the process, what went well, and what you could have improved. This is also your opportunity to provide candid feedback on your team members.

**Essay Assignments: 30% of final grade**

This portion of the class consists of 2 critical thinking essays on the environmental, social and economic pillars of sustainability.

**Climate Crisis Essay: 50 points**

**Based on our readings thus far, apply critical thinking skills to discuss how the climate crisis has evolved over time and how best to address it moving forward.**

Some guiding questions to consider when composing your essay:

- What resonated with you most about the readings?

- Did anything surprise you in the readings?
- Did your opinions change about anything based on the readings?
- Did you verify any of the sources or look for and/or read any opposing views? If so, did you verify the sources of the opposing views?

Please work to make your reflection meaningful and concise. I would prefer a well-written, conceptually strong 2 to 4-page reflection over a padded, overly verbose 4 to 6-page reflection.

### **The Value of Nature Essay: 50 points**

For this assignment, reflect back on the assignments and activities 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.

### **Class Reflection on Participation: 10% of Grade**

**100 points:** Please write a 2-page reflection on our class meetings and discussions this semester. Highlight what you learned and found most interesting. Include insights you gained from your peers and from any excursions we took together. Please include specific examples from at least three of the discussion leadership classes.

**Final Exam: 20% of final grade** (Students with an A average by the last class may exempt the final.)

**100 points:** Your final exam will be a take home exam due by the scheduled exam time.

### **Here is the prompt for the final exam:**

This assignment has three parts:

**Part 1:** Create a set of critical thinking inducing questions (45 points)

**Part 2:** Answer the questions (45 points)

**Part 3:** Grade yourself on how well the exam captures what you know about sustainability and provide justification for the grade. (10 points)

You should develop exam questions you believe illuminate what we have learned in this course this semester, and then answer the questions to the best of your ability. Be sure the questions evoke *critical thinking* about the topic and challenge your own thinking. The final product should be an accurate reflection of your learning process throughout this semester.

Part of the exercise is for you to determine how many questions and what type of questions will be on your exam. Will you use short answer questions? Essay questions? True/false? Will your exam consist of a concept map for sustainability or an illustration or will you develop a new syllabus for a sustainability course? These are all possibilities; you have to decide what will work best for you to capture what you've learned AND what elicits critical thinking.

### **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 workday. 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:

- 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 due to illness
- 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

**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.

## **IMPORTANT ATTENDANCE ADDENDUM**

### **Specific COVID-19 related information**

For a student who reports testing positive or is being asked to quarantine/isolate because of exposure to the virus, it will be up to the student to inform the instructor that they will be moving to online only instruction for at least the next two weeks. Students are directed to use the Notification of Absence module in Canvas to initiate this notification. Additional communication via email is encouraged; students should follow up with their instructor to develop a continued plan of study for each course. Students cannot be penalized in their grade for needing to move to online instruction.

### **A.) Make-up Work Due to Missed Attendance**

- Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work.
- In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. It is the student's responsibility to secure documentation of emergencies, if required.
- While course instructors should seek to make reasonable accommodation for a student involved in University-sponsored activities, students should understand that not every course can accommodate absences and that absences do not lessen the need to meet all course objectives

### **B.) Notification of Absence**

- The Notification of Absence module in Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of family member, illness(or COVID-19 related isolation), illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated



absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an “excuse” from class, and students are encouraged to discuss the absence with their instructors.

- If a student is unable to report the absence electronically, he/she may call the Office of Advocacy and Success at 656-0935 for assistance and guidance. The Office of Advocacy and Success also assists students in identifying various appropriate methods of documenting absences and assists families in using the electronic Notification of Absence system when students are unable to do so themselves.

- **CLASS ROLL**

Students can use iROAR to add courses through August 25, to drop courses without record through September 1, and to drop with a W grade through October 23, 2020. Students that have not participated in class activities by the second week, after the last day to add a class (August 25), will be removed from the roll. For students in a course where Canvas is used, instructors can view students’ date of last activity and total activity under the “People” tab. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor. For the Fall 2020 semester, “excessive absences” will be applicable to students that never engage in class activity (in person and/or online), so as to keep the class roll accurate. **Students will not be penalized for absences related to COVID-19 (e.g., illness, isolation, quarantine).**

- **CLASS BEHAVIOR**

COVID-19 Related Expectations for Face Coverings, in-person classes

While on campus, face coverings are required in all buildings and classrooms. Face coverings are also required in outdoor spaces where physical distance cannot be guaranteed. Please be familiar with the additional information on the [Healthy Clemson](#) website, such as the use of wipes for in-person classes. If an instructor does not have a face covering or refuses to wear an approved face covering without valid accommodation, students should notify the department chair. If a student does not have a face covering or refuses to wear an approved face covering without valid accommodation, the instructor will ask the student to leave the academic space and may report the student’s actions to the [Office of Community & Ethical Standards](#) as a violation of the Student Code of Conduct. If the student’s actions disrupt the class to the extent that an immediate response is needed, the instructor may call the Clemson University Police Department at 656-2222.

- **CLASSROOM USAGE AND CLEANING PROTOCOL**

Specific COVID-19 related information for in-person classes.

Before coming to campus or leaving a residence hall to go to class, all instructors and students should complete the COVID-19 Self-Assessment Tool. To create a culture of health and safety, faculty are encouraged to address their specific classroom on the first day of class. Once the instructor from the previous class leaves the classroom, or the room is empty, the instructor may enter and use a disinfecting wipe to clean their instructional area (podium/table and all equipment). When ready, the instructor will let students into the classroom. Instructors should remind students to take only one wipe and to only take a wipe if they need one. To maintain physical distancing, individuals arriving first to the classroom should occupy the furthest space. For example, for classrooms with rear entry, the space should fill from the front to the back, and individuals at the back of the space should exit first. For other spaces, faculty should provide students with direction on how to fill the classroom to maintain distance as much as possible. At the end of class, instructors should again wipe down their instructional area and discard their own disinfecting wipes in the labeled trash receptacles. Any classroom issues should be reported before leaving to the Building Security Coordinator, CCIT (contact information provided at instructor desk/podium), and/or Facilities (656-2186). Response to a Presumptive Positive or Positive COVID-19 Test: Instructors and students who are informed that they have a presumptive positive diagnosis or have tested positive for COVID-19 should immediately self-isolate and submit the COVID-19 Positive Test Reporting Form (under development, see University COVID-19 webpage). Notification of a Positive COVID-19 Test and Related Contact Tracing:

1. Occupational and Environmental Safety and University Facilities will be notified and will determine if any classrooms, common spaces, or offices need to be closed for additional cleaning. In general, a positive test will not result in the need for additional cleaning beyond the overnight cleaning process and additional cleaning that is done during the day. If a classroom needs to be closed during the day, signage will be placed on the door and the instructors of classes that are affected by the closure will be informed. The instructor will decide if the classes affected by the shutdown will be moved online or cancelled, and to notify students of this decision.

2. For a student who reports testing positive or is being asked to quarantine/isolate because of exposure to the virus, it will be up to the student to inform the instructor that they will be moving to online only instruction for at least the next two weeks. Students are directed to use the Notification of Absence module in Canvas to initiate this notification. Additional communication via email is encouraged; students should follow up with their instructor to develop a continued plan of study for each course. Students cannot be penalized in their grade for needing to move to online instruction.

3. An instructor who reports testing positive or is being asked to quarantine/isolate because of exposure to the virus should notify their department chair and develop a plan for continuing course instruction. Students should be notified of this plan as soon as possible.

4. For more information, check the Clemson COVID-19 page for [Medical Guidance](#). For

more information on COVID-19 space usage:1. The University document on COVID-19 classroom usage and cleaning is available on the OTEI website with the Instructional Playbook. The University plan for Space Management Implementation is on the [Healthy Clemson](#) website under Faculty and Staff Resources.

- **POLICIES REGARDING INCOMPLETES AND MEDICAL WITHDRAWALS**
  1. Issuing an “Incomplete” grade (I) to a student is an option if a student is unable to complete make-up work in a timely manner due to COVID-19 related illness or other issues. An Incomplete indicates that a relatively small part of the semester’s work remains undone. It is not intended for students who are failing a course otherwise. In the event that an Incomplete is appropriate, students will contact instructors in a timely manner so that instructors can provide a reasonable opportunity to complete remaining work. Instructors and students will work together to resolve the Incomplete grade as soon as possible, not to exceed thirty days from the first day of classes in the next scheduled session (excluding summer sessions and regardless of the student’s enrollment status). More information on an Incomplete grade can be found in the [Undergraduate Catalog](#).
  2. Sometimes due to illness (including COVID-19 related illness) or other life circumstances, students may not be able to complete academic work for the term and will need to withdraw from all classes. The Division of Undergraduate Studies will process medical withdrawals. Students should contact the Division by sending an email from their Clemson email address to Lisa Traynham at [litravn@clemson.edu](mailto:litravn@clemson.edu).

**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 your 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-weeks' notice** prior to **each** instance where an accommodation will be needed.

**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.

## Student Support

### ACADEMIC SUCCESS CENTER

Located in the heart of Clemson's campus adjacent to Cooper Library and the Watt Family Innovation Center, the [Academic Success Center](https://www.clemson.edu/asc/) (ASC) <https://www.clemson.edu/asc/> offers a variety of free learning and success services for all undergraduate students that include

- Help with courses
- Tutoring
- Peer-assisted learning (PAL)
- Learning Lab;
- Learning and Success Strategies
- Academic coaching
- Success strategy workshops
- College success skills course CU 1010, for those experiencing academic difficulty

Visit Course Support: <https://www.clemson.edu/asc/courses/>

ASC services are designed to equip students with strategies and resources you can use to succeed in difficult courses,

- Become a more confident and independent learner,
- engage in more productive and effective study and learning behaviors,
- manage time more effectively,
- reduce test anxiety,

Please stop by and visit!

## ASC INCLUSION STATEMENT

We celebrate diversity in abilities, identities, and perspectives and invite Clemson students, faculty, and staff from all walks of life to participate in our programs, services, and employment. We believe that engaging with a variety of ideas and viewpoints results in deeper and more meaningful learning and creates the conditions for our students to thrive. We seek to be an active partner with Clemson students, faculty, and staff in creating an inclusive campus environment in which mutual respect and support are demonstrated for all members of our campus community.

## ACADEMIC ADVISING

[Academic advising](#) is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

## COOPER LIBRARY

Do you need library sources but don't know where to start? Are you asking them to search for a book, article, or data to support their argument? Not sure whether they know how to cite a source properly in their bibliography? Ask a librarian!

Research help is available in person at the at the Library Services Desk in Cooper Library, Gunnin Architecture Library, and the Education Media Center. Librarians can also be contacted by phone, text, or chat via the Library's website. Check the Library's [Ask Us](#) page for details. (<https://libraries.clemson.edu/ask/>)

Open Educational Resources (OER) are free teaching materials for students to use and can offer a solution to cover a variety of subjects or activities. Visit the [OER website](#).

[The Adobe Digital Studio](#) is on the 5th floor of Cooper Library and is an open-access learning space dedicated to providing students with digital production skills and the technology to use them. Video and Audio production studios are available for students to use by reservation, and a wide range of technology can be borrowed from the Library Services Desk. You can download Adobe [Creative Cloud](#) as a Clemson student. (<https://ccit.clemson.edu/training/adobe-creative-cloud/>).

Extended assistance by appointment is also available with librarians who specialize in subject areas. A list of librarians and their areas of expertise are listed on [this library page](#) (<https://libraries.clemson.edu/research/subject-librarians/>).

### **Cooper Library and Technical Support**

[Extended assistance by appointment is also available with librarians who specialize in subject areas.](#) Librarians and their areas of expertise are listed online (<https://libraries.clemson.edu/research/subject-librarians/>).

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them by email at [ITHELP@clemson.edu](mailto:ITHELP@clemson.edu) or call or text **(864) 656-3494** with a detailed description of your problem. The help desk is located in Cooper Library.

### **GRADUATE STUDENT SUCCESS RESOURCES**

The Graduate School maintains a collection of resources applicable to graduate students (<https://www.clemson.edu/graduate/students/>) for professional development, governance, the handbook, and thesis/dissertation resources). It has resources regarding education, student life, and health and safety as well (<https://www.clemson.edu/graduate/students/resources.html>).

### **MICHELIN CAREER CENTER**

[The Michelin® Career Center](#), in the Center for Career and Professional Development ([https://career.sites.clemson.edu/michelin\\_career\\_center/](https://career.sites.clemson.edu/michelin_career_center/)), assists undergraduate and graduate students in selecting appropriate fields of study, learning effective job searching strategies, and making connections with employers. Career counselors are available to meet with students to explore career or educational options, develop résumés and cover letters, hone interviewing techniques, conduct searches for internships and full-time jobs, and ready themselves for interviewing with employers. In addition, students may utilize ClemsonJobLink, the Career Center's on-line recruiting system, to view part-time jobs, internships, and full-time job postings and to sign up for on-campus interviews.

The Center's Internship Program brings together students and employers to facilitate academically enriching and mutually beneficial work experiences. This program offers on-campus, off-campus and international internship options. Students may participate in either part-time or full-time internships. The Center's goal is to endow students with the skills and tools to find part-time jobs and internships while in school, as well as full-time jobs following graduation. Other information can be obtained from the Career Center's website at <https://career.clemson.edu> or by calling 864-656-6000.

## **REGISTRAR**

The Registrar's office provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.

The [Office of the Registrar](#) is located in both Sikes Hall and Martin Hall. Specific locations and services can be found on our [Contact Us](#) page.

## **STUDENT ACCESSIBILITY SERVICES**

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656- 6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu).

Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner.

It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>. [The CU Accessibility Portal](https://www.clemson.edu/accessibility/)(<https://www.clemson.edu/accessibility/>) is a “one stop” site for information.

## **STUDENT HEALTH AND WELLNESS RESOURCES**

[Student Health Services](https://www.clemson.edu/campus-life/student-health/), (<https://www.clemson.edu/campus-life/student-health/>), locally known as “Redfern” Health, strengthens Clemson University by providing quality medical and mental health care and the health, safety and well-being of the campus community. Student Health Services strives to be an innovative health care system providing integrated quality services that are responsive to the needs of the University community.

Information on who to contact for help in a crisis situation, visit <https://www.clemson.edu/campus-life/student-health/contact/index.html> and on the emergency/crisis page <https://www.clemson.edu/campus-life/healthy-campus/suicideprevention/get-help.html> .

## **CAPS: COUNSELING AND PSYCHOLOGICAL SERVICES**

[At Counseling and Psychological Services\(CAPS\)](https://www.clemson.edu/campus-life/student-health/caps/services-and-programs/index.html) (<https://www.clemson.edu/campus-life/student-health/caps/services-and-programs/index.html>), you are encouraged to be an active participant in your medical and mental health care. Which service is the right one for you hinges your individual need and CAPS will help you figure that out.

CAPS is committed to educating students, as well as offering “outreach services to faculty and staff members in order to improve the quality of their interactions with students and to promote a healthy work environment.”

## **WRITING CENTER**

Clemson University’s Writing Center offers free one-on-one tutoring for all Clemson students. Sponsored by the Clemson English Department, our goal at the Writing Center is to support all members of the Clemson community to become more confident and effective writers. For whatever you are working on, we can help you find the most effective way to communicate your message. Any discipline. Any level. Any stage. Any genre. Any writer.

We have real-time online appointments and emailed feedback appointments available. Synchronous Online Hours: Monday – Friday 9AM - 12PM and 3PM - 7PM. If you have any questions, please email us at [thewritingcenter@clemson.edu](mailto:thewritingcenter@clemson.edu).

Visit the [Writing Center's website](https://clemson.mywconline.com/) (<https://clemson.mywconline.com/>) for more information about services or to make an appointment. The Writing Center is located in the Academic Success Center Building.

## **Clemson POLICIES**

### **ACADEMIC CONTINUITY**



Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes, class will be conducted in a virtual (online) form. The university issues official disruption notifications through email, website, and Social Media. When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about class:

- Primary access link: <http://www.clemson.edu/canvas>
- Secondary access link, if needed: <https://clemson.instructure.com/>
- [You can also use the Canvas Student App](https://www.clemson.edu/canvas/app.html) (<https://www.clemson.edu/canvas/app.html>).
- Course activities will occur through the Canvas course.

## **ACADEMIC INTEGRITY**

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.

All infractions of academic dishonesty will be reported to Undergraduate Studies for resolution through that office. See the [Undergraduate Academic Integrity Policy website](https://www.clemson.edu/academics/integrity/)(<https://www.clemson.edu/academics/integrity/>) for additional information about academic integrity at Clemson.

For graduate students, [see the current graduate student handbook](https://www.clemson.edu/graduate/students/policies-procedures/index.html) for all policies(<https://www.clemson.edu/graduate/students/policies-procedures/index.html>)

## **ACADEMIC GRIEVANCES**

Undergraduate students are advised to visit the Ombuds' Office prior to filing a grievance. After discussion with the undergraduate academic ombudsman, students should contact Undergraduate Studies (656-3022) for assistance filing official paperwork.

Graduate students follow [graduate student handbook](https://www.clemson.edu/graduate/students/policies-procedures/index.html) (<https://www.clemson.edu/graduate/students/policies-procedures/index.html>) and "grievances must be filed with the Graduate School within 60 days of the alleged act."

## COPYRIGHT

Materials in some of the courses are copyrighted. They are intended for use only by students registered and enrolled in a particular course, for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Students should be reminded to refer to the [Use of Copyrighted Materials and “Fair Use” Guide](#) at Clemson Libraries, for additional information (<http://clemson.libguides.com/c.php?g=230419&p=1530623>).

## COMMITMENT TO DIVERSITY

**Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.**

### **The Clemson University Title IX statement regarding non-discrimination:**

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 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 here](http://www.clemson.edu/campus-life/campus-services/access/title-ix/) (<http://www.clemson.edu/campus-life/campus-services/access/title-ix/>).

Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD). Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

## Course Summary:

Date	Details
Thu Jan 7, 2021	Calendar Event <a href="#">Welcome to SUST 2010</a>
Tue Jan 12, 2021	Calendar Event <a href="#">Background reading day</a>

<b>Date</b>	<b>Details</b>
	Calendar Event <a href="#">Critical Thinking and Sustainability</a>
Thu Jan 14, 2021	Calendar Event <a href="#">Leadership and Engagement Opportunities</a>
Tue Jan 19, 2021	Calendar Event <a href="#">Lori Dickes</a>
Wed Jan 20, 2021	Calendar Event <a href="#">Last Day to Drop without a W</a>
Thu Jan 21, 2021	Calendar Event <a href="#">IPCC</a>
	Calendar Event <a href="#">Sustainable Development Goals</a>
Tue Jan 26, 2021	Calendar Event <a href="#">Drew Lanham</a>
Thu Jan 28, 2021	Calendar Event <a href="#">Climate Change: a threat to human rights?</a>
Tue Feb 2, 2021	Calendar Event <a href="#">Charity or Justice</a>
Wed Feb 3, 2021	Assignment <a href="#">Losing Earth Part I</a>
Thu Feb 4, 2021	Calendar Event <a href="#">Losing Earth: A Recent History by Nathaniel Rich</a>
Mon Feb 8, 2021	Assignment <a href="#">Losing Earth Part II</a>
Tue Feb 9, 2021	Calendar Event <a href="#">Losing Earth: A Recent History by Nathaniel Rich Part Two</a>
Thu Feb 11, 2021	Calendar Event <a href="#">COVID, Climate and Social Justice</a>
Tue Feb 16, 2021	Calendar Event <a href="#">Terry Walker</a>
Thu Feb 18, 2021	Calendar Event <a href="#">Climate Change Advocacy</a>
Mon Feb 22, 2021	Assignment <a href="#">Climate Crisis Essay</a>

<b>Date</b>	<b>Details</b>
Tue Feb 23, 2021	Calendar Event <a href="#">Discussion Leadership Oct 13</a>
Thu Feb 25, 2021	Calendar Event <a href="#">STARS Report</a>
Tue Mar 2, 2021	Calendar Event <a href="#">Economics of Sustainability</a>
Thu Mar 4, 2021	Calendar Event <a href="#">Discussion Leadership March 4</a>
Tue Mar 9, 2021	Calendar Event <a href="#">Discussion Leadership March 9</a>
Thu Mar 11, 2021	Calendar Event <a href="#">Discussion Leadership March 11</a>
Fri Mar 12, 2021	Assignment <a href="#">The Value of Nature Essay</a>
Tue Mar 16, 2021	Calendar Event <a href="#">Spring Break</a>
Thu Mar 18, 2021	Calendar Event <a href="#">Spring Break</a>
Tue Mar 23, 2021	Calendar Event <a href="#">Will Biden's Climate Plan be Effective?</a>
Thu Mar 25, 2021	Calendar Event <a href="#">Discussion Leadership March 25</a>
Sun Mar 28, 2021	Assignment <a href="#">Discussion Leadership Three Part Assignment</a>
Tue Mar 30, 2021	Calendar Event <a href="#">Reflections and prep for Final Exam</a>
	Assignment <a href="#">Class Participation &amp; Discussion Reflection</a>
Thu Apr 1, 2021	Calendar Event <a href="#">Pre-registration Minor Discussion</a>
Tue Apr 6, 2021	Calendar Event <a href="#">Pecha Kucha Presentations</a>
Thu Apr 8, 2021	Calendar Event <a href="#">Pecha Kucha Presentations</a>

**Date****Details**

Mon Apr 12, 2021

Calendar Event [Registration begins](#)

Tue Apr 13, 2021

Calendar Event [Pecha Kucha Presentations](#)

Thu Apr 15, 2021

Calendar Event [Pecha Kucha Presentations](#)

Fri Apr 16, 2021

Assignment [Pecha Kucha](#)

Mon Apr 19, 2021

Calendar Event [EXAM WEEK](#)