SUSTAINABILITY LITERATURE - SUS 300 (online)
Department of Anthropology, Geography, Sociology; Stephen F. Austin State University
Office: Vera Dugas Liberal Arts North 353; Tel.: 940-206-8480; Email: forbesw@sfasu.edu
Office hours: Tuesday, Thursday 11-12, 2-3:30; or by appointment

Course description (from catalog): Surveys a mix of past and present literature, mostly non-fiction, that illustrates concepts in sustainable community development, such as thinking on needs of future generations and simultaneously addressing economy, environment, and society. Topics include biodiversity conservation, climate change, economies, renewable energy, and social justice at local, national, and international scales. Case studies on community development, diversity, and resilience are particularly relevant.

Highly Recommended Texts: Kingsolver, B. Flight Behavior, 2012; Jeffrey D. Sachs. The Age of Sustainable Development, 2015. Other readings on reserve at Steen Library or in modules. For current events – material Harpers, Orion, and other materials will be embedded in the modules or sent by D2L email. Attendance is noted through quiz/discussion/event participation. Some readings not in modules will be on reserve at Steen Library but you can also purchase these cheaply: Faulkner, William. The Bear, 1942; Leopold, Aldo. A Sand County Almanac, 1949; Carson, Rachel. Silent Spring, 1962; Dillard, Annie. Pilgrim at Tinker Creek, 1974; Lauter, Judith. LaNana Creek Haiku, 2014

Grading: 90-100% = A; 80-90% = B; 70-80% = C; 50-70% = D.

90% weekly summaries/quizzes/essays – two page written summaries (or poetry, tales, essays, multiple choice quizzes) based mostly on module and print reading assignments and related critical thinking questions.
5% discussion – five discussion topics, 1% each; post once about material and once in response to a fellow student.
5% activities – participate in at least two activities (Earth Day April 7th, waste audit, letter writing, etc.)

Calendar/General Outline

Introduction and Historical Perspectives
January 16th – Course Introduction; A Sense of Place - Berry’s “The Bucket”, Lauter’s LaNana Creek Haiku
January 22nd – Indigenous Views, Tales and Short Stories – Kingsolver’s “Homeland”, others
January 29th – Loss of Culture – Selected short stories and essays

Concepts of Wilderness and Conservation
February 5th – Historical Perspectives of Wilderness - Muir, Thoreau essays
February 12th – Loss of Wilderness – Faulkner’s “The Bear”
February 19th – Conservation – Leopold’s A Sand County Almanac (selected essays)
February 26th – Birth of Environmental Movement, Carson’s Silent Spring (selected essays)

Environmental Ethics, Animal Rights, & Religion
March 5th – A Sand County Almanac, Silent Spring (continued)
March 12th – Spring Break
March 26th – Religion - Dillard’s Pilgrim at Tinker Creek (selected chapters), Pope John Paul II

Climate Change
April 2nd – Kingsolver’s Flight Behavior, others (April 7th Earth Day event)
April 9th – Flight Behavior continued
April 16th – Flight Behavior continued

Sustainable Economies
April 23rd – Sachs Age of Sustainable Development (selected chapters), others
April 30th – Sachs Age of Sustainable Development
May 7th – Sachs Age of Sustainable Development
Student (Course) Learning Outcomes (SLOs) After successfully completing this course, a student will be able to:

- Identify and summarize literature illustrating key concepts in sustainability and community development.
- Identify key concepts in sustainability and community development within current events and media.
- Communicate key sustainability concepts in different formats (reading responses, poetry, tales, essays).
- Critically evaluate applicability of key concepts in sustainable community development within the context of different communities and situations.

Program Learning Outcomes (PLOs) The Sustainable Community Development BA has these learning goals:

- Students will demonstrate an understanding of the historical development of sustainability.
- Students will be able to identify the most significant philosophical, emotional, and intellectual obstacles to generating sustainable communities.
- Students will be able to identify the most significant economic, political, and cultural factors in generating sustainable communities.
- Students will be able to articulate reasons that sustaining viable communities holds value to human societies.
- Students will demonstrate the ability to construct research models and analyze data.
- Students will demonstrate ability to apply their theoretical knowledge to the solution of real-world problems.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Please see student conduct policy D-34.1K: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

Make-up quizzes/exams/Drop Policy: Students will not be given a make-up exam without written documentation of unavoidable issues submitted prior to the exam. Students should note drop deadlines in the schedule of classes. For the official policy see: http://www.sfasu.edu/policies/course-add-drop_6.10.pdf

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in later semesters the WH will automatically become an F and will be counted as a repeated course for computing grade point average. For the official policy please see: http://www.sfasu.edu/policies/course-grades.pdf

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www2.sfasu.edu/disabilityservices/.