SUSTAINABILITY LITERATURE - SUS 300 (online)
Department of Anthropology, Geography, Sociology; Stephen F. Austin State University
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Office hours: Tuesday, Thursday 11-1230, Wednesday 1030-330; online; 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.

Optional Texts: All readings are online. Texts drawn from repeatedly include Sachs, J.D. The Age of Sustainable Development, 2015; Leopold, Aldo. A Sand County Almanac, 1949; Carson, Rachel. Silent Spring, 1962; Lauter, Judith. LaNana Creek Haiku, 2014. Other materials including current events will be in modules, news area, or sent by D2L email. Attendance will be noted through quiz/discussion/event participation. Weekly work is highly recommended.

Grading: 90-100% =A; 80-90% =B; 70-80% =C; 50-70% =D.
30% essays/short papers – two writing projects - 15% each (5% draft, 10% final); will look to publish these online;
30% quizzes – based on readings; approximately six quizzes 5% each
10% group projects – participate in a group sustainability project (Houston area, Nacogdoches, Palestine, etc.)
10% grant search/writing – search for grant program applicable to project 5%, draft proposal 5%
10% poetry – two poems 5% each; can substitute activity summary for one poem – see calendar italics for activities
10% discussion – five discussions of readings, 2% each; post once on material and once responding to another student.

Calendar/General Outline
Introduction and Historical Perspectives
January 15th – Course introduction; origins of sustainability; J. Diamond – sustainability of past societies
January 21st – Indigenous Views, Tales, Short Stories – Kingsolver, others (Jan. 20th MLK Day events)
January 28th – A Sense of Place - Berry’s “The Work of Local Culture”; Lauter haiku poems

Preserving/Conserving Nature and Culture
February 4th – Loss of culture – Selected short stories and essays (Citizens Climate Lobby Houston Feb. 8th)
February 11th – Wilderness/wildlife conservation/preservation – Thoreau, Muir, Leopold essays
February 18th – Chemical pollution - Carson (selected essays)

Environmental Ethics, Animal Rights, & Religion
February 25th – Land Ethic, Anthropocentrism, Biocentrism, Ecocentrism
March 10th – Spring Break

Sustainable Development
March 17th – Sachs Age of Sustainable Development (selected chapters)
March 24th – Sachs Age of Sustainable Development (TRACS conference Brownsville March 26-28th)
March 31st – Sachs Age of Sustainable Development (selected chapters)

Current Creative/Critical Writing in Sustainability
April 7th – Contemporary articles/current events (AAG conference April 7-10)
April 14th – Contemporary articles/current events
April 21st – Contemporary articles/current events (EarthX in Dallas April 24-26th) free entry!!!!
April 28th – Contemporary articles/current events

May 5th – Summary/wrap-up
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/