Syllabus

In recent years, “sustainability” has become a watchword for government, business and nongovernmental organizations (NGOs) around the world. What may surprise you is that higher education institutions have been pursuing sustainability for even longer than those other segments of society. This course will examine the sustainability efforts of higher education institutions in general and of the IUB campus in particular. Students will have a number of opportunities to plan sustainability projects for IUB.

There are two main parts to the course. First is context-setting. It’s very important to address campus sustainability in the larger context of global issues and trends, so we’ll review the most pressing concerns at that level. Everything is connected, and higher education institutions must consider global issues as they plan and implement their sustainability policies and practices. We’ll look at climate and energy, forests, water, the global economy, and social equity; there are other major issues, of course, but these are the ones we’ll focus on. To further help set that global context, you’ll read and discuss a book that looks at our current economic system and its role in the global issues that impact the operational and academic programs at colleges and universities.

The second and main part of the course will be about sustainability in higher education institutions. We’ll start by looking at how campuses can evaluate their sustainability status by using sustainability indicators. We’ll also look at the decision-making process in general in higher education institutions and consider the concerns of stakeholders in sustainability-related decisions. We’ll hear about the IU Office of Sustainability and its internship program. Then we’ll spend the remainder of the course with a set of subsystem categories applicable to most higher education institutions that are working to become more sustainable: food service, resource use/recycling, energy and the built environment, transportation, curriculum, economy and social equity. For each category, we’ll sample what other schools are doing and then see what the Indiana University Bloomington campus has done and plans to do.

Course Objectives
For this course you will:

1) Summarize the global environmental and economic issues that affect sustainability;
2) Design an IUB sustainability project for each of the seven IUB campus subsystems;
3) Formulate your rationale for the importance of sustainability for higher education; and
4) Develop a project plan for your own top IUB sustainability priority.

Text

The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability. James Gustave Speth. Yale University Press.

Reference Material

Campus Sustainability Report (CSR), Indiana University Task Force on Campus Sustainability, 2008, found at http://www.indiana.edu/~sustain/sustainabilityiu/report/. You will need to read assigned sections. The sections you will need to read are found on the class schedule at the end of this syllabus.
Assignments and Point Values

**Book Summaries** (4) – 16 points total; 4 points for each of four summaries.

There are three parts to the Speth book. You will write summaries listing the main points of the chapters, as follows:

**Summary One**: Part One, chapters 1-3.
**Summary Two**: Part Two, chapters 4-6.
**Summary Three**: Part Two, chapters 7-9.
**Summary Four**: Part Three, chapters 10-12.

Summaries will be **one** FULL page, using the typing specifications below under Assignment Specifications. Your summaries will be **lists of the main points**, as you see them, for each chapter. Do not write narrative paragraphs.

Use only the chapter number as a subheading. I will provide a model for you to use.

**Subsystem Projects** (7) - 63 points total; 9 points for each of seven papers.

For the course, we will discuss seven campus sustainability subsystems:

Food
Resource use/recycling
Energy/built environment
Transportation
Curriculum
Economy
Social equity

For each subsystem, you must write up your suggestion for an IUB sustainability project, to include:

1. The *problem or need*, as you see it, based on local research or information you have found. (3 points)
2. A measurable *goal* to address the problem or need. (3 points)
3. A description of how to reach the goal, including the *sequence of steps* and *key people*, departments, and organizations involved. (3 points)

Project papers must be **one** FULL page, using the typing specifications below under Assignment Specifications.

**Final Paper** – 21 points

Your final paper must be **two full pages**. You must address two questions in two separate, numbered parts:

1. Why should sustainability be a top priority for a higher education institution? (10 points)
2. a. What should be **THE** top sustainability priority for IUB in the next few years? Why? (6 points)
   b. Who should be the key players in addressing this priority, and why are they key? (5 points)
Written Assignment Specifications:

All book summaries, project papers and the final paper must follow these specifications:
- Times New Roman font, 11 point type size.
- Topic, Last name, first name (in that order) on the top line of the page; right justified.
- Single-spaced.
- No skipped lines; for the book summaries, under each chapter number, list only main points (no personal opinions using a dash (-); for subsystem projects and the final paper, indent the first word of a new paragraph two spaces.
- One-inch margins all around.
- No footnotes, charts, tables, graphics or illustrations; just text.
- Double-sided for final paper.

I require that you follow these specifications so that I get the same amount of content from all students for each assignment. Then, having a “level playing field,” I can grade you on the content of your work. If you don’t know how to set up your work according to these specifications, please let me know before your first assignment is due.

I will deduct points for not following these specifications.

Readings

For most of the subsystems, you will read assigned sections of the Campus Sustainability Report. See the Schedule below for the readings for each lesson.

Attendance

Attendance is required.
- First unexcused absence: minus one point
- Second unexcused absence: minus three points.
- Third and any succeeding absences: minus five points each.

Documentation to excuse an absence may be from a physician, lawyer or other authoritative person (I’ll decide). If at all possible, get documentation to me in advance when you know you must be absent, or get it to me immediately upon your return to class.

Grading Scale

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
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<tr>
<td>93-96</td>
<td>A</td>
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<tr>
<td>90-92</td>
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<td>80-82</td>
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<td>77-79</td>
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<td>73-76</td>
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<td>59 or less</td>
<td>F</td>
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SPEA Academic Policies

Academic Dishonesty
SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Student Rights, Responsibilities, and Conduct, which can be accessed at http://dsa.indiana.edu/Code/ so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he/she does any of the following:

a. Quotes another person’s actual words, either oral or written;
b. Paraphrases another person’s words, either oral or written;
c. Uses another person’s idea, opinion, or theory; or
d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Civility
Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual’s and community’s goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Communication between Faculty and Students
In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors’ preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUB email to another account can be found at http://kb.indiana.edu/data/beoj.html?cust=687481.87815.30

Course Withdrawals
Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. Poor performance in a course is not grounds for a late withdrawal.

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.
<table>
<thead>
<tr>
<th></th>
<th>Week 1 (last day)</th>
<th>Week 2 – Week 7 (regular session)</th>
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<tbody>
<tr>
<td>Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)</td>
<td>Week 2 – Week 3 (summer session)</td>
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<td>Withdrawal with automatic grade of W (Advisor signature IS required)</td>
<td>Week 8 – Week 12 (regular session)</td>
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<tr>
<td>Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)</td>
<td>Week 3 – Week 4 (summer session)</td>
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**Incompletes**

A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at [http://www.indiana.edu/~registra/Registration/genreginfo.html#inc](http://www.indiana.edu/~registra/Registration/genreginfo.html#inc), in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.
Class Schedule and Assignments

Aug.
30 – Course Description; Sustainability definitions, basic concepts.

Sep.
01 – Global Context: Climate and Energy.
06 – Global Context: Water; Forests.
08 – Speth, Part 1. Chapters 1-3. **Summary due at start of class**; discussion.
15 – Speth, Part 2. Chapters 4-6. **Summary due at start of class**; discussion.
20 – Speth, Part 2. Chapters 7-9. **Summary due at start of class**; discussion.
22 – Speth, Part 3. Chapters 10-12. **Summary due at start of class**; discussion.
27 – IUB Sustainability Report Card; Campus Sustainability Report.
29 – Campus Sustainability Indicators: Environment

Oct.
04 – IU Office of Sustainability.
06 – IUB Sustainability Internships.
11 – Campus Sustainability Indicators: Economy; Social Equity.
13 – Campus Decision Making. Stakeholders. Student Activism.
18 – Food on Campuses. **Read CSR pp. 80-87**.
20 – IUB Food.

Nov.
01 – Energy/Built Environment on Campuses. **Read CSR pp. 34-46 and 70-79. Resource Use/Recycling Project paper due at start of class**.
03 – IUB Energy/Built Environment.
08 – Transportation on Campuses. **Read CSR pp. 62-69. Energy/Built Environment Project paper due at start of class**.
10 – IUB Transportation.
15 – Academic Initiatives on Campuses. **Read CSR pp. 21-33. Transportation Project paper due at start of class**.

Thanksgiving Break!!

Dec.
01 – IUB Economy. **Curriculum Project paper due at start of class**.
06 - IUB Social Equity. **Economy Project paper due at start of class**.
08 – Course Review; final paper discussion. **Social Equity Project paper due at start of class**.
13 – No class. **Final Paper due @ SPEA Room 341 NOT LATER THAN 12 noon sharp**.

I look forward to your participation in this course. Please feel free to contact me with any questions or concerns you may have.