FYS 034: It’s Not Easy Being Green: Or (The Enigmatic Challenge of Living Sustainably in a World Designed to be Otherwise)
Drake University
Fall 2015

Class time: Tuesday and Thursday, 12:30-1:45 p.m.
Location:
Facilitator: Todd Hodgkinson, Ph.D.
Contact information: todd.hodgkinson@drake.edu; W (515) 271-4565
Office Location: School of Education Building, Room C
Office Hours: Tuesdays (9 a.m.-11:30 a.m.) and Wednesdays (3:30-5 p.m.) or by appointment.

Course Description: In this course, students will explore what it means to be "green"—both as an ideology and as a lifestyle. In addition to examining key environmental and philosophical problems such as: human overpopulation, environmental degradation, climate change, and the growing divide between human beings and nature; students will investigate possible solutions, as they work towards an understanding of what it takes to “live sustainably” in a world where living otherwise is both a norm and the expectation.

Course Goals:

Students will:

• Acquire a base-level knowledge of issues, principles, concepts, processes and practices related to sustainability and sustainable living.
• Develop competencies related to information literacy.
• Write to learn.
• Apply their knowledge about sustainability and sustainability principles.

Course Objectives:

Students will...

1. Identify, evaluate, analyze, interpret, cite and use information to solve problems or explain questions related to the concept of sustainability and sustainable living.
2. Synthesize information through writing.
3. Reflect upon course readings and actively engage in classroom discussions.
4. Collaborate with their peers on learning tasks.
Required Readings:


Additional Readings: In addition to reading the texts above, you will be asked to select ONE of the following books to read and present on in a group of your peers.


Theoretical Framework (Adapted from T. Wagner, 2007)

My approach to teaching this course is based on Harvard Professor Tony Wagner's theories about teaching and learning. In short, Wagner (2010) argues that schools (and teachers) should involve students in the acquisition of 21st Century Skills (See figure above). Instead of being asked to memorize (and forget) facts that can be accessed easily through technological sources, students should be taught how to search for information appropriately and how to decipher what information is most credible and relevant for the purpose of their learning. In addition, students should be given opportunities to demonstrate the above skills.

Information Literacy

Information Literacy is the ability to identify when there is a need for information—and to be able to identify, collect, evaluate, analyze, interpret, and effectively use that information to solve an issue or problem at hand. Becoming an effective user of information is critical for your success in college—yet it is even more critical for your success as an individual living in the 21st Century. With that said, this course is structured in such a way as to enable you as an identifier and user of information.

Writing to Learn

Writing is an integral part of the learning process, in that it enables us as thinkers to encode new information. Writing also allows us to translate our experiences into personal understandings that, in turn, extend our learning. Because of this, you will be asked to think and write on a variety of topics and ideas related to the concept of sustainability. Please bring a notebook with you everyday, so that you are prepared to extend your think through writing.
THE CLOUD INSTITUTE FOR SUSTAINABILITY
CORE CONTENT STANDARDS:

[A] Cultural Preservation & Transformation: The preservation of cultural histories and heritages and the transformation of cultural identities and practices that contribute to sustainable communities. Students will develop the ability to discern with others what to preserve and what to change in order for future generations to thrive.

[B] Responsible Local & Global Citizenship: The rights, responsibilities, and actions associated with leadership and participation toward healthy and sustainable communities. Students will know and understand these rights and responsibilities and assume their roles of leadership and participation.

[C] The Dynamics of Systems & Change: A system is made up of two or more parts in a dynamic relationship that forms a whole whose elements ‘hang together’ and change because they continually affect each other over time. Students will know and understand the dynamic nature of complex systems and change over time. They will be able to apply the tools and concepts of system dynamics and systems thinking in their present lives, and to inform the choices that will affect our future.

[D] Sustainable Economics: The evolving set of theories and practices of economics that integrates the economic, and social systems with the ecological systems required to support and maintain life on the planet. Students will know and understand 21st century economic practices and will produce and consume in ways that contribute to the health of the financial, social, and natural capital.

[E] Healthy Commons: Healthy Commons are that upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.). Students will be able to recognize and value the vital importance of the Commons in our lives and for our future. They will assume the rights, responsibilities, and actions to care for the Commons.

[F] Natural Laws & Ecological Principles: The laws of nature and science principles of sustainability. Students will see themselves as interdependent with each other, all living things, and natural systems. They will be able to put their knowledge and understanding to use in the service of their lives, their communities, and the places in which they live.

[G] Inventing & Affecting The Future: The vital role of vision, imagination, and intention in creating the desired future. Students will design, implement, and assess actions in the service of their individual and collective visions.

[H] Multiple Perspectives: The perspectives, life experiences, and cultures of others, as well as our own. Students will know, understand, value, and draw from multiple perspectives in order to co-create with diverse stakeholders shared and evolving visions and actions in the service of a healthy and sustainable future locally and globally.

[I] Strong Sense Of Place: The strong connection to the place in which one lives. Students will recognize and value the interrelationships between the social, economic, ecological, and architectural history of that place and contribute to its continuous health.
Course Policies

Attendance and Class Participation:

It is expected that you come to class on time, and that you participate actively in all classroom activities. In the event that you miss a class, you are still responsible for turning in any assignments that were due that day. Assignments will be considered late if they are turned in later than the beginning of class period on the day of your absence.

Unexcused absences will result in the reduction of a full letter grade (e.g., A to B).

Late Assignments: Assignments must be submitted on time. If an assignment is late, it should be turned in within two days of the due date in order to receive partial credit. An assignment that is more than two days late will receive zero points, but is required to be completed.

Communication: I am available during my office hours or by appointment; however, email is the best way to contact me. Please use your Drake email amount for all course-related communications.

Expectations for Academic Reading and Preparing for Socratic Seminar Discussion: The quality of your learning depends on the quality of your preparation. To help you get the most out of the assigned readings, I highly suggest that you annotate as you read. This includes:

- Highlighting, underlining, or taking notes on ideas that you find surprising/intriguing, agreeable, or disconcerting.
- Writing down notes in the margins of the text.
- Making text-to-text, text-to-self, and text-to-world connections.
- Circling and defining unknown words.

Expectations for Academic Writing: Being able to communicate effectively and with purpose is an essential skill for a professional educator. As such, you will be held to a high standard as a writer in this course. On occasion, you may be asked to revise and resubmit an assignment if the quality of your writing is deemed insufficient. Furthermore, you may be directed to the Drake Writing Workshop to help you address specific recurring language, grammar, spelling, or usage errors in your writing.

Located in the lower level of Cowles Library (Room 47), the Drake University Writing Workshop serves undergraduate, graduate, and law students who need assistance with individual writing assignments. It is a free service and is intended to help Drake students develop their skills as writers. Tutors will not independently edit pieces of writing for students; however, they will: a) provide comments on the overall relevance and effectiveness of the writing within the context of an instructor’s requirements; b) note any specific language, grammar, spelling, and usage errors in the piece; and c) address a student’s concerns about their writing. To make an appointment, visit: http://artsci.drake.edu/writersworkshop/wwwshop.html.

In addition to bringing a copy of the assignment you wish to revise, please bring the writing prompt and/or expectations for the writing assignment with you to your tutoring session.
**Behavioral Expectations:** To maintain a classroom atmosphere free from distraction, please limit your use of technology (cell/smart phones, iPods, tablets, and laptops) to class instruction and learning only. Activities such as reading the newspaper, texting, playing games, or checking email during class time may result in a reduction to your overall grade. Please be respectful of others’ opinions in this class. While it is not expected that you agree with everyone’s opinion, personal attacks or malevolent behavior will not be tolerated.

**Academic Honesty:** As future practitioners, students of the Drake University School of Education must maintain high ethical standards and academic honesty. The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Penalties may include the following: zero-credit on the assignment, academic probation/suspension, dismissal from the course with a failing grade, or dismissal from the university.

**Blackboard 9:** I have created a Blackboard page to support you as a learner in this course. Please make an effort to check this site for announcements, assignments, activities, supplemental readings, and resources. I will also keep track of your grades on this site.

**Student Accommodation for Disability:** If you have a disability and will require academic accommodations in this course, please make an appointment with me at the beginning of the semester. Accommodations are coordinated through Student Disability Services. Please contact Michelle Laughlin, Director of Student Disability Services, at 271-1835 or michelle.laughlin@drake.edu to make arrangements for accommodations at the beginning of the semester.

**Sexual Violence Response and Healthy Relationships Student Services:** The Coordinator for Sexual Violence Response and Healthy Relationship Promotion's primary role is to act as a resource for students who have been subjected to interpersonal [gender] violence including sexual assault/harassment, dating/domestic violence, gender-based discrimination, and stalking and will advocate on behalf of the student victim’s requests if services are voluntarily initiated. The coordinator can explain how to initiate a complaint within the university and through criminal/civil processes, assist with referrals to a confidential crisis advocate and/or counselor and appropriate medical or legal professionals. The coordinator must report “known” student campus assaults to the Dean of Students and/or Title IX Coordinator, but the complainant still has rights to participate or withdraw from the university process. Other services include providing crisis intervention (safety plan, crisis counseling, rights information), and assistance in academic and housing accommodations as needed. To contact the coordinator, Alysa Mozak, call 515-271-4141 or email alysa.mozak@drake.edu. The Violence Intervention Partner (V.I.P.) program through this office provides peer-based 24/7 confidential advocacy services. To access a V.I.P. advocate call or text 515-512-2972. For more information about these services visit [www.drake.edu/sexual-assault/](http://www.drake.edu/sexual-assault/)

**Course and Instructor Evaluation:** You will be afforded the opportunity to evaluate the instructor at the end of the semester. I encourage you to provide honest feedback on these evaluation forms.
Grading: Your final grade will be weighted based on the percentages awarded to each individual assignment (see below). The following scale will be used to determine your overall final grade:

- A = 100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = Below 60%

Overview of Assignments

Nature Study Project (100 points/15% of total grade). Students will be asked to complete a semester-long inquiry project that engages them in the study of the natural world (e.g., bird watching, animal tracking, rock collecting, moon/star gazing, edible plant identification, etc.) In addition to submitting a journal that documents their inquiry, students will share a selection of their findings in the form of a small group presentation.

Research Paper (100 points/20% of total grade). Students will be asked to conduct a research study on the topic of global warming and climate change. In addition to assessing your ability to locate, evaluate, and use information effectively, I will also be evaluating your ability to synthesize your findings in writing.

Mid-term and Final Exam (Points TBD; 25% of your total grade). Students will be asked to demonstrate their understanding of course topics on two essay exams.

Literature Circle Group Presentation (100 points/20% of grade): Students will be asked to share the findings of a group book study in the form of an interactive presentation.

Weekly Assessments (Points TBD; 20% of total grade). Students will demonstrate their understanding of course topics on a weekly basis through quizzes, discussion participation, exit slips, short constructed-response, and other types of formative assessment.

*I will provide you with additional information (more explicit directions, grading criterion, etc.) about each of the assignments listed above.
**Note:** This schedule of readings/assignments is subject to change at will.

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS/ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>09/01 (Tues)</td>
<td><em>Keeping a Nature Journal</em>, pp. 3-62</td>
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<td>09/03 (Thurs)</td>
<td><em>The Sixth Extinction</em>, pp. 1-110</td>
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<tr>
<td>09/08 (Tues)</td>
<td><em>The Sixth Extinction</em> pp. 111-192</td>
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<tr>
<td>09/10 (Thurs)</td>
<td><em>The Sixth Extinction</em>, pp. 193-272</td>
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<td>09/15 (Tues)</td>
<td>Research on Global Warming and Climate Change Library Research Day</td>
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<td>09/17 (Thurs)</td>
<td>Meet in Room 201 of Cowles Library</td>
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<td>09/22 (Tues)</td>
<td><em>This Changes Everything</em>, pp. 1-119</td>
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<tr>
<td>09/24 (Thurs)</td>
<td><em>This Changes Everything</em>, pp. 120-190</td>
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<td>09/29 (Tues)</td>
<td>Research paper outline due</td>
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<tr>
<td>10/01 (Thurs)</td>
<td><em>This Changes Everything</em>, pp. 293-387</td>
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<td>10/06 (Tues)</td>
<td>Research paper due</td>
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<td>10/08 (Thurs)</td>
<td><strong>No Class:</strong> Dr. Hodgkinson at Conference</td>
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<td>10/13 (Tues)</td>
<td>Bring in nature study journal for sharing and submission</td>
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<td>10/15 (Thurs)</td>
<td><strong>Mid-term Exam (In-class)</strong></td>
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<td>10/20 (Tues)</td>
<td><strong>No Class:</strong> Fall Break</td>
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<td>10/22 (Thurs)</td>
<td>Green Tip of the Day (Code &amp; Phelps) <em>Ecomind</em>, pp. 1-88</td>
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<td>10/27 (Tues)</td>
<td>Green Tip of the Day (CarlsonSather &amp; Morris) <em>Ecomind</em>, pp. 89-144</td>
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<td>Date</td>
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| 10/29 (Thurs) | Green Tip of the Day (Schwietz & Bjorlin)  
Ecomind, pp. 145-210                                               |
| 11/03 (Tues)  | Green Tip of the Day (Miller & Black)  
Meet in Literature Circles                                            |
| 11/05 (Thurs) | Green Tip of the Day (Ake & Herzog)  
Meet in Literature Circles                                            |
| 11/10 (Tues)  | Green Tip of the Day (Blader & Makinde)  
Meet in Literature Circles                                            |
| 11/12 (Thurs) | Green Tip of the Day (Hall & Youngquist)  
Meet in Literature Circles                                            |
|             | Bring in nature study journal for sharing and submission              |
| 11/17 (Tues)  | Literature Circle Presentations                                       |
| 11/19 (Thurs) | Literature Circle Presentations                                       |
| 11/24 (Tues)  | Literature Circle Presentations                                       |
| 11/26        | **No Class: Thanksgiving Break**                                     |
| 12/01 (Tues)  | Green Tip of the Day (Daft, Kurji & Johnson)  
Fair Food, pp. 1-76                                                  |
| 12/03 (Thurs) | Green Tip of the Day (Christenson & Furnival)  
Fair Food, pp. 77-130                                                |
| 12/08 (Tues)  | Fair Food, pp. 131-213                                               |
| 12/10 (Thurs) | Bring in nature study journal for sharing and submission              |
| 12/17 (Thurs) | Final Exam (Take Home) (Due 12/17)                                    |