

# ENVIRON/RCIDIV 391: Sustainability and the Campus

Monday/Wednesday/Friday 11am-12pm in 1046 Dana  
Winter 2013, 3 credits

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**Office Hours: Mondays 1-2pm; Thursdays 3-4pm; or by appointment**  
Location: Graham Institute: 625 E. Liberty St., Suite 300 (3<sup>rd</sup> floor above Starbucks at State & Liberty)
- GSI:** Lindsey MacDonald  
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**Wednesdays 12-2pm or by appointment**  
Location: Graham Institute: 625 E. Liberty St., Suite 300 (3<sup>rd</sup> floor above Starbucks at State & Liberty)
- Project Facilitator:** Lisa Connors, Team Coach  
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- CTools Site:** Will have Powerpoints, assignments, links to readings and all relevant information.

## Course Description

This “hands-on” interdisciplinary course explores environmental (and, to a lesser degree, social and economic) sustainability in higher education generally and at the University of Michigan specifically in a dynamic, interactive way. Drawing upon theory and practice in sustainability, environmental management, organizational change and social advocacy, students conduct a substantial, hands-on group project in conjunction with a university sponsor. Past projects – available at <http://www.graham.umich.edu/education/campus.php> - have led to the creation of the “How to be a Green Wolverine Guide,” the planting of a campus garden, a campus sustainability interactive map and many other direct outcomes. Through site visits, guest lectures, discussions, simulations, lectures and this project, this course addresses the real life challenges of campus environmental sustainability. The focus is on active, participation-based learning, and students leave the course with an understanding of the campus as a lever for environmental change and with the personal tools to act as change agents. Beyond directly impacting the campus, this course helps develop professional skills in environmental project management.

## Goals

- To engage in “hands-on” learning about environmental/sustainability issues at the University of Michigan
- To explore the applications of the concept of sustainability, using a systems thinking for organizational change framework
- To assess the role of the University in sustainability and develop the tools to create social change
- To develop professional skills in group learning, effective project management and leading organizational change for sustainability
- To increase campus and global environmental literacy
- To successfully complete a project that positively impacts campus sustainability

## Prerequisites

- At least one lower level environmental studies or closely related course that provides basic knowledge of environmental problems and solutions
  - Substantial interest in organizational change, social change and/or environmental advocacy
  - Ability and interest to engage in a substantial, group-oriented hands-on project on a campus sustainability issue that will require significant work outside of the classroom
- Students from all fields of study are encouraged to take this course.

## Readings & Resources

All required readings will be available via CTools (sometimes via a link to the Library E-Reserves). The most relevant campus sustainability books are held on reserve at the Undergraduate Library. The best listing of additional campus sustainability resources exists on the website of the Association for the Advancement of Sustainability in Higher Education ([www.aashe.org](http://www.aashe.org)) under resources. The University of Michigan maintains a comprehensive website of campus sustainability efforts at <http://sustainability.umich.edu>.

## Assignments

Your course grade will consist of four parts:

	%	Points
1 Participation/Reading Reflections	10%	20
2 Class Preparation Exercise	5%	10
3 President Coleman Memo	5%	10
4 Individual Research Paper	20%	40
5 Group project	60%	120
<b>Total</b>	<b>100%</b>	<b>200</b>

Note: Every assignment will be posted, with all details (including a grading rubric if relevant), on CTools, which is the definitive source for due dates, criteria, etc. (superseding this syllabus) ***All assignments, unless otherwise noted, should be turned in via Ctools and are due by the beginning of class (11:10am).***

1. **Participation/Reading Reflections (10%, 20 points):** We expect you to come to class on time, attend every class session, be prepared for every session, and treat this class as a professional environment. This course will only work with active participation from all students. You will get as much out of this course as you put in. Therefore, 10% of your grade is based on contributions to course discussions and class attendance as well as the quality of in-class written reflections on readings. Contributions to course discussions will be assessed based on evidence of completing course readings as well as active, informed participation in discussions with the instructor, GSI, other students, guests, site visits, etc. Special attention will be paid to asking informed questions of guest lecturers. Lindsey will be taking attendance at all classes either via a sign-in sheet or, as the semester progresses, visually; you are responsible for contacting Lindsey if you have special circumstances and conditions which require absence(s). Your participation grade will go down if you miss more than 1 class session without approval. Make-up assignments may be required. You may check with us at any time to gain a sense of your relative participation level.

***There is a no electronics policy in this class.*** Please do not turn on laptops, cell phones or other electronic devices during class unless you have a specific class-related reason for doing so. Failure to adhere to this policy will reduce your participation grade.

2. **Class Preparation Exercise (5%, 10 points):** You will be assigned to one of 4 units in the class to prepare an assignment or exercise in advance of the relevant session for that unit. All students assigned to the unit will turn in a written assignment; several individuals will be called upon (selected randomly) to informally present their exercise to spark class discussion that day.
3. **President Coleman Memorandum (5%, 10 points):** You will write a memorandum to President Coleman analyzing U-M's progress on sustainability and your recommendations for next steps (Due: 4/12).
4. **Individual Research Paper (20%, 40 points):** Each student will write an individual research paper, likely related to your group project topic (2,000 words maximum) (Due: 2/15).
5. **Group Project (60%, 120 points):** The major component of this course is successful completion of a group project that benefits UM's campus sustainability efforts. The results of your project will be shared through an oral presentation, written professional report (including an executive summary) and online posting. Every member of your team will receive the same grade for 110 out of the 120 points. The remaining 10 points are individually-assigned based on individual effort within the group project, as rated by your peers, as well as participation in group process exercises.

**Extra Credit:** Extra credit will be available (up to 2 points per semester) for attendance at campus sustainability-related events followed by a brief (one-paragraph) write-up within 3 calendar days of the event (no late submittals will be accepted). The instructors will highlight opportunities during class or via email; Students may propose additional opportunities for potential acceptance.

Students with special needs, disabilities or concerns should talk with the instructors early in the term so that appropriate accommodations can be made.

### **Late Policy & Plagiarism**

Our expectation is that you will turn in all assignments on time. As a general rule, late assignments will be marked down at least one letter grade (i.e., approximately 10%) per day late, beginning as soon as the assignment is due, except in the case of extenuating circumstances which are discussed with one of us prior to the due date (if at all possible).

Plagiarism involves presenting someone else's words or ideas as your own. This includes using someone else's assignment as your own as well as failing to properly cite the sources of ideas or words. We will report any student caught plagiarizing to the Academic Judiciary Board. Plagiarizing can also result in getting a zero on the assignment and failing the course.

# Course Schedule

Date	Topic	Reading	Assignment Due
1/9 (W)	Introductions; Syllabus; Student Panel		
1/11 (F)	Workday: Project Sponsor Introductions		
<b>SUSTAINABLE SYSTEMS, UNIVERSITIES &amp; CHANGE MANAGEMENT</b>			
1/14 (M)	Defining Sustainability	Senge: 3-32 Bookhart: "Sustainability: Shifting Definitions & Evolving Meanings"	<b>Project Preferences &amp; MBTI Survey</b>
1/16 (W)	Systems Thinking	Senge: 33-52	
1/18 (F)	Workday: Form Teams/Effective Meetings		
1/21 (M)	MLK DAY – No Class		
1/23 (W)	Workday: Project Planning I		
1/25 (F)	Workday: Project Planning II		<b>Contracts - Rough Drafts</b>
1/28 (M)	Campus Sustainability Overview	Sharp: "Higher Education..."; Cortese: "Promises Made & Promises Lost"; Martin & Samels: "The Sustainable University"	
1/30 (W)	Guest: Terry Alexander – Office of Campus Sustainability	U-M Annual Sustainability Report	
2/1 (F)	Workday: Survey Workshop	McKenzie-Mohr, 31-37 (optional)	<b>Project Plans/ Contracts- Final</b>
2/4 (M)	Leverage Points	Meadows: "Places to Intervene in a System"	
2/6 (W)	Measuring Success (or Failure): STARS (Laura Matson)	U-M STARS Report (Skim for relevant section to your project) Walton & Matson: "Measuring Campus Sustainability Performance"	
2/8 (F)	Workday: Focus Groups/Interviews Workshop	McKenzie-Mohr, 26-28 (optional)	
<b>CREATING A CULTURE OF SUSTAINABILITY</b>			
2/11 (M)	Behavior Change (Guest: Dr. Ray De Young)	De Young: "Slow Wins"	
2/13 (W)	Sustainability Cultural Indicators Project (Guest: John Callewaert & Ethan Schoolman)	SCIP Summary TBD	
2/15 (F)	Workday: Open		<b>Individual Paper</b>
2/18 (M)	Education for Sustainability Principles	Orr: "What Is Education for..."	
2/20 (W)	Education for Sustainability Roleplay	Rowe: "Building Political Capital..." ACUPCC (skim for your role)	
2/22 (F)	Workday: Open		
<b>REDUCING WASTE TO LANDFILLS 40% BY 2025</b>			
2/25 (M)	Trip to Materials Recycling Facility (leave at 10:00am)		
2/27 (W)	Guest: Tracy Artley, Sustainability Coordinator for Building & Grounds	IA Phase I: Recycling & Purchasing (Read Executive Summary, skim rest)	
3/1 (F)	Workday: Oral Updates		<b>Project Outline, Update &amp; Survey</b>
3/11 (M)	Waste & Consumption	Farell: 35-49 Senge: 285-291	
3/13 (W)	Workday: Overcoming Barriers		

3/15 (F)	Waste Roleplay	Zero Waste Football Report
<b>REDUCING GREENHOUSE GAS EMISSIONS 25% BY 2025</b>		
3/18 (M)	Sustainable Energy/LEED	Senge: 68-76 Carlson: "Sustainability & Higher Education Architecture"
3/20 (W)	Guest: Steve Dolen, Parking & Transportation Services	IA Phase I: Transportation (Read Executive Summary, skim rest)
3/22 (F)	Workday: Open	
3/25 (M)	Green Dana Tour	
3/27 (W)	Climate Change Debate/Simulation	Readings TBD
3/29 (F)	Workday: Open	<b>Project Rough Draft</b>
<b>PURCHASING 20% "SUSTAINABLE" FOOD BY 2025</b>		
4/1 (M)	Campus Food Systems	Farrell: 67-92 Sacks: "Food for Thought"
4/3 (W)	Food Sustainability Panel	IA Phase II: Food (Read Executive Sum, skim rest)
4/5 (F)	Workday: Developing Strong Recommendations	
4/8 (M)	Goetz Farm (Leave at 8:30am)	
4/10 (W)	Food Debate/Simulation	Readings TBD
4/12 (F)	Workday: Oral Presentations	<b>Pres. Coleman Memo</b>
<b>EVALUATING &amp; PRESENTING</b>		
4/15 (M)	Vision & Complex Systems	Meadows: "Envisioning a Sustainable..." Senge: 179-187
4/17 (W)	<b><i>Presentations</i></b>	
4/19 (F)		
4/22 (M)		

**4/24 (Wednesday) Final Reports Due by 5pm**  
**4/25 (Thursday) Peer Evaluations Due by 5pm**