

Global Sustainability B, Winter 2018
BIO 191B, ESS 190B, SocEcol 186B
Senior Capstone for the Interdisciplinary Minor in Global Sustainability

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Course Information:

This course is restricted to students minoring in Global Sustainability.

Meets: Wednesdays, 2:00-3:20 pm; Location: SSPA 1170

Website: We will use Canvas, which you can access through your EEE account.

Course Description:

This seminar is the second of three courses that form the capstone for the Minor in Global Sustainability - <http://catalogue.uci.edu/interdisciplinarystudies/globalsustainability/>.

This course sequence is designed to encourage critical thinking and expand research skills in global sustainability. In this course, we will conduct an interdisciplinary analysis of current sustainability topics with emphasis on our relationship to nature and dependence upon the environment. It is interactive, evolving, and based on student engagement in direct, thoughtful dialogue.

Learning Objectives:

By the end of this course, students should be able to:

- discuss current sustainability topics with their peers
- analyze and summarize primary literature on sustainability topics
- create an informational and interdisciplinary poster on a sustainability topic to present to a community audience
- lead class discussion activities that promote interdisciplinary dialogue
- reflect in writing on the relationship between sustainability topics covered in this course and their own lives and disciplines
- summarize & communicate current sustainability issues at a level appropriate for public audiences

Course Policies:

Attendance is mandatory and class participation is required. I do not have many 'rules', but I will expect the following:

- You are on time for every class session.
- You have read through the assigned materials and completed any pre-class questions and journal assignments before coming to class.
- You bring course materials to every class.
- You will be respectful of each other and the instructor(s), which includes turning off cell phones before class, not interrupting while someone else is talking, and doing your fair share of work while working in a group.
- All assignments are due at the beginning of class. Any assignments turned in late will be deducted 10% for each day the assignment is late.

Academic Dishonesty: I stand by the UCI Academic Honesty Policy, which can be found at <https://aisc.uci.edu/index>, and will expect nothing less from you. The most common types of academic dishonesty include **plagiarism and collusion**. Academic dishonesty will result in a score of zero on the assignment in question and the incident will be reported to the University.

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Inclusive Classroom Policy: I will uphold the University of California, Irvine's commitment to ensuring equality and valuing diversity. UCI recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCI's community or if you have a need for any specific accommodations, please speak with the instructor early in the quarter about your concerns and what we can do together to help you become an active and engaged member of our class and community. For some of you, the following resources may be helpful:

- Diversity and Awareness at UCI - <http://www.studentaffairs.uci.edu/diverse/index.php>
- Disability Services Center - <http://disability.uci.edu>
- UCI LGBT Resource Center - <http://lgbtrc.uci.edu>
- Undocumented Student Support - <http://dreamers.uci.edu>
- UCI Counseling Center - <http://www.counseling.uci.edu>

Basic Needs Security: Any student who faces challenges securing sufficient food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support (dos.uci.edu; 949-824-5181). Furthermore, please notify the professor if you are comfortable doing so. This will enable her to provide any resources that she may possess. Also note the following resources available at UCI:

- Student Outreach and Retention Center (SOAR) – soar.uci.edu
- SOAR Food Pantry – located at the FRESH Basic Needs Hub at 4079 Mesa Rd (Lot 5 trailers), open M-Th 11am-5pm

Assignments:

There are six main components to your grade for this course, totaling 185 points. You will be responsible for the following assignments:

1. Course Journal (8 entries x 5 points each = 40 points).
2. Group poster project (85 points)
 - Poster topic proposal (10 points)
 - Poster outline (10 points)
 - In-class presentation of poster (15 points)
 - Final Poster & Presentation (50 points)
3. Annotated Bibliography (30 points)
4. Community-engaged Scholarship – 10 total hours (10 points)
5. In-class/ Pre-class Reading Quizzes (up to 10 points)
6. Participation (1 point per class - 10 points)
7. Extra Credit / Participation Make-up (Midterm and Final Evaluations, 1 point each)

Journal- During 8 class periods you will be given a journal assignment. The assignments will range from responding to a topic discussed or video watched in class, to finding a current popular media source that relates to course material. Though not required, you are encouraged to start a blog where you post your journal entries, and you can link directly to your blog posts when submitting your journals in Canvas.

Each journal assignment is due before class the following week.

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Group Poster Project- During week 2 of class you will be assigned a group. Your group will research a sustainability issue of your choosing and produce a poster for display in a public poster session at University High School on the final day of class.

Annotated Bibliography – As part of researching your group’s poster topic, each student will prepare an annotated bibliography (citation + summary) of three primary literature sources that you’ve thoroughly read.

Community-engaged Scholarship (CES) Activity- Communication and collaboration across disciplinary boundaries and between communities of learning and practice are essential to addressing the myriad sustainability issues facing our society. One step in achieving this is to foster mutually beneficial relationships between the university and the community to promote positive social and environmental change. You are asked to participate in **10 hours** of community-engaged service activity that relates to sustainability on or off-campus. A list of options will be provided on Canvas in the assignment description for “Community-engaged Scholarship”. You can propose one of your own options that meets the criteria outlined in Canvas. A brief written description and reflection with photos documenting your participation should be turned in to Canvas within one week of completing each event.

Pre-reading and/or In-class quizzes – During several class periods you will be assigned to read materials beforehand and come prepared to contribute to a group discussion. You may also be assigned to be the discussion leader or note-taker during in-class discussions. In order to ensure that all students come to class prepared to participate, you will be asked to complete reading questions/quizzes before coming to class and/or be given an in-class quiz on the readings. These assessments will total up to 10 points.

Participation- This class only meets ten times and your attention and participation are critical to meeting the course objectives. Your preparation and class attendance each day is worth 1 point. Throughout the quarter, you will also be assigned to serve as a discussion facilitator, time-keeper, opener, or note-taker for your group. Participation in this capacity is required for successful completion of the course.

Extra Credit- I value your comments and feedback on the course and do substantially alter the course sequence each year in response to student feedback. You may earn two points “extra credit” for completing the midterm and final evaluations – this also allows you to miss two class periods if needed without penalty.

Grading: I will use the following straight scale:

100-98.0% A+	89.9-87.0% B+	79.9-77.0% C+	69.9-67.0% D+	>60.0% F
97.9-94.0% A	86.9-84.0% B	76.9-74.0% C	66.9-64.0% D	
93.9-90.0% A-	83.9-80.0% B-	73.9-70.0% C-	63.9-60.0% D-	

Additional Resources: While not required, your participation in the broader sustainability community on the UCI campus will surely support your success in the Global Sustainability capstone series. Many past students have found a collaborative community, service and internship opportunities, networking events, and jobs post-graduation through their involvement in the following:

- Sign up to receive the GSRC newsletter - www.sustainability.uci.edu/gsrc, and follow them on facebook - <https://www.facebook.com/ucigsrc>

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- Join the Global Sustainability Minors facebook page - <https://www.facebook.com/groups/865974890121089/>
- Check out Theta Psi, the Nation's first Co-ed professional sustainability fraternity - <https://thetapsi.wordpress.com>

The contents of this syllabus and schedule are subject to change.

Tentative Schedule: This is a general schedule outlining the structure of this course. An updated and more detailed schedule will be maintained on the course website.

DATE	CLASS ACTIVITY	READING & ASSIGNMENTS
1/10	Introduction to course Activity: Dislocated Interests and the Tragedy of the Commons	BEFORE class, read Davis & Diffenbaugh, 2016 Optional reading: Hardin, 1968 Submit research poster topic interests
1/17	Discuss <i>Socioeconomic Equity, Sustainability, and Earth's Carrying Capacity</i> Assemble research poster groups	BEFORE class, read Dailey & Ehrlich, 1996 and consider discussion questions. Journal assignment 1 due
1/24	Graduate Student / Postdoc Sustainability Researcher Presentations and Panel Work on poster topic proposals in class Review Discussion Roles & format	<i>Bring one journal article of interest related to your research poster topic</i> Journal assignment 2 due
1/28 - Sun	Poster Topic Proposals due at midnight - one per group	
1/31	Discussion Session 1 – Food View assigned discussion roles here. Introduction to Annotated Bibliographies	BEFORE class, read Choices for Sustainable Living pgs. 51-70. Journal assignment 3 due
2/7	Sustainability in the Coffee Industry - partnerships and standards labeling Jigsaw Discussion - Presentations	BEFORE class, read your assigned reading posted on canvas and prepare for 'jigsaw' discussion. <i>Complete Midterm Evaluations</i> Journal assignment 4 due
2/11 - Sun	Annotated Bibliographies Due at midnight - individual submissions	
2/14	Discussion Session 2 - Transportation	BEFORE class, read Choices for Sustainable Living pgs. 85-102. Journal assignment 5 due

Global Sustainability B, Winter 2018
BIO 191B, ESS 190B, SocEcol 186B
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2/18 - Sun	Poster Outline due - one per group	
2/21	Field Trip – Meet at National Fuel Cell Research Center	Journal assignment 6 due
2/28	Discussion Session 3 – Consumption & Economy	BEFORE class, read Choices for Sustainable Living pgs. 103-118. Journal assignment 7 due
3/7	In-Class Poster Presentations / Work Day (tentative)	Journal assignment 8 due
3/14	Sustainability Poster Session – University High School Library Meet at Uni High 1-4PM ATTENDANCE IS MANDATORY	<i>Complete Final Evaluations</i>
3/21	<i>Reserve as possible poster session date</i> Last day to submit Community Engaged Scholarship reflections and late assignments	