

Georgia College
College of Arts and Sciences
Form for Proposal of New Undergraduate Courses

1. Department: **Philosophy & Liberal Studies** Program: **IDST**

2. Title, course number, and credit hours of proposed course:
Sustainability, IDST 2050

- 2b. Hours (L-L-C) or VAR: **3-0-3**

3. Effective Semester: **Fall 2017**
Is this course also being proposed as a graduate course? **No**

4. Repeatable or Nonrepeatable: **Nonrepeatable**

5. Grade Type: Normal or S/U: **Normal**

6. Prerequisite or Co-requisite: **None**

7. Areas to include/address in the rationale for the new course narrative:

Why is the course being proposed? Sustainability has become a critical area of interdisciplinary investigation, in science, business, and the humanities. In order to prepare our students for rapidly changing world with limited resources for human development, we need to give them a cohesive view of a sustainable future, with examples from our own campus. This course addresses the 'triple bottom line' of sustainability (ecology, economics, and ethics) through multi-disciplinary presentations and applied investigations at a range of scales from the global to the individual. The course will stand as the foundation of the Certificate in Sustainability.

How does the course advance the institution's mission and curriculum? This course will support the GC mission of providing its students with a broad-based education emphasizing

understanding and engagement with the local and global communities. The course will present students with a diversity of viewpoints through several guest presentations from many different academic and non-academic backgrounds. Students will be exposed to challenging, innovative lessons and activities, including community outreach and leadership skills. The course develops from a global understanding to a personal commitment to the application of a liberal education.

In which area of the curriculum will the new course fit?

2000-level elective

Core Area E

Certificate in Sustainability

8. How often is the course to be offered? **One year rotation/One per semester**

 9. Do you have sufficient SACS (or other accrediting body) qualified faculty to cover the needs of this course? **Yes**

 10. Are any courses being dropped as a result of this course? **No**
If no, how will you redeploy existing resources so as to enable the department to add this course?

 11. Has this course been taught in a previous term as a Special Topics course? **No**

 12. Describe additional resources, if any, needed to support course: **None**

 13. Attach abbreviated course syllabus and proposed catalogue description to this form.
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Abbreviated Course Syllabus to accompany Proposal for New Course

1. **Course Title and Proposed Number:**
Sustainability; IDST 2050

2. Course Function:

This course is required for the proposed Certificate in Sustainability, and can be applied to the Core Curriculum Area E.

3. Course Topics:

Introduction to Sustainability; Ecological Setting; Economic Realm; Ethical Reality; Academic Sustainability; Global Issues and Local Engagement; Energy; Transportation; Water; Food; Materials; Wellness; Education; Personal Sustainability.

4. Expected Student Learning Outcomes:

Successful students will be able to:

1. Define sustainability using indicators related to the triple bottom line (People, Planet, Profit);
2. Discuss the motivations behind sustainable development in business, non-profit, government, and academic sectors;
3. Describe important global and social issues related to sustainability and explain how they are connected in interdisciplinary ways to local communities and our campus;
4. Evaluate and present ethical positions that impact personal and institutional choices related to sustainability at local, regional, and global scales;
5. Characterize the Georgia College economic, social and environmental impacts, and assess those impacts with regard to important indicators of human and community wellness;
6. Conduct data acquisition and analyses, envision potential outcomes, evaluate ethical decisions, and plan future activities that promote sustainable choices on our campus; and
7. Discuss the roles of organizations, such as higher education institutions, in delivering sustainable practices and transforming societies in an age of limited natural resources, environmental degradation and global climate change.

5. Grading Criteria:

- Regular classroom attendance and participation;
- Careful reading and analysis of assigned texts, evidenced by reading quizzes and exams;
- Timely completion of interactive assignments, including field experiences, community involvement, data collection and analysis, and thought papers;
- Synthesis of key concepts with real world phenomena in a research project;
- Analysis and presentation of data in the creation of a presentation;
- Thoughtful reflection and examination as evidenced in well-composed essays.

6. Prerequisites:

None

7. Catalog Description

An interdisciplinary course across colleges and departments presenting an introduction to the principles of sustainability, including ethics, economics, ecology, environmental policy, and personal involvement. Students will conduct real-world analyses using campus and community data, with an emphasis on critical thinking, global issues, social justice, ethical constructs, interdisciplinary research, service learning, and community engagement. This course is a requirement for the Certificate in Sustainability, and can be applied to Core Area E.

Date _____

Signature _____

Department Chair

Date _____

Signature _____

Dean of College

(Effective 09-14-12)

IDST 2050- Sustainability

Fall 2017, Section 1, CRN xxxxx

TR 11:00-12:15, Room Building

Instructor: Instructor, Office Address, Phone, Email Address

Office hours: Office hours, or by appointment

Course web site: <https://gcsu.view.usg.edu/>

Description: An interdisciplinary course across colleges and departments presenting an introduction to the principles of sustainability, including ethics, economics, ecology, environmental policy, and personal involvement. Students will conduct real-world analyses using campus and community data, with an emphasis on critical thinking, global issues, social justice, ethical constructs, interdisciplinary research, service learning, and community engagement. This course is a requirement for the Certificate in Sustainability, and can be applied to Core Area E.

Guided Modules: This course has one lead instructor, a faculty/staff member trained in sustainability. The lead instructor will be responsible for planning and organizing the class, managing students, recording and submitting assignments. Guest lecturers from supporting departments will be invited to deliver one week of reading/instruction/activities, and help the lead instructor with assessing student work for that module.

Reading: Bartlett, Peggy F., and Geoffrey W. Chase, editors. 2013. Sustainability in Higher Education: Stories and Strategies for Transformation. Cambridge, Mass.: The MIT Press, 316 pp.

Orr, David. 1994. Earth in Mind: On Education, Environment, and the Human Prospect. San Francisco: Island Press.

Smith-Sebasto, Nicholas J. 2012. Annual Editions: Sustainability. Columbus, Ohio: McGraw Hill Education.

New York Times newspaper, available in class or at several campus locations, or <http://www.nytimes.com>

Course Objectives: As a result of this course, the successful student will be able to:

1. Define sustainability using indicators related to the triple bottom line (People, Planet, Profit);
2. Discuss the motivations behind sustainable development in business, non-profit, government, and academic sectors;
3. Describe important global and social issues related to sustainability and explain how they are connected in interdisciplinary ways to local communities and our campus;
4. Evaluate and present ethical positions that impact personal and institutional choices related to sustainability at local, regional, and global scales;
5. Characterize the Georgia College economic, social and environmental impacts, and assess those impacts with regard to important indicators of human and community wellness;
6. Conduct data acquisition and analyses, envision potential outcomes, evaluate ethical decisions, and plan future activities that promote sustainable choices on our campus; and
7. Discuss the roles of organizations, such as higher education institutions, in delivering sustainable practices and transforming societies in an age of limited natural resources, environmental degradation and global climate change.

Grading:	Reading Assignments	30%
	Module Quizzes	20%
	Mid-Term Exams	20%
	<u>Engagement Presentation</u>	30%
	Total	100%

This course has four major sections:

1. Introduction to sustainability as an interdisciplinary academic pursuit,
2. Presentation of applied sustainability by several campus experts,
3. Investigation of Georgia College as a 'living laboratory,' and
4. Creation of a personal sustainability model of engagement.

Schedule:

WEEK	DATES	TOPICS	MODULE LEADER	READING	OTHER
1	16-18 Aug	Introduction to Sustainability	Lead Instructor Phil & Lib Studies Sustainability Office		
2	23-25 Aug	Ecological Setting	Bio & Env Sci		Local Ecology Outing
3	30 Aug-1 Sep	Economic Realm	Econ & Finance		Green Business Model
4	6-8 Sep	Ethical Reality	Accounting Govt & Soc Phil & Lib Studies		Real-World Ethics
5	13-15 Sep	Academic Sustainability	Engl & Rhetoric Phil & Lib Studies Prof Learn & Innov Russell Library		Literature Review
6	20-22 Sep	Review/Exam 1	Lead Instructor		

7	27-29 Sep	Global Issues and Local Engagement	Engl & Rhetoric Govt & Soc Hist & Geog Hlth & Hum Perf World Lang & Cult ENGAGE		Carbon & Water Footprint Calculations
8	4-6 Oct	Energy	Chem, Phys, & Astr Mathematics Facilities Operations		Data Analysis
9	11 Oct 11-13 Oct	Fall Break Transportation	Hist & Geog Auxiliary Services		Commuting Behavior
10	18-20 Oct	Water	Bio & Env Sci Chem, Phys, & Astr Hlth & Hum Perf		Water for a Day
11	25-27 Oct	Food	Hlth & Hum Perf Govt & Soc Phil & Lib Studies Auxiliary Services		International Food Day
12	1-3 Nov	Materials	Econ & Finance Hist & Geog Management		Waste/Recycling Audit
13	8-10 Nov	Wellness	Hlth & Hum Perf Nursing Psychological Sci		Health Calculator
14	15-17 Nov	Education	Teacher Education Prof Learn & Innov		Teaching for Change
15	22 Nov 24 Nov	Personal Sustainability Thanksgiving Holiday	Art Creative Arts Ther Marketing Music Theater & Dance		A Day in the Life
16	29 Nov 1 Dec	Exam 2 Student Presentations	Lead Instructor		