Course description (from catalog): Surveys a mix of past and present literature, mostly non-fiction, that illustrates concepts in sustainable community development, such as thinking on needs of future generations and simultaneously addressing economy, environment, and society. Topics include biodiversity conservation, climate change, economies, renewable energy, and social justice at local, national, and international scales. Case studies on community development, diversity, and resilience are particularly relevant.

Highly Recommended Texts: Kingsolver, B. Flight Behavior, 2012; Jeffrey D. Sachs. The Age of Sustainable Development, 2015. Other readings on reserve at Steen Library or in modules. For current events – material from NY Times, Harpers, Orion, and other materials will be embedded in the modules or sent by D2L email. Attendance is noted through quiz/discussion participation. Some readings not in modules will be available on reserve but you can purchase many of these cheaply...(see list below)

Grading: 90-100% = A; 80-90% = B; 70-80% = C; 50-70% = D.
30% quizzes - five-question multiple choice quizzes based mostly on reading assignments, less on in-class material since last quiz (lowest 20% of quizzes dropped).
30% exams - two combination multiple choice/essay exams
30% individual papers – two-page papers, other writing on the readings or related topics; Late papers lose 1% per day.
10% discussions – students respond to material posted in five discussion areas, worth 2% each. This is a relatively easy area in which to receive full credit. Further guidelines are posted in the discussion areas.

Student (Course) Learning Outcomes (SLOs) After successfully completing this course, a student will be able to:
- Identify and summarize literature illustrating key concepts in sustainability and community development.
- Identify key concepts in sustainability and community development within current events and media
- Critically evaluate applicability of key concepts in sustainable community development within the context of different communities and situations.
- Communicate key concepts in sustainability in different written formats (essay and research paper).

Program Learning Outcomes (PLOs) The BA in Sustainable Community Development program learning goals are:
- Students will demonstrate an understanding of the historical development of sustainability.
- Students will be able to identify the most significant philosophical, emotional, and intellectual obstacles to generating sustainable communities.
- Students will be able to identify the most significant economic, political, and cultural factors in generating sustainable communities.
- Students will be able to articulate reasons that sustaining viable communities holds value to human societies.
- Students will demonstrate the ability to write persuasive, organized white papers.
- Students will demonstrate the ability to apply their theoretical knowledge to the solution of real-world problems.

Make-up exam/Withheld Grade/Drop Policy: Students will not be given a make-up exam or withheld grade without written documentation of unavoidable issues submitted prior to the exam or, for withheld grade, last day of class. Students are responsible for observing deadlines printed in the schedule of classes.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Calendar/General Outline

Introduction and Historical Perspectives

January 19th – Course Introduction & A Sense of Place – Berry’s “The Bucket”, Lauter’s LaNana Creek Haiku
January 25th – Indigenous Views, Tales and Short Stories – Kingsolver’s “Homeland” Others

February 1st – Loss of Culture – Selected Short Stories and Essays

Concepts of Wilderness and Conservation

February 8th – Historical Perspectives of Wilderness - Muir, Thoreau, & Leopold essays
February 15th – Loss of Wilderness – Faulkner’s “The Bear”
February 22nd – Conservation – Leopold’s Sand County Almanac (selected essays)
February 29nd – Birth of Environmental Movement, Carson’s Silent Spring - MIDTERM EXAM

Environmental Ethics, Animal Rights, & Religion –
March 7th – Nash, Gardner & Berry essays
March 14th – SPRING BREAK
March 21st – Dillard’s Pilgrim at Tinker Creek (selected chapters), Pope John Paul II

Sustainable Economies
March 28th – Sachs Age of Sustainable Development (steady –state / ecological economies)

Community, Resilient Development & the Way Forward
April 4th – Climate Change, Kingsolver’s Flight Behavior
April 11th – Flight Behavior continued
April 18th – Piper’s The Green Boat (selected chapters) (activism) & Others
April 25th – Sachs Age of Sustainable Development
May 2nd – Sachs Age of Sustainable Development
May 9th – FINAL EXAM

Some readings not in modules will be available on reserve but you can purchase many of these cheaply…
Faulkner, William. The Bear, 1942;
Leopold, Aldo. A Sand County Almanac, 1949;
Carson, Rachel. Silent Spring, 1962;
Dillard, Annie. Pilgrim at Tinker Creek, 1974;
Kingsolver, Barbara. Flight Behavior, 2012;
Lauter, Judith. LaNana Creek Haiku, 2014;

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.