

**NRM 111 INTRODUCTION TO SUSTAINABILITY SCIENCE
SPRING 2018; CRN: 33984**

Prerequisites: NRM 101, Placement in English 111

Course Information

Meeting time and location: Tues/Thurs, 9:45-11:15, AHRB 183

Instructor: Dr. Sarah Trainor. Phone: 907 474 7878; email: sarah.trainor@alaska.edu

Office Hours: by appointment

Readings: You are responsible for reading all assigned readings prior to the class meeting and expected to come to class prepared to discuss them.

Edwards, A. R. 2005. The Sustainability Revolution, Portrait of a Paradigm Shift. New Society Publishers. Gabriola Island, BC Canada.

Edwards, A. R. 2010. Thriving Beyond Sustainability, Pathways to a Resilient Society. New Society Publishers. Gabriola Island, BC Canada.

Paul, R. and Elder, L. 2016. The Miniature Guide to Critical Thinking. Foundation for Critical Thinking. 7th Edition. Available at www.criticalthinking.org.

Other assigned readings will be made available on Blackboard.

Course Description

Sustaining the health, wellbeing, and productivity of the global social- ecological system requires considerations from many disciplinary and cultural perspectives. Social, economic, and ecological assessment of sustainability challenges need to be considered in an integrated way to arrive at robust solutions that avoid unanticipated consequences. Meeting these challenges often requires action plans that move from understanding theory to the implementation of new policies and facilitation of behavioral change.

This course studies dimensions of achieving sustainability. It draws on several underlying principles, including systems thinking, resilience theory, ecological economics, vulnerability analysis, and adaptive governance. Students are expected to enter the course with basic knowledge and understanding of contemporary sustainability challenges such as climate change, biodiversity loss, pollution and solid waste management, over-fishing, and ecosystem degradation. The class emphasizes principles and practices for sustainable solutions to these challenges.

Course Goals

- Develop an understanding of conceptual frameworks for analyzing and understanding sustainability
- Develop core skills in critical thinking, writing, listening, and oral presentation
- Develop knowledge of tools and methods for analyzing and solving real-world issues related to sustainability
- Apply these principles and methods through student led projects, focusing on sustainability problems

Learning Objectives

- Familiarity with terms and concepts used in sustainability science
- The ability to identify social, economic, and ecological aspects of sustainability
- Development of critical thinking skills
- Knowledge to integrate social, economic, and ecological aspects of sustainability to create solutions for contemporary issues

Skills Development

The following skills are important for solving sustainability problems in the world. This course aims to help you develop and hone these skills.

- Read, understand, and interpret readings from a variety of sources, including peer-reviewed literature
- Critically assess arguments related to societal actions for sustainability
- Clearly, logically, and confidently present information and ideas in oral presentation.
- Write text to a variety of audiences in such a way that clearly conveys information, is based on the best available science, is grammatically correct, and is interesting to read.

Assignments/Requirements

1) Homework Assignments: These will be a combination of:

- a. Learning exercises (x4 –graded with (J), (J+), (J-) scale)
- b. Critical thinking exercises (3 reading analysis & 1 essay),
- c. Self-reflection papers (x2-graded with (J), (J+), (J-) scale),
- d. Self-reflection course essay, and
- e. Field trip reports (x2) *****NOTE***** We have two field trips planned for the course. **You are expected to take one field trip in addition to these two on your own time.** Options for this additional field trip will be outlined in the assignment sheet.

(See assignment sheets for more information.)

2) Quizzes: There will be in-class, pop-quizzes on course material. Come to class prepared to demonstrate that you have understood previous lectures and have read and understood assigned readings.

3) Student Group Presentation - Sustainability in Practice: The goal of this assignment is to become knowledgeable about examples of sustainability in practice. Topics and groups will be selected by the instructor. Students are expected to find and research an example of sustainability in practice, give a presentation on that example, and write a 1-page fact sheet. (See assignment sheet.)

4) Attendance & Class Discussion: You are expected to attend class and contribute thoughtfully and respectfully to in-class and small group discussions. If you cannot be in class, email or contact the instructor to let her know in advance. Students are expected to complete all of the assigned readings in advance of the class for which they are assigned and to come to every class prepared for a quiz and to discuss these readings.

5) Final Exam: The final exam for the course will draw heavily from homework assignments, in-class exercises, and class lectures. **The final exam for this class will be from 8-10 a.m., on Thursday, May 3.** The complete final exam schedule is posted at: <https://uaf.edu/register/finals/#spring>

Grades

Your grade will be calculated as follows:

		Percentage of Final Course Grade
1)	Homework Assignments (~2% each)	25%
2)	Sustainability In Practice Group Presentation & Fact Sheet	15%
3)	Attendance & Class Discussion	10%
4)	Final Exam	50%
	Total	100%

Consult the course schedule and related updates and messages on Blackboard for due dates.

Assignments handed in after the due dates will receive reduced credit. Assignments more than 1 week late will receive a zero unless prior arrangements have been made with the instructor.

Each assignment and requirement will be evaluated on the following basis:

A: Is original, unique, ambitious and outstanding in concept, design and execution.

Execution of work is considered excellent and demonstrated deep understanding and experimentation with materials and techniques. All work is finished on time and presented clearly and attractively. Technical challenges are actively tackled and overcome.

B+: Work is well executed with a high degree of competency and range of techniques. Work meaningfully fulfills the criteria of the assignment and communicates the concept. Work is well presented and on time.

B-: Work is complete but average in concept, design and technique. Work is limited by technical weakness and limited technique. Although satisfactory the work could use improvement.

C: Work is poor in design, concept and execution. Work is poorly presented or unfinished.

Work is not innovative, creative or showing self-motivation. Technical skills are not mastered.

D: Work represents minimal effort, does not demonstrate understanding of material, is not well articulated or well organized.

F: The student did not hand in work. Work does not address the criteria of the assignment. Work fails to meet the minimum requirements of the professor in quality or quantity.

Grading:

The following grading scale will apply:

A - 90 to 100 (A- 90-91; A+ 99-100)

B - 80 to 89 (B- 80-81; B+ 88-89)

C - 70 to 79 (C- 70-71; C+ 78-79)

D - 60 to 69 (D- 60-61; D+ 68-69)

F - < 60

Adaptation

The instructor reserves the right to modify the course schedule based on availability of guest lecturers, student preferences for presentation topics and other related factors. **You are responsible for reading update messages on Blackboard for course schedule updates.** Final grades may also take into account notable progress demonstrated by an individual, or unforeseen and extenuating circumstances. In such cases, extra credit assignments and/or makeup work may be used at the discretion of the instructor

Instructional Methods

The course will use a combination of lectures, student discussions, student projects and student presentations. This class is interactive, relying on strong student contribution. The class atmosphere will be respectful and productive and one that encourages the joint class exploration of course themes. This class will work best if everyone participates.

Classroom policy:

Checking e-mails, typing papers for other classes, playing games, browsing the Internet, instant messaging, using cell phones and other activities not related to the class should be done during breaks or outside of the class time. Typing, excessive clicking and listening to music or other disruptive activities are not allowed during presentations and lectures. Students are expected to spend at least several hours/week outside of the class to complete assignments. Students must save and backup files. Do not store your projects only on the lab computers. Please save often and backup your files.

Attendance

Students are expected to attend all classes. If it is necessary to miss a class, contact the instructor beforehand to inform them of your plans and request guidance on how to make up missed classroom learning. We encourage students to join the class remotely (UAF video conferencing or via Skype) if on travel.

Student Code of Conduct

According to the UAF code of conduct "Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless the instructor of the course grants permission.... Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.... No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors....." Students are expected to abide by the UAF

An explanation of plagiarism and how to properly cite sources are available at the following two sites:

<http://library.uaf.edu/l101-plagiarism>

<http://library.uaf.edu/l101-citing>

Plagiarism is grounds for course failure.

UAF Policies Disabilities Services

The University of Alaska Fairbanks is committed to providing equal access for students with disabilities. The Office of Disability Services implements the Americans with Disabilities Act (ADA) and insures that UAF students have equal access to the campus and course materials. We will work with the Office of Disabilities Services (203 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities. **If you have a physical or learning disability, please advise us in writing of any special consideration necessary by the beginning of the second class.** I will do everything possible to accommodate you in accordance with the Americans with Disabilities Act. Priority seating close to the board and screen is provided for students who need to be in close proximity to the board.

If you have a learning disability that may interfere with your ability to perform the work in this course, I am happy to make any necessary accommodations. However, it is the student's responsibility to obtain an Accommodation Letter from the Disabilities Office of the Health Center (ext.6158). This letter MUST be presented to the instructor within the first two weeks of class. No accommodations will be made until this letter is given to the professor. Accommodations will NOT be made retroactively (i.e. if you have a spelling disability, you must present the letter before any points are deducted for spelling).

Blackboard

We will use the UAF Blackboard site for this course to send emails and post readings, assignments and other materials. Blackboard can be accessed at <http://classes.uaf.edu>. Email notification through Blackboard will not work for a non-UAF email address. If you principally use a non-UAF email service, (such as yahoo) go to your UAF account and forward your UAF email to that address. **You are responsible for all emails sent to your UAF email account.** Blackboard resources, links and support information are available at the UAF Blackboard homepage.

