

ENVI/POLI 394
Sustainability for Global Citizenship Seminar
Tu/Th 1:20-2:50
Neill Hall 213

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Office Hours

Michael: Tue., 3:15pm to 4:45pm,
Wed., 1:00-2:30pm, and by appointment

Roopali: By appointment

Course summary:

This seminar invites students to deepen their understanding of sustainability through real-world problem solving. The seminar uses a sustainability framework for considering the political, economic, environmental, and social dimensions of these problems and their potential solutions. All seminar participants commit to a 6-month learning endeavor, comprised of (1) a spring semester course and (2) a paid summer practicum. In the paid practicum, students will be working with an organization to address a problem related to sustainability.

Course Objectives:

After taking this course and fulfilling the practicum, students will be able to:

- Analyze problems of sustainability from multiple perspectives.
- Think through possible solutions that have buy-in from diverse constituencies
- Understand the different ways in which sustainability is defined and approached across local, national, and international contexts
- Acquire the knowledge base necessary to manage a complex project successfully
- Provide and support effective leadership in the context of collaborative problem solving

In order to achieve these objectives, we will actively read and discuss sustainability literature from multiple academic disciplines; pursue an understanding of the various frameworks and approaches used in the practice of sustainability at local, national, and international levels; examine case studies that illustrate the tensions and tradeoffs among the cultural, the economic, the environmental, and the social dimensions of sustainability; and conduct team projects that allow students to analyze, challenge, and develop new theories and frameworks while developing practical skills through linking knowledge to practice.

Required Texts for Purchase or Subscription:

- 1) Callenbach, Ernest. 1975. *Ecotopia*. New York: Bantam Press.
- 2) Caradonna, Jeremy. 2014. *Sustainability: A History*. New York: Oxford University
- 3) McKibben, Bill. 2008. *Deep Economy*. New York: St. Martin's Griffin
- 4) Sustainable Scots Newsletter (subscription).

Sustainability: A History is available for purchase at the Highlander Bookstore, and *Deep Economy* will be there soon.

Course Schedule (Subject to Change)

NOTE: Please read the readings in the order in which they are listed.

- Part One: Conceptualizing and Tracing the Concept
 - **The Big Picture (1.21) - RP**
 - Introductions and initial discussion of *Ecotopia*
 - Operational Definitions assignment distributed
 - **Operational Definitions (1.26) - MZ**
 - Caradonna, Jeremy 2014. Introduction.
 - **Assignment:** Each of you were assigned two organizations, nongovernmental institutions, or governmental institutions. For this class, be prepared to present and discuss 1) their definition of sustainability as it relates to their overall missions, goals, or public images and 2) any metrics the organization or institution cites for measuring progress toward their sustainability goals.
 - **Historical Origins (1.28)**
 - Caradonna, Jeremy. 2014. *Sustainability: A History*. New York: Oxford University, Chapters 1 through 3 (pp. 21-111).
 - Tierney, John. 1990. "Betting on the Planet." *The New York Times Magazine*, December 2.
 - Kestenbaum, David. 2014. "A Bet, Five Metals, and the Future of the Planet." *National Public Radio*.
 - An article on the "Hippie Modernism: A Struggle for Utopia" exhibit at the Walker Art Center, to be assigned.
 - Guest: Chris Wells

7-9pm Fieldtrip: Walker Art Center - Hippie Modernism Exhibit

- **The Emergence of the Sustainable Earth Worldview (2.2) -- RP**

- Caradonna, Jeremy. *Sustainability: A History*. (Chapter 5, pp. 136-175).
 - United Nations World Commission on Environment and Development. 1987. *Report of the World Commission on Environment and Development: Our Common Future*. New York: United Nations. (Chapter Two: Toward Sustainable Development)
 - **Critique of Growth and Sustainability Metrics (2.4) - MZ**
 - Caradonna, Jeremy. *Sustainability: A History* (Chapter 6 176-195 & 208-215)
 - Rockstrom, Johan et al. 2009. "A Safe Operating Space for Humanity." *Nature*. 461 (7263): (pp. 472-475).
 - Raworth, Kate. 2013. "Defining a Safe and Just Space for Humanity." *State of the World 2013: Is Sustainability Still Possible?* Washington DC: The Worldwide Institute. (pp. 28-38)
 - 2010. *Environmental Policy Index*. Executive Summary. (pp. 1-4).
 - Sustainable Cities International. 2012. *Indicators for Sustainability: How Cities are Monitoring and Evaluating their Success*. (pp. TBA)
- Part Two: Issues and Approaches
 - **Markets and Nature (2.9)**
 - Kuttner, David. 2014. Karl Polyani Explains All. *The American Prospect* (April 15).
 - Bernard, Mitchell. 1997. "Ecology, Political Economy and the Counter-Movement," in Stephen Gill and James Mittelman, eds. *Innovation and Transformation in International Studies* Cambridge University. (pp.75-89)
 - Polyani, Karl. 2001. *The Great Transformation: The Political and Economic Origins of Our Time*. (pp. 171-200).
 - Guest: David Blaney
 - **Markets and Nature, Cont. (2.11)**
 - Solow, Robert M. 2005. "Sustainability: An Economist's Perspective." in *Economics of the Environment*. 5th ed. Edited by Robert N. Stavins. New York, NY: W.W. Norton & Company. (Chapter 26)
 - Tietenberg, Tom. 2000. *Environmental and Natural Resource Economics*, 5th ed. Reading, MA: Addison-Wesley. (pp. 86-99)
 - Guest: Sarah West
 - *Assign symposium roles and readings.*
 - **Human Capabilities and Just Sustainability (2.16) - MZ**
 - Sen, Amartya. 2005. "Human Rights and Capabilities." *Journal of Human Development*. 6 (2): (pp. 151-166).
 - Nussbaum, Martha. 2011. *Creating Capabilities: The Human Development Approach*. Cambridge, Mass: Belknap Press of Harvard University Press. (pp. 17-45)

- Agyeman, Julian. 2013. *Introducing Just Sustainabilities: Policy, Planning, and Practice*. London, UK: Zed Books. (pp. 1-13)
- **Sustainable Development and Equity (2.18) - RP**
 - Readings:
 - Sachs, Jeffrey. 2008. *Common Wealth*. New York: Penguin Books. (pp. 227-254).
 - Munk, Nina. 2013. *The Idealist: Jeffrey Sachs and the Quest to End of the Poverty*. Rockland, MA: Anchor Press (pp. 122-130, 142-151, 173-184, 213-219, & 226-232).
 - Caradonna, Jeremy. *Sustainability: A History*. (pp. 220-225)
- **Class Symposium on Sustainability (2.23)**
 - **Assignment:** Students are paired with an approach or perspective (above) and asked to participate in a symposium on that question (1st 45 minutes; then afterwards, step out of their roles to answer the question on their own terms).
 - Symposium topic: *Geoengineering the Climate*
 - Specter, Michael. 2012. “The Climate Fixers: Is there a Technological Solution to Global Warming?” *The New Yorker*, May 14.
 - Individual readings from assigned Dryzek’s book *The Politics of the Earth*.
 - Take home essay question(s) distributed.
- **The Future of Sustainability and Sustainable Development Goals (2.25) - RP**
 - “Open Working Group proposal for Sustainable Development Goals.” 2014. *United Nations*.
 - Galatsidas, Achilleas. 2015. “Sustainable development goals: changing the world in 17 steps – interactive”. *The Guardian*, January 19.
 - Hickel, J. 2015. “The Problem with Saving the World”. *Jacobin*.
 - Easterly, W. 2015. “The SDGs Should Stand For...” *Foreign Policy*.
 - Translating the SDGs into campus and local goals - in-class exercise
- **Organizational Visits (3.1 & 3.3)**
 - *Finish Reading Deep Economy* (all)
- **Take Home Midterm Discussion (3.8)**
 - **Take Home Midterm Due**
- **Politics of Short Term Horizons (3.10)**
 - Guests: Ellen Anderson and Jeremy Kalin, former MN legislators and green economy advocates

Spring Break!!!

➤ **Becoming an Agent for Change**

- **Working for an Organization (3.22)**
 - Guests: Mike Porter, Paul Schadewald and students from last year
Contact your organizations to set up an informal site visit.
- **Bon Appetit Sustainable Design Challenge (3.24 and 3.29)**
 - Meet at Mac Cafe at 1:30pm (3.24) - MZ
 - Case Study: Bon Appetit Managing Company and Cafe Mac - MZ
 - Revisit/Skim Bill Mckibben's *Deep Economy* (chapter 2).
 - Bittman, Mark. 2008. "What's Wrong With What We Eat." TED Talk (May 21): 20 Minutes
<http://www.chgeharvard.org/resource/mark-bittman-whats-wrong-what-we-eat-ted>
 - Caradonna, Jeremy. *Sustainability: A History*, pp. 226-229.
 - Gottlieb, Robert and Anupama Joshi. 2010. *Food Justice*. Boston: MIT Press, pp. 13-38.
 - Rosenthal, Elisabeth. 2011. "Organic Agriculture May Be Outgrowing Its Ideals." *The New York Times* (December 30), with accompanying slideshow "Organic? Yes. Sustainable? Not Always."
 - Martinez, Stephen et. al. 2010. *Local Food Systems: Concepts, Impacts, and Issues*. USDA Economic Research Report No. ERR-97, pp. iii-4, skim, then pp. 42-50.
 - Frederick Kaufman. 2012. *Bet the Farm: How Food STOPPED Being Food*. Hoboken, NJ: John Wiley & Sons, Inc., pp. 37-56.
 - Bon Appetit Sourcing Policy <http://www.bameco.com/sourcing/>
 - Group Presentations (3.29)
- **Case Studies: Issues, Research methods and Solutions**
 - **Race, Ethnicity and Sustainability (3.31)**
 - Guthman, Julie. 2008. "[Bringing good food to others](#): investigating the subjects of alternative food practice." *Cultural geographies* 15.4 (2008): 431-447.
 - Phadke, Roopali et al. 2015. "[Making it Personal](#)," *Climate Risk Management* 9 (2015): 62-76.
 - Guest: Christie Manning
 - **Tribal Knowledge and Sustainability - Mike Dockry, US Forest Service (4.5)**
 - Dockry, Michael et al. 2015. "Sustainable Development Education," *Sustainability Science*. pp 1-12.
 - **Cities - Dan Trudeau, Geography (4.7)**
 - Caradonna, Jeremy. *Sustainability: A History*. (pp. 199-205)

- Campbell, Scott 1996. “Green Cities, Growing Cities, Just Cities?” *Journal of the American Planning Association* Vol. 62, no. 3 (Summer): pp. 296-312.
 - **Parks, People and Resource Economics (4.12)**
 - Readings to be announced.
 - Guest: Amy Damon
 - **Natural Step and Corporate Sustainability (4.14) - MZ**
 - Case Study: Unilever Tea
 - Caradonna, Jeremy. *Sustainability: A History*. (pp. 215-220)
 - Henderson, Rebecca and Frederick Nelleman. 2011. “Sustainable Tea at Unilever.” *Harvard Business School Case Study*.
 - Gells, David. 2015. “Unilever Finds that Shrinking its Footprint is a Giant Task”. *The New York Times* (November 21).
 - Carbo, Jerry et al. 2014. “Breaking the Ties That Bind: From Corporate Sustainability to Socially Sustainable Systems.” *Business and Society Review* 199, no. 2: 175-206.
 - **Field Trip to Hmongtown Market (4.19)**
 - **Methodology Day (4.21)**
 - Faculty mentors invited
 - Group meetings (4.26)
 - Group work day (4.28)
 - Group Presentations
- **Final Memorandum of Understanding/Work Plans due on Friday, May 6th.**

**Celebratory Excursion to Kick Off Summer Practicum!!
(Place and Date To Be Announced Later)**

Key Dates for Your Calendars:

- Thursday, Jan 28th: Field trip to Walker Gallery, 7-9pm
- Tuesday, February 23rd: Class symposium
- Monday, February 29th, 4:45-6:15 pm: Mitau Lecture, “Trumpeting Racism: Race, Politics, and Economic Jeopardy for All”, JBD Lecture Hall followed by a reception in Weyerhaeuser Boardroom.
- Tuesday, March 1st, 11:30 am-1:00 pm, Weyerhaeuser Boardroom, "Is Bernie's Economic Populism for White People? A Lunch Discussion with Ian Haney López"
- Tuesday, March 1st and Thursday, March 3rd: Organizational visits
- Tuesday, March 8th: Take home midterm due
- Thursday, March 24th: Meet at Mac Cafe at 1:30pm
- Tuesday, March 29th: Group Design Challenge Presentation
- Monday, April 4th: Power Dialogue, Kagin (Campus event about the Clean Power Plan)

- Tuesday, April 19th: Field trip to Hmongtown Marketplace and Center for Hmong Studies (11:30-2:45pm)
- Thursday, April 28th: Group Presentations
- Friday, May 6th: Group Memorandum of Understanding due

EXPECTATIONS

Attend Every Class

Attendance is mandatory. If you cannot attend class, please email us in advance to explain why your absence was unavoidable.

If you do miss class, you are responsible for checking in with other students to see what you missed and collect any handouts distributed in class. If serious illnesses, family emergencies, or other unforeseen crises emerge during the term, please see the Office of Student Affairs. They are responsible for providing many of the critical services that support students during their time at Macalester. The Office, in turn, will notify your teachers and validate what has happened in a way that protects your privacy.

Excused absences include (1) an illness, (2) participation in a special, college-related event (such as chorus, band, or athletics) that is not a practice, and (3) serious unforeseen events which are excused on a case-by-case basis.

Knowing that life intervenes (flat tire, curious disease for which there is no cure, bad breakup, or two of three!), we understand that students may have to miss a class or two. There is, however, no mechanism for making up classes. If an illness extends over three or more days, we will expect some form of verification (doctor's note) articulating the reasons for your absence.

Being absent from class obviously affects one's ability to participate, and those absences are factored into participation grades. Two or more unexcused absences will negatively affect one's overall participation grade by a grade notch (B+ to a B) or more.

Come to Class Prepared

Please read the assigned readings before the class period upon which they are discussed. If you haven't read for that day and we are discussing the reading, try to cede the discussion to those who have.

Be Courteous

Please exercise common courtesy (e.g., no talking at inappropriate times, packing up early, extended bathroom breaks) so that you and your classmates can get the most out of class discussions. Eating and drinking are okay as long as you are not disruptive.

Please Turn Off All Electronic Devices

Smartphones, cell phones, iPods, laptops, tablets, and other cool devices must be turned off and stowed away before class begins.

Note: Reluctantly and much deliberation, we have instituted a no laptop or tablet policy for taking notes. There are three reasons. First, and most importantly, the research shows that students (and people) who took notes by hand had a better and deeper understanding of the material than those who do not (e.g. see <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>). Second, social media's magnetic pull is just too strong. Third, we don't want to police the class and clamp down on those are on social media, the Internet, or email during class out of respect for myself or other students who are talking.

Kindles, Nooks, and the like are fine if they are being used for reading only, but short readings should be printed out and brought to class as hard copies.

Raise Questions and Visit Us

Please use the beginning of the class period to ask general questions about this syllabus, the assignments, or class readings. For more in-depth, specific, or personal questions, please feel free to meet with us in person. We will respond to emails, of course, but we find that questions are often handled much more effectively in one-on-one meetings. For email, please allow us a full day to respond. If you email on a Friday or Saturday, please know that we might not be able to get back to you until Sunday night.

Disabilities

We are committed to providing assistance to help you be successful in this course. Accommodations are available for students with documented disabilities. Contact the Associate Dean of Students, Lisa Landreman, at 696-6220 to make an appointment. Students are encouraged to address any learning needs or accommodations with us as soon as possible. Additional information regarding the accommodations process for students with disabilities can be found at: www.macalester.edu/studentaffairs/disabilityservices/

Respect for Diversity:

In pursuit of the goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens classroom engagement, stimulates creativity, promotes the exchange of ideas, and enriches campus life. We do not condone discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, gender

identity, sexual orientation, ability status, health status, or veteran status. We welcome your ideas and suggestions about how to ensure the creation of such an inclusive learning community.

Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. At Macalester, all students are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in a penalty up to and including an "F" or "N" for the course. If you are uncertain on how to properly document/cite other work, please refer to <http://www.macalester.edu/library/research/general/citing.html>, or feel free to ask.

EVALUATION

Course Requirements and Grading

- 1) Class participation and effort (20%)
- 2) Symposium and Group Design Challenge Project (25%)
- 3) Take Home Midterm (25%)
- 4) Group Memorandum of Understanding and Presentation (30%)

These are all discussed in more detail below.

Class Participation and Effort

Quality participation requires consistent attendance, thoughtful contributions, and a positive attitude toward the class and its activities. To be fully prepared for class, please finish the reading before it is due, take notes on it, and reflect on the arguments before class. Class participation means *actively listening* as well as talking, so please be mindful of others. If you do not feel comfortable talking during class, you are welcome to share your reflections with me after class or during office hours; however, that is not a perfect substitute for participating in class.

Class participation is really important. It makes or breaks a class. With this in mind, class participation is graded along a spectrum according to the following general rules:

- Students who came to class prepared, showed interest and respect for their classmates' and instructor's points of view, contributed readily to conversations but did not dominate them, made thoughtful, noteworthy contributions that advanced and elevated the week's discussions, actively participated in and helped facilitate small group discussions, and, finally, made novel connections between discussions, readings, and/or current events received an A for that week's participation; that is, this week, their participation was *exceptional*.

- Students who came to class prepared, actively listened to class discussions and lectures, showed respect for and interest in their classmates' and instructor's points of view, and contributed to that week's discussion received a B for that week's participation grade. It wasn't clear that they had thought about the readings critically or related them to other subjects we had discussed or were not as engaged as other students in class. Their contributions showed they read the material and were listening to others, but did not necessarily elevate or deepen the level of discussion; that is, this week their participation was *fine*.
- Students actively listened, but were generally quiet except when prompted. When called upon or in small group discussions, they participated superficially or their comments were general enough that it was unclear if they had completed and reflected upon the readings prior to coming to class. These students received a C for that week's discussion. Their participation was *wanting*.
- On occasion, there are a few students who participate in discussions that diminish the class experience for everyone by either dominating the conversation, going off on long tangents, interrupting the instructor with digressive questions, and/or failing to notice cues of annoyance from other students or the instructor about their participation. These students receive a D or F for that week's participation grade. Their participation was *problematic*.

Your class participation is also influenced by your participation in the “two minutes around”.

The “two minutes around” is a tool designed to facilitate a more collective, participatory class discussion, and to encourage everyone to stay on top of the readings. This is your chance to help set the tone for the meeting.

When called upon, each student is asked to talk before the class for two minutes about the materials assigned for that day. During the “two minutes around”, we will take notes and then offer questions to the class based upon some of those comments. As we take notes on each “two minute around”, we generally assign a grade (see below) based upon what you have presented.

These will be graded on a $\checkmark+$, \checkmark , and $\checkmark-$ basis.

- A $\checkmark+$ is given to those whose “two minute around” reveals a close and critical reading of the assigned text(s) (e.g. drawing connections to course themes, other assigned readings, or current events) and ends with a thoughtful question or comment designed to spark class discussion.
- A \checkmark is given to those whose “two minute around” reveals that he or she has earnestly read the assigned text(s) and put thought into articulating a question or comment capable of sparking class discussion.

- A √- is given to those whose “two minute around” is vague enough that they could have been raised without having read the assigned text(s).

Consider a √+ to be an A, a √ as a B, and a √- as a C or lower.

Over the course of the semester, students are allowed to opt out of one “two minute-around” without penalty. If a student is absent on the day they are called upon, that counts as a pass or opt-out (unless the absence is previously excused).

Grades are assigned for class participation every two weeks so students don’t feel the need to participate each class period. Quality, in this case, matters more than quantity.

We report back participation grades with the return of the take-home midterm exams but you are welcome to check in with us at any time.

Sustainability Symposium & Group Design Challenge Project

For the Symposium activity, students will be assigned a perspective or approach. Students will work in pairs to create a position statement to the Symposium question, which they will then present at the opening of the Symposium. A convivial intellectual conversation will follow, as students share and debate their different and sometimes competing perspectives to the Symposium’s topic. The Design Challenge will involve a campus-based sustainability problem for which you need to create a rapid response that involves a class presentation.

Take Home Midterm Exam

The take-home midterm exam is a 5-7 page academic essay framed in response to a question that we will unveil on Thursday, February 25th. Take home midterm exams are docked five percentage points for each day they are late. To write the essay, however, you will need to read Bill McKibben’s *Deep Economy* first.

Group Memorandum of Understanding and Presentation

Your organizational assignments will be distributed immediately after Spring Break. The Memorandum of Understanding is a bridge piece between your original, exploratory talks with the organization and final, formalized project deliverable at practicum’s end in July. The Memorandum of Understanding includes a project design as well as a list of proposed steps necessary to achieve your goal. This will be done in consultation with the organization. When developing their memorandum, groups are required to make one informal site-visit and maintain (and record) regular correspondence with their organization. The Memorandum ought to be between 1200 and 1500 words in length.

Memorandum are to be presented the last day of class, April 28th, and due about a week later on Friday, May 6th. Like the take-home midterm exam, late memorandum are docked five percentage points for each day they are late.

Calculating the Grades

Letter grades for assignments are converted into percentages according to the following table.

Grade	%	Grade	%	Grade	%	Grade	%
A+	98	B+	88	C+	78	D+	68
A	95	B	85	C	75	D	65
A-	92	B-	82	C-	72	D-	62
A/B	90	B/C	80	C/D	70	F	50

Then to calculate the final grades, we will use the following table. We, generally, do not round up overall percentages unless there's a natural break in the distribution of course grades or a student shows remarkable improvement over the course of the semester.

Grade	Range	Grade	Range
A	93-100	B-	80-83
A-	90-93	C+	77-80
B+	87-90	C	74-77
B	83-87	C-	70-73

With all that said, let's have fun!!!!