

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

The Department of Geography and Geology plans to offer the existing GEOG 380: Global Sustainability in the Local to Global subcategory with the Connections Category.

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

Environmental concerns pose growing challenges to how humans interact with the Earth, yet thinking in terms of global sustainability can be a solution to many of these challenges. The course objective of GEOG 380 is to introduce students to the theoretical underpinnings of sustainability, and how sustainability as a discipline is most affective when thinking locally and acting globally. Thus, students will learn how their interrelationships with environmental systems should be modeled on a local level, and compare this to sustainability ideals at the global scale. It is one of the foundation courses upon which students can take concepts about environmental systems and begin to enact upon them. GEOG 380 is a required introductory course for certain majors and minors in the Department of Geography and Geology, but historically, nearly 50% of students taking the course have been non-majors. Individual course objectives are outlined under the Colonnade Learning Objective each one meets.

Colonnade Learning Objective 1) Analyze issues on local and global scales:

- Demonstrate critical thinking skills related to the interplay of the three E's of sustainability (Economics, Environment, and social Equity) at local, regional, and global scales.
- Describe how the role sustainability practices and principles are used to balance the present and future needs of all societies.
- Evaluate local systems for sustainable practices and predict where additional/different practices can be implemented to improve balance between the three E's of the discipline.

Colonnade Learning Objective 2) Examine the local and global interrelationships of one or more issues:

- Apply the theoretical constructs of sustainability to local and global issues
- Draw comparison between local sustainability ideals and those implemented in comparative environments internationally.
- Describe the relationship between the three E's of sustainability.

- Describe how choices of more developed nations impact the least developed nations of the world.
- Understand the role of sustainability practices and principles in the balancing present and future needs, and describe how local practices can affect sustainability on global scales and vice versa.
- Explain the major environmental debates in the United States and abroad, and their relationships when they exist.
- Provide an in-depth analysis at the concepts of sustainability, with the goal that students be able to propose applications that are relevant, both locally and globally, to their lives in the 21st century.

Colonnade Learning Objective 3) Evaluate the consequences of decision-making on local and global scales:

- Understand the role of sustainability practices and principles in the balancing present and future needs, and the consequences of failing to reach balance between social, environmental, and economic needs.
 - Describe the twin problems of urban sprawl and blight, explain how cities can become more sustainable, and discuss how lifestyle and responsible stewardship are related.
 - Describe how economics, politics, and public policy shape reactions and responses to environmental problems.
 - Analyze the consequences of food choices on a local scale impact the livelihood and wellbeing of the least developed nations.
 - Demonstrate knowledge of sustainability debates in the United States and abroad, and communicate the potential outcomes of both sides of the debate winning out at local, regional, and global scales.
 - Provide an in-depth analysis at the concepts of sustainability, with the goal that students be able to propose applications that are relevant, both locally and globally, to their lives in the 21st century.
 - Designing, managing, and evaluating a local service-learning program that is sustainable and fosters civic and student engagement, and apply these lessons to global applications beyond the classroom.
3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

One of the greatest challenges facing our world is development and improvement without impairing the development chances of all societies and generations to come. Presently many environmental, economic and equity challenges are products of a decision being

made in a distant location. Sustainability is one of the few, if only, discipline which faces challenges in these three areas simultaneously, and, thus, puts forth that in most instances the challenges cannot be resolved without acknowledging economic, social, or environmental factors as a collective unit. Moreover, gaining the foresight of how past and present decisions, made locally, have direct influence on the livelihoods and standards of living around the world should impact future decision makers. In this course students will be confronted with how their own decisions, what products they purchase, what foods they eat, how they get from place to place, etc., connect them to many others around the world. The information presented in this course is unique in that it will also provide a foundation of concepts that can be taken and applied to any discipline due to its all encompassing and systems-thinking nature. For these reasons, we believe GEOG 380: Global Sustainability is an exemplary course for the ideals of the Connections category of the Colonnade Program.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

GEOG 103: Our Dynamic Planet

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

The following items will appear in all GEOG 380 syllabi:

Course Description: Environmental concerns pose growing challenges to how humans interact with the Earth, and, subsequently, the importance of informing an environmentally minded citizenry is also increasing. Moreover, arriving at a way of life wherein tomorrow's generations will have an opportunity to thrive in their environment comparable to that currently enjoyed by the present generation is considered essential to the stability of our future, and indeed, of all life on Earth. An understanding of the basic ecological, social, and economic processes involved in this balancing act between current and future needs is crucial to making informed decisions toward that end. The purpose of this course is to provide an in-depth analysis at the concepts of sustainability, with the goal that students be able to propose applications that are relevant, both locally and globally, to their lives in the 21st century.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Local to Global subcategory of the Connections Category. As part of that program students in GEOG 380 will demonstrate the ability to:

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

Learning Objectives for GEOG 380: The course objectives for GEOG 380 are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 380, you will be able to:

- Understand the role of sustainability practices and principles in the balancing present and future needs, and the consequences of failing to reach balance between social, environmental, and economic needs.
 - Describe the twin problems of urban sprawl and blight, explain how cities can become more sustainable, and discuss how lifestyle and responsible stewardship are related.
 - Describe how economics, politics, and public policy shape reactions and responses to environmental problems.
 - Analyze the consequences of food choices on a local scale impact the livelihood and wellbeing of the least developed nations.
 - Demonstrate knowledge of sustainability debates in the United States and abroad, and communicate the potential outcomes of both sides of the debate winning out at local, regional, and global scales.
 - Provide an in-depth analysis at the concepts of sustainability, with the goal that students be able to propose applications that are relevant, both locally and globally, to their lives in the 21st century.
 - Design, manage, and evaluate a local service-learning program that is sustainable and fosters civic and student engagement, and apply these lessons to global applications beyond the classroom.
 - Draw comparison between local sustainability ideals and those implemented in comparative environments internationally.
 - Describe how choices of more developed nations impact the least developed nations of the world.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The Department of Geography and Geology will assess GEOG 380 with pre- and post-test assessment tools that quantify student improvement in understanding concepts related to learning objectives. Students will be given the pre-test survey during the first week of the semester prior to any appreciable content learning. The post-test survey will be given in the final two weeks of the semester prior to finals week. The pre- and post-test assessment tools consist of a number of questions related to learning objectives gathered. The results will be used to evaluate whether or not student learning objectives are being achieved. Results will be used to improve content and application teaching methods in the classroom.

Students will be pre- and post-tested on their understanding of the three course objectives for the subcategory of the colonnade program. More specifically,

- For Learning Objective 1 the assessment given to students will include questions on their understanding of local and global issues on such topics as the relationships between resources and population, food production and consumption patterns, energy supply and demand in relation to the economic status of a nation and group of neighboring nations, and the interrelationship of environmental public policy and local, national and international levels. An example question is:
 - Increasing global demands for energy is:
 - increasing social stability in many countries, as people pull together to solve this challenge.
 - forcing dramatic switches to nuclear and tidal power, which do not contribute to global climate change.
 - renewing interests in preserving and protecting additional lands for conservation.
 - increasing political attention to oil production and global climate change.
- For Learning Objective 2 the assessment given to students will include questions to test their understanding of local and global interrelationships including such topics as the burning of fossil fuels and global climate change, the consequences of migration at local and global scales, interrelationship of economics, environment, and social equity in the field of sustainability, environmental change and food production, and urbanization and life-style choices in developed and developing nations. An example question is:
 - Create a diagram to visually illustrates the global impact of the design, manufacturing, and distribution of today's technology/commodities, being sure to demonstrate the interconnectedness of these sectors and changes one might expect as the scale of the design, manufacturing, and distribution of the technology/commodities grows from local to global.
 - Global food prices typically increase as a consequence of:
 - global droughts that devastate corn, wheat, and rice crops worldwide.
 - using grains to produce alcohol and biodiesel fuels.
 - an increase in meat production requiring more grain to feed cattle.
 - switching from food crops to cotton to produce textiles.
- For Learning Objective 3 the assessment given to students will include questions on their understanding of the consequences of decision-making on local and global issues by examining such topics as climate treaties, geopolitics, social equity and environmental racism, and urbanization.
 - We would expect that in a community with growing emphasis on economic development and less emphasis on environmental problems, the
 - economy of the region would decline.
 - unemployment rates would drop.
 - health care would become less important.

- population would increase.

The pre and post assessments will be evaluated on a pass/fail premise. Each student in the GEOG 380 courses for the entirety of the semester will complete the assessments (completed pre-assessments from students who withdraw from the course before the conclusion of the class will be throw out since no post-assessment can be collected). On the assessment, 70% or above will be considered a passing grade. The department will use the pre and post assessments to establish the percentage of students whose understanding of the learning objectives was changed from the beginning to the end of the course, and the level of change. This will allow the department to identify if the learning objectives for the colonnade program are being met, and if not will highlight areas that need for attention in forthcoming semesters. Techniques for presenting material may also be changed if it is discovered that learning objectives aren't being met with existing strategies.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

GEOG 380 – Global Sustainability will provide students with the opportunity to go beyond the introductory topics of a typical general education course by investigating and analyzing relevant issues within sustainability.

In-class work will include issue, policy, risk and problem solving discussions concerning contemporary issues facing local populations and global populations. Those discussions will emphasize how a decision made locally can impact populations globally. Other course work will include field trips identifying problems and solutions to related topics. Students will also engage in a group service learning project presented to the class upon completion. Reflection writings, concerning topics and readings, will be collected regularly throughout the semester. This course will provide students with the type of applied knowledge that they will be able to draw upon to understand our interconnected world.

8. How many sections of this course will your department offer each semester?

Initially a section of Geog 380 will be offered every academic year during the spring semester. Additional sections may be added as demand dictates and staff availability permits. Potentially, each academic year, a section will be made available to the extended campuses.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

COURSE SYLLABUS

GEOG 380 – GLOBAL SUSTAINABILITY

Fall 2014, Tuesdays/Thursdays, 12:45-2:05pm, EST 328

INSTRUCTORS

Name:

Phone:

Email:

Office:

Office Hours:

COURSE DESCRIPTION

Environmental concerns pose growing challenges to how humans interact with the Earth, and, subsequently, the importance of informing an environmentally minded citizenry is also increasing. Moreover, arriving at a way of life wherein tomorrow's generations will have an opportunity to thrive in their environment comparable to that currently enjoyed by the present generation is considered essential to the stability of our future, and indeed, of all life on Earth. An understanding of the basic ecological, social, and economic processes involved in this balancing act between current and future needs is crucial to making informed decisions toward that end. The purpose of this course is to provide an in-depth analysis at the concepts of sustainability, with the goal that students be able to propose applications that are relevant, both locally and globally, to their lives in the 21st century.

LEARNING OBJECTIVES FOR THE COLONNADE PROGRAM: This course fulfills the Colonnade Program's requirements for the Local to Global subcategory of the Connections Category. As part of that program students in GEOG 380 will demonstrate the ability to:

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

LEARNING OBJECTIVES FOR GEOG 380: The course objectives for GEOG 380 are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 380, you will be able to:

- o Understand the role of sustainability practices and principles in the balancing present and future needs, and the consequences of failing to reach balance between social, environmental, and economic needs.
- o Describe the twin problems of urban sprawl and blight, explain how cities can become more sustainable, and discuss how lifestyle and responsible stewardship are related.

- o Describe how economics, politics, and public policy shape reactions and responses to environmental problems.
- o Analyze the consequences of food choices on a local scale impact the livelihood and wellbeing of the least developed nations.
- o Demonstrate knowledge of sustainability debates in the United States and abroad, and communicate the potential outcomes of both sides of the debate winning out at local, regional, and global scales.
- o Provide an in-depth analysis at the concepts of sustainability, with the goal that students be able to propose applications that are relevant, both locally and globally, to their lives in the 21st century.
- o Design, manage, and evaluate a local service-learning program that is sustainable and fosters civic and student engagement, and apply these lessons to global applications beyond the classroom.
- o Draw comparison between local sustainability ideals and those implemented in comparative environments internationally.
- o Describe how choices of more developed nations impact the least developed nations of the world.

REQUIRED TEXT

Stibbe, A. 2009. The Handbook of Sustainability Literacy: Skills for a Changing World. UIT: Cambridge. 224 pp. (ISBN-10: 1900322609. ISBN-13: 978-1900322607)

**Readings will also be provided throughout the semester on Blackboard.

GRADING

Expectations of students of this course are high. Students will be evaluated in the following areas with the associated point allocations. A standard 10-point grading scale (90-100=A, 80-89=B, etc.) will be used in the course.

Attendance and Participation	50
Leading Discussion	100
Miscellaneous Activities and Assignments	200
Sustainability Service Learning Project	200
Debates and Reflections	150
Final Project Presentation and Course Reflection	100
Final Exam	200
Total: 1,000	

Instructions for each assignment will be provided in class and/or on Blackboard during the semester. Deadlines for these assignments will be provided with the assignment information at the time it is distributed to the class. Brief descriptions of the course requirements are provided below.

Sustainability Service Learning Project: This course is designed for students to learn through practical, hands-on research, reporting and writing experiences. As such, each student is required to participate in and complete a service-learning sustainability project at WKU or in the broader local community, during the course of the semester. Credit for this course requirement will be based on: (1) demonstrated and documented evidence of an active role in the project both in class and outside of class, (2) informative and professional individual and group oral presentation(s) related to the project and course materials, (3) active and consistent participation in the development and implementation of the project, (4) accurate and thorough completion of all exercises assigned by the course instructors, and, most important, (5) the completion of a sustainability project.

Class Attendance and Participation: Attendance and active participation at all class meetings and field component activities are a requirement for this course. Grade deductions will be made for each missed class meeting and activity or late arrival unless an excused absence is granted PRIOR to the beginning of the class/activity.

Class participation will be assessed through personal reflections, peer reviews, oral presentations (group and individual), participation in all in-class activities, and observation of the instructors. The QUALITY of contributions to class projects, discussions, oral group and individual presentations, and peer reviews will factor heavily into the calculation of the course participation portion of student grades. Students will be expected to show active and productive engagement in the course project throughout the semester.

No electronic equipment (cell phone, iPads, laptops, etc.) is allowed to be turned on in the classroom during the class period, unless the instructors specify otherwise. If electronic equipment is used, points will be deducted from the attendance and participation grade.

Final Project Presentation: At the end of the semester, student groups will give a 12-15 minute presentation about their final sustainability service-learning project to their classmates and other invited guests. Information about the required and recommended contents of the presentation will be provided separately.

Leading Discussion: Each student will be expected to lead a series of class discussions on topics determined during the course of the semester. Grading will be determined based on the level of engagement with classmates and the material, as well as evidence of preparation for the discussion.

Participating in Debates: Each student will participate in a series of debates and provide a brief type-written reflection centered on one of the debate topics. Debate topics will be provided as the course develops. Students will be given a minimum of one-week to prepare for the in-class debate. Although this is a group assignment, students participating in a debate will be graded individually. If you feel that a member of your group is not fairly contributing to this assignment please let me know so actions can be taken to remedy the problem. No make-ups on the debate will be given. Additional instructions for the content and requirements of the debates will be provided separately.

Late and Missed Assignments/Activities will be accepted at the instructors' discretion. If a late assignment is accepted, the equivalent of a full letter grade will be deducted each day. If the university cancels classes, students are expected to continue with readings and related course activities as originally scheduled. You must inform the instructor of an absence BEFORE the start of class on the absence day.

Grades of Incomplete (X) will be assigned only if all but a small portion of the coursework is left incomplete by the student, and the inability to complete the course is due to circumstances beyond the control of the student. An "X" is given at the instructor's discretion.

OTHER STATEMENTS AND PROCEDURES

Schedule Change Policy: The Department of Geography and Geology strictly adheres to University policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, dropping, or changing the status of a course. Only in exceptional cases will a deadline be waived. The Student Schedule form requires a written description of the extenuating circumstances involved and the attachment of appropriate documentation. Poor academic performance, general malaise, or undocumented stress factors are not considered legitimate circumstances.

Student Disability Services: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270) 745-5004; TTY is (270) 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Integrity/Plagiarism: Plagiarism of any kind will absolutely not be tolerated. WKU adheres to a strict policy against plagiarism and cheating (see Scholastic Dishonesty Code in your Handbook). Academic dishonesty of any type will not be tolerated and appropriate penalties will be faced by anyone who violates this policy. Student work may be checked using plagiarism detection software. All academic work of a student must be his/her own. One must give any author credit for source material borrowed. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Other examples of academic dishonesty include, but are not limited to, allowing other students to copy your work, using work from previous semesters, and plagiarism.

The Learning Center: Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is

also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a 32-machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment. (270) 745-6254.