Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course?

AGRI 280, Introduction to Environmental Science (Natural and Physical Sciences Subcategory)

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.

The course goal for AGRI 280, Introduction to Environmental Science: By the end of the course, students should be aware that environmental pollution, hazards, and change occur and can influence human health and the environment. Students will be introduced to concepts related to human population, sustainability, our urban world, people and nature, science and values, and a global perspective. This will familiarize students with the application of science to solve real-world environmental problems.

Course objectives for AGRI 280, Introduction to Environmental Science:

Students who complete AGRI 280, Introduction to Environmental Science, will be able to:

- Describe principles of environmental science.
- Explain concepts within major themes of environmental science, such as human population, sustainability, our urban world, people and nature, science and values, and a global perspective.
- Apply the scientific method as a way of understanding the environment.
- Describe environmental change, both anthropogenic and natural.
- Discuss application of the scientific method in the study of selected environmental issues, impacts, and pollution problems.
- Analyze environmental data to determine trends pertinent to the solution of specific problems.
- Demonstrate an appreciation for the complexity of environmental problems and the application of science to create interdisciplinary solutions, including community solutions.
- Examine their personal role in the sustainability of environmental resources.
- Investigate the ethical, political, social, and environmental justice issues related to selected environmental problems.
- Describe the importance of protecting water and air quality.
- Utilize critical thinking skills to evaluate environmental issues.
- Demonstrate oral, written, and/or computer skills for analyzing and presenting environmental information.

1. Demonstrate an understanding of the methods of science inquiry.

Learning Objective 1 for the Colonnade Explorations, Natural and Physical Sciences Subcategory, is met by the following course objectives:

- Apply the scientific method as a way of understanding the environment.
- **Discuss application of the scientific method in the study of selected environmental issues, impacts, and pollution problems.**
- Demonstrate an appreciation for the complexity of environmental problems and the application of science to create interdisciplinary solutions, including community solutions.
- **Demonstrate oral, written, and/or computer skills for analyzing and presenting environmental information.**

2. Explain basic concepts and principles in one or more of the sciences.

Learning Objective 2 for the Colonnade Explorations, Natural and Physical Sciences Subcategory, is met by the following course objectives:

- **Describe principles of environmental science.**
- **Explain concepts within major themes of environmental science, such as human population, sustainability, our urban world, people and nature, science and values, and a global perspective.**
- Describe environmental change, both anthropogenic and natural.
- Demonstrate an appreciation for the complexity of environmental problems and the application of science to create interdisciplinary solutions, including community solutions.
- Describe the importance of protecting water and air quality.
- **Demonstrate effective oral, written, and/or computer skills for analyzing and presenting environmental information.**

3. Apply scientific principles to interpret and make predictions in one or more of the sciences.

Learning Objective 3 for the Colonnade Explorations, Natural and Physical Sciences Subcategory, is met by the following course objectives:

- Analyze environmental data to determine trends pertinent to the solution of specific problems.
- Demonstrate an appreciation for the complexity of environmental problems and the application of science to create interdisciplinary solutions, including community solutions.
- Examine their personal role in the sustainability of environmental resources.

4. **Explain how scientific principles relate to issues of personal and/or public importance.**

Learning Objective 4 for the Colonnade Explorations, Natural and Physical Sciences Subcategory, is met by the following course objectives:

- **Describe principles of environmental science.**
- **Explain concepts within major themes of environmental science, such as human population, sustainability, our urban world, people and nature, science and values, and a global perspective.**
- Demonstrate an appreciation for the complexity of environmental problems and the application of science to create interdisciplinary solutions, including community solutions.
- Examine their personal role in the sustainability of environmental resources.
- **Investigate the ethical, political, social, and environmental justice issues related to selected environmental problems.**

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

The following statements of learning outcomes will appear in all, AGRI 280 – Introduction to Environmental Science, syllabi.

Course Description: An introductory course to the study of environmental issues. This course provides a general understanding of application of science to the solution of contemporary environmental problems.

This course fulfills the Natural and Physical Sciences Subcategory of the Explorations Category of Colonnade. Students completing AGRI 280 will gain the ability to:

1. Demonstrate an understanding of the methods of scientific inquiry in environmental science.
2. Explain basic concepts and principles in one or more of the sciences.
3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
4. Explain how scientific principles relate to issues of personal and/or public importance

4. Brief description of how the department will assess the course for these learning objectives.

We will create a comprehensive assessment that addresses each of the four learning outcomes for the Natural and Physical Sciences Subcategory. There will be 15 questions

for each learning outcome. A score of 70% will indicate satisfactory attainment of the learning outcomes. It is anticipated that the percentage of satisfactory scores on the assessment will align with the percentage of students with a 75 or greater in the course. This assessment will be executed via Blackboard at the end of the course for all sections.

Objective	Assessment Categories
Understanding of the methods of scientific inquiry	• The scientific method • Description of each step in the scientific method • The scientific method, hypothesis formulation, and environmental science • Application of the scientific method in environmental science • Measurements and uncertainty • Science and Society • Environmental questions and the scientific method
Explain basic concepts and principles	• Major themes of environmental science • Systems concepts • System responses • Population dynamics • Human population growth • Ecosystems • Energy Flow • Biogeochemical cycles • Value of the environment • Toxicology and environmental health • Hydrologic cycle • Waterborne disease • Climate change and global warming • Structure of the atmosphere • Ecology of forests
Apply scientific principles to interpret and make predictions	• Projecting human population growth • Carrying capacity and sustainability • Exponential growth • Humans, and nitrogen and phosphorus cycles • Water pollution • Air pollution • Risk-Benefit Analysis • Evaluate environmental issues • Formulating of hypotheses and predictions • Gross and net production

How scientific principles relate to issues of personal and public importance	Based on the major concepts/principles shown above, applications to: • Human population growth and natural resources • Environmental health and pollution • Environmental hazards in your home • Water quality • Safe drinking water • Water consumption • Air quality • Indoor air quality • Hazardous and solid wastes • e-waste • Environmental goods and services • Cost of environmental pollution • Forest products and sustainability • Energy consumption, conservation, and alternatives • The future of agriculture

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

The Department of Agriculture will offer 1-3 sections of AGRI 280 face to face at the main campus and/or Glasgow campus and/or online through Blackboard. This will accommodate 30 to 90 students per semester. If these sections regularly fill, more sections may be added. In addition, this class will likely be taught in winter and summer terms.

6. Please attach sample syllabus for the course.
Attached, please find an example syllabus without individual instructor information for an online section of AGRI 280.

AGRI 280
Introduction to Environmental Science

Professor:
Office Location and hours:
Phone:
Email:

Text:
Wright and Boorse. 2014. **Environmental Science**. Pearson University Press. 12th edition.

Course Description:
An introductory course to the study of environmental issues. This course provides a general understanding of application of science to the solution of contemporary environmental problems.

Course Goal:
By the end of the course, students should be aware that environmental pollution, hazards, and change occur and can influence human health and the environment. Students will be introduced to concepts related to human population, sustainability, our urban world, people and nature, science and values, and a global perspective. This will familiarize students with the application of science to solve real-world environmental problems.

Learning Objectives for the Colonnade Program:
This course fulfills the Colonnade Program's requirements for the Natural and Physical Sciences subcategory of the Explorations Category. As part of that program, AGRI 280 has the following learning objectives:

Students will demonstrate the ability to:

1. Demonstrate an understanding of the methods of science inquiry.
2. Explain basic concepts and principles in one or more of the sciences.
3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
4. Explain how scientific principles relate to issues of personal and/or public importance

Course Objectives:
The course objectives for AGRI 280 are designed to fulfill the Colonnade Program requirements. Upon successfully completing AGRI 280, students will be able to:

- Describe principles of environmental science.
- Explain concepts within major themes of environmental science, such as human population, sustainability, our urban world, people and nature, science and values,

and a global perspective.

- Apply the scientific method as a way of understanding the environment.
- Describe environmental change, both anthropogenic and natural.
- Discuss application of the scientific method in the study of selected environmental issues, impacts, and pollution problems.
- Analyze environmental data to determine trends pertinent to the solution of specific problems.
- Demonstrate an appreciation for the complexity of environmental problems and the application of science to create interdisciplinary solutions, including community solutions.
- Examine their personal role in the sustainability of environmental resources.
- Investigate the ethical, political, and environmental justice issues related to selected environmental problems.
- Describe the importance of protecting water and air quality.
- Utilize critical thinking skills to evaluate environmental issues.
- Demonstrate oral, written, and/or computer skills for analyzing and presenting environmental information.

Assessment:

Students will be assessed according assignments and examinations with the following approximate points, however this WILL change slightly.

Examinations x2	200 pts.
Critical thinking paper	100 pts.
Assignments.	250 pts.
Final Project	100 pts.
Colonnade Assessment	50 pts
Final Exam	100 pts.
Total Points	750 pts.

Total possible points will be added and grades determined according to the standard letter grading scale of:

A = 90-100%	D = 60-69%
B = 80-89%	F = < 60%
C = 70-79%	

Attendance:

Management of "class time" is essential for an online class as there are no face to face sessions in which you are motivated to attend. Therefore, please understand from the beginning that you must intentionally carve out time to devote to the class.

Student Accessibility Resource Center (Formerly Student Disability Services):

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,. The OFSDS telephone number is (270) 745-5004 V/TDD."

"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:
Cheating will not be tolerated. Plagiarism and academic dishonesty will not be tolerated. Students are expected to adhere to the Western Kentucky University Code of Student Conduct. Plagiarism or academic dishonesty on any single assignment, including quizzes, tests, essays, exercises, and discussions, will result in a course penalty up to course failure.

Exams:
Exams will be administered online via DELO testing center. This means you must register with the DELO testing center prior to taking your exam. Please visit https://www.wku.edu/testing to register for your exams. You may choose your day and time for your exam from the available testing center hours. Should you need to register for an alternate testing site, DELO testing center will setup an approved testing center for you.

Approximate Class Schedule: *Subject to change*

Week 1: Intro to Environmental Science and Ecosystems

Week 2: Water cycle and water pollution

Week 3: Land ecosystems, soil conservation and pollution

Week 4: How food production and distribution and how it affects environment

Week 5: Exam 1

Week 6: Pest control and environmental impacts

Week 7:. Air pollution and global warming

Week 8: Energ**y:** Nuclear and Solar Energy

Week 9: Renewable energy sources

Week 10: Exam 2

Week 11: Human health and the environment

Week 12: Environmental policy and cleaning up "the mess"

Week 13: Urban sprawl

Week 14: Moving toward sustainability

Week 15: Final Project Work Week and Review for Comprehensive Exam (No lectures or new material). **Take Colonnade assessment during this week.**

Week 16: Final Exam (comprehensive)

Colonnade Program Course Proposal: Connections Category
Department of Diversity & Community Studies

1. **What course does the department plan to offer in *Connections*?**
   DCS 360: Risk, Resilience, and Place

   a. **Which subcategory are you proposing for this course?** Social and Cultural

2. **How will this course meet the specific learning objectives of the appropriate sub-category? Please address <u>all</u> of the learning outcomes listed for the appropriate subcategory**.

   1. **Analyze the development of self in relation to others and society.**

      Risk, Resilience, and Place (DCS 360) offers a multidisciplinary approach to understanding human relationships with the natural world by situating ecological concerns in a social-psychological context. The course outcomes center on developing a definition of place and drawing attention to the psycho-social dimensions of the current ecological crises and resilience thinking. Students participate in personal exploration of the human-nature relationship from both human and earth-centered perspectives of critical inquiry. Course materials focus on the intersections of space, place, and identity in a manner that situates contemporary ecological problems among individuals and groups as well as communities and ecosystems.

      DCS 360 blends the conceptual and theoretical frameworks of ecology and social-psychological science including a) Jung's contribution to ecology and social psychology, b) Bronfenbrenner's ecological systems theory to investigate the relationships among individuals and systems, c) principles of ecopsychology, d) ecofeminism, e) resilience thinking, and f) theories of sense of place. Students investigate the relationship of historical perspectives and theoretical dimensions of individuals' contexts within communities and the wider society.

   2. **Examine diverse values that form civically engaged and informed members of society.**

      DCS 360 engages students in a range of theories and practices as they relate to specific community contexts (local, regional, and global) and provides multidisciplinary strategies for understanding current ecological problems. Students will examine, design, and analyze personal narratives of identity and the protective factors that affect resilience. DCS 360 prepares students to identify traditional and contemporary approaches to systems and futures thinking in terms of risk, resilience, and place. At the conclusion of the course, students will have a greater sense of what it means to communicate ideas, procedures, results, and conclusions using appropriate critical and analytic synthesis of information. Students will also formulate a comprehensive research plan based on the theoretical concepts of risk and resilience while evaluating the impact of the human experience on sustainability and social justice.

DCS 360 engages students through ecological perspectives, risk and resilience, and individual and collective action. The public "action" portion of the course provides a powerful counter-balance to the theoretical material by encouraging solutions that are equitable, civically engaged, grassroots, and empowering.

3. **Evaluate solutions to real-world social and cultural problems.**

Drawing on psychosocial, cultural, economic, and ecological analysis, DCS 360 encourages students to consider some of the major issues around risk and resilience, including the institutionalization of inequity and the intersections of place with relations of power, such as race, ethnicity, sexuality, class, nationality, religion, geography, ability, and age. The course promotes critical inquiry of cultural problems, including an emphasis on conceptual frameworks for understanding diverse communities, their histories and contemporary expressions, the structural challenges they face, and the contributions they offer to the fabric of American society. Through this process, students grapple with the challenges of working for social justice and equality of treatment across differences, and in so doing, gain an understanding that social systems are interconnected in perpetuating institutional oppression and dominate group privilege. Implicit in the course design is the conviction that interdisciplinary analysis and community experience are essential to addressing real world problems.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should <u>this course</u> be in Colonnade)? Discuss in detail.

DCS360 offers a contemporary approach to researching ecological, social-psychological, and cultural systems. Students investigate ways in which protective factors can be used to empower individuals and communities to become resilient despite inequitable access to resources and shifts in ecological and social structures. The course addresses the ethical issues, historic and contemporary, of research involving vulnerable and marginalized populations. In terms of contributions to the Connections category of the Colonnade, DCS 360 offers students the opportunity to evaluate real-world problems from a multidisciplinary lens. In addition, students will participate in a wide range of meaningful reflective practices and strategies that will allow them to analyze their personal experience in relation to others' in the community.

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

No pre-requisites.

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.

Student Learning Outcomes: Upon successful completion of this course, students will be able to do the following:

a) Describe the critical, historical perspectives of sense of place, place identity, and social identity.
b) Identify traditional and contemporary approaches to systems and resilience thinking.
c) Formulate a comprehensive research plan based on the theoretical concepts of risk and resilience.
d) Communicate ideas, procedures, results, and conclusions using appropriate critical and analytic synthesis of information.
e) Analyze personal narratives of identity in terms of risk, resilience, and place.
f) Evaluate the impact of the human experience on sustainability and social justice.

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The Department of Diversity & Community Studies program has a committee that will assess the effectiveness of DCS 360 by incorporating the Colonnade Plan Learning Outcomes into our existing assessment structure. DCS 360 will be assessed yearly using students' course portfolios.

1. Analyze the development of self in relation to others and society.
Students will write reflective papers as part of their course portfolios; these critical reflections will track their own development in relation to place and community. The assessment team will evaluate using a holistic rubric that specifies key components of development of self, such as areas of discomfort, place identity, communication, and change.

The goal for assessing the analysis of the development of self in relation to others in society will addresses the following course out comes as well:

- Describe the critical, historical perspectives of sense of place, place identity, and social identity.
- Analyze personal narratives of identity in terms of risk, resilience, and place.

A rubric will be developed using a 4-point scale:
4 = outstanding (far exceeds expectations)
3 = good (exceeds expectations)
2 = average (meets basic expectations)
1 = poor (does not meet basic expectations)

The committee's targets will be:
70% of the work will score 2 or higher.
30% of the work will score 3 or higher.

2. Examine diverse values that form civically engaged and informed members of society.
As part of the portfolio, students will write several critical synthesis papers that address risk, resilience, and place from personal and community standpoints. Similar to the reflective essays, at least one of these essays will be assessed using a holistic rubric.

The goal for assessing the examination of diverse values that form civically engaged and informed members of society will addresses the following course out comes as well:

- Identify traditional and contemporary approaches to systems and resilience thinking.
- Communicate ideas, procedures, results, and conclusions using appropriate critical and analytic synthesis of information.

A rubric will be developed using a 4-point scale:
4 = outstanding (far exceeds expectations)
3 = good (exceeds expectations)
2 = average (meets basic expectations)
1 = poor (does not meet basic expectations)

The committee's targets will be:
70% of the work will score 2 or higher.
30% of the work will score 3 or higher.

3. **Evaluate solutions to real-world social and cultural problems.**
Students will create a digital story regarding their experiences in the course as part of a final project. Reinventing reflection through digital storytelling is a pedagogical strategy that enhances student civic learning.

The digital story is an illustration of learning and a way of documenting experiences that result in a digital video clip told in first-person narrative. Digital stories are multilayered in an economical fashion, and their goal is to capture the essence of an experience.

What makes digital stories particularly relevant for the course is the methodology used to create them. The process requires critical reflection, integration of knowledge, paraphrasing, synthesizing, and organization of ideas. The digital story will be assessed using a rubric that evaluates critical thought, reflective connections, and effective use of technology.

The goal for assessing the evaluation of solutions to real-world social and cultural problems will addresses the following course out comes as well:

- Formulate a comprehensive research plan based on the theoretical concepts of risk and resilience.
- Evaluate the impact of the human experience on sustainability and social justice.

A rubric will be developed using a 4-point scale:

4 = outstanding (far exceeds expectations)
3 = good (exceeds expectations)
2 = average (meets basic expectations)
1 = poor (does not meet basic expectations)

The committee's targets will be:

70% of the work will score 2 or higher.
30% of the work will score 3 or higher.

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

   DCS 360 offers a collaborative, participatory, systematic, and transformative learning experience. Through course materials (readings, lectures, film, etc.), students gather evidence that supports the need for comprehensive social change that includes the collective voices of communities. The process of "diagnosing," "prescribing" and "implementing" is the root of community studies, problem-solving, and the study of risk, place, and resilience. Students will analyze and synthesize historical evidence collected to create a research plan designed around protective factors that minimize risks with the end-goal of developing resilient places, spaces, and communities. In the final phase of the course, "argumentation/evaluation," students will learn to support their choices and articulate the integrated process of input (evidence- gathering), process (sense-making), and outcome (evaluation).

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

   Initially the Department of Diversity and Community Studies plans to offer one section of this course every other spring semester.

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

DCS 360: Risk, Resilience, and Place

Instructor: Dr. Molly Kerby Email: molly.kerby@wku.edu
Office Hours: MW 1:30-4:00p and Friday by appt.
Office: Women's Studies Center (State St. next to International Center)
Office Phone: (270) 745-6952
Women's Studies Center: (270) 745-6477

Required Texts:

- Walker, B, & Salt, D. (2006). *Resilience thinking: Sustaining ecosystems and people in a changing world*, Island Press.
- Clark, J. (2003). *Mountain memories: An Appalachian sense of place*. West Virginian University Press.
- Zolli & A.M. Healy. *Resilience: Why things bounce back*. 2013 New York: Simon & Schuster.

Course Overview: The world, and North America in particular, is entering a period of unprecedented change. There is mounting evidence of the potential for (and pressure for action to avoid) runaway climate change, unprecedented species extinctions and environmental degradation, the persistence (and growth) of alarming inequities in health, and accelerated resource depletion. In addition, we are entering the end of a historic period of cheap and abundant fossil fuels (hitting a 'peak' variously predicted to occur between 2005 and 2020) having made 50 years of investment in an infrastructure of globalized food and industrial production, suburban sprawl, and burgeoning average house sizes. By many estimates we currently possess the technology to solve the world's fiscal, economic, environmental, social justice and climatological crises. In other words, the problem is not technical but social. Consensus is emerging that building resilience at three nested levels (psychological/ personal, community, systems level) is or must be at the center of convergent social justice and environmental social change movements. Resilience is widely understood to refer to the ability of communities, persons, or systems to withstand shocks or stress without collapse, or the ability to accept and embrace (as opposed to resist) change.

This course is designed to assist students working in the area of public health, environment, social work, adult education, community development, public health and/or cognate fields (in research, practice & policy) to understand and apply concepts of resilience (from systems theory and complexity science) to building the capacity of place and communities to (a) successfully weather predicted disruptions/shocks associated with climate change, global pandemics, interruptions in global trade and food supply, sharp increases in the cost of energy, and environmental degradation; and (b) nurture the development of alternative spaces (economic arrangements, networks, etc.) that support the emergence of life - sustaining structures and practices (economic, social, etc.) to replace the unsustainable industrial growth society whose accelerated unravelling we are currently witnessing on many levels.

Particular attention will be paid to the role of public and private spaces and community. Particular emphasis will be placed on identifying elements of the social fabric that can hold communities through rough times, including diversity in knowledge, skills and networks, interventions, and grassroots social movements that build capacity and resilience at the community level.

Student Learning Outcomes: Upon successful completion of this course, students will be able to do the following:

a) Understand the critical and historical perspectives of sense of place, place identity, and social identity.
b) Identify traditional and contemporary approaches to systems and futures thinking.
c) Formulate a comprehensive research plan based on the theoretical concepts of risk and resilience.
d) Communicate ideas, procedures, results, and conclusions using appropriate critical and analytic synthesis of information.
e) Analyze personal narratives of identity in terms of risk, resilience, and place.
f) Evaluate the impact of the human experience on sustainability and social justice.

General Education/Colonnade: This course fulfills the Social and Cultural sub-requirement under the Connections category in Colonnade.

Diversity & Community Studies Major: DCS 360 is an elective for the undergraduate major in Diversity & Community Studies. For more information on the major, visit http://www.wku.edu/dcs/.

Students with Disabilities: 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, Downing University Center A200, (270) 745-5121 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Integrity: It is understood that students will present their own work for all assignments. Student work will be checked using plagiarism detection software. Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated. Academic dishonesty will result in either failure of the assignment or failure of the course and will be reported to the WKU Office of Judicial Affairs. Please refer to the *WKU Student Handbook* for more information.

Course Requirements:

Evaluation: Students must satisfactorily complete the following requirements in order to pass this course.

Grade distribution	**Grade Scale:**
Class Participation Discussion Questions Critical Reflections Identity and Place Narrative Digital Story Board Research Project	895-1000 A 795-894 B 695-794 C 595-694 D < 595 F

Class Participation:

This class functions as a forum in which participants engage the texts and exchange ideas, interpretations, and insights with each other. The success of this format depends on everyone's preparation and participation. Therefore, I expect you to participate in class activities and discussion. Successful participation requires that you prepare for class by completing the reading, doing your homework, and actively engaging the course material. I expect you to attend class, to be an active participant in class discussion, and fully participate in class projects. You are also expected to be respectful to your classmates and the professor. Failure to do so will result in points deducted from your participation grade. Please remember that we all have a right to interpret materials as we wish as long as critical thought is involved.

Discussion Questions:

This assignment requires you to submit two discussion questions based on the assigned readings for the week at the beginning of class each Tuesday. These questions will be used to direct class discussion. Questions can address content, method, specific points, or relationships between ideas, issues, and/or other readings. Your questions should reflect careful consideration of the readings and a thoughtful analysis of the issues addressed. Discussion questions will be used to take attendance. This is NOT something you can "make up" if you are not in class because it will be tied to attendance.

Portfolios: The following components will constitute the course portfolio. Instructions will be provided in class.

1. Reflection Papers:
   Students will write reflective papers as part of their course portfolios that track their own development in relation to the readings, places/space, and community. Students will be expected to write weekly reflections of materials, theoretic principles, and/or experiences in their community. These reflection should be at least three pages and no longer than 5 pages double-spaced, Times New Roman, 12 point font.

2. Critical Synthesis: Students will write a critical synthesis response for each section of the course. These papers should be 5-7 pages in length and should consist of a response to the readings. Each paper **MUST** respond to the key ideas presented and evaluate the concepts in terms of strengths, weaknesses, and value for community empowerment, as well as the development of insights, questions, speculation about the implications of the author's theoretical points. These papers should be serious theoretical papers that demonstrate a thorough knowledge of the concepts and theories presented in the reading.

3. Research Project:
   Students will conduct, in a small group, a project using identity narratives from a community perspective. Students are expected to engage in a systematic inquiry, making use of whatever resources seem appropriate. Although it's desirable to develop and complete a research project, given the constraints of the semester, it's understood that with some fieldwork projects the process is the product. Therefore, keeping detailed notes of the process as it unfolds is recommended.

Examples of appropriate topics for research that could be conducted within the semester:

- A small population study, e.g., a study of the demographic and spatial characteristics (e.g., physical ecology of roads, parks, schools, etc. of a specific geo-ethnic community.
- A demographic or historical analysis of a specific community.
- A community needs/resource assessment or asset mapping
- An evaluation of a community program run by a community group

Each class will begin with a check-in to discuss that week's progress, questions about research design, collaboration and trust-building, and data-collection and analysis.

Digital Story Board (digital story-telling) Assignment:

A digital story is an illustration of learning, a way of documenting an experience that results in a four- to six-minute digital video clip told in first-person narrative. It is illustrated mostly by still images and music is added to evoke emotions. Digital stories are multilayered in an economical fashion, and their goal is to capture the essence of an experience (Reilly, 2011).

Creating a digital story is very simple and does not require video editing skills or a high level of technological competency. The steps in the process will vary depending on the software used, but they should generally include:

- Detailed critical reflection
- Creating and editing the script
- Storyboarding. This is the most critical component in the process and what makes the pedagogical strategy different from traditional forms of reflection. In this stage of the process, you will highlight key words or phrases in the script (e.g., "stepping outside my comfort zone") and map out when images will appear (e.g., transitions).
- Gathering images. Important: Images should be selected based on the key words or phrases that were highlighted. For example, if the phrase is "stepping outside my comfort zone," find an image that represents what that would look like to you, such as an image of someone cliff diving.
- Recording the narrative
- Editing and adjusting transitions
- Adding music
- Publishing

Format for Written Assignments:

All written assignments must be typed (in a standard 12-point font size) and double-spaced, with one-inch margins on all sides. Each written assignment should have a title. Your name, the course name and section, the due date, and my name should appear in the upper left-hand corner. Assignments should be stapled and pages should be numbered. You should use either MLA or APA format for incorporating and citing outside sources. All assignments should be submitted in hard copy at the beginning of class on the due date.

Policies:

Attendance: Because this course is discussion oriented, attendance is mandatory. You are allowed three absences (excused or unexcused). If you miss more than three days without speaking with

me, your final grade will be dropped one letter. If you miss five classes, your grade will be dropped two letters. If you miss 6 or more, you will receive a failing grade. If you're having difficulties, speaking with me is the best way to resolve them. Excused absences (prolonged illness, family death, etc.) will be handled on a case-by-case basis. If you do miss class, it is your responsibility to find out the assignments you missed and be prepared for the next class; please do not email me and ask. Excessive tardiness will also affect your grade.
Late Assignments: Assignments submitted after the due date will be penalized one letter grade for each day it is late. Assignments late more than five days will not be accepted.

Academic Integrity:

It is understood that students will present their own work for all assignments. Student work will be checked using plagiarism detection software. Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated. Academic dishonesty will result in either failure of the assignment or failure of the course. I also reserve the right to use the university plagiarism/cheating policy (below).

University plagiarism/cheating policy:

There is no tolerance for plagiarism or cheating at the university. The university requires faculty to report any dishonest work, and the student could both fail the course and possibly be expelled from the university. This policy will be practiced in this course. If you are not familiar with the university plagiarism policy you may access it at:
http://www.wku.edu/Dept/Support/StuAffairs/StuLife/handbook/P1Policy/14AcademicOffenses.htm

In addition, I define cheating and plagiarism very strictly. For example, I consider it plagiarism if you did not write any one section of your work (whether you "borrowed" it from a source or had someone else write it for you for example). I also consider it cheating when a student "recycles" papers that she or he wrote for another professor and/or another class. Everything you write for this class should be an original piece of work specifically written by you (the student) for this course. If any materials are not properly cited "in-text" or a reference page included, I will consider that omission as an attempt to plagiarize. If you are not sure how to do these things, see me and I will help.

Writing Center Assistance:

The Writing Center is your friend!! The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

Student Assistance/Tutoring:

Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide help. The Learning Center, located in the Academic

Advising and Retention Center, DUC A-330, has tutors in most major undergraduate subjects and course levels throughout the week—they can also direct you to one of many tutoring and assistance Centers across campus. To make an appointment, or request a tutor for a specific class, call (270)745-6254 or stop by DUC A-330. Log on to TLC's web site at http://www.wku.edu/tlc for tutoring for students at a distance. TLC hours: Monday-Thursday, 8:00am-9:00pm, Friday 8:00am-4:00pm, and Sunday 4:00pm-9:00pm.

Counseling and Testing Center:

We believe that the university experience should be challenging, not overwhelming, and universities have a duty to support students as they are being challenged. To this end, the WKU Counseling and Testing Center is committed to promoting the academic mission of the university by providing a variety of psychological services to students that will augment recruitment, retention, and graduation by strengthening students' capacity to tolerate distress, form healthy relationships, and seek healthy expressions of their ideals and values. The Counseling and Testing Center also advances the university's mission by providing educational programming, training, and consultation to the students, faculty, staff, and constituents of WKU.

The Counseling and Testing Center is open from Monday – Friday from 8:00am-4:30pm.
Emergency and after hours appointments may be made by calling 270-745-3159.
The Counseling and Testing Center is open throughout the calendar year and closed during holidays and other specified dates found in the 2013-2014 Academic Calendar.

Topics & Readings

PART I: Where do WE begin

Week 1: Introduction to Risk, Place, and Resilience

Short YouTube video: We Are All Seeds - A New Year Message from Dr. Vandana Shiva for 2015; https://youtu.be/fX5jsq74fAo

Readings:

- Yunt, J. D. (2001). Jung's contribution to an ecological psychology. *Journal of Humanistic Psychology, 41*(2), 96-121.
- Berry, W. (1987). Home economics: Fourteen essays.

PART II. EMERGING THREATS TO PLACE

Week 2: Sense of Place, Place Identity, Social Identity

Film: Refugees of the Blue Planet (NFB, 2007)
Video Clip: The Story of Stuff (http://www.storyofstuff.com/index.html

Readings

- F. Steele. *The Sense of Place*. 1981 CBI Pub Co., The University of Michigan.
- Parks, B. C., & Roberts, J. T. (2010).
- Climate change, social theory and justice. Theory, Culture & Society, 27(2-3), 134-166.
- Clark, J. (2003). *Mountain memories: An Appalachian sense of place*. West Virginian University Press.

Week 3: Environmental Degradation / Environmental Justice / Climate Change / Climate Justice

Films: End of Suburbia + The Economics of Happiness

Readings

- Zolli & A.M. Healy. *Resilience: Why Things Bounce Back*. 2013 New York: Simon & Schuster (first half).
- Benatar, S., Gill, S., & Bakker, I. (2011). Global health and the global economic crisis. American Journal of Public Health, 101(4), 646---653.
- Neff, R. A., Parker, C. L., Kirschenmann, F. L., Tinch, J., & Lawrence, R. S. (2011). Peak oil, food systems, and public health. American Journal of Public Health, 101(9), 1587---1597.

PART III. UNDERSTANDING RESILIENCE
Week 4: Resilience in Social---Ecological Systems

Readings:

- Hess, S. A., & Schultz, J. M. (2008). Bronfenbrenner's Ecological Model. *Lenses: Applying Lifespan Development Theories in Counseling*, 52.Mohaupt, S. (2008).
- Review article: Resilience and social exclusion. Social Policy & Society, 8(1), 63---71. (short & critical)
- Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes.

Week 5: Community Resilience

Readings:

- Sonn, C., & Fisher, A. (1998). Sense of community: Community resilient responses to oppression and change.
- Zolli & A.M. Healy. *Resilience: Why Things Bounce Back.* 2013 New York: Simon & Schuster (second half).
- Newman, P., Beatley, T. I., & Boyer, H. (2009). Resilient Cities: Responding to Peak Oil and Climate Change.Washington, DC: Island Press. (Chapter 3).
- Wilson, G. (2012). Community Resilience and Environmental Transitions. Routledge. (Chapter 2: Towards a framework for understanding community resilience)

PART IV. APPLYING RESILIENCE THINKING: BUILDING COMMUNITY RESILIENCE

Week 6: Building Community & Community Resilience

Film: The Power of Community - How Cuba Survived Peak Oil

Readings:

- "Community Development: What Is It?" http://maaori.com/develop/commwhat.html
- R. Metzner. *Green Psychology: Transforming Our Relationship to the Earth.* 1999 Park Street Press, Rochester, VT.
- New Society. (Chapter 17) **or** Lewis, M., & Conaty, P. (2012). The Resilience Imperative: Co---operative Transitions to a Steady---State Economy. New Society Publishers. (Chapter 1: "Resilience: The 21st century imperative")

Week 7: Community Resilience & Adaptation

Readings:

- S. Foster with M. Little. *The Book of the Visionquest: Personal Transformation in the Wilderness.* 1987 Prentice Hall Press, New York.
- Morello---Frosch, R., Brown, P., Lyson, M., Cohen, A., & Krupa, K. (2011). Community voice, vision, and resilience in post---Katrina recovery. Environmental Justice, 4(1), 71---80.
- Saaverdra, C., & Budd, W. W. (2009). Climate change and environmental planning: working to build community resilience and adaptive capacity in Washington State, USA. Habitat International, 33(3), 246---252.

Week 8: Transition Towns: A Social Movement Response

Film: In Transition 1.0 + In Transition 2.0

Readings:

- Davis, R. (2010). Transition towns and the art of resilience. New Internationalist, 430, 10---11.
- Hopkins, R. (2008). The Transition Handbook: From Oil Dependency to Local Resilience. Devon, UK: Green Books. (Chapter8: "A vision for 2030: looking back over the transition" & Chapter 10: "The transition concept")
- Stevenson, N. (2012). Localization as subpolitics: the Transition Movement and cultural citizenship. International Journal of Cultural Studies, 15(1), 65-79.

PART V. DEEPENING PERSPECTIVES ON (INTENTIONAL) SOCIAL CHANGE
Week 9: Community Organizing & Social Action

Readings:

- Bischoff, A., & Gomberg, T. (n.d.). Ten Commandments for Changing the World. (accessed 3/12/2010): http://www.greenspiration.org/environ/articles/TenCommandments.htm (a single page)
- D. Nemeth, R. Hamilton & J. Kuriansky (Eds). "Living in an Environmentally Traumatized World: Healing Ourselves and Our Planet." 2012 Praeger, Santa Barbara, CA.
- Maton, K. I. (2000). Making a difference: the social ecology of social transformation. American Journal of Community Psychology, 28(1), 25-57.

Week 10: Critical Perspectives on 'Green Capitalism'

Short Web Video: www.storyofstuff.com/capandtrade/

Readings:

- Urry, J. (2010). Consuming the planet to excess. Theory, Culture & Society, 27(2---3), 191--212.
- Smart, B. (2011). Another 'Great Transformation' or common ruin? Theory, Culture & Society, 28(2), 131-151.
- Keil, R., & Biro, A. (2000). Sites/cities of resistance: approaching ecological socialism in Canada. Capitalism, Nature, Socialism, 11(4), 83-102.
- Shiva, V. (1991). The violence of green revolution: third world agriculture, ecology and politics. Zed Books.

Week 11: Understanding & Working with Emergence / Indigenous & Global South Perspectives

Readings:

- Westley, F., Olsson, P., Folke, C., Homer---Dixon, T., et al. (2011). Tipping toward sustainability: Emerging pathways of transformation. Ambio: A Journal of the Human Environment, 40(7), 762--780.
- Broadhead, L.---A., & Howard, S. (2011). Deepening the debate over 'sustainable science': Indigenous perspectives as a guide on the journey. Sustainable Development, 19(5), 301-311.
- T. Roszak. *The voice of the Earth: An exploration of ecopsychology.* 1993 Touchstone, New York.

Week 12:
Student work group

Week 13:
Student work groups

Week 14:
Presentations

Week 15:
Finals and digital story boards