COM/SUS108 G  
Spaceship Earth—Intro to Systems  
Grand Challenges Course - Online  
Professor Joanne Mundorf

This course is conducted entirely online.

Successful completion of this course will satisfy General Education credit in B4 Information Literacy Competency and C1 Civic Knowledge and Responsibility. It is approved as a Grand Challenge course.

| Course is entirely online: | Online Chats, Postings  
Assignments, Quizzes  
Readings in Lessons | SAKAI: https://sakai.uri.edu |
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<tr>
<td>Office Hours:</td>
<td>Online by appointment SAKAI Meetings tool</td>
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| Contact:                 | Messages: COM/SUS108G SAKAI Site  
If Sakai is down: joannemu@uri.edu |
Sustaining the Earth Link |
|                          | Beavan, C. (2010). No Impact Man (Purchase in the format you prefer): No Impact Man Link |
| Additional Readings:     | Go to Sakai - Lessons |

**COURSE DESCRIPTION**

_We travel together, passengers on a little space ship, dependent on its vulnerable reserves of air and soil; all committed for our safety to its security and peace; preserved from annihilation only by the care, the work, and, I will say, the love we give our fragile craft_ (Adlai Stevenson, Speech to the UN, 1965).

Spaceship Earth is an image for our need to create a sustainable future. How can we improve the quality of human life in the face of Climate Change and conflicts over food, water, transportation, and energy resources? Our past and current choices impact the living conditions, even survival, of future generations. Income inequality is threatening sustainable development here in the U.S. and worldwide. How we act as human beings and as a society can change these conditions. Communication is key to individual behavior, social, economic and political choices and can help to make our lives sustainable. Through in-depth study of films, readings and online sources, we will explore the economic, social and ecological principles of sustainability. We will discuss the importance linking scientific evidence, public policies and individual behavior, and work on strategies for lasting change.

While technology will provide some improvements, changing human behavior is the key to reducing carbon emissions, pollution, and to reducing the dependence of our society on fossil fuels. Human behavior change research has mostly focused on health (e.g. smoking, diet, exercise) but it can also affect environmental...
sustainability. In other words, we can change the way we act and the choices we make. This can help create a world, which is ‘sustainable’ for future generations, and at the same time improve our own health and quality of life. Environmental sustainability and sustainable health behaviors are increasingly interconnected. Both are subject to long-term individual behavior change processes. Translating scientific insights into human behavior has been a challenge for many years.

Communication, film and other media can become positive change agents. We will investigate individual and mediated environmental messages; analyze and experiment with ways communication affects environmental knowledge, attitudes, and behavior; design communication campaigns to effect resource use and ecological responsibility. The course will analyze cinematic depictions from stewardship to destruction of ecosystems and ways in which film can catalyze change. Students will study the dramatic and/or narrative voice of film/documentary in conveying compelling stories about economic systems and ecosystems with a focus on sustainability. Major social and ecological issues raised by the films will be discussed in tandem with the cinematic style employed to embrace and explore those principles. The course requires intensive online participation, the completion of writings and/or projects as assigned and a final project to be determined by the students in concert with the professor.

Course Goals

- Define key issues in the relationships among, poverty inequality, and environmental justice
- Identify research questions regarding climate change, environment, and sustainability
- Locate and examine reliable sources of information about climate change, and related social and environmental threats
- Determine ideological and pragmatic drivers of information quality, its selection and (possibly) distortion
- Investigate individual and mediated environmental messages
- Explore the ways to impact environmental knowledge, attitudes, and behavior
- Design communication campaigns to affect resource use, ecological and economic responsibility
- Become actively involved in campus and community environmental/sustainability activities

Student Learning Outcomes

If you successfully participate in this class you will be able to…

- Describe political, social and economic decisions through the lens of sustainability
- Articulate why and how your personal choices are important in achieving sustainable change
- Appreciate the relationships between poverty, inequality, and environmental justice
- Recognize the connection of local and global sustainability
- Analyze, identify and forecast potential unintended consequences of anthropogenic actions
- Describe and design film and media messages for diverse target audiences and channels
- Utilize film and electronic media as agents for social change
- Identify scientific and non-scientific sources and assess the quality of evidence
- Properly cite scientific and non-scientific sources, both conventional and electronic formats

General Education Competency and Social Responsibilities Areas & Grand Challenges

As a General Education course, this class will stress the outcomes Information Literacy Competency, as well as Civic Knowledge and Responsibility. This is also a Grand Challenge course, which addresses complex issues in an interdisciplinary context, and applies ethical principles to address these issues.

This course fulfills the Competency area Information Literacy as well as the area Civic Knowledge and Responsibilities. Information Literacy is the ability to know when there is a need for information, to be able to
identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Civic knowledge and responsibility encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. Through exposure to civic engagement in a variety of learning environments, students will learn to clearly perceive and engage with the world in which they live (for details about these Outcomes, see:

http://web.uri.edu/gerenaleducationimplementation/rubrics/)

1. This course will emphasize reflection and persuasion through writing, speaking, and media based on multiple information sources. Locate, analyze, and present information and ideas. This includes written analyses of movie and media content, reflect on a range of sustainability issues. Also, you will use writing in SAKAI regularly, competently, and extensively for class discussions (including written real-time chat). You will learn essential writing, public speaking and presentation skills.

2. Global sustainability, climate change, resource conservation and social justice are closely connected and interrelated. Some call them wicked problems—seemingly insurmountable problems without simple solutions—or Grand Challenges. These complex problems cannot be addressed by one discipline alone but require the cooperation of different disciplines, such as environmental sciences, psychology, communication, ethics, and the arts. Addressing these problems involves ethical judgment of actors, actions, and circumstances.

3. To address these challenges we will apply theories of human behavior and behavior change along with environmental science and economics and culture. While we learn about environmental, social, economic, and cultural sustainability we will consider ways that we as individuals and groups can make a difference.

4. We will identify local manifestations of environmental and other challenges to sustainability. As we discuss ways to address them, and you will design a behavior change campaign and take steps to implement this campaign. As our class is primarily focused on change at the individual, family, and community level we will mainly deal with campus, neighborhood and community groups. Think Global, Act Local! (not quite grammatically correct, but catchy J)

5. An important dimension of this course is learning to “know your audience.” We will utilize research to learn about different target audiences and their attitudes towards environmental, social, and economic dimensions of sustainability. In particular, we will analyze studies from multiple disciplines conducted to describe attitudes towards sustainability and environmental issues. For the final project, you will survey or interview a small group of people who are affected by the problem you are addressing in your project.

**EVALUATION**

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<tr>
<td>APA/Climate Change Exercise</td>
<td>A = Superior work 95 – 99 =A 90 – 94 =A-</td>
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<tr>
<td>3 Online Quizzes</td>
<td>B = Above average work 87 – 89 =B+ 84 – 86 =B 80 – 83 =B-</td>
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<tr>
<td>Midterm Essay Exam</td>
<td>C = Average work 77 – 79 =C+ 74 – 76 =C 70 – 73 =C-</td>
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<tr>
<td>Documentary Film Assignment</td>
<td>D = Below average work 67 – 69 =D+ 60 – 66 =D</td>
</tr>
<tr>
<td>6 Online Postings</td>
<td>F = Unacceptable work</td>
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ASSIGNMENTS (Information Literacy Competency=ILC; Civic Knowledge and Responsibility=CKR; Grand Challenges GC)

(Rubrics are provided in Lessons)

APA STYLE FORMAT EXERCISE: Climate Change (10% of final grade ILC, GC)

Step-1: Go to the Lessons tool and click on Links
Step-2: Click on APA Style Format and click on the provided link
Step-3: Scroll down the menu (left side of screen) and click on APA Guide under Suggested Resources
Step-4: Click on APA Overview and Workshop
Step-5: Read about APA In-text Citations and Reference Lists (skip the Footnotes and Endnotes section)
Step-6: Find 5 sources of your choice about Climate Change, its causes, and possible solutions. Provide your own example for each of the following types of in-text citations (do not copy the example):
   - Short quotation
   - Paraphrase
   - Citing electronic sources
Step-7: Provide an example for each of the following types of reference lists:
   - Basic book format
   - Newspaper or Magazine article
   - Article from an online periodical
   - Website

Paste completed APA Exercise into SAKAI Forums.

Do not use an encyclopedia or a dictionary (hard copy or online) as an academic citation or reference source in this course!

Analyze a feature film or full-length documentary related to one or more of the following:

DOCUMENTARY FILM ANALYSIS (15 % of final grade: chat presentation and paper, CKR & ILC; GC).

- Sustainability (social, political, economic, environmental)
- Climate Change, Resource Depletion (food, energy, water, forests)
- Threats to environment and/or health (nuclear accident, water pollution, obesity, threats to food supply)

Base your in-depth analysis on readings and class discussion; include a brief description of the sustainability issue addressed by the film. Discuss the impact of the film on you personally and on its target audience:

Who is the author and what is the purpose?
What techniques are used to attract and hold your attention?
What lifestyles, values and points of view are represented?
How might different people interpret the message?

Will the message change how we do things?

What is included in the message?
What is omitted (left out) from the message?

Be sure to clearly structure your essay, using headings and sub-headings. Length: 1500 -1700 words. A rubric will be provided.

MIDTERM (15% of final grade CKR), post in SAKAI Forums.

Design a **Personal Sustainability Plan** for: The next Month - The next Year - The next 5 Years

On the backdrop of readings, video and class discussions, outline effective ways to ‘make a difference.’ Consider environmental sustainability for yourself, your friends, family, workplace, apartment/house, and transportation. Consider things you can do immediately, in the short run, and in the long term. Also, think about what you can do to make these changes last, and to promote them among others. Length: 1000 -1200 words.

ONLINE QUIZZES (15% of final grade ILC); (in SAKAI Tests & Quizzes; available 7 am to midnight). Three online multiple-choice and short answer quizzes will test your knowledge of readings and online postings. You will read and critically evaluate a selection of articles and view informative videos related to Sustainability and Climate Change, and will identify key concepts and relationships covered in these sources.

ONLINE POSTINGS (15% of final grade CKR). Postings in SAKAI Forums throughout the semester (see schedule).

FINAL PROJECT (30% of final grade CKR & ILC; GC). Topics, updates, and final paper are posted in SAKAI Forums. **Communicating Sustainable Change.** This project incorporates the work you have done throughout the term. You will design and present a campaign designed to Communicate Sustainable Change related to your chosen topic area. You will design a project encouraging sustainable, and environmentally responsible behavior, along with meaningful and effective communication messages.

You must conduct research to define and narrow the topic, but also include personal experiences, a strong local angle, and a connection to sustainability. Your project may address topics such as:

- Transportation: local walking, biking, bus, or train travel (environment, health, economic angle)
- Sustainable Food: local farmers markets, reducing food waste in homes, restaurants, and stores
- Water/recreation: ocean, beaches, lakes/ponds, drinking water
- Recycling/Waste Reduction/Reduce and Reuse
- Renewable energy (wind, solar) and energy conservation
- Food security and food waste
- Health, poverty and sustainability
Community initiatives across generations and cultures

Mixed-use urban designs (of residential, shopping and work areas)

Define your topic. Once you decide on your general topic (e.g. Sustainable Transportation), find 2-3 general articles or book chapters related to the topic. Narrow down your topic to a sub-area (e.g. Environmental Benefits of Biking). Post your topic in Forums, so that we can avoid duplication. This is a Communication Course. Understanding the audience is key!

The goal of the assignment is to create a campaign, which encourages environmentally responsible behavior among your target audience by providing information and persuasive material. Details and rubrics will be posted in Lessons. For this project you will post initial project plans, updates, and the Final Report in SAKAI and you will receive instructor feedback and comments by your classmates throughout.

1. Background: Gather readings, videos and information collected throughout J-term; add additional research from scientists, environmental groups, and decision makers.

2. Create the campaign materials: create a media campaign to advertise and promote the project, if possible with a short and a 90-second video, and text/still picture ads.

3. Post your campaign as ONE report in SAKAI. Make sure your messages are adapted to your target audience(s).

4. Submit: a comprehensive list of references, materials, and interviews (who, what, when, where, how, why), as well as a URL if appropriate. Submit your Report, and all materials to SAKAI Forums.

GENERAL COURSE POLICIES

PARTICIPATION. You must participate in scheduled online activities in order to participate in meaningful exercises and class discussions. Late submissions will impact your final grade in this course (see Grading and Deadlines).

PREPARATION. Follow the readings and assignments. Quizzes, postings and discussions are an essential feature of this course. You will be graded on the quality of your online contributions, which should illustrate that you have completed the readings and can apply what you read about to examples from situations not found in the textbook or readings. You are responsible for everything that is posted on our Sakai course site.

ONLINE (SAKAI). Our course will be conducted entirely in SAKAI. It is your responsibility to know all of the information posted in the SAKAI site, and to complete all assignments. Read the entire Syllabus, and check our Calendar and Announcements often. Also, I post your grades in the Gradebook. You have up to three days from the time that I post a grade to discuss it (the grade and the assignment) with me. Also, you are responsible for logging into SAKAI regularly.

Readings and other materials are posted in Lessons. You will post all your work here in Forums and communicate with me using Messages.

You are responsible for reliable access to Sakai. System-wide technical issues will result in an alternative assignment. It is your responsibility to check in Sakai—Announcements for these assignments. Absences: If you are absent, look at our Sakai Calendar, Announcements, and ask a classmate. Email: You can communicate with me in Sakai—Private Messages or make an appointment to meet in the Meetings tool.
ASSIGNMENTS and DEADLINES. Failure to follow submission instructions will result in a substantial initial grade deduction, and additional deductions until the assignment is submitted correctly. You are expected to submit your work by the date and time scheduled.

WRITTEN ASSIGNMENTS: All work submitted for a grade must be in Times New Roman, black, 12-point font. It is essential that your work be well written, grammatically correct and free of typographical errors and misspellings (be sure to proofread your work). Also, refer to the General Online Discussion Rubric and the Course Rubric [in Lessons] for additional guidance related to written assignments.

ACADEMIC HONESTY: In an online environment it is imperative that you assign proper credit to work that is not your own. Plagiarism is a serious offense (see the detailed policy for URI Academic Honesty below). In addition, when working in groups you have a moral and social responsibility to contribute consistently and to the best of your abilities. Be sure to communicate with your group members to be sure that credit is properly assigned.

Academic dishonesty, including cheating and plagiarism, will not be tolerated. Every student will be held accountable for knowing and adhering to university policies regarding academic dishonesty. All incidents of academic dishonesty will be reported directly to the Department Chair, and are subject to the URI Student Handbook.

URI Academic Honesty and Integrity (edited): In cases of cheating or plagiarism, the student(s) involved and the Department Chair will be notified. A Report on Cheating and Plagiarism will be filled out and copies will be sent to your dean, and the Dean of Students, Office of Student Life. Refer to the legislation on cheating and plagiarism in the University Manual see 8.27.10 – 8.27.21 - https://web.uri.edu/manual/chapter-8/chapter-8-2/

Students are expected to be honest in all academic work. You name on any written work, quiz or exam shall be regarded as assurance that the work is the result of your own independent thought and study. Work should be stated in the your own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty:

• Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
• Claiming disproportionate credit for work not done independently
• Unauthorized possession or access to exams
• Unauthorized communication during exams
• Unauthorized use of another’s work or preparing work for another student
• Taking an exam for another student
• Altering or attempting to alter grades
• The use of notes or electronic devices to gain an unauthorized advantage during exams
• Fabricating or falsifying facts, data or references
• Facilitating or aiding another’s academic dishonesty
• Submitting the same paper for more than one course without prior approval from the instructors.

STUDENTS WITH DISABILITIES: Any student with a documented disability should contact me at the beginning of the term to discuss specific needs. In addition, please contact the Disability Services for Students Office at 330 Memorial Union 401-874-2098 to coordinate reasonable accommodations.

STUDENT RESOURCES:
The URI Writing Center is open and free to all members of the University of Rhode Island community and is available to all writers, at all levels, in all disciplines. Any student may bring any piece of writing at any stage to the Writing Center for feedback.

The Academic Enhancement Center
Roosevelt Hall, 4th Floor
www.uri.edu/aec
401-874-2367

AEC tutors can answer questions, clarify concepts, check your understanding of course material, and help you to study. The Academic Enhancement Center helps students get more out of their studies. They offer tutoring in a wide range of subjects, help with time management and study skills, supplemental instruction in challenging courses, and a comfortable place to relax and study alone or with friends.

STUDENT SUPPORT:
Enrollment Services:  https://web.uri.edu/enrollment/
Financial Aid:  https://web.uri.edu/enrollment/financial-aid/
Counseling Center:  https://web.uri.edu/counseling/
Disability Services for Students:  https://web.uri.edu/disability/
   Academic accommodations for students include Electronic Books and Noting Taking, etc.
See:  https://web.uri.edu/disability/home/accommodations/academic-accomodations/
And:  https://web.uri.edu/disability/electronic-books/