

# **SUSTAINABLE DEVELOPMENT**

## **SOC/COD 521 COURSE SYLLABUS FALL 2008**

### **Course Information:**

**Meeting Place:** 228 Kethley Hall

**Meeting Times:** Monday, Wednesday and Friday, 9:00–9:50 am

### **Instructor Information:**

**Instructor:** Dr. Alan Barton

**Telephone:** (662) 846-4097

**Office:** 214 Kethley Hall

**E-mail:** abarton@deltastate.edu

**Webpage:** [http://ntweb.deltastate.edu/vp\\_academic/abarton/](http://ntweb.deltastate.edu/vp_academic/abarton/)

**Office Hours:** The instructor holds regular office hours at the following times:

Tuesday 10:40 am – 12:00 noon; 2:00 – 5:00 pm

Wednesday 9:50 – 11:10 am

Thursday 10:40 am – 12:00 noon; 2:00 – 5:00 pm

If you cannot make one of these times, contact the professor to set up an appointment.

### **Course Webpage:**

Additional materials and updated course information can be found on the course webpage:

[http://ntweb.deltastate.edu/vp\\_academic/abarton/SOC421FA08/SOC421Syllabus.htm](http://ntweb.deltastate.edu/vp_academic/abarton/SOC421FA08/SOC421Syllabus.htm)

### **Course Overview:**

This course provides a practical review of the concept of sustainable development. While the concept of sustainability has a long history in resource management, the notion that development must be sustainable rose to international prominence in the 1980s, received substantial attention and interest in the 1990s, and continues to shape international policy today. Sociologists have made important contributions to the definition of sustainable development, and while we will study how sustainable development affects business and economics, ecological processes, and rural and urban areas, our focus will be on understanding the sociological nature of sustainable development.

Prerequisites: SOC 101 or permission of instructor.

## Course Readings:

The Course Outline below lists the reading assignments for each class meeting; you should do the assigned reading BEFORE the class meeting for which it is assigned.

### ***Required Books:***

The required books are available at the DSU Bookstore. You should purchase both books or otherwise arrange to complete the reading assignments from these books.

Andres R. Edwards. 2005. *The Sustainability Revolution: Portrait of a Paradigm Shift*. New Society Publishers, Gabriola Island, British Columbia. ISBN: 978-0-86571-531-8.

Jennifer A. Elliot. 2005. *An Introduction to Sustainable Development*. Third Edition. Routledge/Taylor and Francis, New York. ISBN: 9-78-0-415-33559-1.

### ***Articles and Reports:***

Martin Haigh. 2005. Greening the University Curriculum: Appraising an International Movement. *Journal of Geography in Higher Education* Vol. 29, No. 1, pp. 31-48.

## Policy Discussion Readings:

For Policy Discussions, you will review material from readings and webpages. The links to these pages are listed here.

### **Policy Discussion 1:**

UNEP I. *Report of the United Nations Conference on the Human Environment* (Stockholm 1972). Read the "Declaration of the United Nations Conference on the Human Environment" and scan the other documents.

<http://www.unep.org/Documents.multilingual/Default.asp?DocumentID=97&ArticleID=>

UNEP II. *Earthwatch 1972-1992*. Read the brief history of Earthwatch, the U.N. program to implement the 1972 Declaration.

<http://earthwatch.unep.net/about/docs/annrpt92.htm>

### **Policy Discussion 2:**

IUCN/UNEP/WWF. 1980. *World Conservation Strategy: Living Resource Conservation for Sustainable Development*. Prepared by the International Union for the Conservation of Nature and Natural Resources (IUCN), with advice, cooperation and financial assistance of the United Nations Environment Programme (UNEP) and the World Wildlife Fund (WWF), and in collaboration with the Food and Agriculture Organization of the United Nations (FAO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). Read the sections that are posted on Blackboard.

### **Policy Discussion 3:**

World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press, New York. ISBN: 0-19-282080-X.

### **Policy Discussion 4:**

UNCED I. *United Nations Conference on Environment and Development* (Rio de Janeiro 1992). Read the summary of the Earth Summit (4 web pages; hit right arrow at bottom of each page to continue). <http://www.un.org/geninfo/bp/enviro.html>

UNCED II. *Agenda 21*. Read the Rio Agreements (see link), and read about one specific subject area.

<http://www.un.org/esa/sustdev/documents/agenda21/english/agenda21toc.htm>

### **Policy Discussion 5:**

UNWSSD I. *World Summit on Sustainable Development*. Review the documents under "Starters" at the right. <http://www.worldsummit2002.org/>

UNWSSD II. Look over the United Nations Environment Programme's WSSD website. <http://www.unep.org/wssd/>

## **Teaching on Research Readings:**

The readings for the Teaching on Research sessions can be found on the E-Journals section of the DSU Library website, unless otherwise indicated.

### **Teaching on Research 1:**

Bill Hopwood, Mary Mellor and Geoff O'Brien. 2005. Sustainable Development: Mapping Different Approaches. *Sustainable Development* Vol. 13, No. 1, pp. 38-52.

Thomas M. Parris and Robert W. Kates. 2003. Characterizing and Measuring Sustainable Development. *Annual Review of Environment and Resources* Vol. 28, pp. 559-586.

### **Teaching on Research 2:**

Peter Dale. 1997. Land Tenure Issues in Economic Development. *Urban Studies* Vol. 34, No. 10, pp. 1621-1633.

Eirivelthon Lima, Frank Merry, Daniel Nepstad, Gregory Amacher, Claudia Azevedo-Ramos, Paul Lefebvre and Felipe Resque, Jr. 2006. Searching for Sustainability: Forest Policies, Smallholders and the Trans-Amazon Highway. *Environment* Vol. 48, No. 1, pp. 26-38.

### **Teaching on Research 3:**

Robert H. Nelson. 1996. The Future of the National Forests. *Society* Vol. 34, No. 1, pp. 92-98.

Daniel Pauly, Villy Christensen, Sylvie Guenette, Tony J. Pitcher, U. Rashid Sumails, Carl J. Walters, R. Watson and Dirk Zeller. 2002. Towards Sustainability in World Fisheries. *Nature* Vol. 418, Issue 6,898, pp. 689-695.

### **Teaching on Research 4:**

Kent E. Portney. 2002. Taking Sustainable Cities Seriously: A Comparative Analysis of Twenty-Four U.S. Cities. *Local Environment* Vol. 7, No. 4, pp. 363-380.

Naresh Singh and Jonathan Gilman. 1999. Making Livelihoods More Sustainable. *International Social Science Journal* Vol. 51, No. 162, pp. 539-545.

### **Teaching on Research 5:**

Amy K. Glasmeier and Tracy Farrigan. 2005. Understanding Community Forestry: A Qualitative Meta-Study of the Concept, The Process and Its Potential for Poverty Alleviation in the United States Case. *The Geographical Journal* Vol. 171, No. 1, pp. 56-69.

Marina Michaelidou, Daniel J. Decker and James P. Lassoie. 2002. The Interdependence of Ecosystem and Community Viability: A Theoretical Framework to Guide Research and Application. *Society and Natural Resources* Vol. 15, No. 7, pp. 599-616.

## **Recommended Readings:**

Michael Bonnett. 1999. Education for Sustainable Development: A Coherent Philosophy for Environmental Education? *Cambridge Journal of Education* 29(3):313-324.

Rachel Carson. 2002. *Silent Spring*. 40th Anniversary Edition. Mariner Books, Boston. ISBN: 0-61-824906-0.

Steve Davidson. 2005. Transforming Thinking: The UN Decade of Education for Sustainable Development (2005-2014). *Ecos* Issue 123, pp. 10-12.

Eric Holt-Gimenez. 2006. *Campesino a Campesino: Voices from Latin America's Farmer-to-Farmer Movement for Sustainable Agriculture*. Food First Books, Oakland, CA. ISBN: 0-93-502827-7.

Samuel P. Hays. 2000. *A History of Environmental Politics Since 1945*. University of Pittsburgh Press, Pittsburgh, PA. ISBN: 0-8229-5747-7.

Rosalyn McKeown and Charles Hopkins. 2003. EE≠ESD: Defusing the worry. *Environmental Education Research* Vol. 9, No. 1, pp. 117-128.

Joy A. Palmer and Joanna C. Birch. 2003. Education for Sustainability: The Contribution and Potential of a Non-Governmental Organization. *Environmental Education Research* Vol. 9, No. 4, pp. 447-460.

Mary Joy Pigozzi. 2003. UNESCO and the International Decade for Sustainable Development (2005-2015). *CONNECT: UNESCO International Science, Technology & Environmental Education Newsletter* Vol. 28, No. 1-2, pp. 1-7.

Jeffrey D. Sachs & Walter V. Reid. 2006. Investments Toward Sustainable Development. *Science* Vol. 312, Issue 5,776, p. 1002.

David Satterthwaite. 1997. Sustainable Cities or Cities That Contribute to Sustainable Development? *Urban Studies* Vol. 34, No. 10, pp. 1667-1691.

David Shaw and Sue Kidd. 1996. Planning Sustainable Development: Principles and Implementation. *Journal of Planning Education and Research* Vol. 15, No. 3, pp. 237-241.

Claudio Maria Vargas. 2000. Community Development and Micro-Enterprises: Fostering Sustainable Development. *Sustainable Development* Vol. 8, No. 1, pp. 11-26.

Arthur H. Westing. 1996. Core Values for Sustainable Development. *Environmental Conservation* Vol. 23, No. 3, pp. 218-225.

World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press, New York. ISBN: 0-19-282080-X.

Anthony Young. 2005. Poverty, Hunger and Population Policy: Linking Cairo with Johannesburg. *The Geographical Journal* Vol. 171, No. 1, pp. 83-95.

## Course Objectives:

Once you successfully complete this course, you will be able to:

- (1) Define the concept of **sustainable development** from a variety of perspectives.
- (2) Explain how the idea of **sustainability** and **development** have **changed** through history, and how **policy** has evolved in line with these changing conceptions.
- (3) Discuss **United Nations** efforts to structure and implement sustainable development internationally and locally.
- (4) Apply sustainable development **policy statements** to current environmental and development issues, and **analyze** the effects of these policies.
- (5) Critically examine **current trends** in sustainable development, and relate these to theories of globalization.

These objectives contribute to overall course goals:

- (1) Developing ***critical thinking skills***. The class discussions, readings, writing assignments and exams are designed to encourage you to develop and use higher-order thinking skills, including analytical, synthetic and applied thinking.
- (2) Understanding the ***social structures and processes*** that condition our lives. A basic goal of all sociology courses is to help you understand the nature and workings of these social structures, and how they open opportunities and impose constraints on individuals operating within these structures. C. Wright Mills called this using your "sociological imagination;" activities in this course are designed to encourage you to use *your* sociological imagination.

## Course Organization and Approach:

This course uses a participatory, learner-centered, adult education approach. An adult education approach recognizes that you are responsible for your own learning. The professor can only provide opportunities to learn, but cannot force you to learn. You are expected to work hard in this course, meaning that for every hour of class time, you should spend two to three hours outside of class preparing by doing readings, assignments, studying for quizzes and exams, and thinking about the course material.

You are expected to take responsibility for the success of the course, that is, you should take an active interest not just in the course material, but in the course itself, making it a success for all participants. Factors such as interest, motivation, creativity, and initiative are important elements in evaluating your performance and assigning a grade.

## Learning Opportunities:

- (1) **Attendance/Participation in Class Discussions** (15 points)
  - You are expected to do all of the assigned readings and attend all class sessions
  - You are expected to engage in classroom discussions, reflecting on the topic and readings
  - The quality of contributions to class discussions is more important than the quantity of contributions
  - Participation in class discussions is not graded based on whether it is "right" or "wrong;" rather, you are expected to engage the material critically, and demonstrate an understanding and ability to apply the course material in productive ways
- (2) **Leading Discussions on Readings** (25 points)
  - You will lead class discussions on the readings during the semester
  - The objective of each discussion is first, to ensure that everyone understands the material presented, and second, to assess the practical value of sustainable development as a strategy
  - Begin by determining the social and policy importance of the assigned reading, then identify a documented current environmental issue to which you can apply the

material in the reading; this may be through an article from a newspaper, news magazine, or reputable web site

- You should then facilitate a class discussion on the topic, encouraging participation by all members of the class; your responsibility is to get other students talking about the topic, mediate the contributions of other students to keep the discussion focused, and guide the discussion to ensure that the critical issues are covered
- In leading the discussion, you should prepare and give a short presentation on the week's readings, focusing on the social and policy dimensions; following this you should present the current topic, then lead the class in a discussion that illuminates the value (or lack of value) of the policy using the practical example

(3) **Teaching on Research** (20 points)

- You will select one of the sets of articles listed above under **Teaching on Research Readings**
- After reading your articles, you will prepare a brief lesson plan for a 25-minute lesson aimed at college freshmen
- You will submit your lesson plan on Nov. 5
- You will teach your 25 minute lesson on the topic of your readings to the class on Nov. 12 or 19

(4) **Collaborative Working Group Project** (30 points)

- You will team up with other members of the class to form collaborative working groups
- In these groups, you will carry out a series of assignments, representing one particular perspective in the global debate on sustainable development
- You will be asked to carry out assignments on Blackboard, and on Fridays during the semester you will work with your group and submit work as required
- See the course webpage for specific parameters on this assignment

(5) **Sustainability Summit** (10 points)

- On Monday, Dec. 8 from 12:00 noon to 3:00 pm, we will hold a Sustainability Summit to report on and debate the results of the Collaborative Working Group projects
- You must attend and participate actively in this activity.

(6) **Critical Engagement** ( $\pm 10$  points)

- The instructor will evaluate your performance based on factors such as the motivation, interest, and improvement you demonstrate in the course

## SOC/COD 521 Grading:

There are a total of 100 points available for the semester. Your final score is simply the sum of all points earned over the semester. If you accumulate 92 or more points over the course of the semester, you will get an "A" in the course. If you accumulate 84 to 92 points, you will get a "B," for 76 to 83 points you will get a "C," and for 68 to 76

points will get a “D.” If you get less than 68 points, your final grade will be an “F.” Note that you start with zero and earn points; you do not start with 100 and lose points.

If you comply with all course requirements and submit all of the assignments satisfactorily and on time, you can expect a “B” in this course. To receive a higher grade, you must demonstrate a superior grasp of course material and an ability to apply the material in productive ways. It is also helpful to show an interest in the course material and in learning, and an achievement-based orientation.

## Policies and Expectations:

(1) **YOU are responsible** for learning the course material and for your progress in the course

- You are expected to **attend class regularly**. An attendance sheet will be passed around at every class session. **Make sure you sign the attendance sheet at each class meeting** – this will serve as the official record of attendance, and if your name is not on the sheet, you will not receive credit for attending on that date.
- You are expected to **complete all of the assignments** and know **all** material presented during class sessions, whether you attended the class or not. If you miss a class session, you should check with another student to see what you missed.
- “I didn’t know” is **NEVER** a valid excuse. If you don’t know something, it is your job to find out.

(2) Missed assignments **CANNOT** be made up

- It is assumed that if you miss class or an assignment, you are making a choice that prioritizes other activities above the class. For this reason, **none of the assignments or coursework can be made up**.
- Assignments are due at the time specified; **no late assignments will be accepted**.
- If you miss an exam or writing assignment, you will receive a grade of zero for that assignment. You are not required to turn a writing assignment in every week, but cannot make up assignments if you do not turn in the required number by the end of the semester.
- If you must miss a presentation or other in-class activity, it is up to you to arrange to trade with another student before the event. Please notify the instructor of such changes. Points will be **deducted** from your grade if you simply do not show up for a presentation.

(3) Illnesses and emergencies **MUST** be documented

- If you must miss a class due to illness or another personal emergency, notify the instructor **BEFORE** the missed class period either by e-mail or telephone.
- If you cannot notify the instructor in advance, bring a note from a doctor or other professional to the next class meeting.
- Illnesses and emergencies pertain **only** to the student, not to the student’s family, friends or others.
- If you must miss class for an official university activity, you should make arrangements with the instructor **BEFORE** the missed class. Appropriate documentation is required.
- Notified absences (i.e. you notify the instructor before the event) count as one-half absence. Excused absences (i.e. you bring a note from a doctor or other professional) will not count against you for the first two; after that, each excused absence counts as one-half absence.
- Unexcused absences will be scored on a sliding scale, as shown **here**.



- You are responsible for all material presented in the class, even during an excused absence. You should get class notes from another student for all class sessions you miss.
  - It is in your interest to provide the instructor with **written** notification (e.g. note or e-mail) or documentation for any missed class. It is risky to simply tell the instructor and expect him to remember.
- (4) Class **discussion** is an important element in this course
- The purpose of the discussion is to provide you with an opportunity to practice thinking skills in a safe environment.
  - In discussions, you are encouraged to explore ideas presented in the readings and lectures, to think about and apply concepts, and to develop arguments and evaluate evidence.
  - You must demonstrate **appropriate respect** the opinions and ideas of other students. If you repeatedly show disrespect for other students, you will be asked to leave the classroom.
  - Class discussions are **NOT** a time to chat with other students about topics not related to the course. Talking privately with other students while the rest of the class is trying to carry on a discussion is disruptive, bothersome, and disrespectful to other students and to the professor. If you repeatedly talk out of turn, you will be asked to leave the classroom.
  - It is acceptable (and encouraged) to disagree with the perspectives of other students, but you should phrase this to show disagreement with the idea or opinion, not with the person presenting the idea or opinion.
  - Please make sure that all pagers, cell phones, etc. are **turned off** during class time. If your phone or pager repeatedly interrupts class, you will be asked to leave the classroom.
  - Any work missed by a student that was asked to leave the classroom **cannot** be made up under any circumstances.
- (5) You are expected to **comply with all academic standards and ethics** as defined in the DSU Bulletin and Handbook
- You are expected to do their own work in this course. Plagiarism and other forms of cheating will **NOT** be tolerated.
  - See the course webpage for guidelines on plagiarism prevention. The DSU Library's "**Plagiarism Prevention: A Guide for Students**" is a good resource. If it is still unclear, see the instructor. IT IS **YOUR RESPONSIBILITY** TO UNDERSTAND THESE GUIDELINES. If at some point in the semester you are suspected of committing plagiarism, pleas of "I didn't know what plagiarism was" will not be accepted.
  - The sanctions for plagiarism are outlined on the web page linked above. Make sure you are aware of these **BEFORE** you submit any work in this class.
- (6) DO **NOT** bring cell phones or other portable communication devices to class. If the instructor sees or hears a cell phone or other device your work will be collected immediately and you will be asked to leave the classroom. If you have a visible cell phone during an exam or in-class assignment, you will receive a grade of zero on the task. If you must have a cell phone, for example, if you are an emergency responder, you must make arrangements with the instructor in advance.
- (7) Appropriate accommodations will be made for students with medical problems or diagnosed disabilities. Have Dr. Richard Houston at the Reily Health Center (846-4690) contact the course instructor to make arrangements.


## Course Outline:

Day/Date	Topic	Assignment	Readings
<b>Week 1: Introduction to Sustainable Development</b>			
Mon. Aug. 18	Course Introduction: Review Syllabus		
Wed. Aug. 20	Introduction to Sustainable Development		Edwards, Intro (pp. 1-10); Elliott, Intro (pp. 1-5)
Fri. Aug. 22	Collaborative Learning Groups		
<b>Week 2: Defining Sustainable Development</b>			
Mon. Aug. 25	What is Sustainable Development?		Elliott, Ch. 1 (pp. 7-43)
Wed. Aug. 27	Video 1: <i>Prophets and Loss</i>		
Fri. Aug. 29	Collaborative Learning Groups	On-Line Group Discussion	
<b>Week 3: A History of Sustainable Development</b>			
Mon. Sep. 1	LABOR DAY HOLIDAY		
Wed. Sep. 3	The Roots of Sustainable Development		Edwards, Ch. 1 (pp. 11-27)
Fri. Sep. 5	Collaborative Learning Groups	On-Line Group Discussion	

Day/Date	Topic	Assignment	Readings
<b>Week 4: Sustainable Community Development</b>			
Mon. Sep. 8	Sustainable Community Development	Lead Discussion on Readings	Edwards, Ch. 2 (pp. 29-47)
Wed. Sep. 10	Policy Discussion No. 1: UN Conference on the Human Environment (Stockholm 1972)		UNEP I; UNEP II
Fri. Sep. 12	Collaborative Learning Groups	On-Line Group Discussion	
<b>Week 5: Sustainable Economic Development</b>			
Mon. Sep. 15	Sustainable Economic Development	Lead Discussion on Readings	Edwards, Ch. 3 (pp. 49-74)
Wed. Sep. 17	Video 2: <i>On the Edge ...A Wake Up Call</i>		
Fri. Sep. 19	Collaborative Learning Groups	On-Line Group Discussion	
<b>Week 6: The Challenges of Sustainable Development</b>			
Mon. Sep. 22	Challenges of Sustainable Development	Lead Discussion on Readings	Elliott, Ch. 2 (pp. 44-89)
Wed. Sep. 24	Policy Discussion 2: <i>World Conservation Strategy</i> (1980)		IUCN/UNEP/WWF (1980)
Fri. Sep. 26	Collaborative Learning Groups	On-Line Group Discussion	

Day/Date	Topic	Assignment	Readings
<b>Week 7: Sustainable Development and Natural Resources</b>			
Mon. Sep. 29	Sustainable Development and Natural Resources	Lead Discussion on Readings	Edwards, Ch. 4 (pp. 75-96)
Wed. Oct. 1	Video 3: <i>California's Green</i>		
Fri. Oct. 3	Collaborative Learning Groups	On-Line Group Discussion	
<b>Week 8: Actors &amp; Actions in Sustainable Development</b>			
Mon. Oct. 6	Actors and Actions in Sustainable Development	Lead Discussion on Readings	Elliott, Ch. 3 (pp. 90-139)
Wed. Oct. 8	Policy Discussion No. 3: <i>Our Common Future</i> (1987)		World Commission on Environment and Development (1987)
Fri. Oct. 10	Collaborative Learning Groups	On-Line Group Discussion	
<b>Week 9: Sustainable Rural Development</b>			
Mon. Oct. 13	Sustainable Rural Development	Lead Discussion on Readings	Elliott, Ch. 4 (pp. 140-188)
Wed. Oct. 15	Video 4: <i>Sustainable Futures</i>		
Fri. Oct. 17		<b>FALL BREAK</b>	

Day/Date	Topic	Assignment	Readings
<b>Week 10: Sustainable Urban Development</b>			
Mon. Oct. 20	Sustainable Urban Development	Lead Discussion on Readings	Elliott, Ch. 5 (pp. 189-234)
Wed. Oct. 22	Policy Discussion No. 4: UN Conference on Environment and Development (Rio de Janeiro, 1992) and Agenda 21		UNCED I; UNCED II
Fri. Oct. 24	Collaborative Learning Groups	On-Line Group Discussion	
<b>Week 11: Sustainable Ecological Development</b>			
Mon. Oct. 27	Sustainable Development and Ecological Design	Lead Discussion on Readings	Edwards, Ch. 5 (pp. 97-112)
Wed. Oct. 29	Policy Discussion No. 5: World Summit on Sustainable Development (Johannesburg, 2002)		UNWSSD I; UNWSSD II
Fri. Oct. 31	Collaborative Learning Groups	On-Line Group Discussion	
<b>Week 12: Sustainable Development and the Biosphere</b>			
Mon. Nov. 3	Sustainable Development and the Biosphere	Lead Discussion on Readings	Edwards, Ch. 6 (pp. 113-122)
Wed. Nov. 5	Video 5: <i>The Johannesburg Conference (NOW with Bill Moyers)</i>	Teaching on Research Lesson Plans Due	
Fri. Nov. 7	Collaborative Learning Groups	On-Line Group Discussion	

Day/Date	Topic	Assignment	Readings
<b>Week 13: Sustainable Development in the Global South</b>			
Mon. Nov. 10	Sustainable Development and the Global South	Lead Discussion on Readings	Elliott, Ch. 6 (pp. 235-261)
Wed. Nov. 12	Teaching on Research	Teaching on Research Presentations	
Fri. Nov. 14	Collaborative Learning Groups	On-Line Group Discussion	
<b>Week 14: The Future of Sustainable Development</b>			
Mon. Nov. 17	The Future of Sustainable Development	Lead Discussion on Readings	Edwards, Ch. 7 (pp. 123-140)
Wed. Nov. 19	Teaching on Research	Teaching on Research Presentations	
Fri. Nov. 21	Collaborative Learning Groups	On-Line Group Discussion	
Mon. Nov. 22	 <p>THANKSGIVING HOLIDAY</p>		
Wed. Nov. 24			
Fri. Nov. 26			

Day/Date	Topic	Assignment	Readings
<b>Week 15: Education for Sustainable Development</b>			
Mon. Dec. 1	Education for Sustainable Development	Lead Discussion on Readings	Haigh (2005)
Wed. Dec. 3	Collaborative Learning Groups: Prepare for Sustainability Summit		
Fri. Dec. 5	Review for Final Exam		
<b>Finals Week: Final Exam</b>			
Mon. Dec. 8	<b>Sustainability Summit</b> 12:00 noon to 3:00 pm 228 Kethley Hall		