NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Course Name: Social Dimensions of Sustainability  
Course Number: SOC381  
Credits: 4  
Instructor name: Derric Jacobs  
Instructor email: jacobsd@onid.oregonstate.edu

Course Description

Prerequisite:

SOC204 or SOC204H Introduction to Sociology (or permission of the instructor).

Catalogue Description: SOC 381. SOCIAL DIMENSIONS OF SUSTAINABILITY (4).
Exploration of the social forces driving current views of sustainability. Specific attention will be given to values and belief systems, as well as social institutions in shaping sustainability issues related to ecologically sound, socially just, and economically viable outcomes. PREREQS: SOC 204 or SOC 204H

This course explores the social forces driving current views of sustainability. Specific attention will be given to values and belief systems, as well as social institutions in shaping sustainability issues related to ecologically sound, socially just, and economically viable outcomes.

Extended Description:

The purpose of this course is to expose students to the social dimensions of sustainability. This course will begin with a discussion of the importance of a sociological perspective for the study of sustainability issues, as a means to compliment ecological aspects of sustainability. We will briefly examine the various theoretical and methodological tools for studying sustainability. After developing a sociological framework for understanding sustainability, the remainder of the course will focus on selected current topics for discussion. Readings and videos will center on the interrelationship between environmental, social, economic and political structures associated with sustainability.

Critical Thinking:

In this class, students will be challenged to think about how the world works and their place in it. The primary goal of this course is to understand how sustainability affects, and is affected by, our values, beliefs and social institutions. We will explore how our views have changed over time and the social forces driving current views of sustainability. Students will be asked to consider the ways we have structured our society and its social and ecological relationships. Students will examine our social institutions and how they have contributed to issues of social justice and sustainability. Students will use multiple perspectives to help understand the social context of contemporary sustainability issues.
Students will demonstrate their critical thinking through online writing assignments, content analysis assignment, and discussion posts.

What is Sustainability?
There is no universal definition. However, two generally accepted definitions will loosely guide this course: sustainability is meeting “the needs of the present without compromising the ability of future generations to meet their own needs” (UN World Commission on Environment & Development Brundtland Commission, 1987); and “A dynamic process which enables all people to realize their potential and improve their quality of life in ways which simultaneously protect and enhance the Earth’s life support systems” (UK’s Forum for the Future, 2006).

Course Structure:
The potential topics for this class are quite extensive and far too numerous to cover in one term. This course will provide a sociological framework that will allow students to understand the complexity of the social context surrounding issues of sustainability. Weekly topics will be used to provide a context for understanding specific sustainability issues, such as pollution, energy, climate change, etc.

Communication
All questions, concerns and comments for the instructor should be sent to the above e-mail. Students can also utilize the Canvas course page or their preferred e-mail accounts. E-mails should include the course number in the subject heading. All e-mails will be responded to as soon as possible, generally within 24 hours.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits. As an online course, the learning activities and assignments are all posted and conducted through Canvas and students are expected to manage their time accordingly.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources

Required Textbooks
- Additional readings will be posted and available on Canvas.
- Videos are also required and available on Canvas

During the course students will be recording videos, they will need access to a webcam and microphone, often available on computers, laptops, smartphones and tablets.
Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (http://osubeaverstore.com/Academics or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Course Learning Outcomes:
As a result of taking this course, students will have gained a social science understanding of sustainability issues. Students will be able to:

1. define sustainability;
2. identify how concepts of sustainability are connected to issues of social justice, the environment, and the economy,
3. explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability,
4. empower students to make positive changes, moving from analysis to systemic action,
5. explain implications for economic growth and equity, and
6. demonstrate their understanding through written assignments.

Evaluation of Student Performance

Course Requirements/Grading (115 points possible):
See the Schedule for due dates on the following:
- Online discussion board assignments (1-2 paragraphs each)
- 2 reading/think pieces (3-4 pages each, double-spaced)
- 2 video critiques (2 pages, double-spaced)
- Sustainability in Organizations Critique (6 pages double-spaced)
- Sustainability in Organization Syntheses Presentation (3 to 5 minutes)

Discussion Forums
You will be expected to participate in online Canvas discussion forums. There will be required topic questions that involve active participation. These are described in more detail in the “Discussion Board” link on the website. These activities will require some thought and possibly some research. So, please do not wait until the due date to post your comments. Your comments/reactions will be posted to the discussion board by 11:59 p.m. on the due date. To receive full credit, you will be required to post your initial reply to the assigned question first followed by a minimum of one reply to another student’s post. Your responses/questions/suggestions should be constructive to the discussion and should not reflect personal attacks on each other’s ideas. In addition the use of class material or other material is strongly encouraged and sources should be cited. In addition to the required forums, you are encouraged to create your own discussions by posting ideas, questions, or thoughts to the discussion board.
Note:
The first discussion post, your introduction, will require you to post a video of yourself. This will allow you to become familiar with using technology, your Oregon State University's Media Space (Kaltura) and uploading from MediaSpace to Canvas. This assignment will prepare you for the Sustainability in Organizations presentation in week 10 of the course. If you there is a legitimate reason you cannot or do not wish to use video, please contact me as soon as possible for other arrangements.

Reading/Think Pieces
There will be two reading/think pieces. These will include 3-4 questions for you to respond. Your responses should reflect a synthesis of readings and videos. Your answers should not only indicate that you read the material, but that you thought about how the information is evident in the world around you. Responses range from 3-4 typed pages. Think pieces will be assigned in Canvas one week prior to their due date and turned in in Canvas by 11:59 pm on the due date. Both Think pieces will be due on the Monday of week 4 and week 9 (See course schedule).

Video Critiques
These critiques should address the substantive nature of the video and students are encouraged to incorporate course readings into the critique. All videos will be available through a posted link in Canvas. Video critiques should be roughly 2-3 pages in length and should clearly show the video was watched and that the student can critically think and assign other course material into the critique (please cite sources) Additional information can be found on Canvas.

Sustainability in Organizations Project
Sustainability issues are dominant themes within institutions around the globe, including non-governmental organizations and corporations. Students will be required to critically examine the social sustainability content of an organization of their choice. The critique should be between 3-6 pages. A list of available options can be found on Canvas or you can propose an organization with a website to the instructor for approval. Students are encouraged to use Oregon State University’s online writing center for personal assistance in writing a formal paper if required. This assignment will be turned in through Canvas during finals week of the course. Specific requirements for the final report will be presented in Canvas.

Sustainability in Organization Synthesis Presentation
In addition to turning in a formal critique, students will be responsible for providing a video presentation summing up your findings during week 10 of the term. Specific requirements for this summary will be posted in Canvas.

Final Grades
are based on the following point system:

A=93%, A-=90%, B+=87%, B=83%, B-=80, C+=77%, C=73%, C-=70%, D+=67%, D=63%4, D-=60%,
F=below 60%

NOTE: Your execution of written assignments is central in this course. I place great weight on the quality of such material. These efforts need to be well organized and researched, clearly written, and reflective of original and critical thought. Merely indicating what others have found or said is
inadequate. Rather, the written assignments will allow you to critique and apply what you have learned. Furthermore, academic dishonesty will not be tolerated. For more details, see the section below relating to Academic Regulation 15 in the Schedule of Classes.

In terms of evaluating the assignments, some general guidelines for earning points are an assignment in the:

- D-C range is one where the student fails to directly answer the questions, demonstrates a weak command of issues, or the paper is difficult to read.
- C-B range is one where the student minimally addresses all aspects of the writing assignment.
- B-A range is one where the student exceeds minimal expectations, uses a wide variety of resources, demonstrates a synthesis of ideas and readings and critical thought, and is written clearly.

### Course Content

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings¹</th>
<th>Assignments¹</th>
<th>Due Dates²</th>
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<td>Defining Sustainability: The Sociological Perspective</td>
<td>Sustainability and Sociology</td>
<td>1.1 Student introductions</td>
<td>1.1 Wednesday</td>
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<td></td>
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<td></td>
<td>1.2 Discussion post</td>
<td>1.2 Wednesday</td>
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<td>2</td>
<td>Drivers of Sustainability (e.g., climate change, development, population, consumption, and waste)</td>
<td>Is Sustainability Still Possible, Ch1</td>
<td>2.1 Discussion post</td>
<td>2.1 Wednesday</td>
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<tr>
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<td>2.2 Video Critique</td>
<td>2.2 Friday</td>
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<tr>
<td>3</td>
<td>Defining Social Justice and Social Sustainability</td>
<td>A missing pillar?</td>
<td>3.1 Identify three Organizational Websites</td>
<td>3.1 Monday</td>
</tr>
<tr>
<td>4</td>
<td>Impacts of Social Sustainability (e.g., health, food and energy)</td>
<td>Is Sustainability Still Possible, Ch 4</td>
<td>4.1 Think piece #1</td>
<td>4.1 Monday</td>
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<td>4.2 Discussion Post</td>
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<td>5</td>
<td>Measuring Social Sustainability</td>
<td>Website review: Sustainable Brands</td>
<td>5.1 Social Sustainability Indicators List</td>
<td>5.1 Monday</td>
</tr>
</tbody>
</table>

¹ Specific details can be found under the “Weekly Content” folders in Canvas.
² You will have until 11:59 p.m. (PST) on due dates to submit your material in Canvas.
<table>
<thead>
<tr>
<th>Week</th>
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<th>Reading and Assessment</th>
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<td>6</td>
<td>Corporate Social Responsibility</td>
<td>Social Sustainability Assessment Literature</td>
<td>6.1 Discussion post</td>
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<td>7</td>
<td>Advancing Social Responsibility: Fair Trade</td>
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<tr>
<td>8</td>
<td>Sustainable Communities</td>
<td>Is Sustainability Still Possible, Ch 10</td>
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<td>8.1 Wednesday</td>
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<tr>
<td>9</td>
<td>Sustainability at OSU</td>
<td>TBA</td>
<td>9.1 Think piece #2 9.2 Discussion Post</td>
<td>9.1 Monday 9.2 Wednesday</td>
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<tr>
<td>10</td>
<td>Student’s Sustainability in Organizations Synthesis presentation</td>
<td>Putnam (2003) Ch 12</td>
<td>10.1 Sustainability in Organizations synthesis presentation</td>
<td>Wednesday</td>
</tr>
<tr>
<td></td>
<td>Student’s Sustainability in Organizations Final paper</td>
<td>N/A</td>
<td>Student Sustainability in Organizations Final paper</td>
<td>Wednesday</td>
</tr>
</tbody>
</table>

**Course Policies**

Late assignments will only be accepted from students who have legitimate excuses. Extra credit will not be allowed in this course. You are expected to do all required reading and participate in all course requirements.

**Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Student Conduct**

Students are expected to respect each other’s opinions. “The goal of Oregon State University is to provide students with the knowledge, skill and wisdom they need to contribute to society. Our rules are formulated to guarantee each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Student Conduct Program for disciplinary action. Behaviors that create a hostile, offensive or...
intimidating environment based on gender, race, ethnicity, color, religion, age, disability, marital status or sexual orientation will be referred to the Affirmative Action Office. See Academic Regulations on OSU homepage: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html

Writing
The Writing Center provides students with free consulting service for their writing assignments. The Center is located at 123 Waldo Hall for students who can visit the Oregon State University campus. The service operates from Monday to Thursday 9:00 a.m. to 7 p.m. and Friday 9 a.m. to 4 p.m. You can make an appointment to discuss your writing with a peer writing assistant (737-5640). Another option available through the Center is to use email to get online answers to brief writing questions at writingQ@mail.orst.edu.

Communications:
Ground Rules for Online Communication & Participation:

- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- Online Instructor Response Policy: I will check email frequently and will respond to course-related questions as soon as possible and no longer than 24 hours.
- Observation of “Netiquette”: All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here is a reference that discusses netiquette: http://www.albion.com/netiquette/corerules.html.
  (Adapted from Jean Mandernach, PSY)

Guidelines for a productive and effective online classroom

- The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Be open to be challenged or confronted on your ideas or prejudices.
(Adapted from a statement provided by Susan Shaw, WS)

Statement Regarding Students with Disabilities
Accommodations are collaborative efforts between students, faculty, and Disability Access Services. (DAS) Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: Information and Regulations.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:
   
   (i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

   (ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

   (iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

   (iv) TAMPERING - altering or interfering with evaluation instruments or documents.
(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.