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 site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

PS 374
SUSTAINABLE LIVING: PRACTICES AND POLICIES

COURSE CREDIT:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
There are no prerequisites for this course.

COURSE DESCRIPTION:

PS 374. SUSTAINABLE LIVING: PRACTICES AND POLICIES (4).
Exploration of the role individuals in sustainability practices and policies. Special focus is given to an examination of how individuals can make sustainable lifestyle choices in light of policy regulations, technologies, socio-economic conditions, and cultural values. (Bacc Core Course).

CONTACT INFORMATION:
For more information, contact: Dr. Erika Allen Wolters, Erika.wolters@oregonstate.edu

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
Required Texts:


NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

Course Objectives and Learning Outcomes
At the end of this course, students will be able to…
- Identify key environmental policies pertaining to sustainability in the U.S.
- Explain how the role of individuals impact sustainability policies or, alternatively, how policies influence individual action or inaction.
- Describe the interaction of society, the economy, and the environment as components of sustainability.

This Course Fulfills the Social Processes and Institutions Baccalaureate Core Requirement:
- 1. Use theoretical frameworks to interpret the role of the individual within social process and institutions
- 2. Analyze current social issues and place them in historical context(s)
- 3. Critique the nature, value, and limitations of the basic methods of the social sciences

COURSE CONTENT AND POLICIES:

Course Policies

- I do not accept late work without prior approval (you will need to let me know in advance of any time conflict).
- Extra credit will not be allowed in this course.
- All OSU academic regulations will be followed in the course. Academic regulations are available at http://oregonstate.edu/studentconduct/offenses-0
- You are expected to do all required reading.
- Plagiarism and cheating will not be tolerated in this course. Engaging in such behaviors will result in a failing course grade. You are to do ALL of your own work. Plagiarism is defined as representing (and using) another person's ideas, writings, and work as one's own. Appropriate citation must be used for all materials incorporated into your work. Plagiarism will lead to a failing course grade.
- Proper spelling, grammar, and citation should be used in all assignments. We all make typos, but try to catch them as best you can.
- I will make every effort to respond to emails/inquiries within 24-48 hours and have all assignments grades within one week of submission.
Course Content

Section I – Sustainability, Environmental Policies, and Individual Behaviors
This first section provides a “big picture” of sustainable living and policies.

Week 1 – What is Sustainability?
This week, we will examine sustainability as a concept and an application. Consider your own definition of sustainability and the role of government, corporations and the individual in this concept.

Week 2 – Systems Thinking: Everything Is Connected
Looking at U.S. environmental policies, there is a balancing act between the environment, economy and society.

Week 3 – Individual Behavior, Motivations
This week we will examine individual behavior as well as impacts of Americans on the Earth’s finite resources.

Section II – Transportation, Food, Energy, Water and Consumerism
This section will look more closely at the five main ways we consume resources and produce emissions. As you go through each section, make a personal plan for reducing your emissions and consumption and consider the ways that you are aided or derailed from making more environmentally sustainable choices.

Week 4 – Transportation
How do you get from place to place? Is it easy to access public transportation? Does your city have bike paths? Do you have to travel by air frequently? Consider this week how transportation impacts our everyday lives.

Week 5 – Food
This week we will examine different ways our food choices impact the environment. From packaging to transportation to meat, dairy and seafood consumption our food options reflect policies (and choices) that benefit the consumer to the detriment of environmental sustainability and food security for the world’s growing population.

Week 6 – Energy
Renewable energy is developing quickly, but will renewable energy be able to meet demand fast enough to offset climate change? Think about the large and big picture. How do you use energy? In an energy driven world, how can we transfer to sustainable energy use in time to counter-balance climate change? With residential use accounting for 10% of total energy use in the country, does it make a difference if people actively reduce energy in their homes?

Week 7 – Water
Water is a finite resource. Aside from our basic needs of consumption, we use water “virtually” through products we buy and food we consume. As climate change makes water availability less predictable, and likely dependable in terms of quantity and quality we should be aware of how we use water everyday in ways we don’t even think about.
Week 8 – Consumerism

Every day we make choices about what we need or want. The argument that one person makes little difference seems illogical with a world of 7 billion people making choices everyday that collectively impacts our environment (albeit some of those choices are for mere survival and others for material pleasures). Consider the lifecycle illustration below. Is this an accurate representation of a products lifecycle? What drives this cycle?

Week 9 – Zero-Waste a Reality?

Should zero-waste living be a goal? What would happen to the economy, and thus society, if everyone adopted a zero-waste life by significantly reducing consumption and consumerism? If the U.S. were to do it alone, what are the larger global implications?

Week 10 – Making the “right” choices: moving forward

Many people struggle to find the “right” choice to make. Unfortunately, for many aspects of our lives there is no clear “right” choice. As we wrap up the class I want you to think about how our choices as individuals DO impact the social, environmental and political world in which we live. This class hopefully inspired you to think about systems and the integrative nature of our lives in the context of the larger human community and the living Earth.

EVALUATION OF STUDENT PERFORMANCE:

The following criteria will be used for evaluating written and oral assignments:
[Poor; Average; Good; Very Good; Excellent]

COMMITMENT-did you cover all relevant materials/questions?
AMBITION-did you take each issue to task?
ENGAGEMENT-did you make connections between issues?
CLARITY-was the assignment well prepared and organized?
READINGS/COURSE MATERIALS-did you use appropriate reading and other course materials in your work? [Note: cite everything appropriately] You are also strongly encouraged to use additional resources.
COMPARISON-in general, how did your work compare to the rest of the class?
DIRECTIONS- did you follow directions?
Final Grade Distribution

Letter Grade Percent of point’s possible:
A [95-100%]  A- [90-94%]  B+ [87-89%]
B [83-86%]  B- [80-82%]  C+ [77-79%]
C [73-76%]  C- [70-72%]  D+ [67-69%]
D [63-66%]  D- [60-62%]  F [0-59%]

COURSE SITE LOGIN INFORMATION

Information on how to login to your course site can be found HERE.

STATEMENT REGARDING STUDENTS WITH DISABILITIES

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

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.

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.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.
Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

PLAGIARISM
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”
- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

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.
- COURSE DEMO
- GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:
- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students 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. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from
questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

**REFUND POLICY INFORMATION**

Please see the [Ecampus website](http://ecampus.oregonstate.edu) for policy information on refunds and late fees.