

Eastern Illinois University
New Course Proposal
FCS 2600G, Sustainable Communities

Agenda Item #17-05R
Effective Fall 2017

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** FCS 2600G
3. **Short title:** Sustainable Communities
4. **Long title:** Sustainable Communities
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2017
8. **Catalog course description:** A critical examination of the positive and negative components related to individuals and consumers in regards to the environmental, cultural and economic impacts to local and international communities. Effective ways of ensuring sustainable development and practices for individuals and communities within the global, regional and local context will be analyzed. Support of local community development and its linked relationship to the businesses and establishments within communities will be examined.
9. **Course attributes:** Writing active

General education component: Social and Behavioral Sciences

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☒ **Writing active**
10. **Instructional delivery**
Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☐ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. Course(s) to be deleted from the catalog once this course is approved. N/A
12. **Equivalent course(s):** N/A

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): none

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: all majors and undergraduate levels

b. Degrees, colleges, majors, levels, classes which may not take the course: none

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions: N/A

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software none

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☐ Course is required for the major(s) of _____
☐ Course is required for the minor(s) of _____
☐ Course is required for the certificate program(s) of _____
☒ Course is used as an elective

This course can be used as a hospitality select course for students in the hospitality concentration or as a social and behavioral science general education course.

Rationale for proposal: This course introduces the concepts of economic, cultural and environmental sustainability. This fills a gap in knowledge by focusing on the impact that human behavior has on economic, cultural and economic structures, and then changing these behaviors in order for communities to sustain long term positive impacts. Other sustainability courses focus on energy use, environmental protection, environmental technology or human impacts on the environment, but do not examine the development of a community integrating sustainable cultural and economic aspects with the environmental issues. As a rising trend, the focus on “green” practices, restricted growth, equality of all social groups, access to basic resources, and reducing the gap between extreme wealth and poverty have all been considered a crucial part of sustainable development in communities. Students, regardless of their career interests, should be mindful of the impacts they are making within their community in order to reduce environmental, cultural and economic damage.

2. Justifications for (answer N/A if not applicable)

Similarity to other courses:

a) While other courses, such as EIU 4101G (Spaceship Earth), SOC 3820 (Environmental Sociology), AET 4453 (Sustainability Topics in Energy), GEO 3200 (Human Impacts on the Environment) and AET 3833 (Sustainable Construction), examine aspects of sustainability, these courses do not examine the interconnection of environmental, cultural and economic impacts that relate to community and business development through the disciplinary perspective of family and consumer sciences. These courses study human needs with a focus on global environmental resources and challenges, or on social issue of equity. However, they do not focus on the cultural or economic burdens that are also associated with sustainability, particularly with relation to community development, such as the preservation of cultures and heritage sites. This class will also focus more on social responsibility and changing human behavior, instead of the technological aspects or just the environmental practices of sustainability.

b) This information will also be presented as an introduction to sustainability in order to allow students without a prior background or knowledge of the topic to understand the material being presented.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: Writing Active. This course will meet the necessary requirements for writing active in that the in-class assignments and other writing activities are more to assess mastery of course content, than writing skills.

3. General education assurances (answer N/A if not applicable)

General education component: This course fits within the Social and Behavioral Sciences section of the general education program, as it focuses on the understanding of society and individuals in relation to their responsibility to be good global citizens by being stewards of the environment, understanding and maintaining diverse cultures, and pursuing a better understanding of human behavior. Students will analyze the individuals and communities within the US and compare them to societies from around the world in order to evaluate the differences in sustainable practices and environmentally responsible behaviors. The ability to analyze community behaviors, critically think of solutions to environmental, cultural and economic issues within the field of sustainability, and communicate these solutions to the public will be the focus of this course.

Curriculum:

- a) Critical thinking: Students will gather data from various sources, such as journal articles, websites, lectures, videos, news reports, and their textbook, and analyze the data by critiquing the information provided. Students will be asked questions about various perspectives related to accepted practices to look for improvements and thoroughly examine diverse opinions about how to best implement these practices. The issues to be analyzed will be related to those that impact individuals, communities, nations and the world at large. Students will be expected to consider multiple perspectives and build logical arguments that demonstrate their ability to dissect complicated situations.
- b) Writing and Critical Reading: Students will be assigned reading assignments from journal articles, newspapers, websites and their textbooks. Students will evaluate the

information they have obtained by answering weekly homework assignment questions.

- c) Speaking and Listening: Students will participate in discussions during class in order to develop their ability to effectively deliver their ideas and listen to differing opinions. Students will be involved in debates in which they will be assigned opposite sides of an argument in which they must logically discuss their views.
- d) Quantitative reasoning: Students will critically evaluate charts and graphs that depict the impact to the environment, culture, and economy in various locations.
- e) Responsible Citizenship: Students will learn about cultures from around the world and the impact that visitors have on the area. They will also learn more about their impact when they travel and ways that they may act more ethically in order to better conserve the environment and culture in the communities that they may visit. Students will explore various ways to become a more responsible citizen and encourage other members of society to become more civic minded, by understanding and overcoming obstacles that limit awareness of issues and restrict positive action. Ethical reasoning will be applied to issues to examine the right of individuals or businesses that are able to afford fragile and limited resources compared to communities and nations that do not have access or cannot afford such resources.

Instruction: All of the assignments related to online material and homework will involve aspects of writing and critical reading, critical thinking and responsible citizenship. At least half of class time will be spent involving speaking and listening skills. Course materials and assignments will have aspects of quantitative reasoning.

Assessment:

Course Objective	In Class Assignments	Homework	Debate	Exams	Final Report	Group Assessment
Critical Thinking	X	X	X	X	X	X
Writing and Critical Reading	X	X			X	
Speaking and Listening	X		X			X
Quantitative reasoning	X	X			X	
Responsible Citizenship	X	X	X	X		

4. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: N/A

Instruction: N/A

Integrity: N/A

Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

2. Course number and title
 - FCS 2600G Sustainable Communities
3. Catalog description
4. A critical examination of the positive and negative components related to individuals and consumers in regards to the environmental, cultural and economic impacts to local and international communities. Effective ways of ensuring sustainable development and practices for individuals and communities within the global, regional and local context will be analyzed. Support of local community development and its linked relationship to the businesses and establishments within communities will be examined.
5. Learning objectives.
 - Analyze the positive and negative impacts on society associated with community development (CT 1-6; WCR 1-7; SL 1-4; QR 3- 5; RC 1, 2, 4)
 - Analyze the most effective means of educating individuals of their impacts on the local community (CT 1-6; WCR 1-7; SL 1-4; QR 2-5; RC 1, 2, 4)
 - Explain sustainable initiatives and practices at the local, regional and international level (CT 2-6; WCR 1-7; SL 1-4; QR 2-5; RC 1, 2, 4)
 - Analyze the link between sustainable practices by individuals, businesses, and overall community development success (CT 2-6; WCR 1-7; SL 1-3; QR 2-5; RC 1, 2, 4)
 - Evaluate initiatives that encourage cultural education and understanding of diverse populations (CT 2-6; WCR 1-7; SL 1-4; QR 2-5; RC 1, 2, 4)
6. Course materials.

Text Book: Soubotina, T. P. (2004). *Beyond economic growth: An introduction to sustainable development*. World Bank Publications.
7. Weekly outline of content. Each week will be equivalent to 2.5 contact hours.
 - Week 1: Intro, What is Sustainability?
 - What are the multiple definitions related to sustainability?
 - What are issues with the definitions?
 - How do you define sustainability?
 - Week 2: Environmental Impacts
 - What are the current environmental issues around the globe?
 - What are the consequences of the interconnections between human systems and natural systems?
 - Week 3: Social and Cultural Impacts
 - What are the current social and cultural impacts related to communities?
 - How can individuals and communities be more aware of their negative cultural impacts?
 - What practices should be put into place to help with this issues?
 - Week 4: Economic Impacts
 - What are the economic issues related to sustainability?
 - Which areas/businesses are being the socially responsible when it comes to the distribution of profits?
 - What are the issues with hiring practices around the world?

Week 5: Linkages to Local Establishments

- How can local establishments become more connected to its community?
- How can you encourage local involvement and community support for the sustainable business practices and policies?

Week 6: Tradeoffs and Architecture

- What are the benefits and risks associated with the current business practices? (SeaWorld, Coca-Cola, safaris, sports hunting, National Park and Forest maintenance/access, etc.)
- What is LEED?

Week 7: Review/Mid-Term

- A review of the course material and mid-term exam

Week 8: Food Security

- How do you feed a growing population with less room to farm?
- What are the issues related to water scarcity and contamination?

Week 9: Education and Social Capital

- What organizations are actively engaged in educating the public about sustainable practices?
- How are companies incorporating sustainable education initiatives for their employees and customers?
- How is social capital used to create awareness and spread information regarding sustainable practices?

Week 10: Green Marketing

- What is Green Marketing?
- Which companies are guilty of Green Marketing?
- How can you restore consumer trust in your product?

Week 11: Consumer Behavior

- How do human values, preferences, and habits of consumption impact the understanding and decision making process for society?
- How can you encourage members of society to behave more responsibly?

Week 12: Corporate Responsibility

- Which companies are incorporating sustainable policies into their business?
- Why should companies focus on sustainable practices?
- What are the ethical components associated with equitable resource use and wealth distribution?
- Is it all a PR stunt?

Week 13: Management Systems and World Heritage Sites

- How are areas protecting their resources?
- What are World Heritage Sites?
- How can you help protect World Heritage Sites?

Week 14: Eco-Certification and Finance

- What are the most effective types of eco-certifications?
- What financial barriers are there pertaining to implementing sustainability strategies?
- What is Green Accounting?

Week 15: The Future of Sustainable Development

- What are the technological advancements that can be expected in the future?
- What are the expected social changes to the globe that may shape policies?

Week 16: Final Exam

8. Assignments and evaluation, including weights for final course grade.

Course Assessment	% of points
In class assignments	25%
Homework assignments	15%
Debate	15%
Exams	25%
Final Report	15%
Group Assessment	5%

In class assignments

The success of this class will depend on the establishment of a vibrant learning environment in the classroom. Therefore, to encourage attendance and participation, there will be 10 in class assignments. These will be unannounced and will be given at any time during the class. There will be no make-up option available for in class assignments. If the student is late to class and miss the time when the in class assignment was being completed, the assignment cannot be made up. If you have an excused absence (court order, hospital visit, car accident, etc.) students must inform the instructor with the proper documents by the next class.

Homework Assignments

Students will analyze information related to different materials given by the instructor and respond thoroughly to questions listed at the end of the assignments. Each assignment will involve more than one reading or video in order for students to demonstrate their ability to compare and analyze different perspectives of an issue or topic. Information and appropriate terms learned throughout the course of the semester should be used to demonstrate the ability to analyze different situations within sustainability.

Debate

Readings and/or verbal scenarios will serve as the foundation for the debate. Students will deliberate as individuals and as a group on the multiple facets of the issue being discussed. Students will be graded based upon their contribution to critically examining the issue and their ability to verbally defend their position.

Exams

There will be two exams- midterm and final. The exams will cover all materials contained in the text, lectures, videos, and class discussion. The final exam is not comprehensive.

Final Report

Students are required to conduct an analysis of a sustainable community related topic. The student will choose one business, community organization, or public practice from the US and one from an international destination outside of North America in order to compare how both of them operate. An analysis on the current sustainable initiatives being used and motivations for sustainable practices will be compared. Papers will be critiqued and students must revise papers to be turned in to their Electronic Writing Portfolio (EWP).

Group Assessment

Students will share information from their Final Report in small groups. After a summary of their findings has been shared by all members of the group, students will discuss how their

different sectors should improve and cooperate in the future in order to encourage more sustainable initiatives. An overall summary will be provided in writing by the group.

9. Grading scale.

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

10. Correlation of learning objectives to assignments and evaluation.

Course Objective	In Class Assignments (25%)	Homework (15%)	Debate (15%)	Exams (25%)	Final Report (15%)	Group Assessment (5%)
Analyze the positive and negative impacts associated with community development (CT 1-6; WCR 1-7; SL 1-4; QR 3-5; RC 1, 2, 4)	X CT 2, 3; WCR 1, 3, 4; SL 1, 3 RC 1, 2, 4	X CT 2, 3; WCR 1, 3, 4; QR 3	X CT 4-6; SL 1-4; QR 4, 5; RC 1	X CT 4-6; WCR 2, 3, 6, 7; QR 5; RC 2, 4	X CT 2-6; WCR 1, 2, 4-7; QR 3-5; RC 1, 2, 4	X CT 1-6; WCR 1-7 SL 1-3 RC 1, 2, 4
Analyze the most effective means of educating individuals of their impacts on the local community ((CT 1-6; WCR 1-7; SL 1-4; QR 2-5; RC 1, 2, 4)	X CT 2-4, 6; WCR 1, 2, 4-7; SL 1-3; RC 1, 2, 4	X CT 2-4, 6; WCR 1, 2, 4-7 QR 2-4 RC 1, 2, 4	X CT 4-6; SL 1-4; QR 4, 5 RC 1, 2,	X CT 4-6; WCR 2, 3, 6, 7; QR 5; RC 2, 4	X CT 2-6; WCR 1, 2, 4-7; QR 3-5; RC 1, 2, 4	X CT 1-6; WCR 1-7 SL 1-3 RC 1, 2, 4
Explain sustainable initiatives and practices at the local, regional and international level (CT 2-6; WCR 1-7; SL 1-4; QR 2-5; RC 1, 2, 4)	X CT 2-4, 6; WCR 1, 2, 4-7; SL 1-3; RC 1, 2, 4	X CT 2-4, 6; WCR 1, 2, 4-7; QR 2-4; RC 1, 2, 4		X CT 4-6; WCR 2, 3, 6, 7; QR 5; RC 2, 4		
Analyze the link between sustainable practices by individuals, businesses, and overall community development success (CT 2-6; WCR 1-7; SL 1-3; QR 2-5; RC 1, 2, 4)	X CT 2-4, 6; WCR 1, 2, 4-7; SL 1-3; RC 1, 2, 4	X CT 2-4, 6; WCR 1, 2, 4-7; QR 2-4; RC 1, 2, 4	X CR 4-6; SL 1-4; QR 4, 5 RC 1, 2		X CT 2-6; WCR 1-7; QR 3-5; RC 1, 2	
Evaluate initiatives that encourage cultural education and understanding of diverse populations (CT 2-6; WCR 1-7; SL 1-4; QR 2-5; RC 1, 2, 4)	X CT 2-4, 6; WCR 1, 2, 4-7; SL 1-3; RC 1, 2, 4	X CT 2-4, 6; WCR 1, 2, 4-7; QR 2-4; RC 1, 2, 4		X CT 4-6; WCR 2, 3, 6, 7; QR 5; RC 2, 4	X CT 2-6; WCR 1, 2, 4-7; QR 3-5; RC 1, 2	X CT 1-6; WCR 1-7 SL 1-3 RC 1, 2, 4

Date approved by the SFCS Curriculum Committee: April 21, 2016

Date approved by the LCBAS Curriculum Committee: December 9, 2016

Date approved by CAA: February 9, 2017