STH 101-01: INTRODUCTION TO SUSTAINABLE DEVELOPMENT

INSTRUCTOR | Dr. Suzanne Gallaway
CLASS SCHEDULE | Tuesdays- Thursdays 12:30-1:45
CLASSROOM | Bryan 212
OFFICE | 352 Bryan
OFFICE HOURS | Tuesdays-Thursdays, 10:45-12:15
E-MAIL | solamp@uncg.edu

COURSE DESCRIPTION: The social, environmental, and economic dimensions of sustainable development; introduces sustainable development concepts and challenges; and prepares students for the application of these concepts in functional business topics.

CREDITS/PREREQUISITES: This is a 3-credit course; there are no prerequisites.

STUDENT LEARNING OBJECTIVES: Upon successful completion of the course, the student will be able to:
1. Articulate concepts, definitions, purpose, history, and theories of sustainable development.
2. Discuss sustainable development as a local to global issue.
3. Discuss how values, beliefs, norms, behavior, perceptions, and knowledge impact development.
4. Use approaches and insights from geography, anthropology, psychology, sociology, and political science to analyze and address real world problems associated with unsustainable development.
5. Apply system dynamics approaches to study links between human systems and natural systems and how changes in any part of any system has multiple consequences.
6. Recognize the social justice components of sustainable choices and differences that characterize unsustainable and sustainable forms of development.
7. Identify major stakeholders and institutions that drive change toward sustainable development.
8. Recognize opportunities for making the business case for sustainable development.

REQUIRED READINGS:
You will be reading various sections, chapters, pages from the readings listed below (all of them are on Blackboard – under Reading Materials in Course Documents)
1. Beyond Economic Growth: An Introduction to Sustainable Development
2. Sustainability: A Comprehensive Foundation
3. Our Common Future (the Brundtland Report)
5. The State of Food Insecurity (UNFAO, 2012)
6. Triple Bottom Line: What Is it and How Does it Work?
7. Non-Governmental Organizations (NGOs) and Development
8. “Dimensions of the Eco-City”, Mark Roseland, Cities
Population Fund
11. “Impacts of Climate Change” Summary for Policy Makers, IPCC
12. “Science on Climate Change” Summary for Policy Makers, IPCC

RECOMMENDED READINGS:
- Human Development Report 2013: The Rise of the South
- World Development Indicators 2012
- The Millennium Development Goals Report 2013
- Climate Change Information Kit
- UN Sustainable Development – Agenda 21
- Cannibals with Forks (folder has all chapters)
- Back to Our Common Future: Sustainable Development in the 21st Century Project

USEFUL WEBSITES
- United Nations (www.un.org)
- United Nations Development Program (www.undp.org)
- UNICEF (www.unicef.org)
- USAID (http://www.usaid.gov/partnership-opportunities/ngo)
- International Monetary Fund (www.imf.org)
- World Bank (www.worldbank.org)
- World Health Organization (www.who.int/en)
- Global Impact (http://charity.org)
- Global Issues (www.globalissues.org)
- Poverty (www.poverty.com)
- White House on Poverty (www.whitehouse.gov/issues/poverty)
- International Organization for Migration (www.iom.int)
- International Labor Organization (www.ilo.org)
- European Commission (http://ec.europa.eu)
- Action Against Hunger (www.aaah-usa.org)
- CARE (www.careusa.org)
- Relief International (www.ri.org)

COURSE REQUIREMENTS: Your final grade will be determined by how well you fulfill course requirements. Your grade will be based on:
1. **Quizzes (40%)**: You will have 14 quizzes, one on each unit section worth 40 percent of your total grade. Material will cover your readings, class lectures and discussions, and class activities and may be based on textbook, additional readings, websites, films, or videos we watch. Format will be multiple-choice and true/false and will be completed on Blackboard.
2. **Discussion Questions (20%)**: You will be given weekly discussion questions that will be discussed in class. These are due each Wednesday night and will be discussed on Thursday.
3. **Participation (10%)**: Your participation in the weekly Thursday discussion of the assigned discussion questions is required.
4. **Group Project (20%)**: You will work in teams. Details of the project will be provided.
5. **Presentation (10%)**: You will present the results of your group project to the rest of class in a professional manner, using audiovisual aids, graphs, etc.

*Directions for each assignment will be posted on Blackboard, and will be thoroughly discussed in class. In addition, rubrics and other evaluative instruments will be posted on Blackboard and discussed in class. Thus, students will know exactly what they are to accomplish in this class as well as how their grade will be determined.*

You will receive a score of 0 for any work not submitted. To receive credit for the course, you must earn a letter grade of D- or higher on the weighted average of all assigned course work (e.g., exams, assignments, discussion postings, etc.). Your final grade in the course will be a letter grade.

*Letter grade equivalents for numerical grades are as follows:*

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<th>Evaluation/Grading Scale</th>
<th>A+</th>
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**Course Outline (subject to change):**

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<thead>
<tr>
<th>WK</th>
<th>Date</th>
<th>Topics and Videos (*)</th>
<th>Required Readings/Assignments:</th>
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<tbody>
<tr>
<td>2</td>
<td>8/25-8/31</td>
<td>Unit 1 Section 2: Scale and Stakeholders 1. The Business Logic of Sustainability Ray Anderson TED Talk 16 min. <a href="http://www.ted.com/talks/ray_anderson_on_the_business_logic_of_sustainability">http://www.ted.com/talks/ray_anderson_on_the_business_logic_of_sustainability</a> 2. Chris McKnett The investment logic for sustainability, 12 min. <a href="https://www.ted.com/talks/chris_mcknett_the_investment_logic_for_sustainability">https://www.ted.com/talks/chris_mcknett_the_investment_logic_for_sustainability</a> 3. The UN Lecture on Sustainable Development and Stakeholders 53 min. <a href="https://www.youtube.com/watch?v=aDaQCaQVN4">https://www.youtube.com/watch?v=aDaQCaQVN4</a></td>
<td>1. “Introduction” (pp. 1-23) 2. “Understanding Development NGOs in Historical Context” (pp. 24-46) 3. “NGOs and Development” (pp. 71-90)</td>
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**Discussion:**


**Quiz:** See Blackboard

**BROWSE:**

3. [http://www.who.int/apoc/about/structure/ngdo/en/](http://www.who.int/apoc/about/structure/ngdo/en/)
3 9/1-9/7
(9/1 Labor Day)
Unit 2, Section 1: Overview, Economic indicators (GDP, GNI, external debt, labor/unemployment), Public/Private Enterprise
- “200 Countries, 200 Years” by Hans Rosling (4 min.) http://www.gapminder.org/videos/200-years-that-changed-the-world-bbc/
- “World GDP” by The Economist (1 min.) https://www.youtube.com/watch?v=Oeg9PLYG_MY
- "Guns, Germs, and Steel" (2005), Part 1 (Out of Eden) (54 min.) http://www.youtube.com/watch?v=cLJfZOyFpZo
- "Tapped" Documentary (1 hour) http://topdocumentaryfilms.com/tapped/
- Looking to 2060: A Vision of Long-Term Economic Growth (3 min): http://www.youtube.com/watch?v=fnIl212tBPk
- 2008 World Economic Forum “Responsibility for Developed Countries to Help Developing Countries” (55 min): http://www.youtube.com/watch?v=8Kq963w0lZk
- Top 10 Least Developed Countries (Human Development Index) (2 min): http://www.bing.com/videos/search?q=how+to+identify+developed+countries&FORM=VIRE4#view=detail&mid=C4A8BA0476B49662D8DFC4A8BA0476B49662D8DF

Discussion: What stakeholder type do you think is the most important? Give a real world example or evidence from the readings to support your argument.

Quiz: See Blackboard

READ: Chapters 2, 4 and 11 Beyond Economic Growth
1. “Comparing Levels of Development” (pp. 12-16)
2. “Economic Growth Rates” (pp. 23-27)
3. “Public and Private Enterprises: Finding the Right Mix” (pp. 76-82)

BROWSE: World Development Indicators 2012
http://www.un.org/millenniumgoals/
http://data.worldbank.org/indicator
http://www.globalissues.org/issue
http://www.worldbank.org/

Discussion/Activity: Choose a country that has been colonized (most African, South American, Central American, many Southeast Asian countries, etc.). Compare the GDP per capita (PPP) found in table 4 to that of the country that colonized the original country you chose. What sort of differences are there and why do you think this might be the case.

QUIZ: See Blackboard

4 9/8-9/14
Unit 2, Section 2: Globalization
- “Guns, Germs, and Steel” (2005), Part 2 (Conquest) (54 min.) http://www.youtube.com/watch?v=TgYZ6gfqslQ
- “Guns, Germs, and Steel” (2005), Part 3 (Into the Tropics) (54 min.) http://www.youtube.com/watch?v=94OioX-JVRQ
- Crash Course (History/Globalization): Part I (11 min) (**): http://www.youtube.com/watch?v=5SnR-e0S6c6 AND Part II (13 min): http://www.youtube.com/watch?v=Xs_iwrt7D5OA
- Bangladesh Garment Factory Collapse (3 min):

READ: 9,12-13, Beyond Economic Growth
1. “Globalization: International Trade and Migration” (pp. 83-94)
2. “Globalization: Foreign Investment and Foreign Aid” (pp. 95-101)
3. “Industrialization and Postindustrialization” (pp. 63-68)

BROWSE:
- Fair Labor: http://www.fairlabor.org/

Discussion Activity:
Locally there have been a lot of textile
**Unit 3, Section 1: Human Development**

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| 9/15-9/21  | Measuring Social Development   | - [Hidden Face of Globalization: Part 1](http://www.youtube.com/watch?v=ISj8BECi40Q) (10 min)  
- [Hidden Face of Globalization: Part 2](http://www.youtube.com/watch?v=8Bhodyt4fmU) (8 min)  
- [Hidden Face of Globalization: Part 3](http://www.youtube.com/watch?v=a0IBM7_BvTw) (8 min)  
- [Hidden Face of Globalization: Part 4](http://www.youtube.com/watch?v=dx8VPjRKOkY) (7 min)  
- [Auret van Heerden: Making Global Labor Fair](http://www.youtube.com/watch?v=8Bhodyt4fmU) (17 min)  
- [Migration (The Economist)](http://www.youtube.com/watch?v=hcoOENLfpUI) (3 min)  |
| 9/22-9/28  | Poverty and Inequality        | - [“Global Population Growth” by Hans Rosling](http://www.youtube.com/watch?v=fTznEIZRLg) (10 min)  
- [“Human Population Growth”](http://www.youtube.com/watch?v=ozDskXxmdDI) (2 min)  
- [“Bhutan: The Pursuit of Happiness” by Silver Donald Cameron](http://www.youtube.com/watch?v=1CLJwYW6-Ao) (17 min)  |

**Discussion Activity:** Based on the readings and videos this week and last what do you think is the driver of worldwide poverty? What do you think is the solution?

**Quiz:** See Blackboard

**Quiz:** See Blackboard

**READ:** Chapters Beyond Economic Growth
1. "Income Inequality" (pp. 28-32)
2. "Poverty and Hunger" (pp. 33-38)

**Discussion Activity:** Based on the readings and videos this week and last what do you think is the driver of worldwide poverty? What do you think is the solution?

**Quiz:** See Blackboard

**READ:** From Beyond Economic Growth, Chapters 5 and 6
1. "Poverty and Hunger" (pp. 33-38)
<table>
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<th>09/29-10/05</th>
<th>Unit 3, Section 3: Food and Food Systems</th>
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| • Why are 46 Million Americans Living in Poverty (7 min): [http://www.youtube.com/watch?v=W6foVcplAaU](http://www.youtube.com/watch?v=W6foVcplAaU)  
• America’s Broken Dreams: The New American Poor (44 min): [http://www.youtube.com/watch?v=kV4grZ_Lw5s](http://www.youtube.com/watch?v=kV4grZ_Lw5s) | READ: Chapters 6 and 7, *Beyond Economic Growth, Inequality Matters*  
1. “Poverty and Hunger” (pp. 38-42), from *Beyond Economic Growth*, Chapter 6  
2. “The State of Food Insecurity in the World” (UNFAO, 2012) (pp. 8-45) |
• “Obesity + Hunger = 1 Global Food Issue by Ellen Gustafson (9 min.) [http://www.ted.com/talks/ellen_gustafson_obesity_hunger_1_global_food_issue#t-212778](http://www.ted.com/talks/ellen_gustafson_obesity_hunger_1_global_food_issue#t-212778)  
• Bioponics: Most Sustainable Form of Agriculture (8 min) [http://www.youtube.com/watch?v=PSS5mFjwLtI](http://www.youtube.com/watch?v=PSS5mFjwLtI)  
• Vertical Farms and Green Cities (2 min) [http://www.youtube.com/watch?v=hsIzkyWb7UE](http://www.youtube.com/watch?v=hsIzkyWb7UE) | Discussion Activity: Track all of your food and beverage usage for 24 hours, including how much food (if any) you threw away? What can we do to minimize food waste? What is one way we could distribute food more equitably worldwide? |
| **8** | **10/6-10/12** | Unit 3, Section 4: Healthcare and Disease |
| • “The Truth about HIV” by Hans Rosling, TED Talk (17 min.) [http://www.ted.com/talks/hans_rosling_the_truth_about_hiv](http://www.ted.com/talks/hans_rosling_the_truth_about_hiv)  
• Water Cleanup in India (7 min) [http://www.upworthy.com/at-5-p-m-a-girl-got-sick-by-7-p-m-she-was-dead-her-killer-is-now-being-cleaned-up?c=ufb1](http://www.upworthy.com/at-5-p-m-a-girl-got-sick-by-7-p-m-she-was-dead-her-killer-is-now-being-cleaned-up?c=ufb1) | READ:  
1. “Health and Longevity” from *Beyond Economic Growth* (pp. 53-62)  
| • “Illiteracy in the World” (6 min.) [http://www.youtube.com/watch?v=X5XoolVblJg](http://www.youtube.com/watch?v=X5XoolVblJg)  
• “The Global Literacy Project” (4 min.) [http://www.youtube.com/watch?v=4tuiNN3a2Ns](http://www.youtube.com/watch?v=4tuiNN3a2Ns)  
• “The World Literacy Summit” (6 min.) [http://www.youtube.com/watch?v=Qy0IAt6mvgo](http://www.youtube.com/watch?v=Qy0IAt6mvgo)  
• “Meet Kailashi: Overcoming Illiteracy and Polio in rural India” (3 min.) [http://www.youtube.com/watch?v=wp-uFV6WBCc](http://www.youtube.com/watch?v=wp-uFV6WBCc)  
• “Eradicating Global Illiteracy” by David Risher of [TED Talk](http://www.ted.com/talks/david_risher_teaching_the_world_to_read) | Discussion Activity: Why do you think the United States has health outcomes that are not as good as most other developed nations? What can be done to bring our health outcomes to the top of the list of countries? |
| **9** | **10/13-10/19** | Unit 3, Section 5: Education |
| **(10/11-10/14 Fall Break)** | READ:  
2. “Education” (pp. 43-52), from *Beyond Economic Growth*, Chapter 7 |
| • “Illiteracy in the World” (6 min.) [http://www.youtube.com/watch?v=X5XoolVblJg](http://www.youtube.com/watch?v=X5XoolVblJg)  
• “The Global Literacy Project” (4 min.) [http://www.youtube.com/watch?v=4tuiNN3a2Ns](http://www.youtube.com/watch?v=4tuiNN3a2Ns)  
• “The World Literacy Summit” (6 min.) [http://www.youtube.com/watch?v=Qy0IAt6mvgo](http://www.youtube.com/watch?v=Qy0IAt6mvgo)  
• “Meet Kailashi: Overcoming Illiteracy and Polio in rural India” (3 min.) [http://www.youtube.com/watch?v=wp-uFV6WBCc](http://www.youtube.com/watch?v=wp-uFV6WBCc)  
• “Eradicating Global Illiteracy” by David Risher of [TED Talk](http://www.ted.com/talks/david_risher_teaching_the_world_to_read) | Quiz: See Blackboard |
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| 10/20-10/26 | Unit 4, Section 1: Environmental Indicators and Problems | - Worldreader (11 min.) [http://www.youtube.com/watch?v=qOHQFH2jZfk](http://www.youtube.com/watch?v=qOHQFH2jZfk)  
- “My Daughter, Malala” by Ziauddin Yousafzai, TED Talk (16 min.) [https://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala](https://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala)  
- Finland’s Education System (4 min) [http://www.youtube.com/watch?v=LpRQvK6r0](http://www.youtube.com/watch?v=LpRQvK6r0)  
- Singapore’s Education System (8 min) [http://www.youtube.com/watch?v=RHSR5Niv4jU](http://www.youtube.com/watch?v=RHSR5Niv4jU)  
- “How to Fight Desertification and Reverse Climate Change” by Allan Savory, TED Talk (22 min.) [http://www.ted.com/talks/allan_savory_how_to_green_the_world_s_deserts_and_reverse_climate_change](http://www.ted.com/talks/allan_savory_how_to_green_the_world_s_deserts_and_reverse_climate_change)  
- “Sustainable Development: What, Where, and By Whom” by Kitty van der Heijden, TED Talk (19 min.) [http://www.youtube.com/watch?v=4sJuixn7Jq](http://www.youtube.com/watch?v=4sJuixn7Jq)  
- Dianna Cohen, TED Talk on Tough Truths about Plastic Pollution (5 min) [http://www.youtube.com/watch?v=fddYApFEFwY](http://www.youtube.com/watch?v=fddYApFEFwY)  
- Rainforest Alliance: Conservation & Biodiversity (4 min) [http://www.youtube.com/watch?v=rbOQA6fZeU4](http://www.youtube.com/watch?v=rbOQA6fZeU4)  
- “We Can Recycle Plastic” by Mike Biddle, TED Talk (10 min) [http://www.youtube.com/watch?v=ddjJkqZqKU](http://www.youtube.com/watch?v=ddjJkqZqKU)  
- “Sustainable Forest: A Georgia Success Story” (15 min) [http://www.youtube.com/watch?annotation_id=an notation_675911&feature=iv&index=1&list=UUvBfDn1qOmlFc_qhihYwJQ&src_vid=TL3ByZGkkm8&v=JHoLEGis9Iw](http://www.youtube.com/watch?annotation_id=an annotation_675911&feature=iv&index=1&list=UUvBfDn1qOmlFc_qhihYwJQ&src_vid=TL3ByZGkkm8&v=JHoLEGis9Iw)  
- “Vanishing of the Bees” Documentary, Narrated by Ellen Page  
- “More than Honey” Documentary, By Markus Imhoof |
| 10/27-11/2 | Unit 4, Section 2: Urbanization | - Urbanization and the Evolution of Cities Across 10,000 Years” (4 min.) [https://www.youtube.com/watch?v=fKnAJCSGSDk](https://www.youtube.com/watch?v=fKnAJCSGSDk)  
- Harnessing Urbanization for Growth and Poverty Alleviation,” by World Bank (7 min.) [https://www.youtube.com/watch?v=NTAIOxqKYNo](https://www.youtube.com/watch?v=NTAIOxqKYNo)  
- “Megacities Reflect Growing Urbanization Trend,” by PBS News Hour (8 min.) [https://www.youtube.com/watch?v=eFboV2m1yw](https://www.youtube.com/watch?v=eFboV2m1yw)  
- “Urbanization and the Evolution of Cities Across 10,000 Years” (4 min.) [https://www.youtube.com/watch?v=fKnAJCSGSDk](https://www.youtube.com/watch?v=fKnAJCSGSDk)  
- Harnessing Urbanization for Growth and Poverty Alleviation,” by World Bank (7 min.) [https://www.youtube.com/watch?v=NTAIOxqKYNo](https://www.youtube.com/watch?v=NTAIOxqKYNo)  
- “Megacities Reflect Growing Urbanization Trend,” by PBS News Hour (8 min.) [https://www.youtube.com/watch?v=eFboV2m1yw](https://www.youtube.com/watch?v=eFboV2m1yw) |

**Quiz:** See Blackboard

**READ:**

1. “Urban Air Pollution” from Beyond Economic Growth, Ch. 10 (pp. 75-8)  

**Discussion Activity:** What do you think is the most serious environmental problem the world is currently facing? Why?

**Quiz:** See Blackboard

**READ:**

1. “Dimensions of the Eco-City” by Mark Roseland, Cities (pp. 1-6)  
3. “The Promise of Urban Growth” in Unleashing the Potential of Urban Growth, United Nations Population Fund (pp. 5-14)

**Discussion Activity:** Do you think cities will
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| 11/3-11/9 | **Unit 4, Section 3: Climate Change**                                   | • “Urbanization,” by Hans Rosling, Gapminder (4 min.) [https://www.youtube.com/watch?v=w33hPL4tdNg](https://www.youtube.com/watch?v=w33hPL4tdNg)  
• “Can Urban Cable Really Ease City Congestion?” by McDaniel & Ficklin, TED Talk (15 min) [http://www.youtube.com/watch?v=55TDpeU3i2Q](http://www.youtube.com/watch?v=55TDpeU3i2Q)  
 Quiz: See Blackboard |
| 11/10-11/16 | **Unit 4, Section 4: Energy**                                             | • “A Clean Energy Proposal: A Race to the Top!” by Jennifer Granholm, TED Talk (12 min.) [http://www.ted.com/talks/jennifer_granholm_a_clean_energy_proposal_race_to_the_top#t-437797](http://www.ted.com/talks/jennifer_granholm_a_clean_energy_proposal_race_to_the_top#t-437797)  
• “The Future of Clean, Efficient Energy is Here Now” by Justin Tipping-Hall, TED Talk (12 min.) [http://www.ted.com/talks/justin_hall_tipping_freeing_energy_from_the_grid](http://www.ted.com/talks/justin_hall_tipping_freeing_energy_from_the_grid)  
• “Which Countries are the Most Eco-Friendly?” (3 min) [http://www.youtube.com/watch?v=IL_ceT9k92M](http://www.youtube.com/watch?v=IL_ceT9k92M)  
 Quiz: See Blackboard |
| 11/17-11/23 | **Presentations**                                                     | READ: No reading assignments  
 DISCUSSION ACTIVITY: What form of renewable energy do you think has the most potential for long term success and why?  
 QUIZ: See Blackboard |
| 11/25 | **Unit 5, Section 1: Human Rights: History and Ethics**                | • “Sustainable Development: The Bigger Picture” (8 min.) [https://www.youtube.com/watch?v=keZmg56ahdM&feature=related](https://www.youtube.com/watch?v=keZmg56ahdM&feature=related)  
• Gordon Brown: Global Ethic vs. National Interest (17 min);  
 READ:  
 1. “Sustainability: Ethics, Culture, and History” (Chapter 10, pp. 490-497; 517-524) in Sustainability Comprehensive Foundation  
 2. “Identity and Inequality: Focus on Social Groups” (Ch. 4, pp. 72-97) in Inequality Matters |
3. **Agenda 21**: Preamble and Table of Contents
4. “The Promise of Urban Growth” in *Unleashing the Potential of Urban Growth*, United Nations Population Fund (pp. 5-14)

**DISCUSSION ACTIVITY**: Track the current changes in vital statistics of our world on: [http://www.worldometers.info/](http://www.worldometers.info/) What are your impressions?

**QUIZ**: See Blackboard

(*) Course material will be adjusted according to the flow of material in the class. We may spend more time on some issues and less time on others, depending on student need. A number of class periods will be partially turned into workshops to apply course material to course projects.
**COURSE POLICIES:**

1. **Academic Integrity:** Students are expected to be familiar with and adhere to UNCG’s Academic Integrity Policy on all assignments and examinations (http://academicintegrity.uncg.edu/complete).

2. **Attendance/Participation/Preparation:** Regular attendance, meaningful participation, and being prepared for class (having completed readings prior to class) are all expected. Failure to submit an assignment, quiz, or project by the due date will result in a grade of Zero. Late work will not be accepted. If you miss class, you will miss opportunities to get higher points on class activities (these cannot be made up). Further, if you miss class, it is your responsibility to obtain lecture notes from fellow students.

3. **Lateness:** Arriving late to class or leaving early are inconsiderate to both your professor and classmates because it is distracting and unprofessional. Please be punctual.

4. **Cellphones/Laptops:** Students are expected to switch off their phones prior to entering the classroom. A variety of rings, bells, and whistles are an unnecessary distraction. You may keep your phone on only if you are expecting to receive an emergency call, but in this case, please put your phone on “vibrate.” Sending/receiving text messages and surfing the ‘Net during class are not acceptable. Laptops may be used only for course-related purposes.

5. **Email communication:** When you email me, please use “STH-101-01 – your last name” in the subject heading and use proper email etiquette when addressing/signing your messages. Unsigned/unclear emails will not receive replies.

6. **Special needs:** Should you have special needs related to a qualified/certified disability, please notify me by the end of the 2nd week of classes so that arrangements can be made to meet those needs.