Overview

Course Description
What does it mean to live “the good life” in a time of rapid climate changes, mass extinction of plant and animal species, and the increasing pollution of our oceans, atmosphere, and soils? Is it possible to live sustainably, as individuals and societies, in what scientists are calling the Anthropocene, or this new epoch of human influence over the planet? Will sustainability require that we sacrifice the gains humanity has made in our quality of life? Or can we find a way to create a “good Anthropocene”? This course will attempt to answer these questions in four ways:

1. by providing an overview of sustainability science, both what it says about about human and natural systems and how it comes to make these claims
2. by examining various conceptions of the good life, both individual and social, and how they intersect with the findings of sustainability science
3. by exploring the conflicts that exist within and between differing visions of sustainability and the good life through case studies in biodiversity, energy, and water
4. by pursuing collaborative research projects that will help students apply their knowledge and skills to current problems in sustainability studies

We will read widely in the sciences, social sciences, and humanities to understand a range of historical and contemporary perspectives on these questions, and in doing so we will put abstract ethical principles into conversation with a diversity of specific cultures and environments. By the end of the course, students will have examined their own assumptions about personal and professional happiness, considered how these align with—and diverge from—societal visions and values, and explored innovative solutions to help sustain our productive economy and our planet.

Liberal Education Requirement: Liberal Education courses help you investigate the world from new perspectives, learn ways of thinking that will be useful to you in many areas of your life, and grow as an active citizen and lifelong learner. This course fulfills the Liberal Education requirement for Civic Life and Ethics theme by examining the concept of “the good life,” which was a foundational concern for Aristotle in his Nicomachean Ethics. It seeks to help you understand the role of ethics in your daily life, both public and private, particularly as it relates to some of the world’s most pressing environmental problems. The course accomplishes this by showing:

- how “environmental” problems arise in part from social dilemmas and thus cannot be solved without substantive ethical deliberation, in both private and public life
- how ethics are inseparable from the historical and social contexts in which they arise
- how individual conceptions of the good life are connected to societal visions of the good life
how individual actions can have social consequences, public policy can affect individual behaviors, and public engagement can affect civic life
how ethical reflection on different visions of the good life can apply to contemporary environmental problems
how scientific observations and learning interact with moral duty

Objectives
What questions will the course help you to answer? How will you grow in knowledge and understanding? What intellectual abilities will the course help you to develop?

By the end of this course, you should be able to:

- understand basic facts and concepts concerning sustainability science and human values
- connect the diversity of disciplinary perspectives on sustainability, including environmental science, communication, philosophy, history, sociology, economics, and public policy
- clarify your own position by evaluating competing visions of the good life and understanding the core drivers of major environmental challenges
- collaborate with others to find solutions to pressing social, economic, and environmental problems
- communicate your ideas effectively in writing and in speaking

Student Learning Outcomes: This course also meets five of the University’s seven Student Learning Outcomes by helping you to:

- identify, define, and solve problems, through the collaborative portion of your final project
- locate and critically evaluate information, through the research for your final project
- understand diverse philosophies and cultures within and across societies, through our discussion of the different perspectives on the good life
- communicate effectively, through your class participation, class presentations, writing assignments, and final project submissions
- acquire skills for effective citizenship and life-long learning, through the writing assignments and final project, which encourage you to reflect on the role of ethics in private and public life

Texts
What reading materials will help you to pursue the goals of this course?

All of our readings will come in the form of chapters and articles that will be available on our Canvas site.

Instructors
Who will be helping you achieve your goals in this course?

Jessica J. Hellmann is the director of the Institute on the Environment and the Russell M. and Elizabeth M. Bennett Chair in Excellence in the Department of Ecology, Evolution and Behavior in the College of Biological Sciences. Her research focuses on global change ecology and climate adaptation, and she was among the first to propose and study ways to reduce the impact of climate change through new techniques in conservation management. She regularly counsels state and national governments on habitat management, restoration and endangered species conservation, and she has extended her work to human systems, including health, infrastructure, food and water. Hellmann is a frequent contributor to leading scientific journals such as Proceedings of the National Academies of Science, Frontiers in Ecology and the Environment, BioScience, and PLOS ONE. She serves on the editorial board of the journal Evolutionary Applications, is an associate editor with both Conservation Biology and Elementa, and serves on committees for the Ecological Society of America, the College Board, and the National Academy of Sciences. She is also routinely called upon by leading media outlets to provide expert input on topics related to global change and ways to minimize adverse impacts to people and nature.
Daniel J. Philippon is an associate professor in the Department of English in the College of Liberal Arts, where he teaches courses in the environmental humanities, literary nonfiction writing, and sustainability studies. His research interests concern American environmental literature and its relationship to the ideas of nature, culture, and place. He is the author of Conserving Words: How American Nature Writers Shaped the Environmental Movement (2004), the co-editor of Coming into Contact: Explorations in Ecocritical Theory and Practice (2006), and the editor of Our Neck of the Woods: Exploring Minnesota's Wild Places (2009), among other books. A Past President of the Association for the Study of Literature and Environment (ASLE), Philippon has also been a Senior Fellow at the Rachel Carson Center for Environment and Society in Germany, a Fulbright Scholar at the University of Turin and University of Gastronomic Sciences in Italy, and a Visiting Professor at the École Normale Supérieure de Lyon in France. He is currently serving as Director of Undergraduate Studies in the Department of English and working on a project examining the discourses of the sustainable food movement. In 2016-17 he received the Morse-Alumni Award for Outstanding Contributions to Undergraduate Education.

Contact Us
How can you contact us to help you learn? What should you call us?

The best way to contact us is immediately after class; we would be happy to meet with you briefly to answer a question or elaborate on a point made in class. To contact us at other times, email is almost always the best way to reach us. Even if you do not have a specific question, we encourage you to talk with us outside of class, so that we can get to know you better as a person and learn more about the subjects that interest you, since the main reason we are here is to help you learn and grow. We do not keep office hours, but we would be happy to set up a time to meet with you. Our contact information appears at the top of this syllabus. We encourage you to call us by our first names (most people do), but you are welcome to call us “Professor Hellmann” and “Professor Philippon” if you prefer.

Grades
How will we evaluate the nature, quality, and progress of your learning?

We will award grades in this course according to the University of Minnesota’s Uniform Grading Policy:

A: achievement that is outstanding relative to the level necessary to meet course requirements
B: achievement that is significantly above the level necessary to meet course requirements
C: achievement that meets the course requirements in every respect
D: achievement that is worthy of credit even though it fails to meet fully the course requirements
F: represents failure and signifies that the work was either:
• completed but at a level of achievement that is not worthy of credit, or
• not completed and there was no agreement between the instructor and the student that the student would be awarded an “I” (Incomplete)

We will also award pluses and minuses, with the highest possible grade being an “A.”

We will assign an “I” (Incomplete) only in extraordinary circumstances, such as hospitalization. An Incomplete requires a written agreement between us, and it will automatically become an “F” at the end of the next semester of your registration if you do not complete the course requirements by that time.

Grades will be assigned in terms of a percentage of possible points according to the following standards:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>&gt;= 87%</td>
</tr>
<tr>
<td>C+</td>
<td>&gt;= 77%</td>
</tr>
<tr>
<td>D+</td>
<td>&gt;= 67%</td>
</tr>
<tr>
<td>A</td>
<td>&gt;= 93%</td>
</tr>
<tr>
<td>B</td>
<td>&gt;= 83%</td>
</tr>
<tr>
<td>C</td>
<td>&gt;= 73%</td>
</tr>
<tr>
<td>D</td>
<td>&gt;= 63%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 63%</td>
</tr>
</tbody>
</table>

A–: >= 90%
B–: >= 80%
C–: >= 70%

We may choose to grade more generously, but we will not raise our standards above these. If at any time you have concerns about your grade, please do not hesitate to contact us. Overall, we would say we are “tough but fair” graders. We expect your work to be outstanding, and the way to get an “A” is to meet those expectations in every respect.
How to Calculate Your Grade
You can calculate your grade at any time by adding up all the points you received on your assignments to date and dividing that number by all the points you could have received on those assignments. (Grades for attendance and participation will not be calculated until the end of the semester.) We will also be posting grades to our Canvas site.

Credits and Workload Expectations
This three-credit course will require, for the average University of Minnesota undergraduate student, nine hours of academic work per week, averaged over the term, in order to complete the work of the course (that is, receive a grade of “C-minus” or better). Since the course meets for three hours a week, you should expect to spend an additional six hours a week on coursework outside the classroom. All grades are based on the quality of the work submitted, not on hours of effort.

Policies and Resources
What University policies and resources exist to help you succeed in this course?

Because the number of policies and resources that apply to this course has become quite large, we have placed these in an appendix to this syllabus.

Requirements
What will you be doing to pursue the goals of this course?

To succeed in this course, you must complete the following requirements, which are worth a total of 1,000 possible points. For more information on this point system, see the section on grades.

Summary of Requirements
1. Attendance and Participation (100 points)
2. Reading Responses (100 points)
3. Reflections (200 points)
4. Sustainability Challenge (150 points)
5. Final Project (450 points)

Note: By design, this course has no quizzes, exams, or long papers to write. Instead, it asks you to demonstrate your engagement with the course material with daily, low-stakes writing assignments and a collaborative final project due at the end of the semester. We believe that these activities will help you best develop the knowledge and skills our course is meant to foster, and we hope you agree!

1. Attendance and Participation (100 points): Learning is social; it occurs in community. As a result, you will need to participate actively in this course on several levels, so that all of us can learn as much as possible from one another.

Our time in class is limited and therefore valuable. For this reason you should:

- arrive on time and stay the entire class period. Students who arrive late or leave early disrupt the flow of class and may miss important information. You should not expect to pass this course if you arrive late or leave early on a regular basis.
- use technology respectfully. You are welcome to use a laptop or tablet computer for course-related activities, but please respect us and your fellow students by not using your computer for other purposes (such as email, Facebook, or web surfing) and by not using your cell phone for texting. Disrespectful use of technology interferes with learning and will be considered a violation of the Student Conduct Code.
be present. This class will talk about how the world is and how it could be. Because the future is so important, you need to give these ideas your full time and attention.

In return, we will always begin and end class on time, will place any lecture notes online as soon as possible after the end of class, and will make ourselves available to answer your questions and discuss your concerns before and after class, whenever possible.

**Makeup Work for Legitimate Absences:** University policy recognizes that there are a variety of legitimate circumstances in which students will miss coursework, and that accommodations for makeup work will be made. Such circumstances include illness, physical or mental, of you or your dependent; medical conditions related to pregnancy; participation in intercollegiate athletic events; subpoenas; jury duty; military service; bereavement, including travel related to bereavement; religious observances; participation in formal University system governance, including the University Senate, Student Senate, and Board of Regents meetings, by students selected as representatives to those bodies; and activities sponsored by the University if identified by the senior academic officer for the campus or the officer’s designee as the basis for excused absences. Such circumstances do not include voting in regional, state, or national elections. For more information, please see the University policy: https://policy.umn.edu/education/makeupwork

Note that a pattern of unexcused absences is cause for a grade of “F” in the entire course. If you know in advance that you are going to be absent, please let us know. You are responsible for all material and assignments missed because of absence or lateness.

We will do everything we can to encourage the participation of as many people as possible on as many days as possible. At the end of the semester, we will evaluate your participation using the following scale:

- **A:** frequent and courteous participation, with mature and thoughtful insights
- **B:** above average participation and insight
- **C:** moderate participation and reasonable insight
- **D:** below average participation with little understanding of the issues
- **F:** little or no participation

Halfway through the semester, we will ask you to evaluate your own class participation using this scale, as well as identify what you can do to improve. At the end of the semester, we will ask you to evaluate yourself again, as well as indicate what you have done to improve since mid-semester. We will then take this final evaluation into account when assigning grades in this portion of the course.

Your regular attendance and active participation matter because this course is not just about acquiring knowledge; it is also about improving your ability to engage in public discourse. This involves reading and listening carefully, interpreting what you have read or heard, and making your own contribution to an ongoing conversation. Your “participation grade,” therefore, is our attempt to evaluate how committed you have been to actively engaging others, observing how other people (ourselves and your fellow students) engage one another, and receiving feedback about your own engagement.

Because we recognize that some of your participation will occur in ways that may be difficult for us to judge—such as in small-group discussions, in conversations with one or more other students, and in other unstructured activities—we would also be happy to evaluate your non-verbal participation (or “active listening”) by reviewing the notes you take in class. Although active listening cannot take the place of actively contributing to a learning community, it can be an indicator of the depth of your engagement. Please see us if you wish to take advantage of this option.

To receive the full 100 points for attendance and participation, therefore, you should read the assigned texts carefully, attend the class meetings conscientiously, and participate actively in class discussions, small-group work, and other in-class assignments.
2. Reading Responses (100 points): Another important part of this course is a series of ten low-stakes reading responses you will write over the course of the term. These responses serve several purposes:

- they help you actively engage with the course material and thus improve your understanding and retention of our subject matter (i.e. your learning)
- they provide a means for you to share your thoughts with the other students in the class, which not only allows us to exceed the limits of the physical classroom but also allows students who may not feel comfortable speaking up in class the opportunity to share their thoughts by another means
- they help us to know your interests in advance of our class meetings, so we can tailor our class discussions accordingly

Each reading response should be approximately 150-200 words long (the equivalent of about half a double-spaced page) and should be a thoughtful response to one or more of the texts you have read for class that day. You may certainly write more than this, but 150 words is the minimum. Your initial response should be based primarily on your own attention to and engagement with the texts, but we also encourage you to engage other students by posting follow-up replies to their responses.

Reading responses should be submitted to the “Reading Responses” section of our Canvas site by 9 a.m. on the days posted on the Course Schedule. (Please post them as text entries, not Word attachments.) Because we all need time to read and process these responses before class, late and missing responses will receive no credit. Please plan your reading and writing accordingly.

Although we will read these responses regularly, we will not be providing feedback on individual entries. Instead, we will watch for trends in the length, number, timing, and quality of your responses throughout the semester, and we will let you know if you need to improve. Each reading response is worth ten points, which will be awarded collectively at the end of the semester according to the following scale:

- A: frequent and courteous participation, with mature and thoughtful insights
- B: above average participation and insight
- C: moderate participation and reasonable insight
- D: below average participation with little understanding of the issues
- F: little or no participation

3. Reflections (200 points): Given that this course fulfills the Liberal Education requirement for Civic Life and Ethics, we would also like you to write four, 2-3 page reflections in which you develop, defend, or challenge your personal values and beliefs. These writing assignments bridge the personal and analytical components of our course, giving you the opportunity to reflect on your own relationship to the subjects we will be discussing. Unlike your Reading Responses, the Reflections ask you to respond to four specific questions:

1. What does the Anthropocene mean to you personally?
2. How are your personal values connected to the underlying drivers of environmental change?
3. What is your own vision of the good life?
4. How would you respond to a vision of the good life with which you disagree?

These reflections should be typed, printed out, and brought to class with you on the days indicated on the syllabus. While your reflections should primarily express your own ideas, they must also include information from the reading materials and lectures, so that they demonstrate your engagement with the ideas of others. When you include material from other sources, be sure to indicate this with quotation marks (unless you are paraphrasing) and include an appropriate citation. Each reflection will be worth 50 points, and we will discuss these in class as part of our engagement with the course material.

4. Sustainability Challenge (150 points): Do something crazy related to sustainability and tell the class about it. Build an electric car. Visit a melting glacier. Canoe the Chain of Lakes. Eat only local foods. Start a green business. Spend 24 uninterrupted hours in the great outdoors, completely off the grid (no electricity, cell phone, or wifi). Return to the same place once a week, for at least three consecutive
weeks, and observe, record, and reflect on what you find and think in that place (including what your place would have been like in previous centuries). This needs to be a real challenge for you, something you would not ordinarily do, and it should not be something you received credit for in another course. Be creative. Push the envelope. Knock yourself out. (But check with us before proceeding.)

Rather than write a paper about your challenge, we would like you to answer the following five questions about it in a five-minute presentation on Oct. 23 and 25: (1) What did you do? (2) Where, when, and why did you do it? (3) What was the hardest thing about it? (4) What did you learn about sustainability by doing it? (5) What did you learn about yourself and what you value by doing it?

5. Final Project (450 points): To give you an in-depth experience with collaborative learning, after the first few weeks of orientation we will guide the class in forming groups of approximately 4-5 students each, depending on our course size. As part of this process, each group will select a topic or issue concerning our subject to explore in further detail. Each group will then decide together on an approach to create a final “deliverable” (such as a white paper, a website, a podcast or video, a public education and/or social marketing campaign, a museum exhibition, art installation, and so on). Your work on this assignment should go beyond “book learning” and include some form of “fieldwork,” such as interviews with scientists, subject experts, policy-makers, or other relevant individuals or groups.

Throughout the semester, each group will submit three “milestones” to mark its progress toward this goal. (Submit these to the “Final Project Milestones” Discussion Forum on our Canvas site.) In addition, each group will prepare a PowerPoint presentation to explain its findings, and all members of the group will submit individual evaluations of their own contributions and the contributions of the other group members. Each of these components has its own point value:

- **Milestone #1:** Annotated Bibliography, 2-3 pp., double-spaced (20 points), due Oct. 18
- **Milestone #2:** Abstract, 2 pp., double-spaced, explaining subject, method, audience, delivery, predicted impact, and your “theory of change” (15 points), due Nov. 1
- **Milestone #3:** Progress report, 1-2 pp., single-spaced, explaining what remains to be done, and who is going to do it (15 points), due Nov. 15
- **PowerPoint/Prezi/Keynote Presentation (50 points),** due during last weeks of class
- **Deliverable (300 points),** due during Exam Period
- **Self-evaluation (50 points),** due during Exam Period

Grading criteria for class presentations will be as follows:

- **Slides:** quality, creativity, clarity (5 points, if using; if not, add 5 points to the following)
- **Presentation skills:** overall verbal presentation, clarity (10 points)
- **Content of presentation:** effectiveness, clarity, robustness (25 points)
- **Class questions:** ability to respond and effectiveness of answers (10 points)

Grading criteria for the final deliverable will differ depending on the project, but in general we will grade it according to the following scale:

- **Content** (100 points): Is your project insightful? Does it demonstrate a rich understanding of the material it examines?
- **Coherence and clarity** (50 points): Is your project focused and well organized? Do you clearly state your purpose, explain how you will fulfill that purpose, and devote your project to doing so? If you are making an argument, do you support your claims with evidence and address opposing arguments? If your project is creative or artistic, is it original and interesting? Does it compel our attention?
- **Proof-reading and documentation** (50): Is your project free of errors in grammar, punctuation, and spelling? Do you credit the source of borrowed ideas, statements, and/or images appropriately?
- **Integration/evidence of group work** (50 points): Is the whole greater than sum of its parts?
- **Execution vs. Difficulty** (50 points): Was your goal ambitious, even if the result was imperfect?
For help in planning long-term and/or collaborative projects, see the University Library’s “Assignment Calculator” <https://www.lib.umn.edu/apps/ac/> and the Center for Educational Innovation’s site on “Surviving Group Projects” <http://teamwork.umn.edu>.

Our class will also be participating in two activities common to many GCC courses:

1. **Impact Studios**, in which an impact studio coach will attend a class period (tentatively scheduled for Oct. 25) to meet with your group for approximately 10 minutes while other groups work independently on their own projects. Additional coaching will be offered through office hours for groups who wish to take advantage of this option.

2. **The Classroom to Community Workshop**, which will be held on Nov. 27 from 5-8 pm in Ted Mann Concert Hall. The workshop will bring together GCC students from across the semester’s courses to learn from each other and get formative feedback on your projects. To participate, your group will need to make a five-minute presentation about your project. (Note that this is different from the longer and more interactive presentation you will make to our class separately.) More information on the workshop will be provided in class.

---

**Course Schedule**

**How is this course structured to develop your knowledge, understanding, and abilities throughout the semester?**

This schedule is subject to change, so if you miss a class you should check with a classmate for the most current information. Lecture notes, handouts, and additional readings will be available on our Canvas site. All readings are listed as bullets and should be read before the class on the day they appear.

---

**1. Sustainability Science: Are We Living at the End of the World?**

**Learning Outcomes for this Section (tied to weeks)**

1. Define the Anthropocene and explain the current debate about it (1.2)
2. Understand science as a social practice, including our evolving concept of the apocalypse (1.2)
3. Understand how Earth systems (atmosphere, biosphere, and hydrosphere) are linked, e.g., changes to the land affect the atmosphere (2.1)
4. Identify the major transitions on Earth due to human activity, e.g., population growth milestones (past and future), percentage of land dedicated to agricultural production (2.1)
5. Understand how and why the scope of the human enterprise varies culturally, e.g. how and why people live and consume at different rates around the world (2.1)
6. Identify the causes and consequences of three major environmental issues (climate change, biodiversity loss, and water pollution) and rank the relative importance of these and other issues in scale and level of impact (2.2 - 3.2)
7. Identify the key features of sustainable lifestyles, i.e., strategies that address the most important environmental issues, such as using technology and/or reducing consumption to decarbonize human systems, slow land conversion, and clean our freshwater and oceans (2.2 - 3.2)

9/4  **Week 1.1 - Welcome**

9/6  **Week 1.2 - The Anthropocene and the Apocalypse as Concepts**

- Malhi, “The Concept of the Anthropocene”
- Ellis, “Science Alone Won’t Save the Earth”

**Due:** Reflection #1: What does the Anthropocene mean to you personally?
2. Visions of the Good Life: How Should We Respond to the Anthropocene?

Learning Outcomes for this Section (tied to weeks)
1) Understand the role that ethics plays in personal and civic life (4.1)
2) Appreciate how the ethical principles of a society or societies have been derived and developed through group processes, and debated in various arenas (4.1)
3) Understand the underlying assumptions of the ways we measure and describe productivity and human well-being (5.1-5.2)
4) Articulate your own answer to the question, “What is the purpose of our human economy and the role of productive work?” (5.2)
5) Develop fluency with the variety of different approaches to defining and achieving the good life in the context of contemporary sustainability challenges (6.1-7.2)
10/4  **Week 5.2 - Alternatives to Capitalism: Be Happy and Consume Less**  
Guest Speaker: Valerie Tiberius, Professor of Philosophy  
   ● Levitt and Moses, “Do environmentalists hold back sustainable lifestyles?”  
   ● Kubiszewski, Beyond GDP  
   ● Look over Happy Planet Index website  
Due: Reflection #3: What is your own vision of the good life?

10/9  **Week 6.1 - Romantic Individualism and Utopian Communities: Retreat, Commune, Prepare**  
   ● Thoreau, “Where I Lived, and What I Lived For”  
   ● Kimmerer, “The Gift of Strawberries” and “Epilogue: Returning the Gift”  
   ● Schneider-Mayerson, Intro. to Peak Oil, “Oil and (Anti-)Politics”  
Due: Reading Response #6

10/11  **Week 6.2 - Economic Transition: Innovate Our Way Out**  
   ● An Ecomodernist Manifesto  
   ● Stiglitz, “Meet the ‘Change Agents’ Who Are Enabling Inequality”  
In class: Mid-semester course evaluations

10/16  **Week 7.1 - Restoration Ecology and Conservation Biology: Restore and Defend the Wild**  
   ● Nijhuis, “Taking Wildness in Hand: Rescuing Species”  
   ● Donlan, “Restoring America’s Big, Wild Animals”  
   ● Cronon, “The Trouble with Wilderness”  
Due: Reading Response #7

Note: Environmental Justice Symposium in Coffman Memorial Union from 5-8 pm on 10/17

10/18  **Week 7.2 - Social and Environmental Justice: Resist and Persist**  
   ● TBA: we will select current materials about the Line 3 pipeline controversy  
Due: Milestone #1: Project Bibliography

10/23  **Week 8.1 - Sustainability Challenge Presentations**  
Due: Reflection #4: How you would respond to a vision of the good life with which you disagree?

10/25  **Week 8.2 - Sustainability Challenge Presentations Continued**  
In class: Project Development & Impact Studios (as needed)
3. Case Studies: Realizing a Sustainable Good Life

**Learning Outcomes for this Section**
In this section, we will discuss three sustainability issues but guide our good life exploration with student input and drawing on the “taxonomy” of part two; e.g., valuation of ecosystem services versus thinking of sustenance as a gift.

10/30  **Week 9.1 - Biodiversity: species preservation**  
**Case:** The Karner blue butterfly: a case study in climate change impacts, endangered species, and managing for environmental change  
**Guest Speaker:** David Andow, Distinguished McKnight University Professor (invited)  
- Andow, et al., Karner Blue Butterfly Recovery Plan  
- Verburg, “Population of rare butterfly explodes in Wisconsin”  
- Lindfors, “Karner blue butterfly program gets wings”  
Due: Reading Response #8

11/1  **Week 9.2 - Biodiversity continued: the ethics of global biodiversity conservation (JJH out)**  
- Rolston, “Species and Biodiversity: Lifelines in Jeopardy”  
Due: Milestone #2: Project Abstract

11/6  **Week 10.1 - Energy**  
**Case:** The energy transition in Minnesota: a case study in distributed generation, emerging markets, and new technology  
- Minnesota’s 2025 Energy Action Plan  
- Modernizing Minnesota’s Grid: An Economic Analysis of Energy Storage Opportunities (Sections 4, 6, and 7)  
- Hughlett, “For clean-energy jobs, sky’s the limit”  
- Clean Jobs Midwest - Minnesota  
Due: Reading Response #9

11/8  **Week 10.2 - Energy Continued: Renewable energy and microgrids in North Minneapolis**  
**Guest Speaker:** Jamez Staples, CEO Renewable Energy Partners  
- Paulos, “Bringing the benefits of solar energy to low-income communities”  
- International Renewable Energy Agency (IRENA), Renewable Energy Benefits: Understanding the Socio-economics  

11/13  **Week 11.1 - Water**  
**Case:** The privatization of water in Michigan: a case study in public policy, citizen activism, and corporate interests  
- Dempsey, “A Giant Loophole” (chap. 4 from Great Lakes for Sale)  
- Seeley, “Can the Great Lakes continue to fend off an increasingly thirsty world?”  
Due: Reading Response #10

11/15  **Week 11.2 - Water Continued (JJH out)**  
- NOAA Coastal Services Center, “Introduction to Stakeholder Participation”  
- Other readings will be distributed as part of a class activity  
Due: Milestone #3: Project Progress Report

11/20  **Week 12.1 - Catch-up Day**

11/22  **Week 12.2 - Thanksgiving - No class**
4. Project Presentations

Learning Outcomes for this Section
1. Refine your public speaking skills by explaining your understanding of the good life to others
2. Practice giving and receiving constructive feedback

11/27  Week 13.1 - No class: Attend workshop instead, where all will present
       Note: Classroom to Community Workshop, 5-8 p.m., Ted Mann Concert Hall

11/29  Week 13.2 - Longer group presentations, with feedback and discussion (Part One)

12/4   Week 14.1 - Longer group presentations, with feedback and discussion (Part Two)

12/6   Week 14.2 - Longer group presentations, with feedback and discussion (Part Three)

12/11  Week 15.1 - Last class: Conclusions, course evaluations
Appendix: Policies and Resources

University Policies
How does the University ensure that you have a safe, productive, and fair environment for learning?

Equity, Diversity, Equal Opportunity, and Affirmative Action
The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf

Sexual Harassment
“Sexual harassment” means unwelcome conduct of a sexual nature under either of the following conditions: (a) when it is stated or implied that an individual needs to submit to, or participate in, conduct of a sexual nature in order to maintain their employment or educational standing or advance in their employment or education (quid pro quo sexual harassment); (b) when the conduct: (1) is severe, persistent or pervasive; and (2) unreasonably interferes with an individual’s employment or educational performance or creates a work or educational environment that the individual finds, and a reasonable person would find, to be intimidating, hostile or offensive (hostile environment sexual harassment). Sexual harassment, sexual assault, stalking, relationship violence and related retaliation are all prohibited conduct at the University of Minnesota. For additional information, please consult Board of Regents Policy:
https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf

In our roles as University employees, we are required to share information that we learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about the personal support resources and options for investigation that they can choose to access. You are welcome to talk with us about concerns related to sexual misconduct. Within the requirements of our jobs, we will be as responsive to your requests for confidentiality and support as possible. You can also or alternately choose to talk with a confidential resource that will not share information that they learn about sexual misconduct. Confidential resources include The Aurora Center, Boynton Mental Health and Student Counseling Services.

Disability Accommodations
The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or you think you have, a disability in any area such as mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (612-626-1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your access consultant/disability specialist.
Names and Pronouns
Please tell us how you would like to be referred to in class. We will happily address you by the name and gender pronoun you use, or by any other form of reference, and we would be glad to inform class members to do the same. Note that class rosters will list your legal name unless you enter a different one through your OneStop account. For more information, see: https://onestop.umn.edu/how-guides/set-preferred-name-or-degree-name

University Resources
What University resources exist to help you succeed in this course?

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu

Academic Learning Support Services
The University provides a wide range of resources to support your learning. These include:

- **SMART Learning Commons**: An all-in-one undergraduate academic support center located in the three main libraries—Wilson, Walter, and Magrath. The SMART Learning Commons offers support through peer tutoring (tutoring for over 200 undergraduate courses), peer-assisted learning groups (weekly facilitated study sessions connected to specific courses), peer research consultants (one-on-one assistance in conducting research), and media consultants (individual help with media projects). https://www.lib.umn.edu/smart
- **Multicultural Center for Academic Excellence**: Group and individual tutoring and skill-building workshops where students can take their time to learn, study together, develop support groups, and build lasting friendships. https://diversity.umn.edu/multicultural/instructionalcenter
- **Student Academic Success Services**: One-on-one academic counseling and online self-help materials focusing on academic skills. http://www.sass.umn.edu
- **Student Technology Peer Tutoring**: One-on-one assistance in developing technical skills needed to complete coursework. https://it.umn.edu/student-technology-peer-tutoring

Student Writing Support
Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants from across the disciplines help students develop productive writing habits and revision strategies. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to writing.umn.edu/sws or call 612-625-1893. In addition, SWS offers a number of web-based resources on topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project.

Classroom Conduct
Why are honesty, respect, and academic freedom the bedrock values of University life?

Student Academic Integrity and Scholastic Dishonesty
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your
own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as: plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that protects free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that respects the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.” To review the Student Conduct Code, please see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf

Academic Freedom and Responsibility
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.