**POLS 240: Environmental Politics and Sustainability**

Winter Quarter 2025, 5 credits, asynchronous online at http://tacoma.instructure.com

and in person on the following dates:

Thursday January 16, Thursday, March 6, Tuesday March 11, Thursday March 13 from 1:30pm-2:45pm

March 18, 2:30-4:40pm for Final Project Presentations

**Instructor Contact Information**

**Instructor:**  Katrina Taylor  
**Office Location:** F2-2

**Phone: 253-566-5215  
Email:** [**ktaylor@tacomacc.edu**](mailto:ktaylor@tacomacc.edu) but Canvas Inbox is preferred.   
**Office Hours**:  Mondays: by appt, Tuesdays from 10am-12 pm in F2-2, Tuesday afternoons by appt, Wednesdays on [Zoom](https://zoom.us/j/7582951073?pwd=WU95VUFvMUxybC9IdHJKSm04MHY1QT09) and by appointment. Also, Thursday, 11:00am-12:00 pm and by appointment in F2-2 and Thursday afternoon by appointment, Fridays by appointment on [Zoom only.](https://zoom.us/j/7582951073?pwd=WU95VUFvMUxybC9IdHJKSm04MHY1QT09) Otherwise, just contact me and we will meet when it's convenient. 

**Quick Links to Syllabus Sections and Policies**

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**Course Details**

Welcome to POLS 240-Environmental Politics and Sustainability. This class looks at environmental issues/problems, the politics that surrounds them and the promise of sustainability to solve them. Past students have said this class is the "most important class" they've taken and that it "should be required for everyone."

**First day of quarter:  Monday, January 6, 2025**

**Last day of quarter: Friday, March 14, 2025**

**Final Project due:  2:30pm, Tuesday, March 18, 2025**

**Catalog Description:** This class examines the study of politics and policies surrounding sustainability including definitions of sustainability; individual, local, state, national, and international solutions to environmental problems; economics; environmental justice; and business practices.

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**Contact & Communication Plan**

Emailing me through Canvas is the best way to get ahold of me. You can also email me at ktaylor@tacomacc.edu, just make sure I know what class you are emailing about if you use my TCC email.

My policy is to respond within 24 hours to emails sent between Monday and Thursday and then on Friday at 3pm, I check for the last time until Monday. Or at least, officially. The chances are good that if you email me after 3pm on Friday, I'll respond before Monday, but I do reserve the right to not respond to email over the weekend. Please don't let that stop you from reaching out at any point for any reason. I'm here for you!

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**Learning Outcomes**

**Degree Learning Outcomes**

Upon successful completion of the degree, the student will be able to:

1. **Core of Knowledge (COK):** Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences) or, as applicable, specific professional/technical content, and program-level content and apply this knowledge to academic endeavors.
2. **Communication (COM):** Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
3. **Critical Thinking & Problem Solving (CRT):** Compare, analyze and evaluate information and ideas to solve problems.
4. **Information & Information Technology (IIT):** Locate, evaluate, retrieve and ethically use relevant and current information of appropriate authority for academic or, as applicable, specific professional/ technical applications.
5. **Intercultural Collaboration & Diversity (ICD):** Demonstrate successful application of an interdependent, diverse, and multicultural worldview through collaborative engagement.
6. **Responsibility & Ethics (RES):** Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

**Program Learning Outcomes**

**The Social Sciences Program at Tacoma Community College has identified several program level learning outcomes:**

Upon successful completion of the Social Sciences distribution requirements, the student should be able to:

1. Demonstrate knowledge of some major empirical findings of the social sciences
2. Demonstrate an understanding of some of the concepts, theories, and methods used within the social sciences to understand human behavior / events
3. Objectively identify some social variables that have shaped one’s own point of view
4. Engage with or accurately represent a point of view that is different from one’s own
5. Apply concepts and tools from the social sciences to explain or analyze a social phenomenon, process, event, conflict, or issue.
6. Evaluate the quality/credibility of information from various kinds of sources (academic, journalistic, popular media)
7. Present social science information according to appropriate academic standards.

**Course Outcomes**

Upon satisfactory completion of the course, students will be able to:

1. Explain the concept of sustainability using the “3 E’s.”
2. Describe examples of successful sustainability initiatives.
3. Identify current environmental, social, political and economic issues related to sustainability.
4. Propose sustainable solutions to current problems by analyzing issues, recognizing multiple stakeholders, and evaluating likely outcomes.
5. Calculate individual ecological footprints and identify ways that individuals can improve their impact on the environment.
6. Apply course concepts and promote sustainability in the community by engaging with sustainability-related organizations within the Tacoma area and on campus.
7. Apply concepts and tools from the study of environmental politics and sustainability to analyze multiple levels of action that can be taken to address environmental problems.

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**Textbooks & Supplemental Materials**

**Required Textbook and materials:** There is no textbook required but there are readings and videos to watch that are assigned every week through the modules on Canvas. Weekly readings in the form of various articles, web pages and book chapters or videos are available through Canvas under the modules.

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**Technology**

This class is a new modality. It is mainly asynchronous online but we will also meet on 5 different days throughout the quarter. We will be using the Canvas learning management system (LMS). You will also want to get familiar with a word processing program like Microsoft Word or Google Documents. We will also be using the internet to research and learn. It's important that you have a functioning laptop, PC or smart device and a reliable internet connection. If you don't know how to type properly, I highly recommend doing an online typing program to get up to speed. This will save you a lot of time compared to "hen pecking" or using one finger to type.

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**Class Participation**

Participation in this course in person or in the face to face part of this course in the classroom should fall within the parameters of the TCC Code of Conduct and general rules for civility (challenge the ideas rather than attacking people, no name calling, be respectful even if you disagree, etc.). More on that below in the "Acceptable Behavior" section.

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**Graded Coursework**

This course will require you to do weekly discussions (in class or online) and assignments on the weekly topic which may involve researching and writing. You will also take quizzes with short answer questions and/or multiple choice questions about the major concepts from the module each week. Additionally, you will work on an environmental policy area research project throughout the quarter that you will give a presentation about on March 18 during our final exam timeslot of 2:30-4:30pm.

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**Late Work**

The quarter system moves fast and it's easy to get behind. I am flexible and can give folks a little grace for assignments, quizzes, etc., but I cannot grant any extensions past the end of the course.

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**Acceptable Behavior**

As a student at Tacoma Community College, you have agreed to abide by the student code of conduct. The [TCC Code of Conduct](http://www.tacomacc.edu/abouttcc/policies/codeofstudentconduct/) can be found on the TCC website (http://www.tacomacc.edu/abouttcc/policies/codeofstudentconduct)

Even in an online setting, it is expected that you will conduct yourself in a respectful manner. Balancing your time as a student with the rest of your life (work, family, etc.), can be very trying. It is easy to get frustrated, but I want to emphasize the importance of respecting diversity and being pro-active and responsible for yourself, your words, and your actions. My primary goal is to support you as you take responsibility for your education, so please communicate and do so with kindness. The general idea of "treat others the way you want to be treated" along with the WA State legally defined [code of student conduct](https://app.leg.wa.gov/wac/default.aspx?cite=132V-121-060), is something I take seriously and will be explicit about throughout the quarter.

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**Classroom Concerns**

Please contact me if you have concerns about our class and I will do everything I can to work with you to come to an acceptable arrangement.

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**General Expectations**

**I expect you to…**

* Do original work for all graded submissions. The use of generative artificial intelligence (AI) for written submissions is considered academic dishonesty due to the importance of the learning strategy of “writing to learn” which is based on the research that finds our comprehension deepens when we write about what we are learning. You are here to learn. Do that first, AI will always be there after you’ve mastered the skills being taught in this curriculum, which is mostly about learning how to think about the data and philosophies around environmental politics and sustainability.
* Do your best to learn from and engage with the class resources. I have curated these for you in collaboration with some of the best educators across the country and state. Please rely on them first and foremost. You are always welcome to supplement but please don’t substitute your own sources for mine but feel free to reach out about conflicting information! There’s plenty of that in the world of environmental politics…
* Communicate when you have questions or issues. I’m widely available and highly responsive. Reach out anytime.
* Keep trying even when you feel like giving up. Contact me if you are struggling and we will strategize!

**You can expect me to….**

* Do my best and be committed to your success in my class
* Communicate via announcements, grading feedback and Canvas email
* Respond to you when you reach out and strive to be available at times that are convenient for your schedule.
* Be exceedingly fair in grading and other discretionary aspects of my role as your professor.
* Use decades of expertise in this field to curate a course on Environmental Politics and Sustainability that is enlightening, engaging, potentially life changing and based on interesting materials, fascinating ideas, compelling theories, scientific data and credible information that is relevant to your individual life and future. It is my pleasure to do this for you!

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**How to Succeed In This Class**

* Log into class regularly. Statistically speaking, “showing up” is the biggest predictor of success in a college course.
* Be engaged. Take notes, ask questions, care about your learning, be humble and open minded.
* Talk to other students about the topics in the class. Talk to your classmates and people who aren't in the class, too. Immerse yourself sometimes, it's the best way to learn!
* Read instructions carefully and thoroughly before you dive into an assignment/discussion. And read over the assignments/discussions/quiz questions *before* you dive into the materials so you know what information I want you to find. Lectures distill and add to a lot of the modules, you might start with those.
* Answer the questions that are being asked in the quizzes/assignments/discussion, use the module materials to support your answer, make connections to previous class materials, and use our assignments, discussions and quizzes to demonstrate to me that you understand what we are learning about in this class.
* Use the terminology whenever you can! I know there is a lot of pressure to be original and that you're constantly on guard for plagiarism but that doesn't mean that you should avoid using the terminology. We teach you the vocabulary so you can sound like someone who knows how to speak "the language" of this academic discipline (i.e. jargon), please use every opportunity to practice your new language!
* Reach out to me, your professor, if you have any confusion, questions, or you want feedback before you submit a piece of writing.

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**Access and Accommodations**

Your access in the learning environment is important to me. If you have already established disability accommodations with the Access Services office, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. You can request that Access Services email your Letter of Accommodation to me, or you can provide me with printed copies.

If you have a disability or health condition that may benefit from accommodations to ensure access and support success in this course—and have not yet established services, please contact Access Services at (253) 460-4437 or [access@tacomacc.edu](mailto:access@tacomacc.edu).

Access Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Services are established through an interactive process that begins with an intake appointment. Access Services is located in Building 7.

**Reasonable Accommodations for Religion/Conscience:**

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the quarter and should follow the procedures listed in the [Leave for Faith & Conscience policy webpage.](https://www.tacomacc.edu/about/policies/leave-for-faith-and-conscience)

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**Library**

TCC’s Library offers access to a range of research materials including books, e-books, DVDs/CDs, and subscription databases that carry thousands of publications covering a wide range of disciplines. The faculty librarians offer research support for all students, of all levels of research experience.  Library faculty (Melissa, Rebekah, Heather, Jennifer, Sherry, Christina, Chris, Becky) are available during all hours the Library is open. Find one at the Reference Desk or call 566-5134.

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**Writing and Tutoring Center**

TCC’s Writing and Tutoring Center, located on the 2nd floor of Building 7, Rm 221, offers you one-on-one help with your writing. Tutors are available to discuss your work, help you to think about your writing process, suggest revising strategies, and discuss ways to approach an assignment. All services are free. Making an appointment is recommended. Contact the Center at 566-6032.

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**Student Resources**

I recognize that TCC students experience a range of information and resource needs in their academic, professional, and personal lives. [**TCC's Student Resources Guide**](file:///C:\courses\1687752) has information and resources to help you with everything from Canvas support to food and housing insecurity.

Special statement on **Basic Needs:**

Any student who has difficulty affording groceries, or accessing sufficient food to eat every day, or who lacks a safe and stable place to live - and believes this may affect their performance in this course, is urged to contact the TCC Dean of Retention and Student Success.  TCC has many campus and community service resources that can support student needs.  modified from <https://taup.org/syllabus_clause/>

Special statement on **Mental Health**:  These are exceptionally trying times, so if you find yourself falling behind because of issues related to mental health (i.e. depression, anxiety, stress etc.), please reach out. You may also consider taking advantage of TCC's Counseling Services, which are included in the cost of tuition so you already paid for it! You can find out how to [make an appointment here](https://www.tacomacc.edu/directory/departments/counseling), sometimes it really helps to talk to a professional and our counselors are specialized in handling issues that all kinds of diverse students face. Many successful people have been supported through difficult times with counseling and we provide it for you with your success and well being in mind!

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**Land Acknowledgment**

We must acknowledge that TCC was built on the ancestral territory of Coast Salish peoples, specifically the Puyallup, who have called this area home since time immemorial.  The 1854 Medicine Creek Treaty forcibly removed them to the Puyallup reservation to make way for settlers, and we recognize that the privilege of our campus being located on this land has come at great cost to indigenous people.  We honor the resilience of the Puyallup Tribe and its people, who still live here, defend their rights, and contribute greatly to the well-being of all the people of this region.

Please consider taking the time to watch this [Puyallup Tribal Lushootseed Land Acknowledgment](https://www.youtube.com/watch?v=KGnac8x-SIM) (2 minute short video). I also highly recommend this [piece by Dr. Robin Wall Kimmerer](https://orionmagazine.org/article/the-rights-of-the-land/) on the indigenous view of land. It's a real gem and just might change your entire perspective on everything. :)

**Commitment to Diversity, Equity, & Inclusion Statement**

Diversity: TCC welcomes people all across the wide scope of races, colors, nationalities, ethnicities, sexual identities and orientations, genders, religions, political affiliations, physical abilities, economic backgrounds, professional histories, marital and parental statuses, and generations. Like our school, I value the diversity in our classroom because it enriches our learning environment and deepens our understanding of others. Additionally, I hold an expectation my students will eventually cultivate a similar appreciation for such diversity.

Equity:TCC empowers our community through equitable access to opportunities, knowledge, and resources. We promote intercultural engagement, institutional responsibility and awareness of historical inequities and direct action toward overcoming systemic barriers to create a community where all people can be welcomed, heard, known, represented, and successful.

Inclusion: We will work together to create an environment in which everyone is treated with dignity and is offered a platform to contribute to our space. To this end, every student: 1) has the right to be called by the name they wish and to have their name pronounced correctly; 2) has the right to be referred to by the pronouns that they share; 3) has the right to express their opinion without fear they are speaking for an entire identity group; and 4) has the right to *respectfully* identify any barriers to their inclusion in the course without fear of being punished by the professor.

**Anti-racism Statement**

The Social Sciences Program at TCC unequivocally rejects white supremacy, racism and other forms of hate and bias. No matter the name or label, white supremacist, anti-Semitic and racist thought and action are antithetical to our values. We will work to dismantle racism and discrimination on campus, in our communities and in society as part of our shared efforts to elevate humanity. (Adapted from University of Nevada, Reno)

**Covid Safety, College Closure and Class Cancellation**

**COVID-19 Safety**  
  
TCC continues to follow safety protocols based on guidance from public health agencies. We encourage you to wear a mask, but mask-wearing is not required. Washing hands is also a reliable way to keep you healthy. If you are feeling unwell or experiencing Covid-like symptoms, please stay home and alert your instructor. If you test positive for Covid, please follow the [TCC flowchart](https://tacomacc.edu/_attachments/covid-19/CovidFlowChart_may10.pdf) that provides instructions about what actions to take. TCC is committed to protecting the health and safety of the campus community. By participating in this course, you agree to abide by TCC’s ongoing safety protocols.” [Covid-19 FAQs and TCC Information](https://tacomacc.edu/covid-19/index)

**College Closure and Class Cancellation**

Should the TCC campus close for weather or other extenuating circumstance, you should not come to campus. Generally, the expectation is that you will turn in work the next time your classes meet. (However, you are still expected to turn in work on time for this class online!) If any face-to-face class is cancelled, an email is sent if time allows, and a note is posted on the classroom door. Information about school closures, partial or total, will be available at 253-566-5000 (a recorded message will give the caller up-to-date information on closures) or on the TCC home page by 6:15 a.m. www.tacomacc.edu (a message will be placed there only if the college will be closed).

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**Academic Dishonesty**

It is the official policy of Tacoma Community College that cheating, plagiarism, fabrication, and other forms of academic misconduct are grounds for disciplinary action under the [Code of Students Rights and Responsibilities](https://www.tacomacc.edu/about/policies/administrative-procedure-for-academic-dishonesty). The student accused of academic dishonesty may be reported to the Associate Vice President of Students Services for initiation of disciplinary proceedings which could result in disciplinary sanctions ranging from a warning to expulsion from the College. Definitions of academic dishonesty and descriptions of the hearing and appeal process are included in the Tacoma Community College Administrative Procedure for Academic Dishonesty, available in all administrative offices.

Work that is a clear product of cheating, such as copying from a fellow student, will be given a 0 (zero) score. Deliberate, repeated plagiarism and cheating will result in a referral to Student Services.  *See the student conduct section of your TCC Portal for more information, then, ask your instructors, Library faculty, and Writing and Tutoring Center when you have questions about plagiarism and academic honesty.*

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**Grading**

Grading policies and procedures.

**Course Requirements and Grading**:

Your grade will be determined on the basis of the following:

   Weekly Quizzes                                                   200 points

   Weekly Discussions                                            200 points

  Weekly Assignments (5 total)                            100 points

   Assignments (5 total, 3 of my choice, 2 of your choice)   100 points

                                                                  Total        600 points

Grade breakdown (divide your total points by 600)

          92.6% and above   (556 - 600 points)                 A

          90-92.5%                (540 - 555 points)                 A-

          87.6-89.9%             (526 - 539 points)                 B+

          82.6-87.5%             (496 - 525 points)                 B

          80-82.5%                (480 - 495 points)                 B-

          77.6-79.9%             (464 - 479 points)                 C+

          72.6-77.5%             (436 - 463 points)                 C

          70-72.5%                (420 - 435 points)                 C-

          67.6-69.9%             (390 - 419 points)                 D+

          60-67.5%                (360 - 389 points)                 D

          Under 60%             (0 - 359 points)                      E

To calculate your grade, divide your points total by the total for the class (600 points) and then compare to the grading scale percentages above (or just calculate your total points and compare it to the grading scale points total above).

\*IMPORTANT NOTE ABOUT CANVAS GRADEBOOK—Canvas’s auto-calculation of your grade *may* be wrong.  I will manually calculate your grade using the grading formula and scale above to determine your final grade. Canvas will try to calculate your score using its own parameters. The best way to figure out your grade is to use the above formula and email me to confirm that your calculations are correct.

Grading Requirement Descriptions:

**Online Quizzes (1/3 of your grade):**Each week you will be required to demonstrate your understanding of the module by answering a few short answer questions or defining terminology from the materials.  200 points

**Weekly discussions and assignments (about 50% of your grade):**

These consist of things like worksheets, discussions about films and other materials that are posted in our weekly modules and calculations of your resource usage. Our materials have been painstakingly chosen and are rich with insight and facts to help you understand sustainability. Please use them so that you can get the most out of this learning experience and meet this part of the grading requirement. Your first assignment will be due the first week of class. There are 10 assignments available and you need to do the first one and the other 2 that are labeled "required" and also do 2 more of your choosing from the others available throughout the modules. So 5 of 10 assignments, but I choose 3 of them for you.

**Final Project (15% of your grade):** Policy area research collaboration and presentation. This is a multi-part project with an annotated bibliography, outline and presentation. Details available in the “Final Project” Canvas module. (100 points total)

**Grade Dispute policy**

Students who believe they have received a final course grade that has been awarded improperly or in an arbitrary or capricious manner may grieve or appeal the grade. Details of the process are located on the TCC Portal at : [https://my.tacomacc.edu/uPortal/p/StudentForms.ctf9/max/render.uP?pCm=view&pP\_NSHistoryParam=21426%2C21435%2C21435%2C26224&pP\_struts.portlet.action=%2Fview%2Findex&pP\_ticket=ST-215398-bcm1AKn0zYfxmqTwgrVm-portalsvr2.tccnet.edu ( )](https://my.tacomacc.edu/uPortal/p/StudentForms.ctf9/max/render.uP?pCm=view&pP_NSHistoryParam=21426%2C21435%2C21435%2C26224&pP_struts.portlet.action=%2Fview%2Findex&pP_ticket=ST-215398-bcm1AKn0zYfxmqTwgrVm-portalsvr2.tccnet.edu)

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**Course Calendar**

You will see a course calendar below the syllabus window in Canvas. It changes as I make changes to the Modules; however, I go by what is published in the Modules, so please use the Modules as your course calendar. Check *Announcements* each time you log in to see any messages about our calendar or other items. I will notify you of any significant changes to the course schedule.

Due dates for weekly online work are Tuesdays and Fridays, for the most part. You are always welcome to submit your work early.

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Course Calendar Truncated:

Week 1 (Jan. 6-Jan 10) Module 1-What is sustainability. Quiz 1 and Discussion 1 due by Friday.

Week 2 (Jan. 13-17) CLASS MEETS ON JANUARY 16 from 1:30-2:45pm, Module 2-Environmental Justice and Indigenous Rights. Assignment 1 and Discussion 2, Quiz 2.

Week 3 (Jan. 21-24) Module 3-Population, Consumption, Ecological Footprint and Biodiversity. Assignment 2, Discussion 3, Quiz 3 due.

Week 4 (Jan. 27-31) Module 4-Why Sustainability? Climate Change Science, Justice and Policy. Assignment 3, Discussion 4, Quiz 4 due.

Week 5 (Feb. 3-7) Module 5- How to be sustainable? Energy, Urban Planning and Transportation Assignment 4, Discussion 5, Quiz 5 due

Week 6 (Feb. 10-14) Module 6- How to be Sustainable-Renewable Energy Technology and Policy Assignment 5, Discussion 6, Quiz 6

Week 7 (Feb. 18-21) Module 7- Sustainability in Water and Waste. Assignment 6, Discussion 7, Quiz 7 due.

Week 8 (Feb. 24-28) Module 8- Industrial Agriculture, Local Food, Permaculture and Alternatives to Industrial Agriculture. Assignment 7, Discussion 8, Quiz 8 due.

Week 9 (March 3-7) CLASS MEETS IN PERSON from 1:30-2:45pm on Thursday, March 6. Module 9-Eco villages and Green Architecture. Assignment 8, Discussion 9 and Quiz 9 due. Final Project Annotated Bibliography due.

Week 10 (March 10-14)- CLASS MEETS IN PERSON from 1:30-2:45pm on Tuesday, March 11 and Thursday, March 13. Module 10- Economics will be due. Assignment 9, Discussion 10, and Quiz 10 due. Final Presentation Outline due.

Finals Week- Tuesday, March 18- Class meets from 2:30-4:30pm for final presentations and wrap up.

Course Calendar detailed (most up to date details are in the Canvas Learning Modules but this should be almost exactly what you will see)

**Module 1: What is sustainability?**

Read & Watch: Required Module Readings & Resources

Theiss, T. Section 3.2 "What is Sustainability?" overview in Sustainability: A comprehensive foundation (OER) (1 page)

United Nations World Commission on the Environment and Development. (1987). "Our Common Future" (Brundtland Report). Oxford Press.(OER) (5 page excerpt)

Module 1 Lecture 1-What is Sustainability? (OER)

Kimmerer, R. (2013) Honorable Harvest chapter in Braiding Sweetgrass.(Indigenous/Native Perspective) (23 pages--Especially read pages 179-185, but it’s a lovely piece and a gift to yourself to read the whole thing.) (Fair use)

Leopold, A. (1949) The Land Ethic in The Sand County Almanac. (7 pages) (Fair Use)

Read over the 2015 United Nations Sustainable Development Goals webpages (OER/Public Domain)

Watch: A Fierce Green Fire (History of the Environmental Movement) (1 hour 40 minutes-Please watch for the Module 1 Discussion: The Environmental Movement

Optional/Recommended Readings & Resources

Kimmerer, R. (2013) Braiding Sweetgrass. Milkweed Editions.

City of Tacoma Office of Environmental Policy and Sustainability webpage.

Goodland, Robert. “The concept of environmental sustainability.” Annual review of ecology and systematics (1995): 1-24. (this is the original piece that developed the idea of the "3 E's of sustainability")

United Nations World Commission on the Environment and Development. (1987). "Our Common Future" (Brundtland Report). Oxford Press Available at https://en.wikisource.org/wiki/Brundtland\_Report.

Leopold, A. (1949) Thinking Like a Mountain in A Sand County Almanac.

Leopold, A. (1949) Sand County Almanac: And Sketches Here and There

Kitchell, M., & Shabecoff, P. (2012). A fierce green fire: the battle for a living planet.

Rachel Carson PBS documentary

United Nations. 2023. The Sustainable Development Goals Report: Special Edition-Towards a Rescue Plan for People and Planet.

Week 1 work due Friday:

Module 1 Quiz

Module 1 discussion: Reflections on the documentary A Fierce Green Fire and research how the environmental movement is present in your local area

**CLASS MEETS IN PERSON ON THURSDAY, January 16. Week 2: Equity, Environmental Justice, and Indigenous Rights**

Module 1: Assignment UN Sustainable Development Goals and "the 3 Es" of Sustainability due Tuesday, replies in Discussion 1 due Tuesday.

Module 2 Quiz and Discussion due Friday

Read and Watch:

Lecture 1: Environmental Justice

Lecture 2: Indigenous Rights and Sustainability

United Nations Permanent Forum on Indigenous Issues. (N.D.) Who are indigenous peoples? Factsheet Available at: <https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf>

Salmon Defense Fund. (2017) Sčədadxʷ (salmon) (2017) (short video-about 5 minutes). Available at: <https://www.youtube.com/watch?v=D15itTjuY-g>

PBS Learning Media (2011) Environmental Justice: Opposing a Toxic Waste Landfill in Earth Keeping: Toxic Racism (Short Video-less than 5 minutes))

Pro-Publica. (2017) Brief History of Environmental Justice video (CC license) (Short Video- under 4 minutes)

Williams, Jeremy. (2021). Climate Change Is Racist: Race, Privilege and the Struggle for Climate Justice (Chapter 3-Environmental Justice.pdf) Icon Books. (11 pages)

Watts, J. and Vidal, J. (July 13, 2017) Environmental Defenders Being Killed in Record Numbers Globally, New Rearch Finds. The Guardian.pdf (6 pages)

Harden, B. (1993) The Grand Coulee: Savior For Whites, Disaster for Indians. Alicia Patterson Foundation. Available at <https://aliciapatterson.org/blaine-harden/the-grand-coulee-savior-for-whites-disaster-for-indians/>

The Return of the River Documentary (2014) Directors Jessica Plumb and John Gussman. Available through Collective Eye Films and other streaming platforms at: <https://www.collectiveeye.org/products/return-of-the-river-educational>

Week 2: Optional Readings & Resources

Bullard, Robert (1990) Dumping in Dixie: Race Class and Environmental Quality

Center for Disease Control (CDC) (2013) Health disparities and inequalities report.

Commission for Racial Justice (1987). Toxic Wastes and Race in the United States: A National Report on the Racial and Socio-economic Characteristics of Communities with Hazardous Waste Cites.

Davies, I.P. et al. (2018) The Unequal Vulnerabilities of Communities of Color to Wildfires in PLOS ONE available at | https://doi.org/10.1371/journal.pone.0205825

Flatt, C. (1/19/2017) Settlement Reached to Stop Oil Spills at Grand Coulee Dam Oregon Public Broadcasting

Garnett, et. al. (2018) A spatial overview of the global importance of Indigenous lands for conservation. Nature. Available at: https://www.nature.com/articles/s41893-018-0100-6

On the Fence: Chipko Movement Revisited video

University of Michigan Center for Sustainable Studies (2020) Environmental Justice\_Factsheet (lots of important statistics in here)

Jarratt-Snider, K. and M.O. Nielsen (2020) Indigenous Environmental Justice. University of AZ Press: Tucson. (Available online via the TCC library).

Lammy, David. Climate Justice Can't Happen without Racial Justice. Ted Talk (9 minutes)

Melosi, M. V. (N.D.) Environmental Justice (4 pages)

NAACP. (N.D.) Environment and Climate Justice webpage

Raygorodetsky, Gleb. (2018) "Indigenous peoples defend Earth's biodiversity—but they're in danger. " National Geographic. Nov. 16.

Reichel, Chloe. (2018) Toxic Waste Sites and Environmental Justice Research Round up . Harvard Kennedy School Shorenstein Center on Media, Politics and Public Policy.

Taylor, Dorceta (2014) Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility.

The Evergreen State College, Native Case Studies: Case studies featuring Environmental Restoration .

The Evergreen State College, Native Case Studies: Case Studies featuring Environmental Justice

The Red Nation. (2021). The Red Deal: Indigenous Actions to Save the Earth

United Nations. (2007) Declaration of the Rights of Indigenous Peoples

United Nations (April, 2021) Challenges and Opportunities for Indigenous Peoples' Sustainability

United Nations. (Aug 8, 2022) “Indigenous Women’s Work to Preserve Traditional Knowledge Celebrated on International Day. ” UN News

Washington State Department of Health, Washington Tracking Network: A Source for Public Health Data

PBS. Grand Coulee Dam. American Experience Episode.

Williams, Jeremy. (2021). Climate Change Is Racist: Race, Privilege and the Struggle for Climate Justice Icon Books.

Links to maps/indexes used in the lecture:

Washington Tracking Network: A Source for Public Health Data (this is the interactive map shown at the end of the lecture on Environmental Justice).

Climate and Economic Justice Screening Tool (U.S.)

Environmental Justice Atlas https://ejatlas.org/(Global)

Tacoma Equity Index

Pierce County Equity Index

**Week 2: Required work deadlines**

Module 2 Quiz due Friday

Module 2 Discussion: The Return of the River and Indigenous Rights due Friday

**Week 3: Why Sustainability? Population, Consumption,Ecological Footprint, and Biodiversity**

Assignment 2 due Tuesday, replies to discussion 2 due Tuesday.

No quiz this week but week 4 quiz is twice the questions. Discussion 3 due Friday.

Module 3: Lecture 1 Population and Consumption

Module 3: Lecture 2 Ecological Footprint

Read & Watch: Required Module Readings & Resources

Cohen, J. (2011) "7 Billion" The New York Times (4 pages)

Rosling, Hans (2010) Global Population Growth, Box by Box Ted Talk, TED (under 10 minutes)

Watch-The Story of Stuff short film (21 minutes) (lots of people have found this film to be very eye opening and there are important concepts introduced that we will unpack more throughout the course, especially: externalities, perceived obsolescence, planned obsolescence)

Watch The High Price of Materialism video (5 minutes)

On the topic of Ecological Footprint and Biocapacity of the Earth

WWF, Zoological Society of London, and the Global Footprint Network. (2012) Living Planet Report: Biodiversity, biocapacity and better choices. (23 pages)

Institute of Zoology and WWF. (2018). Living Planet Report: Aiming higher. Grooten, M. and Almond, R.E.A. (eds). WWF, Gland, Switzerland. (3 page excerpt)

Global Footprint Network. (2022) Ecological Footprint. Available at <https://www.footprintnetwork.org/our-work/ecological-footprint/>

Wackernagel, M. (2014) How much Nature do we have? How much Nature do we use? TED Talk. Available at https://www.youtube.com/watch?v=3M29BY86bP4&t=162s

**Week 3- Optional Readings & Resources**

United Nations (2023) State of World Population 2023: 8 billion lives, Infinite possibilities: The case for rights and choices

United Nations. (2022) World Population Prospects 2022 report\_summary\_of\_results.pdf (Downloaded 9/18/2022 from https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/wpp2022\_summary\_of\_results.pdf)

Tacoma Envirohouse How to videos for DIY sustainability projects to protect biodiversity around your home.

10 ways to reduce your consumption \_ Sustaining Community.pdf

Solid overview of the state\_of\_consumption\_ by Worldwatch Institute.pdf

Institute of Zoology and WWF. (2018). Living Planet Report: Aiming higher. Grooten, M. and Almond, R.E.A. (eds). WWF, Gland, Switzerland.

United Nations Sustainable Development Goals Goal 12: Ensure Sustainable Consumption and Production Patterns

Wackernagel, M. and Rees, W. (1996) Our Ecological Footprint: Reducing Human Impact on the Earth. New Society Publishers, Philadelphia.

Chehalis: A Watershed Moment (2020)-The future of Washington state's most diverse river hangs by a thread. Faced with worsening floods and their prized salmon population on the brink of extinction, a changing climate can no longer be ignored.

"Dammed To Extinction" documentary. (2019)-this is about the effect of dams on orca and salmon populations.

Artifishal documentary about the fight to save wild salmon

Ceballos, Ehrlich, and Raven. (2020) Vertebrates on the brink as indicators of biological annihilation and the sixth mass extinction. Proceedings of the National Academy of Sciences of the U.S. (PNAS). Available at https://doi.org/10.1073/pnas.1922686117

Governor's Salmon Recovery Office. (2020) State of Salmon-Executive Summary https://stateofsalmon.wa.gov/wp-content/uploads/2020/12/StateofSalmonExecSummary2020.pdf

Eco-restoration corps https://www.resourcesmag.org/common-resources/president-biden-can-confront-threats-to-nature-by-deploying-a-new-ecosystem-restoration-corps/

**Week 3-Required work**

Module 3 Discussion: Current Events Discussion about Extinction/Biodiversity

**Week 4- Why Sustainability? Climate Change Science, Justice and Policy**

Module 3 Assignment: Calculate your Ecological Footprint Assignment

**Required Module Readings & Resources**

Module 4 Lecture 1-Climate Science and justice (48 minutes)

Williams, Jeremy. (2021). Climate Change Is Racist: Race, Privilege and the Struggle for Climate Justice (Chapter 4-Climate Change at the Intersection.pdf) Icon Books. (about 10 pages)

IPCC (2022) Climate Change 2022-Impacts, adaptations and vulnerabilities video (13 minutes)

IPCC (2022) Fact Sheet: North America Climate Change Impacts and Risks (3 pages)

EPA (August 2016) What Climate Change Means for WA State (2 pages)

Module 4: Lecture 2 Climate Change Policy (42 minutes)

Center for Sustainable Systems, University of Michigan. 2018. “Climate Change: Policy and Mitigation Factsheet.” (2 pages)

Schmidt (2015)-The Paris climate agreement explained in NRDC Expert Blog (6 pages)

Climate Change Policy-Memo-1-CapTrade v Tax (2 pages)

Story of Cap and Trade film (10 minutes)

Watch the documentary Youth v. Gov.(110 minutes) for the Module 4 discussion

**Optional Readings & Resources**

BBC (10/11/2023) "Greta Thunberg: Who is the activist and what has she achieved?

From the lecture: Global Warming's Six Americas https://climatecommunication.yale.edu/about/projects/global-warmings-six-americas/

From the lecture: Green 2.0 (October 2022) Nationwide Voters of Color Poll Results on Climate Change

Institute for European Environmental Policy and Oxfam (Nov. 2021) Carbon Inequality in 2030 (Great resource for seeing how much the richest 1% emits compared to other 99% of the world-it's pretty mind blowing.)

8 Things You Need to Know About the IPCC 1.5˚C Report (7 pages)

International Panel on Climate Change, (2022) "Climate Change 2022: Impacts, Adaptation and Vulnerability " full report and links to Summary for Policymakers, etc.

The IPCC and latest IPCC Reports Explained Videos (26 minutes total)

IPCC (2022) Factsheet: Human Settlements Climate Change Impacts, Adaptation and Vulnerability

AAAS Climate Science Panel's Climate Change-What We Know-The Realities, Risks and Response to Climate Change (2014).

Project Draw Down: Climate Solutions 101 course

City of Tacoma Presentation on Our Changing Climate (I'm sorry but this seems to be broken and I don't know when the city plans to update it-I've emailed them about it).

Tacoma Environmental Action Plan

FACT SHEET: President Biden Sets 2030 Greenhouse Gas Pollution Reduction Target Aimed at Creating Good-Paying Union Jobs and Securing U.S. Leadership on Clean Energy Technologies , April 22, 2021

The Irish government's excellent white paper on Ireland's transition to a Low Carbon Energy Future 2015-2030 , the 8 page executive summary is instructive on its own.

The House of Representatives Resolution Recognizing the Duty of The Federal Government to Create a Green New Deal

The Case for a New Green Deal

Recommended: 52 climate actions website. Really neat resource for taking action!!!

2018 IPCC Special report: Global Warming at 1.5 degrees Celsius (links to a PDF)

All IPCC Reports since 1992

Climate Action Tracker, Warming Projections Global Update: Climate Summit Momentum, May 2021,

Highly Recommended-Skeptical Science Webpage (excellent layman's resource of all scientific arguments about climate change)

Brown, L. (2009) Chapter 3: Climate Change in Plan B: Rescuing a Planet Under Stress and a Civilization in Trouble.

Here is some additional information on how to cope with the psychological impact of climate change awareness.

For those wanting to spread awareness-The Psychology of Climate Change Communication from the Columbia Center for Research on Environmental Decisions is an excellent resource for understanding how to talk to or convince others about this issue.s to an external site.

Recommended Reading: Jacques, Dunlap and Freeman (2008) The Organisation of Denial: Conservative Think Tanks and Environmental Scepticism. Journal of Environmental Policy. An incredible analysis of data on all of the climate skeptic research published over the past 20 years. Over 90% was found to be tied to think tanks whose explicit mission is to promote conservative ideology and policies in government. Herxternal Url

History of Climate Change International Negotiations

Hummingbird: Leaving a Lasting Legacy short documentary (27 minutes) about the Olympia Community Solar project to put a community solar array on the Hands on Children's Museum. I make an appearance at the end of this documentary and I am very proud of this work, check it out!)

Wallace-Wells, David (Oct. 26, 2022) The New World-Envisioning Life After Climate Change , The New York Times Magazine. Downloaded from https://www.nytimes.com/interactive/2022/10/26/magazine/visualization-climate-change-future.html?smid=url-share This is a cool interactive resource that gives a hopeful yet realistic view of the future of humanity in the age of climate change. Wallace-Wells has long been a big downer on this front (he wrote the Uninhabitable Earth in 2019) but he seems more optimistic here and that is reassuring. :)

The Climate Impact of Your Neighborhood Mapped https://www.nytimes.com/interactive/2022/12/13/climate/climate-footprint-map-neighborhood.html

Free Subscription to the New York Times Available Here

Please email me if you would like an extended 10 page Selective Bibliography of Literature Relevant to Our Future Sustainability which was a Handout for From Progressive Paradise to Dystopian Persistence: How Are We Discussing the Goalposts of Sustainability with Our Students and Peers? Workshop of the 2019 Washington and Oregon Higher Education Sustainability Conference by the following WA academic researchers and professors-Jennifer Atkinson, Sonya Doucette, Martha Groom, and Robert Turner. This bibliography has a ton of great academic resources including an entire section on climate grief and anxiety AND HOPE (as well as science and solutions)!

**Week 4 Required work:**

Module 4 quiz

Module 4 discussion: Youth v. Gov. documentary and Current Events

**Week 5 Module-** **How to be sustainable? Energy, Urban Planning and Transportation**

Module 4 Assignment-Calculate your Carbon Footprint and Discussion 4 replies due Tuesday

Required Module Readings & Resources

Module 5: Lecture 1 Global Energy Usage (19 minutes)

Hannah Ritchie, Max Roser and Pablo Rosado (2023) - “Energy” Published online at OurWorldInData.org. Retrieved from: 'https://ourworldindata.org/energy' [Online Resource] (Please scroll through these data tables on energy use and production)

McKibben, B. (2016). A World at War. The New Republic.pdf (fair use)

Doukas, A. (Nov. 2015) G20 subsidies to oil, gas and coal production: United States. Retrieved from http://www.odi.org/publications/.pdf (Please skim)

Urban Planning and Transportation

Module 5: Lecture 2 Urban Planning and Transportation (24 minutes)

Steuteville, R. and Langdon, P. (2009) The New Urbanism: A Better Way to Plan and Build 21st Century Communities. New Urbanism News (fair use)

Newman\_Kenworthy\_(1999) Traffic Calming.pdf (fair use)

Lerner, J. (2007) A Song of the City Ted Talk

City of Tacoma. (2016) Environmental Action Plan (look over for our discussion)

Optional Readings & Resources

Conca, J. (March 24, 2016) Is Nuclear Power A Renewable Or A Sustainable Energy Source? Forbes.pdf

Marcus, G. (April 13, 2017) How green is nuclear energy. Physics World. Retrieved from https://physicsworld.com/a/how-green-is-nuclear-energy/.pdf

Melosi, M. (1980) U.S. Energy Policy.pdf (fair use)

Energy Information Administration (EIA). (2017).Global Energy Outlook Executive Summary (OER)

Check out the Walkability Index to find out how walkable your neighborhood is.

Links to Tacoma Power Utility. TPU power mix/sources. -Find out where Tacoma gets its electricity.

TPU Energy efficiency resources (includes free stuff! Check it out!).

City of Tacoma 2030 Climate Action Plan

City of Tacoma Enviroshorts Videos for urban Do-it-yourself Sustainability

WA State Plan for EV Infrastructure Deployment (July 2022)

**Week 5 Required Work**

Module 5 Quiz

Module 5 Discussion: Urban sustainability in Tacoma and around the world

Module 5: Assignment Energy and urban planning in your life (File Upload/Dropbox)

**Week 6- How to be Sustainable-Renewable Energy Technology and Policy**

Read & Watch: Required Module Readings & Resources

Module 6: Lecture 1 Renewable Energy Technology (44 minutes)

Module 6: Lecture 2 Renewable Energy Policy (28 minutes)

Jacobson, M. and M. Delucchi (2009) A Path to Sustainable Energy by 2030. Scientific America.pdf (8 pages)- Please note, a more updated study from 2022 is in the recommended readings below.

Wald, M. (2009) The Power of Renewables. Scientific American (6 pages)-

Welch, D. (Nov, 2015). Blueprint for a Carbon Free America. National Geographic

World Watch (July 2009). U.S. Biofuels: Climate Change and Policies. World Issue Brief.

Huber, G. and B. Dale (July 2009) Grassoline at the Pump. Scientific American

Sustainable Energy Coalition (Mar 1. 2016) Current state of U.S. renewable energy policy.

Energy Sage. How does Net Metering work? (1 minute explanatory video by Energy Sage)

Solar Energy Industry Association. (2018) Community Solar. Retrieved from https://www.seia.org/initiatives/community-solar..

Optional Readings & Resources

Jacobson, M. et al. (2022) Zero air pollution and zero carbon from all energy at low cost and without blackouts in variable weather throughout the U.S. with 100% wind-water-solar and storage. Journal of Renewable Energy. 184. (430-442)

The Solutions Project.- plans for all 50 states and all countries in the world to go fully renewable based on Jacobson's research.

Is Nuclear Power A Renewable Or A Sustainable Energy Source

How green is nuclear energy?

Six Reasons Why Nuclear Power is Not Sustainable.pdf

Solar insight report exec summary.pdf

Energy 101-Algae to Fuels film (under 3 minutes) ..

**Week 6 Required Work**

Module 6 Quiz

Module 6 Assignment Assess Your House for Solar

Module 6 Discussion: Hummingbird: Community Solar Documentary and Current Events Related to Renewable Energy Policy or Technology Discussion

**Week 7-Sustainability in Water and Waste**

Read & Watch: Required Module Readings & Resources

**Waste**

Module 7: Lecture 1 Waste

Economist (Feb. 28, 2009) A Special Report on Waste in

Tacoma Enviro Shorts. Where does our waste go? Please watch all of the shorts on this webpage or if you do not live in Tacoma, please feel free to find answers to the same questions for your household: where does your wastewater/stormwater/sewage go? Where does your recycling? trash? Hazardous Waste, etc. go?

Joyce, C. (Aug 20, 2019) U.S. Recycling Struggling to Figure Out a Future Without China. NPR. Available at <https://www.npr.org/2019/08/20/750864036/u-s-recycling-industry-is-struggling-to-figure-out-a-future-without-china>

McDonough, W. and M. Braungart (2002) Chapter Four-Waste equals food in Cradle to Cradle: Remaking the Way We Make Things (Please read 27-28, 92-93 and 102-105)

Goleman, Life Cycle Analysis in Goleman (2009) How Green is Green.pdf (fair use) (6 pages)

**Water**

Module 7: Lecture 2 Water

Staff. Pumped dry: The global crisis of vanishing groundwater (2015) USA Today. (This is a great interactive USA Today webpage, it's fun, read it and play around with the maps and other interactive features) and/or you can read Facing the Freshwater Crisis (Aug 1, 2008) in Scientific America.

Duhigg (2009) Clean Water Laws Neglected (10 pages)

Watch short video-A Tale of Two Cities: The Flint Water Crisis. (12 minutes)

Watch Tacoma Enviro Shorts films-Please be sure to watch the stormwater and waste water short films.

Water Calculator for the Assignment

Optional Readings & Resources

Landfills in the U.S. video.

Tacoma Envirohouse How To Videos on Composting. and other DIY sustainability projects

Here's How many Times You Have to Re-use your Shopping Bags to reduce waste.

Section 7.2 Water Cycle and Fresh Water Supply (OER)

7.4 Water Pollution in Sustainability: A Comprehensive Foundation

Story of Bottled Water.

A Plastic Ocean.

Flow: For the Love of Water Documentary.

**Week 7 Required Work**

Module 7 Quiz

Module 7 Waste Reduction Efforts discussion (Discussion)

Module 7 Assignment Water Footprint Calculation and Analysis (File Upload/Dropbox)

**Week 8-****Industrial Agriculture, Local Food, Permaculture and Alternatives to Industrial Agriculture**

Read & Watch: Required Module Readings & Resources

**Industrial Agriculture and Policy**

Module 8: Lecture 1 Industrial agriculture and policy

Pollan, M. (2006) There goes the Sun. The Omnivore's Dilemma

Walsh, B. (August 21, 2009) Getting Real about the High Cost of Cheap Food Time Magazine Food Choice and Policy.. (OER)-be sure to watch the short 7 minute video "The Hidden Cost of Hamburgers.." that is included on this page. (Protip-this video may give you some good numbers for your footprint project when it comes to food choices).

Largest ever study reveals environmental impact of genetically modified crops (2016,

September 16) retrieved 29 October 2017 from https://phys.org/news/2016-09-largest-ever-reveals-

environmental-impact-genetically.html

**Alternatives to Industrial Agriculture**

Module 8: Lecture 2 Alternatives to Industrial Agriculture

Brinkman, R. (2016) Alternatives to industrial food in An Introduction to Sustainability

Harland, M. (2009) Ethics in Permaculture and Permaculture Principles Permaculture Magazine (60)

Cho, R. (Sept 4. 2012) How Green is Local Food?. Earth Institute: Columbia University

Optional Readings & Resources

Here is a great resource for all things related to eating local! https://eatlocalfirst.org/..

Food and the Future Environment. open access course Geog310 @Penn State

Leahy, S. (Jan 13, 2011) In Corrupt Global Food Systems, Farmland is the New Gold..

E. D. Perry et al. Genetically engineered crops and pesticide use in U.S. maize and soybeans, Science Advances (2016). DOI: 10.1126/sciadv.1600850

Kloppenburg, J., Hendrickson, J. and G.W. Stevenson (1996) Coming Into the Food Shed, Agriculture and Human Values 13:3 (Summer): 33-42

Watch The Power of Permaculture Ted Talk

Biggest Little Farm documentary

Demain (Tomorrow..)-You can watch this through the TCC library, you might have to log in when you click the link. It has a section on agriculture and the small farm movement.

Kiss the Dirt Documentary-discusses soil sequestration and "regenerative agriculture" (it's also a book)

California State University-Chico Center for Regenerative Agriculture. (2023) What is regenerative agriculture?

Environmental Working Group Dirty Dozen.. and Clean 15.. produce list for a thoughtful way to eat organic.

The Green Belt Movement Mission Vision and Values.. and History.. (this is the movement led by Professor Wangari Maathai who you saw tell the story of the hummingbird in the community solar documentary from an earlier module. She won the Nobel Peace Prize for her work. It's very broad and could fit in more places than just agriculture).

Week 8 required work

Module 8 Discussion: Your local foodshed community (Discussion)

Module 8 Quiz

Module 8: Assignment Ethical and Sustainable Diets

**Module 9- Green Architecture and Ecovillages**

Read & Watch: Required Module Readings & Resources

**Green Architecture**

Watch Module 9: Green Architecture Lecture

Theiss, T. and Tomkin, J. (2022) Sustainability: A Comprehensive Foundation Chapter 13: Sustainable Infrastructure (section 13.3-Sustainability in Buildings..) (OER)

Vale, B. and R. Vale (1991) Principles of Green Architecture

City of Hannover (2000) Hannover Principles of Sustainable Design

Watch Earthships: Living Off Grid (OER) at https://www.youtube.com/watch?v=Xj5NO32ahB0 ..

Watch this video about the LEED certified Early Childhood Learning Center at TCC

**Eco** **Villages**

So what does an ecovillage look like? 5 case studies in Ecovillages

5 of the world’s coolest ecovillages be sure to check out the videos! (https://www.weforum.org/agenda/2022/09/5-of-the-world-s-coolest-ecovillages/)

Optional Readings & Resources

Ecovillages in Washington-Interactive Map. (OER)

The City of Tacoma Envirohouse how to videos. for all kinds of neat DIY sustainability projects to make your home more green. (public use)

Watch Garbage Warrior documentary about Michael Reynold's battle to get permits for Earthships (copyright protected)

Watch What does a Green Building look like?

Watch Ever Slow Green-- Re-afforestation in Auroville

Watch Ecovillage at Ithaca

Read about Architecture 2030 here: http://architecture2030.org/the\_problem/buildings\_problem\_why.. and here: http://architecture2030.org/the\_problem/buildings\_problem\_why..

Transition\_Towns

Watch Transition Town: What's it all about?

Week 9 Required Work

Module 9 quiz

Module 9: Discussion-Ecovillages in WA

Module 9: Assignment LEED Design in Tacoma

**Module 10-Economics**

Read & Watch: Required Module Readings & Resources

Module 10: Lecture 1 Growthmania, capitalism and sustainability

Module 10: Lecture 2 Green Economics and Green Business

Hawken, P. (1997) Natural Capitalism. Mother Jones, April/May.

Speth, D. (2008) Chapter 6-Real Growth Promoting the Wellbeing of People and Nature. Great Transformation.

Milani, D. (2006) What is Green Economics? Race, Poverty and the Environment. Summer. (Fair use)

What is a B Corporation? (3 minute video) This could be the most inspiring video in this class...or it could be greenwash, but boy, do I love that Kitty Hawk analogy at the end...what do you think?

Yunnus, M. (2012) Social Business and microfinance Ted Talk for the assignment. (https://www.youtube.com/watch?v=6UCuWxWiMaQ)

Kimmerer, R. W. (2020) The Service Berry-An Economy of Abundance.pdf. Emergence Magazine. Dec. 10, 2020. 15 pages.

Optional Readings & Resources

Kimmerer, R. W. (2020) The Service Berry-An Economy of Abundance.pdf. Emergence Magazine. Dec. 10, 2020. 15 pages.

Korten ,D. (2007) Living Wealth: Better than Money

McKibben, B. (2007) Excerpt from Chapter 1-"After Growth" in Deep Economy

Daly, H. and Cobb. (1973) Ecological Economics

Ando, Amy. (2018) Tragedy of the Commons in Sustainability: A comprehensive foundation

B corp Movement.. (3 minute video), more on B corp can be found here ..or https://www.bcorporation.net/en-us..

Greenwashing-Seven Sins of Greenwashing: https://greenbusinessbureau.com/green-practices/the-seven-sins-of-greenwashing/..

Korten ,D. (2007) Living Wealth: Better than Money

The Economist. (2008) Corporate Social Responsibility

Mondragon Corporation (2023) "About Us." Available at https://www.mondragon-corporation.com/en/about-us/ (Mondragon is probably the largest and most successful worker owned cooperative in the world).

Rieger, S. (2016) Reducing Economic Inequality through Democratic Worker-Ownership. Available at https://tcf.org/content/report/reducing-economic-inequality-democratic-worker-ownership/..

**Week 10 Required Work**

Module 10 Quiz

Module 10 Discussion: Alternatives to GDP

Module 10: Assignment-Social Business and Microfinance