



## ENR 4600/5600: Campus Sustainability

University of Wyoming, Spring 2018

Wednesdays, Bim Kendall House Conference Room 002 (unless otherwise noted)

Course site: <https://uwyo.instructure.com/courses/508883>

### Instructor

**Rachael Budowle**

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### Course Overview & Approach

This course continues the systematic exploration, which students have practiced since the course was first offered in Spring 2005, of the meaning and practice of sustainability, broadly, and specifically for the university and local community. Building from an interdisciplinary understanding of sustainability, students will examine the techniques and challenges involved in implementing sustainable practices. The course will address the history, current state, and processes central to campus sustainability by using the University of Wyoming and greater community as a setting, or “living laboratory,” for applied projects.

Sustainability is dynamic and collaborative, and as such, our class will utilize both more traditional approaches to classroom instruction as well as a variety of teaching and learning formats that differ from traditional classroom instruction, such as experiential and project-based learning. Students will engage in discussion; reflective writing and evaluation; in-class exercises; guest speaker dialogue; tours; and most centrally, a hands-on, team-based, semester-long project that will provide an informed and meaningful service to partners from UW or the greater Laramie community. Using a case-based approach, each project will be of clear importance to the campus community with key mentors to whom the student team is accountable. Projects will include case deliverables and both a written report and oral presentation communicated to relevant stakeholders. Through active, participatory learning, students will gain a deeper understanding of sustainability concepts and practice.

Using an experiential and project-based learning approach, this course will help students gain interdisciplinary knowledge and skills about sustainability by directly engaging in related experiences that occur in the immediate community in which we live. Students will integrate what they already know and learn about sustainability into these experiences, so they can apply concepts and activities into personal and professional practice. *The case-based approach to the course requires students to act as campus/community sustainability professionals-in-training by demonstrating professionalism, humility, and responsibility to campus and community mentors.*

Students will work directly with and be responsible to campus or community mentors for the semester-long sustainability project. The inclusion of mentors in this course reflects a commitment to:

- Enhancing student experiential learning and project-based activities through service;
- Strengthening partnerships between the sustainability curriculum and the campus/greater community; and
- Developing student and partner capacity for sustained engagement in particular areas of need for sustainability challenges.

*Campus Sustainability, ENR 4600/5600* is the required capstone course for all tracks of the ENR Sustainability minor. Students enrolled in the minor should have previously completed *Foundations of Sustainability, ENR 1300*.<sup>\*</sup> The course is, however, open to and appropriate for any upper level undergraduate or graduate student (or other students who have sought prior instructor or ENR advisor approval) who has a professional or personal interest in sustainability. Welcome!

<sup>\*</sup> *Minor students may take the required courses in reverse order based on scheduling, though the instructor highly recommends completing ENR 1300 first. This course assumes a general understanding of sustainability for all students, and we will not spend a great deal of time revisiting foundational sustainability concepts in ENR 4600/5600.*

## Learning Objectives

Upon successful completion of this course, students should be able to:

- Analyze, define, and articulate the concept of sustainability, and more specifically campus sustainability and its relation to the community
- Identify and critically evaluate campus sustainability models and approaches
- Incorporate campus sustainability concepts and activities into personal and professional practice.

By engaging with these objectives, students will begin to achieve components of the learning outcomes for the ENR Sustainability minor, which include:

1. Demonstrate a theoretical and historical understanding of sustainability.
2. Explore and evaluate the implications of personal sustainability values. Develop a model of sustainability informed by personal values and integrated into student's worldview. Think holistically about consequences of actions. Ability to intellectually respond to perspectives of sustainability outside their own.
3. *Develop and implement sustainability solutions. Student will feel motivated and empowered to find solutions to sustainability challenges in his/her own life and community and have the ability to apply sustainability principles to his/her home discipline and professional career.*

## Required Texts

- Costanza, Robert. 2000. "Visions of Alternative (Unpredictable) Futures and Their Use in Policy Analysis." *Conservation Ecology*, 1(5): <http://www.consecol.org/vol4/iss1/art5>.
  - Posted as a pdf to the course website and available at the above URL.
- Additional readings posted to the course site, to be announced. **Check course schedule weekly.** Readings will be available on the course site no later than the prior Thursday.

## Course Assignments

The instructor will provide detailed guidelines and grading criteria for each assignment in class and on the course site well in advance of the assignment due date. Assignments are due as file uploads to the course site on the specified due date, unless otherwise noted.

## Participation

Active participation is of the utmost importance in our experiential course, as we will continually interact with and learn from each other. We will evaluate participation frequently and in the following three ways, each of which will inform both a midterm and final participation assessment:

1. **Quality-** Quality participation counts more than quantity. During the first week in class, we will work together to create a participatory classroom and adhere to a joint democratic participation policy throughout the duration of the course. You will reflect on and assess your own participation at midterm and at the end of the course, as will the instructor. Both of these assessments will contribute to the final participation evaluation.
2. **Attendance-** Students should plan to attend every class session and participate in all tours. We have only 14 class periods in which to complete fast-paced and demanding projects. Each student will receive a “freebie” absence that will not affect her or his participation grade. Subsequent *unexcused* absences will count against the participation grade, however, university-excused absences will never count against the participation grade. Conferences, religious holidays, emergencies, etc. understandably come up. Please provide appropriate documentation for relevant university-excused absences, and in the event of a planned absence, please inform the instructor *at least one week prior* to the date of nonattendance. *Continued unexcused absences will significantly affect your participation grade.*
3. **In-class Exercises and Homework-** To aid in discussion of course content such as readings, lectures, and tours, students will complete brief and informal in-class and take-home exercises. These typically consist of short preparatory or reflective writings that will require thoughtful and timely completion. Exercises and homework will receive a simple ‘satisfactory’ or ‘unsatisfactory’ assessment.

## Defining Sustainability, Envisioning the Future Paper(s)

Before engaging in a campus sustainability project, you will define what sustainability currently means to you and how you plan to engage in sustainability action through this course. You will also articulate your vision for the future and preferences for technology to analyze how your values affect your definition of sustainability. At the end of the semester for your take-home final, you will revisit this paper and refine your definition and vision for the future based on a reflection of your experience in this course.

## Discussion Facilitation

Professional and personal practice of sustainability requires that you converse with others (who may have diverse perspectives and opinions) and continually build your own knowledge. We will practice this in class. A student or small group of students (2-3) will facilitate class discussion of key readings and any related recent content and course activities in a seminar style. The instructor will provide core readings, and student facilitators will find and contribute at least one relevant and rigorous

reading for discussion. Facilitators should focus on a critical discussion that moves beyond summarization and makes connections to other readings and course content.

Students will submit a thoughtful one-page facilitation plan, identify an appropriate reading, and meet with the instructor at least one week in advance to review the plan and reading, making revisions as needed. The instructor will provide and model effective facilitation techniques in class. *All students should support their peer facilitators by completing assigned readings, coming to class prepared, and regularly participating in facilitated discussions.*

Facilitation is an opportunity for creativity; in addition to guiding reading discussion, you can make connections to previous lectures and activities, bring in videos and podcasts, design your own related activities and games, etc. Have fun with it!

### **Campus/Community Sustainability Project**

The semester-long sustainability project is the crux of the campus sustainability course. This assignment mirrors what campus and community sustainability professionals and advocates regularly encounter: complex, real-world challenges and projects that require collaboration, strong attention to detail, and quick turnaround times. You will work in small teams with a campus or community sustainability mentor on a well-defined and needed sustainability case. Project deliverables are due throughout the semester, and groups will regularly report on progress in class in order to incorporate instructor and peer feedback into action approaches. You will also complete a written report and public presentation about the project, as well as a reflection on your experience.

### **Extra Credit Opportunities**

Throughout the semester, the instructor will present various opportunities to engage in campus or community sustainability events that will count for extra credit. You may attend up to 5 of these events for credit, earning 1 point per event toward your *final course grade*. In order to earn your point, you must complete a 1 page summary for each event in which you a) explain what the event entailed, b) describe how the event related to campus/community sustainability, and c) make clear connections to course materials and/or your semester-long project. These summaries are due within a week of your attendance of the event (i.e., you cannot pile up summaries until the end of the semester). If there is an event that you would like to attend for extra credit that has not been announced in class, please propose it to the instructor for consideration at least one week in advance of the event.

### **Graduate Student, ENR 5600 Credit**

Graduate students enrolled in the 5600 version of the course will have increased paper lengths and individual facilitation requirements to meet the increased rigor and workload necessary for graduate credit. Graduate students should meet and make arrangements with the instructor as a group early in the semester, date and time TBD.

## Course Evaluation

Assignment	%
Participation	20%
Defining Sustainability/Envisioning the Future Pre-Paper	7.5%
Discussion Facilitation	20%
Sustainability Project	45%
Deliverables (10%)	
Report, submitted in two components (draft and final) (20%)	
Presentation (10%)	
Case Rounds/Reflection (5%)	
Defining Sustainability/Envisioning the Future Post-Paper	7.5%
<b>Total percentage possible</b>	<b>100%</b>

\*Note that we will use the +/- evaluation system, as detailed in UW Regulation 6-722.

Evaluation Key*	
A	93-100 %
A-	90-92 %
B+	87-89 %
B	83-86 %
B-	80-82 %
C+	77-79 %
C	73-76 %
C-	70-72 %
D+	67-69 %
D	60-66 %
F	59 % & below

## Course Expectations

The single greatest expectation for this course is that you be present and engaged—both physically in class and also with your peers, project mentors, guests, and the instructor. You can expect the same from me, as your instructor. Sustainability is a dynamic interdisciplinary concept, which requires flexibility and continual learning. Campus sustainability in an applied context requires this flexibility and attention, in particular. I look forward to collaborating on our learning experience, together.

## General Communication

**WyoCourses-** We will utilize WyoCourses for course management, assignment uploads, announcements, grading, scheduling, etc. Please regularly visit the course site. We will additionally

make announcements in class, but you can always find key information on the course site, posted at least one week in advance of use or due date.

**Email Policy-** Students should regularly check their UW email and messages via our WyoCourses page. The instructor will make all attempts to respond to emails promptly, and definitely within 24 hours during the week. Please do not expect an immediate response, however, if you email past 8:00 PM or on the weekend. I can likely get back to you quickly during these “off” times, but I can’t guarantee it.

**Speaking Up-** Are you feeling behind or overwhelmed? Do you need additional support beyond what you’re already receiving in class? Please visit me during office hours or get in touch via email to let me know what’s going on. I am usually able to support students if I know about extenuating circumstances in advance. This kind of support becomes much more difficult if I only hear from you the night before, day of, or after an assignment due date.

## Writing

“When we make students struggle with their writing, we are making them struggle with thought itself. Often the struggle of writing, linked as it is to the struggle of thinking and to the growth of a person’s intellectual powers, awakens students to the real nature of learning” (Bean 2001: xiii). We write 1) to communicate with and to others, but also 2) to clarify our own thinking, feelings, and understanding.

This course is not a designated COM/writing course, but clear and professional writing skills are essential to your success in the course. Assignment guidelines and evaluations will emphasize grammar, spelling, and communication style. While each assignment will include its own guidelines and rubric for writing, you should generally adhere to the following **formatting guidelines**:

- Typed, unless otherwise indicated
- 1-inch margins all around
- Double-spaced, unless otherwise indicated
- Standard font: 12-point Times New Roman, Calibri, etc.; 11-point Arial
- Consistent in-text, parenthetical author-date style citations and references (e.g., APA, Chicago Author-Date)\*
- Include full name, date, and assignment title in top right corner of first page of assignment
- Electronic file names should be saved as Word documents (.doc, .docx) or powerpoints (.ppt, .pptx) unless otherwise specified. Save assignments with an easily identifiable filename, such as Your lastname\_assignment\_date (e.g., Budowle\_Def Sust Pre-Paper\_083017)

\*Note: whenever you make a claim that is not your own and/or draw on other resources, you must support that claim with credible evidence that you cite in text and include as a full reference at the end of your assignment. Please refer to the *Haub School Policy on Scholarly Writing* on the last page of this syllabus for further information about the importance of citations, references, and supporting your claims with evidence.

**The University of Wyoming Writing Center's** top priority is to help writers become better writers; staff are available to assist all writers with all types of writing at any stage in the writing process. Writing Consultants are trained to help writers from all disciplines and backgrounds achieve their writing-related goals. At the Writing Center, your needs, concerns, and questions define the

writing consultation, which means that the writing consultant you work with will ensure that your questions are answered and that you are prepared with the knowledge you need to succeed in all of your academic, professional, or personal writing endeavors.

The Writing Center is located in Coe Library, room 302. The Center is generally open Monday-Friday, 9:00am-7:00pm. Appointments are preferred, though writers should feel free to drop in and chat with any available consultant. To make an appointment, visit [www.uwyo.edu/writingcenter](http://www.uwyo.edu/writingcenter). If you have trouble scheduling an appointment, feel free to contact the Writing Center via email at [writing@uwyo.edu](mailto:writing@uwyo.edu) or by phone at 307-766-5250.

### **Other Course Policies and Support**

**Late assignments-** Assignments are due to the course site (as specified in the individual assignment guidelines and/or stated in class) on the date and time on the assignment, syllabus, and/or course calendar. Late assignments are unacceptable without prior instructor approval, and even then, only in advance and under extenuating circumstances.

**Policy on Academic Dishonesty-** Each participant in this course is expected to abide by the UW policy on Academic Dishonesty. It is a university-wide expectation that written work submitted by a participant in this course for academic credit will be the participant's own work. The instructor will not tolerate cheating and plagiarism. For full information on the Undergraduate Honor System, please see UW Reg 6-802. *Refer to the Haub School Policy on Scholarly Writing at the end of this syllabus for further details.*

**Learning Needs-** Any participants with special learning needs should consult with the instructor about those needs as soon as possible at the beginning of the course so that we can work together to make necessary accommodations. The instructor will hold anything you discuss in strictest confidence. For additional information about assistance for special learning needs for all University of Wyoming students, see the office of University Disability Support Services (UDSS): <http://www.uwyo.edu/udss/>.

***Note: this syllabus is subject to change based on instructor discretion and class learning needs.***

## Haub School Policy on Scholarly Writing

Scholarly writing is a necessity in a university setting. It consists of artistically, accurately, and thoroughly combining your own ideas with those of other scholars, and attributing the ideas to your sources properly. When using others' ideas, you must either paraphrase the idea and cite the source, or put the exact words into quotation marks and use quotation marks and cite the source.

The University of Wyoming does not tolerate academic dishonesty in any form. Plagiarism is one form of academic dishonesty and consists of representing the writing of others as your own work. The University of Wyoming policy on academic dishonesty is University Regulation 6-802 and can be found at: [http://www.uwyo.edu/generalcounsel/\\_files/docs/uw-reg-6-802.pdf](http://www.uwyo.edu/generalcounsel/_files/docs/uw-reg-6-802.pdf). Plagiarism in work you conduct in your Haub School courses and thesis work is not acceptable, and will result in failure in the assignment, course, or possibly in your degree program. We will report plagiarism to the Dean of Students.

In the realm of environment and natural resources, there are several formats that may seem to be ambiguous with respect to quotations. For the Haub School, any use of language that includes more than five words sequentially must be in quotations, showing your source (sometimes fewer words are appropriate as well). Longer quotes may be placed in a free-standing block of text that is indented one inch from other text, but must be clearly identified as a quotation. This will include language from government documents that is sometimes considered to be “boilerplate.” Copying language from a source without quotations, then citing the source, is plagiarism.

Should you have any questions about paraphrasing, the definition of plagiarism, or how to cite sources appropriately, speak with your instructor. The plagiarism.org site is a terrific resource and provides the opportunity to submit your paper to check for plagiarism.

### ***A note about notes:***

Taking notes from digital sources can result in “accidental” plagiarism, through cutting and pasting. This may still be considered academic dishonesty and an infraction worthy of failure and even dismissal from the university. We recommend taking great care with how you take notes from digital sources. Paraphrasing at the time of taking notes, while tracking sources carefully, will ensure that your work is not plagiarism.

**Haub School Honor Code:** To be signed by all ENR majors and minors:

I understand and will abide by the Haub School Policy on Scholarly Writing, and the University policy on academic dishonesty. I will conduct independent work, and neither give nor receive aid on my work unless collaboration is part of the assignment. I will attribute sources appropriately.

Signature \_\_\_\_\_ Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

On assignments and exams in ENR courses, you will be asked to sign the following Honor Code: “ I have neither given nor received aid on this assignment nor have I concealed any violations of the Haub School Honor Policy or the UWAcademic Dishonesty policy.”



# CAMPUS SUSTAINABILITY SPRING 2018 COURSE SCHEDULE

This schedule is dynamic in order to respond to course learning needs. The instructor will announce major schedule changes in class and via the course site. Please check the course homepage and the revised version of this document each week to see finalized readings and activities, which will always be posted no later than the prior Friday at 11:59 PM.

## Weekly Topics / Activities

## Assignments / Readings

\*Complete readings and assignments that are due by the corresponding class period/date (i.e., readings must be completed by beginning of class on specified date).

\*Assign refers to the instructor's provision of an assignment to the class.

\*Bring laptops/devices on days indicated, if you have them or share with a classmate.

### Week 1- January 24<sup>th</sup>

#### Sustainability 101

- Course format and teaching approach
- Participation policy exercise
- Sustainability: a crash course
- Envisioning the Future activity

**READ:** Costanza (2000)

**ASSIGN:** *Defining Sust./Envisioning the Future Pre-Paper* (DUE: Sunday, February 18<sup>th</sup> at 11:59 PM to course site. Fall 2017 ENR 1300 presentations DUE February 13<sup>th</sup> at 11:59 PM to course site, presentation in class February 14<sup>th</sup>.)

### Week 2- January 31<sup>st</sup>

#### Campus Sustainability 101

- Discussion Facilitation model
  - Assignment, Facilitation sign up
- Framing Campus Sustainability
  - Campus investigation activity
- Spring 2018 Case Update

**MEET IN CLASSROOM BUILDING 113; BRING LAPTOPS/DEVICES**

**READ:** "Sustainable Development- Historical Roots of the Concept." (Du Pisani 2006)

**BROWSE:**

- <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- <http://www.aashe.org/>

**ASSIGN:**

- Discussion Facilitation (DUE: Based on Sign Up)
- Homework/Next Class Prep: Project Deliberation Worksheet- Review Cases/Q's

### Week 3- February 7<sup>th</sup>

### Spring 2018 Campus Projects

- *Guests: Mentors- Case Presentations, Q&A*
  - Open student projects
- Project Deliberation—group skills and get to know each other
- Change-maker activity
- Campus Sustainability Project assignment review

**BRING DELIBERATION WORKSHEET AND LAPTOPS!**

**BRING QUESTIONS FOR EACH CASE**

**ASSIGN:** *Campus/Community Sustainability Projects (DUE dates throughout the semester; see assignment guidelines and WyoCourses.)*

### Week 4- February 14<sup>th</sup>

#### Campus as a Living Laboratory

- Fall 2017 ENR 1300 Presentations
- *Guests: Spring 2015 - 2016 ENR 4600/5600 Student Projects-* Success stories and lessons learned
- Experiential and case-based learning
  - *Guest: Prof. Suzan Pritchett, College of Law*

**READ:**

- Frisk and Larson (2011)

### Week 5- February 21<sup>st</sup>

#### GHG Inventories, Climate Planning, UW Campus Sustainability

- Continue campus investigation activity
- Graduate facilitation
- UW Campus Sustainability-rundown
  - Who's Who?
- Case Rounds

**READ:**

- "Tracking Greenhouse Gas Emissions on College Campuses in the U.S...." (Ozeki)
- "Guide to Climate Action Planning..." (Eagan, Calhoun, Schott, and Dayananda 2008).
  - ONLY: Elements of an Effective Climate Action Plan, pages 8-25.
- "Visualization of energy and water consumption and GHG emissions..." (Abdelalim, O'Brien, and Shi 2015)
  - ONLY introduction, pages 334-336

**GRADUATE FACILITATOR: Joel**

<b>Week 6- February 28<sup>th</sup></b>	
<b>Funding Campus Sustainability</b> <ul style="list-style-type: none"> <li>• UW Conservation &amp; Efficiency Revolving Fund</li> <li>• Facilitation</li> <li>• Complete campus investigation activity</li> <li>• Case Rounds</li> </ul>	<b>READ:</b> <ul style="list-style-type: none"> <li>• UW CERF Case Statement</li> <li>• Student Green Fee Energy Fee up for a student vote (Grosbeck 2017)</li> <li>• East Tennessee State University student green fee...(2009)</li> <li>• Raise the Funds Toolkit <ul style="list-style-type: none"> <li>○ ONLY pages 6-7; 10-11; 18-122</li> </ul> </li> </ul> <b>FACILITATORS:</b> Colleen and Erich
<b>Week 7- March 7<sup>th</sup></b>	
<b>Midterm Check-In</b> <ul style="list-style-type: none"> <li>▪ Draft report workshop</li> <li>▪ Midterm Participation Assessment</li> <li>▪ Midsemester Course Evaluation</li> </ul>	
<b>NO CLASS- Spring Break- March 14<sup>th</sup></b>	
<b>Week 8- March 21<sup>st</sup></b>	
<b>Campus Energy</b> <ul style="list-style-type: none"> <li>▪ <i>Campus Energy Plant tour with Frosty Selmer, UW Deputy Director for Utilities</i></li> <li>▪ Facilitation</li> <li>▪ Case Theory</li> </ul>	<b>READ:</b> <ul style="list-style-type: none"> <li>• <i>Renewable Energy 100</i> (2017)</li> <li>• <i>Renewable and Alternative Energy Options for UW</i> (2012)</li> </ul> <b>FACILITATORS:</b> Wiley and DeLancey <p><b>DUE:</b> <i>Campus/Community Project Part 1 of Report</i> <b>DUE Sunday, March 18<sup>th</sup></b> at 11:59 PM to course site; one per group.</p>
<b>Week 9- March 28<sup>th</sup></b>	
<b>Green Buildings</b>	<b>READ:</b> <ul style="list-style-type: none"> <li>• UW Green Building website</li> <li>• <i>Doing More with Less</i> (Budowle 2017)</li> </ul>

<ul style="list-style-type: none"> <li>▪ <i>UW building walking tour with Michael Ziemann, Engineer, UW Operations</i></li> <li>▪ Facilitation</li> <li>▪ Case Rounds</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Barriers to Campus Green Building (Hopkins 2016)</i></li> </ul> <p><b>FACILITATORS:</b> Manny and Slade</p>
<p><b>Week 10- April 4<sup>th</sup></b></p>	
<p><b>Waste and Recycling</b></p> <ul style="list-style-type: none"> <li>▪ <i>UW Recycling Center Tour with Lee Kempert, Director of Materials Services, and Tod Scott, CSC Member</i></li> <li>▪ Facilitation</li> <li>▪ Case Rounds</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• CURC Campus Recycling Guide <ul style="list-style-type: none"> <li>◦ Chapter 6 and 14, browse the rest</li> </ul> </li> <li>• <i>Reducing Waste in Higher Education (Smythe et al. 2010)</i></li> <li>• Recyclemania website</li> <li>• UW Waste Reduction and Recycling Website</li> </ul> <p><b>FACILITATORS:</b> Cydney and McKenna</p>
<p><b>Week 11- April 11<sup>th</sup></b></p>	
<p><b>Student Organizations and Organizing</b></p> <ul style="list-style-type: none"> <li>▪ Facilitation</li> <li>▪ <i>Guests: Student organization/ leader panel</i></li> <li>▪ Case rounds</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• <i>Individualization: Buy a Bike, Plant a Tree, Save the World?</i> (Maniates 2001)</li> <li>• <i>Fossil Free</i> (350.org) <ul style="list-style-type: none"> <li>◦ Pages 14-31 Only (focus on organizing principles, not fossil fuel divestment)</li> </ul> </li> <li>• Browse: UW Registered Student Organizations website</li> <li>• For reference in class: UW Sustainability Coalition website</li> </ul> <p><b>FACILITATORS:</b> Aric and Sam</p>
<p><b>Week 12- April 18<sup>th</sup></b></p>	
<p><b>Community-Campus Partnerships; Campus Food Systems</b></p> <ul style="list-style-type: none"> <li>▪ <i>Tour/ Visit- Feeding Laramie Valley</i></li> <li>▪ Facilitation</li> <li>• Case Rounds</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• <i>Campus Sustainable Food Projects</i> (Barlett 2011)</li> <li>• <i>UW ACRES website</i></li> <li>• <i>UC food waste website</i></li> <li>• <i>Feeding Laramie Valley website</i></li> </ul> <p><b>FACILITATORS:</b> Andrea and Beth</p>

**Week 13- April 25<sup>th</sup>**

**Critiques of Campus Sustainability**

- Facilitation
- Case Rounds
- Presentation workshop

**READ:**

- *The Mixed Political Blessing of Campus Sustainability* (Breen 2010)
- *The End of Sustainability* (Harm-Benson and Craig 2014)
- Sustainability/resilience excerpt- Nature

**FACILITATORS:** Nick and Skyler

**Week 14- May 2<sup>nd</sup>**

**Presentations**

- Open to public; mentors and CSC invited
- Final Participation Assessment
- Reflections

**DUE:** *Campus/Community Project Presentation due 11:59 PM on Tuesday, May 1st to course site.*

**DUE:** *Campus/Community Project Part 2/Full Report due Friday, May 4<sup>th</sup> at 11:59 PM to course site with all evaluations.*

**ASSIGN:** *Defining Sust./Envisioning the Future Post-Paper (TAKE HOME FINAL, DUE Wednesday, May 9<sup>th</sup> at 11:59 PM to course site)*

**FINAL- TAKE HOME- DUE Wednesday, May 9<sup>th</sup> at 11:59 PM to course site**