Applied Sustainability
Political Science 319
College of Charleston
Spring 2013

Day/Time: TH 1:40-2:55
Location: MYBK 316
Course Website: fisherb.people.cofc.edu/appliedsust

Instructor: P. Brian Fisher
Email Address: fisherb@cofc.edu
Office: 284 King Street, #206 (Office of Sustainability)
Office Hours: by appt.

Course Background

This course will examine various methods and approaches to applying and cultivating sustainability. It will focus on the development of semester-long sustainability projects, from conception to completion. The projects will be built in four stages: research, design, implementation, and evaluation. To complement these projects, students will also explore theoretical aspects of project management, organizational learning, leadership, systems thinking, and collaborative resilience. Students will be expected to learn both theoretical understanding of project development as well as how to implement ideas effectively to address campus sustainability. They will learn to work in teams and to cultivate crucial leadership skills. This course is a pathway to civic engagement that requires research, creative design, collaboration, deep learning techniques and effective implementation. It also emphasizes the role of the individual in creating sustainable change within organizations and institutions.

Course Format

The Course will be divided into five parts:

1. **Sustainability Framing**: The initial part of the course will examine system unsustainability and how to frame sustainability as part of societal and institutional change.

2. **Systems Thinking and Design**: This section will examine systems thinking with emphasis on the relationship between structure and behavior. It is a lens that reveals the root causes of problems and provides new opportunities. It will also provide a systems-level appreciation for the design and place for student projects.
3. **Individual Change: Leadership & Entrepreneurship:** This aspect of the course will focus on leadership and entrepreneurship, two essential aspects of creating change and sustainability. We focus on differentiating exhibiting leadership skills rather than just managerial skills and how to “effectuate” an entrepreneurial path. The emphasis will be on the critical variable of “knowing oneself” as a key to genuine and effective leadership.

4. **Organizational Change:** This part of the course will focus on organization change toward sustainability with focus on "organizational learning", holocracy, and ways to use systems thinking to affect organizational change.

5. **Societal Change:** In the final part of the course, we examine ways to generate collaboration, resilience and the social capital necessary to shift society toward sustainability. Students will reflect on their projects in this "revolutionary" light to draw conclusions on the viability of sustainability to meet our manifold unsustainable problems.

**Course Goals and Learning Outcomes**

In light of the course format, the goals and learning outcomes of this course are to:

1. To explore the theoretical literature on applying sustainability, from organizational learning to leadership.
2. To utilize this literature to critically analyze ways to address complex problems, which are largely defined as unsustainable.
3. To emphasize divergent thinking, as a platform for understanding connections and relationships within a system, and to generate creative solutions.
4. To learn how to design, develop, and implement robust projects on campus sustainability—both by theoretical instruction and experiential teamwork.
5. To engage peers in assessing a problem, research, and designing efficacious solutions.
6. To cultivate (and reveal) critical leadership skills by putting students in various shifting situations that call for diverse approaches of leadership building.
7. To develop personal growth—both for the students and instructor, by understanding the relationship of structure to behavior, and how individuals can modify and change structure effectively through their behavior.
8. To experiment with practical ways to attain sustainable practices in everyday life, and to identify the obstacles to achieving consistent sustainability—individually and societally.
9. To engage in forms of “deep learning” that help student’s inculcate practical lessons into society (local, national and global) to create a more sustainable community.
10. To hone professional development skills through public speaking, public service, and engaging the public on sustainability issues.
Required Books

5. Here Comes Everybody: The Power of Organizing Without Organizations, Shirky

Course Assignments

All students are responsible for visiting the "course schedule" section of the course website on a regular basis. The attached reading list provides a general guide to the course readings; however, the actual assignment list and regular updates will be posted on the course website.

The class webpage will retain all required information for use throughout the course, including required readings (including links to those readings), assignment prompts, course policies, and web links for facilitating in class discussion.

Assessment

The following weight will be given to coursework in the determination of final grades:

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Value</th>
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<tbody>
<tr>
<td>Participation/Discussion</td>
<td>15%</td>
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<tr>
<td>5 Analysis Papers</td>
<td>25%</td>
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<tr>
<td>Group Field Projects (4 parts)</td>
<td>40%</td>
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<tr>
<td>Final Paper</td>
<td>20%</td>
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Grading Scale: A 94-100; A- 90-93; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D 65-69; F >65

** Class participation will be determined by attendance and the quality of the contribution.
**Group Project Grading:** The group projects will be broken down into 4 component parts for grading purposes, with each counting as 10% of the grade.

1. Project Research and Comparison Presentation
2. Project Design
3. Project Implementation
4. Project Effectiveness

Grading for each part of the project will be based on: i) presentation itself (Fisher); ii) project leader evaluation; iii) peer assessment of other group members. You will only see your final grade for each phase of the project to minimize the “feelings” attributed to evaluating your peers.

**Late Policy:** The deadlines outlined in the syllabus are hard targets. An emphasis in the class is professionalism and this requires meeting deadlines and doing so with quality work product.

**Expectations: “The Journey to Growth”**

1. attend class
2. respect the honor code
3. respect each other
4. respect the environment
5. respect my patience with excuses and the trivial
6. focus on learning and the journey more than grades
7. engage your imagination and creativity more than memorization
8. engage the spirit of each exercise in addition to its analytic value
9. open your mind, think, evaluate and take some form of action
10. experience.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1     | 1-10 (h) | Intro               | * Review of course  
* Choices for Group Project                                                                                                                                                                           |
* Brown, Plan 4.0: Mobilizing to Save Civilization, Preface and Intro  
* Bosman & Rogers, What’s Mine is Yours: Rise of Collaborative Consumption, Chap 1-2 (Enough is Enough and All-Consuming), pp. 3-39.  
* Senge, Necessary Revolution, pp. 3 – 32 (chaps 1 and 2)  
DUE: Choose Top 3 selections for Group Projects  
DUE: Discussion #1 (OAKS)                                                                                                                                                                                   |
| 3     | 1-17 (h) | Setting the Frame: Sustainable Change | * Senge, Necessary Revolution, pp. 32 – 67 (chap 3, 4, 5)  
* Vanderburg, War on Ourselves (preface & Ch 1), pp. 1-20.  
* Pisano & Shih, *Restoring American Competitiveness*  
* Costanza (2012), *Needed: The Solutions Generation,* Solutions, pp. 29-30 (end of Mykleby article)  
* Sustainability 1 Papers (Fall 2011)  
DUE: Discussion #2 Framing Sustainability (OAKS)                                                                                                                                                                      |
* Sharp, *Campus Sustainability Practitioners: Challenges for a New Profession*, pp. 1-16.  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
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</table>
| 5    | 1-24 (h) | Sustainability in Perspective | | In Class: Project Review  
DUE: Paper 1 (Midnight) |
* Senge, Necessary Revolution, Part IV, pp. 168-221.  
DUE: systems discussion (OAKS) |
| 8    | 2-5 (t) | | * Senge, Fifth Discipline, pp. 2-54.  
| 9    | 2-7 (h) | | In Class: Work on Project Strategy Table  
DUE: Paper 2 (by beginning of class) |
| 10   | 2-12 (t) | Project Management | * Schmidt (2010), Strategic Project Management, Chap 3, Logical Framework, pp. 40-62; Chap 4, Aligning Projects with Strategic Intent, pp. 63-83.  
DUE: 1-page table of project vision/logical framework |
| 11   | 2-14 (h) | PROJECT PART I | Project Presentations I |
* Sarasvathy, "What makes entrepreneurs entrepreneurial?", pp. 1-9 |
| 13   | 2-21 (h) | | * Just Start, Group Chapter presentation, chaps 3-9. |
| 14   | 2-26 (t) | | * Leadership Inside and Out, Intro, Chap 1-3  
<p>| 15   | 2-28 (h) | Individual Change: Leadership | * Leadership Inside and Out, Chap 4-7 |
| 16   | 3-1 (f) | | DUE: Paper 3 |
| 3-5 (t) | SPRING BREAK | NO CLASS |
| 3-7 (h) | SPRING BREAK | NO CLASS |</p>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Project Part</th>
<th>Notes</th>
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<tbody>
<tr>
<td>17</td>
<td>3-12</td>
<td>(t) PROJECT Part II</td>
<td>No Readings: Work on project/presentation</td>
</tr>
<tr>
<td>18</td>
<td>3-14</td>
<td>(h)</td>
<td>DUE: Project Presentations II</td>
</tr>
<tr>
<td>20</td>
<td>3-21</td>
<td>(h)</td>
<td>Doppelt (2010), Leading Change Toward Sustainability, Group Chapter presentations (each group takes a chapter) from Part II.</td>
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<tr>
<td>23</td>
<td>4-2</td>
<td>(t)</td>
<td>DUE: Paper 4</td>
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<tr>
<td>24</td>
<td>4-4</td>
<td>(h)</td>
<td>Bosman &amp; Rogers, What's Mine is Yours: Rise of Collaborative Consumption, Chaps 1-2 * Necessity Revolution, part V, pp. 227-249, ch 15-16</td>
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<tr>
<td>27</td>
<td>4-16</td>
<td>(t)</td>
<td>DUE: Paper 5</td>
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<tr>
<td>28</td>
<td>4-18</td>
<td>(h) PROJECT Part III * Final Project Presentations</td>
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<td>4-23</td>
<td>(t)</td>
<td>* Final Project Presentations &amp; Conclusions</td>
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<td>4-28</td>
<td></td>
<td>Final Paper Due @ Midnight</td>
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