Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: __________________________________________________

2. Date submitted: _____________________________________________

3. Date approved: 4/21/2004 Date revised: 11/3/2015

4. Department/discipline: Philosophy

5. Department(s) endorsement(s): ____________________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Introduction to Sustainability
   Abbreviated course title (25 characters or less):

7. Course Designator: PHIL

8. Course Level: 1030

9. Number of Credits: Lecture: 3 Lab: 0

10. Control Number (on site): 60
    Control Number (online): 30

11. Catalog/Course description:
   This course introduces students to the concept of global sustainability as it relates to the environment, economics, and social equity; a brief history of sustainability, an overview of indigenous perspectives on sustainability, and a discussion of the role systems thinking and values, both personal and cultural, perform in developing sustainability practices. Case studies and/or case simulations will be used to provide the student with real world examples and applications.

12. Course prerequisite(s) or co-requisite(s):
   Prerequisite(s): None
   Co-requisite: None
13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

   1. Materials selected by the instructor that represent current sustainability information.

14. **Course Content** (Provide an outline of major topics covered in course)

   1. Introduction to the case study method
   2. Overview of cooperative learning
   3. Overview of small business entrepreneurship, environmental science and clean energy
   4. Introduction to business plans, energy project plans, environmental impact statements and cultural/societal implications
   5. Review of actual case studies
   6. Deriving key information from case studies
   7. Application of case study method to environmental science, small business entrepreneurship and clean energy

15. **Learning Goals, Outcomes, and Assessment**

   At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

   A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

   B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

   C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

   D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

   *Course learning outcomes will fulfill the identified competencies:*

   **Course Learning Outcomes:**

   


Upon completion of this course, students will be able to:

1. Identify individuals and events important in the history of sustainability. (A, B, D)
2. Apply systems thinking to a case study or in a simulation. (A, C)
3. Articulate the relationship between values, the global culture, and sustainability. (B, D)
4. Provide examples of sustainability practices in personal and community settings. (A, B)
5. Explain the relationship between the environment, economy, and social equity for understanding sustainability. (B, C, D)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 8 & 10

Goal and Outcomes:
Goal: Global Perspective
Goal: To increase students’ understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:
1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizen’s share for their common global future.

*This course will address the first, third, and fourth outcome.*

Sustainability is a global issue and can only be discussed on an international level. By definition it involves society and economics and without it there may be no global future.
Goal 10: People and the Environment
Goal: To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:
1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
5. Propose and assess alternative solutions to environmental problems.
6. Articulate and defend the actions they would take on various environmental issues.

This course will address all of these outcomes.
Sustainability relates foundational to the relationship between people and the environment and the greater one's understanding of those root relationships, the greater the opportunity for initiating alternative solutions.
**Complete the following only if you are proposing a new course:**

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component, list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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<th>College or University</th>
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