

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

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: 04/21/2004 Date revised 09/28/2022

4. Department/discipline: Philosophy/Sustainability

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

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

7. Course Designator: PHIL/SUST 8. Course Level: 1030

9. Number of Credits: Lecture 3 Lab _____

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

11. Catalog/Course description:

This course introduces sustainability concepts such as the global commons, social contract theory, the political and social contexts of sustainability in contemporary discourse, and the role of systems thinking on individual, cultural, and social value construction. These concepts will provide students with a foundational understanding of the past, present and possible future of sustainability. (Meets MnTC goal areas 8 & 10)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Materials selected by the instructor that represent current sustainability information.

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

1. The history of sustainability
2. The global commons
3. Politics and Sustainability
4. Introduction to Systems Thinking
5. Sustainable Economies
6. Sustainability and Culture/Ethics/Social Justice
7. Food and Sustainability
8. 3 pillars of sustainability; environmental, economics, social aspects
9. Sustainable development
10. Theory of justice

11. Social contract theory

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.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Explain the relationship between the environment, economy, and social equity for understanding sustainability.	B, C, D	2 – By looking at the relationships between the economy and sustainability and thereby understanding their impact on social equity, students will gain insight into the importance of interrelated disciplines.
Consider the latent and leveraged connections of a global commons.	A, C	3 – In situating new knowledge of the global commons, students will be given an opportunity to be courageous in their reimagining of a future world.
Evaluate the political ramifications of sustainability.	B, C	7 – Students will put into practice their understandings of behavior, ideas, and values through the analysis of policy and political construction related to sustainability across the globe.
Classify development outcomes and their alignment with sustainability.	A, C	4 – Situated in a global context, students will learn to identify, discuss and reflect on the social dimensions of sustainable development.

Articulate the relationship between values, the global culture, and sustainability.	B, C	2 – by gaining a deeper understanding of the roles between values, global culture and sustainability will reflect on the related nature of being.
Apply systems thinking to the three pillars of sustainability in a local food sovereignty context.	B, D	6 – The three pillars of sustainability in a local context will provide students with an understanding of their school, community and environment as it pertains to long term food sovereignty.

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 8 & 10

Goal 8: 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:

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens 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:

- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- 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 ones understanding of those root relationships, the greater the opportunity for initiating alternative solutions.

17. Are there any additional licensing/certification requirements involved?

_____ Yes No

Provide the required documentation to show course meets required licensing/certification standards.

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