



Department of
Community Sustainability

MICHIGAN STATE
UNIVERSITY

College of Agriculture
and Natural Resources

CSUS 824
Sustainable Development
3 credits, Spring 2024
Wednesday 3:00-5:50pm
Natural Resources Building. Room:19

Instructor: Maria Claudia Lopez (She/her/hers)
Department of Community Sustainability
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Office Hours: By appointment.

Office Location: 304a-c office. Natural Resources Building.

Class Materials: All class materials are available on D2L or available electronically from the MSU library.

Course Description: Measurement of social and economic welfare at national and local scales. Consumption and economic growth as welfare indicators. Theories of development, utility, and economic growth. Indicators of sustainable development. Environmental and social dimensions of human well-being.

COURSE DESCRIPTION

The study of sustainable development reveals a tension between a concern for human needs and for the scale of the impacts of human demands on nature. This graduate course explores the challenges of environmental sustainability and social justice in the context of global economic development. We will review the principles of sustainable development in both theory and practice, with a focus on the measurement of social and economic welfare at national and local scales. The course will examine the extensive literature and policy frameworks associated with conventional notions of sustainable development along with divergent concepts and models that challenge mainstream thinking. Using theories of development, sustainability science, and economic growth, we will examine traditional and alternative indicators of sustainable development, including the social, economic, and environmental dimensions of human well-being. Students will apply their understanding of sustainability indicators in a specific developmental and environmental context related to their interests. The course will include theoretical and empirical readings, reflective discussions and essays, and planning for data sourcing and analysis for the calculation of sustainability indicators.

COURSE OBJECTIVES

Students will understand the challenges of environmental sustainability in the context of social and economic development and be able to describe the role of natural resources and the environment in human welfare. Specifically, students in this course will:

- Understand the origins of thinking about sustainability and sustainable development;
- Distinguish between ideas associated with mainstream sustainable development and alternative ideologies that challenge conventional thinking and commonly-held assumptions about progress;

- Examine the range of commonly-used social welfare indicators, and understand the shortcomings of consumption and economic growth as measures of socioeconomic well-being;
- Examine alternative indicators of well-being that consider the effects of social capital, natural capital, and the equitable distribution of income, and be able to describe their advantages and the challenges in their implementation; and
- Apply their knowledge about sustainable development in a sustainability assessment of some system that depicts the reality of social, environmental, and economic conditions in some geographic or institutional context of their interests (such as a rural or urban area, region, country, policy, or organization). Students interested in international development may choose to develop an analysis of socioeconomic welfare in a developing country context.

REQUIRED TEXTS

Adams, W. M. 2009. *Green Development: Environment and Sustainability in a Developing World*, 3rd edition. New York: Routledge. This book is available electronically at the MSU library.

OTHER READINGS

Additional reading assignments will be placed on the course website on Desire2Learn, which can be accessed at <http://d2l.msu.edu>.

Writing Assistance

If you have trouble writing, especially if it is because English is not your native language, please just do your best to get your point across, in your own words. I have a lot of experience both working overseas with people whose first language is not English, and working in the US with people who just want to work on their writing. I strongly suggest that you visit the MSU Writing Center (www.writing.msu.edu) for assistance. You will find that the Writing Center is an amazing resource for helping you learn an important skill.

Generative Artificial Intelligence Policy

In designing the course I have not considered a way to use generative AI. The course is mostly organized around some basic principles important for international development and sustainability, with the idea that you will think about how those principles are relevant to your specific interests. I don't think you will be helping yourself if you ask ChatGPT to do your assignments for you.

On the other hand, of course generative AI is going to be part of our future, and those who know how to use it effectively will have an advantage in the workplace. So we will occasionally discuss how generative AI might be relevant to what we are doing and how using it could help you gain greater insight into what you are trying to learn. I will be open to ideas of how we might use it.

A starting point for the course AI policy is as follows:

1. On occasions when the use of generative AI is permitted or required for an assignment, be sure to cite its use. Indicate which parts of the assignment you used it for and what

you had it do. Don't forget to also cite other sources, including those that the generative AI program may have drawn from.

2. **Using generative AI to write an assignment that you are meant to write on your own is a violation of academic integrity and the Spartan Honor Code.** Please do not do it. Consequences will be that you have to redo the assignment and your grade will be marked down.
3. Don't forget that generative AI is still full of flaws. Information that it generates may be unreliable.
4. Be sure to understand the privacy conditions and terms of use of whatever AI platform you use.

COURSE SCHEDULE AND TOPICS

Note: some of this will be subject to change depending on students' interests and if I find new readings during the course of the semester. Also, you will see that I have listed some recommended readings. Let me know if sometimes you would prefer to read one of the recommended readings in place of one of the required readings so that I can let you know in which cases they are interchangeable, as opposed to when one of the required readings contain key messages I want to make sure everyone gets.

If you want to read ahead, please check with me in advance. That will help me make sure you don't read one thing only to have me change the reading list.

Week 1. January 10: Introduction to the class

Required:

Schumacher, E. F. (1973). *Small Is Beautiful: Economics as if People Mattered*. London: Blond & Briggs Ltd. Chapters 3 ("The Role of Economics") and 4 ("Buddhist Economics").

Recommended:

Olopade, Dayo. (2014). The end of the 'Developing World'. *New York Times* (www.nytimes.com), March 1, 2014.

Silver, Marc. (2015). If you shouldn't call it the Third World, what should you call it? *National Public Radio* (www.npr.org), January 04, 2015.

Week 2. January 17: Sustainability

Required:

Adams, W. M. (2009). *Green Development*, Ch. 1: The dilemma of sustainability

Adams, W. M. (2009). *Green Development*, Ch. 2: The origins of sustainable development

Daly, H. E. (1990). Toward some operational principles of sustainable development. *Ecological Economics* 2: 1-6.

Ruggerio, C. A. (2021). Sustainability and sustainable development: A review of principles and definitions. *Science of the Total Environment*, 786, 147481.

Recommended:

Orr, David W. (2002.) Four challenges of sustainability. *Conservation Biology* 16(6): 1457-1460.

Costanza, Robert & Bernard C. Patten. (1995). Defining and predicting sustainability. *Ecological Economics* 15: 193-196.

Week 3: January 24: Sustainable development

Required:

Adams, W. M. (2009). *Green Development*, Ch. 3: The development of sustainable development

Adams, W. M. (2009). *Green Development*, Ch. 4: Sustainable development: Making the mainstream

Dietz, T., E. A. Rosa, and R. York. (2009). Efficient Well-Being: Rethinking Sustainability as the Relationship between Human Well-being and Environmental Impacts. *Human Ecology Review* 16(1): 114-123.

Heal, Geoffrey. (2012). Reflections—Defining and measuring sustainability. *Review of Environmental Economics and Policy* 6(1): 147-163.

Recommended:

Parris, Thomas W. and Robert W. Kates. (2003). Characterizing and measuring sustainable development. *Annual Review of Environment and Resources* 28: 559-586.

Pearce, D. W., Atkinson, G. D., & Dubourg, W. R. (1994). The economics of sustainable development. *Annual Review of Energy and the Environment* 19(1): 457-474.

Week 4. January 31: Mainstream sustainable development

Required:

Adams, W. M. (2009). *Green Development*, Ch. 5: Mainstream sustainable development

Arrow et al., (1995). Economic growth, carrying capacity, and the environment. *Science* 268(5210): 520-521.

Lawn, Philip A. (2003). A theoretical foundation to support the Index of Sustainable Economic Welfare (ISEW), Genuine Progress Indicator (GPI), and other related indexes. *Ecological Economics* 44: 105-118.

Stern, David I. (2004). The rise and fall of the Environmental Kuznets Curve. *World Development* 32(8): 1419–1439.

Recommended:

Munasinghe, Mohan. (1999). Is environmental degradation an inevitable consequence of economic growth: Tunneling through the Environmental Kuznets Curve. *Ecological Economics* 29: 89–109.

Pearce, David, Kirk Hamilton, and Giles Atkinson. (1996). Measuring sustainable development: Progress on indicators. *Environment and Development Economics* 1: 85-101.

Week 5. February 7: Sustainability and natural capital

Note: Reaction Paper 1 due today

Required:

Adams, W. M. (2009). *Green Development*, Ch. 6: Delivering mainstream sustainable development

Ayres, Robert, Jeroen van den Berrgh, & John Gowdy. (2001). Strong versus weak sustainability: Economics, natural sciences, and consilience. *Environmental Ethics* 23(2): 155-168.

Costanza, R., d'Arge, R., De Groot, R., Faber, S., Grasso, M., Hannon, B., Limburg, K., Naeem, S., O'Neill, R.V., Paruelo, J., Raskin, R.G., Sutton, P., and van den Belt, M. (1997). The value of the world's ecosystem services and natural capital. *Nature* 387: 253-260.

Dietz, Thomas, Eugene A. Rosa, & Richard York. (2007). Driving the human ecological footprint. *Frontiers in Ecology and the Environment* 5: 13–18.

Fiala, Nathan. (2008). Measuring sustainability: Why the ecological footprint is bad economics and bad environmental science. *Ecological Economics* 67(4): 519-525.

Richardson, Katherine, et al. "Earth beyond six of nine planetary boundaries." *Science Advances* 9.37 (2023): eadh2458.

Recommended:

Millennium Ecosystem Assessment. (2005). *Ecosystems and Human Well-being: Synthesis*. Island Press, Washington, DC. Preface and Summary for Decision Makers (pp. v – 24).

**Week 6. February 14. Fisheries from the perspective of Sustainable Development.
Special Guest: Dr Abigail Bennett.**

Will add the readings for this week's class later in the semester.

Week 7. February 21: Sustainable development and its discontents

Required:

Adams, W. M. (2009). *Green Development*, Ch. 7: Countercurrents in sustainable development

Guha, Ramachandra. (1989). Radical American environmentalism and wilderness preservation: A third world critique. *Environmental Ethics* 11(1): 71-83.

Hickel, Jason. (2018). Why growth can't be green. *Foreign Policy*, September 12, 2018.
<https://foreignpolicy.com/2018/09/12/why-growth-cant-be-green/>.

Rockström, Johan et al. (2009). A safe operating space for humanity. *Nature* 461: 472-475.

Recommended:

Beckerman, W. (1994). Sustainable development: Is it a useful concept? *Environmental Values* 3: 191-209.

Hiss, Tony. (2014). Can the world really set aside half of the planet for wildlife? *Smithsonian Magazine*, September 2014. <http://www.smithsonianmag.com/science-nature/can-world-really-set-aside-half-planet-wildlife-180952379F>

Robinson, John. (2004). Squaring the circle? Some thoughts on the idea of sustainable development. *Ecological Economics* 48: 369-384.

Week 8. February 28. Spring break

Holiday * no class session *

Week 9. March 6. Happiness and subjective well-being

Note: Reaction Paper 2 due today

Required:

Deci, Edward L. & Richard M. Ryan. (2008). Hedonia, eudaimonia, and well-being: an introduction. *Journal of Happiness Studies* 9(1): 1–11.

Di Tella, Rafael & Robert MacCulloch. (2008). Gross national happiness as an answer to the Easterlin Paradox? *Journal of Development Economics* 86: 22-42.

Easterlin, Richard A., Laura Angelescu McVey, Malgorzata Switek, Onnicha Sawangfa, and Jacqueline Smith Zweig. (2010). The happiness–income paradox revisited. *Proceedings of the National Academy of Sciences* 107(52): 22463–22468.

Max-Neef, Manfred. (1995). Economic growth and quality of life: a threshold hypothesis. *Ecological Economics* 15: 115-118.

Recommended:

Frey, Bruno S. & Alois Stutzer. (2002). What can economists learn from happiness research? *Journal of Economic Literature* 40(2): 402-435.

Kelly, Annie. “Gross national happiness in Bhutan: the big idea from a tiny state that could change the world.” *The Guardian*, December 1, 2012.

Kristof, Nicholas D. “The happiest people.” *The New York Times*, January 7, 2010.

Revkin, Andrew C. "A new measure of well-being from a happy little kingdom." *The New York Times*, October 4, 2005.

Week 10. March 13. Gender, sustainability, and well-being

Invited Guest. Dr Jennifer Johnson

Some of these readings may change

- Charmes, Jacques & Saskia Wieringa. (2003). Measuring women's empowerment: An assessment of the Gender-related Development Index and the Gender Empowerment Measure. *Journal of Human Development* 4(3): 419-435.
- Griggs, David, Mark Stafford-Smith, Owen Gaffney, Johan Rockström, Marcus C. Öhman, Priya Shyamsundar, Will Steffen, Gisbert Glaser, Norichika Kanie & Ian Noble. (2013). Policy: Sustainable development goals for people and planet. *Nature* 495(7441): 305-307.
- Meinzen-Dick, Ruth, Chiara Kovarik, and Agnes R. Quisumbing. (2014). Gender and sustainability. *Annual Review of Environment and Resources* 39 (2014): 29-55.
- McDougall, C. et al. (2021). Chapter 10. Toward structural change: gender transformative approaches. In: Advancing gender equality through agricultural and environmental research: past, present, and future. Read pages: 365-383.

Recommended:

- Ewerling, F., Lynch, J. W., Victora, C. G., van Eerdevijk, A., Tyszler, M., & Barros, A. J. (2017). The SWPER index for women's empowerment in Africa: development and validation of an index based on survey data. *The Lancet Global Health*, 5(9), e916-e923.

Week 11. March 20. Sustainability, distribution, and inequality

Required:

- Steffen, Will & Mark Stafford Smith. (2013). Planetary boundaries, equity and global sustainability: why wealthy countries could benefit from more equity. *Current Opinion in Environmental Sustainability* 5(3-4): 403–408.
- UNDP. (2011). Why sustainability and equity? Chapter 1 from *Sustainability and Equity: A Better Future for All*, Human Development Report 2011, pp. 13–21. New York: United Nations Development Programme.
- Wilkinson, Richard G. & Kate E. Pickett. (2009). Income inequality and social dysfunction. *Annual Review of Sociology* 35:493–511.

Recommended:

- Bourguignon, François & Christian Morrisson. (2002). Inequality among world citizens: 1820-1992. *The American Economic Review* 92(4): 727-744.

Pasquali, Valentina. (2012). Wealth distribution and income inequality by country. *Global Finance Magazine*: <http://www.gfmag.com/tools/global-database/economic-data/11944-wealth-distribution-income-inequality.html>

Week 12. March 27. Sustainability and intergenerational equity

Required:

Anand, Sudhir & Amartya Sen. (2000). Human development and economic sustainability. *World Development* 28(12): 2029–2049.

Arrow, K., M. Cropper, C. Gollier, B. Groom, G. Heal, R. Newell, W. Nordhaus, R. Pindyck, W. Pizer, P. Portney, T. Sterner, R. S. J. Tol, and M. Weitzman. (2013.) Determining benefits and costs for future generations. *Science* 26 (July 2013): 349-350.

Broome, John. (2008). The ethics of climate change. *Scientific American* 298(6): 96-102.

Recommended:

Barry, Brian. (1997). Sustainability and intergenerational justice. *Theoria* (1997): 43-64.

Week 13. April 3. Tools and approaches for sustainable development

Required:

Nelson, E., Mendoza, G., Regetz, J., Polasky, S., Tallis, H., Cameron, D., ... & Lonsdorf, E. (2009). Modeling multiple ecosystem services, biodiversity conservation, commodity production, and tradeoffs at landscape scales. *Frontiers in Ecology and the Environment*, 7(1), 4-11.

Ness, Barry, Evelin Urbel-Piirsalu, Stefan Anderberg, & Lennart Olsson. (2007). Categorising tools for sustainability assessment. *Ecological Economics* 60(3): 498–508.

Reed, Mark S., Evan D.G. Fraser, & Andrew J. Dougill. (2006). An adaptive learning process for developing and applying sustainability indicators with local communities. *Ecological Economics* 59: 406-418.

Recommended:

Folke, Carl. (2006). Resilience: The emergence of a perspective for social–ecological systems analyses. *Global Environmental Change* 16 (2006) 253–267.

Hoogmartens, R., Van Passel, S., Van Acker, K., & Dubois, M. (2014). Bridging the gap between LCA, LCC and CBA as sustainability assessment tools. *Environmental Impact Assessment Review*, 48, 27-33.

Van de Kerk, Geurt & Arthur R. Manuel. (2008). A comprehensive index for a sustainable society: The SSI — the Sustainable Society Index. *Ecological Economics* 66: 228–242.

Week 14. April 10. Environmental degradation and well-being

Note: Reaction Paper 3 due today

Required:

Adams, W. M. 2009. *Green Development*, Ch. 8: Politics of dryland ecology

Foley, J.A., Navin Ramankutty, Kate A. Brauman, Emily S. Cassidy, James S. Gerber, Matt Johnston, Nathaniel D. Mueller, Christine O’Connell, Deepak K. Ray, Paul C. West, Christian Balzer, Elena M. Bennett, Stephen R. Carpenter, Jason Hill, Chad Monfreda, Stephen Polasky, Johan Rockström, John Sheehan, Stefan Siebert, David Tilman & David P. M. Zaks. (2011). Solutions for a cultivated planet. *Nature* 478(7369): 337.

Foley, J.A., DeFries, R., Asner, G.P., Barford, C., Bonan, G., Carpenter, S.R., Chapin, F.S., Coe, M.T., Daily, G.C., Gibbs, H.K. Helkowski, J.H., Holloway, T., Howard, E.A., Kucharik, C.J., Monfreda, C., Patz, J.A., Prentice, I. C., Ramankutty, N., and Snyder, P.K. (2005). Global consequences of land use. *Science* 309(5734): 570-574.

Ryan, R. L., Erickson, D. L., & De Young, R. (2003). Farmers' motivations for adopting conservation practices along riparian zones in a mid-western agricultural watershed. *Journal of Environmental Planning and Management*, 46(1), 19-37.

Recommended:

Richardson, R. B. (2010). Ecosystem services and food security: Economic perspectives on environmental sustainability. *Sustainability* 2(11): 3520-3548.

Roe, Dilys and Joanna Elliott. 2004. Poverty reduction and biodiversity conservation: rebuilding the bridges. *Oryx* 38(2): 137–139.

Week 15. April 17. Governance for sustainable development

Required:

Agrawal, A., Brandhorst, S., Jain, M., Liao, C., Pradhan, N., & Solomon, D. (2022). From environmental governance to governance for sustainability. *One Earth*, 5(6), 615-621.

van Zeijl-Rozema, A., Cörvers, R., Kemp, R., & Martens, P. (2008). Governance for sustainable development: a framework. *Sustainable Development*, 16(6), 410-421.

Güney, T. (2017). Governance and sustainable development: How effective is governance?. *The Journal of International Trade & Economic Development*, 26(3), 316-335.

Recommended:

Roy, K. C., & Tisdell, C. A. (1998). Good governance in sustainable development: the impact of institutions. *International Journal of Social Economics*, 25(6/7/8), 1310-1325.

Lemos, M. C., & Agrawal, A. (2006). Environmental governance. *Annu. Rev. Environ. Resour.*, 31, 297-325.

Week 16. April 24. Presentations

Part 3. Course Requirements and Grading

Course Preparation and Participation

The framework of the course is based on the assumption that learning takes place best in an interactive and critical atmosphere. Accordingly, the course relies heavily on reflection, critical thinking, discussion, and active student participation. The format emphasizes structured opportunities for students to share and reflect upon their individual experiences. All students are expected to regularly attend class, arrive on time, complete the assigned readings prior to each class meeting, and actively participate in class discussions. Participation can also be demonstrated through responses to Weekly Reflections (see below). Assessment of student participation will be based on the quality of contributions to class discussions and the quality of interactions with each other—both in class and online.

Weekly Reflections (5)

In preparation for weekly in-class discussions and exercises, each student is expected to prepare a thoughtful and critically reflective statement related to the week's reading assignments (at least five (5) weekly reflections over the course of the semester). Reflections should be approximately 600-1000 words in length, and should clearly demonstrate that you have read all the required readings. Statements will be posted on the course web page at Desire2Learn (<https://d2l.msu.edu>) by 5:00pm on the day before class (i.e., Tuesdays). All students are expected to read the statements from classmates prior to class, and prepare your own observations or comments on what you find interesting, controversial or useful in the readings and in other reflections. These statements should be used to help stimulate questions and issues, and to set the agenda for in-class discussions.

Presentations (2)

Two times during the semester each student will give a short presentation on key issues related to a week's topic. The student should either email me his/he ideas or meet with me before class, so that I plan the class according to the topics covered in those presentations.

Normally we will have one or two students presenting per week. Each presentation will be timed and part of the grade is to keep it to between 7 and 8 minutes. The main purpose of this assignment is to: 1) raise some good points for discussion, and 2) to practice giving a good, short oral presentation.

Reaction Papers (3)

Students will write three essays with their own reflections about particular course topics, as directed in the (forthcoming) assignments. Papers should be analytical and reflective, drawing upon relevant theory and course concepts as appropriate, and addressing the topic from multiple perspectives. Remember that a reflective essay is a form of writing that examines and observes the progress of the writer's individual experience. Reflective essays are based upon your own experiences, so it is expected that you write about yourself, your ideas, reactions, and opinions, as well as about your own understanding of course concepts. You might consider providing examples of quotations from an article (or other sources) that demonstrate a point, such a comparison with another written argument or commonly-held notion, or to highlight points with which you may agree or disagree. These papers must follow an accepted academic writing style, with all ideas from the literature cited properly.

Final Paper

Each student will write a paper on a topic of their choice, subject to the condition that it should be relevant to the main topics of the course. This condition is really not very constraining – if you have an idea and don't think it really fits, I suspect that I can help you frame it in a way that does fit. So don't be shy about proposing your ideas. Regardless of your idea, I ask you to please share it with me because hopefully I will be able to give you useful feedback and you need my approval on your topic before you start the paper.

There are a lot of different ways to pursue this assignment. One useful approach is to take a topic that you are interested in researching, possibly for your Masters or PhD thesis, and add an angle related to ideas covered in the class (such as sustainable development goals, gender, or growth) that you had not previously considered. Another approach would be to write a literature review on a specific topic that you are interested in. The assignment will involve the definition and characterization of the system and its drivers, the identification of key stakeholders, and an understanding of the scale at which governance processes are manifested. A full description of the assignment is provided on D2L.

Assessment

Course preparation and participation	5%
Presentations (2@ 5%)	10%
Weekly reflections (at least 5)	25%
Reaction papers (3 @ 10%)	30%
Final Paper	25%
Presentation Final Paper	5%

Final course grades will be assessed according to the following scale:

<i>Grade</i>	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.0
<i>Average</i>	94-100%	88-93%	83-87%	78-82%	73-77%	68-72%	63-67%	< 63%

Late Policy:

If you are not able to submit an assignment or submission for the team project on time, I advise that you seek permission for late submission at least 24 hours prior to the due date/time. Unexcused late submissions are penalized 10% for every late day. You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.

Part 4. Communication, academic integrity, and policies

Build Rapport:

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Communication Policy:

Email is the best method for sharing information with me through D2L. I will do my best to respond within 24 hours of your email. Please include “CSUS 824” in all email subject lines. See “E- Learning Policies” below for additional information.

E-Learning Policies:

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood:

- Students should visit the course’s D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student’s official MSU email account).
- All assignments submitted electronically, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students’ right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy “Acceptable Use of Computing Systems, Software, and the University Digital Network” at <http://lct.msu.edu/guidelinespolicies/aup/>.
- Email communication policies:
 - I will answer emails about:
 - Questions arising from difficulties in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
 - I will NOT answer emails which:
 - Poses questions answered in the course information sections of the course D2L site.
 - Poses questions answered in the course syllabus.
 - Lacks a subject line stating the purpose of the email and course number (CSUS 824).
 - I will make every effort to answer emails received within 24 hrs and no later than the end of the following business day, unless otherwise specified in class. I will not answer emails during weekends.

Cellphones:

You are allowed to maintain cellular devices in “silent mode” during class, in order to receive an emergency SMS text, phone, or email messages distributed by the university. You must not text or email during class. As we will discuss in class, this is a “collective action problem.” Calls, texts,

and emails only “benefit” you (and then only in the short term), but cause discomfort to others. Just don’t do it.

COVID19:

In case students have COVID19 symptoms or positive test results, MSU’s recommendations are: “Email or call your instructors to make accommodations so that you can continue your coursework. You do not need to tell your instructors specifically why you are ill or self-isolating if you do not want to tell them, but you should make clear to them the number of class periods you expect you will miss.” You can learn more about MSU’s recommendations at the following link: <https://msu.edu/together-we-will/covid19-guidance/>

Academic Integrity:

[Article 2.III.B.2](#) of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Community Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including readings, homework, tests, and exams, without assistance. You are expected to develop original work for this course; therefore, you may not submit coursework you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.**

Accommodations for Students with Disabilities:

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to an instructor during the second week of class and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Religious Observance Policy:

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors.

Bereavement:

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in

their classes. If you require a grief absence, you should complete the “Grief Absence Request” web form (found at <https://www.reg.msu.edu/sitemap.aspx?Group=7>) no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

Disruptive Behavior:

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at MSU states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Title IX:

"Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu."

Campus Emergencies:

In the event of an emergency arising within the class, the Instructor will notify you of what actions may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, “shelter-in-place,” and “secure-in-place” guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone, or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in- place or secure-inplace is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance to others if it is advisable to do so.

Limits to Confidentiality:

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child.

- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

NOTES: