

Sustainability and Environmental Action Seminar ENVI-3000 (8 credits)

Australia: Sustainability and Environmental Action

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

The goal of the course is to inspire students to take action to help make the world more sustainable and to give them the tools to do so. Throughout the semester, students are introduced to the natural environment of different regions in Australia, helping to instill a sense of place and serving as a basis for understanding the varying environmental issues in each region. The seminar starts at the personal level by first exploring psychological issues related to environmental problems and then examining a whole range of environmental philosophies and encouraging students to reflect on and develop their own environmental philosophy and ethics throughout the semester. The Aboriginal Studies component of the course gives insights into an entirely different way of looking at the environment and resources, and enables students to explore the constructed character of perceptions about nature and environment.

The course then addresses what changes can be made at the level of government and industry to promote sustainability. Field trips illustrate the environmental impacts and innovative sustainable solutions in a range of industries, including agriculture, forestry, energy production, waste disposal, residential development, and tourism. The conservation of biodiversity and the management of protected areas such as national parks and world heritage sites are also examined during field trips. Finally, the course examines the processes of social change and how people can take effective action to achieve environmental goals. The course consists of a series of lectures, four main workshops, and a series of one-day field trips in Northern New South Wales. There is also a ten-day field trip to Tasmania, a twelve-day excursion to Melbourne and Sydney, and a four-day Aboriginal field trip. All elements have associated readings.

Learning Outcomes

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

- Identify the major environmental problems at global, national, and local scales;
- Identify a large range of measures to promote sustainability both in their own lifestyles and in the broader community;
- Detail the history of the conservation movement in Australia and evaluate the major conservation battles;

- Explain how the major features of the natural environment of Australia contribute to sustainability problems and their solutions;
- Employ the concept of “Sense of place” and “ecological self” in developing a commitment to environmental action;
- Contrast a range of different environmental philosophies;
- Design a campaign for environmental sustainability utilizing social change theories and the techniques of environmental action;
- Appraise what can be learnt from the Aboriginal cultures of Australia in the quest to establish more sustainable societies;
- Evaluate the concept of sustainability, its most important principles and characteristics, and the techniques used in its assessment;
- Assess both the major environmental issues related to energy production, tourism, forestry, agriculture, housing, urban development and nature conservation, as well as the innovative strategies that are being used to minimize the environmental impact of these industries;
- Produce a vision for a steady state society and identify steps on the path to achieving it.

Language of Instruction

This course is taught in English.

Instructional Methods

Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers’ availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

SIT’s teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; “knowledge is created through the transformation of experience” (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Required Texts

See course schedule for a full listing.
Additional readings and articles as assigned.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

Sustainability Journal (15%)

Objectives:

The journal is designed to help you to recognize and document the sustainability tools that you are being provided with through lectures, readings, workshops, field trips, private discussions and observations. At the end of the semester you should have a notebook with hundreds of different tools or actions that can be taken to promote sustainability.

How it works:

Every day that we get together as a group for a SEAS activity or anytime that you do a SEAS reading, you must make a list of the ways you learnt to further sustainability, both in your own lifestyle and in the wider community. You should also list, under the relevant date, any sustainability tools that you discover while you are not in class. Make sure it is clear where and from whom you learnt each thing. You can think of these lists as constituting a sustainability toolbox. Write each tool as an action as opposed to facts and ideas. The journal should not just be a rehash of your class notes, rather you need to identify the sustainability actions included in your class notes and transfer these to your journal.

It is essential that you fill in the journal at least every day that we get together for a SEAS activity or you do a SEAS reading. Each day's entry needs to start with the date, and have subheadings listing the activity or reading and lecturer's name. Include tools even if they have been entered on previous days, this will reflect how important the lecturers think each tool is. For each entry place an '!' beside each tool that you think you might be able and willing to use or advocate for in the next year; a "" beside each tool that you think you might be able and willing to use or advocate for in the next 20 years; and a '#' beside any tool that you can never imagine yourself using or advocating for. Make sure that you include tools from all three levels of action; individual, community, and political. Prior to handing in the journal just before the start of the ISP period select a list of 15 actions that you want to use and that you weren't using prior to the start of the semester. You should choose the ones that you think will make the most impact. Write a sentence or two about why you chose each one.*

Grading:

Your journal will be collected by the Academic Director (AD) twice during the semester at unannounced times and finally on an announced date. *It is essential that you bring your journal to class every day. If you do not have it with you when you need to hand it in you will lose*

significant marks. Each time it is collected you will receive a letter grade for that part of the journal completed since it was last collected. Each letter grade will make up a third of your grade.

In addition, twice during the early part of the semester (the AD will announce when) you will have your journal peer reviewed by one of the other students and they will include written feedback and a suggested grade in your journal. *When you give your peer feedback you need to include your name so that it is legible – don't sign it.* It is important to note that the peer grades will not count towards the grade of the journal being graded. You will however be graded on the quality of the feedback you give as a peer grader. It is also important to realize that you are doing a disservice to the student you are grading if you give an inflated grade and don't point out any problems with their journal.

Essays (30%)

Objectives:

The essays are designed to help you to reflect upon, analyze and synthesize what you are learning from lectures, workshops, field trips, readings, formal and informal discussions and your own observations.

How it works:

At various times throughout the semester you will be asked to reflect in an essay on aspects of an experience you have just had (e.g. a workshop or field trip) and to relate this to what you have previously learnt and observed. There will be three essays in total. These essays will be short (1200 word minimum) but need to be succinct, well organized and to show that you are thinking about what you are experiencing and that you are synthesizing what you learn from disparate sources. The essays will usually be due within one to two days of their being assigned since their purpose is to get you to reflect on your experiences while they are still fresh in your mind, and to prepare you for the group discussions. Essays are always due before the relevant group discussion. Essays submitted after the discussion will have marks deducted.

Grading:

The essays will comprise 20% of your SEAS grade. Each essay will make an equal contribution to the overall grade. Each essay will have a different objective and therefore detailed instructions and grading criteria will be given at the time they are assigned.

Group Discussions (20%)

Objectives:

- To enable the group to reflect on what we have learnt from various parts of the course, to integrate knowledge gained from a variety of sources, including field trips, and to share insights.
- To provide a forum for discussion of course readings
- To give you practice at facilitating discussions and making presentations.

How it works:

At the end of orientation you will be assigned to one of six groups. Each group will be assigned one group discussion to facilitate during the semester. These discussions will be guided by faculty but run by students. The group discussions will last for 90 minutes and will foster debate or discussion about what we have learnt in SEAS since the previous meeting and will integrate what we have learnt that week in workshops, lectures, field trips and readings with what we have previously covered in the semester.

When it is your turn to facilitate a discussion, you need, as a group, to identify the most important topics (check the learning goals) that are suitable for class discussion (don't pick so many topics that there isn't adequate time to discuss them all). At the meeting, the facilitators should first identify the topics to be covered in the meeting. They should then encourage and direct group discussion of the topics. Facilitators should talk with the relevant faculty member prior to starting their preparation for their meeting in order to review the topics to be discussed, and then again, after you have met, to review the questions you will put to the group. We reserve the right to include critical questions or topics if they are absent from your list. It is important to allow sufficient time for discussion of the readings.

Grading:

The group discussions make up 20% of the grade. *The quality of your contribution to the discussions throughout the semester is worth 10% and your facilitation of your session is worth another 10%.* As a participant, you should come to group discussions with notes from the readings including a sentence summarizing the author's main message. You should contribute to the discussions but not dominate them, your contributions should be informed and you should respect other's opinions but not be afraid to disagree.

The criteria for evaluating the facilitators are:

- Your introduction identifying the topics to be discussed (5%)
- Your identification and framing of the important issues to be discussed from lectures, workshops, fieldtrips, etc., and the quality of the questions and prompts you used to initiate and direct the discussion (40%)

- Your identification of the important issues contained in the readings and your facilitation of the discussion of those readings (35%)
- Your facilitation of the group discussion (did you get everyone involved in and enthused about the discussion? Did you use any innovative approaches? Were you able to control the discussion and get it back on track when it wandered off the topic? Did you manage the time well – so that all topics were covered?) (20%)

Contribution to group learning (10%)

In this seminar, great emphasis is placed on the students' active participation in their own education. Your grade is allocated on an assessment of your timely attendance and informed participation in all activities, including field trips; your adherence to codes of conduct and conditions of participation; and your general contribution to the maintenance of a positive learning environment throughout the semester.

Closed-book exam (20%)

The exam will take one hour in total and will comprise 20% of the SEAS grade. The exam will comprise a series of short-answer questions.

The questions are designed to be answered quickly to mimic how you might respond to a verbal question. The exam questions will assess the learning outcomes detailed in this syllabus.

Final Reflection (5%)

Objectives:

1. To have you reflect on your environmental philosophy and ethics and how they may have changed as a result of your experiences in Australia.
2. To have you reflect on what are the most important things you have learnt from the program in general.

How it works:

Before the end of the program write a 1,000 word (minimum) essay covering the following topics:

Your environmental philosophy and ethics:

How have your experiences in Australia affected your personal environmental philosophy and ethics? If your philosophy and ethics have not changed, why do you think this is so?

Your commitment to Action:

Has the program inspired you to take action? How do you intend to apply what you have learned during the semester upon your return to the U.S.?

Your general learning experience:

What are the most important things you have learnt from the program in general. Have you gained insights into US culture as a result of your last four months in Australia? If so, please discuss how these insights have shed light on particular aspects of US culture.

Assessment

Sustainability Journal	15%
Essays	30%
Group discussion & meeting facilitation	20%
Contribution to group learning	10%
Closed-book exam	20%
Final Reflection	5%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date

and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as

[Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Schedule

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.*

Week 1: Introduction to the Australian Environment and Sense of Place (6 contact hours)

This section of the course introduces the student to the physical environment of Australia with a focus on the Northern Rivers region of New South Wales where the program is based. We cover climate, geology, geomorphology, soils, coastal processes, flora and fauna and how these impact human activities and settlement patterns. We introduce you to the main Australian plant families and genera and explain how they are adapted to the unique climate and soils. We also introduce the concept of sense of place which is weaved through the whole course and illustrate how a knowledge of the natural and cultural environment can form the basis of a sense of place.

Session 1 Discussion: Introduction to Seminar

Using the readings as a basis, we discuss the environmental crisis and how the seminar is designed to empower students to respond to the crisis in an effective manner.

Required Readings:

Schwarz, S., & Stacey Woody T. (2008). Q&A with Bill McKibben. *Abroad View*, 10 (2), 1-2.

Speth, J. G. (2008). *The bridge at the edge of the world: Capitalism, the environment, and crossing from crisis to sustainability* (pp. 1-13 &17-45). New Haven: Yale University Press.

Session 2 Field Trip: History, Culture and Environment of Byron Bay

A two-hour field trip to Byron headland where we discuss the physical environment, history and culture of the town and view marine fauna such as whales, dolphins and turtles.

Session 3 Lecture: The Climate of Australia and the Northern Rivers

A one-hour lecture focusing on the climate of the continent and the region.

Session 4 Field Trip: Coastal Processes and Environment

A two-hour field trip to Seven Mile Beach, covering coastal processes such as tides, waves, longshore drift, erosion; coastal geomorphology; and the important flora and fauna of the coastal zone. We also cover human impacts on the coastal zone.

Session 5 Group Discussion: Sense of Place

Group discussion of readings focusing on Sense of Place. What is the concept and how can it be used in education and motivating for environmental action?

Required Readings:

Orr, D. (1992). Place and pedagogy. In D. Orr, *Ecological literacy: Education and the transition to a postmodern world*. Albany: SUNY Press.

Winton, T. (2003). Landing. In M. Tredinnick (ed.) *A Place on earth: An anthology of nature writing from Australia and North America*. Sydney: University of New South Wales Press.

Session 6 Field Trip: Arakwal Welcome to Kuntri

This is a two-hour introduction in the field to the indigenous culture of Byron Bay by the traditional Arakwal owners. This helps further develop your sense of place in Byron Bay.

Week 2: Sustainability (18 contact hours)

This week we examine the concept of sustainability, its history, its characteristics, and the tools used to assess and implement it.

Session 1 Lecture: Introduction to Sustainability

A two-hour lecture covering the history of the concept, its definition and characteristics.

Session 2 Workshop: Sustainable Futures

A two-day workshop covering applied sustainability concepts, culture of sustainability, strategic planning, building and community design, life cycle assessment, embodied energy, energy production and conservation, and education for sustainability.

Required Readings:

Heinberg, R. (2010). What is sustainability? In R. Heinberg & D. Lerch (eds.), *The Post carbon reader: Managing the 21st century's sustainability crises*. Berkeley: University of California Press.

Rainey, T. (2012, July 26). Weighing the environmental costs: Buy an e-reader or a shelf of books? *The Conversation*, 2012. Retrieved from: <http://theconversation.com/au>.

Session 3 Field trip: Sustainable housing

A one-day field trip visiting sustainably designed houses to examine the principles of sustainable housing design.

Session 4 Group discussion: Sustainability

Student-led group review of the week's lectures, readings and field trip.

Week 3: Ecopsychology, Environmental Philosophy and Ethics (16 contact hours)

This week we explore psychological issues related to environmental problems and then examine a range of environmental philosophies and encourage each student to reflect on and develop their own environmental philosophy and ethics throughout the semester.

Session 1: Ecopsychology Workshop

This two-day workshop uses tools from the field of ecopsychology to motivate environmental action, including experiential connection with nature and the transformation of emotional distress about the state of the world. We deconstruct dominant worldviews including economic rationalism, globalization and technological fix, and explore a range of alternative ecological philosophies including green religion, traditional indigenous wisdom, new science, deep ecology, social ecology and ecofeminism. We practice how to have effective communication and collaboration with others who hold different perspectives.

Required Readings:

- Hopkins, R. (2008). How peak oil and climate change us. In R. Hopkins, *The transition handbook: Creating local sustainable communities beyond oil dependency*. Sydney: Finch.
- Hopkins, R. (2008). Understanding the psychology of change. In R. Hopkins, *The transition handbook: Creating local sustainable communities beyond oil dependency*. Sydney: Finch.
- Shields, K. (1991). Building Bridges with the Opposition. In K. Shields, *In the tigers mouth: An empowerment guide for social action*. Newtown: Millenium Books.

Session 2: Group discussion: Ecopsychology

Student-led group review of the week's lectures, readings and field trip.

Ecopsychology essay due.

Week 4: Sustainable Agriculture (11 contact hours)

This week we review problems with the current food production system and then examine sustainable innovations in agriculture, including organic farming and permaculture.

Session 1: Field Trip: The Natural Environment of the Northern Rivers Region

One-day field trip to the Border Ranges National Park. This field trip introduces you to the natural environment of the interior of the region where you will spend your two-week homestay. We focus on landscape ecology, geology, vegetation and the history of the environment movement.

Required Readings:

- Flannery, T. (1994). *The future eaters: An ecological history of the Australasian lands and people* (pp. 75-91). Sydney: Reed New Holland.

Session 2: Field Trip: Sustainable Agriculture and Permaculture

One-day field trip to an organic farm and a permaculture education center, including lectures on the problems of conventional agriculture, the benefits of organic farming, and permaculture.

Required Readings:

Bomford, M. (2010). Getting fossil fuels off the plate. In R. Heinberg & D. Lerch (eds.), *The Post carbon reader: Managing the 21st century's sustainability crises*. Berkeley: University of California Press.

Benefits of organic farming. (2002, June 21). *Science News*. Retrieved from: <http://www.sciencenews.org/>

Manning, R. (2004, February). The oil we eat: Following the food chain back to Iraq. *Harpers Magazine* (pp 37-45).

Session 3: Movie and discussion: "The Power of Community"

Cuba's transition to sustainable agricultural as a result of an oil shock.

Session 4: Group discussion: Sustainable Agriculture

Student-led group review of the week's lectures, readings and field trip.

Week 5: Ecological Economics, Consumerism and Voluntary Simplicity; Urban Sustainability (12 contact hours)

This week we examine problems with our current growth-based economic systems and consumerist society. We envision alternatives, including the steady state economy and voluntary simplicity. We also visit Australia's two largest cities to examine issues of urban sustainability.

Session 1: Movie and discussion: "Arithmetic, Population and Energy"

Growth and sustainability.

Session 2: Movie and discussion: "The Corporation: The Pathological Pursuit of Profit and Power"

The role of corporations in sustainability.

Session 3: Lecture: The Steady State Society

Lecture on envisioning a steady-state society.

Required Readings:

Mosley, G. (2010). *Steady state: Alternative to endless economic growth* (pp 48-88 & 107-117). Canterbury:

Environbook.

Meadows, D. (2012). Envisioning a Sustainable World. *Solutions*, 3(5), 11-14. Retrieved from: <http://www.thesolutionsjournal.com>

Speth, G. (2013). Visions of America the possible. *Solutions*, 4:1. Retrieved from: <http://www.thesolutionsjournal.com>

Session 4: Lecture: Voluntary Simplicity in the city

The relationships between voluntary simplicity, energy descent, and post-growth economics in an urban context.

Required Reading:

Alexander, S. (2010). *Voluntary Simplicity: The Poetic Alternative to Consumer Culture*. Paper presented at the Sustainable Living Festival, Melbourne.

Session 5: Field trip: Sustainable housing design, Melbourne

We visit buildings and houses in order to see how sustainable design principles can be applied to the built environment.

Session 6: Urban design and ecovillage living

A two-hour session discussing how sustainable cities could be designed and what life in an ecovillage is like

Session 7: Group discussion: Economics, Consumerism and Voluntary Simplicity

Student-led group review of the week's lectures, readings and field trip.

Week 6: Tasmania: A case study of resource conflict (27 contact hours)

This week we visit the island state of Tasmania, where forty percent of the state is in nature reserves, and where the first green political party in the world was formed, but which has long been the site of bitter conflict over natural resources. Tasmania starkly illustrates many of the sustainability issues facing the world. We examine the natural environment and the past and present conflicts between wilderness preservation, tourism, forestry, mining and hydro power and the effect that these battles have had on the development of the environment movement in Australia.

Session 1: Lecture: Introduction to the Environment and History of Tasmania

This two-hour lecture covers the climate, geology, geomorphology, soils, flora and fauna of Tasmania as well as its history.

Session 2: Field Trip: Tasmania

A six-day field trip during which we travel around Tasmania in a bus visiting a number of iconic wilderness areas as well as sites of past and present conflicts over resource use. We will study the natural environment and show how historical, economic, political and social factors have created and shaped these conflicts, and how these conflicts have in turn shaped the nature of the environmental movement in Australia. During the trip you will meet with protestors taking direct action against logging and mining, environmentalists, and national park managers. We will contemplate the role and value of wilderness and protected areas.

Required Readings:

Flanagan, R. (2007, May). Gunns out of control: The tragedy of Tasmania's forests. *The Monthly*, (pp 20-30).

Flannery, T. (1994). *The future eaters: An ecological history of the Australasian lands and people* (pp. 263-270 & 312-322). Sydney: Reed New Holland.

Session 3: Group discussion: Tasmania

Student-led group review of the week's lectures, readings and field trip.

Week 7: Aboriginal cultures and sustainability (22 contact hours)

This week we focus on what we can learn from Australia's Aboriginal cultures that can help us in becoming more sustainable.

Session 1: Workshop: Aboriginal World Views

This one-day workshop with Aboriginal elder, Mary Graham, focuses on differences in world views between western cultures and indigenous cultures. This workshop also prepares students for the Aboriginal field trip.

Required Readings:

Graham, M. (n.d.) *Aboriginal world view*. Unpublished manuscript, SIT Study Abroad, Byron Bay, NSW, Australia.

Davidson, R. (2006 December), No Fixed Address: Nomads and the Future of the Planet, *Quarterly Essay 24*, pp III-VI, 10-17, 47-53.

Medcalf, R. (1989). *Rivers of blood: Massacres of the Northern Rivers Aborigines and their resistance to the white occupation 1838-1870*. Lismore: Author, pp 5-7.

Session 2: Field Trip: Aboriginal relationships with the environment

A four-day camping trip in Northern New South Wales. We camp with Aboriginal elders on Aboriginal land where they share traditional ecological knowledge and stories containing lessons on how to live in and care for our environment.

Session 3: Group discussion: Aboriginal cultures and sustainability

Student-led group review of the week's lectures, readings and field trip.

Week 8: Social Change and Environmental Action (20 contact hours)

This week we focus on developing skills to promote change which makes our societies more sustainable. We explore the history of social change and its causes; and the importance of so-called 'radical' ideas and actions in the quest for sustainability.

Session 1: Workshop: Action for Social Change

A two-day workshop using Individual and group empowerment exercises. We use theories of social change to design a practical social change program/campaign for sustainability. We present tools for personal, cultural and structural (organizational/political) change towards sustainability using experiential exercises and case studies of campaigns.

Required Readings:

McKenzie-Mohr, D. & Smith, W. (1999). Fostering Sustainable Behavior. Chapter 1 in D.

McKenzie-Mohr & W. Smith, *Fostering Sustainable Behavior: An Introduction to Community-based Social Marketing*. Gabriola Island: New Society Publishers.

Nash, R. (1990). Ethical Extension and Radical Environmentalism. Prologue in R. Nash, *The Rights of Nature: A History of Environmental Ethics*. Leichardt: Primavera.

Session 2: Lecture: Globalization and Localization

Two-hour lecture by Helena Norberg-Hodge on the problems caused by globalization and the potential of the localization movement to rectify these.

Required Reading:

Norberg-Hodge, H. (n.d.). Localisation: An economics of personal and ecological wellbeing. Unpublished manuscript, Berkley: International Society for Ecology and Culture.

Session 3: Field Trip: Mullumbimby Community Garden

A one-day field trip in which we use the Mullumbimby Community Garden as a case study in how to develop a community sustainability initiative. In addition, you learn practical gardening skills.

Session 4: Group discussion: Social Change and Environmental Action

Student-led group review of the week's lectures, readings and field trip.

Social Change essay due.

Week 9: Review and Exam (3 contact hours)

Session 1: Lecture & discussion: Review of course

In this session we review and synthesize the content of the course and discuss three readings which present different views of how we should transition to a sustainable society.

Required Readings:

Miller, Asher. (2010). What now? In R. Heinberg & D. Lerch (eds.), *The Post carbon reader: Managing the 21st century's sustainability crises* (pp455-458).

Trainer, Ted. (2010). Thoughts on the transition to a sustainable society *Synthesis/Regeneration* 51: Winter. Retrieved from: <http://www.greens.org/s-r/51/51-07.html>

Orr, D. (2010). The ecological deficit. In R. Heinberg & D. Lerch (eds.), *The Post carbon reader: Managing the 21st century's sustainability crises*. Berkeley: University of California Press.

Session 2: **Exam**