Sustainability Across the Curriculum Workshop

May 18-19 2017
Outcomes

• Provide a base of knowledge, experiences, and inspiration upon which to build a course or unit that includes sustainability outcome(s)
  – Develop a concept map that will assist in:
    • Proposing a new course
    • Re-designing an existing course
      – Develop a course outline
      – Develop a course module
  – Thread together seemingly disparate agenda items w/ a coherent underpinning (one method of course design)
The Colorado College mission commits us to providing the finest Liberal Arts education in the country by embodying our core values. Sustainability isn't optional at Colorado College; it's central to our community and to the examples we set through all of our work. We aspire to make Colorado College a model for sustainability at all levels – an academic community that lives its commitment to a thriving future, honoring the economic, social and environmental narratives of our complex ecosystem.
Sustainability

• “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Colorado College Core Values

As members of the Colorado College community, we share a commitment to:

• Honor the life of the mind as the central focus of our common endeavor;
• Value all persons and seek to learn from their diverse experiences and perspectives;
• Practice intellectual honesty and live with integrity;
• Serve as stewards of the traditions and resources of Colorado College;
• Nurture a sense of place and an ethic of environmental sustainability;
• Encourage engagement and social responsibility at local, national and global levels;
• Seek excellence, constantly assessing our policies and programs.
A Definition for “Sustainability in the Curriculum”

• The goal of sustainability education is to leverage the assets of the Block Plan to allow students to investigate the relationships between social, economic, and environmental challenges, particularly as they apply to our communities. Through a liberal arts education, sustainability should strengthen our relationship to the Rocky Mountain West, as well as the broader human economy and the larger ecosystem in which it is embedded.
What a man can be, he must be
This level of need pertains to what a person's full potential is and realizing that potential. For example: desire to become an ideal parent, expressed athletically, in painting, pictures, or inventions.

Self-actualization

Esteem
- to be respected
- to have self-esteem
- desire to be accepted
- valued by others

Love and belonging
- friendship
- family

Safety needs
- physical security
- interpersonal security

Physiological needs
- breathing
- food
- water
- sex
- sleep
- homeostasis
- excretion

Maslow

Frustration-regression principle:
If a higher level need remains unfulfilled, the person might regress to lower level needs that appear easier to satisfy

FLUTRATION
REGRESSION

Acceess to the higher levels required satisfaction in the lower level needs

Hierarchy of needs

Social needs

Clayton's Etc.

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Social tech science
Sustainability Learning Objectives

• Understanding and evaluating the complex global systems in which sustainability issues exist (e.g. - laws, economics, and policies)

• Philosophical or theoretical frameworks in which to view environmental and sustainability issues (e.g. - morality, Maslow’s Heirarchy, etc.)

• Historical phenomena and patterns that have produced modern sustainability issues

• Social Justice, Environmental Justice, and other equity concerns that investigate the complex social networks and dynamics of power that can perpetuate and complicate sustainability issues (e.g. - environmental and institutional racism, food access, etc.)

• Building innovative connections between different academic disciplines (e.g. - Media studies, Music, English) and sustainability.

• Understanding of, and critical thinking about the scientific method and how science can be applied to understanding natural systems and environmental issues

• Practice in technical and scientific skills and how they could be used to generate solutions to small and large scale sustainability challenges
Sustainability Learning Objectives
Cont’d

• Practice in social and communication skills and how they could be used to generate solutions to small and large scale sustainability solutions

• Analysis and composition in literature, creative writing, design, visual arts, music, and other art forms that could be used to generate solutions to small and large-scale sustainability challenges

• Analysis and practice of other cultural perspectives and how they apply to sustainability

• Development of a “Sense of Place” and a better understanding of the connections to one’s surroundings and community

• Research or course activities that engage with our communities to promote flourishing

• Examination of course processes or practices that are sustainable in and of themselves (e.g. - resource usage, waste generation, travel footprint, etc.) (i.e. - Self-Reflection)
In a Perfect World...