SYLLABUS

ESS400
Sustainability and Ecosystem Science
Spring 2017
(Tues/Thurs 4:00pm – 5:15pm)
PHYSIO 103

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COURSE DESCRIPTION
This course explores the intersections between ecosystem science, communities and sustainability in the context of the global challenges of climate change. The course focuses on the new global framework (The Paris Agreement), Sustainable Development Goals (SDGs), and ecological indicators. A firm grasp of ecological processes and ecosystem functions, and an interest in global sustainability is essential for this course. Students will explore how changes in the environment, society, and culture intersect within the international arena of sustainable development. This class focuses on international environmental agreements that inform multilateral policies such as adaptation and mitigation goals, green climate financing and Nationally Determined Contributions (NDCs). By the end of the class, students will be familiar with the UN structure, international agreements on climate change, ecological indicators, and the sustainable development goals.

POLICIES FOR CLASSROOM CONDUCT AND DISCUSSION
Cellphones and iPads will be used in class regularly for exercises or looking up materials. Students are expected to search for documents on the web using UN documents and websites, UNEPlive, Google Scholar, Web of Science and other scholarly resource sites. Social Media and blog sites are critical for this class and students are encouraged to learn how to use social media sites such as Twitter. Students are expected to respect the classroom setting and refrain from inappropriate use cellphone use during classroom sessions (such use would count significantly against class participation points).

CLASS OBJECTIVES

Upon successful completion of this course students will
• Demonstrate knowledge of ecological sustainability in the context of the global society.
• Be familiar with positions of different countries, organizations and NGOs on ecological issues at a global scale.
• Understand how to link knowledge of ecosystem science with key concepts in sustainable development, ecosystem services and community resilience.
• Be familiar with contemporary equity and societal issues, advocacy and political stances presented by different cultures and nation states in relation to environmental and/or societal adaptation and mitigation strategies.
• Be familiar with key media and publications on current international policies on sustainability and ecosystem resources.

REQUIRED TEXT AND E-READINGS
There is no textbook as this class will follow current event and "live" negotiations. All documents used in the class will be available electronically with few paper handouts. All lectures are available for review in Canvas and are posted immediately following the actual lecture. Bring a laptop, tablet or smartphone to class at all times!

LECTURE STRUCTURE
Before the start of each class, the lecture structure will be announced via twitter and/or Canvas announcement. The lecture structure impacts where you sit within the classroom. If you are an assigned leader of a team for that day's lecture, it is your responsibility to pick up your plaque at the start of class and gather your team within the classroom based on the seating order below.
1. Open seating--No plaques--general lecture or guest lecture format--you can sit wherever you'd like!
2. Party seating--sit with your home country (party). Countries are always arranged by alphabetical order based on the English spelling of the party name. The party is your intellectual home throughout the semester and will be the group for your final project.
3. Coalition seating--two parties sit together in an assigned coalition (8 students). Coalitions are arranged alphabetically.
4. Thematic seating: there are several thematic groups that will meet at different points during the semester. For all these groups, there is no assigned order of seating unless announced otherwise.

COURSE STRUCTURE
This course is structured based on actual international agreements or treaties on climate change, biodiversity and sustainable development. Following the structure of international agreements where countries work in groups with common goals, students will be expected to work on different teams (based on actual UN groupings) and the membership of those teams are in Canvas. Each student will have one leadership role for one team during the semester and will be a participant in up to six other teams throughout the semester. As the team lead rotates throughout the semester, it is important to check the syllabus carefully for individual assignment dates and check Canvas for your team assignments as they will change with topics.
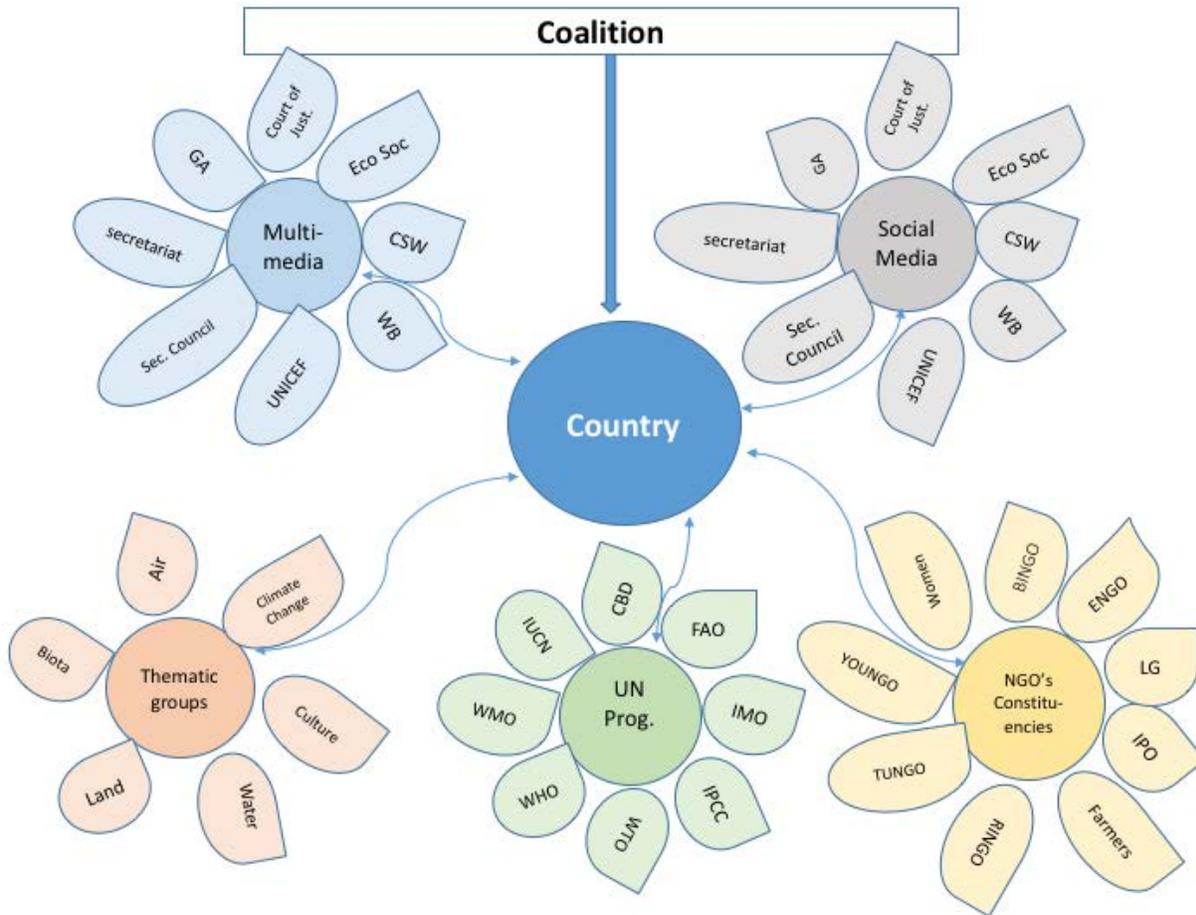
Acronyms and Abbreviations: BINGO: Business and Industry Non-Governmental Organization; CBD: Convention on Biological Diversity; Court of Just.: Court of Justice; CSW: Commission on the Status of Women; Eco Soc: Economic and Social Council; ENGO: Environmental Non-Governmental Organization; FAO: Food and Agriculture Organization; GA: General Assembly; IMO: International Maritime Organization; IPCC: Intergovernmental Panel on Climate Change; IPO: Indigenous Peoples Organization; IUCN: International Union for the Conservation of Nature; LG: Local and Municipal Government Association; RINGO: Research and Independent Non-Governmental; Sec. Council: Security Council; TUNGO: Trade Union Non-Governmental Organization; UNICEF: United Nation Children's Fund; WB: World Bank; WHO: World Health Organization; WMO: World Meteorological Organization; WTO: World Trade Organization; YOUNGO: Youth Non-Governmental Organization

What is a home country?
The assigned home country is your intellectual home for the semester. Each country has a position on ecosystem sustainability, climate change and biodiversity. As a representative of that country, your task throughout the semester is to become familiar with the country's positions on critical ecological issues, understand the cultural context with which the country negotiates its positions on various sustainable development goals. Within your country group, you will have 3 – 4 other members and you will each need to choose a role. There is an assigned leader but you also need a country communicator on twitter, a lead negotiator who presents the country's platforms; a scribe who records all documents and positions. Each country has a homepage on Canvas where documents should be stored. The country leader is responsible for the timely submission of all country documents. At the end of the semester, your country will compile its position from all the groups into one final product (poster or Story Map) so it will help to stay on

top of those positions and post them in your country's site on Canvas. Details on final project will be released later in the semester.

What is a team?
Each student has been assigned to seven different teams (including a home country). The team will represent a discussion group at different points during the semester and you will need to assemble as a team at different times during class sessions throughout the semester. The teams are defined by actual UN organizations or parties, each with specific positions on ecosystem services, sustainable development or biological diversity. For each team, you need to know what that organization represents, what its position is in reference to different topics throughout the semester. Teams will regularly present their positions as part of the classroom discussions and you will switch among teams regularly but remember you always take the position of your home country on a team. Team leads are responsible for uploading team documents into Canvas to make sure all participants get credit for the team's activities.

What is a team leader?
The assigned teams are representative of actual UN bodies, party coalitions or other groups that work on ecosystem sustainability issues at the global scale. Since we are using the UN structure, the number of students within a particular group will vary from 4 – 8 students per group. Regardless of the group size, your full participation in the group's activities is expected! As a leader, you are responsible for: (1) developing one statement (3-minute statement) on behalf of the team on the assigned issue or SDG--this equally about 3000 words; (2) submitting that statement on Canvas on the behalf of all your team members; (3) assigning a presenter during class sessions; and uploading any required media. Grammar and punctuation count as do the correct uses of UN phrases, diplomatic language and other nuances. Include all contributing countries in every statement. All team papers are due the SUNDAY after the class exercise so there are several days to get the documents tidied up.

What is a team participant?
Each student is expected to work together with their team members on all assignments. Since many assignments will be developed during the class period, any absences need to be reported to both the class TA as well as the team assigned for that day. Students with excused absences have the opportunity to work with the team towards the final submission (usually the SUNDAY after the class exercise). Students with unexcused absence or who fail to participate on team reports will receive a zero for that assignment. You are responsible for contacting the team leader of a particular assignment as well as any assigned writing for that assignment.

What is a team assignment?
Assignments are short statements that are the compiled position of the team based on the topic of discussion (usually an SDG). Each assignment is 2 - 5 pages (a minimum of 3000 words 12 point font single spaced one inch margins) with figures, pictures or video link included. Teams are encouraged to be creative and use different formats to present their positions. Team assignments should be based on documents located on UN or similar websites. All countries (parties) have a position within the UN structure and it is your responsibility to find out party positions and various negotiating blocks. REMEMBER--we are focused on ecosystem sustainability so parties will negotiate based on common resource positions NOT political positions. While in some

cases, these two positions may be the same, this is not always the case so do not assume that all parties will stay within the same groupings. For some thematic groups, cultural issues and political structure do play a critical role and it is important to know that country's position on some cultural issues such as gender, education, land tenure and several others. It is your responsibility to look objectively at an issue through the perspective of the party you have been assigned to represent. Do not use third-party sources for your research (such as media sites) unless specifically a part of the assignment.

How does the team structure work?
Your home is a country (known as a party within the UN world) that will provide a cultural and political lens throughout the semester. As a member of a country team, you will represent that country's interests in all team assignments. For example, if you are assigned to Argentina as your home country, you are automatically part of the AILAC coalition with Ecuador which represents the interests of Latin American countries. Your other team assignments (check Canvas!) include EcoSoc for Social Media, GA for Multi-media, IPO for non governmental organizations (NGO), FAO for UN Programs, and Land for Thematic groups. Canvas notes that you are in the leadership position for IPO (Indigenous People Organization). Since your home country is Argentina, you will represent Argentina on all other teams (there may be more than one country representative on a team in which case you should work together with your "Argentinian colleagues"). As a participant on a team, you contribute the perspectives of your home country to the discussion. For example, if FAO (Food and Agriculture Organization) is presenting their position on sustainable development goal 12 (SDG12) on responsible consumption, Argentina may be primarily concerned with responsible fisheries management of the Antarctic seas. When you are on the General Assembly (GA) for Multi-media, what has been Argentina's position on issues that have been discussed in the GA (think Falklands Islands or similar fishery disputes that required GA intervention). As the lead position for IPO under the NGO grouping, while Argentina has positions on indigenous people's rights specifically for pastoral people in high mountain environments, your role is to compile all country issues (there will be anywhere from 3 - 8 students in a given team) for the IPO statement.

COURSE POLICIES
Students will be evaluated on the following:
1. *Quizzes (10 points each for 40 points total).* Quizzes will be based entirely in the Sustainable Development goals and UN structure readings.
2. *Final Country Project (three parts for 100 total).* Students will work in groups on the country project but each student needs to submit within Canvas. The country groups are a team and students should work with their team partners to make sure all documents are submitted on time. Each student should be assigned a role within the country team so that the final project represents the work of all team members.
3. *Team projects (70 points).* Each student is assigned one group leadership position and five group memberships. Each completed team assignment is worth 10 points.
4. *Twitter points (up to 20 points).* Tweet and follow international conversations on sustainability. Make sure to follow @GWSN2012 and @Maih2o. Each country team will be required to set up a twitter account and can receive extra points from the twitter account. Individual students are also encouraged to set up a twitter account and can receive up to 10 extra credit points individually based on twitter activity (note that simply retweeting

messages is not sufficient).

5. *Guest lectures and external events.* Students are encouraged to follow external events and can submit up to 4 opinion papers on any event or speaker with prior approval from the instructors. Each Opinion paper is worth ten points and can be substituted for a quiz. Opinion papers are two pages single spaced 12 point font 1 inch margins.

Attendance and Participation: Students are expected to attend all class sessions. If a student cannot attend a class session, please let the instructors know in advance via email. Students who miss class are responsible for the materials and skills covered during the class and are expected to contribute to any team assignments during the class. Students who miss more than six class hours are subject to a lowered final grade. Attendance is a significant portion of your grade!

ACADEMIC INTEGRITY
We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as his or her own. The CSU writing center defines plagiarism this way: Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due." If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (see page seven, column two:
http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf).
Academic Honesty Policy: Specific procedures for cases of academic dishonesty are described by the Academic Integrity Policy in the General Catalogue and the Graduate School Bulletin. **Plagiarism** is defined as the use of any source, published or unpublished, without proper acknowledgment. The most important thing to know is this: **if you fail to cite your sources, whether deliberately or not, it is still plagiarism.** Ignorance of academic regulations or the excuse of sloppy or rushed work does not constitute an acceptable defense against the charge of plagiarism (Princeton).
When in doubt, cite. It's always preferable to err on the side of caution and completeness. Posters and other presentations require accurate citations and proper credit for figures, graphics or photographs. When in doubt, CITE THE SOURCE.

> Academic Integrity. Princeton University. 2011.
> http://www.princeton.edu/pr/pub/integrity/pages/plagiarism/ Accessed 11.13.12
> Tips to Avoid Plagiarism. The Library UC San Diego.
> 2010. http://libraries.ucsd.edu/locations/sshl/guides/preventing-plagiarism/tips-to-avoid-plagiarism.html Accessed 11.13.12.
> Publication *Manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association, 2010.

Policies Regarding Students with Special Needs: Please discuss any special needs that may affect your learning or ability to complete the course assignments with your instructor during the first week of class. As required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made for students with documented disabilities. Contact the Resources

for Disabled Students Office for more information (970-491-6385 or
http://rds.colostate.edu/index.asp