

## MVLA GYC 101 – Intro to Greening Your Curriculum

Dawn Wrobel  
GEO 102 World Regional Geography

### SUSTAINABILITY WITH GLOBALIZATION AS A THEME

This will be used in Fall 2012, when I switch to a new text and Moraine switches to Blackboard Learn.

I have been using globalization as a theme for this course. Since I will have a new text for fall (a Flat World online text) I am going to create a new core assignment for students in both my face to face and online sections and will try connecting the theme of globalization to issues of sustainability. Since this includes social justice and economics in addition to environment, it would not require a change in my other core assignments, only slight modifications to focus on sustainability aspects of globalization.

Title: Issues of Sustainability in a Connected World

Course end competences addressed:

- C. Describe the most important physical, social and economic characteristics of each geographic region.
- D. Intelligently discuss the interdependence of each region of the world and how geographic literacy is a key to understanding our place in the world.
- E. Identify practical applications of geographical concepts in real world situations.
- I. Evaluate historical trends in population growth and related patterns of economic activities including agriculture, manufacturing, services and the consumption of natural resources.
- J. Describe the impact of population, migration and social custom patterns on contemporary global society.
- K. Identify human settlement patterns and the influence of urban settlements.
- L. Identify critical environmental problems and the issues surrounding them.

Learning outcomes:

Learning outcomes in the course are defined for each region of the world. I still need to go through the individual units to pull out all the outcomes that deal with sustainability.

Set up:

I will use Blackboard Learn to divide students into groups. One group will be assigned to each world region for which I do not have a core assignment at this time. (NOTE: Students complete a combination of required “core” assignments that include collecting and mapping original data, mapping and analyzing data from a secondary source, statistical evaluation and analysis, plus a separate collection entitled “doing geography” from which students select the assignments that most interest them). Each group will explore sustainability issues for the country or countries of their choice within that region, and each group must include at least one environmental, one economic, and one social justice case study.

In the face to face class, we start with the film *Baraka* to begin working on observation skills. I will use that film to model part of the assignment, pulling out examples of sustainability issues included in the film. For the both internet and face to face sections, I will develop a sample presentation for Anglo America. That region has a core assignment that I do not want to displace and is the first region we cover.

In addition to the text, I will use the sustainability graphic from GYC 101, the college sustainability mission statements, and readings from *Getting a Grip* by Frances Moore Lappe and *The Power of Partnerships: Building Healing Bridges Across Historic Divides* by Ocean Robbins. I think the students might find Ocean’s family history interesting. His grandfather founded Baskins and Robbins. His father turned his back on the corporation and moved to an island with his wife, living on about \$500 per year and growing his own food. John has written widely on the food industry – beginning with *Diet for a New America* – and co-authoring *Be the Change You Want to See in the World: 365 Things You Can Do for Yourself And Your Planet*. I will order *Be the Change* and have it on reserve in the library for my students – and I might require it for the spring Honors section which has a service learning component.

Each student in a group will be required to address one aspect of sustainability for the assigned region. This will be presented as a PowerPoint or Prezi presentation. In the online section, groups will post to a discussion board for the region and the other students in the course will be required to respond to two of the presentations. In the face to face section, the presentations will be limited to 3-5 minutes per student and presented in class. In addition, each group must write and present an overview of regional sustainability issues as a preface to their case studies.

#### Requirements and Assessment:

This assignment will be 10% of the course grade. 3% of the points will be assigned to the group presentation and 7% to the individual presentation. Grading for face to face presentations will include points for the quality of the presentation (clear, understandable, audible, confident delivery). Grading for

online presentations will include points for responding to posts from non-group class members

Group Requirement:

1. Title slide including the region, a regional map, and the names of the group members.
2. A minimum of three slides summarizing major sustainability issues, one each for environment, economy, and social justice.
3. A slide introducing the topics to be covered and which student will cover each one.

Individual Requirement:

1. A title slide including a regional map with the area to be discussed highlighted in some way and the name of the individual presenter.
2. At least one slide describing the importance of the issue.
3. At least one slide summarizing the history of the issue selected, including the positive and negative aspects of the situation.
4. At least one slide describing the major stakeholders for this issue.
5. At least one slide describing historical efforts to solve or minimize the issue.
6. At least one slide describing current efforts to solve or minimize the issue.
7. At least one slide describing what the student would recommend to solve or minimize the issue.
8. A reference slide including at least four references, one must be from a book or journal, Wikipedia is NOT acceptable as a source.