

Global Ecological Economics and Sustainability Syllabus

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Class time: Tu Th 12:30PM - 1:45PM
Course title: Global Ecological Economics and Sustainability
Course nickname: Eco. Econ.
Office hours: Wednesday 3:00-5:00 pm (or by appointment).
Credits: 3
Class location: Hill Hall 309
Class number (s): Economics 2004/Peace Studies 2004

CENTRAL QUESTIONS

This trans-disciplinary introductory course is grounded in applying diverse economic and ecological principles to sustainability problems. Students will learn about the history and values behind these approaches and will consider economic growth and development, global politics (e.g., trade, war) as well as social and economic justice as they relate to sustainability problems. Sustainability topics that will be covered include: human population and consumption, climate change, food and agriculture, water quality and access, forestry and fishery management.

Notes: *Because there are no economics prerequisites for this course, I will assume that students have not had exposure to economics, and hence, some of the necessary fundamentals will be covered in the class. You may be not be challenged by the 'economics' material if you have already taken other 2000 or 3000 level Economics or Agribusiness/Agricultural and Applied Economics classes. However, this course will cover many sustainability topics in a unique trans-disciplinary way.*

LEARNING OBJECTIVES

You will apply and practice the oral and/or written communication skills via the following activities

1. *Refine the focus of an issue, arrange key points into a cohesive argument, and convey the end result learning how to use an economic framework.*
2. *Design effective presentations, as well as facilitating and participating in informed discussions.*
3. *Clarify personal beliefs and values by deconstructing assumptions through reasoning, reflection, and forming purposeful judgments and effective unbiased communication.*

Global Ecological Economics and Sustainability Syllabus

DIVERSITY INTENSIVE STATEMENT

This course satisfies the Diversity Intensive requirement for students in the College of Arts and Sciences by considering the assumptions of the economic and the ecological sciences and the ramifications for ethical attitudes towards nature. For example, students will consider the assumptions within standard neoclassical economics. Market failures such as externalities occur when individual incentives impact others in ways that are not adequately compensated in the market system. Externalities and other market failures have implications for income, racial, and gender disparities within the United States and in a global context. Students will learn about the present and potential future role of government in navigating market failures that disproportionately impact disadvantaged people groups. These issues are not generally incorporated into standard environmental-economic analyses. Students will consider ways of measuring economic growth in light of inequality and environmental costs. Connections between inequality, resource distribution, and environmental externalities will be discussed, such as climate change, consumer culture, energy use air pollution, and water use. Students will relate these social and environmental concepts in a personal way through a Story of Stuff project by considering labor and environmental justice implications of the extraction, production, distribution, use, and disposal of their product of interest. Students will be required to construct a question that relates to social and environmental justice of other student presentations. Journals, discussion starters, and written reflections on course topics will be integrated throughout the semester and will have students relate topics to their own lives.

COURSE

READINGS

The following texts (available in the Mizzou bookstore) are **required**.

Wheelan, Charles. 2019. *Naked Economics: Undressing the Dismal Science*. W.W. Norton & Company, New York.

Additional required reading will be posted on the course Canvas, so please pay attention to the course Canvas page.

COURSE STRUCTURE AND LEARNING TIPS

This class was intentionally designed to provide a mixture of learning activities which addresses the diversity of learning styles in the class.

Student Email: Mizzou offers a student e-mail account for all students. You are responsible for monitoring your student e-mail account.

Use of Electronic Devices: We want to get to know you and cultivate an active learning community, and electronic devices can distract us from this goal. Cell phones and computers are NOT to be used in class. We will discuss in class why computers for note taking will not contribute to your success in the class. These practices can distract both you and your classmates from active learning and participation, creating an environment of disrespect.

Global Ecological Economics and Sustainability Syllabus

Notes: Disability¹, Academic Honesty², Intellectual Pluralism³, Academic Inquiry, Course Discussion, and Privacy⁴

Canvas: A Canvas course site has been created for this class. You may access the course via <http://courses.missouri.edu>.

Electronic Correspondence: Feel free to e-mail me with questions, but be sure to follow rules of etiquette, using both your name and mine as well as appropriate subject line and necessary content so that I can respond in a helpful way. Please use basic professional courtesy when communicating with your instructor and your classmates.

Technical Assistance: Computer difficulties are not a long-term excuse for non-participation. If you experience problems with your computer and/or Canvas, call the Mizzou [IT Help Desk](#): (573)882-5000. They can talk you through fixing many problems. More information at <http://doit.missouri.edu/about/>

¹ **Disability** If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office. To request academic accommodations (for example, a note taker or extended time on exams), students must also register with the Office of Disability Services (<http://disabilityservices.missouri.edu>). It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage. Another resource, MU's Adaptive Computing Technology Center 884-2828, is available to provide computing assistance to students with disabilities. For more information about the rights of people with disabilities, please see <http://www.ada.missouri.edu> call 884-7278.

² **Academic Honesty** Please refer to the following website <http://osrr.missouri.edu/guidelines/procedure.html> In addition, students are prohibited from posting any course material (e.g. PowerPoint slides, assignment instructions and responses, guiding questions, papers) online (e.g. Course Hero, StudyBlue websites) and from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation (see link) and a copyright violation. Violations of copyright laws could subject you to civil penalties and criminal liability.

³ **Intellectual Pluralism:** The University community welcomes intellectual diversity and respects students' rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>) or the MU Equity Office (equity@missouri.edu; <http://equity.missouri.edu/>). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course

⁴ **Academic Inquiry, Course Discussion and Privacy:** University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in [section 200.015](#) of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under [section 240.040](#) of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Global Ecological Economics and Sustainability Syllabus

Student Writing Center Assistance: The Writing Center, located in the Student Success Center, offers writing services to all undergraduate students at the University of Missouri. Students can meet with a tutor or submit papers online. Appointments are available from 9-5 Monday-Friday and some evenings. For more information, please visit the Writing Center at <http://writery.missouri.edu>

Withdrawal Policy: If a situation arises that prevents the successful completion of this course, please note that it is each student's responsibility to formally withdraw from this course before the deadline passes (check the Registrar's Office for relevant deadlines).

ASSESSMENT OF LEARNING OBJECTIVES _____

Grading Summary: Points are earned in a variety of ways. Grade percentages are A+ = 98-100%; A = 93-97%; A- 90-92%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%; C- 70-72%; D+ 67-69%; D 63-66%; D- 60-62%; F 0-59%

Record Keeping: Students are responsible to monitor their grade progress in Canvas. This is a requirement of the class. Please contact the instructor immediately if you have questions. You need to resolve issues at least 10 days after the particular grade is posted. If you wait until the last few weeks of the semester, it will be difficult to resolve your issues and nearly impossible once the grades are submitted in MyZou.

ASSIGNMENTS OVERVIEW _____

Submitting Work: Most assignments will be submitted electronically in Canvas. Please refer to the Assignment Chart in the syllabus and posted in Canvas for exact due dates. Assignment dates will also be posted in the online schedule.

Late Policy: It is imperative that we all practice punctuality and adhere strictly to deadlines for written work. Therefore, written work submitted past the due date will not be accepted. I try to grade work promptly, so it is best to turn your work in on time.

In the event of emergencies that interfere with you submitting written work on time, contact me as early as possible (at least 3 days in advance of the due date), and we'll try to work out a reasonable concession. I will ask for documentation of your situation.

Global Ecological Economics and Sustainability Syllabus

	Assignment	Point Per Ac- tivity	#	Total Points "Possible"	Due Date
1	Guiding Question Quizzes	10	7	70	Random
2a	Mini-Discussion Starter (DS) for All	15	1	15	5:00 pm Monday, Sept 2nd
2b	Discussion Starter Posts	40	1	40	See Online Schedule
3	Attendance/Participation	6	30	180	Every class
4	Story of Stuff Assignment				
4a	1st Version for Dress Rehearsal/Peer Review	15	1	~15	11:00 am Thurs. Sept 12 th
4b	2nd Version for Instructor Review	30	1	~35	11:00 am Wednesday, Sept. 18 th
4c	Final Version	60	1	~78	See Online Schedule
4d	Story of Stuff Reflection	25	1	~40	TBA
5	Mid-Term Learning Commentary	75	1	~75	10/16 Wed at midnight
6	Final Reflection	100	1	~100	12/6/ Wed. 7:00 am
7	Extra Credit				See Syllabus for details
	Total			305	

Global Ecological Economics and Sustainability Syllabus

PARTICIPATION/ATTENDANCE

Participation and attendance are an extremely important part of the course. There are 180 points possible in this area (approximately 6 total points each class period). Each day, three points are counted as attendance and three points are designated for participation beyond just being present.

Attendance: Clearly, you must be present to participate in the entire class. Thus, attendance is mandatory given the participatory nature of the class. If you must be absent from all or part of a class for a legitimate reason, such as a family emergency, religious holiday, or illness, you should tell me in advance. Unless you tell me ahead of time, I will assume that the absence is not excused. It is disruptive to arrive to class late and/or to leave early. Do not ask if you can make up work, especially for unexcused absences. Extra credit is a way to make up for absences if needed. As is University policy, five unexcused class absences may result in a report to the Dean of your college and seven absences of any kind may result in the dropping of your name from the course roster.

Participation: Discussion activities should allow you to further explore the ideas introduced in class, clarify things you have not fully understood, and hear the diverse and interesting points of view held by other students. Factors that affect your participation points include: active engagement in class and discussion (both in small and large groups), verbal contributions ⁵ following electronic device policy, non-verbal ways of communicating in the class, improvement over the course in the above factors will be considered. You are responsible for discussion leading the days you have a discussion starter due. Use your guiding questions as a starting base if you have a difficult time with participation on ad hoc basis. Certain activities will count heavily in the assessment of participation, such as providing comments for other groups in the presentation. In additional, short informal writing assignments assigned in class will count towards your participation. **You need to make at least one intelligent verbal contribution to class at least once every two weeks to receive a passing participation grade in the class.** The Midterm Learning Commentary and Final Reflection will be avenues for you to reflect and evaluate your participation in the class.

GUIDING QUESTIONS (GQ) AND QUIZZES

Purpose and Content: The purpose of these writing exercises is threefold: 1) To improve your ability to digest scholarly materials and distill their main ideas 2) To serve as an incentive to complete the assigned reading prior to class 3) To function as a launching pad for engaged discussion and other activities in class 4) To gauge participation and active learning in the course 5) To provide an opportunity to revise and deepen your thinking through revision and further reflection in the Mid-term Learning Commentary and Final Reflection

⁵ Class discussion is a valuable skill that needs to be developed through practice. Various techniques will be used to encourage you to speak up and engage your fellow students.

Global Ecological Economics and Sustainability Syllabus

Content: -Respond to guiding questions posted in the online schedule.

-Respond to in-class questions announced in class.

Writing Style: Your writing can be informal, but it should demonstrate critical thinking rather than surface level reactions to the readings.

Due Dates and Collection Method:

- Bring your guiding questions every day to class so that you will always be prepared to contribute to class discussion and for possible guiding question quizzes which may be at the beginning or towards the end of class
- Rather than turning them in every day, there will be seven GQ quizzes that build on both the GQs in the online reading and the in-class discussion. If you fill out the GQs beforehand, you can use this material as well as any in-class notes to help you on the quiz. You may not use the reading itself. The lowest of these quiz grades will be dropped to allow for the possibility that you are absent (either excused or unexcused) or having a bad day.

If you are concerned about your guiding question grade or want to demonstrate your diligent efforts throughout the semester...

- A list of supplemental guiding questions (i.e., those guiding questions not included in the Midterm Learning Commentary or Final Reflection) will be provided at the end of the Final Reflection
- If you receive 70% or higher on these supplemental questions, you are able to drop the two lowest GQ quiz scores. If your supplemental guiding questions earn a 90% or higher, you can earn up to 15 extra credit points (See extra credit section and emphasis on rigorous evaluation).
- Please note, this is optional and not required.

Evaluation Criteria:

1. Demonstrate understanding of the intent of the readings by clearly mentioned specific lessons learned.
2. Incorporate your informed insights, questions, and opinions into the responses.
3. Push your thinking as far as possible and discuss where you have questions and why. Be thoughtful and humble about what you do and do not know.

Length: It is more important to focus on answering the questions adequately than focusing on length. Because these can be written informally to help guide you; students will vary widely in how concise their answers may be and still adequately answer the question.

Global Ecological Economics and Sustainability Syllabus

DISCUSSION STARTER _____

Purpose:

- Engage with the course material in a deeper way than in a typical journal entry
- Lead/Facilitate class discussion
- Model thoughtful reflection and discussion to your peers
- Communicate and learn from others in both small and large groups
- Reflect and Revise on your ideas, your peers' ideas, communication skills and writing

Description

Part I. Guiding Questions (See Schedule in Canvas to locate questions for relevant class day)

- What? Before class every day, you will always be doing guiding questions in this class. The **difference as a discussion leader** is that **you respond more thoughtfully and submit them in Canvas ahead of time**. You **will also be assigned additional questions** and/or activities to submit to Canvas.
- When? See Discussion Starter schedule for days when you are discussion leader based on a rainbow coloring system. You will be assigned a color in the rainbow based on the day you are discussion starter.
 - **due in Canvas at 5:00 pm** the day before your discussion starter
 - **There is heavy penalty for turning it in late as instructor needs your input to plan the class so don't wait until the last minute**

Part II. Led Small Group Discussion

- Bring your discussion starter that your turned into Canvas the night before in hard copy form and this will serve as a guide to facilitate discussion as well as share what you learned and your questions with the group. You also turned this in Canvas at 5:00 pm the night before.
- Lead small and large group discussion

Part III. Revision

Revision

What you will you use to revise?

- Questions/ideas from instructor comments on Discussion Starter in Canvas
- Notes from lecture and discussion from this lesson as well as previous lessons

Global Ecological Economics and Sustainability Syllabus

- In addition, the instructor may require or suggestion additional articles to expand/provide examples to strengthen the revision.

When will you revise?

- **In the midsemester learning commentary (see Syllabus and online schedule for due date), there will be a prompt to revise your discussion starter.**

Evaluation and Further Clarification: Please refer to rubrics in My Grades

Writing Style and Content:

Writing is expected to be at a collegiate level and formal.

Length: Three page absolute minimum; 12 point font 1" inch margins double spaced. Four page absolute minimum for Version 2.

Important Notes:

You do not generally need to coordinate with your fellow discussion starters prior to class.

However, special instructions on the discussion starter posts may be given on the class day prior and/or at the beginning of class your assigned day. Please make sure you know what you need to do.

If you have an emergency and miss the class the day prior to your assigned day, please be sure to contact the instructor or your fellow discussion leaders to make sure you know you understand the instructions.

MIDTERM LEARNING COMMENTARY

In the middle of the course, you will respond to prompts that will either be the exact guiding questions posed earlier in the semester or will directly build on those guiding questions to give you an opportunity to revise, build and synthesis your ideas. These questions will relate both to the content of the class as well as to communication and writing skills that we have discussed and implemented in the class.

FINAL REFLECTION

Building on the midterm learning commentary, you will be revising some of the content based on instructor feedback. In addition, there will be other prompts that address the second half of the semester. You will turn the Final Reflection in Canvas **7:00 am on the last Wed of the semester Dec. 4th at 7:00 am.** You need to be present on the last day of class to receive credit for the reflection as part of the exercise is the discussion that we will have in class based on your thoughtful insights.

Global Ecological Economics and Sustainability Syllabus

STORY OF YOUR STUFF ITEM ASSIGNMENT

Purpose:

- To make global ecological economic issues real and personal by exploring the story of a stuff item
- Successfully define and apply at least three economic principles we used in the class
- Gain an increased understanding of the history of this item and the social, cultural, policy issues surrounding this item
- Increase research skills and gain an awareness of research bias by utilizing appropriate sources during your research.
- Gain an increased understanding of professional presentation skills
- Wrestle with the labor and environmental implications of the product

Due Dates and Submission:

First Version for Peer Review Upload your presentation, questions, and written commentary to Canvas by 11:00 am **Thursday Sept. 11th** (Dress Rehearsal Day).

-Bring your laptops with your presentation to class that day. If you are not able to bring your laptops, print off your slides so you can present in front of your peers in small groups.

-Bring any questions you have about the assignment to discuss with other students and the instructor

Second Version- Upload your presentation, your questions, and written commentary to Canvas by 11:00 am Wednesday, Sept 18th

Final Version-- Upload your presentation, your questions, and written commentary to Canvas by 11:00 am TBA (the first day of presentations)

-You should also bring it on a flash drive and arrive to class as early as possible

-Reflection will occur at the end of class on the day you present.

Please refer to the Story of Stuff assignment description in Canvas for specific content requirements.

Story of Stuff Reflection

Purpose:

- Engage and reflect on your presentation during and outside of class
- Thoughtfully engage with your peers' presentations
- Address three additional economic concepts not addressed in your Story of Stuff
- Increase your knowledge of the Global Ecological Economics
- Get to know your peers and create a learning community through active discussion on the Story of Stuff projects
- Discuss three economic principles NOT discussed in your own reflection

Global Ecological Economics and Sustainability Syllabus

Steps to Successful Completion:

1. Bring the Story of Stuff assignment description and this Story of Stuff Reflection questions for the presentations.
2. Take active notes on your peers' presentations referring to both assignment descriptions.
3. Reflect immediately after your presentation on these relevant question and complete your reflection outside of class!

Due Date (s): TBA

Writing Style and Content: Informal

Length: Minimum of four pages

EXTRA CREDIT

There are several options for extra credit. You can only earn an absolute maximum of 30 points with any combination of the options below.

1. Supplemental Guiding Questions- See Guiding Question section earlier in the syllabus.
2. Connect the Class Lesson for the day with Current Events or Music- If you can bring in/send me a news clip or piece of music that connects to the reading and topic for the day. You can also receive extra credit (up to 5 points for either contribution)
3. Raise the Instructor's Student IQ
Individuals can receive extra credit points if they do an introductory meeting discussing their student IQ sheet. Details will given in class
4. Constructive Critique
If you can give constructive feedback of the class which enhances the educational experience for all of us, you can receive some extra credit. You can send me an email and outline the details of your suggestion. I may ask for clarification. If it is something which will improve the course and if it is something I can implement this semester or in a future semester, you can earn up to 10 extra credit points depending on the nature of the suggestion.
5. Other Extra Credit Opportunities- There may be other extra credit opportunities that are discussed in class

Please note that these are extra credit projects require additional time for the instructor to review so the quality needs to be superior in quality. Projects will be graded rigorously given that they are extra credit.