

## **ENVS807: Sustainability in Theory and Practice**

School of Environment and Sustainability

Term 1, 2019

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Course times, location: Tuesdays, 9:30am-12:30pm\*, Prairie Room, Diefenbaker Centre

**\*Note:** Our first class Sept 10 will be held in the seminar room (room 1261) at the National Hydrological Research Centre, 11 Innovation Blvd. This is about a 15-minute walk from Kirk Hall. You will need to sign in at the front desk.

Delivery: Seminars

Course code: ENVS 807.3

Course credits: 3.

Office hours: Flexible (by appointment). We're happy to meet before or after class (as possible), or at another pre-arranged time, individually, or jointly.

Course notes: See course website <http://bblearn.usask.ca>

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### **Land Acknowledgement**

As we gather here, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. In the course of your studies you may spend time learning in other traditional territories and homelands. We wish you safe, productive and respectful encounters in these places.

### **Course Description**

This course confronts the challenges of understanding, assessing, and resolving sustainability. Students broaden and deepen understandings of sustainability science and practice, learn about their own strengths and biases, and develop creative and analytical skills using in-depth case studies that require interdisciplinary and multicultural perspectives.

**Prerequisites** – none.



## Learning Outcomes

In each of the four main thematic areas, students will be expected to meet the following learning outcomes by the end of the course:

### Interpretations of Sustainability

- a. be conversant in the origins of and key debates in sustainability discourse and practice (including environmental, economic, social and cultural interpretations)
- b. be familiar with major concepts and topics in sustainability science, including: vulnerability, resilience, adaptation, and social justice.
- c. describe how Indigenous peoples and ways of knowing have and might contribute to concepts and practices associated with sustainability

### Standpoint and Reflexivity

- d. identify and clarify one's standpoint in relation to perspectives and approaches to sustainability
- e. explain how power and privilege offer opportunities and constraints for some groups of people to participate in sustainability discourse, governance, science, and practice.

### Frameworks and Applications

- f. explain how evaluation frameworks and methodological approaches have been used to interpret and/or measure progress towards sustainability
- g. critically assess strengths and gaps of different frameworks used to assess sustainability and develop a rationale for determining how tools and metrics for sustainability shape problem definition

### Sustainability Unbounded

- h. imagine alternative ideas related to sustainability
- i. communicate effectively in inter-personal/-sectoral/-cultural/-disciplinary settings
- j. demonstrate leadership skills and participate effectively in collaborative, interdisciplinary and intercultural teams

## Course Overview

**Approach to the course:** Sustainability challenges of the 21st Century are insistent, growing, and complex, expressed through such varied yet interrelated issues as climate change, food insecurity and hunger, population growth, and overfishing. Multiple approaches embodying many philosophies and points of view are currently engaged in addressing these problems, albeit with varying success depending on the indicators or metrics chosen. Indeed, since the publication of the paradigm-setting "Brundtland Report" in 1987, there is still much debate over how best to *define* sustainability and related concepts such as conservation, stewardship, development, and social justice, never mind how to understand and measure them in meaningful ways.

However daunting the various social and ecological challenges facing humanity may be, they also present opportunities for a new scientific, social, and philosophical renaissance. As Daniel Quinn writes in his essay "The New Renaissance" (2002)<sup>1</sup>, "during your lifetime, the people of our culture are going to figure out how to live sustainably on this planet--or they're not. Either way, it's certainly going to be extraordinary."

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<sup>1</sup> <https://www.ishmael.org/daniel-quinn/essays/the-new-renaissance/>

The goals of this class are to provide exposure to knowledge and skills necessary to be an effective participant in this sustainability renaissance. Basic knowledge about the evolution of ideas and key debates in sustainability are crucial, as is foundational knowledge about how sustainability is interpreted, measured, and evaluated. Reflective interdisciplinary practitioners are profoundly aware of the multiple dimensions of sustainability, as well as the strengths and biases of their own perspectives. Individuals who are skilled in critical and creative thinking as well as inter- and trans-disciplinary synthesis and multicultural and inter-sectoral collaboration will be needed to address these challenges. It is these capacities we seek to develop in students and instructors of this course. We invite (and expect) your active participation.

### Grading Scheme

Due date.	Component	
(participation/ preparation, see course outline and class schedule)	<b>Preparation for specific in-class activities</b> Timeline presentation and slide deck (2%) Sustainability concepts presentation & slide deck (2%) Briefing note completion, quality of work (2%)	6%
	<b>Overall preparation and classroom contributions</b> Attendance, participation, jigsaw preparation,	5%
Oct 1	Assignment 1: Sustainability concepts.	15%
Oct. 2 Oct. 7	Assignment 2: Standpoint Reflection Peer Response Discussion Board Postings (ungraded formative assessment)	0%
Oct 15	Assignment 3: Problem briefing note (ungraded formative assessment)	0%
Oct 22	Assignment 4: Standpoint Identification and Analysis	15%
Nov 5	Assignment 5: Framework Identification Team Presentation	12%
Nov 26	Assignment 6a: Framework Application Presentation (pairs)	15%
Nov 26	Assignment 6b: Framework Application Individual Paper	30%
Dec. 6	Assignment 7: Final Reflection (reflection on teamwork, sustainability and ___-disciplinarity)	2%
	Total	100%



**Instructor Profile**

**MI Barrett:** I am an animist scholar, leading research that is trans-systemic. This means that my standpoint as a researcher acknowledges that the more-than-human (plants, animals and Ancestors) are sources of knowledge, and that my research integrates understandings from diverse and sometimes contradictory knowledge systems. I contribute to both theory and practice for building human capacity to respectfully engage with diverse ways of knowing. My end goal is “the mutual flourishing of all beings” (Haraway, 2007). My research is both interdisciplinary, and in many cases, also transdisciplinary. I look forward to learning together with you this semester.

**Helen Baulch:** My work focusses on understanding current threats to water security with a focus on water quality. My work is inherently interdisciplinary and work in my research team integrates ‘pure research’ along with problem-oriented research, and a growing emphasis on user-engaged, solutions-oriented research. My research allows me to keep learning about the great complexity, challenges and opportunities for attaining more sustainable practices. This course helps me build ideas about alternative approaches for addressing some of the vexing issues I am working on, and broadens my horizons on key sustainability issues and approaches. I always enjoy the broad ranging conversations, and student engagement in this course.

**Class Schedule:** Note that the class schedule (including readings and activities) is subject to change, depending on enrollment and progression of our discussions.

**UNIT 1: Sustainability: What is it and why does it matter? (Weeks 1-5)**

The first five weeks are dedicated to developing a shared understanding of ongoing multiple conversations in the world about ‘sustainability’. We will explore multiple perspectives on what sustainability means, think about how these relate to contemporary problems, and will try to situate our own points of view among them. This will include course material and investigation of: sustainability origins, dimensions, key debates and definitions; integration of environmental, economic, and socio-cultural concerns; the emergence of sustainability science to address complex problems; social and environmental justice; standpoint and reflexivity. We will also start thinking, right from the start, about alternatives to sustainability and what those other discourses can bring to the table.

<b>Week 1</b>	<b>Focus: Introductions. Getting to know sustainability</b>
<b>Sept 10</b>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Discussion of Readings</li> <li>• Reflexivity (pairs)</li> <li>• Lifeboat exercise (icebreaker)</li> <li>• Review Syllabus</li> <li>• New Ecological Paradigm (NEP) Survey</li> <li>• Discussion: Sustainability is a team sport – what it takes to work well together (if time)</li> <li>• Short film: Blessed Unrest - Wiser Earth (if time)</li> </ul>



<b>Preparation:</b>	
<ul style="list-style-type: none"> <li>• Quinn, "The New Renaissance"</li> <li>• Jensen, "Side with the Living"</li> </ul>	

<b>Week 2</b>	<b>Focus: What is sustainability?</b>
<b>Sept 17</b>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Readings jigsaw readings on sustainability with <b>ENVS 809</b></li> <li>• NEP Report back</li> <li>• Introduce timeline &amp; select events to research</li> <li>• Introduction to standpoint</li> <li>• Activity -- Discussion of sustainability problems for assignment 3 (aggregation of pairs/speed team-making)</li> <li>• Minilecture: teamwork vs. groupwork.</li> </ul>

<b>Preparation:</b>	
<p>There are two aspects of preparation.</p> <ul style="list-style-type: none"> <li>• Come to class with a start of a timeline-style list of key sustainability events to discuss in class. We ask you to do this via self-directed reading online (approximately 1h of time).</li> </ul> <p>We will discuss the readings below in class via a 'jigsaw' format. To prepare, become an 'expert' on the reading assigned to you. It will be helpful to you if you can read at least the abstract and conclusion of all readings.</p> <ul style="list-style-type: none"> <li>• Chapin III, F. S., Torn, M. S., &amp; Tateno, M. (1996). Principles of ecosystem sustainability. <i>The American Naturalist</i>, 148(6), 1016-1037.</li> <li>• Tainter, J. A. (1995). Sustainability of complex societies. <i>Futures</i>, 27(4), 397-407.</li> <li>• Agyeman, J., &amp; Evans, B. (2004). 'Just sustainability': The emerging discourse of environmental justice in Britain? <i>The Geographical Journal</i>, 170(2), 155-164</li> <li>• Lele, S. &amp; Norgaard, R. B. (1996). Sustainability and the scientist's burden. <i>Conservation Biology</i>, 10(2), 354-365.</li> <li>• Bennett, N. J., Roth, R., Klain, S. C., Chan, K., Christie, P., Clark, D. A., Cullman, G., et al. (2017). Conservation social science: Understanding and integrating human dimensions to improve conservation. <i>Biological Conservation</i>, 205, 93-108.</li> </ul>	

<b>Week 3</b>	<b>Focus: Sustainability timeline (with ENVS 809)</b>
<b>Sept 24</b>	<p><b>Note ENVS 809 students will be attending this class.</b></p> <b>Activities:</b> <ul style="list-style-type: none"> <li>• Timeline – Sharing and discussion</li> <li>• Minilecture – What is a problem briefing note?</li> <li>• Synthesis of learning (in class). Write a summary of what you see as the key events in the history and development of sustainability, highlighting what you see as the three most pivotal events (and noting others where appropriate). Consider how events have shaped our /your thinking about sustainability, including things like the engagement of different ideas or disciplines, or the inclusion of different areas of the world. Please add any insights you may have about key gaps or next steps from where you see the field today.</li> </ul>



**Preparation:**

- Prepare a set of powerpoint slides with the following information related to your assigned sustainability event, and upload to PAWS before class. The powerpoint need not be fancy – consider it as notes for your classmates. You will not present these slides, but they will be shared with all of your classmates and with students in ENVS 809, to be used for future study and research. Thus be sure to include references for all information you have included. Be prepared to plot these events on a shared timeline and discuss their significance.

\*\* In addition to your assigned event, identify 2 additional events based on your own place (e.g. province, country, community). Include brief information about these in your slide deck as well.

Assigned Event - Suggested slide deck summary:

1. The event – name and short description + your name
2. What were the precipitating events leading up to this event?
3. What were the contributions and impacts of this event? What were the limitations (ideas or actions not engaged)?
4. Complete References

Some useful references (key resources will depend on what event you are focusing on):

- Drexhage, J. and Murphy, D. (2010). Sustainable Development: From Brundtland to Rio 2012. Discussion Paper for the High Level Panel on Global Sustainability. New York: United Nations Headquarters. (in Blackboard)
- Danneker, P. (2018). The Sustainable Development Goals: A New Space for Action? *Yearbook on Space Policy 2018* Springer, 175-184
- Rokaya, P. Sheikholeslami, R., Kurkute, S., Nazarbakhsh, M., Zhang, F., and Reed, M.G. (2017). Multiple Factors that Shaped Sustainability Science Journal: A 10 -year Review. *Sustainability Science Journal*. 12, 855-868.

<b>Week 4</b>	<b>Focus: Putting the pieces together on your understanding of sustainability</b>
<b>Oct 1</b>	<p><b>Note ENVS 809 students will be attending this class.</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Guest presentations: Sustainability Luminaries (ENVS 809)</li> <li>• Discussion: Where do sustainability luminaries come from? Who and what has affected their thinking &amp; actions?</li> <li>• Sustainability Concepts Presentations + Discussion</li> <li>• Visioning Activity. Envision yourself as a sustainability luminary: What are your goals? What strengths and perspectives do you bring? What are your blind spots? Are there limits to objectivity?</li> </ul>
<p><b>Preparation:</b></p> <p><b>Due: Assign. 1 - Sustainability Concepts Presentation due <u>in class</u> and posted to Blackboard <u>before class</u>. Sustainability concepts paper due to Blackboard (by midnight)</b></p> <p>No assigned readings (preparation focused on developing your concepts presentation/papers).</p> <p><b>Due: Assign. 2 (Oct. 2): - Standpoint Reflection due.</b></p> <p><b>Oct 7: Peer Response Blackboard Discussion Board Postings</b></p>	
<b>Week 5</b>	<b>Focus: Indigenous Knowledge and Research Practices</b>
<b>Oct 8</b>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Readings Discussions and/or Guest</li> <li>• Activity: power/privilege activity</li> </ul>



	<ul style="list-style-type: none"> <li>• Making links to standpoint</li> <li>• Continuation of sustainability concepts presentations (as required) &amp; Minilecture -- Additional sustainability concepts (as required)</li> </ul>
<p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Johnson, J. T., Howitt, R., Cajete, G., Berkes, F., Louis, R. P., &amp; Kliskey, A. (2016). Weaving Indigenous and sustainability sciences to diversify our methods. <i>Sustainability Science</i>, 11(1), 1–11. <a href="http://doi.org/10.1007/s11625-015-0349-x">http://doi.org/10.1007/s11625-015-0349-x</a></li> <li>• View video: <a href="https://www.sacredrelationship.ca/documentary/">https://www.sacredrelationship.ca/documentary/</a> (1 hr)</li> <li>• View/Read the following:             <ul style="list-style-type: none"> <li>○ Strong Objectivity: <a href="https://www.youtube.com/watch?v=bnF4EZB4wOI">https://www.youtube.com/watch?v=bnF4EZB4wOI</a> (2 mins)</li> <li>○ Privilege: <a href="https://www.rnz.co.nz/news/the-wireless/373065/the-pencilword-on-a-plate">https://www.rnz.co.nz/news/the-wireless/373065/the-pencilword-on-a-plate</a> (cartoon)</li> </ul> </li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• Castleden, H., Hart, C., Cunsolo, A. Harper, S., Martin, D. (2017). Reconciliation and relationality in water research and management in Canada: Implementing Indigenous ontologies, epistemologies, and methodologies. In S. Renzettei &amp; D. Dupont (Eds.), <i>Water Policy and Governance in Canada</i> (pp. 69–95). Springer International Switzerland. <a href="https://doi.org/10.4324/9781315536804">https://doi.org/10.4324/9781315536804</a></li> <li>• Harding, S. (1992). Rethinking standpoint epistemology: What is “strong objectivity?” <i>The Centennial Review</i>, 36(3), 437-470.</li> <li>• Houde, N. (2007). The six faces of traditional ecological knowledge: Challenges and opportunities for Canadian co-management arrangements. <i>Ecology and Society</i>, 12(2), 34.</li> </ul>	

**UNIT 2: Frameworks: a spectrum of approaches (Weeks 5-13)**

This unit is dedicated to illustrating how different frameworks, theories and lenses shape our thinking about sustainability. It involves identifying, learning, critically analyzing and using frameworks to understand how they help us to measure and consider progress towards sustainability objectives as well as understand the problems themselves. The unit will start with some general discussion of the value of frameworks. Then, students work in small teams to become familiar with and teach each other the basics of several frameworks (see list below). Student teams will then select a framework to conduct an assessment of sustainability problem or issue of their own choosing. In this analysis, students will work independently and with others to address the question: *What are the implications of using different tools for framing our understanding of sustainability?*

Below is an incomplete list of the different sorts of frameworks and approaches that we may discuss. Additional materials will be provided in class, and online. Students are not expected to be familiar with all of these; they are listed here for illustration of a sample diversity of approaches with which students might engage later in the semester.

- A. Well being
- B. Ecosystem services
- C. Risk-benefit Analysis
- D. Cumulative Effects
- E. Vulnerability analysis
- F. Participatory indicators
- G. Sustainability Auditing and Certification Processes
- H. Ostrom’s Commons/SES framework



- I. Resilience Assessment
- J. Indigenous analysis
- K. Feminist analysis
- L. Ecological footprint
- M. Life-cycle analysis (and social life-cycle analysis)

<b>Week 6</b>	<b>Focus: Introducing Frameworks</b>
<b>Oct 15</b>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduction to frameworks &amp; associated activities</li> <li>• Minilecture, Framework &amp; application assignments</li> <li>• Sustainability trading cards, discussion of readings (frameworks and theoretical lenses), and next steps for assignments (goal: honing in on selecting your first framework).</li> <li>• Review – write/draw your definition of sustainability.</li> <li>• Peer review of briefing note</li> <li>• Introduction to the case for next week, worksheets and tasks.</li> </ul>
<p><b>Preparation:</b></p> <p><b>Due: Assign. 3 - Problem briefing note. **bring 2 copies to class.</b></p> <ul style="list-style-type: none"> <li>• Read: Jerneck, A., &amp; Olsson, L. (2011). Breaking out of sustainability impasses: how to apply frame analysis, reframing and transition theory to global health challenges. <i>Environmental Innovation and Societal Transitions</i>, 1, 255-271.</li> </ul> <p>Jigsaw readings selected from:</p> <ul style="list-style-type: none"> <li>• Danneker, P. (2018). The sustainable development goals: A new space for action? <i>Yearbook on Space Policy 2018. Springer</i>, 175-184</li> <li>• Ostrom, E., &amp; Cox, M. (2010). Moving beyond panaceas: A multi-tiered diagnostic approach for social-ecological analysis. <i>Environmental Conservation</i>, 37(4), 451–463. doi:10.1017/S0376892910000834.</li> <li>• Reed, M., Fraser, E. &amp; Dougill, A. (2006). An adaptive learning process for developing and applying sustainability indicators with local communities. <i>Ecological Economics</i>, 59(4), 406-418.</li> <li>• Turner, B. L., Kasperson, R. E., Matson, P. A., McCarthy, J. J. et al. (2003). A framework for vulnerability analysis in sustainability science. <i>Proceedings of the National Academy of Sciences</i>, 10(14), 8074-8079.</li> <li>• Loring, P. A., Hinzman, M. S., &amp; Neufeld, H. (2016). Can people be sentinels of sustainability? Identifying the linkages among ecosystem health and human well-being. <i>FACETS</i>, 1(October), 148-162. doi:10.1139/facets-2016-0022.</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• Binder, C. R., J. Hinkel, P. W. G. Bots, and C. Pahl-Wostl. (2013). Comparison of frameworks for analyzing social-ecological systems. <i>Ecology and Society</i>, 18(4), 26. <a href="http://dx.doi.org/10.5751/ES-05551-180426">http://dx.doi.org/10.5751/ES-05551-180426</a></li> <li>• Little, J.C., E.T. Hester and C.C. Carey. (2016). Assessing and enhancing environmental sustainability: A conceptual review. <i>Environmental Science &amp; Technology</i>, 50, 6830-6845. doi:10.1021/acs.est.6b00298.</li> </ul>	



<b>Week 7</b>	<b>Focus: Framework application and critique</b>
<b>Oct 22</b>	<ul style="list-style-type: none"> <li>• <b>Activities:</b> Jigsaw (readings continued from last week)</li> <li>• Case study - framework application (Alaska Gold film).</li> <li>• Additional potential activities: - map your application - update the trading card - synthesize learning from what we've done so far with frameworks.</li> </ul>
<p><b>Preparation:</b>  <b>Due: Assign. 4 – Standpoint Identification and Analysis</b></p> <ul style="list-style-type: none"> <li>• Please watch this film (~1 hour) in advance of class (essential): <a href="https://www.pbs.org/wgbh/frontline/film/alaska-gold/">https://www.pbs.org/wgbh/frontline/film/alaska-gold/</a> Note: film transcript is also available online.</li> <li>• **worksheets will be provided in Blackboard to start to try to populate with information from the film (for further discussion in class)</li> <li>• Readings will be continued from week 6 (to be assigned, jigsaw format).</li> </ul>	
<b>Week 8</b>	<b>Focus: Sample Framework</b>
<b>Oct 29</b>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Guest: Jay Famiglietti</li> <li>• Activities continued from week 7. (strengthening understanding of frameworks and theoretical lenses)</li> </ul>
<p><b>Preparation:</b>  Readings: To be provided.</p>	
<b>Week 9</b>	<b>Focus: Frameworks</b>
<b>Nov 5</b>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Presentations: Student presentations of frameworks. Activity: Revisiting trading cards, discussion of second frameworks.</li> <li>• Discussion/preparation: Work towards framework application assignment.</li> <li>• Revisit readings from first 2 classes for reflection</li> </ul>
<p><b>Preparation:</b>  <b>Due: Assign. 5 – Framework identification team presentation in class.</b></p>	
<b>Week 10</b> <b>Nov 12</b>	<b>Reading week - no class.</b>
<b>Week 11</b>	<b>Focus: Frameworks &amp; insights from your project work</b>
<b>Nov 19</b>	<b>Activities</b> and discussions to be determined based on course progression
<p><b>Preparation:</b>  Readings to be provided</p>	
<b>Week 12</b>	<b>Insights into sustainability from framework application</b>
<b>Nov 26</b>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Presentations: Student presentations of framework applications to problem.</li> </ul>



	<ul style="list-style-type: none"> <li>Talking circle. Framing question: 1. Why haven't we figured "it" (sustainability) out yet? Talking circle focuses on: Share a personally transformative sustainability moment</li> </ul>
<b>Preparation:</b>	
<b>Due: Assignments 6a, 6b</b> - Framework application presentations in class and uploaded to Blackboard before class. Written framework assignment due to Blackboard.	

Unit 3: The final week of class is dedicated to alternative and emerging ideas related to sustainability. Students will be encouraged at the beginning of the course to 'be on the lookout' for alternative ideas about sustainability; these will be explored in this unit. Finally, we will consider whether "sustainability" as a concept and a practice is in need of transformation.

<b>Week 13</b>	<b>Sustainability unbounded/ transformative sustainability</b>
<b>Dec 3</b>	<b>Activities</b> continued from week 12
<b>Preparation:</b>	<b>Due: Assignment 7 (Dec 6.)</b> - Final Reflection (reflection on teamwork, sustainability and ___-disciplinarity)

**Midterm and Final Examination Scheduling**

There are no examinations for this course.

**Required Resources:** Access to a computer to access library resources and course website. No required texts.

**Readings/Textbooks:**

**Core readings and viewing materials are listed below in the course schedule. Links to the materials, or the materials themselves, will be provided on Blackboard.** Please note:

- Readings should be read PRIOR to the date for which they are listed!
- Keep an eye on Blackboard to confirm the readings, as some may change.

**Other Required Materials:**

- Students are required to seek out additional readings and resources in order to complete course assignments.
- Students will need access to powerpoint and a word processing program (MSWord preferred).

**Suggested supporting texts providing an overview of the sustainability field:**

Edwards, Andres R. (2013). *The sustainability revolution: Portrait of a paradigm shift*. CAT Publications. [Available in Print or E-book form (\$9.99 from Google books)]

Miller, T.R. (2015). *Reconstructing sustainability science: Knowledge and action for a sustainable future*. Oxon: Earthscan (Routledge).

Sachs, Jeffrey. (2014). *The age of sustainable development*. New York, NY: Columbia University Press.

**Electronic Resources:** Course website, links to the materials, or the materials themselves, will be provided on Blackboard. Other electronic tools may be employed in the course, such as google docs.



**Supplementary Resources:** Students requiring additional background in any area are encouraged to contact the instructors.

### **Submitting Assignments**

All assignments will be submitted on Blackboard by midnight on the day they are due unless otherwise identified (e.g. some assignments must be completed before class on the day they are due, and brought to class and/or posted online so they are accessible to all classmates and instructors). Please double space essay-style assignments.

### **Late Assignments**

Late assignments will be accepted for up to one week after the due date, but with a 10% penalty per day. After one week, a grade of zero will be assigned. Where extenuating circumstances exist, students are advised to contact the instructors immediately to make suitable arrangements.

### **Criteria That Must Be Met to Pass**

Students must achieve a course average greater than or equal to the established pass score for their program of studies.

### **Details of Evaluation Components**

We have developed rubrics associated with each assignment. Please refer to Blackboard Assignment Folder for these resources, as they will help you understand what we're looking for, and how to achieve it.

### **Assignment 1: Sustainability Concepts Paper and Powerpoint**

**Purpose:** The purpose of this assignment is to demonstrate understanding of a key sustainability concept and how it links to the field of sustainability and development of ideas in the field. The assignment has two parts. Part 1 is a powerpoint and informal presentation to peers (participation grade). Part 2 is an essay. Students are expected to demonstrate their academic writing skills and communicate key aspects of their learning to the class in a short informal presentation supported by a short powerpoint slide deck.

**Description:** This assignment is designed to build your depth and breadth of knowledge on sustainability while also helping to identify issues in writing and research skills before you progress into longer assignments. **Part 1:** Powerpoint and informal presentation: Prepare a short powerpoint slide deck as follows. Upload this to blackboard and share these in class via an informal yet effective five-slide presentation (5-7 minutes). A recommended format for the slide deck is as follows: 1. Title slide; 2. Definition(s); 3. Concrete example of the concept; 4. Visual to represent the concept; 5. Additional points you wish to add (e.g., linkages to particular sustainability discourses, worldviews, or orientations to Land); 6. References. (Note: slides 3 & 4 can be combined, or the order changed, whichever is most effective for your explanation). Include at least three reputable sources, cited appropriately using an official citation format (e.g. APA). Particularly strong presentations may be included as content for future ENVS 807 classes.

**Part 1 Submission:** Upload powerpoints to shared online files. (details will be provided in class and on Blackboard)



**Part 2:** Write a ~1000-1200 word essay on your selected concept. Your paper can include the same content as the powerpoint AND should also be expanded to address the questions below. Use essay format, and include appropriate citations in a recognized format. In addition to powerpoint content, for the written assignment please address these questions:

1. Definitions: What is the concept? Include competing, divergent, or similar definitions.
2. History: When was this concept introduced, where has it been applied, and why is it important? Be sure to include at least one good example of its application.
3. How does it relate to sustainability? What are its limitations?
4. How does it fit into the evolution of the sustainability discourse and/or link to other ideas/emphases, or to changes through time in understanding and emphases within sustainability science?

**Choosing your concept:** Please **check with the course instructors** before finalizing your choice of concept to ensure a diversity of concepts are selected. A list of ideas to start from follows: Alternative stable states, Carrying capacity, Commons, Complex systems, Cumulative effects, Ecological footprint, Ecological overshoot, Economic development, Ecosystem services, Environmental justice, Equality/inequality, Externalities, Feedbacks, Growth (Limits), Hard vs soft sustainability, Homeostasis, Intergenerational equity, International development, Life cycle analysis, Livelihoods, Precautionary, Regime shift, Resilience, Resource maintenance and efficiency, Scarcity thinking, Socioecological system, Interconnectedness, Indigenous Knowledges, Social justice, Transdisciplinarity, Vulnerability, Well-being, Wicked problems

**Part 2 Submission:** Upload to designated assignment folder in Blackboard.

**Assignment 2: Standpoint Reflection and Peer Response Discussion Board Postings (ungraded formative assessment).**

*Important note: This ungraded formative assessment is essential preparation for assignment 4. It supports further development of your ability to be a reflexive inter- and transdisciplinary scholar and ensures progression towards your Standpoint Identification and Analysis assignment.*

**Purpose:** The purpose of this assignment is to identify and explore the implication of various elements of your standpoint. It is ungraded. Due to the potentially sensitive nature of some of these topics, **maturity in your posting and responses is essential. If there is material you prefer not to share with classmates, please contact your instructors (we're happy to provide feedback).**

**Description:**

1. Initial posting to Blackboard (Due Oct. 2). Identify key elements of your standpoint. Then describe why they may be significant for how you understand sustainability and/or your research topic. 150-300 words.
2. Peer response (Due Oct. 7). Respond to two postings (we will randomly assign these in class). Consider commenting on particularly insightful understandings, asking questions that your classmate might want to consider when writing his or her standpoint assignment, and challenging where things are unclear, or need more elaboration.

**Submission:** Blackboard Discussion Board Postings



### **Assignment 3: Problem Briefing Note**

*Important note: This ungraded formative assessment is essential preparation for assignment 6. It supports further development of your ideas, and ensures progression towards your framework application assignment. We will discuss and review in-class. Students typically work in pairs or small team (2-4) for this assignment.*

**Purpose:** The purpose of this assignment is to demonstrate an understanding of a particular sustainability problem, including the relevant social and natural science. You will create a short briefing note about the problem of choice that includes:

- a) A brief summary of the problem, relevant stakeholder groups, their positions, and general points of contention (if any)
- b) Imagery, diagrams, or other visual aids for communicating the problem

**Description:** This ungraded assignment is intended to support progression towards your final class assignments on framework application. This assignment (as all assignments) should be fully cited, including credit for any illustrations used from other sources. Note that your briefing note should not simply assess an environmental problem – but broader issues of sustainability. In class, students will be introduced to how to write a briefing note, and different options for structure. Students typically work in pairs or small team (2-4). You may choose to divide tasks to address research on different dimensions of the problem. However, successful completion of later assignments necessitates building a holistic understanding of the issue, accounting for multiple stakeholders, perspectives, values, and biophysical underpinnings of the problem. *\*\*You are encouraged to include content from this briefing note in your final assignment. You are also encouraged to use the insights from team members in your final assignment, with attribution. This can be referenced by quoting or paraphrasing their contributions and referencing them appropriately. You are also encouraged to write a final acknowledgements section, recognizing their input, which you must begin tracking now.*

**Submission:** Bring to class and upload to designated assignment folder in Blackboard.

### **Assignment 4: Standpoint Identification and Analysis**

**Purpose:** The purpose of this assignment is to identify and clarify your standpoint with respect to sustainability and/or your research topic, then to analyze its implications for your contributions to the field.

**Description:** Include the following content listed below. As you complete your analysis, you are encouraged to draw on insights from class discussions and readings both within and beyond the class, as well as the ENVS 990 seminar in unconscious bias, to assist with your analysis. References to peer-reviewed literature are required.

1. Describe key elements of your standpoint. Consider disciplinary and professional and other training, epistemological positioning, privilege you may hold, gender, culture and other particular identities you hold, your upbringing, orientations to the natural world, and if applicable, your ontology.
2. Select and analyze the implications of some of these (you will not be able to discuss them all, so will need to be selective). Explain how the selected elements of your standpoint affect your



orientation to sustainability or your specific research topic and the way you approach it. For example, what aspects of your study do these elements of your standpoint help you be particularly attentive to? What do they make it difficult to perceive? What assumptions do you hold, that may not be held by others with a different standpoint, who are researching the same topic? What effect do these perspectives, assumptions and beliefs have on your choice of topic, the kinds of questions you ask, the research participants you choose to speak with, etc.?

3. Identify blind spots that you would like to address in this course and in your studies more broadly. How will you do this?

Although essay format is not required, references are essential. You are encouraged to include a creative element as part of your response. Please don't feel constrained by your artistic abilities. The aim is to clearly express your understanding both in words, and in a format that goes beyond words. For students taking (or who have taken) ENVS 804: Advanced Problem Solving for Environment and Sustainability, you must extend, rather than replicate what you have learned in that class, to successfully complete this assignment.

**Submission:** Upload to designated assignment folder in Blackboard. If you choose to include visuals or other creative media that do not easily upload, you may submit a photograph or photographs to blackboard (embedded in your written assignment) and the original to your course instructors.

**Assignment 5: Framework Identification Team Presentation (work in pairs or small teams-team assessment\*)**

**Purpose:** The purpose of this assignment is to demonstrate an understanding of a particular analytical framework (e.g., risk-benefit analysis, ecosystem services) and its strengths, limitations, biases, and applicability to understanding problems such as the one you detailed in your problem briefing note.

**Description:** Each pair or small team will provide a short presentation summarizing key aspects of the framework. This may either be done via powerpoint (or other) presentation in-class, or via an online submission of a presentation using freely available tools (e.g., youtube, etc.). The framework is yours to choose, but only one presentation for each framework is permitted. We will provide some sample frameworks to choose from. Assessment will be based on evidence of background research; focus and organization; and style, clarity, and presentation details. The length of presentation will be discussed in class, and dictated by the number and size of teams. For those using online or recorded methods of submitting presentations, please ensure adequate volume on any recorded audio.

\*Note: Groups will submit a team assessment. Students preferring to prepare assignments individually may do so.

**Submission:** Presentation in class and upload powerpoint (or alternative format) to designated assignment folder in Blackboard (1 per team).



**Assignment 6a: Framework Application Team Presentation (work in pairs or small teams, team assessment\*)**

**Purpose:** The purpose of this assignment is to apply two frameworks researched in the previous assignment to a particular problem of your choosing.

**Description:** In pairs or small teams, 1/identify a problem, 2/apply the frameworks, and 3/assess how use of the frameworks helped to articulate the issue and provide insights into 'sustainability'. What elements of sustainability were addressed? What elements were omitted? How did the two compare? Teams will present findings orally to the class in a short presentation which can be presented in class, or created and submitted online (as per assignment 3). Students will submit an associated paper, written individually (see assignment 6b).

\*Note: Groups will submit a team assessment. Students preferring to prepare assignments individually may do so.

**Submission:** Presentation in class and upload powerpoint to designated assignment folder in Blackboard (1 per team).

**Assignment 6b: Framework Application Individual Paper**

**Purpose:** Students will individually compose a ~3000 word paper with a written or graphical abstract. The paper will address application of two frameworks to a problem (as per assignment 6a). We expect you to collaborate on the research elements of this work, but generate your own final paper, acknowledging the intellectual inputs of your colleagues where appropriate. Your written work on assignment 3, and associated feedback can and should be incorporated here. Insights from your team members should be incorporated, acknowledging any intellectual contributions in a brief acknowledgements section. You cannot use text that you did not write (e.g., you cannot directly use text from your team-mates' assignment 3).

Note that the word limit for the assignment will require concise, and well-organized writing. There are numerous supports to help improve your writing -- so please make use of this support.

Assessment will be based on: 1/evidence of background research; 2/focus and organization; 3/strength of analysis and 4/critique of the frameworks; 5/depth of understanding of sustainability issues and the benefits and limitations of the frameworks as applied to your problem; and 6/style, clarity, and presentation details.

**Submission:** Upload to designated assignment folder in Blackboard.

**Assignment 7: Final Reflection (reflection on teamwork, sustainability and \_\_\_\_ - disciplinarity)**

For the final 2% of your grade, we would like a brief (1-2 paragraph) **reflection on teamwork, sustainability and \_\_\_\_ -disciplinarity** (fill in the blank).

- Within this you are encouraged to reflect on your participation, and your contributions both to class, and to your team. We encourage you to name the most constructive,



collaborative, and supportive classmates you've had the pleasure to work with in the class. As with all individual assignments, this will remain confidential.

- We would also like you to comment on some of the following areas in a paragraph:
  - The most significant thing you learned in class.
  - Whether you see yourself as multi/inter/transdisciplinary, and where you wish to see yourself in 10 years.
  - How do you see your skills mapping to what you want your career/life contributions to be – and where you need to strengthen.

Remember that you are building skills to work as a professional. SENS has identified key attributes that our graduates should have, and we see these team projects and classroom engagement as important to building skills. If you're interested in learning more about what these attributes are, and how they map to your current work, see: <https://www.usask.ca/sens/become-a-student/graduate-attributes.php>

**Submission:** Upload to designated assignment folder in Blackboard.

### **Overall preparation and contributions to the class**

We value (and evaluate) your preparation and engagement in class, in large and small group discussions, and in your support and engagement of your peers. We use this to allocate 5% of your grade.

### **Attendance Expectations**

Attendance is important to success in the course, because of the nature of what we are learning, and the importance of discussions and activities in building your understanding. We understand that graduate students have multiple obligations. Where you foresee you may miss classes, or if you are ill, please contact us, so we can discuss.

### **Participation**

#### **Participation and Classroom Discussion Guidelines**

*What is participation?*

Beyond expressing your own relevant thoughts and experiences, participation means listening to, responding to, and leaving room for others in the discussion. People have many different ways of making sense of what they are learning. Everyone participates differently.

Some people don't know what they think until they have what they say. While they can provoke creative thoughts in their listeners, sometimes they can go on, at length, without making much of a point. Others need to clarify the object of inquiry by asking fundamental questions. They remind us that what may seem obvious at first is often worthy of some profound thought. Another type of participator offers concise summary observations, keeping the discussion on track. All these different styles make important contributions to a class.

Respect for others is the key ingredient for participation. The goal of participating in discussion is to talk through interesting ideas, not criticize people's mistakes and weaknesses in expressing themselves.



### **What should I expect in class discussion?**

The following are suggestions for creating a participatory, supportive and open context for our class discussions. These suggestions are intended to help you structure your contributions

- 1) Take your fair share of time for speaking but leave room for others.
- 2) Don't pressure others to speak, but don't cut them off when they start a sentence.

Remember that there are different styles of participation.

- 3) Respect is a key ingredient for effective participation. Respect the speaker and the people being spoken of or for. Be inclusive and modest in your statements. Remarks that stereotype other people or express prejudices by gender, ethnic background, national origin, ability, age etc. are objectionable and should be challenged.
- 4) Be patient with one another and tolerant of slip-ups. We all have false assumptions and exhibit unintentionally hurtful opinions at times. If something offends or puzzles you, ask for clarification first, before you challenge it. Give everyone the benefit of the doubt.
- 5) Anticipate being challenged sometimes. Potentially contentious social categories can be so fundamental to understandings of our world that we are never going to be absolutely perfect. The way to challenge objectionable remarks is to question the viewpoint or analysis, not label the speaker. People can re-think statements more easily when they are not identified by what has been said or labeled as racist, sexist or homophobic etc.
- 6) Understand that everyone has a different level of comfort in sharing their personal opinions and experiences and respect their position. Please do not discuss others' personal stories outside of class unless you do so in such a manner that there is no way the person can be identified.
- 7) Accept that everyone speaks and acts only for themselves. Don't expect others to give 'official' opinions of groups with which they are identified.
- 8) Expect that you will make mistakes. Everyone else will too, including the instructor. Mistakes are often the key points for learning.
- 9) Express respectful disagreement with anything you feel should be questioned, including things put forward by the instructor. Try to frame your interjections in the form of a question.
- 10) Be courteous – arrive on time, excuse yourself when you leave, give your full attention to the person speaking.
- 11) Bring your sense of humour to the classroom. Use it!

### **Key Hints to Prepare for Discussion of Course “Texts” (Texts can be articles, books, reports, multimedia etc.).**

**Critical Reading or viewing:** This is more than a quick skim! You need to figure out whether you agree with the author or speaker. This involves two stages: 1.) a summary that ensures that you understand and remember what you have read, 2.) a critique where you bring your own ideas and reasoning to bear on the material.

**Summary:** Read each paragraph (or view sections) and note the main idea. Make notes on the whole piece and cross out those ideas that are repetitious. Look for clues in the author's text that point you to what the authors thinks is important (e.g. A major argument, “To summarize...”). Try to use your own words and style to summarize the major points. Then, summarize the article in no more than one paragraph.

**Critique:** Learn something about the author/creator of the work. How might his/her disciplinary orientation shape her/his approach to the issue? Evaluate the work as it stands and in relation to other work in the field. Does it fulfill the promises made? What did you find valuable, interesting, challenging? What biases or beliefs could you identify in the text and in yourself as the reader? In



terms of summarizing, what was hard to understand? Were there any gaps? Did you understand the examples? Did the text give enough evidence to support its claims and its thesis? Were there absences that were unaccounted? Overall, did you like the text? Was it full of jargon? Where does it fit with material on the same issue?

### **Computers and phones in the classroom**

Information technologies can be both useful and helpful – indeed crucial for much of our work. However, cell-phone and computer use in the classroom can hurt both your learning and that of the people around you. In light of this, we ask that cellphones should be turned off completely and/or put on mute and put away unless they are required directly for a specific activity. If you are anticipating urgent communications, please discuss with the instructors. We encourage you to take notes using pen and paper, and discourage you from using your laptop for this purpose. However, if you do need to use your laptop for this purpose, we ask that you sit in a location that will minimize the distraction from others seeing your screen (e.g., the back of the classroom), and turn off your Wi-Fi access. We will invite you to use laptops and phones for specific activities as appropriate, and please feel free to approach us to discuss this policy, and where you think you would benefit from engaging technology in the class. For further information regarding laptop use in the classroom, and reasons we are making these requests, please see:

Sana, F., Weston, T. & Cepeda, N. J. (2012). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers and Education*, 62, 24-31. DOI: 10.1016/j.compedu.2012.10.0032) 3)

**Student Feedback:** We collect informal student feedback throughout the term. Formal assessment is done via SEEQ, and you will receive email notification regarding how to participate, and reminders in class about timelines.

**Integrity Defined (from the Office of the University Secretary):** The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. We encourage you to use the academic integrity checklist at the end of this syllabus, and refer to the workshop materials shared in ENVS 990: Seminar in Sustainability.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<https://secretariat.usask.ca/documents/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/index.php>



**Examinations with Access and Equity Services (AES):** Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check [www.students.usask.ca/aes](http://www.students.usask.ca/aes), or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

Students registered with AES may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

### Student Supports

**Student Learning Services:** Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

**Student and Enrolment Services Division:** The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

**Financial Support:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

**Aboriginal Students Centre:** The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

**International Student and Study Abroad Centre:** The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit [students.usask.ca](http://students.usask.ca) for more information.

**College Supports:** Some support is available within SENS and the university to support students in improving their writing skills. In addition, we are happy to provide support on library resources, or connect you to appropriate supports. Please contact the instructors for more information.



**University of Saskatchewan Grading System (for graduate courses):**

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

**90-100 Exceptional**

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

**80-89 Very Good to Excellent**

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

**70-79 Satisfactory to Good**

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

**60-69 Poor**

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

**<60 Failure**

An unacceptable performance.

**Program Requirements**

- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;

**Academic Integrity Checklist:**

Honesty and integrity are expected of every student at the University of Saskatchewan. There are many forms of academic misconduct; perhaps the most common is plagiarism.

**Before you submit any written work, review it against the following CHECKLIST:**

- I have acknowledged the use of all ideas with accurate citations.
- I have used the words of another author, instructor, information source, etc., and I have properly acknowledged this and used proper citation.



- In paraphrasing the work of others, I have put the idea into my own words and did not just change some words or rearrange the sentence structure.
- I have checked my work against my notes to be sure that I have correctly referenced all quotes or ideas.
- When using direct quotations I have used quotation marks (or other means to clearly identify the quoted text) and provided full citations.
- Apart from material that is a direct quotation, everything else in the work is presented in my own words.
- When paraphrasing the work of others I have acknowledged the source or the central idea.
- I have checked all citations for accuracy (e.g. page numbers, journal volume, dates, web page addresses).
- I have used a recognized reference style (i.e. APA, MLA, Chicago etc.) consistently throughout my work.
- My list of references/ bibliography includes all of the sources used to complete the work.
- I have accurately and completely described any data or evidence I have collected or used.
- I fully understand all of the content (e.g., terms, concepts, theories, data, equations, ideas) of the work that I am submitting.
- The content of the work has not been shared with another student, unless permitted by the instructor.
- The content of the work reflects wholly my own intellectual contribution or analysis and not that of another student(s), unless the instructor approved the submission of group or collaborative work.
- If another person proofread my work it was for the sole purpose of indicating areas of concern, which I then corrected myself.
- This work has not been submitted, whole or in part, for credit in another course or at another institution, without the permission of the current course instructor(s).
- I understand the University of Saskatchewan's policy and expectations concerning academic honesty and the consequences of plagiarism or other forms of academic misconduct.

Compiled based on York University

([http://www.yorku.ca/tutorial/academic\\_integrity/acadintechcklist.htm](http://www.yorku.ca/tutorial/academic_integrity/acadintechcklist.htm)), Curtin University (<http://academicintegrity.curtin.edu.au/global/checklist.cfm>), University of Toronto (<http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>), and Skidmore College (<http://cms.skidmore.edu/advising/integrity/checklist.cfm>) checklists for academic integrity

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