

## Syllabus

# Environment & Sustainability Learning Community

EVPP490-004: Leadership for Sustainability  
EVPP490-004: Sustainability Project Management

Aug. 25, 2021 - Dec. 15, 2021

Piedmont Hall room 104 on Mondays, 3:00-4:15pm

### ONLINE OPTION (IF NEEDED)

If you are ill or unable to attend class in person, please contact your professor before class begins to arrange Zoom access or other accommodation

This course is for students living in the Environment and Sustainability Learning Community and/or participating in the Greenleaf ENCORE Series. Over the course of the semester, we will meet a variety of campus leaders who are spearheading sustainability initiatives at George Mason University and visit multiple campus sites where sustainability work is in progress. The course will help develop our understanding of sustainability in both theory and practice. We will learn how change happens at George Mason and identify contributions we each can make to Mason's continuing pursuit of campus sustainability. We will each learn to identify an outstanding sustainability-related need on the Mason campus and to develop and deliver a project in response to this need. Through this work you will come to see how your own interests and strengths enable you to act as a leader in the environment and sustainability movement on campus, in nearby communities and beyond.

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## Course Overview

### Learning Outcomes

We aim to facilitate your --

- Increased sustainability literacy, and understanding;
- Awareness of sustainability-related opportunities at Mason; and
- Engagement with sustainability-related civic opportunities and initiatives on and off campus.

### Learning Objectives

1. Learn the [history of Mason's sustainability initiatives](#) to date;
2. Develop working knowledge of Mason's ongoing sustainability-related **projects** and long-range sustainability **goals**;
3. Develop working knowledge of University decision-making, resources and partners for advancing sustainability on and near campus; and
4. Understand your own leadership potential and how it can be harnessed in the development of a more sustainable Mason.

### Required Text

[Choices for Sustainable Living](#). EcoChallenge/Northwest Earth Institute, 2018.  
(Please speak with your professor if you cannot afford the text and need a loaner.)

## Course Logistics and Scoring

<b>Instructor</b>	"Dr. Dann" Sklarew, Ph.D. Professor, Environmental Science & Policy
<b>Office hours</b>	Mondays after class, by appointment or Tu/Th 10:30-12:30 via Zoom ( <a href="http://go.gmu.edu/drdannzoom">http://go.gmu.edu/drdannzoom</a> ), by appointment
<b>Phone number</b>	(703) 993-2012
<b>Email</b>	<a href="mailto:dsklarew@gmu.edu">dsklarew@gmu.edu</a>

### Schedule

See <http://go.gmu.edu/eslc> >> schedule

### Course Website

Mason's [blackboard](#) "Bb" will include grades, references and scores at <http://mymasonportal.gmu.edu>. Extemporaneous interactive content shared via **Google Drive**

(GD) at <http://go.gmu.edu/eslc>. Most up-to-date syllabus, schedule, background documents, presentations and notes will be posted to GD.

**Performance Assessment, Scores & Grading - YELLOW HIGHLIGHT WILL BE REFINED.**

Assignment and Rubric	2.5	5	7.5	10
1. Participation	Partially and passively attend	Fully attend, but passive	Attend and participate	A leader in contributing substantively and actively
2. Leadership In teams	Delivered but irrelevant	Marginally on topic and informative, including references but not scholarly references	Informative and professional, including 1 scholarly reference or expert guest	Exemplary! (i.e., highly pertinent, poignant to course goals, and professionally delivered), including 1+ (EVPP 490) or 2+ (EVPP 505) scholarly reference(s) and/or or expert guest(s)

**Participation:** Students are expected to participate actively in every session they attend. If you need to miss a session, please inform your professor in advance whenever feasible. Each student may earn a score of 0-10 points per session for participation, according to row 2 in the rubric above. Row 2 presents the corresponding 0-10 rubric for leadership in teams. Note higher expectations for Section 005 students and that absence or not leading will result in ZERO score, except as clarified here:

**Absence:** If you are unable to attend a session in real-time, please inform your professor at least 1 day in advance to make alternative arrangements to view the webinar as an archive, then provide written insights and perspectives (via email before next scheduled session). Please discuss and reference any scholarly guests' insights or peer reviewed articles used in that session in your communicate.

**Leadership:** After posting (to our references folder) and sharing any pertinent scholarly references at least 7 days in advance, students should plan to present and/or facilitate a ~50 min discussion of their priority question or topic for that day, examining concerns and means for addressing them. Multiple students leading same topic may (optionally) collaborate on their leadership, for which time should then be additive (i.e., 2 students = 100 min.). You are most welcome to recruit and facilitate discussion with an outside expert as well. Creative formats -- such as debates or substantively appropriate role-playing simulations and debriefs -- are warmly welcome!

## Final Scores

EVPP 490-004 students' final scores will be calculated as follows:

$$((\text{Sum of participation scores for top 9 sessions}) + (\text{leadership score})) / 25$$

EVPP 490-005 students' final scores will be calculated as follows:

$$((\text{Sum of participation scores for top 10 sessions}) + (\text{leadership score})) / 27.5$$

## Grading Procedure

The final grade is based on your final score:

Grade	Total Score (out of 4)
A - Exceptional/Passing	3.67+
B - Satisfactory/Passing	2.67 - 3.66
C - Unsatisfactory/Passing	1.67 - 2.66
D - Passing (EVPP 490)	1.00 - 1.66
F - Unsatisfactory/Failing	<1.00 (EVPP 490); <1.67 (EVPP 505)

The professor is not required, but reserves the right to provide + or - to grades to provide further clarification regarding the quality of students' work.

## Honor Code

Adherence to the [GMU Honor Code](#) is expected of all students, specifically:

***Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.***

In all assignments and communications, plagiarism\* will not be tolerated. This applies equally to oral and written communications in the context of any evaluated (graded) course assignments. In presenting quotes, paraphrasing statements or logical arguments from others in any medium (on-line, oral or written), students should properly cite their sources. Results of team work should only be attributed to those who directly contribute to the final product (even if more than those people were designated as being part of the team). Any or all members of a student team may be held accountable for any Honor Code violations in their shared work. Any public usage of original material from this course (e.g., presentations, images, etc.) without explicit permission of its creator shall be construed as stealing. As stated in the Honor Code, infractions may result in invalidated credit for dishonorable work and lowered grade, including failure from the class, suspension or dismissal.

The professor reserves the right to use plagiarism detection software to identify and deter acts of academic plagiarism.

**Inquiries for clarification are welcome, as we do not look kindly on having to submit another student for Honor Code violations.** Thank you in advance for your conscious attention to these serious issues.

## **Technology Requirements**

This course will use the Blackboard learning system for grading, Zoom for any obligatory online sessions, and Google Docs for document collection, sharing, and editing. Students are required to have regular, reliable access to a computer with an updated operating system (Windows 10, or Mac OSX 10.13, or higher) and a stable broadband Internet connection. Students are also encouraged to have a functional camera and microphone. (Students can connect to “live” course sessions via a telephone call, but video connection is the expected norm.)

## **Course Materials and Student Privacy**

Video recordings of class meetings that are shared only with the instructors and students officially enrolled in a class do not violate FERPA or any other privacy expectation. Video recordings that only include the instructor (no student names, images, voices, or identifiable texts) may be shared without violating FERPA (see University Policies: Privacy, for some qualifications and recommendations)

- All course materials posted to Blackboard, Google Docs or other course site are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class.
- Live video conference meetings (e.g. Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class

## **Fall 2021: Safe Return to Campus**

We offer the following reminder for students using the physical campus at any location, for any reason:

- Students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (<https://mymason.gmu.edu>).
- Students are required to follow the university’s public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage ([www2.gmu.edu/safe-return-plan](http://www2.gmu.edu/safe-return-plan)).
- **Anyone visiting any of the Mason campuses or locations** must also complete the [Mason COVID Health Check](#) every day they plan a visit to a Mason facility. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response.
  - Only people who receive a “green” notification are permitted to visit Mason sites, or attend courses with a face-to-face component.

- If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

## **Campus Closure**

If a campus closes, or class is canceled due to weather or other concern, students should check Blackboard or email for updates on continuing instruction, and information about any changes to events or assignments.

## **Diversity and Inclusion<sup>1</sup>**

We seek to celebrate diversity and create a learning environment that fosters respect for people of all identities. We welcome and value individuals and their differences, including (but not limited to) gender expression and identity, sex, sexual orientation, race, ethnicity, socioeconomic status, national origin, citizenship-status, first language, religion, age, ability, or political or ideological perspective. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own. Demeaning, intolerant, and/or disruptive behavior or responses at any time are inappropriate and will not be tolerated. Use points of disagreement/conflict to learn more about yourself, others, and the course material. We expect you to communicate diverse and opposing ideas and perspectives with professionalism and civility.

## **Land Acknowledgement**

We wish to acknowledge that the land we live on and work from and around George Mason University is the unceded territory and [traditional homelands of the Manahoacc and Powhatan](#) Indigenous Peoples. We invite you to visit <https://native-land.ca> to identify which Indigenous territory you may be occupying.

## **Student Name, Gender Identity and Pronoun Use**

We respect your right to be called by the name and pronouns you expect. If the name you go by is different from what is reflected in Blackboard, please let your professor know. Additionally, students may change their names in the following platforms related to the course:

- Update [your name and pronouns](#) on [Patriotweb](#) and [Blackboard](#).
- Input your name in Zoom preference settings to reflect the name you go by (including removing last name if you prefer to keep this private).

If you wish, please share your name and gender pronouns with us and how best to address you in class and via email. As for your instructors:

1. Greg Farley: I use he/him for myself and you may address me as “Greg” in email and verbally.

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<sup>1</sup> Any diversity and inclusion aspects YOU would like to change within our syllabus to help create a more sustainable, socially just, and inclusive learning experience? If so, please let us know.

2. Dann Sklarew: I use he/him or they/them for myself and you may address me as “Dr. Dann” in email and verbally.

### **Commitment to Anti-Racist Action**

We, the teaching team, condemn the systemic racism that is responsible for violence and harms perpetrated against Black, Indigenous, and People of Color (BIPOC). We commit ourselves to anti-racist action. We will listen, educate ourselves, examine our biases, actively support groups working against racism, and strive to make anti-racism a focus of our work.

A sustainable society has clean air, clean water, a safe climate, resilient and biologically diverse natural systems, strong communities, healthy people, economic opportunity, and living wages. A sustainable society is also, necessarily, just, equitable, inclusive, without violence, and without racism. To be successful, the sustainability movement must be anti-racist. To be effective agents of change within the movement, we must engage in anti-racist work.

We invite your thoughts on how to evolve our work to be reliable allies in ending racism. (This statement was adapted from [Dickinson College’s Center for Sustainability Education](#))

### **Accommodation for Students With Disabilities**

Your instructional team includes person(s) with disabilities; we support your right to equitable support for any disability our students have. Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with varied abilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with your professor. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474

### **Dependents in Class**

It is our belief that if we want parents in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is a reflection of our own beliefs and commitments.

1. You and your nursing baby are welcome in our class anytime, and you do not need permission to leave class to pump.
2. In all cases where dependents need to come to class, we ask that you make sure they are not a disruption to the learning environment.
3. We ask that all students work with us to create a welcoming environment that is inclusive of all forms of diversity, including diversity in caregiving status.

### **Whole-Person Support for Students**

Need Help? *We're here for you!*

### **Librarian Liaison for Environmental Science and Policy (EVPP) Courses**



She may be able to assist you in your research for any aspect of this course. Her contact information is:

Kim Hoffman  
[khoffma@gmu.edu](mailto:khoffma@gmu.edu)  
703-993-8344

### **The Writing Center**

The Writing Center is staffed by both undergraduate and graduate tutors, who can help improve your writing skills through direct support on specific assignments or in general, face to face or on-line. <http://writingcenter.gmu.edu/>

### **Learning Services**

Learning Services -- <https://learningservices.gmu.edu/> -- provides a variety of experience based learning opportunities through which students explore a wide range of academic concerns. [Study skills workshops](#) and individual study skills counseling provide learning experiences to improve academic skills. Information about tutors available through many Mason academic departments can be found on our [Tutoring](#) page. <http://caps.gmu.edu/learningservices/>

### **Student Support and Advocacy Center (SSAC) and Resources for Crises**

SSAC -- <https://ssac.gmu.edu> -- provides comprehensive (and confidential) services for your safety and well-being. helps students develop and maintain healthy lifestyles through one on one support, and interactive programs and resources.

Some students struggling to make ends meet may be trading off studies for shelter, food, healthcare or other human needs. Others are in crisis in other ways. If you or a friend are facing any of these sorts of challenges, please help others to help you! We hope these resources may help you to achieve lasted personal security, sustainability and well-being!

### **Counseling and Psychological Services (CAPS)**

CAPS -- <http://caps.gmu.edu/> -- provides a wide range of services to students by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS individual and group counseling, workshops and outreach programs are designed to enhance students' personal experience and academic performance.

College students often experience issues that may interfere with academic success, such as academic stress, health and sleep problems, juggling responsibilities, life events (e.g., loss of job or loved one), relationship concerns, homelessness, hunger, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support, from the course teaching team or others on campus or in the community. Helpful, effective resources are available on campus, and most are at no-charge.

Your instructional team is living with their own physical and/or psychological ability challenges and we're happy to be resources as you work to maintain your own physical and mental wellbeing.

### **Gender-based/Sexual Discrimination, Harassment, and Interpersonal Violence**

George Mason University is committed to providing a learning, living, and working environment free from discrimination and a campus free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe they have been sexually harassed, assaulted, stalked or subjected to sexual misconduct, sexual exploitation, or domestic violence to [seek assistance and support](#). [University Policy 1202: Sexual Harassment and Misconduct](#) speaks to the specifics of Mason's process, the resources, and the options available to students. Sources of assistance are available on- and off-campus, including confidential ones.

As faculty members and designated "Responsible Employees," we are required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's [Title IX Coordinator](#) per [university policy 1412](#). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](#) (703-380-1434) or [Counseling and Psychological Services](#) (703-993-2380). You may also seek assistance from [Mason's Title IX Coordinator](#) (703-993-8730; [titleix@gmu.edu](mailto:titleix@gmu.edu)).

Questions?

If you have any questions at any point, please meet with or contact your professor via email or a voicemail on his phone. Thank you -- and have a great semester!