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**SUS 330-SB01 Sustainable Economics**

**Synonym Number: 17296**

**Spring 2019, 3 credits**

**I. Course Information:**

*Meeting Time and Day:* Thursdays 9:00-11:50 PM *Class Location:* Academic Building, 209

*Start Date:* 01/17/19 *End Date:* 05/03/19

*Refund Date:* 02/01/19 *Withdraw Date:* 04/06/19

# *Prerequisites:* MAT-120 or higher, ENG-121, and *Class Format:* Classroom

# *one of the following:* ECO-201 or ECO-202 or ECO-245;

# minimum grade C-.

**Instructor Information**:

*Name: Tina Evans*

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*E-mail: tevans@coloradomtn.edu*

*Office: Bristol Hall 109 (enter through room 111)*

*Office Hours: Mon. 1:00-3:30 PM, Wed. 2:30-3:30 PM, Thurs. 2:00-3:30 PM; also by appointment.*

1. **Required Course Materials:** CMC’s Steamboat Springs Campus participates in a flat rate access fee program for course materials so that 100% of students have all of the required textbooks the first day of class based on a library-like access model. All student textbooks and digital access codes will be provided beginning the start of the semester. Pick up textbooks at the Campus Store, Steamboat Academic Center, third floor.

Hall, Charles A. S, and Kent A. Klitgaard. *Energy and the Wealth of Nations: An Introduction to Biophysical Economics*. 2nd ed. New York: Springer, 2018. ISBN: 978-3-319-66217-6.

Boik, John C. *Economic Direct Democracy: A Framework to End Poverty and Maximize Well-Being*. Houston: SiteForChange, 2014. ISBN: 978-1499640595. Available for free online via the website for the Principled Societies Project (<http://www.principledsocietiesproject.org/>).

Additional course materials will be made available via the Internet or Canvas. This material will be listed in the weekly modules within Canvas. As the course progresses, I may alter the readings to better address/explore a topic/area of interest/concern. Any such changes will be reflected in Canvas at least one class period prior to the originally assigned date, and students will be notified during class of any such changes.

1. **Course Description:** Presents an interdisciplinary approach to economics that includes concepts from ecology, physical science, and behavioral economics. Places traditional economic concepts within a foundation of sustainability by stressing the essential interconnections among the environment, economics, and social equity. Explores the limits of neoclassical economics to explain and predict economic phenomena and the failure of the mainstream economic approach to situate these phenomena sufficiently within biophysical and social equity contexts. Students develop systemic and contextual understanding of economic theory and economic phenomena. This understanding forms a basis for seeking potential solutions to problems of unsustainability through a transdisciplinary approach to economic change.

Topical Outline:

1. The limits of neoclassical economics as a tool for analysis and action within a sustainable society.
2. Sustainability-oriented, alternative approaches to neoclassical economic analysis and policy.
3. Biophysical considerations for economics: the first and second laws of thermodynamics, resource constraints, and environmental damage.
4. Economics as a subset of nature.
5. Concepts and theories important to sustainable economics such as ecosystem resources, market allocation, stock-flow and fund-service resources, market allocation, monetary theory and policy, public goods, market failures, externalities, throughput, and growth versus development.
6. Capital: beyond financial and built capital to considerations of human, social, and natural capital within economic frameworks.
7. Market failures and their potential remedies.
8. Measuring economic success: gross domestic product (GDP) and its alternatives.
9. Social considerations for economics: equity issues in the economy.
10. Economic issues of scale and scope and how these relate to sustainability.
11. Examples of practical applications of sustainable economic theory.
12. **Student Learning Outcomes, Competencies, and Skills:** Upon completion of this course, you should:
13. Evaluate the limits of approaching complex societal problems through a narrow (reductionist) disciplinary approach.
14. Demonstrate an in-depth understanding of major critiques of neoclassical economics.
15. Demonstrate an in-depth understanding of at least one major, sustainability-oriented theoretical/practical alternative to neoclassical economics.
16. Demonstrate a firm understanding of the first and second laws of thermodynamics and the limitations they impose on real-world environmental, economic, and social equity problems.
17. Explain economic relationships among the natural world, business, and social institutions.
18. Explain relationships between sustainability and economic efficiency.
19. Understand the value of ecosystem services and how these services can be evaluated using sustainable economic analysis and tools.
20. Acquire familiarity with concepts and theories important to sustainable economics such as: ecosystem resources, market allocation, stock-flow and fund-service resources, monetary theory, public goods, market failures, externalities, throughput, and growth versus development.
21. Demonstrate an understanding of approaches to solving resource problems in the abiotic and biotic realm using sustainable economic analysis and management tools.
22. **IDEA Objectives**: In addition to the above learning outcomes, you can be expected to achieve the following competencies—provided that you participate fully in the course and complete all requirements:

Objective #2: Learning fundamental principles, generalizations, or theories.

Objective #3: Learning to apply course material to improve thinking, problem solving, and decisions.

Objective #11: Learning to analyze and critically evaluate ideas, arguments, and points of view.

1. **Evaluation Methods and Class Management:** Your grade in this course will be determined by participation, online discussion of course material and concepts, participation in the Steamboat Campus Sustainability Conference, a simulation project related to biophysical economics, and analytical and reflective writing assignments. Class participation and involvement in face-to-face discussions are part of your grade. Participation consists of a variety of ways of engaging as well as being both present and attentive during class. Your education depends on both your instructor’s creation of a learning environment and your engagement with the course experience. You are required to read the assigned materials **prior** to each class session and be prepared to discuss relevant ideas and concepts in class. Please try to avoid entering class late or leaving early because doing so disrupts the class. Here are some general guidelines to help you understand the structure of this course, the expectations I have of you, and what you can expect from me.
* You create your path in this life, and building a meaningful and satisfying path takes effort. Information means nothing unless you take it in, consider it within the framework of what you already know, reflect upon it, and create your own interpretation and meaning from this process. This course is designed to help you learn important information about sustainable economics, but it is your own efforts in this process that matter the most. Stay current with course readings and other requirements, and come to class ready to engage in stimulating discussions with your classmates.
* We will be using the following online tool as a primary means of communication:

Canvas: CMC’s chosen e-learning tool will provide an online site for our course. This is where you will find course schedules, announcements, assignments, and more. I will provide an overview of Canvas during the first week of class.

* All assigned papers must be turned in via Canvas, which means they must be word-processed.
* Your CMC e-mail address is considered to be an official means of contacting you about this course. Therefore, you are expected to check your CMC e-mail regularly.
* I may choose to alter the course material as the semester progresses. These changes will be conveyed to you in class and reflected in Canvas. Any such changes will be finalized by the date they are assigned.
* I will accept late assignments for one week following the original due date. All late assignments will be docked one full grade (10%). No assignments will be accepted following our last class meeting.
* If you need to miss a class, please notify me as soon as you are aware of this to make arrangements to get the course material and make up any missed activities. Course attendance is part of your grade, and being in class will influence your level of success in this course since many of the assignments stem from course discussions.
* Please do not expect me to make course accommodations for you so that you may engage in personal travel (vacations, travel for concerts, etc.). If you choose to miss class for personal travel or other personal reasons such as work, you are expected to use Canvas to keep up with course readings and assignments. Do not expect me to review with you the material you missed in class. You also will not have an opportunity to make up in-class work or participation credit.

Grade % Quality Points

A 93.5%-100% 4.0

A- 89.5%-93.4% 3.7

B+ 86.5%-89.4% 3.3

B 82.5%-86.4% 3.0

B- 79.5%-82.4% 2.7

C+ 76.5%-79.4% 2.3

C 72.5%-76.4% 2.0

C- 69.5%-72.4% 1.7

D+ 66.5%-69.4% 1.3

D 62.5%-66.4% 1.0

D- 59.5%-62.4% 0.7

F below 59.5% 0.0

Grades will be assessed as follows: Percentage Points

**General Class Participation 10 100**

**CMC Sustainability Conference Participation**

**and Discussion 5 50**

**Online Discussion Questions 15 150**

**Analytical Reflection on Hall and Klitgaard 30 300**

**LEDDA Framework Development Group Project 15 150**

**Analytical Reflection on LEEDA and the Course 25 250**

 **Semester Total: 100 1,000**

**Class participation: 10% of final grade:** The success of this course—for you and for your classmates—depends largely on your commitment to attending, preparing for, and participating in class. Readings will be assigned for each class—do them! If you don't, you'll be lost in class, and class discussions will suffer markedly, impacting the learning of others as well. Also, since class participation is worth 10% of your final grade, your grade will suffer if you continually lag behind in or don't complete readings, if you skip classes, or if you neglect to participate. That said, you will not necessarily be graded on the *quantity* of your participation. Having a great amount of poor quality, uninformed participation is not beneficial to you or to the class and will not result in a high grade for participation. Readings assigned for a particular class are to be completed *prior* to that class. As one gauge of your class participation, I will take attendance regularly. Your class participation grade will be posted in Canvas at the end of the term. If you have questions about your participation grade, please consult with me.

* *Addresses learning outcomes 1-11 and IDEA objectives 2, 3, and 11.*

**Steamboat Campus Sustainability Conference Participation and Discussion: 5% of final grade:** You will be required to attend the Stamboat Campus Sustainability Conference to held on April 18, 4:30-8:00, in and near the auditorium on campus. A written reflection on what you learn at the conference is also required. Details on required participation and on written work you will submit will be provided in class.

* *Addresses learning outcomes 1, 5, and 9 and IDEA objectives 3 and 11.*

**Online Discussion Questions, 15% of final grade:** You will be required to participate in online discussions based on course readings, films, assignments, and in-class conversations. You will use the Canvas courseware platform to engage in these discussions, and specific instructions on how to do so will be provided in class. You are encouraged, not only to post your own individual responses to the question(s) posed, but also to respond thoughtfully to your classmates’ and your professor’s posts and/or to ask questions relevant to the discussion. Although these discussions are somewhat informal in nature, please communicate clearly and thoughtfully using standard English grammar and sentence structure. Texting lingo, for example, is not acceptable for these writing assignments.

* *Addresses learning outcomes 1-11 and IDEA objectives 2, 3, and 11.*

**Analytical Reflection on Hall and Klitgaard: 30% of final grade:** You will not be taking tests for this class. Instead, you will be asked to write analytical and reflective essays that call upon you to analyze and synthesize major course readings, discussions, films, and information. The first essay will focus heavily on our first course text: *Energy and the Wealth of Nations* by Hall and Klitgaard. I recommend that you take these essays quite seriously and strive to make them represent your very best thinking and writing. Specific assignment instructions will be discussed in class and posted via Canvas.

* *Addresses learning outcomes 1-5 and 8 and IDEA outcomes 2, 3 and 11.*

**LEDDA Framework Development Group Simulation Project: 15% of final grade:** As a highly effective vehicle for applying transformative economic principles, you will work with a small group to develop initial plans for a Local Economic Direct Democracy Association. This work will take place during the final weeks of classes and will include a group presentation to the class of the framework you develop. This project should help you immensely as you prepare to discuss the LEEDA framework in your final analytical and reflective essay for the term. I strongly suggest you plan to be present and active in your group’s work so that you can learn the material well and gain experience applying sustainability concepts to real world contexts. Being present in class and actively participating in the development of your group’s project will also be essential to earning credit for this project.

* *Addresses learning outcomes 1-3, 5, and 7-9 and IDEA outcomes 2, 3, and 11.*

**Analytical Reflection on LEEDA and the Course: 25% of final grade:** Near the end of the term, you will write your second and final in-depth analytical and reflective essay for this course. This essay will focus on *Economic Direct Democracy: A Framework to End Poverty and Maximize Well-Being* by Boik. Your active participation in the LEEDA simulation group project, your reading of Boik’s text, and your participation in class discussions related to Boik will serve as excellent preparation for completing this essay. Instructions for this paper will be provided in class and via Canvas.

* *Addresses learning outcomes 3, 5, 8, and 9 and IDEA outcomes 2-3 and 11.*

**Extra Credit:** I may identify in class and/or via Canvas opportunities to earn extra credit. All such opportunities will be open to all students.

1. Information for You as a CMC Student: You have a right to know certain information that the College is required by law to provide. Links on this page ([**https://coloradomtn.edu/your-right-to-know**](https://coloradomtn.edu/your-right-to-know)) will connect you with helpful information including disability services, complaint processes, policies and procedures, textbook information, registration, attendance and grading, graduation rates and much more. Some specific information available online is also summarized below, along with other course-specific policies and procedures:
2. Academic honesty: plagiarism is not acceptable in this class. Plagiarism occurs when you use someone else’s work, do not cite them for their work, and claim such work as your own. Plagiarism is considered academic misconduct and will be treated as such as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook.
3. Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.
4. Attendance at all class meetings is expected.
5. The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires. Students will be notified in writing of changes.
6. Withdrawal from this Course: Students wishing to withdraw from this course must **initiate** the course withdrawal/drop process at the site Registration Office.
7. **Notice of Nondiscrimination**: Colorado Mountain College does not discriminate on the basis of age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family and genetic information, or in its programs and activities, as required by Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, as amended, Section 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and as provided in other applicable statutes and College policies. The College prohibits sexual and gender-based harassment, including sexual assault, and other forms of interpersonal violence. To obtain more information regarding non-discrimination policies, visit [**http://coloradomtn.edu/about-cmc/notice-of-nondiscrimination/**](http://coloradomtn.edu/about-cmc/notice-of-nondiscrimination/) or contact Lisa Doak, Title IX Coordinator, ldoak@coloradomtn.edu, 970-947-8351, or Angela Wurtsmith, Director of Human Resources, awurtsmith@coloradomtn.edu, 970-947-8311.
8. Tentative Class Schedule: The Canvas course modules for this class comprise a tentative class schedule that may be modified during the term as necessary to foster student learning.
9. **Virtual Library Information:** The Virtual Library has its doors open 24/7, providing access to thousands of online journals and newspapers, e-books and art images, downloadable videos and audiobooks, career resources, and practice tests.

**Login Instructions:** Use the “CMC Libraries” link from you Canvas course menu to access the CMC library website. The link will pass authentication credentials that will allow you to use online library collections. It will also take you directly to the library’s home page.

**Ask a Librarian:** If you need assistance with a research project, you can ask a librarian online. Select the AskAcademic chat box on the libraries’ home page, and type in your question. This service is available 21 hours a day, 7 days a week. You can also email reference@coloradomtn.edu or call the library staff at 800-621-8559, extension 2926.

1. **Learning Lab:** A great resource for you is the CMC learning lab in Bristol 146. Scheduled **tutors** are available in most curricular areas, and tutoring services can be arranged one for additional subjects. The Learning Lab staff *wants* to help you! Visit their website for further information: <http://coloradomtn.edu/campuses/steamboat_springs/tutoring/> .
2. **Research and Writing Center (RAW):** The RAW is an excellent place for you to get help with research and writing. Professors at the RAW can help you at any stage of the research and writing process: idea generation, finding high quality sources, organizing your work, citing sources properly, and/or polishing your work. The RAW is located in the Library on the third floor of Bristol Hall. Ask about current hours there. You are strongly encouraged to use this resource for this class, and please don’t wait until the last minute to do so!