

## **Sustainability (305)**

### **Elective (ELES 305)**

#### **ELES 305**

##### **Critical Thinking & Sustainability**

In this course students will be encouraged to think critically, ask questions, and analyze sustainability issues from multiple angles while considering ethical implications. Students will be actively engaged in real-world projects and decision-making activities. The course will explore the United Nations 2030 agenda, and its 17 Sustainable Development Goals. “The world community has refined its commitment to sustainable development to ensure sustained and inclusive economic growth, social inclusion, and environmental protection and to do so in partnership and peace.

### **English (ENGS 305)**

#### **ENGS 305**

##### **National Memory in the American West**

Beginning with the pioneer and memoir literature of the 19th century, continuing on the silver screen, and culminating in the revisions of the contemporary anti-Western, the Western genre and its derivatives have long reinforced elements central to American national mythology. Particularly in the post-frontier US, the project of sustaining these myths has largely fallen to iconic pulp stories and films from authors such as Jack Schaefer and Zane Grey and actors such as John Wayne and Clint Eastwood. In this class, we will explore the shifting landscape of the literary American West in order to identify how the experience of the West catalyzed the evolving project of American national and cultural identity. In doing so, we will think through ways in which recent interpretations of the genre attempt to illuminate perspectives that have traditionally been suppressed or elided and consider the role of textual interpretation in resolving contemporary issues stemming from the legacy of the symbolic American West.

#### **ENGS 305**

##### **Utopias, Dystopias, and Beyond**

For millennia, men and women have imagined new and (in their minds) ideal new communities that would sustain human life well into the future, communities that are nowadays referred to as utopias. Their creators design these ideal communities specifically to eradicate the worst elements of their own social formations, to sustain human life, and to help men and women reach their highest states. Of course, what one designer might argue is of benefit to a society may be seen by another as terrible for humanity, and thus no two utopias are ever the same. Indeed, some authors have created literary dystopias (harmful, malign imagined communities) as a means to warn against the perceived dangers of what others would call utopian innovations in human society. In this class, we will explore how various authors of utopian and dystopian literature imagine the benefits and/or harms of large-scale social design, whether on the societal level, the individual level, or both. We will also read one work that imagines the sustaining of human life beyond Earth and in partnership with sentient machines. Our topics will include both the designing of social structures to shape human development and behavior and also the shaping, augmenting, and even partially replacing of human individuals in a society. In the course of our studies, we will seek to apply the ideas and questions raised by the texts we read to our own lives, to the sustainability of humanity, and to the future of our own communities.

#### **ENGS 305**

##### **Climate Fiction & Sustainability**

This course will examine the political and socioeconomic consequences of climate change, whether natural or brought about by human behavior. Written before global warming was identified as a potentially existential

threat, J.G. Ballard's *The Drowned World* (1962), a foundational text of this subgenre, explores the psychological effects of surviving in a world that has become largely uninhabitable through circumstances beyond human agency. Margaret Atwood's *Oryx and Crake* (2003), the first book in her *Madd Addam* trilogy, foresees the ecological consequences of unregulated corporate consumerism shaping technology and escalating the depletion of natural resources. Jeff Vandermeer's *Hummingbird Salamander* (2021) depicts the consequences of mass extinction through human-caused environmental degradation. Finally, Lily Brooks-Dalton's *The Light Pirate* (2022) envisions an alternate Florida left to cope with hurricanes and rapidly rising sea levels. Taken together, these novels address the often-unforeseeable social consequences of environmental crises.

## Natural Science (NTSS 305)

### NTSS 305

#### **Extreme Weather and Climate**

The study of extreme and hazardous weather and the unusual climate phenomena that alter weather patterns. Students will investigate the composition, characteristics, and processes in the atmosphere, which can lead to severe weather events, such as heat waves, cold spells, floods, tornadoes, hurricanes, and lightning. Climate variability and change, which alter the frequency and severity of these weather hazards will also be explored.

### NTSS 305

#### **Police, Politics, and Pollution**

Students explore many aspects of chemical creation, distribution, and sources. The importance of natural elements like metals in creating everything from television screens to cars is discussed in terms of the policing needed and politics involved in acquiring, processing, and distributing chemicals throughout the world. Students will learn that implementing sustainable uses and disposal processes of chemicals has been a complex issue throughout history, especially when lives are impacted.

### NTSS 305

#### **Foraging Wild Plants**

A study of significant topics or problems in the Natural Sciences tied to the specific theme of the strand. Topics to be addressed will be drawn from the academic disciplines of Biology, Chemistry, and Physics. In *Foraging Wild Plants* (NTSS 305), students will explore the biology of native plants through the practical application of foraging. Core topics include ecology, evolution, plant identification, systematics, and human nutrition. Students will deepen their understanding of general biology through lectures, interpretive walks, and hands-on activities. Daily in-person participation is required for this course.

## History (HISS 305)

### HISS 305

#### **Viking Age Sustainability**

The history of sustainability considers man's use and control of his environment during different historical periods. This use and control can lead to long-term success and/or failure. This course will broadly focus on human interactions with nature and the environment during the Viking Age, c. AD 750-1100. Topics to be discussed are: land use, travel, belief systems, commerce, city formation and political authority. Regions included in the course are: Greenland, Iceland, Ireland, Scandinavia, early England, and Francia.

**HISS 305****Changing American Landscapes**

In this course, students will explore changing interactions between American society and the natural world, from pre-contact through the 21st century. From hunting practices to urban planning, agriculture to landscape design, and exploration to automobile tourism, how have people shaped the landscape and environment around them, and how have they been shaped by it? How and why have attitudes toward the landscape and natural resources changed? How has changing technology shaped our relationship to the natural world?

**Social Science (SCSS 305)****SCSS 305****Politics & Sustainability**

Politics and Sustainability: What we learn from the Lilies in the Field and Birds in the Air. This is a unique course that will hopefully be interesting & engaging & informative and will ideally encourage you to think about the world and humanity's place in it in an expanded way than you currently do! The guiding theme for this course is "Human's as world-building animals." We will seek to think through and investigate humanity's unique role in our natural world and will examine the ways in which the worlds we build and inhabit co-exist within a complex interconnected, dynamic non-human natural world. We will first develop a systems-based approach to defining the political and politics, and will then examine the innovative and life-affirming philosophical framework of the influential 19th century Danish existentialist Soren Kierkegaard, and will then utilize these philosophical foundations and frameworks to examine the principles, practices, history, and special topics in politics and sustainability. This will be a political philosophy / political theory course, and as such will entail a healthy amount of reading with a conversational, discussion-oriented approach to lectures.

**SCSS 305****Sociology & Sustainability**

This course examines the basic concepts and principles of sociology. A scientific approach to the analysis and explanation of culture, personality, and social organization are emphasized along with the major sociological paradigms along with a heavy emphasis on sustainability issues.