

**Senate Curriculum Committee
Report to Senate
March 2016**

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A. Items That Do Not Require Senate Approval

1. Department of Political Science

Cross-listing of COPP 2023 Policy Making in the Information Age as POLS 2333.

Approved by the SCC.

2. Department of History

Proposal for special topics course: HIST 2123 Introduction to Food in World History

Approved by the SCC.

B. Items That Require Senate Approval (with motions)

1. Department of Political Science – Minor Revisions to Program ([documentation p. 4](#))

- a. Change to program requirements for Major and Honours: requirements regarding first-year (1000-level) POLS courses.
- b. The addition of GRID 2306 War & Peace and GRID 3206 Nations & Borders to the list of GRID courses that can be counted as POLS credits.

MOTION: That the minor revisions to the Political Science program be approved.

2. Science and Technology Studies Program ([pp. 5-15](#))

- a. New course proposal: STS 3433 Writing Workshop (approval of which will require a minor change to the STS *Calendar* description; see #5 of proposal).

MOTION: That the new course STS 3433 be approved.

3. Environment and Society Program ([pp. 16-24](#))

- a. New course proposal: ENVS 3053 Campus Sustainability.

MOTION: That the new course ENVS 3053 be approved.

II. *DOCUMENTATION* (pp. 4-24)

1. Department of Political Science

To: Senate Curriculum Committee
From: Tom Bateman, Chair, POLS
Re: POLS program: requirements and cross-list request
Date: February 4 & 8, 2016

1. POLS Program Requirement Revision; *Calendar language*

We reviewed the POLS program description recently and discovered a discrepancy, which we now would like to correct. The problem is that the description is not clear about what 1000-level courses can be taken to satisfy the 3cr first-year POLS requirement. The problem is perhaps now in sharper relief since we plan to offer POLS 1003 in 2016-17, a course that has not been offered for six years.

Currently, Majors and Honours students are required to take POLS 1013. Minors can take any 1000-level course. We propose to require students in any of the three POLS streams to take any 1000-level POLS course.

The specific wording we propose is:

- a) Under the heading “Major in Political Science” delete “POLS 1013” and insert “any 1000-level POLS course”.
- b) Under the heading “Honours in Political Science” delete “POLS 1013 Law, Power, and Politics”. After “including” insert “a 1000-level POLS course, and”.

2. Additional POLS Program Change: *Calendar language*

The GRID Program recently added two new courses to its offerings:

GRID 3206 Nations and Borders
GRID 2306 War and Peace

These GRID courses, like some other GRID courses, have content with a substantial cognate connection to political science. Indeed, a Political Science faculty member is co-teaching GRID 3206 this term. A few other GRID courses already can count toward a student’s POLS program requirements. We recommend that students taking one of these can claim 3cr in Political Science.). Note: This is not a cross-list. We say that if a student takes one of the specified GRID courses (they are 6-credit courses) he or she can be considered to have satisfied 3cr of comparative politics on POLS.

The Director of the GRID program agrees with this proposal.

2. Science and Technology Studies Program

New Course Proposal: STS 3433 – Writing Workshop

1. **Type of proposal.** This course is intended to be a regular offering in STS.
2. **Course name and proposed number.** STS 3433 – Writing Workshop. This course number has been approved by the Registrar.
3. **Calendar description.** (Word-count: 59) This course enhances skills in writing and oral presentations within the context of major themes in the discipline of STS. It is recommended for students planning to undertake honours studies in STS and 4000-level seminars as well as for students wishing to pursue graduate studies or careers requiring accomplished written and oral presentation skills. Pre-requisite: permission of the instructor.
4. **Theme or Category Grouping.** N/A
5. **Impact on Programme Requirements.** This course will be listed in numerical order with other STS courses. It will be a requirement for Honours students in STS, enabling them to fulfill their requirement for a 3 credit-hour Honours thesis seminar or workshop, a requirement currently met by taking courses offered in other departments, including History 3553 – The History Workshop and Sociology 4023 – Honours Workshop.

A revision to the calendar entry for STS Honours degree requirements will be required to reflect the new course by deleting the part of section ii in the Honours requirement list which states: “3 credit hour Honours thesis seminar or workshop” and replacing with: “STS 3433 – Writing Workshop.”

This course will not be a required course for Majors in STS but will be highly recommended for STS Majors and may be of particular interest to those STS Majors interested in pursuing a profession in science journalism, policy advising, special-interest lobbying or any career requiring accomplished writing and presentation skills.

6. **Cross-listing.** This course will not be cross-listed.
7. **Rationale for the course.** This course offers several benefits to STS students. It will allow students interested in pursuing an Honours degree in STS to enhance their written and oral presentation skills within the context of the STS discipline, before they are fully engaged in their individual STS thesis project. The course will fulfill the

requirement that STS Honours students take a 3 credit-hour Honours thesis seminar or workshop. In the past, STS Honours students have taken HIST 3553 – History Workshop or SOCI 4023 – Honours Workshop to meet the workshop requirement for their honours degrees. This arrangement has been workable because other departments have willingly accommodated STS students who have needed to fulfill their requirements this way. Recently, however, the numbers of students pursuing both Honours and Majors in STS has grown, making it preferable, for both practical and disciplinary reasons, to offer this course within the STS programme. It will allow students planning to enter the Honours stream the opportunity to strengthen practical skills in clear and concise written and oral communication through integration with STS theory and scholarship and therefore offers the multiple benefits of solidifying practical skills while engaging in major themes in STS scholarship while also fulfilling degree requirements. The new course offers the same practical benefits for students planning to enter graduate programs or pursue careers requiring strong writing and oral presentation skills.

8. **Instructor's name.** This course will be taught by full-time STS faculty members and will be offered according to demand (i.e. numbers of students entering their third year in an STS Major or planning to enter the Honours stream in STS). If approved, the course will be taught in the upcoming 2016-2017 academic year by Dr. Jane Jenkins. An informal poll of eligible STS students has indicated strong interest in this course being offered in the fall 2016 semester.
9. **Course description.** This is a practical workshop rather than a theory course, and is intended for students pursuing a Major or Honours in STS who have already demonstrated competence in writing and presentation skills. The workshop strengthens skills in preparing and presenting (in both written and oral formats) STS-focused scholarship for academic, professional, and non-academic or popular audiences. It is a required course for Honours students and is highly recommended for those wishing to pursue graduate studies or any career requiring accomplished writing and presentation skills.

The primary goal of this workshop is to provide students with the opportunity to polish their ability to write and present, clearly and accurately, to a variety of audiences. Students will achieve this goal by focusing closely on one piece of their own written work (preferably a research paper already submitted in one of their other STS courses), and will work both individually, collaboratively with other students, and with the professor, to improve and refine the work for an academic audience, to “translate” it for a non-STS audience, and to present it orally.

This workshop will have a “hands-on” or practical focus, following the dictum that good writing requires re-writing (and re-writing). While this practical focus will take place within the theoretical context of the STS discipline, this is not a theory course. Readings of STS materials and discussion of STS topics will take place in the context of analyzing academic and journalistic writing and oral presentations of STS ideas and/or themes in order to recognize organizational and writing styles or patterns and then to apply them in the student’s own writing. Specific STS topics (such as Actor-Network Theory or value-ladenness of science or controversies in science and technology) will be determined by the particular interests of students.

While the workshop will take place within the context or “space” of STS themes, and will, therefore, generate clarity about what it is that defines STS as a field of study, the primary focus of the workshop will be to facilitate the development of the student’s own practical written and oral presentation tools.

Week 1: Introduction to Workshop

- Introduction of workshop participants and brief overviews of the paper each student has brought to the workshop (each student will have already submitted a copy of the paper they intend to focus on through the term to the professor for review)
- Developing strategies for success (sharing common elements of positive and negative feelings about thinking about and writing in/for STS)
- Assignment of writer/peer reviewer teams and overview of week’s assignment: prepare a written outline of the paper: thesis, evidence, etc. (in point-form and a short paragraph) and submit to peer reviewers

Week 2: Responding to Review

- Peer reviews of outlines.
- Students will respond to their peer reviewers’ analysis of their paper and prepare a strategy to begin the revision process

Week 3: Getting Started

- Reviews of workshop participants’ submissions (Each review should include a clear and accurate account of the project’s: thesis, evidence, and relevance to STS scholarship, as well as an evaluation of organization, grammar, and sources used.
- Collaborative revisions

Week 4: Rewriting

- Reviews and collaborative revisions of workshop participants’ papers continue with specific attention on strengthening clarity, organization, grammar, and style.

Week 5: Making the Case, and Rewriting

- Reviews and collaborative revisions of workshop participants' papers continue with specific attention on organization and presentation of evidence supporting thesis, secondary literature, proper citation styles, and bibliographies.
- Each student will locate an article published in a scholarly journal, on a related topic or theme to their own (see sample list in the STS-related Articles in Scholarly Journals section of the Bibliography) for analysis and modeling.

Week 6: Abstracting and Condensing

- Reviews and collaborative revisions of workshop participants' papers continue with specific attention on writing condensed abstracts of their papers.
- Each student will locate an abstract of a scholarly article (see sample list in the STS-related Articles in Scholarly Journals section of the Bibliography) for analysis and modeling.

Week 7: Explaining STS Ideas – Book Review

- Overview and focus on explaining another STS scholar's ideas, accurately and clearly by analyzing a book review (see sample list in the Sample Book Review section of the Bibliography) and writing a book review of a scholarly book related the student's own topic.

Week 8: Expressing STS Ideas – Science and Technology Journalism

- Overview and start of "translating" or transferring essential feature(s) of papers into a version accessible to a non-academic audience
- Each student will locate an example of this kind of writing (see sample list in the Science Journalism section of the Bibliography) to analyze and follow. A portion of the workshop session will be devoted to a group analysis of one example before students work on their own version.

Week 9: Expressing STS Ideas – Oral Presentations

- Overview and analysis of oral presentations of STS topics and themes to non-academic audiences
- Workshop participants will view and critically analyze the content and presentation style of a 20-minute TED Talk (see the sample list in the Sample of Oral Presentations (TED Talks) section of the Bibliography).
- Each student will design their own 10-15 minute oral presentation

Week 10: Editing and ReWriting

- Reviews and collaborative revisions of workshop participants' submissions
- focused writing and/or presentation development time

Week 11: Presentations and Discussion

Week 12: Presentations and Discussion

10. Evaluation system.

A. Written submissions: (worth a total of 50%)

- Short assignments throughout the term worth 25%
- Final paper worth 25%

Students will submit a series of short written assignments (adding up to 25% of the written component) over the course of the term. Each assignment will relate to the initial piece of work the student arrived with at the beginning of the course and may include, for example, an abstract of their paper or a version of it for a non-STS audience.

The other 25% of this component will be for a final paper (due on the last day of the workshop), the culmination of revising and refining the original paper over the course of the term.

B. Participation and Oral Presentation: (worth a total of 50%)

- Participation throughout the term worth 25%
- Final oral presentation of final paper worth 25%

Students must be present at the workshop in order to be eligible for 25% of this component of the workshop, and will gain participation marks by coming prepared and engaging fully in respectful dialogue with other workshop members.

The other 25% of this mark will be for a final oral presentation of their work.

This participatory grade will be a combination of peer and professor evaluations.

11. Possible course texts and other materials.

This workshop is a practical, “hands-on” workshop and the two practical guides students will be required to purchase and have available for use in the workshop sessions are:

Murray, Neil and Geraldine Hughes, *Writing up your University Assignments and Research Projects: A Practical Guide*. New York: McGraw-Hill, 2008.

Pinker, Steven *The Sense of Style. The Thinking Person's Guide to Writing in the 21st Century* New York: Penguin Books, 2014.

Students will also be required to purchase and bring with them to the workshop sessions (for reference and clarification of STS-related themes) the following text:

Sismondo, Sergio *An Introduction to Science and Technology Studies* (2nd Edition) Wiley-Blackwell, 2010.

12. Bibliography.

Although this workshop is not a theory course, a sample of STS-related sources is listed in this bibliography including: foundational sources of the STS discipline (for reference purposes to clarify STS themes) as well as STS-related articles for academic audiences, book reviews of STS topics and themes, as well as journalistic writing and oral presentations for non-academic audiences. These sources will serve as models (perhaps sometimes as models of what not to do) for students in the workshop and for analysis of writing and presentation techniques and style (for academic and non-academic audiences). In the workshop students will dedicate the majority of their time to the development of practical writing and presentation skills, individually, collaboratively with their peers, and in one-on-one deliberations with the professor. While students may be interested in referring to “how-to” manuals or other reference sources none other than the two listed above are required.

Foundational Sources in STS

Listed is a selection of foundational sources in the discipline of STS. All the sources listed are available at HIL and many will also be made available for reference use during the workshop sessions, from the personal library of the instructor.

Bloor, David *Knowledge and Social Imagery* 2nd edition. University of Chicago Press, 1991.

Bucchi, Massimiano *Science in Society: An Introduction to Social Studies of Science* Routledge, 2004.

Cutcliffe, Stephen H. *Ideas, Machines, and Values: An Introduction to Science, Technology, and Society* Rowman and Littlefield, 2000.

Hackett, Edward J. et al. (Editors) *The Handbook of Science and Technology Studies* 3rd Edition. MIT Press, 2008.

Harding, Sandra (Editor) *The Post-Colonial Science and Technology Studies Reader* Duke University Press, 2011.

Hess, David J. *Science Studies. An Advanced Introduction* New York University Press, 1997.

Pickering, Andrew (Editor) *Science as Practice and Culture*. University of Chicago Press, 1992.

Yearly, Steven. *Making Sense of Science. Understanding the Social Study of Science* Sage, 2005.

Sample of STS-related Articles in Scholarly Journals

This list provides a sample of the type of scholarly articles on STS-related topics that will serve as models of academic writing, formatting, and organizational style. In the workshop sessions, students will analyze scholarly articles with topics or themes (such as Actor-Network Theory, for instance) related to their own projects. A full range of scholarly journals devoted to STS is available in both print and e-versions at HIL.

Beisel, Ull and Christophe Boëte “The Flying Public Health Tool” Genetically Modified Mosquitoes and Malaria Control” *Science as Culture* 22.1 (2013): 38-60.

Delicado, Ana et al. “Not in Anyone’s Backyard? Civil Society Attitudes towards Wind Power at the National and Local Levels in Portugal” *Science and Technology Studies* 27.2 (2014): 49-71.

Hirsh, Richard F. and Benjamin K. Sovacool “Wind Turbines and Invisible Technology: Unarticulated Reasons for Local Opposition to Wind Energy,” *Technology and Culture* 54.4 (2013): 705-734.

Palm, Jenny and Sarah Darby “The Meanings of Practices for Energy Consumption – A Comparison of Homes and Workplaces” *Science and Technology Studies* 27.2 (2014): 72-92.

Pfadenhauer, Michaela “On the Sociality of Social Robots. A Sociology-of-Knowledge Perspective” *Science, Technology and Innovation Studies* 10.1 (2014): 107-134.

Zimring, Carl “The Complex Environmental Legacy of the Automobile Shredder,” *Technology and Culture* 52.3 (2011): 523-547.

Sample of Book Reviews of STS-related Topics

All the academic journals devoted to STS-related topics and themes have extensive book review sections and all are readily available at HIL. Students in this workshop will find book reviews, such as those listed here, and use them as models to write their own reviews of books related to their individual topics.

Betsy Thomas Mendelsohn review of *Cash for your Trash: Scrap Recycling in America* by Carl Zimring in *Enterprise and Society* 7.3 (2006): 628-630.

Sam White review of *Plows, Plagues, and Petroleum: How Humans Took Control of Climate* by William F. Ruddiman in *Technology and Culture* 52.1 (2011):182-183.

Sample of Science Journalism

Falk, Dan “The God Particle. What Explains the Current Wave of Popular Physics?” *The Walrus* (December 2012)

Fraser, Evan and Andrew Rimas, “How to Feed Nine Billion” *The Walrus* (December 2012)

Gladwell, Malcolm "The Engineer's Lament: Two Ways of Thinking about Automotive Safety" *The New Yorker* (May 4, 2015)

Gladwell, Malcolm "Starting Over" *The New Yorker* (August 17, 2015)

Nikiforuk, Andrew "What Worries the World's Most Famous Climate Scientist?" *The Tyee* (December 2, 2015)

Nikiforuk, Andrew "The Earth's Battery is Running Low" *The Tyee* (August 10, 2015)

Picard, André "Newborn Screening: Fifty Years of Federal Foot-Dragging" *Globe and Mail* (March 1, 2016)

Picard, André "Why did Calgary Cave to Chemophobes over Fluoridation?" *Globe and Mail* (February 19, 2016)

Picard, André "Pharma Scrooge Martin Shkreli is a Symptom of a Much larger Problem" *Globe and Mail* (December 17, 2015)

Turner, Chris "The Age of Breathing Underwater," *The Walrus* (October 2009)

Sample of Oral Presentations (TED Talks)

One session of the workshop will be devoted to a group viewing and critical analysis of a 20-minute oral presentation, like the TED Talks listed here. Students will analyze both presentation style and content (in the context of STS) to gain insight into how to convey STS ideas to a non-academic audience.

Anderson, Chris *Technology's Long Tail*

Diamond, Jared *Why Societies Collapse*

Goodall, Jane *What Separates Us From the Apes*

Kurzweil, Ray *How Technology Will Transform Us*

Pollan, Michael *A Plant's-Eye View*

Wolpe, Paul Root *It's Time to Question Bio-Engineering*

Practical Writing-Skill References

All the sources listed are available at HIL

Asher, Donald. *Graduate Admissions Essays: Write Your Way into the Graduate School of Your Choice*. 3rd Ed. Ten Speed Press, 2008.

Barrass Robert *Students Must Write: A Guide to Better Writing in Coursework and Examinations* New York: Routledge, 2005.

Becker, Howard S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. 2nd Ed. Chicago: University of Chicago Press, 2007.

Berger, Arthur Asa. *The Academic Writer's Toolkit: A User's Manual*. Left Coast Press, 2008.

Caplan, Paula J. *Lifting a Ton of Feathers: A Woman's Guide to Surviving in the Academic world*. Toronto: University of Toronto Press, 1994.

Clouse, B.F. and P. Grevstad. *The Student Writer, Editor and Critic* McGraw-Hill, 2011.

Duarte, Nancy. *Slide-ology: The Art and Science of Creating Great Presentations*. O'Reilly Media, 2008.

Edelstein, Scott. *1818 Ways to Write Better and Get Published*. Cincinnati, OH: Writer's Digest Books, 1991.

Fiore, Neil. *The Now Habit: A Strategic Program for Overcoming Procrastination and Enjoying Guilt-Free Play*. Rev. Ed. New York: Tarcher, 2007.

Foster, John, *Writing Skills for Public Relations: Style and Technique for Mainstream and Social Media*. Kogan Page, 2012.

Gallo, Carmine. *The Presentation Secrets of Steve Jobs: How to Be Insanely Great in Front of Any Audience*. McGraw-Hill, 2009.

Graft, Gerald, Cathy Birkenstein, and Russel K. Durst "*They Say/I Say*": *The Moves that Matter in Academic Writing*. New York: W.W. Norton and Company, 2009.

Hacking, Ian "'Style' for Historians and Philosophers," *Studies in History and Philosophy of Science* 23 (1992): 1-20.

Henige, David. "Miss/Adventures in Mis/Quoting," *Journal of Scholarly Publishing* 32.3 (2001): 123-135.

Howard, Rebecca Moore *Writing Matters: A Handbook for Writing and Research*. New York: McGraw-Hill, 2010.

Huber, Sonya *The Backwards Research Guide for Writers: Using Your Life for Reflection, Connection, and Inspiration* London: Equinox Publishers, 2011.

Lanham, Richard A. *Style An Anti-Textbook*. 2nd Ed. Philadelphia, PA: Paul Dry Books, 2007.

- Luey, Beth. *Handbook for Academic Authors*. 4th Ed. Cambridge: Cambridge University Press, 2002.
- Merriam-Webster. *Merriam-Webster's Dictionary of English Usage*. Springfield, MA: Merriam-Webster, 1994.
- Meyer, Bonnie J.F. "Text Coherence and Readability." *Topics in Language Disorders* 23.3 (2003): 204-225.
- Mulkay, Michael *Word and the World: Explorations in the Form of Sociological Analysis* Allen and Unwin, 1985.
- Mumby, Dave G. *Graduate School: Winning Strategies for Getting In*. 2nd Ed. Proto Press Publications, 2012.
- Peterson, Karen E. *Write: Ten Days to Overcome Writer's Block. Period*. Cincinnati, OH: Adams Media, 2006.
- Porter, Stanley E. *Inking the Deal. A Guide for Successful Academic Publishing* Waco, TX: Baylor University Press, 2010.
- Posusta, Steven. *Don't Panic. The Procrastinator's Guide to Writing an Effective Term Paper (You Know Who You Are)*. Santa Barbara, CA: Bandanna Books, 1996.
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. St. Martin's, 2007.
- Reynolds, Garr. *Presentation Zen. Simple Ideas on Presentation*. New Riders, 2007.
- Reynolds, Garr. *The Naked Presenter: Delivering Powerful Presentations With or Without Slides (Voices that Matter)*. New Riders, 2010.
- Rosen, Leonard J. *The Academic Writer's Handbook* New York: Pearson Longman, 2009.
- Ross-Larson, Bruce. *Edit Yourself: A Manual for Everyone Who Works with Words*. New York: W.W. Norton & Co., 1982.
- Rossiter, Margaret W. "The Matilda Effect in Science," *Social Studies of Science* 23 (1993): 325-341.
- Runkel, Philip Julian *A Guide to Usage for Writers and Students in the Social Sciences*. Totowa, New Jersey: Rowman and Allanheld, 1984.
- Ruszkiewicz, John J. et al. *Bookmarks: A Guide to Research and Writing*. Longman, 2006.

- Soles, Derek. *The Essentials of Academic Writing*. Houghton Mifflin, 2005.
- Stewart, Mark Alan, *How to Write the Perfect Personal Statement*. Peterson's, 2009.
- Strunk, William and E.B. White, *The Elements of Style*. 4th Ed. New York: Longman, 2000.
- Traweek, Sharon, "Border Crossings: Narrative Strategies in Science Studies and among Physicists in Tsukuba Science City, Japan," in Andrew Pickering (Editor) *Science as Practice and Culture*. University of Chicago Press, 1992.
- Truss, Lynne. *Eats, Shoots, and Leaves. The Zero Tolerance Approach to Punctuation*. Profile Books, 2003.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th Ed. Chicago: University of Chicago Press, 1996.
- Tredinnick, Mark. *Writing Well: The Essential Guide*. Cambridge University Press, 2008.
- Weiss, Edmond H. *The Elements of International English Style: A Guide to Writing Correspondence, Reports, Technical Documents, and Internet Pages for a Global Audience*. Armonk, New York: M.E. Sharpe Publishers, 2005.
- Williams, Joseph M. *Style: Ten Lessons in Clarity and Grace*. 5th Ed. New York: Longman, 1997.
- Williams, Joseph M. and Gregory G. Colomb. *The Craft of Argument*. New York: Longman, 2001.
- Willis, Meredith Sue. *Deep Revision: A Guide for Teachers, Students, and Other Writers*. New York: Teachers and Writers Collaborative, 1993.

3. Environment and Society Program

New Course Proposal

ENVIRONMENT AND SOCIETY PROGRAM
COURSE PROPOSAL TO SENATE CURRICULUM COMMITTEE

ENVIRONMENT AND SOCIETY 3053 CAMPUS SUSTAINABILITY

1. **TYPE OF PROPOSAL:** This course would be one of the elective courses under the Major in Environment and Society.
2. **COURSE NAME AND PROPOSED NUMBER**
ENVS 3053 Campus Sustainability
Timetable listing: ENVS 3053 Campus Sustainability
3. **CALENDAR DESCRIPTION**
The course examines the practices of environmental auditing as they apply to a university campus. Topics include alternative audit designs, the role of audits in changing institutional and individual behaviour, and the contributions of social sciences to university audits. Students' projects will involve carrying out components of a university-wide environmental audit.
4. **THEME OR CATEGORY GROUPING IN CALENDAR**
Add ENVS 3053 to the list of category C. elective courses under the Major in Environment and Society.
5. **IMPACT ON PROGRAMME REQUIREMENTS**
ENVS 3053 does not affect the requirements for the major.
6. **CROSS-LISTING**
ENVS 3053 is not to be cross-listed.
7. **RATIONAL FOR THE COURSE**
ENVS 3053 will provide an additional ENVS elective course for majors.
8. **INSTRUCTORS NAME**
The course will be taught by a qualified full- or part-time instructor. ENVS would like to offer the course every second year as part of the regular ENVS course allocation.
9. **COURSE DESCRIPTION**
The course examines the practices of environmental auditing as they apply to a university campus. Topics include alternative audit designs, the role of audits in changing institutional and individual behaviour, and the contributions of social sciences to university audits. Students' projects will involve carrying out components of a university-wide environmental audit.

TOPICAL COVERAGE

The course will be organized into two sections. The first will be classroom based, and will involve a mixture of lectures, assigned readings, and class discussions. The second section will involve students working together to conduct components of an environmental assessment of the university.

PART I Classroom Based

Week 1

Introduction to Course

Readings:

Greening the Ivory Tower Chapter 1

Earth in Mind Chapters 1, 2, 3, and 4

Additional Readings

Rowe, D. 2007. Sustainability: Education for a Sustainable Future. *Science* 317 (2007): 323-24.

Wright, Tarah S.A. 2002. Definitions and Frameworks for Environmental Sustainability In Higher Education. *Higher Education Policy* 15 (2002): 105-120.

Week 2

Alternative Approaches to Sustainability

Readings:

Institute for Research and Innovation in Sustainability. "Sustainability Report." Institute for Research and Innovation in Sustainability.

www.sustreport.org .

Newport, D., T. Chesnes, and A. Lindner. 2003. The 'environmental sustainability' problem: ensuring that sustainability stands on three legs. *International Journal of Sustainability in Higher Education* 4, no. 4 (2003): 357-63.

Thompson, Robert, and William Green. 2005. When sustainability is not a priority: An analysis of trends and strategies. *International Journal of Sustainability in Higher Education* 6, no. 1, (January): 7-17.

Willard, B. 2005. *Next Sustainability Wave*. Gabriola Island, BC: New Society Publishers.

Week 3

Alternative Approaches to Campus Auditing

Readings:

Bardati, D.R. 2006. The integrative role of the campus environmental audit: experiences at Bishop's University, Canada. *International Journal of Sustainability in Higher Education* 7, no. 1 (2006): 57-68.

Beringer, Almut. 2005. Campus Sustainability Audit 2005. University of Prince Edward Island. http://home.upei.ca/files/home/upei_csaf_2005.pdf

Cole, L. 2003. Assessing Sustainability on Canadian University Campuses: Development of a campus sustainability assessment framework. Master's thesis, Royal Roads University.

Legacy, Crystal. 2004. Campus Sustainability: Sustainability Assessment Framework at the University of Waterloo. University of Waterloo. http://info.uwaterloo.ca/infowast/wat_green/projects/library/w04sustframework.pdf .

Ferreira, A.J.D., M.A.R. Lopes, and J.P.F. Morais. 2006. Environmental management and audit schemes implementation as an educational tool for sustainability. *Journal of Cleaner Production* 14, no. 9-11 (2006): 973-982.

Wackernagel, M, and W. E. Rees. 1996. *Our Ecological Footprint: Reducing human impact on earth*. Gabriola Island, BC: New Society Publishers.

Week 4 Overview of the STU 2011 Environmental Audit

Week 5 Audits as Change Factors
The Social and Psychological Effects of Audits
Reading:
Greening the Ivory Tower Chapter 2
Earth in Mind Chapter 21
Additional Readings:
Hoffman, A.J., and R. Henn. 2008. Overcoming the Social and Psychological Barriers to Green Building. *Organization and Environment* 21, no. 4 (2008): 390-419.
Kollmus, A., and J. Agyman. 2002. Mind the gap: why do people act environmentally and what are the barriers to pro-environmental behavior? *Environmental Education Research* 8, no. 3 (2002): 239-60.
Lozano, Rodrigo. 2006. Incorporation and institutionalization of SD into universities: breaking through barriers to change. *Journal of Cleaner Production* 14, no. 9-11 (2006): 787-796.

PART II STU Campus as Laboratory

Week 6 Organizing Student Participation
Establishing Groups and Designating Sections
Reading:
Greening the Ivory Tower p. 258-264

Week 7 Energy
Readings:
STU, *Environmental Audit*, Chapter One
Greening the Ivory Tower p. 63-72; p. 140-44

Additional Readings:
DeCarolis, J.F., R.L. Goble, and C. Hohenemser. 2000. Searching for Energy Efficiency on Campus, Clark University's 30-Year Quest. *Environment* 42, no. 4 (2000): 9-20.

- Week 8 Water
Readings:
STU, *Environmental Audit*, Chapter Two
Greening the Ivory Tower p. 87-91; p. 193-95
Earth in Mind Chapter 7
- Week 9 Solid Waste
Readings:
STU, *Environmental Audit*, Chapter Three
Greening the Ivory Tower p. 53-62; p. 133-5; p. 167-78
- Week 10 Food Services
Readings:
STU, *Environmental Audit*, Chapter Four
Greening the Ivory Tower Chapter 5
Earth in Mind Chapters 18 and 22
- Week 11 Procurement
Readings:
STU, *Environmental Audit*, Chapter Five
Greening the Ivory Tower Chapter 4
- Week 12 Presentation of Report
Readings:
Greening the Ivory Tower Chapter 9
Earth in Mind Chapters 19, 20, and 24

10. EVALUATION SYSTEM

In-class test at end of Part I	30%
Weekly written assignments	10%
Final exam	30%
Research Paper (Part II)	30%

11. COURSE TEXT (texts marked by * are available at the UNB library)

*Creighton, Sarah Hammond. 1998. *Greening the Ivory Tower: Improving the Environment Track Record of Universities, Colleges, and Other Institutions*. Cambridge, MA: MIT Press.

*Orr, David. 2004. *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press.

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