

Global Issues, Local Solutions: Spring 2024

Shawn McEntee: IDIS 205: Changing Climate/Changing World

Meets Mondays 7 – 8:30 p.m. in the Worcester Room (2nd Floor, above the Dining Hall) in GUC

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Student Hours: Monday, Wednesday and Friday, 12 – 1 pm; Tuesday & Thursday 11 am – 12:15 p.m.; and by request

Unless otherwise arranged via Announcements in MyClasses, ALL class-time is face-to-face. The University's standard absence policy is in effect; students are responsible for content of missed classes and encouraged to identify and work with classmates to gain understanding of missed class-time content. In addition, over the semester half of your grade for this Pass/Fail 1-credit course is attendance.

Although wearing masks in most campus settings at Salisbury University is no longer required, we recognize the power of face masks in limiting the spread of communicable diseases. Please feel free to wear a mask in this course so that we can continue to Protect the Flock. Masks are available, free of charge, at the GSU Information Desk.

MyClasses - Canvas (<https://salisbury.instructure.com/>), SU's course management system, includes your schedule, identifies required materials, and serves as your workbook, communications hub and testing center for this course. This course follows University policy regarding communication with students outside the classroom by using the **University e-mail system**. **If you are having difficulty with e-mail or the MyClasses Canvas (mobile) system, Contact IT/Student IT Help systems (<http://www.salisbury.edu/helpdesk/>) or (410-67)7-5454; help for MyClasses - Canvas (mobile) links are on the login page as well as once you have logged in.**

If you would like to contact me outside of MyClasses-Canvas, the classroom or scheduled student hours, e-mail is your best bet because I check it frequently. **Activate and make use of your SU e-mail; I am disinclined to respond to non-university e-mail.** I will respond via e-mail within 24 hours during the regular semester. ***There is no substitute for a face-to-face chat***, however; please contact me during student hours or to find a time we can meet to address concerns. ***Edit your profile in MyClasses/Canvas (click on Account) to reflect the name and other details you want your classmates and the instructor to use.***

Course Description

This course is the brainchild of the Fulton Sustainability Committee; it is a one-credit lecture series open to the public under the broad umbrella of 'Changing Climate / Changing World'. We have a rotating set of topics including Climate Change, Inequalities, and Food, and THIS semester, we are putting our spin on several Sustainable Development Goals as an extension of the PACE Global Issues/Local Solutions course offered last fall. The two-semester series is using the United Nation's Sustainable Development Goals to explore local issues, place them in appropriate global contexts, and show how they connect to and inform us about sustainability.

Each of the 17 Sustainable Development Goals (SDGs) has a set of specific targets and a wide range of indicators used to measure progress toward achieving the Goal. The Fulton Sustainability Committee, working with PACE, identified a set of local issues and the SDGs relevant to them and have organized the semester to explore specific associated targets to examine issues of water quality, wells, sewage and sanitation as well as sustainable energy, specifically wind, here on the Peninsula.

As an interdisciplinary course, presenters over the semester are experts and have a wide range of disciplinary backgrounds; the course is designed to rely on the diversity of perspectives and expertise to help you develop both a well-

informed opinion and a broad perspective on the issues. We also help you develop a variety of skills and strategies to use in problem solving and exploring issues.

Fulton Sustainability Committee:

Chair, Shawn McEntee (SOC1); Members: Brittany Foutz (CADR), Catherine Jackson (IDIS), Catherine Shufelt (IDIS), Chry Egan (Fulton Associate Dean/COMM), Gina Bloodworth (ENVR), Jeremy Cox (COMM), John Murphy (INFO), Karl Maier (PSYC), Maarten Pereboom (Fulton Dean), Meredith Morgoch (COMM), Michael Lewis (ENVR), Ryan Sporer (SOC1), Ryan Weaver (IDIS), Sarah Surak (POSC), William Wolff (ART)

Course Schedule:

- Unit 1: Introduction to the Course and Sociohistorical and Environmental Context of Water and Energy issues and the Eastern Shore
 - Jan 29th through Feb 12th (Weeks 1 – 3)
- Unit 2: Wells and safe drinking water
 - Feb 19th through March 11th (Weeks 4 – 7)
 - Keynote Speaker on February 19th: Dr. Jennifer Nyland (BIOL)

SPRING BREAK

- Unit 3: Off-Shore Wind and Renewable Energy
 - Mar 25th through Apr 15th (Weeks 8 – 11)
 - Keynote Speaker on March 25th: Jeremy Cox (COMM and Bay Journal Reporter)
- Unit 4: Septic, sewage, and development
 - Apr 22nd through May 13th (Weeks 12 – 15)
 - Keynote Speaker on April 22nd, Richard Hall (ret, Former Secretary of Planning for the State of Maryland)

Course Objectives

By the end of the semester, students will be able to:

- Describe the role of specific Sustainable Development Goals in studying local sociohistorical environmental issues and their global to local connections
- Identify how specific targets of various SDGs help us understand global and local sociohistorical environment issues.
- Identify connections between local sustainability challenges and their broader global context
- Describe how targets of selected SDGs are interrelated in understanding specific sociohistorical environmental issues.
- Describe a range of strategies for achieving sustainability, and meeting targets, associated with selected SDGs locally.
- Identify their own strategies for achieving a sustainable life, a sustainable future, for themselves and their communities.
- Apply interdisciplinary strategies to describing and analyzing some specific sociohistorical environmental issues reflecting selected SDGs and associated specific targets.
- Demonstrate interdisciplinary strategies to place some specific sociohistorical environmental issues in a global context framed by selected SDGs.

Grades and Grading

Class Participation (50%): Class participation in our Monday evening class meetings will include both in-person attendance and active engagement in our weekly class meetings and Q/A sessions. Class participation includes attendance,

readiness to participate, and intangible factors such as professional conduct in the classroom (which also includes appropriate technology use during class). Good classroom citizenship requires you to be physically, digitally, and mentally present during class time.

Weekly Reflections (50%): Participants will write a reflection essay each week based on that week’s class lecture and assigned readings. Essay reflection prompts will be presented at the end of class each Monday, and reflections are due via MyClasses no later than 12:00pm on Thursday. Each weekly reflection essay will be scanned for plagiarism. Late work will not be accepted unless arrangements are made with the instructor prior to the assignment deadline.

Canvas/MyClasses keeps you updated about your grade throughout the semester.

A RUBRIC is attached to each assignment graded by the instructor; each row of a rubric reflects Student Learning Outcomes. Meeting expectations for course work includes ALL of the following:

- **COMPLETENESS** (include all components described in instructions)
- Accurate and appropriate **USE** of relevant language (specifically that introduced over the week and used by speakers/panelists/Required Materials)
- Effective **USE** of current/relevant Required Materials indicated by (extensive) in-text citing of those sources.
- Submissions **REQUIRE** higher level thinking; if they **ALSO** reflect insights, demonstrate collaborative learning, or reflect integrated understanding, they earn top grades.

Basic Schedule for the Semester:	Date	Attendance: 50% of course grade	Assignments: 50% of course grade	Due Date for Assignments (always noon)
Unit 1: Week 1	Jan 29, 2024	10	10	Feb 1, 2024
Week 2	Feb 5, 2024	10	10	Feb 8, 2024
Week 3	Feb 12, 2024	10	10	Feb 15,2024
Unit 2: Week 4	Feb 19, 2024	10	10	Feb 22,2024
Week 5	Feb 26, 2024	10	10	Feb 29, 2024
Week 6	March 4, 2024	10	10	March 7, 2024
Week 7	March 11, 2024	10	10	March 14, 2024
Unit 3: Week 8	March 25, 2024	10	10	March 28, 2024
Week 9	April 1, 2024	10	10	April 4, 2024
Week 10	April 8, 2024	10	10	April 11, 2024
Week 11	April 15, 2024	10	10	April 18, 2024
Unit 4: Week 12	April 22, 2024	10	10	April 25, 2024
Week 13	April 29, 2024	10	10	May 2, 2024
Week 14	May 6, 2024	10	10	May 9, 2024
Week 15	May 13, 2024	10	10	May 16, 2024
Final Exam	May 20, 2024	Bonus	Bonus	Fellows’ Posters
TOTALS (300 total points)		150 points	150 points	

University Resources

See [SU Course-related Policies and Resources](#) in course navigation in MyClasses.

- **Library Services** The sociology department Library Liaison is Mou Chakraborty (mxchakraborty@salisbury.edu) or 410-543-6131. The library also has an online chat; the ‘[Chat with us!](#)’ pops up on the Library page of SU’s Website.
- **Food & Housing Insecurity** Any student who lacks a safe and/or stable place to live is urged to contact the Student Affairs Office (phone: 410-543-6080, email: StudentAffairs@salisbury.edu) for support. Information on emergency fund grants can be found here: <https://www.salisbury.edu/administration/student-affairs/emergency-fund.aspx>.

In addition, for any student who has difficulty accessing sufficient nutritious food to eat every day, there is a **free** student food pantry on campus, across from the SU Bookstore on the ground floor of the Commons Building. Please email the student organization, Food for the Flock (sufoodpantry@gmail.com), for information, or check their social media: Twitter (@FlockFood), Facebook (@foodfortheflock), and Instagram (@foodfortheflock).

Please speak with me (or with any faculty or staff member you feel comfortable) about your food or housing insecurity, if you are comfortable doing so. This will enable them to provide any additional resources that they may possess.

Course Features

Mental attendance/attention is expected throughout each class session along with physical presence in the classroom. Students are expected to notify the instructor via e-mail **prior** to missed classes or as soon as possible in the event of an emergency; all students who have missed class should speak with the instructor as soon as possible regarding any issues interfering with attendance or completing course work.

MyClasses – Canvas MyClasses Canvas includes your schedule, identifies required materials, and serves as your workbook, communications hub and testing center for this course. It is your responsibility to check MyClasses regularly to stay on track. Invest in learning how the Canvas system works so you can use it to your advantage. In addition to watching the [tutorial](#), see **Navigating Canvas and Course Design** section in this syllabus for more information about how to use MyClasses/Canvas effectively.

- **Communication – Communication Protocols:** Respectful communication, in the classroom as well as via [E-mail](#) or other [\(N\)Etiquette](#), is vital to collaborative learning. **Make use of class-time OR the 'FAQ' (Frequently Asked Questions) discussion RATHER THAN e-mail for questions about course work.**
- **Academic Integrity** The requirements of the Salisbury University Code of Conduct apply to this course; see <http://www.salisbury.edu/studentconduct/code.html> and <http://www.salisbury.edu/studentconduct/>. Violations of the code will be reported. In addition, the Sociology Department Policy applies as follows:

The department of Sociology refers its students to the S.U. Student Handbook and Directory section “Policy on Student Academic Integrity” concerning plagiarism and other acts of academic dishonesty. The unacknowledged use of the ideas of others is a serious offense that can result in failure.

Each of the following constitutes plagiarism:

*A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite [with BOTH in-text cites AND appropriate references] the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your work and by providing a list of Works Cited or Works Consulted. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.**

*note that course policy requires appropriate in-text citing and referencing in all course work.

- **Writing Across the Curriculum** This course supports the University’s mandate regarding writing across the curriculum. In accordance with the goals of WAC, and Sociology Department Policy, **all writing for this course is graded for both content and technical issues**. Use of in-text cites (parenthetical notes in text identifying author and page number) and references (bibliographic source listings providing all information needed to retrieve the

source) according to an accepted standard (e.g., MLA, APA) for non-sociology majors and the standard specified by the ASA (Chicago/Turabian) for sociology majors, is expected (see <http://libraryguides.salisbury.edu/citation> for more information). Also see Writing Resources on the Learning Aids page of my website for more information.

- **You can access open assignments EITHER through the *Calendar* (on the left) OR from To Do / Recent Grades lists on the right; they may also be accessed through Grades both before and after grading. As noted above, ENTERING THE COURSE each time you log on is far more efficient than relying solely on your dashboard.**
- **Canvas Calendar** is part of CANVAS navigation; it covers ALL your courses in MyClasses/Canvas with color-coding that you can modify. The *Calendar* feature in Canvas shows due dates for all course work once it is open. Bonus Assignments are accessible through the Calendar. **ALL course work has OPENING dates, DUE dates, and CLOSING dates.** That is to YOUR advantage; make use of them. For example, it is EXPECTED that students use the time **between** DUE dates and CLOSING dates to improve their grades: *use this time to redo Learning Tools, revise / update and resubmit assignments.*

Study Time & Time Management

Students and those who work with students on study skills and academic performance say that the most common challenge students face in academic achievement is effective time management. EVERYONE struggles with effective time management at some point! This guide outlines PRACTICES and HABITS for SUCCESSFUL college level academic engagement based on broad evidence of effectiveness; the time you are expected to invest in this course is standard across higher education.

Effective preparation for the Week is likely to take an hour PRIOR TO the week's class meeting; completing the Week's Assignment effectively is likely to take an additional hour to hour and a half.

- The rule of thumb regarding **college studying** is, and has been for a long time, that to effectively learn and earn desired grades, **students need to invest** approximately 2 to 3 hours **studying** for each hour of scheduled class time. As a 1 credit course, it is expected that completing the Week's Assignment (including Reviewing Required Materials and integrating those with class content) takes about 2 hours per submission.
- Since the Week's Assignment does not open until 8:30 p.m., and therefore the prompt is not available until AFTER the class meeting, taking GOOD notes during each class meeting is expected and essential.

Course Contract

By participating in this course, you are taking on a commitment to intellectual honesty. This includes and is not limited to patience as we work through course materials, and navigating MyClasses, as well as concepts, and ideas that present and represent a fundamentally different view of the world. While looking at the world in new and different ways is part of learning and a fundamental characteristic of a liberal (as in liberating) education, it is also difficult and a challenging process that may sometimes feel threatening. Meeting the challenge requires working systematically through the confusion it produces by following the principles of scientific method. Students are expected to engage, to develop patience and a focus on details, so they work through confusion which research shows is a NECESSARY component of deep learning. Part of this process depends upon exploring and examining your experience of confusion. This course is not 'easy' insofar as it provides you an opportunity to engage in critical thinking including self-reflection, questioning previously held assumptions, thinking about how and why you 'know' what you know and understanding (without judging) information in course materials. The task of critical thinking requires that you put forth an honest effort over the duration of the course. A liberal arts college experience is about empowering students to deal with complexity, diversity, and change, and to apply knowledge in real-world settings through effective communication using analytical and

problem-solving skills. Your thinking and understanding WILL be challenged and much of that will happen INTERACTIVELY in the classroom.

To PASS this course, a student must:

- Submit course work by its respective DUE date.
- Attend and engage in class time nearly always.
- Submit COMPLETE work attentive to instructions
 - Review assignment instructions and rubrics prior to engaging in the work
 - Review and respond appropriately to rubrics and comments on graded submissions
 - Ensure you understand grading information in the syllabus
 - Make a habit of in-text citing to show use of required materials in ALL submissions.
- **Consistently** demonstrate integrated learning and critical thinking about relevant weekly issues.

By signing below, you verify that you 1) have read the syllabus and understand what is expected of you in this course as well as how your work will be evaluated; 2) agree to put forth an honest effort over the duration of the course; 3) agree to conduct yourself in a professional manner, which includes treating all members of the course community with respect.

Student Signature: _____ Date: _____

Please e-mail a screenshot of the signed contract to the course instructor by classtime Week 2.