Welcome to 'Global Environmental Assessment' Congratulations! This is an NMSU sustainability-focused course in Greening NMSU Curriculum: http://greening.nmsu.edu/
We meet Mondays at 2:30 – 5:00 p.m. in Business Complex 106

MGT 375V M01 CRN 50110
Fall 2014
Dr. David Boje
doje@nmsu.edu

Global Environmental Assessment & Management

Course Description: "Examines the principles of environmental assessment and management. Topics include global environmental concerns, industrial environmental management, life cycle assessment, system analysis, process improvement, and sustainable development, among others."

Before we begin environmental assessment, we need to ask a more basic question: IS GREEN CAPITALISM POSSIBLE? To answer this question, together we examine the principles of environmental, sustainability, assessment and management. I will propose a posthumanist ontology. Ontology, put simply, is Being-in-the-world. Some dwell in EGOISTIC ways, and GREEN is OTHER. HUMANISM, on the other hand, is how the human species has concern for other species, by not a heart-of-care for Being-within-the-world, living in the hood as answerable community members. Some dwell in POST-HUMANIST ways. Just to be up front, my standpoint is POSTHUMANIST, but I recognize there are many other standpoints, and mine is a minority position. POSTHUMANISM means how you and I are dwelling-within-this-world with many other species and are answerable for all the species, not just humans. Some appeal to science, focusing on how we dwell in our ecosystems that are affected by humans and their ways of Being-in-the-world.
To have students obtain a basic knowledge Global Environmental Assessment. Barry Commoner's, *Closing Circle* in 1971.[Source]. Here are four classic pragmatic RULES:

1. *Everything is connected to everything else.* There is one ecosphere for all living organisms and what affects one, affects all.

2. *Everything must go somewhere.* There is no "waste" in nature and there is no "away" to which things can be thrown.

3. *Nature knows best.* Humankind has fashioned technology to improve upon nature, but such change in a natural system is, says Commoner (source), "likely to be detrimental to that system" [aka 'Systemicity']

4. *There is no such thing as a free lunch.* Exploitation of nature will inevitably involve the conversion of resources from useful to useless forms.

**Detailed Schedule (check weekly for Topic updates)**

<table>
<thead>
<tr>
<th>Teams do two cases and compose the CANVAS questions</th>
<th>Kötke Book Chapter</th>
<th>Topic Instructions: Each week answer 2 questions in CANVAS within 24 hours; load a Word .doc or docx file for your answer; the team making the questions that week is responsible to give PEER comments to classmates (these are assigned randomly by CANVAS);</th>
<th>Date</th>
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<tbody>
<tr>
<td>Divide into teams of one or three persons (no larger); drawing for date: First case is Native American enterprise (see list of 11 possibles below in table). Your team can volunteer for which of the Second cases; comes later in term, it is one of the GREENING cases in the longer list (see below for many options).</td>
<td>Introduction 1 The Pattern of Crisis 2 The End of Civilization</td>
<td>Answer two storytelling questions on CANVAS: Canvas Question 1a: What is Global Capitalism and Environment Crisis from Posthumanist perspective? 2a: What is your experience with sustainability (must tell one living story example)? Please see video: Tribal Wisdom &amp; Storytelling: Drs. David Boje &amp; Gregory Cajete. Feb. 2014 Then, please enter your CANVAS answers within 24 hours of each class. No late assignments accepted. You are invited to the Book Signing event for my new book, 27 Aug Wednesday. Book signing 5PM in Barnes and Noble, in the Salon. Introduction, Ice Breaker; <em>What is Systemicity</em> and <em>What is posthumanist ontology? What is posthumanism? Posthumanism, Bioconstitutionalism ..: Sherryl Vint</em> YouTube on posthumanism TED TALK (16 minutes) Presentation on Green Economy by Roseanne Bensley; Associate Director Career Services of NMSU; Introduction: YouTube The Age of Sustainable</td>
<td>Aug 25th</td>
</tr>
</tbody>
</table>
Development by Jeffrey Sacks, Columbia University. Discussion of impact of global economy on the planet. What do we want out of our green economy?

4:02
Sustainability explained (by explainity®). Sustainability is an overused expression. But what does it really mean? explainity explains.

Is Green Capitalism possible? See more YouTubes on "Green Capitalism?"

180-degree turn around view on sustainability. The Real issue as Žižek calls it is not exhausting in saying Greening is an aim, rather its about acts of Greening in the process of making it come about. And this is a Greening that is hard work with serious commitment in what Hegel calls "actual existence" (Hegel #3). see Part 8 critique of ideology New Age ecology; i.e. harmonious balance systemicity ideology critique for Zizek its not lost eco balance, we are in one eco catastrophe crisis after another and ideology mystifies it).

Delusion of Green Capitalism (summary of video points): Žižek says, we too easily like to be guilty of our threats against the environment. Because if we are guilty, then it all depends on us, and we can save ourselves by changing our lives. We don’t accept that we are reduced to the purely passive role of an impotent observer, and regress to frantic activity of doing recycling in the superstitious believe that we can affect or change the outcome, without a radical change in my life. We cannot influence the process that will result in my actions, so I do something, like buy organic food, overpriced, in order to do something. We convince ourselves are care
demonstrating our capacity for care, and doing something meaningful. This fantasy is assuming a central role in capitalism today. E.g. Starbucks logic, that 1 or 2 cents goes to Third World for the ills of our consumption, and we can pretend we are an ethical being. Starbucks makes the product, so you can remain only a consumer, who on purchase of the coffee is in solidarity with the poor. https://www.youtube.com/user/SlavojZizekVideos

<table>
<thead>
<tr>
<th>No Class</th>
<th>LABOR DAY HOLIDAY</th>
<th>Sep 1st</th>
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<tbody>
<tr>
<td>Team planning time</td>
<td>3 Soil: The Basics of Life</td>
<td>Sep 8th</td>
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<td></td>
<td>4 The Forest</td>
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Canvas Question 2a: What is Sustainability Embodiment of _____ (Boje completes the question for the class for the entire class to answer)? 2B What is your living story of ____ (Boje completes the question for the class to answer)?

Posthumanist systemicity: Humans, Cyborgs, Posthumans: Francesca Ferrando at TEDTALKS YouTube

What NMSU-Cyborg is doing. Click here for article for class event; Main Types of Sustainability; How to analyze SUSTAINABILITY FRAMING-METAPHORS AND THEIR STORYTELLING; Metaphors are part of the frames that make up the cultural narratives. E.g. Foot & Mouth Disease (FMD) has metaphors of violence, history, and the supernatural. FMD was an enemy in a war, a rival in a fight, a criminal victimizing humans, an evil entity, death itself, etc.

Team 1 presents 1st Case (ELDERS STORY) of 2; Boje does NMSU Sustainability - Compare to UNM Climate Action plan See actual UNM plan, NMSU plan. Please study Presentation to NMSU Sustainability Council by Dr. Connie Falk


| Team 2 presents (ELDERS STORY) 1st Case of 2; Boje leads discussion on Monsanto | 8 Population 9 Cultural Dynamics of Empire | **Expo – September 16-17, 2014 at Corbett Center**  
**This is a special "GREENING Career" Day - look for Green Leaf Employers**  
Canvas Question 4A: What are the Cultural Dynamics of Empire? 4B (team provides this question)Sustainability: socio-cultural, economic, and environmental  
Daniel Wildcat on climate change (PowerPoint— 'By people who have no power, and they never make a point!')  
10 Young People Who Are Changing the Food System for the Better e.g. Tyson Gersh, 25, is owner and founder of the Michigan Urban Farming Initiative (MUFI), a non-profit organization dedicated to engaging community members in sustainable agriculture on vacant plots of land, providing people with nutritious food, while making the community more conscientious about where their food comes from. |
| --- | --- | --- |
| Team 3 presents (MASTERS STORY) 1st Case of 2; Boje leads discussion on Globalization and Climate Crime? | 10 The Psychology of Empire 11 History of Modern Colonialism 12 Colonialism in the Modern World | **Canvas Question 5a: What is your footprint? 5b (team provides this question)Canvas**  
50:11  
Living in the End Times According to Slavoj Žizek  
1:40:40  
Slavoj Žižek - Living In The End Times. Speech at London School of Economics July 2010 |
<p>| | | Sep 22nd |
| | | Sep 29th |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td>37:12</td>
<td><strong>The Climate Change We Need - Daniel Wildcat lecture part one</strong></td>
</tr>
</tbody>
</table>

**Team 4 presents (MASTERS STORY) 1st Case of 2; Boje leads discussion on Climate Action & Principles of Life**

**PART II: Seed of Future**

13 Principles of Life

Presentation to S-Council by Dr. Connie Falk; See case examplesPartners in Climate Crime, Sugar Cane industry and Global Economic Crisis; The Power behind the Scenes; How to stop climate crisis profiteers; EU emissions and Trading Schemes; What is relation of Climate Change and Health? "Ashlee Cunsolo Willox, Sherilee L. Harper, James D. Ford, Victoria L. Edge, Karen Landman, Karen Houle."

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td>6:10</td>
<td><strong>Patrick Moore, PhD, Debunks Climate Change Myth; founder of Greenpeace ... debunks the &quot;climate change&quot; ...</strong></td>
</tr>
</tbody>
</table>

**37:31**

**The Climate Change We Need - Daniel Wildcat lecture part two**
<table>
<thead>
<tr>
<th>Team 5 presents (MIGRATORS STORY) 1st Case of 2; Boje leads discussion on bp versus the new Posthumanist Culture?</th>
<th>14 Culture as Organism</th>
<th><strong>Canvas Question 6a: What’s Green Ethics of Culture as Organism? 6b (team provides this question)</strong></th>
<th>Oct 13th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3:49 The video BP doesn't want you to see</strong></td>
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<tr>
<td><strong>3:35 The BP Oil Spill - 3 Years Later</strong></td>
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<tr>
<td>Team 6 presents (MIGRATORS STORY) 1st Case of 2</td>
<td>15 Life of the Tribe</td>
<td><strong>Canvas Question 7a: What’s the Life of Tribe? 7b (team provides this question)</strong></td>
<td>Oct 30th</td>
</tr>
<tr>
<td><strong>1:19:11 Dr. Greg Cajete: Rebuilding Sustainable Indigenous Communities....</strong></td>
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<tr>
<td>Team 7 presents (TRADERS STORY) 1st Case of 2</td>
<td>16 Restoration of the Life of the Earth</td>
<td><strong>Canvas Question 8a: What’s Possible in Restoryation of Life of Earth? 8b (team provides this question)</strong></td>
<td>Oct 27th</td>
</tr>
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### 7:52

**Introduction to Complex Systems: Patterns in Nature**

This video is about complex adaptive systems in Nature, how birds and fish move in amazing patterns that emerge in the aggregate. Micro behaviors of individual-Agents turn into Group of Agent behaviors. E.g. Birds follow simple rules forming self-organizing CAS

**Rule 1. Stay close but don't bump into birds around me.**

**Rule 2. Fly as fast as birds near me.**

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<table>
<thead>
<tr>
<th>Team 8 presents (TRADERS STORY) 1st Case of 2</th>
<th>17 Permanent Desert Culture</th>
<th>&quot;Tribal Wisdom for Business Ethics&quot; films on various topics</th>
<th>What about safe and sustainable food?</th>
</tr>
</thead>
</table>
| Teams 1, 2, & 3 present 2nd case | 18 Choosing Reality | Canvas Question 9a: What’s Possible in New Mexico Desert Culture? 9b (team provides this question) | TEDxABQ - Peter Warshall - Dreaming New Mexico
  Peter Warshall is Co-Director of the Bioneers' Dreaming New Mexico Project, and a world-renowned water steward, biodiversity ... |
| Teams 4, 5, & 6 present 2nd case | 19 Natural History of the Watershed | Canvas Question 10a: What’s New Mexico’s reality? 10b (team provides this question) | Nov 3rd |
| No Class | | THANKS GIVING HOLIDAY BREAK | Nov 10th |
| Teams 7 & 8 present 2nd case | 20 Planetary-Watershed Restoration | Canvas Question 11a: What’s New Mexico’s Watershed History? 11b (team provides this question) | Nov 17th |
| Finals Week | | Final Celebration (involving food) & Turn in both 1st Case and your 2nd case Final Case Write Ups including the Dollar savings your service project provided to them (must be documented results) | Dec 1st |
| | | | Dec 8th |
Rule 3. Move toward center of the group

When thousands of birds follow the same three rules, without any particular leader, dynamic patterns emerge.

Topics

Topics include dwelling-within-the-worldhood with a heart-of-care for global environmental concerns, with GREEN industrial environmental management, life cycle assessment, sustainability-systemicity analysis? What is Systemicity? Instead of ONE system, there are many uncompleted, partially implemented, partially uninstalled, and interconnected, embedded, and entangled SYSTEMICITIES. Systemicities are also situated in many CONTEXTS (social, economic, political, cultural, gendered, racial, & ecological).
This is a posthumanist approach to global environmental assessment. Posthumanism is an ethical heart-of-care for all species. Humanism is concern for just the human species, and it has consequences for sustainability.

![Diagram](image)

**Figure 1 - The EGO-SELF in 11 Contexts that have something to do with Greening or NOT** (Drawing by Boje) For more on this topic see Grand Narratives study guide

Instead of old school 'System Analysis,' you will learn what I call 'Systemicity Analysis' (Boje, 2008a).

SYSTEMICITIES are in the aggregate of ecological, social, economic, and cultural contexts. Systemicity contexts are interweaving in the greening-process of improvement at NMSU, and sustainable development in New Mexico and beyond, in environmental literacy of our curriculum, green ethics of every organizations, ours, among others. Again, I ask, is a GREEN CAPITALISM possible? Or is it just an ideology? Or, is it how ecosystem is embedded within all the contexts in the above figure?
Taking this course is a way to prepare you to work in, and to develop the Green Economy. Yet we must ask, Is Green Economy possible? Here is one view of it. You will encounter many others in this course.

![Figure 2: GREEN INDUSTRIES AND SECORS OR GREEN ECONOMY](image)

And here is another view, jobs created in New Mexico by solar systemicities.
**Student Tasks** - Do your submission to CANVAS within 24 hours of each class discussion, answering two questions. Work in teams to present and write up two cases” First case is Native American enterprise (see list of 11 possibles below in table). Second case is one of the GREENING cases in the longer list (see below for many options).
In class: Audience responds on Canvas to two storytelling questions (listed in schedule) and to a question each case-team poses to class for its discussion. Time is given in, or before class for students to write their answers (submissions within 24 hours of that class on CANVAS).


Our Living Story Web is in relation to the Grand Narratives our society, culture, media, etc. tells us about the World. Be suspicious of all Grand Narratives, even this one.

If you are new to storytelling, please study this YouTube as well

9:42

Narrative Analysis by Vanessa May "We are narrative beings... we need narratives... fundamental to who we are... Narrative Identity... how organizations make sense of the world ... in policy documents We make sense of the world through the stories we tell... Narrative can be text or can be physical, like dance performance, or numerical. Numbers tell stories, as well ... Narratives are everywhere. You cannot get away from Narratives ... Who gets to tell the narrative of a nation. Narratives are linked into structures of power... Narratives are ... not just stories... Narratives matter. It matters how we tell stories about the world, who tells them, and in what way"

Green Teams:

Teams (or folks working alone), devise two questions (discussed with instructor beforehand), submit write up the cases on day of presentation, and analyze and give advisory score on submitted discussion (before class period following their event). Finally, in both case write ups, please include
what your team did to save money on energy, reduce footprint, develop sustainability green product or service, promote green branding, recommendations given to them, etc. Must report estimated dollar savings (e.g. turning off lighter, motion sensor switches, recycling, reducing, reusing, etc.). Be innovative, like this fellow. This is systemicity in particular social-, economic-, political-, cultural-, and ecological-contexts.

Figure 4 - Recycling: In Kenya, discarded tires become tough, inexpensive sandals called akalas (source)

Grading

A - Submit two awesome written cases (extra credit if you also create & show 10 minute YouTube version), with analysis of energy savings and/or reduced footprint, plus score audience discussion of your case so you answer the question Is Green Capitalism Possible?: Developing two great questions you and classmates will write on within 24 hours of your class events; Excellent participation in instructor’s and classmate CANVAS discussion by getting into discussion online & in class on your cases and questions; makes contribution to success of course. Understands posthumanist ontology of dwelling within-worldhood.

B - Submit two very good cases and very good questions that you have met with instructor about face-to-face; presentation with some analysis of saving/footprint, and adequate job at scoring discussion of Is Green Capitalism Possible?; Good participation in other teams’ and in instructor's
discussion on Canvas; makes a few contributions to success of course; makes something creative (e.g. YouTube). Some understanding of difference of humanist-environmental concern, and posthumanist ontology.

C - Missing content on cases, does not meet with instructor to develop two questions for CANVAS a week prior to the presentation; nothing creative about the cases, missing make-up assignments for absences, missing discussion assessment; missing instructor discussions on Canvas; not very creative cases and their presentation is a drag; detracts for success of course. Does not demonstrate understanding of posthumanist condition.

D - Presentation of cases substandard, missing other things; Unprepared for class, missing in action in team preparations, unable to keep up in Canvas; Canvas questions do not engage the class; detracts from the learning environment of the classroom

F - Failure to participate in team and in class, and non performance on tasks; Disruptive in class; on cell phone, testing, playing games, distracted, and a distraction to others; does not come to class prepared; does not attempt to listen to and understand others standpoints on Is Green Capitalism Possible that differ from their own EGOISTIC standpoint

**Final Grade:**

1) 25% Native American Sustainability Case Write up and presentation
2) 25% A Second Sustainability Case and presentation (see list below for options)
3) 25% for professional contributions to success of class
4) 25% for on time, Canvas Discussion of two weekly questions (answers due 24 hours after end of each class)
5) 1 excused absence allowed. 4% loss for every other absence & 4% loss for each missed Canvas assignment.
6) Not completing a course evaluation will result in 10% lower grade (in short, please don’t forget to do it)

*No Power Point in presentations of cases - Creating YouTube, posters, and other creative media is encouraged and will be rewarded. See Daniel Wildcat on climate change (PowerPoint— ‘By people who have no power, and they never make a point!’) POINT is No Power Point allowed in our presentations. We tell stories, act them out, make a drawing or do a poster, etc. No Death by Power Point.*
Case material to begin to construct your cases.

Every team will develop two cases from the list below. One is choose one Native American Case from the following Table of 11 kinds of case possibilities. Find them on WWW, interview them if possible, collect their history form archives. Must be Native-owned company to qualify for a valid case.

**FIRST CASE OPTIONS**

Each tem please pick a different case topic. Each team pick their first case

<table>
<thead>
<tr>
<th>TEAMS 1 &amp; 2: Service is expertise in processes, Especially tribal traditions</th>
<th>TEAMS 3 &amp; 4: Product is a cultural artefact, Offered to those within the culture</th>
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</thead>
<tbody>
<tr>
<td>ELDERS Story</td>
<td>MASTERS Story</td>
</tr>
<tr>
<td>1. Navajo Nation Peacemakers</td>
<td>4. Master Drummakers (e.g. Yolanda in Las Cruces)</td>
</tr>
<tr>
<td>2. Blue Stone Consulting Group</td>
<td>5. Native American - Potters, Weavers, Basketmakers, Silversmiths, Dancers, Musicians, other arts/crafts</td>
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<tr>
<td>3. NOVA IT Security</td>
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<tr>
<th>TEAMS 5 &amp; 6: Service incorporates traditional tribal values while selling to the non-native market.</th>
<th>TEAMS 7 &amp; 8: Product is an artefact or by product of the native world which is sold to the non-native market.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIGRATORS Story</td>
<td>TRADERS Story</td>
</tr>
<tr>
<td>7. Native American Restaurant (service values)</td>
<td>10. Native American Cigarette Distributors</td>
</tr>
<tr>
<td>8. Native American Cosmetics (spiritual aspect)</td>
<td>11. External Sales of “Authentic” Tribal Arts, Crafts, and Spiritual Practices &amp; Events</td>
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</table>

**Table 1: Native American Enterprise Case Options on Sustainability** (Table adapted from work by Professor Grace Ann Rosile, NMSU).

**THEN WE PICK YOUR 2nd CASE FROM FOLLOWING LIST OF GREENING CASES AS 2nd CASE for your Team:**

Figure 4 - The ♥-of-Care was key to the presentation. PREZI presentation about history of Sustainability Research at NMSU. Just observing the university, doing the interviews, fashioning a business plan, were ways of bringing about small little wow moments of change. For example, upon seeing an illustration (below), the President and Provost, reacted, "we like that, the ♥-of-Care" in the middle of sustainability. We showed how all seven goals of the university, were each one about sustainability, and we secured commitments from upper administration make a difference.

2. MONSANTO - Due some incredibly unfair laws, right now if one of Monsanto’s genetically engineered crops contaminates an organic farm, the organic farmer is at fault. Monsanto has been very aggressive going after farmers who find contamination, suing them for "using" their crops illegally. Recently, U.S. Department of Agriculture wraps up its comment period on the feasibility of genetically engineered (GMO) and non-GMO crops to coexist, Food & Water Watch in partnership with the Organic Farmers’ Agency for Relationship Marketing (OFARM) releases survey results that clearly show that contamination from GMO crops is happening, and it’s non-GMO farmers who are paying the price.

3. bp British Petroleum and the Prudhoe Bay environmental disaster - contact Marilu Marcillo-Gomez <mmghoney@yahoo.com> She wrote a dissertation on bp - and may be willing to coach students on
case development. Contact Massoud, Jacob <jacob.massoud@dominican.edu> He and I and Capener wrote a piece about bp - he may also agree to coach and mentor you. Massoud, Boje & Capener wrote "Answerability at BP: An Intertextual Analysis of the Prudhoe Bay Disaster" Massoud and I wrote this chapter: Bøje, D. M.; Massoud, Jacob A. (2013. Determining environmental values: story tell in Globalization and Climate Change at BP. pp. 68-77 in Jack Appleton (ed.) Values in Sustainable Development. London/NY: Routledge (Taylor & Francis Group. See me for a copy of this.

4. Sustainability Council at NMSU - Climate Change - Start with good review of Presentation to S-Council by Dr. Connie Falk; See case examples Partners in Climate Crime, Sugar Cane industry and Global Economic Crisis; The Power behind the Scenes; How to stop climate crisis profiteers; EU emissions and Trading Schemes; What is relation of Climate Change and Health? "Ashlee Cunsolo Willox, Sherilee L. Harper, James D. Ford, Victoria L. Edge, Karen Landman, Karen Houle."

5. City of Las Cruces - Sustainability Action Plan. Do a case helping the

![Image](energy_water_materials_community.png)

The City Council adopted the Sustainability Action Plan 2011-2014 on March 7, 2011. This plan provided a common starting point for City staff, residents and elected officials for ongoing decision-making about sustainability. The Sustainability Action Plan Report and accompanying Sustainability Action Plan Presentation

6. How Green is your Product Case - Pick a product, take this on line free course, and do the case write up -

How Green is that Product? [https://www.coursera.org/course/introtolca](https://www.coursera.org/course/introtolca)

In this course you will learn the basics of the life-cycle assessment (LCA) method for holistic environmental analysis of products, technologies, and systems. LCA sheds light on the environmental implications of the consumption and behavioral choices we all make on a daily basis. Life Cycle Assessment by Eric Masanet from Northwestern University will be offered free of charge to everyone on the Course platform.
7. Develop a case on how to work with NMSU students, staff, faculty, to change their Green-footprint?

8. Continue upgrade of the NMSU climate change report so it is up to pare with UNM and others, for more info - click for more. Begin by comparing UNM and NMSU climate action plans. Here are reports:

NMSU Climate Change Plan Has goals and plans, however does not have specific indictors ties to university’s strategic plan

UNM Climate Change Plan Has specific climate emissions indicators tied to university's strategic plan and goals. Compare these to Arizona; see more at AASHE.

9. OASIS project - turn their hard work into a case.

10. What SODEXO is doing at NMSU? Good things, and things they seek to improve, and things that are controversial - Check out what might be possible for NMSU to do with Sodexo’s helpSodexo and The Ohio State University huddle to tackle stadium waste Print
12. Food Safety and the Ecosystem.

13. Develop a feasible plan for bicycle sharing at NMSU. Research what other bicycle sharing programs are doing, and figure out a process of implementation, and actually begin it. Click here for more information.


NO to the Café in Zuhl!

Students against university privatization
aggiesolidarity@gmail.com

The project is expected to cost the university upwards of $100,000 (as presented by Norice Lee, Associate Dean of the Library to the ASNMSU senate) an incredibly generous gift to Sodexo. See underground newspaper.

15. When ecological context, economic, and political contexts inter-weave: "The Obama administration is preparing to designate areas in New Mexico and California off-limits to development under its executive authority, a move that signals a bolder public-lands policy in the President's second term. One of the two sites, the nearly 500,000-acre Organ Mountains-Desert Peaks region near Las Cruces, N.M., is twice as large as the largest national monument established by President Obama" (2014, for more info)
Overview of Course Objectives

Sustainability Course Objectives for Management 448/548 & BA 448

1. Understand and be able to effectively communicate the concept of sustainability by doing 2 case write-ups and presentations.
2. Develop and use an ethical perspective in which they explain how sustainability relates to their lives and values, and how their actions impact issues of sustainability.
3. Become aware of and explain how economy, society, culture, energy, and the environment are interrelated, making connections between their chosen course of study and sustainability.
4. Develop technical skills or expertise necessary to implement sustainable solutions.
5. Explain the ways in which sustainable thinking and decision-making contributes to the process of creating solutions for current and emerging social, environmental, and economic crises.
6. Apply concepts of sustainability locally (e.g. to change daily habits and consumption patterns) and globally by engaging in the challenges and solutions of sustainability in a world context.
7. Synthesize understanding of the interconnections among social, cultural, economic, energy, and environmental systems and reason holistically.

The objective of this course is to examine, criticize, and understand practices related to local and global sustainability.

Using Canvas

Load .doc or .docx Word files to CANVAS for your answers and peer-comments. It is the responsibility of the student to use available material to become familiar with using Canvas and learn to navigate the course website. Knowing where to find resources, where and how to submit your work, and how to respond to correspondence from the instructor is required. Failure to engage with canvas may result in failure of the course. If you are experiencing ANY trouble with Canvas contact ICT at 575-646-1840 or help@nmsu.edu. Only computer errors documented through ICT will result in action on the part of the instructor. No work will be accepted after the assignment closes unless ICT acknowledges a problem on their part.
**Required Text**

Required Text:

*The Final Empire: The Collapse of Civilization and the Seed of the Future* by Wm. H. Kötke (Nov 26, 2007)

- $3.99 Kindle Edition
- Auto-delivered wirelessly

There are required online materials that are free of charge.


**Communication with Instructor**

If you need to contact the instructor outside of class then come by during office hours or use Canvas. Asking about due-dates, requests for unethical behavior, general rudeness, and questions about scoring procedures already in the syllabus may result in a 2-point deduction from your final grade for each instance.

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**Course Structure**

The intent of this course is to help you utilize eco-tools in order to think differently so that whatever your future career is, you can come to insightful, novel, and useful conclusions. Deep eco engagement with the best scholarship available is essential to doing this properly. Because of this, this course is fast-paced and delves deeply into the cutting edge of scholarship.

**Graded and required assignments**
Every week we will answer one or two discussion questions and submit them to CANVAS before midnight. Class time will be provided to begin the answers. From time to time you will be asked to do peer comments on another classmate’s answers. Please be constructive in your comments. Be helpful. Create Dialogue between you.

*Because you can only obtain the quotes by being in class you must do an alternative makeup assignment for each section that you are not in attendance for.* All work is due on the day of class but there will be no penalty assessed for work you turn in before the class day return from illness or excuse sport event absence. Anything turned in late, after the 24 hours after the class date will not be graded and you will receive no credit for it. If you are absent, answer the questions anyway. No one, no matter the person’s discussion grade in the course, will receive a passing grade in the class without having a passing grade both case write ups and on the two CANVAS answers.

**Attendance**

Only a doctor’s note, with confirmation phone number, indicating that you were *incapable of reading or writing* is acceptable as an excuse. *That you could not read or write for the time of the course* must be on the note and confirmed when I call the doctor. If, for example, you have a conference to attend or are a student athlete, then you must submit CANVAS assignments for the days you will miss ahead of time; these reflections will of course not require quotes. Please do not miss your team’s presentation day.

**Incompletes**

I rarely award incompletes. Only a doctor’s note, with confirmation phone number, indicating that you were *incapable of reading or writing* is acceptable as an excuse. These circumstances must have developed before the last due-date and not have cleared up before the final week. All such problems that clear up prior to the last week require that missed work be made up before the end of the semester. Requests for “I” grades should be made to the instructor but must be approved by the head of the Department of Management. *Do not* ask for an “I” grade in lieu of a grade you have earned.

**Dropping the course**

It is the responsibility of the student to know important dates such as University drop dates. It is the responsibility of the student to withdraw officially from any class that he or she intends to
drop. I may drop you from a class for lack of participation; If this is the case you will be given a failing grade.

![ADA STATEMENT:](image)

**Class Summary**

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Usual Time:</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time spent in class when together we discuss the two CANVAS questions</td>
<td>20 minutes</td>
<td>60 points</td>
</tr>
<tr>
<td>and answer them as best we can</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASE Discussion Lead by presenting team</td>
<td>20 minutes</td>
<td>10</td>
</tr>
<tr>
<td>Instructor Discussion</td>
<td>30 minutes</td>
<td>10</td>
</tr>
<tr>
<td>CANVAS WRITING TIME &amp; Submission of your question answers on time</td>
<td>30 minutes + Please</td>
<td>60 points</td>
</tr>
<tr>
<td>within 24 hours of class meeting</td>
<td>spend 3 hours a week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>doing homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong> 100*</td>
<td></td>
</tr>
</tbody>
</table>

*You are required to take the course evaluation in order to obtain a passing grade in this course - Thank you.

NMSU is a recipient of federal funds and the following notice to students is included on the class syllabus:

**Class Syllabus Notice:**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact: Trudy Luken, Director Student Accessibility Services (SAS) - Corbett Center, Rm. 244 Phone: (575) 646-6840 E-mail: sas@nmsu.edu Website: [http://sas.nmsu.edu/](http://sas.nmsu.edu/)
NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

Please notify your instructor, David M. Boje, immediately if you are the recipient of any discrimination.

For more information on discrimination issues, Title IX, Campus Save Act, NMSU Policy Chapter 3.25, NMSU's complaint process, or to file a complaint contact: Gerard Nevarez, Title IX Coordinator Agustin Diaz, Title IX Deputy Coordinator Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue Phone: (575) 646-3635 E-mail: equity@nmsu.edu Website: http://eeo.nmsu.edu/

Other NMSU Resources:

NMSU Police Department: (575) 646-3311 www.nmsupolice.com

NMSU Police Victim Services: (575) 646-3424

NMSU Counseling Center: (575) 646-2731

NMSU Dean of Students: (575) 646-1722

For Any On-campus Emergencies: 911