

## PSS 195: SUSTAINABLE DEVELOPMENT FILM SERIES

*“There are two kinds of things that teachers must do well. They can set up environments and situations that are conducive to learning, and they can help students get unstuck. It is difficult to be more specific.” –Frank Oppenheimer*

Fall Semester 2004  
Lafayette 108  
Wednesday evenings from 7:00 – 9:30 pm



**Instructor:** Milton E. Tignor, Jr., Ph.D. ‘Buddy’  
**Office Hours:** by appointment (send me an e-mail with three suggested times)\*  
**Office Phone:** 656-0466  
**E-mail:** Milton.Tignor@uvm.edu (most rapid form of contact)  
**Homepage:** <http://www.uvm.edu/~pass/tignor/index.htm>  
**Course URL:** <http://www.uvm.edu/~pass/tignor/filmseries.htm>

**Course Rationale:** This course was created to give students an opportunity to review current global, national, regional, and local issues in sustainability from a variety of viewpoints using recent documentary film releases. There will be a special emphasis on complex agricultural issues. The course will promote and insist on critical discussion of the topics in both oral and written format. Students will be expected to develop and support their own viewpoints utilizing factual sources.



**LEARNING OBJECTIVES** in order of increasing complexity (Based on Bloom’s Taxonomy):

- Knowledge:** Through class discussion and watching films students should increase their factual foundations of several timely sustainability topics including water resource management, waste disposal, and community development.
- Comprehension:** Students will be able to illustrate clearly the problems associated with several aspects of development globally. For example, they should be able to explain why water quality is a problem and be able to describe what is being done to solve some water quality issues.
- Application:** Students will apply data presented in the films with data they locate on their own to construct specific arguments relating to some facet of sustainable development. This will be practiced in class in the form of open forum discussions and to a lesser extent during on-line evaluations.
- Analysis:** Students will analyze the messages presented in the films and learn to distinguish fact from opinion and separate valuable supporting data from anecdotal evidence.
- Synthesis:** Students will use their analyses of various issues in class to create a short thesis of their own that will develop one of their findings into a well supported argument.
- Evaluation:** Following specific guidelines provided by the instructor students will critique another student’s micro-thesis, justify their critique, and recommend changes to improve the argument.



**Course Format:** The course basically consists of 3 parts. The first is attendance. Students are expected to attend Wednesday evenings both to view the movie and to participate in discussions. The second part is completing 8 pre and post evaluation surveys. Finally is the development of a tightly written 10-page “micro-thesis” that will include outline development, peer review, and 2 drafts.

“Today, if you are not confused, you are just not thinking clearly.” –Irene Peter

**Course Procedures:** These current topics can be quite controversial and all opinions will be welcome. As a result you should be prepared to respect and listen to opinions that are not your own. One part of developing a strong argument is understanding opposing viewpoints. You will be expected to address opposing viewpoints in your paper.



**My Assumptions:** I do not have an ‘agenda’ with this course. You do not need to agree with my opinions or those of the films. In fact, I want quite the opposite. I want you to watch the films, ask questions, participate in discussions, and develop your own ideas about sustainable development. You should all be wary of leaders that have nothing but answers.

### **Course Requirements, Policies, and Grading:**

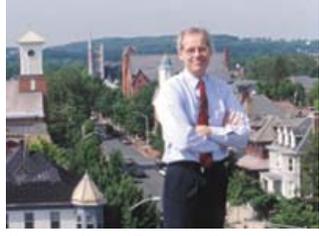
1. *Class Attendance and Participation Policy:* **25%** of your grade will be attendance at the movies. A graduate student will take attendance each week via a ‘no-credit’ pre-film knowledge and perceptions survey. **25%** of your grade will also be based on participation. This includes thoughtful participation during discussions and/or keeping in touch with the instructor as your thesis develops. There will be helpful resources available at the website and others will be handed out in class.
2. *The paper:* **50%** of your grade will be the development of a tightly written 10 page paper with several stages of development. Specific instructions for development of each part will be handed out in class. The papers will be assembled in a *Master Document* at the end of the semester.
  - a. Outline (5%)
  - b. Draft I (5%) (Instructor / TA reviewed)
  - c. Draft II (5%) (Peer reviewed)
  - d. Your peer review of a classmate’s paper (5%)
  - e. Final product (30%) – must be in txt or MsWord format.
  - f. Final papers will be published as a unit for the class.
3. *Late Policy:* All papers are due by 5 pm on the date indicated in the syllabus. Late work will not be accepted (I will discuss this policy in detail during class.). I will accept assignments as attachments via e-mail, but you are responsible to see that the files sent are complete and uncorrupted. The assignments will need to be in MSWORD or ADOBE PDF or Text file.

### **Academic Integrity:**

Offenses against academic honesty are any acts which would have the effect of unfairly promoting or enhancing one's academic standing within the entire community of learners. Such acts are serious offenses, which insult the integrity of the entire academic community of the University.

If you know of a violation and don't report it you are just as guilty of a breach in academic integrity as the person committing the violation.

**TENTATIVE COURSE SCHEDULE: (Select Link Below Movie Title for More Detailed Information—Requires Internet Access).**

DATE	FILM TITLE	BRIEF FILM DESCRIPTION	WRITING ASSIGNMENT*
September 1 <sup>st</sup>	<i>WELCOME AND COURSE INTRODUCTION</i>		
September 8 <sup>th</sup>	 <p style="text-align: center;"><i><a href="#">Thirst</a></i></p>	A piercing look at the global corporate drive to control and profit from our water -- from bottles to tap.	***
September 15 <sup>th</sup>	 <p style="text-align: center;"><i><a href="#">Crapshoot</a></i></p>	Looks at the failure of our current sewage disposal system and presents alternatives.	***
September 22 <sup>nd</sup>	 <p style="text-align: center;"><i><a href="#">McLibel</a></i></p>	Two activists take on McDonald's in the longest trial in English history.	<b>Outline</b>
September 29 <sup>th</sup>	***		***
October 6 <sup>th</sup>	 <p style="text-align: center;"><i><a href="#">Valley at the Crossroads</a></i></p>	The battle over sprawl in California's Central Valley, where 50% of America's fruits, nuts, and vegetables are grown	***
October 13 <sup>th</sup>	 <p style="text-align: center;"><i><a href="#">Save Our Land Save Our Towns</a></i></p>	Examines the causes and effects of -- and then remedies for -- suburban sprawl.	<b>Draft I</b>
October 20 <sup>th</sup>	***		***

<p><b>October 27<sup>th</sup></b></p>	 <p><u><a href="#">Livable Landscapes</a></u></p>	<p>How growth and sprawl affect the quality of life in New England, and some possible solutions.</p>	<p>***</p>
<p><b>November 3<sup>rd</sup></b></p>	 <p><u><a href="#">Beyond Organic</a></u></p>	<p>A model of community supported agriculture in the midst of suburban sprawl.</p>	<p><b>Draft II</b></p>
<p><b>November 10<sup>th</sup></b></p>	<p>***</p>		<p>***</p>
<p><b>November 17<sup>th</sup></b></p>	 <p><u><a href="#">A lot in Common</a></u></p>	<p>A community garden grows community as well as food, flowers and consciousness.</p>	<p><b>Draft II – peer review</b></p>
<p><b>November 24<sup>th</sup></b></p>	<p>THANKSGIVING</p>		<p><b>BREAK</b></p>
<p><b>December 1<sup>st</sup></b></p>	<p>***</p>		<p><b>Work on Paper</b></p>
<p><b>December 10<sup>th</sup> (FRIDAY)</b></p>	<p>***</p>		<p><b>Final Paper Due</b></p>

\* All papers are due by 5 pm on the date indicated. Late work will not be accepted (I will discuss this policy in detail during class.)

## **Accommodations and University Resources:**

(more online at: <http://www.uvm.edu/resources/>)

**ACCESS:** Accommodation, Consultation, Counseling and Educational Support Services for students with disabilities.

**ALANA Student Center:** The African Latino/a Asian Native American Student Center is located in the Blundell House on Redstone Campus. Previously known as the Office of Multicultural Affairs, the Center's focus is on providing support to students.

**Career Services:** Includes information and resources for students and alumni on careers, work study and internships; also helps connect businesses and non-profit organizations with potential employees, interns or volunteers.

**Center for Cultural Pluralism:** Dedicated to helping UVM achieve its core mission to provide quality multicultural education in order to equip faculty, staff and students with the competencies necessary to function in a diverse world.

**Center for Health and Wellbeing:** Provides a wide range of primary health care and counseling services, health education programming and referral services for students.

**Counseling Center:** Individual and group counseling, meditation, programming and more to help students with stress and other mental health issues.

**Dean of Students' Office:** Oversees numerous units devoted to student activities and services.

**Dining Services:** Information on on-campus dining facilities, hours, menus and more from UDS, managed by Sodexo Campus Services.

**Financial Aid:** Information regarding scholarships, loans and more for UVM students, in-state, out-of-state and international.

**Judicial Affairs:** Resolves allegations of misconduct under the Code of Student Rights and Responsibilities and university policies.

**Learning Cooperative:** Offers academic support including subject tutoring, supplemental instruction via peer groups and help with study skills and writing.

**Libraries:** Home page of the libraries, including Bailey/Howe, Dana Medical and Cook Chemistry and Physics libraries.

**Police Services:** University's on-campus law enforcement and education unit. Web site includes information on personal safety and crime prevention, in addition to crime statistics.

**Residential Life:** Information regarding on-campus housing, including contracts and costs.

**Student Health/Medical Clinic:** Information and services from students' primary on-campus health-care facility.

**Student Legal Services:** Student-run organization that helps students address legal problems. Legal counsel is provided by two attorneys from a prominent Burlington law firm.

**Transportation and Parking:** Information on campus shuttles, campus parking and more.

**TRIO Programs:** National programs, including Project STAY and Upward Bound, that help limited-income Americans enter college and graduate.

**Undergraduate Academic Advising:** Information on how academic advisors (faculty members assigned to advise you) can help you clarify and meet your educational and career goals.

**Upward Bound:** Providing fundamental support to participants in their preparation for postsecondary education.

**Women's Center:** Offers support and information for women students, including a place for women students, faculty and staff to gather and celebrate the diversity of their lives, to engage in intellectual discussion and to work toward the full participation of women in the life of the university.