SUSTAIN 3S03 – Implementing Sustainable Change

Dr. Michael Mikulak

Fall 2018

Lectures: Tuesday 19:00-22:00

Room: MDCL 1009

INSTRUCTOR: mikulam@mcmaster.ca

Office Hours: Tuesday, 17:30-18:30 or by appointment.

Office: KTH B110

TA 1: Tutorial Lead

TA 2: Experiential Learning and Evaluation

TA 3: Experiential Learning and Evaluation

Tutorials

COURSE OVERVIEW

Sustainability is a term everyone has heard, but few understand. Beneath the many values, worldviews, practices, and attitudes it suggests, is the problem of putting theory into action. We will begin by considering the various ways that terms like sustainability, resilience, and nature frame the many responses to the environmental crisis. From attempts to value nature economically, to eco-spirituality and ethical consumerism, this course will challenge students to look beneath the surface of problems such as climate change, deforestation, and energy and food production. We will move back and forth between the global and the local, and work to disentangle facts from the stories we tell about our place in the world. Particular emphasis will be placed on developing interdisciplinary perspectives and collaboration skills through community-based experiential learning projects designed to help students put theory into practice, while also theorizing their practice.

Important Notes:

Avenue to Learn: This course uses Avenue to Learn to post assignments, rubrics, readings, and other notices. It is important to visit Avenue to Learn regularly to be kept informed of any new information. Most course assignments will be submitted via Avenue to Learn. Go to website (http://avenue.mcmaster.ca/) to find out how

to log-on to the course's home page. This course also uses the Google platform to log weekly group work assessment and evaluations.

COURSE STRUCTURE

Sustain 3S03 is made up of readings, lectures, and tutorials, all of which are *mandatory*.

- Readings *must* be completed prior to each class.

- Lecture time will be used to help guide students through the readings and will expand upon key ideas by exploring case studies, current events, and by making connections to general course themes.

- Tutorial time will be used to offer information, guidance, and support for class assignments, which will include the personal reflection and experiential learning. Tutorials will facilitate and support the practical application of course material (lectures and readings).

Course Learning Objectives

By the end of the course, students will be able to:
1. Demonstrate a deep understanding of various meanings, perspectives, and theories of sustainability through written assignments, discussions, and practical application.
2. Generate solutions to sustainability problems through implementing critical thinking and interdisciplinary problem solving skills.
3. Create meaning by making connections between academic theory and action through reflection.
4. Evaluate outcomes by critiquing processes and impacts of various factors leading to results.

Group Work

An objective of this course is to provide students with the opportunity to develop their teamwork and interpersonal skills. Throughout the course, students will be provided with a variety of opportunities for interdisciplinary discussion and group work. All group members will receive the same mark for group assignments. If and when challenges or conflict arise, students should utilize the opportunity to employ strategies to improve the group dynamics going forward.

In extreme circumstances, and once group members have attempted to address the situation as a team, they may approach the TA or course instructor to proceed with further action. In such an instance, the group will be requested to submit documentation of the problem. After an initial warning, and if no significant improvement is made, the course instructor reserves the right to adjust any individual's' assignment mark up to 50% of the group grade. Students are encouraged to seek support from the course instructor or TA early on if challenges arise.

Assignment Submission Guidelines

Format: All assignments should be submitted in both Word format via Avenue to Learn, unless otherwise stated. See assignment-specific criteria for instructions.

Style: APA Style is preferred, but just be consistent. See OWL for support.

Late Assignments: Late assignments will be penalized 15% each day, including Saturday and Sunday, starting at 12:01 am the following day. A maximum of three days will be permitted for late assignments, after which the assignment will receive a grade of zero, unless specific arrangements have been made with the course instructor. Any arrangements for late submission must be made at least 24 hours before the assignment is due. In the case of extenuating circumstances, please contact and discuss with the TA or the course instructor.

Required Readings:

Consistent with the goals of the Sustainable Future Program, all Required Readings are available via open access, and can be found on Avenue to Learn.

COURSE EVALUATION

Please note that detailed guidelines and marking rubrics for each assignment can be found on **Avenue to Learn**.

Evaluation Breakdown

Experiential Learning Project: 50% total

> Project Plan (Group): 20%

> Progress Report Interviews (Group): 5% (2 at 2.5% each)

> Weekly Progress Update to Community Project Champion (Group) (10%)

> Final Report Page (Group): 10%

> Project Presentation and Philanthropitch (group): 5%

Attendance Participation (Individual): 20%

Final Reflection (Individual): 20%

Reading Summaries (Individual) 10%

Experiential Learning Project

In line with the overall goals of the Sustainable Future Program, students will have the opportunity to take part in self-directed, community-based, and experiential project related to their personal passions and interests in sustainability. In order to achieve this goal, students enrolled in Sustain 3S03 will complete an Experiential Learning Project. Through completing their project, students will engage in practical research and application by working with individuals, groups and/or organizations on campus and/or within the community to implement a real-world sustainability initiative of their choosing. All students will work in groups of 3 or 4. Groups will be determined based on students' choice of project. Each group will work with a project champion (individual who is external to the course and will assist in guiding the project) to plan and implement their project. Students will document their experiences through the creation of a personal reflection. See Appendix A for details.

Class and Tutorial Participation

Students are expected to attend each lecture and tutorial having completed all identified tasks related to the course.

Attendance will be taken during each lecture and tutorial. Students who attend all classes and tutorials will receive full marks for attendance. Grace will be considered to students providing 24 hours' notice and a valid reason to the Instructor/Tutorial Lead. Additionally, students are required to prepare for lecture and tutorials. Preparation marks will be given based on completion and review of assigned tasks or documents on Avenue to Learn. Please consult the Comprehensive Class and Tutorial Schedule in the syllabus for preparation tasks.

Students are required to contribute during tutorial discussions and activities. Students who provide meaningful contribution, via active participation, in all tutorials will receive full marks for tutorial participation. Note that tutorials are designed to encourage participation through various means including one-on-one peer discussions, small group tasks, activities, weekly reflections on learning and group work, and large class discussions.

> *Overview on how to receive an A+ on Attendance & Participation:*
> ✓ *Attend all lectures*
> ✓ *Attend all tutorials*
> ✓ *Come prepared to each lecture and tutorial with all assignments and tasks fully complete*
> ✓ *Participate during every tutorial*
> ✓ *Present your Project Presentation and Philanthropitch with style and with all group members involved*

Final Reflection

Each student will establish both personal learning goals and a group Project Plan at the beginning of the term, for which they will strive to accomplish by the end of the course. Students are encouraged to utilize their personal journal to reflect on their experiences and learning from their course project. Students are then encouraged to pull from these personal reflections to prepare a formal reflection of academic quality. Students are encouraged to reflect on the challenges they faced, things that worked well, what they could have done differently, and how they will extend their learning in the future. Each student will prepare their reflection paper, addressing the following:

1. What has been your greatest learning from your project? This may be related to one of your learning goals, your project plan, or even something you did not expect to learn initially.
2. What contributed to your learning and how did it happen?
3. What aspects of the course (readings, lectures, workshops etc.) supported your experiential learning? Make connections using three sources from class demonstrating how your experiences can be better understood in relation to the course material, and vice versa.
4. How will you extend your learning going forward

Please note that the above four questions are meant to be helpful prompts. However, formal evaluation will be based on the rubric available with the Report on Guided Reflection (see below). The Final Reflection is due during the examination period. The reflection will be submitted electronically as a Word doc. via Avenue to Learn. There is a limit of 2,000 words, not including references or image captions.

<u>Evaluation</u>
Evaluation for the final reflection will be based on the information found in the [Report on Guided Reflection]. However, a shortened course-specific rubric can be found on Avenue to Learn.

<u>Due Date</u>
Due by 11:59 PM on Friday, December 7th, 2018

Reading Summaries

Students will submit short reading summaries, which are meant to help students make connections between course material and their experiential learning projects.

Philanthropitch

Students will develop a philanthropitch, a 3 minute presentation that "sells" their project to the prospective funder. We will workshop this process in class and tutorial and students will present to the class on the final lecture. Grades will be pass or fail as determined by an in class dragon den style vote by their peers. Course instructor has the final say.

POLICY STATEMENTS

Please read the following carefully:

Academic Dishonesty

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.
Academic dishonesty is to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.
It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at
http://www.mcmaster.ca/academicintegrity
The following illustrates only three forms of academic dishonesty:
1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Inclusivity

The Instructor, TAs, and Senior Manager, Academic Sustainability Programs are committed to creating an equitable environment and encourage openness to multiple perspectives and points of view. Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please feel free to approach one of the instructors and/or Student

Accessibility Services (http://sas.mcmaster.ca/) as soon as possible.

A note about the use of Avenue to Learn

This course uses Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with a course instructor.

Course modifications

The instructor and university reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

COMPREHENSIVE CLASS AND TUTORIAL SCHEDULE

- ✦ *Class #1: September 3*
  Introduction, course outline, and assignment review. Presentation from Kate Whalen, course TAs, and the Community Project Champions.

- ✦ *Tutorial #1: September 5*
  Detailed review of Course Syllabus and assignment requirements. Activity on developing Individual Learning Objectives (ILOs). FIPPA Forms. Health & Safety forms.
  Preparation: Review Course Syllabus and come prepared with questions.
  Due: FIPPA forms are due by 9:00 am September 12th, if not already given to TA. Project selection is due by 9:00 a.m. on September 13th by submitting your top three projects in Word via A2L.

- ✦ *Class #2: September 10*
  Sacred balances and dynamic equilibriums.
  Sustainability is one of the most difficult terms to really pin down and understand. What is being sustained? For whom? What assumptions underlie this term? What values are we referencing? What competing claims are being reconciled? Can growth and sustainability be combined? What does it mean to approach sustainability from an interdisciplinary perspective? Equally complicated is the idea of resilience. We will work to understand both terms and the underlying power relations they imply.
  - ◦ *Reading*: Folke, Carl. "Resilience: The Emergence of a Perspective for Social-Ecological Systems Analysis." *Global Environmental Change 16* (2006): 253-267.

- ✦ *Tutorial #2: September 12*
  Individual Learning Objectives and An Introduction to Project Planning
  Preparation: Students are to come prepared to tutorial with their individual learning goals. In point form, list 3-5 things you hope to gain from this course. For example: specific skills, knowledge, or experiences.

Student are to come prepared to discuss their own experiences with project planning, leadership, and group work.
Due: For participation marks, individual learning goals are due by 10:30 a.m. on September 14th in Word via Avenue to Learn. Note that participation marks will only be given to those who also attend tutorial.

✦ *Class #3: September 17*
  What does it mean to be green anyway: from facts to fiction.
✦ Because many environmental problems are broad in scope, complicated to understand, and preclude everyday knowledge, the role of a translator is becoming increasingly important. Facts simply do not speak for themselves. While science-based policy is necessary for sustainable solutions, the current war against science in Washington and Ottawa, and the persistence of climate change denialism is testament to the importance of considering how science enters public discourse. We will look at the role of science and consider how facts become contested in the public domain.
  ◦ McKibben, Bill. "Global Warming's Terrifying New Math." *The Rolling Stone*, 19 July 2012. http://www.rollingstone.com/politics/news/global-warmings- terrifying-new-math-20120719
  ◦ Readings: Latour, Bruno. "Why Has Critique Run Out of Steam? From Matters of Fact to Matters of Concern." *Critical Inquiry* 30, no. 2 (2004): 225–48.

✦ *Tutorial #3: September 19*
  Project Planning
  Preparation: Review Project Plan Template and Project Plan Evaluation before tutorial. Begin working on your Project Plan with your group members.
  Work towards completing Health & Safety forms, and come prepared with any questions.
  Due: First weekly update to CPC. Health & Safety Training Summary due at 11:59pm, if applicable to your project. Reminder that Health & Safety forms submitted in tutorial on September 27th, if applicable to your project.

✦ *Class #4: September 24*
  Risk Society: Sustainability in an age of uncertainty.
  Building on the previous weeks discussion of knowledge and climate change denialism, we will discuss the influential theory of risk society and green modernity. If risks are inherently unknowable and defy causal explanations, on what basis can a green politics be built? How should we address an uncertain future? On what basis can laws and policy decisions be made if the normal rules of cause and effect do not apply? And how can a local jurisdiction influence and respond to global problems?
  ◦ Beck, Ulrich. "Climate for Change, Or How to Create a Green Modernity?" *Theory, Culture & Society* 27, no. 2–3 (2010): 254–66.

✦ *Tutorial #4: September 26*
  Peer-review and Presentation of Project Plans
  Preparation: Each group should have completed a full first draft of their Project Plan. Students should have reviewed all Health & Safety document with their CPC and obtained relevant signatures, if applicable.
  Due: For participation marks, Each student should come prepared with a copy (hard or electronic) of their Project Plan to be reviewed by a peer from another project team.
  Health & Safety Forms are due at the start of tutorial.
  Weekly self and group evaluation log and update to CPC.
  Reminder: Project Plans are due on October 4th and must be reviewed and approved by your CPC before formal submission.

- ✦ *Class #5: October 1*
  Culture and Society: From science we will move more deeply into considering the cultural and philosophical roots of the environmental crisis by focusing on questions of representation, value, and world views. We will consider how our understanding of the relationship between nature and culture affects the very basic assumptions about what is sustainable. Particular focus will be given to aboriginal and non-Western perspectives, alternative ontologies and epistemologies, the role of art and literature, and the effects of discourse on shaping worldview. These alternative narratives will be considered in terms of ideas of sustainability, resilience, and consilience.
  - ◦ Bennett, Jane. "Edible Matter." *New Left Review.* 45, May/June 2007. 133-145
  - ◦ Leopold, Aldo. "Thinking like a Mountain" and "The Land Ethic," in *A Sand County Almanac.*
  - ◦ Jensen, D. (2001). Saving the indigenous soul: An interview with Martin Prechtel. The Sun Magazine. April 2001, Issue 304. Retrieved from http://www.thesunmagazine.org/issues/304/saving_the_indigenous_soul

- ✦ *Tutorial #5: October 3*
  Application of course content and presentation of project plans.
  Preparation: Prepare a 5-minute presentation of your Project Plan and come prepared to answer 2 questions from a panel. Identify to your TA if research ethics is required for your project.
  Book group interview time in Google Doc.
  Due: For 20% of your course grade, submit your Project Plan by 11:59 p.m. on Thursday October 4th via A2L. Reminder that your CPC must have signed off on your plan. Email confirmation sent to your TA is sufficient.
  Weekly update to CPC.

MIDTERM BREAK

- ✦ *Class #6: October 15*
  The Anthropocene.
  In an era of global environmental change, some geologists are calling for a new epoch to be named the anthropocene, recognizing the incredible power that humans have to shape the environment. What does sustainability mean in the age the anthropocene, especially when historically conservation has relied on the power of untrammelled wilderness to motivate us to action? We will work through the profound consequences of this theory in order to better understand the ethical and political implications of a world where no spot is untouched by the human hand.
  - ◦ Chakrabarty, Dipesh. "The Climate of History: Four Theses." *Critical Inquiry* 35 (winter 2009): 197–222.

- ✦ *Tutorial #6: October 17*
  Application of course content and interview preparation
  Preparation: Review your project plan and make necessary revisions. Draft your Final Report Page.
  Due: For Interview Preparation marks, submit your most up-to-date version of your Project Plan and Final Report Page via A2L by 11:59pm.
  Weekly update to CPC.

- ✦ *Class #7 October 22*
  The Economy of Nature:
  Perhaps more than any other institution, the economy shapes our influence on nature and society. We

will work to understand how contemporary forms of liberal capitalism value, and do not value nature. What role does the economy have in addressing environmental problems? How do we value the future? What role does the market have in solutions to climate change? We will consider how the rise in ethical and green consumerism impacts the question of sustainability. We will also consider ideas such as corporate social responsibility, externalities, ecological debt, cost-benefit analysis, natural capitalism, ecological services, green jobs, social impact investment, and social enterprise in order to examine how economics and ecology can be reconciled.

- ◦ Rees, William A. "An Ecological Economics Perspective on Sustainability and Prospects for Ending Poverty." Population and Environment, Vol. 24, No. 1, Population, Environment, and Poverty (Sep., 2002), pp. 15-46
- ◦ Boulding, Kenneth E. "The Economics of the Coming Spaceship Earth." In *Environmental Quality in a Growing Economy: Essays From the Sixth* RFF *Forum*, edited by Henry Jarrett, 3–14. Baltimore: Johns Hopkins University Press, 1966.

✦ *Tutorial #7: October 24*
Application of course content and preparation for reflections
Preparation: Review A Guide to Reflection and Reflection Rubric, which can both be found on Avenue to Learn.
Due: Weekly update to CPC.

✦ *Class #8 October 29*
Degrowth: From macro-economics to micro-politics.
Conventional economic wisdom holds dear to the idea that an economy must always grow. Yet ever since the influential Club of Rome report *Limits to Growth* was published, many question whether infinite growth on a finite planet is possible or desirable. We will look at the proposals put forth by the small, but influential degrowth movement in order to consider some of the ways that ecological economics and political ecology have converged in a broad scale critique of the current discourse of sustainable development. Particular attention will be paid to the ways in which macro-economic forces shape and are shaped by choices on the level of the individual.

- ◦ Correia, David. "Degrowth, American Style: *No Impact Man* and Bourgeois Primitivism." *Capitalism Nature Socialism* 23, no. 1 (March 2012): 105–18.
- ◦ Martinez-Aliers, Joan. "Environmental Justice and Economic Degrowth: An Alliance between Two Movements."

✦ *Tutorial #8: October 31*
Guest Lecture
Preparation: TBC
Due: Weekly update to CPC.

✦ *Class #9: November 5*
Behavioural Economics and Sustainability.

One of the most interesting applications of economic thinking to sustainability to emerge in the last ten years is the application of psychological research to the traditional economic study of rational actors. We will look at the application of psychological research to consumer behaviour and interrogate the idea that we can design policy and economic incentives that "nudge" people towards the right environmental choices.'

Readings:

The Behavioural Insights Team : Update Report 2015-16.
    Read Introduction, Executive Summary and pages 38-44
http://www.unenvironment.org/news-and-stories/story/nudge-action-behavioural-science-sustainability

Nudge to Action: Behavioural Science for Sustainability
http://www.unenvironment.org/news-and-stories/story/nudge-action-behavioural-science-sustainability

✦ *Tutorial #9: November 7*
Where are we now? Project Plans and Draft Final Report due in tutorial.
Group work on
Preparation: Students in their project groups should come prepared to engage in discussion with other project groups. The topic of these discussions will focus around a common question: what is your biggest challenge right now? As a group, identify and be able to articulate your biggest challenge for moving your project forward. Your classmates will be instrumental in helping your identify possible solutions. You will also have the opportunity to support other project groups on addressing their biggest challenges. Additionally, your TA will facilitate an exercise to support project planning and re-prioritizing your remaining project tasks and deliverables.
Due: For Interview Preparation marks, submit your most up-to-date Project Plan and Final Report Page via A2L by 11:59pm
Weekly update to CPC.

✦ *Class #10: November 12*
Sustainable Farming: Scale and Scope:
How we feed ourselves represents one of the largest components of an individual's and nation's ecological footprint. The most recent IPCC report on the state of climate change identified agriculture as one of the most vulnerable sectors. We will look at topics such as food security, GMOs, slow food, and local food systems, permaculture, agroecology, activism and community action, and backyard gardening in order to understand how small local changes can have large effects. We will consider how food straddles all three pillars of sustainability, and how a systemic approach to understanding it is crucial to imagining and putting into practice sustainable solutions to that most basic and necessary of tasks, eating.
  ◦ LaSalle, Tim J., and Paul Hepperly. "Regenerative Organic Farming: A Solution to Global Warming." *Rodale Institute* (2008): 1–13.
  ◦ Berry, Wendell. "The Pleasures of Eating." *Center for Ecoliteracy*, 1990.
    http://www.ecoliteracy.org/publications/rsl/wendell-berry.html
  ◦ DeLind, Laura. "Of Bodies, Place, and Culture: Re-Situating Local Food." *Journal of Agricultural and Environmental Ethics* 19 (2006): 121–46.

✦ *Tutorial #10: November 14*
Work with Groups to discuss a Philanthropitch
Due: Weekly update to CPC.

✦ *Class #11: November 19 Funding your sustainability Project*
  ◦ In this class we will examine the world of grant funding, social enterprise, and social return on investment (SROI) and workshop ideas for how to fund your sustainability project.
  ◦ Readings: Sustainable Food Systems: A Landscape Assessment for Canadian Philanthropy
    https://mcconnellfoundation.ca/wp-content/uploads/2017/08/Canadian-Food-Funders-Landscape-Report.pdf
  ◦ Preparation: come with your groups and be ready to create a 2 minute Philanthropitch, where you will try to

convince the class that we should fund your project.

✦ ***Tutorial #11: November 21***
Application of course content.
Due: Weekly update to CPC.

✦ ***Class #12: November 26***
Technical Solutions to Sustainability: So much of our world is designed and manufactured. We will look at technical focused solutions such as geoengineering, the idea that we can initiate large scale engineering projects that mitigate climate change through carbon capture and sequestration, ocean seeding, and marine cloud whitening. We may also look at green design, biomimicry, liveable cities and transportation infrastructure, DIY culture, and the 3D printing and distributed manufacturing revolution.
   ◦ Readings: Lovelock, J. "A Geophysiologist's Thoughts on Geoengineering." *Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences* 366, no. 1882 (2008): 3883.
   ◦ Geoengineering science fiction and fact: Kim Stanley Robinson on how we are already terraforming Earth.
   http://mobile.slate.com/articles/health_and_science/onearth/2012/12/ge...ering_science_fiction_and _fact_kim_stanley_robinson_on_how_we_are.html Page 1 of 4
Due: Final Report Page via A2L by 11:59pm November 29th

✦ ***Tutorial #12: November 28***
Application of course content
Due: Weekly update to CPC.

✦ ***Class #13: December 3***
From Theory to Praxis.
Course wrap up, philanthropitch, final comments, and social.
Due: Final Reflection via A2L by 11:59pm December 7th

APPENDIX A

Experiential Learning Project Assignment Guide

In line with the overall goals of the Sustainable Future Program, students will have the opportunity to take part in self-directed, community-based, and experiential education related to their personal passions and interests in sustainability. In order to achieve this goal, students enrolled in Sustain 3S03 will complete an Experiential Learning Project. Through completing their project, students will engage in practical research and application through working with individuals, groups, and/or organizations on campus and/or within the community to implement a real-world sustainability initiative of their choosing. All students will work in groups of up to five. Groups will be determined based on students' choice of project. Each group will work with a project champion (individual who is external to the course and will assist in guiding the project) to plan and implement their project. Students will document their experiences through the creation of personal reflections.

Project Selection (Tutorial Participation, Individual)

Following presentations by all Community Project Champions during the first class, students will submit their top three project choices via Avenue to Learn. Their first and second choice option should be accompanied by

1-5 sentences outlining why each project is right for them, which may include aligning with personal passions/interests, obtaining new skills/abilities, future goals, etc.

Any student who does not submit their request on time, or enrolls late, will be placed into a group as chosen by the Course Instructor.

Due electronically as Word doc. via Avenue to Learn by 9:00 am on Thursday, September 13th, 2018.

Project Plan (20%, Group Mark)
Consider your Project Plan a road map that guides you to where you want to go, suggests what you will see along the way, and plans what you will accomplish. Upon choosing a project initiative and forming a project group, all members of the group must then work together with their Project Champion to prepare a Project Plan. The Project Plan will include an overview, a list of objectives and your intended deliverables of the project. A good project plan will define the project's scope, have a detailed timeline of milestones, events and actions, and will include important information about group management. The Project Plan should provide all necessary details and information so the TA and Project Champion(s) can effectively support the successful implementation of the project. The plan should also show evidence that the group has clearly thought through the steps required for implementation, the timeline and goals are feasible, and that expected challenges are clearly stated with a proposed method for managing any negative consequences that would impact implementation of the initiative.

**Students must have their Project Plan reviewed by their Project Champions and by one other group prior to submission on October 4th, 2018.

Please note that multiple drafts are encouraged to focus effort on continuous project review and management.

Progress Report Interviews (2 @ 2.5% each, Group Mark)
Each group will take part in a total of two, 50 minute interviews with the Senior Manager of Academic Sustainability Programs and/or a member of the instructional team. These interviews take place outside of lecture and tutorial time and must be scheduled in advance by each project group and their TA. During each interview, the group will present their project overview, objectives, and deliverables. The group will also discuss their progress made to date, communicate their evaluation of how their progress aligns with their initial Project Plan, and discuss any adjustments to the Project Plan resulting from various factors such as external impacts, new opportunities, and/or unforeseen challenges. The group should come prepared to speak to progress made on their Final Report Page as well as to ask and answer questions relating to the project. All group members should be knowledgeable of the various aspects of the project, even if the key tasks have been divided.

As noted within the respective sections of this syllabus, the most recent version of each group's Project Plan and Final Report are to be submitted electronically in Word via Avenue to Learn prior to the group's Project Report Interview.

Interview #1: Due during week of October 22d, 2018
Interview #2: Due during week of November 12th, 2018

Weekly Progress Update to Community Project Champion (10%, Group Mark)
To ensure effective teamwork and that mutually beneficial relationship between students and the community

are fostered, students will provide a weekly progress update to their Community Project Champion. The update should include: work completed this week, biggest challenges, next steps, questions for CPC, and set an agenda for the following week's meeting. Each group will establish a day and time each week to submit the update based on the students' and CPC's schedule. This should facilitate frequent communication between students and CPCs so that all parties are informed on a weekly basis of the project's progress and direction. Students must also copy their assigned Experiential and Evaluation TA on the email sent to the CPC for evaluation. While this is a completion mark, the TA may still assign a mark of 0 if the progress update is minimal or lacks clarity.

Due weekly (sent by student group to CPC, along with copying the Experiential Lead TA) by the mutually agreed upon day and time.

Final Report Page (10%, Group Mark)
Each group will prepare a one-page report to be included in the Sustain 3S03 Course Report, which may be published and posted on McMaster's Academic Sustainability Programs website. A selection of the course report pages will be included within the McMaster Academic Sustainability Programs Annual Report. A Final Report Page Template and samples of past reports can be found on asp.mcmaster.ca [here](). The Final Report Page will include the initiative title, overview, list of objectives, report of the group's achievements, as well as a list of project collaborators. Each report page should also include two relevant and eye-catching photos. Each report must be sent to each project collaborator for review prior to final submission. Students must copy the Senior Manager of Academic Sustainability Programs (whalenk@mcmaster.ca) on the email sent to all project collaborators. Evaluation will be based on ensuring that page limit is not exceeded, form and structure are followed, high-quality of photos are provided as separate attachments, and all approvals have been obtained on time. Students should be prepared to undergo multiple revisions of their report page within this time frame.

Due electronically in Word via Avenue to Learn by 11:59pm November 29th, 2018 for evaluation.

Please note that multiple drafts are required to encourage continuous project management and establishing project focus. Collaborator approvals and student release forms must be submitted along with the final submission.

A Note on Research Ethics
All students conducting research with human participants as part of their projects will need to consider the following:

1. Students must complete an MREB Application form and gain Ethics Clearance

   a) The Application Form is found online here: https://reo.mcmaster.ca/forms

   b) Students must review associated Samples found here: https://reo.mcmaster.ca/educational-resources

2. Student must have their MREB Application reviewed and approved by Kate Whalen and McMaster Research Ethics Board **prior** to beginning their research. Note that this process takes an average of four weeks, so students should begin as soon as possible and plan their research accordingly. All student researchers will be emailed feedback and/or clearance to their McMaster email address.

4. Students conducting research with medium to high levels of risk will require additional work and time for ethics clearance. This includes, asking for personal information, taking photos, or in-person interviews, to name a few. Students are encouraged to obtain guidance from Kate Whalen early on to gain feedback on their application.