

Course Description:

This course uses an inquiry-based approach to introduce students to aspects of citizenship, with an emphasis on the development of critical thought, civil discourse, and applied ethical reasoning. Sections of the course pose discipline-specific topics and questions to facilitate students' exploration of citizenship. Students will build and refine their skills for academic success and will identify strengths and weaknesses in their oral communication.

Section Description:

How do we preserve and protect the world around us? How can individuals on every civic level contribute to ethical and sustainable solutions to the environmental crisis? How can we promote interdisciplinary solutions and discourse to solve this issue? This course explores the historical, theoretical, and sustainable methods of environmental preservation. As students learn more about the environment and modern sustainable practices, they will be given the opportunity to explore their own ideas and contribute to a solution. Over the course of the semester, students will form teams that will be tasked with exploring nature and applying sustainable practices in the field. A portion of this course will be spent outdoors, both as a class and in teams.

Course structure and approach:

This course is structured as a discussion seminar focused on environmental issues and practical solutions. The course will have students engage in reflection and discourse to refine their ideas and thoughts. Students will acquire the tools to formulate a solution to an environmental issue in the classroom and apply it in the real world.

Citizen 110 Course Objectives:

Learning outcomes will be mapped to assignments as (CTZN)

At the end of this course students will be able to:

1. Identify and describe the relationships between a citizen's individual rights and responsibilities and the broader responsibility to the common good.
2. Demonstrate critical thinking by identifying, explaining, and analyzing arguments.
3. Demonstrate ethical reasoning by articulating and evaluating reasons designed to support ethical conclusions.
4. Create and deliver oral messages appropriate to audience, purpose, and context.

Section Specific Course Objectives:

Learning outcomes will be mapped to assignments as (CS)

This section of the course has additional subject specific outcomes that are:

1. Students will explore the outdoors and learn sustainable practices for the personal use of our lands.
2. Through written assignments, group work, and oral presentations, students will demonstrate their understanding of their chosen topic and class objectives.
3. Students will exhibit their skills in the outdoors through field application, project identification, research, and implementation.
4. Students will demonstrate their understanding of the interplay between their role with others, their community, and the world.
5. Students will understand the world “as it is,” and envision the world “as it could be.”

Course Texts: All readings will be available for purchase at the university bookstore. Additional articles and resources will be available on canvas.

1. Angus, I. (2016). Facing the Anthropocene: Fossil Capitalism and the Crisis of the Earth System. Monthly Review Press.
2. McGivney, A. (2010). Leave no trace: A guide to the new wilderness ethic. Mountaineers Books.
3. Koesler, R. (2022). Unflappable: Leadership Lessons from Climbing Mountains. Summit Press.

Course assignments due dates and mapped learning outcomes:

Assignment	Learning Outcomes	Due Dates	Points
Attendance	For the common good	Every class	100 points total
Participation	For the common good	Every class	100 points total
Map of your life	Get to know each other	First Day	10 points
Reading Responses 6 total	CTZN 1, 2, 3 CS 1, 2, 5	Every Monday after the first week of class	25 points each. 150 points total
Leave No Trace - Outdoor Class Discussion	CTZN 1-4 CS 1-5	TBD	50
First Hike and Reflection	CTZN 1, 3 CS 1-5	TBD	50

Midterm Assignment - Idea Draft	CTZN 1, 2, 4 CS 1-5	Midterm week	100 points
Leave No Trace - Student Demonstration	CTZN 1-4 CS 1-5	TBD	100 points
First Project Check-in	CTZN 1, 2, 4 CS 1-5	TBD	20 points
Second Hike and Reflection	CTZN 1, 3 CS 1-5	TBD	100 points
Second Project Check-in	CTZN 1, 2, 4 CS 1-5	TBD	20 points
Final project	CTZN 1-4 CS 1-5	Finals week	150 points
Total Points			1000 points

Grading Scale:

A: 1000-900 points or 100-90%

B: 899-800 points or 89-80%

C: 799-700 points or 79-70%

D: 699-600 points or 69-60%

F: 599-0 points or 59-0%

Assignment Descriptions:

Additional description, individual rubrics, submission instructions accessible on canvas

Map of your Life: Students will take 30 minutes to make connections between important events and figures in their life to visualize their goals more clearly.

Reading Responses: There will be six reading responses in this course. For each reading response, students will submit their thoughts, reflections, and ideas on the assigned article. We'll discuss these articles in class and students will share highlights from their responses.

Leave No Trace: The first leave no trace assignment will have students learn the basic principles through instruction and demonstration by the professor then take a short quiz to

review. In the second assignment students, in groups, will be given scenarios in which they will have to apply their leave no trace knowledge.

Hike and Reflection: Our class will be taking a hike at a location within thirty minutes of Farmville. We'll discuss the local flora and fauna, the historical significance of the area, and have a discussion about the effects of the outdoors on our brains. Students will be expected to do a little bit of research on the chosen area beforehand and share with the rest of the group what they learned. After the hike, students will submit a reflection with their thoughts on the day.

Final Project: The students will be tasked with doing research and/or creating an innovation based on one of the topics we have covered in this class. They'll work in teams and present this idea to the class at the end of the semester. There will be three check-ins with the first being at midterms where the professor will help to keep teams on track and assist with any questions.

Detailed Course Syllabus

Week	Topics	Readings Due	Assignments Due and Course Objectives
1: August 22-26	Introductions and course overview	None	Map of your life due Friday.
2: August 29 - September 2	Climate crisis overview	Due for Monday (8/29): Foreword, Preface, and First Chapter of Facing the Anthropocene by Ian Angus	CTZN 1-3 CS 2, 4, 5
3: September 5-9	Book discussion: How did we get to this point? (of the climate crisis)	Due for Monday (9/5): 2nd and 3rd chapter of FTA	CTZN 1-3 CS 2, 4, 5
4: September 12-16	Friday (7/16) Outdoor class - Leave No Trace Demonstration. Book discussion: Environmental catastrophes	Due for Monday (9/12): 4th and 5th chapter of FTA	Sunday (7/18): Quiz on leave no trace after class. CTZN 1-3 CS 1-5
5: September 19-23	First Hike (Time TBD in class). Book discussion: What needs to be done?	Due for Monday (9/19): 6th and 7th chapter of FTA	Reflection for hike due 1 week after doing the hike (TBD).

			CTZN 1-3 CS 2, 4, 5
6: September 26-30	Book discussion: Environmental politics	Due for Monday (9/26): 8th and 9th chapter of FTA	(Likely where the reflection will fall). CTZN 1-3 CS 2, 4, 5
7: October 3-7	FALL BREAK 6 and 7	No reading this week	Take a break
8: October 10-14	Friday (9/14) Outdoor class - Leave No Trace Student Demo. Book discussion: Are we running out of time?	Due for Monday (10/10): 10th and 11th chapter of FTA	CTZN 1-3 CS 1-5
9: October 17-21	Idea draft due Monday.	None this week. Work on project draft	Due for Monday (9/17): Project Idea Draft (midterm) CTZN 1-4 CS 2, 4, 5
10: October 24-28	Second Hike (Time TBD in class). Book discussion: How can we change things?	Due for Monday (10/24): 12th and 13th chapter of FTA	Reflection for hike due 1 week after doing the hike (TBD) CTZN 1-3 CS 2, 4, 5
11: October 31 - November 4	Monday (9/31) First Project check-in. Reading discussion on Wednesday: Becoming a leader	Due for Wednesday (11/2): Foreword - chapter 3 of Unflappable.	(Likely where the reflection will fall) Monday (9/31): First project check-in due in class CTZN 1-4 CS 2, 4, 5
12: November 7-11	Reading discussion: Overcoming challenges	Due for Monday (11/7): 4th-6th chapters of	CTZN 1-3 CS 2, 4, 5

		Unflappable.	
13: November 14-18	Reading discussion: Reaching your goals	Due for Monday (11/14): 7th-10th chapters and conclusion of Unflappable.	CTZN 1-3 CS 2, 4, 5
14: November 21-25	Monday (10/21): Second project check- in THANKSGIVING BREAK 23 and 25	None	Monday (10/21): Second project check- in due in class CTZN 1-4 CS 2, 4, 5
15: November 28 - December 2	Finish up project, all work days	None	Finish up final project. CTZN 1-4 CS 2, 4, 5
16: December 5-9	FINALS WEEK	None	Final Projects DUE CTZN 1-4 CS 2, 4, 5

Attendance and Participation:

Both attendance and participation are required and graded for this course. Show up to every class and show up on time. Stay off of your phone in class, unless we are using them to do research. Contribute meaningfully to course discussions and practice respect towards others. It is okay to debate ideas, but don't attack individuals. Our goal is to achieve a democratic and engaged classroom and we need all of your help to achieve that. If you are unable to make it to class, please inform the instructor in advance to make arrangements. Repeated unexcused absences will result in a significant lowering of your final grade.

Policies and Resources:

Honor Code: Academic dishonesty will not be tolerated. All instances of plagiarism or cheating will be reported to the Office of Student Conduct and Integrity. If you have questions, ask before it will become a problem. Your completion of each assignment represents your agreement to this policy. <http://www.longwood.edu/studentconduct/12011.htm>

Technical Support: Students have access to both the Digital Education Collaborative (DEC) and the IT Help Desk for any technical support needs that may arise. The DEC supports student use of technology integrated into their classes such as Canvas, Longwood Blogs, Panopto, etc. The DEC can be reached at 434-395-4332 or <http://www.longwood.edu/usersupport/>.

Accommodations and Disability Resources

If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note-taking support, extended time for tests, etc.), you must register with the Office of Disability Resources, Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Mental Health Resources

Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's Counseling and Psychological Services (CAPS), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434)-395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday.

Resident Education Coordinators

(RECs) and Resident Advisors (RAs) are additional resources to students. For emergency situations, please call (911) or contact the Longwood University Police Department at (434)395-2091.

Reporting of Crimes and Sexual Misconduct

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning, and working environment which promotes personal integrity, civility, and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the Counseling and Psychological Services (CAPS) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood:
<http://www.longwood.edu/titleix>