COURSE DESCRIPTION
Affluence and over consumerism are important parts of the cultural understanding of Post Modern America. Today’s generation stands on the shoulders of two generations that has lived in Post World War II America. This course will examine the questions of over consumption based on global and social history. The first is how did the United States get to this point of abundance? What are the expectations of American citizens? Do we have too much? What can be done to reverse the trends of over-consumption? What effect do we have on the earth due to industrialization, continued production, and a collection of wealth?

COURSE LEARNING OBJECTIVES
After completing this course, a successful student will be able to:
• Learn about the science of climate change and how that affects global climate and the human communities around the world.
• Learn about Peak Oil and how this will affect consumerism in the students’ lifetime.
• Learn about the physical changes in the Earth’s biosphere due to climate change and resource extraction.
• Learn the history of global social value systems and how this relates to consumerism in different countries.
• Examine the research on how human communities can lead to environmental sustainability.
• Learn what components of consumerism are most detrimental to the environment.
• Learn what modes of technology in the course of human existence has done to our level consumerism, and how this differs from country to country around the globe.
• Learn about emerging technologies that are more sustainable.
• Learn about the resources that are a part of the most successful cities around the world in terms of human and environmental sustainability.

Develop the critical thinking skills for (1) reading, analyzing, and interpreting readings and (2) articulating and defending one’s positions in writing, in-class discussions, and oral presentations.
Participate in class discussions while respecting the views of others.
Relate the seminar topic to the AUCC categories in Arts/Humanities, Social/Behavioral Sciences, Historical Perspectives, and Global & Cultural Awareness.
Have a greater appreciation of diversity, inclusion, and cultural awareness in the seminar topic.

REQUIRED TEXTS:
Written Communication:

Writing skills are practiced in a number of ways. Activities that utilize writing are weekly discussion question responses, two writing projects, and a longer argumentative paper. Students will synthesize and build upon both their own previous academic experiences and course reading materials. Written assignments are individually assessed and evaluation of work is prompt with specific suggestions for improvements.

Written Communication Requirements

**Written Responses** – During the course of the semester you will turn in three written responses. The rubric for this assignment is included in this syllabus. Due Feb 12, March 26, April 23. 50 points each.

**Second Week Narrative** -This is a paper on your history of consumerism up to this point. This should also give way to your thoughts and interactions that have to do with the conservation of the environment. Five to seven pages in length. The rubric for this assignment is included in this syllabus. 75 points.

**Final Analytical Research Paper** This eight to ten page argumentative paper will help me understand what you have learned in this seminar and allow me to better evaluate your research skills and skills of critical analysis. The content of the speech will be based on “Products, Producers, or Process.” The rubric for this assignment is included in this syllabus. Research paper on a topic that analyzes, interprets, and evaluates an aspect of the course content. A thesis for the paper is due at the end of Week 12. 200 points.

Oral Communication Requirements:

Oral communication skills are practiced and mastered through discussions of written assignments on the readings and individual persuasive speeches. Furthermore, this course is designed to be a discussion-based seminar, thereby fostering more opportunities for students to participate in both small group and class discussions. The seminar teaches persuasive speaking and requires a formal persuasive speech 7-8 minutes in length, complete with full sentence outline and bibliography.

**Informal “daily” seminar discussion** The seminar format promotes active student learning by providing ample opportunities for you to discuss the readings. Attendance is mandatory. Any absences must have prior approval by the instructor; unexcused absences receive 0 points for that time period. Participation is graded according to the criteria in the Participation Rubric (appended) over seven 2-week intervals (Weeks 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, and 13-14).

**Formal extemporaneous speech** Each student will give a six to seven minute extemporaneous speech. The content of the speech will be based on “Products, Producers, or Process.” The presentation should focus on content, organization, delivery, and connections with the audience. Students give an extemporaneous persuasive speech 7-8 minutes in length. The purpose of the speech is to persuade, not inform. Speeches must flow logically and be evidence-driven. A full sentence outline with complete bibliography is required. Peer Evaluation. Each student is evaluated by two other students. Canvas will randomly assign students to evaluate. You are to complete the grading rubric provided by the due date. The scores from the peer reviews will be included in the oral presentation grade. 100 points.

**CANVAS PLATFORM**

Class materials, homework assignments, discussion assignments, oral presentation, research paper, grades, and other information critical to your success in this course are located on Canvas. You can access the Canvas site for this course by logging in at [http://info.canvas.colostate.edu/login.aspx](http://info.canvas.colostate.edu/login.aspx).
Class Participation
Attendance is mandatory. Any absences must have prior approval by the instructor; unexcused absences receive 0 points for that time period. Participation is graded according to the criteria in the Participation Rubric (appended) over seven 2-week intervals (Weeks 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, and 13-14).

Honors competencies self-assessment. Honors seminars are intended to assist student competencies in critical thinking; creativity and problem solving; interdisciplinary learning integrated with global &/or cultural viewpoints and professionalism, interpersonal skills, & emotional intelligence. The assignment is due at the end of Week 4. Students must include comments for all four categories for full credit.

This assignment addresses the University Honors Program competencies of critical thinking and professionalism, interpersonal skills, & emotional intelligence.

Discussion assignments
Students are divided into smaller discussion groups by Canvas. Each student submits a post on the Discussion board based on the prompt and responds to a posting from one other student in the discussion group.

This assignment addresses the University Honors Program competencies of critical thinking; creativity and problem solving; and professionalism, interpersonal skills, & emotional intelligence.

Writing Assignments
Students prepare a one-page summary based on the content and materials. The assignments are uploaded on Canvas by the due date of the assignment.

This assignment addresses the University Honors Program competencies of critical thinking; creativity and problem solving; and interdisciplinary learning integrated with global &/or cultural viewpoints.


**COURSE SCHEDULE: TOPICS, READINGS, AND OTHER MATERIALS**

**Week 1:**
Course introductions

**Week 2:**
Introductions to the writing and oral communication requirements for HONR 193

**Week 3:**
Introduction to The Story of Stuff
Second Week Narrative Due
Name on Google Drive Speech Sheet

**Week 4:**
Chapter One Story of Stuff “Extraction”
First response due
Two Student Speeches

**Week 5:**
Online Reading: Way to Wealth
Film “The Last Mountain”
Two Student Speeches

**Week 6:**
Chapter Two The Story of Stuff “Production”
Two Student Speeches

**Week 7:**
Online Reading: Walden
Film “A Crude Awakening”
Two Student Speeches

**Week 8:**
Chapter Three The Story of Stuff “Distribution”
Film: E2 “Food Miles”
Second response due
Two Student Speeches

**Week 9: SPRING BREAK**

**Week 10:**
Chapter Four The Story of Stuff Consumption
Two Student Speeches

**Week 11:**
Online Reading: The Protestant Ethnic and the Spirit of Capitalism
Hemp Week “Bringing it Home”
Two Student Speeches
Week 12:
Chapter Four The Story of Stuff - Consumption
Two Student Speeches

Week 13
Online Reading: The Affluent Society
Online Reading: Nickel and Dimed

Week 14
Chapter Five The Story of Stuff - Disposal
Third response due
Two Student Speeches

Week 15:
Film: “Trashed”
Two Student Speeches

Week 16:
The Story of Stuff Epilogue
Final Analytical Paper Due

EVALUATION SYSTEM

The assignments that are used to evaluate student learning are:
1. Discussion question assignments (15% of grade). Weekly one-page writing assignment on readings (10 total).
2. Four writing projects (25% of grade). Writing assignments (5-10 pages each) three types of responses as outlined in this syllabus.
3. Formal persuasive speech (20% of grade). A 7 to 8-minute extemporaneous informative speech to the class related to content.
4. Final argumentative paper (25% of grade).
5. Participation (15% of grade). This includes the PICC self-assessment.
## GRADING

<table>
<thead>
<tr>
<th>Seminar Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion assignments (10)</td>
<td>15%</td>
</tr>
<tr>
<td>Writing projects (4)</td>
<td>25%</td>
</tr>
<tr>
<td>Final argumentative paper (1)</td>
<td>25%</td>
</tr>
<tr>
<td>Formal speech (1)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grade distribution (plus/minus grades may be used):

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- <60% F

**Incomplete**

The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, he/she could not complete the requirements for the course. When an instructor assigns an “I,” he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” grade will automatically changed to an “F” grade unless the course has been completed and the grade change submitted. The student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy)

**Late Assignments Policy**

All assignments are due in class on the date due. Late assignments are not accepted unless there are genuine extenuating circumstances or other situations where arrangements have been made in advance.

**Resources**

The CSU Writing Center is an excellent resource to support the development of your writing skills throughout your college career. While students are not required to access services, you are strongly encouraged to seek consultation on your writing projects required for this course. In addition to contact information, there are useful resources available on their website: [http://writing.colostate.edu/](http://writing.colostate.edu/).

The Morgan Library reference librarians can direct you to books and articles for the research paper and the oral presentation. I recommend contacting Rob Sica, Social Sciences and Humanities Liaison, Morgan Library 154, rob.sica@colostate.edu, 970.491.1047.

**Absence Policy**

If you are ill or unable to attend class, you must contact the instructor in advance. It is your responsibility to contact a classmate to get information discussed in class. It is good practice to always have the phone number and email address of at least two students in your class. You can request this information from classmates and write it below.
Accommodations for disabilities
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.
Academic and Professional Honesty Policy
This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Honors students enrolled in this course are held to high standards of integrity. Academic integrity is expected within all assignments for this course. Students will be required to make an honor pledge to complete this course. The honors pledge will be completed as a class. For more information about academic integrity, please visit: http://learning.colostate.edu/integrity/.

It is expected that students will use their own knowledge and skill for assignments unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments, an F grade, or reporting to the CSU Student Conduct office. It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and the decisions made by others.

Reporting student disclosures of interpersonal violence
CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees” (https://oeo.colostate.edu/title-ix-sexual-assault-sexual-violence-sexual-harassment/). This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

• Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
  o Emergency Response 911
  o Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
  o Colorado State University Police Department (non-emergency) (970) 491-6425

Competencies for Honors Students Exercise (“PICC” feedback)
The CSU University Honors Program has identified four general competencies that should be incorporated in each Honors seminar. These skills include (1) Professionalism, interpersonal skills, and emotional intelligence; (2) Interdisciplinary learning integrated with global and/or cultural viewpoints; (3) Critical thinking; and (4) Creativity and problem solving. This is a two-stage process. First, students complete a self-evaluation of these skills at the beginning of the semester. Second, at the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to evaluate students are listed below and noted in the assignment descriptions. Honors competencies self-assessment. Honors seminars are intended to assist student competencies in critical thinking; creativity and problem solving; interdisciplinary learning integrated with global &/or cultural viewpoints and professionalism, interpersonal skills, & emotional intelligence. The assignment is due at the end of Week 4. Students must include comments for all four categories for full credit.
<table>
<thead>
<tr>
<th>Skill Category (PICC)</th>
<th>Relevant Course Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| **1. Professionalism, interpersonal skills, & emotional intelligence:** Acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others. | • Class participation & conduct  
• Discussion question assignments  
• Formal speech |
| **2. Interdisciplinary learning integrated with global &/or cultural viewpoints:** Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is aware of and can clearly incorporate global &/or cultural perspectives to an argument or issue. | • Class discussions  
• Discussion question assignments  
• Writing projects  
• Final research paper  
• Formal speech |
| **3. Critical thinking:** Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments. | • Class discussions  
• Discussion question assignments  
• Writing projects  
• Final research paper  
• Formal speech |
| **4. Creativity & problem solving:** Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy | • Class discussions  
• Discussion question assignments  
• Writing projects  
• Final research paper  
• Formal speech |
**HONR 193 Spring 2019  Third Week Narrative**

**Purpose:**
To write a paper that is a summary of your life that includes issue of consumerism and interactions that have to do with the conservation of the environment.

**Audience:**
Write this piece for others in the classroom, or others interested in the issues of conservation and environmental conservation. Write this in a way that explains your thoughts and actions, so that others can understand your personal philosophy that leads you to specific action in terms of consumerism and environmental action.

**Focus:**
Your written piece should include the following items
1. A first-person account of your experiences and opinions on the issue of consumerism and what affect humans have on the Earth’s ecology.
2. Tell us how you make your decisions about where you shop, what things to buy, and how you make decisions on how you get rid of things.
3. An explanation of your value system and actions on the as they apply to the “material culture” in your life.
4. How your actions are similar or different to other people in the United States.

**Originality:** This piece should be YOURS COMPLETELY. It is fine to include observations and experiences of others, but the synthesis should be yours alone. This should be written in the first person using “I.”

**Grading Criteria:**
20%... How well your history is narrated
20%... Creativity. Have fun with this paper, while representing the facts
20%... How well the paper is tied together with a theme. This should include the title, introduction, all the points included in the essay and the concluding thoughts
20%... Organization (does it give reader a sense of where your ideas are/or going, with smooth transitions between paragraphs and points)
20%... Grammar, punctuation

**Length:** Five to Seven pages double spaced, traditional font and margins. Most importantly it has to be complete, and I have to get a very good sense of your experience and the depth to which you have thought about this piece.

**Save:** Your piece to a hard drive or portable device.

**Due Date:** February 7, 2019
“The most important thing we can do.”

**Audience:** You are writing a research paper for Andrew Wheeler the acting Administrator of the U.S. Environmental Protection Agency. Since it is their job to protect the natural environment within the United States, you need to convince them of the facts concerning the link between consumerism and the environment.

**Purpose:**
In the *Story of Stuff* Leonard presents facts and her perspective concerning the extraction, production, distribution, consumption, and disposal of consumer goods. You are charged with writing a paper that uses researched evidence that proves that any one change in one of the five stages in the “story of stuff” would have the largest positive effect to environmental issues caused by human activities.

**Originality:**
This is a report of the scientific facts that can validate the information that we have studied this semester.

**Grading Criteria:** 200 points
1. Introduce the topic of the paper and the thesis statement. 10 points
2. State the facts of the case. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts. 50 points
3. Prove the thesis with your arguments. 50 points
4. Conclusion 10 points
5. Mechanics The display of your critical thinking skills, how smoothly you tie in evidence to support your thesis. Organization (does it give reader a sense of where your ideas are/or going, with smooth transitions between paragraphs and points), grammar and punctuation 40 points
6. citations and bibliography 40 points

**Length:**
Eight to ten pages double spaced, traditional font and margins. Most importantly, the paper has to exhibit the facts that support your thesis. At least six sources are required, not including “The Story of Stuff.” Only two can be internet based, not taking electronic databases and journals into account. Books are still gladly accepted as resources.

**Save:** Your piece to a hard drive or portable device.

**Due Date Thesis Statement and Annotated Bibliography:**
April 9, 2019 (needed for an “A” on the final paper)

**Due Date Outline or Diagram:** April 30, 2019 (needed for an “A” on the final paper)

**Due Date Final Paper:** Thursday May 7, 2019
HONR 193 Speech Requirements Spring 2019

1. Sign up for the week/topic that you want to give your speech on google docs by February 5. If your name is not on the google document for the class by this date, you forfeit your chance to give a speech for the semester and you will lose the points for this requirement.

2. Two weeks before your speech you have to get your specific topic approved by me by emailing me the following information your name, the time of your class, the week of your speech, the topic of your speech and how it ties into the chapter for which you are giving your speech. If this is not done on-time you will lose 10% of the speech grade. Once I approve your speech topic, put it on the google doc.

3. One week before you give your speech, you need to email me in a copy of your full-sentence outline and bibliography (which is modeled in Chapter 11 of The Speaker’s Handbook). If this is not done on-time you will lose 10% of the speech grade.

4. Because extemporaneous speeches are based in research, your speech outline must include a bibliography. It must include six references above and beyond the books/chapters that have been assigned for class. Only two of these six can be internet based (not including articles from databases from the library).

5. The day that you give your speech, hand in your critique sheet to me with your name and the thesis of your speech. If you fail to deliver your speech the day that is on google drive, you start your speech at 80%. You can reschedule your speech if there is sufficient time during the semester. If not, you lose all points for the speech requirement.

6. After your speech, outside of class, fill out the self-evaluation worksheet

7. Make an appointment via email with me to discuss your speech. Please state your name and the class that you are in, your cell phone number, and the times that you are generally available. I will get back to you via email with an agreed upon time. The meetings will take place in my office, AV-B 101

8. Bring your completed self-evaluation worksheet. If at the time of our meeting I have determined that your speech was not extemporaneous, I will allow you to re-present your speech to me, and not the class, with my recommended changes with a 20% deduction.

9. Only after all of these steps are carried out, will you receive a grade for your extemporaneous speech, via the addition of your points earned on Canvas. If you fail to meet with me about your speech those points are forfeited.
Written Responses

Format of E-mails
All assignments are to be e-mailed to me. Your name needs to be recognizable in the “from” or “subject” fields of the email. The subject line should include “193,” the time of the class that you are in, the chapter you are responding to, and if the response has to do with people, planet, or profit. The heading of your paper should include the same information, along with your email address. All responses should include no more than one paragraph of summary, and the entire paper should not be less than three pages. Please e-mail everything to me at anne.merline@colostate.edu as an MS Word attached document. If one of these things is missing, I will return your paper to you for you to complete. Please send each response as an original email, do not send it as a reply to any message that I send to you or the class. Responses are due on or before the time that you step into class on February 12, March 26 and April 23. If any one response does not follow the rubric or is not complete, you will have the opportunity to re-write it, with up to a 20% reduction in grade. If you do not re-write and turn in an incomplete or incorrect paper, you will receive at least 50%.

For the written responses, it is your job to analyze a specific topic. The student must introduce both pros & cons on the given issue based on three of the five parts of the “Story of Stuff” over the course of the semester. These parts are extraction, production, distribution, consumption, and waste. The mission of an analytical work is to explore points on a chosen topic/content as a reply to a set of questions or a claim to discuss/offer analysis.

Choose a topic and writing a thesis statement made of one or more sentences before writing the rest of the analytical paper. Take on a strong and specific stance, especially because you want to persuade the reader.

1. Introduction
   Hook sentence
   Topic introduction
   Background information
   Thesis statement (the order is not important)

2. Body
   For each topic sentence along with the claim, and supporting evidence. For as many topic sentences that you need to convince the reader that your thesis statement fits the science at hand.

3. Conclusion
   Summary
   Thesis statement (reword it)
   Final thought/hook

You should choose your article from CityLab and it must be about consumerism and the environment and touch on 1) Environmental sustainability, 2) human sustainability, and 3) economic sustainability.

Checklist for written responses
Name, class time, type of response as a part of “from” and “subject” fields.
The same again as well as your email address on the top of the document.
Summary of the chapter to which you are responding, response according to the type described above, the integration of a citylab.com article and a summary of your response.
PARTICIPATION GRADING RUBRIC

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a "3".

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent.</td>
</tr>
</tbody>
</table>
| 1     | Present, not disruptive.  
        Tries to respond when called on but does not offer much.  
        Demonstrates very infrequent involvement in discussion. |
| 2     | Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
        Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).  
        Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
        Demonstrates sporadic involvement. |
| 3     | Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.  
        Offers interpretations and analysis of case material (more than just facts) to class.  
        Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
        Demonstrates consistent ongoing involvement. |
| 4     | Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).  
        Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.  
        Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.  
        Demonstrates ongoing very active involvement. |