

WUmester Planning CTETL Workshop Group Brainstorming

[Group 1](#)

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Group 1

In your breakout group, discuss the questions below and record your answers on this page.

1) Why do you think the topic "Sustainability" is (or should be) important to our students?

The future is theirs, they will live in it. Washburn's mission is to help prepare students for that future.

It's important for all of us to be better stewards of the Earth.

2) What does sustainability mean in your discipline? Why does it matter for your discipline?

In Psych, it's an outcome variable -- sustainability attitudes and behaviors are a result of factors. (In social psych, it's one form of normative behavior. I.e. signing petition in group vs. alone) Conspiracy psych is a growing field also - the cognition of snap judgments and conspiracy beliefs, etc.

In Arch, look at different past cultures and how they dealt with environmental issues, since the rise of the first cities. How to get water? How to get food in a desert? Also, how cultures adapted to climate change. How past cultures overused resources, were unsustainable, as well as what sustainable practices they used to conserve resources. Cultures that migrated due to environmental/climate issues.

In Soc, areas of focus include environmental racism/inequality, domestic and international environmental movements (mining, water access, logging etc). More broadly, we wish to counter the narrative that sustainability is an individual problem, which deflects responsibility from corporations and governments.

3) How might exploring this theme help your students achieve your course's learning outcomes?

Jericho: Advanced research design and writing course. Students work in teams to design, conduct, and report research projects. Connect to different areas of psych and students choose direction.

Laura: In Intro to Arch, course LO is examining cultural change over time. Will include an environmental approach with case studies of adaptation, manipulation, etc.

Environmental Arch - garbage project, recycling audits.

Lindsey: Environmental Soc, emphasize structural, movements, environmental racism

4) How might you incorporate WUmester events and challenges and exhibits in your class?

Environmental Missouri panel - compares KC and Topeka sustainability issues (public transport).

Incorporate challenges, especially recycling.

Mulvane exhibits for arch/anthro.

Students choose.

Env Soc will attend Washington talk - during class time.

5) If time permits, take a look at the sustainability challenges by month [here](#) and the lists of suggested, books, online resources, and films available [here](#). Do you have any ideas you suggest be added?

Group 2

In your breakout group, discuss the questions below and record your answers on this page.

- 1) Why do you think the topic “Sustainability” is (or should be) important to our students?
- 2) What does sustainability mean in your discipline? Why does it matter for your discipline?
- 3) How might exploring this theme help your students achieve your course's learning outcomes?

- 4) How might you incorporate WUmester events and challenges and exhibits in your class?
 - Challenges:
 - Transportation to the farmers market
 - Explaining term sustainability
 - Ideas:
 - Have the students tell how they recycle and do sustainability. International students share about themselves and background. Artifacts (stuff from different countries or campaigns) make a social media post
 - Compare sustainability in different countries
 - Critique - campaigns or posts.
 - Compare restaurants in how they are sustainable. Even in Different parts of the country.
 - Pandemic affected pollution..... Made it worse? Pros and cons
 - Restaurants - socioeconomic.... Can we afford to go to the places that practice sustainability.
 - Look up stores of young people and their activism after Greta
 - Also research local projects in Topeka (local gardens)
 - Meatless Mondays (try it)
 - Meat that's grown in a lab is a good discussion topic
 - Speakers...even local ones.
 - GMOs and labelling

- 5) If time permits, take a look at the sustainability challenges by month [here](#) and the lists of suggested, books, online resources, and films available [here](#). Do you have any ideas you suggest be added? No Impact Man documentary, or Al Gore movie, I'm Greta Thunberg, The Bee Movie

Group 3

In your breakout group, discuss the questions below and record your answers on this page.

- 1) Why do you think the topic “Sustainability” is (or should be) important to our students?
 - Climate change is really important to many students because of obvious reasons. But like that topic is “sustainability,” which is broader than just climate change. Backing away from narrow focus on science to understand how to create a sustainable community. Permission to look at all the topics that affect social justice issues. All connected, not necessarily one being overarching. More latitude to have students think about the climate in more complex ways.

- 2) What does sustainability mean in your discipline? Why does it matter for your discipline?
 - Better understanding of its context in the history of all disciplines. What makes a community sustainable over time? This allows us to talk about class, gender, race, and also environment. Understanding how all of these piece evolve together. This becomes topic for whole course.
 - Intersection of above with crime and justice

- 3) How might exploring this theme help your students achieve your course's learning outcomes?
 - Use the topic to teach research methods
 - Read articles and podcasts, etc. Have students propose a research topic related to sustainability

- 4) How might you incorporate WUmester events and challenges and exhibits in your class?
 - Use [The City](#) podcast about dumping in Chicago-- includes white collar crime, race issues
 - Have students look into their hometowns and identify areas that don't have parks, grocery stores, etc. Think about where crime in the city happens. Connect to issues brought up in above podcast
 - First week on theories and definitions
 - Modules that students can choose to order as they want-- include primary and secondary historical sources + contemporary stuff
 - Look at dumps from a global perspective
 - NPR's [Planet Money](#) story about how Dollar Generals are infiltrating rural America at the expense of communities. Ties together issues of sustainability and food

- 5) If time permits, take a look at the sustainability challenges by month [here](#) and the lists of suggested, books, online resources, and films available [here](#). Do you have any ideas you suggest be added?