Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

**Course Name:** __PHIL 3530: Environmental Ethics________________________

**Instructor Name:** __Jason Wyckoff______________________________

List your course, lesson, or activity learning goals that highlight new sustainability elements.

1. I added a new course objective to the syllabus: “Students will improve their ability to examine critically the connections between social, economic, and environmental dimensions of lived moral problems, with a view to making humans’ relationships to each other and to the natural world as fair and as just as possible in the near-, medium-, and long-term.” This built on the definition of ‘sustainability’ and the “big idea” that I developed toward the end of the workshop.

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

1. Our discussion of the definition of sustainability led me to include a reading that I hadn’t initially assigned (Goodin’s ‘Sustainability’) so that we could talk about what sustainability is before discussing its moral significance.
2. Systems diagrams in week 12 to illustrate the connections between various individual and institutional actors in the U.S. Forest Service’s relationship to the timber industry.
3. Ongoing use of the pillars of sustainability as a moral framework for analyzing environmental problems and policies.

Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected activities attach a completed Activity Sheet.

- Systems diagrams.
- Current events papers.
- Sustainability lessons throughout the course, but a particularly special emphasis in week 8.
What motivated you to change your course?

- As with my business ethics course, using the three pillars of sustainability to help thematize things was a very significant development for me. Since many of my students in this course were sustainability majors, they already had a bit of a head start. I couldn’t even count the number of times I said the words “economic, social, and ecological” during class. The workshop helped me to build on the backgrounds of these students in a way that would not have been possible otherwise.

Explain how you approached the modification of your course.

- Again, I had both general and particular elements of the course that I wanted to modify. I tried to use sustainability as a unifying moral theme, and to incorporate some of the pedagogical suggestions into classroom activities and assignments. I tried to keep the big picture, as well as day-to-day course operations, in mind.

Did you achieve your proposed desired modification of the course? Why or why not?

- Yes, though I could have done even more. I’m more comfortable with using systems diagrams now, and would increase the use of them in the future. I do think that the new learning objective and the use of the pillars of sustainability as a framing device worked out very well.

Describe the process you took to develop the sustainability teaching materials. What did you find particularly helpful? What did you do that was not particularly helpful?

- The workshop discussion of the definition of sustainability was tremendously helpful to me, and resulted in a reorganization of reading material and the introduction of new readings.
- The use of systems diagrams and systems thinking really helped me to tie the pillars of sustainability together clearly and coherently.
Did the students achieve the sustainability learning goals of the course, lesson, and/or activity?

- I believe so. As I noted, many of the students were sustainability majors and were a bit ahead of the game. But overall the students’ current events papers showed marked improvement over the course of the semester, and they achieved some clarity in their thinking about connections between ecological, economic, and social dimensions of moral problems.

What will you do differently in the future to continue to enhance the sustainability content and/or delivery of this course and others?

- I would increase the use of systems diagrams, and have students work on them both in class as a group and individual for homework.
- I would like to add a service learning element to the course, as well as guest speakers.
- I’d like to find additional readings that connect economic, social, and ecological concerns in order to drive home the interconnectedness of these issues under the heading of sustainability.

In retrospect, in what ways could the Wasatch Experience have improved your ability to elevate your teaching of sustainability content?

- As I say in the other implementation summary: I learned quite a lot, so it’s hard to think of something. I’d really like to do a service learning component to my courses, so the more I can learn about that, the better. Philosophy isn’t a discipline in which that sort of pedagogy is emphasized (though maybe that is starting to change), so we’re sometimes a little in the dark when it comes to that.