

Sustainability & Self-Care

Experiential Practices for Connecting with the Environment

Course Syllabus

“Every spirit builds itself a house; and beyond its house a world; and beyond its world, a heaven. Know then, that the world exists for you. [...] Build, therefore, your own world.”

-Ralph Waldo Emerson

Sara Ivanhoe

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Semester:

Units: 2

Instructor: Sara Ivanhoe, M.A.

Email: sara.ivanhoe@usc.edu

Office Hours: By Appointment

Section:

Room:

Date and Time: Wednesdays 3-4:50 pm

Course Description

If we begin with the fundamental belief that all beings are interconnected, our planet, thoughts, actions, and praxes can reflect unity. By balancing traditional learning pedagogy with experiential techniques, we can collectively bridge the gap between ourselves and our planet. Throughout the course, students will complete readings, submit brief papers, and give short presentations. They will immerse themselves in nature through various modalities and submit reflections on these experiences. The course is designed for students who are interested in exploring self-care modalities as a means of sustaining one's own energy. This energy can then focus on the discovery of alternative ways to integrate sustainability practices into an everyday routine. Students will leave the course with a comprehensive self-care, planet-care strategy.

Learning Objectives

- Develop the intrinsic connection between oneself and the planet, understanding multiple viewpoints on eco-philosophy and reflecting on those viewpoints.
- Integrate self-care modalities as a means of sustaining one's own energy and mitigating climate anxiety.
- Grow awareness of the environment through immersion in campus biodiversity.
- Develop one's Eco-Activist Archetype (based on the "One Green Thing" model) to strategize how to best contribute to environmental stewardship..
- Develop both listening and sharing skills by participating in an ongoing cohort.
- Construct a comprehensive personal self-care, planet-care routine.

Required Readings:

- *Braiding Sweetgrass for Young Adults: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, Robin Wall Kimmerer
- *One Green Thing: Discover your Hidden Power to Help Save the Planet*, Heather White
- Select articles posted on Blackboard

Course Notes:

Students will be asked to participate in physically active sequences, breathing exercises, and meditation techniques but will not be graded based on their ability to execute these exercises but rather on their understanding of the techniques. Proficiency will be assessed through projects and assignments.

Assignments:

Students will participate in weekly discussions, engage in self-care-related practices, and write reviews on guest lecturers, as well as midterm and final projects. All students will exit the course with a personalized and comprehensive self-care routine. Specific assignments TBD.

Grades

Sustainability & Self-Care is a complex topic and grades will be a combination of several components. Students will be graded on their written reflections on the experiential learning assignments, speaker reviews, group discussions, and midterm and final projects.

Students are responsible for the quality of their engagement with the course material and the activities related to it. All work is to be typed and submitted to Blackboard. Format: Double-spaced, Times New Roman, 12-point font.

Grading Scale

There are 100 total points possible. The overall grading scale is as follows:

A 95 / A- 90 / B+ 87 / B 83 / B- 80 / C+ 77 / C 73 / C- 70 / D+ 67 / D 63 / D- 60 / F 59, and below

Grading Criteria

Book Review 15%

Participation and Discussion 20%

Reflections and Speaker Reviews 15%

Midterm Project 25%

Final Project 25%

Zoom Guidelines

This is an in-person class focused on live engagement. However, if you are experiencing symptoms, please stay home. Some classes will be available on Zoom, but not all. If you are participating via Zoom and have a question, unmute yourself and interrupt (I will most likely not see the chat.) Your camera must remain on for the entirety of the class session.

Participation Expectations

Students are expected to be present for all lectures in person, in real time.

If you are looking for a remote class that is assignment-focused, this class is not for you. The course is offered through the Department of Experiential Learning. Therefore, the experiential component will be the focus.

If you anticipate multiple absences throughout the course, please consider another course that would support your schedule.

Assignment Submission Policy

Assignments are to be submitted to Blackboard before the deadline. See course outline for deadlines.

Communication and Office Hours

Students are encouraged to reach out by email and can expect a response within 48 hours. Office hours upon request.

Course Schedule

(SPEAKER DATES subject to change! Please see Blackboard for the latest updates.)

Date	Topic
Week 1: January 11	<p>Lecture: Eco-Anxiety assessment Introduction to Sustainability and Self-Care</p> <p>Practice: Instructor-led Mind-Body Practice</p> <p>Assignment: Due by January 16, 8 pm</p> <ul style="list-style-type: none">● Practice:<ul style="list-style-type: none">○ Repeat instructor-led practice 3 times throughout the week.● Write:<ul style="list-style-type: none">○ Write down your current self-care routine and how it affects your well-being. You will be noting how the different practices affect you in different ways, ultimately leading to you crafting a new, revised routine by the end of this course. Write this reflection in the assignment box on Blackboard. Due 8 pm● Read:<ul style="list-style-type: none">○ <i>Braiding Sweetgrass</i>, choose 1 chapter○ Additional Readings on Blackboard
Week 2 January 17	<p>Lecture: Sustainability and Self Care: Our Interconnection with our Environment</p> <p>Practice: Instructor-led Mind-Body Practice</p> <p>Assignment: Due by January 23, 8 pm</p> <ul style="list-style-type: none">● Practice<ul style="list-style-type: none">○ Repeat instructor-led practice three times throughout the week.● Write<ul style="list-style-type: none">○ Speaker reflection. Write this reflection in the assignment box on Blackboard. Due 8 pm.

	<ul style="list-style-type: none"> ● Read <ul style="list-style-type: none"> ○ <i>Braiding Sweetgrass</i>, choose 1 chapter ○ https://www.onegreenthing.org/ ○ https://www.onegreenthing.org/copy-of-about-us ○ https://www.onegreenthing.org/principles ○ Take the quiz: <ul style="list-style-type: none"> ■ https://www.onegreenthing.org/assessment ○ Then read about your superpower: <ul style="list-style-type: none"> ■ https://www.onegreenthing.org/profilesoverview ● Scroll: <ul style="list-style-type: none"> ○ Instagram @onegreenthing ● Prepare: <ul style="list-style-type: none"> ○ One question for the speaker
<p>Week 3 January 24</p>	<p>Lecture: Heather White <i>One Green Thing</i> Navigating Eco-Anxiety and Finding Your Eco-Activist Archetype</p> <p>Assignment: Due by January 31, 8 pm</p> <ul style="list-style-type: none"> ● Practice: <ul style="list-style-type: none"> ○ See Blackboard for practice (3 times a week) ● Write: <ul style="list-style-type: none"> ○ Reflect on site visit. Write this reflection in the assignment box on Blackboard. Due 8 pm ● Read: <ul style="list-style-type: none"> ○ https://drawdown.org/ ○ https://www.mindful.org/what-is-ecoanxiety-and-how-can-mindfulness-help/ ○ https://www.greenpeace.org.au/blog/caring-for-yourself-so-you-can-care-for-the-planet/ ○ https://green.usc.edu/ ○ https://sustainability.usc.edu/ ○ https://www.scoutfitters.org/ ○ https://www.peaksandprofessors.org/ ○ <i>Braiding Sweetgrass</i>, choose 1 chapter
<p>Week 4 January 31</p>	<p>Climate Change: Dr. Jill Sohm</p> <p>Practice: Instructor-led Mind-Body practice</p> <p>Assignment: Due by September 19, 8 pm</p> <ul style="list-style-type: none"> ● Practice: <ul style="list-style-type: none"> ○ Repeat instructor-led practice three times throughout the week. ● Write

	<ul style="list-style-type: none"> ○ Reflect on Guest Speaker. Write this reflection in the assignment box on Blackboard. Due 8 pm ○ BOOK REVIEW: <i>Braiding Sweetgrass</i> DUE February 6, 8 pm Blackboard. Detailed instructions for Book Review on Blackboard. ○ <i>Braiding Sweetgrass</i>, choose 1 chapter.
<p>Week 5 February 7</p>	<p>Book Discussion <i>Braiding Sweetgrass</i></p> <p>Practice: Instructor-led Mind-Body Practice</p> <p>Assignment: Due by February 13, 8 pm</p> <ul style="list-style-type: none"> ● Practice: <ul style="list-style-type: none"> ○ Repeat instructor-led practice three times throughout the week. ● Read: <ul style="list-style-type: none"> ○ See Blackboard ● Prepare: <ul style="list-style-type: none"> ○ One question for the speaker
<p>Week 6 February 14</p>	<p>Lecture: Dr. Rita D. Sherma Environmental Justice and Eco- Feminism</p> <p>Practice: See Blackboard.</p> <p>Assignment: Due by February 20, 8 pm</p> <ul style="list-style-type: none"> ● Reflect: <ul style="list-style-type: none"> ○ Reflect on Guest Speaker. Write this reflection in the assignment box on Blackboard. Due 8 pm ○ See Blackboard
<p>Week 7 February 21</p>	<p>Lecture: Lee Holden, Qi Gong Master</p> <p>Practice: Instructor-led Mind-Body Practice</p> <p>Assignment: Due by 27, 8 pm</p> <ul style="list-style-type: none"> ● Write: <ul style="list-style-type: none"> ○ Reflect on Speaker. Write this reflection in the assignment box on Blackboard. Due 8 pm ● Read: <ul style="list-style-type: none"> ○ See Blackboard ● Prepare: <ul style="list-style-type: none"> ○ One question for the speaker

<p>Week 8 February 28</p>	<p>Site Visit: Office of Sustainability</p> <p>Midterm Papers Due March 5, 8 pm Midterm Presentations Next Class, March 6</p>
<p>Week 9 March 6</p>	<p>Midterm Presentations Prepare to walk for the entire class (shoes, hat, water, etc.)</p>
<p>Week 10 March 13 Spring Break No Class</p>	<p>No Class</p>
<p>Week 11 March 20</p>	<p>TBA</p>
<p>Week 12 March 27</p>	<p>Site Visit: USC Peace Garden</p> <p>Practice: Nature Immersion</p> <p>Hosted by: Dr. Camille Dieterle, OTD, OTR/L Associate Professor of Clinical Occupational Therapy USC Chan Division of Occupational Science and Occupational Therapy</p> <p>Assignment: Due by April 2, 8 pm</p> <ul style="list-style-type: none"> ● Write: <ul style="list-style-type: none"> ○ Reflect on Guest Speaker. Write this reflection in the assignment box on Blackboard. Due 8 pm. ● Read: <ul style="list-style-type: none"> ○ See Blackboard
<p>Week 13 April 3</p>	<p>Mind Travel TBA</p>
<p>Week 14 April 10</p>	<p>Site Visit: Office of Sustainability TBA</p>

<p>Week 15 April 17</p>	<p>Lecture: Sleep: How We Sustain Ourselves TBA Final Papers Due April 23, 8 pm</p>
<p>Week 16 April 24</p>	<p>Final Projects Presented Closing Reflections</p>

Statement on Academic Conduct & Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Student & Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter

disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

[Counseling and Mental Health](#)

(213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#)

988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#)

(213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#)

(213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#)

(213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#)

(213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#)

(213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity, and Inclusion](#)

(213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#)

UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#)

UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#)

(213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#)

(323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.