

GLOBAL ENVIRONMENTAL CITIZENSHIP

Magis Exchange Common Course

Instructor: Dr. Michael J. Schuck mschuck@luc.edu

Platform and Teaching Assistant: Rachel Elfant relfant@luc.edu

Course Description

This year-long course educates students for global citizenship in the Ignatian spirit of “men and women for others” by emphasizing our civic responsibility to care for the Earth. Particular attention is given to

- *understanding* the local and global impacts of biodiversity loss, water scarcity, and global climate change
- *evaluating the* impacts of these environmental challenges from both a moral and spiritual perspective
- *acting as* responsible local and global citizens in view of these challenges

The course method combines real-time group discussion, stand-alone content workshops, and student projects. Specifically, students will be

- participating in *eight synchronous online group meetings* (four during the first half of the course, four during the second half of the course)
- working individually through *six asynchronous online workshops* (three during the first half of the course, three during the second half of the course)
- presenting a *final project* at the end of the second half of the course

All meetings, workshops, and presentations will take place through Moodle, an online learning platform.

Learning Objectives

The course has five key learning objectives.

- understanding what it means to be a global citizen from an Ignatian perspective
- grasping the contemporary challenges of biodiversity loss, water scarcity, and global climate change
- integrating moral and spiritual perspectives within a citizenship response to these environmental challenges
- recognizing local and global groups acting in response to biodiversity loss, water pollution and low accessibility, global climate change
- participate in an action that 'heals the Earth'

Course Resources

The central learning resource for this course is the free-access online text [*Healing Earth*](#). Topics and concepts for each synchronous group meeting and asynchronous workshop are drawn from this textbook.

In addition to the teaching and support provided by the course instructor and teaching assistant, students have the assistance of mentors at both their home institutions and then later at their host institutions.

Mentors help students make contact with educators and community leaders who have local expertise in the areas covered by the course.

Course Details and Requirements

Synchronous Group Meetings

The sequence of the four synchronous group meetings in each half of the course (eight meetings in total for the course) allows the course instructor and students to

- greet one another and become oriented for the course work
- check-in with one another between each workshop
- conduct a summary discussion of course lessons at the end of each half of the course

Students are expected to actively participate in all meetings in verbal communication with not only the course instructor and teaching assistant, but also one another.

Asynchronous Workshops

The didactic content of the course is given in three asynchronous Moodle platform workshops offered during each half of the course in the following sequence: biodiversity loss and restoration, water scarcity and recovery, climate change intensification and mitigation. During the first half of the course, each topic will be explored in terms of the

- science basics of each topic
- moral guidelines applicable to each topic
- spiritual aids pertinent to each topic
- actions recommended in relation to each topic

The geographical reference points for the first half of the course are the Earth to give a global perspective, and the student's local home and university locations.

During the second half of the course, each topic will be explored via case studies and problem solving focused on the same four dimensions cited above (science, ethics, spirituality, action). The geographical reference points for the second semester topics will be either the student's host community and university location or the student's home community and university location.

Students are expected to complete all workshop components and prepared to discuss what they have learned when everyone comes together for the synchronous group meetings.

Final Projects

Each student completes a final project and presents it at the end of the course. The project should a) communicate an issue of interest pertaining to biodiversity, water, or climate change that surfaced for the student during the course and b) show how this issue relates to global environmental citizenship.

During the month of March, students should identify their issue of interest and begin outlining the points they wish to communicate about this issue. During the month of April, students should identify the media they wish to use to present their final project (e.g. an online poster presentation, powerpoint, podcast,

video, infographic, etc.). In May, each student will have 15 minutes to present their project. Projects will be placed in the archives of the Magis Exchange Program.

Each student completes a final project and presents it at the end of the course. The project should a) communicate an issue of interest that surfaced for the student during the course and b) show the relevance of global citizenship to the issue. In the presentation of their projects, students should demonstrate clear and effective speaking skills. The actual projects themselves may be created in a variety of formats, such as posters, podcasts, infographics, or videos.

Student Evaluation

Students are given an evaluation report at the end of both the first half and second half of the course. Student performance will be measured as exemplary, proficient, limited, or unsatisfactory according to the criteria below.

| Exemplary | Proficient | Limited | Unsatisfactory |
|--|---|---|---|
| <ul style="list-style-type: none"> 1. The student's work and responses display a basic understanding of course material. 2. The student's work and responses make explicit reference to material learned in the course. 3. The student's work and responses make connections between material learned in the course and their own life experience. 4. The student surfaces questions and ideas of their own that are related to both the course material studied and the responsibilities of global environmental citizenship. | <ul style="list-style-type: none"> 1. The student's work and responses display a basic understanding of course material. 2. The student's work and responses make explicit reference to material learned in the course. 3. The student's work and responses make connections between material learned in the course and their own life experience. | <ul style="list-style-type: none"> 1. The student's work and responses display a basic understanding of course material. 2. The student's work and responses make explicit reference to material learned in the course. | <ul style="list-style-type: none"> 1. The student's work and responses display a basic understanding of course material. |

Course Schedule

This information will be communicated to you via email.