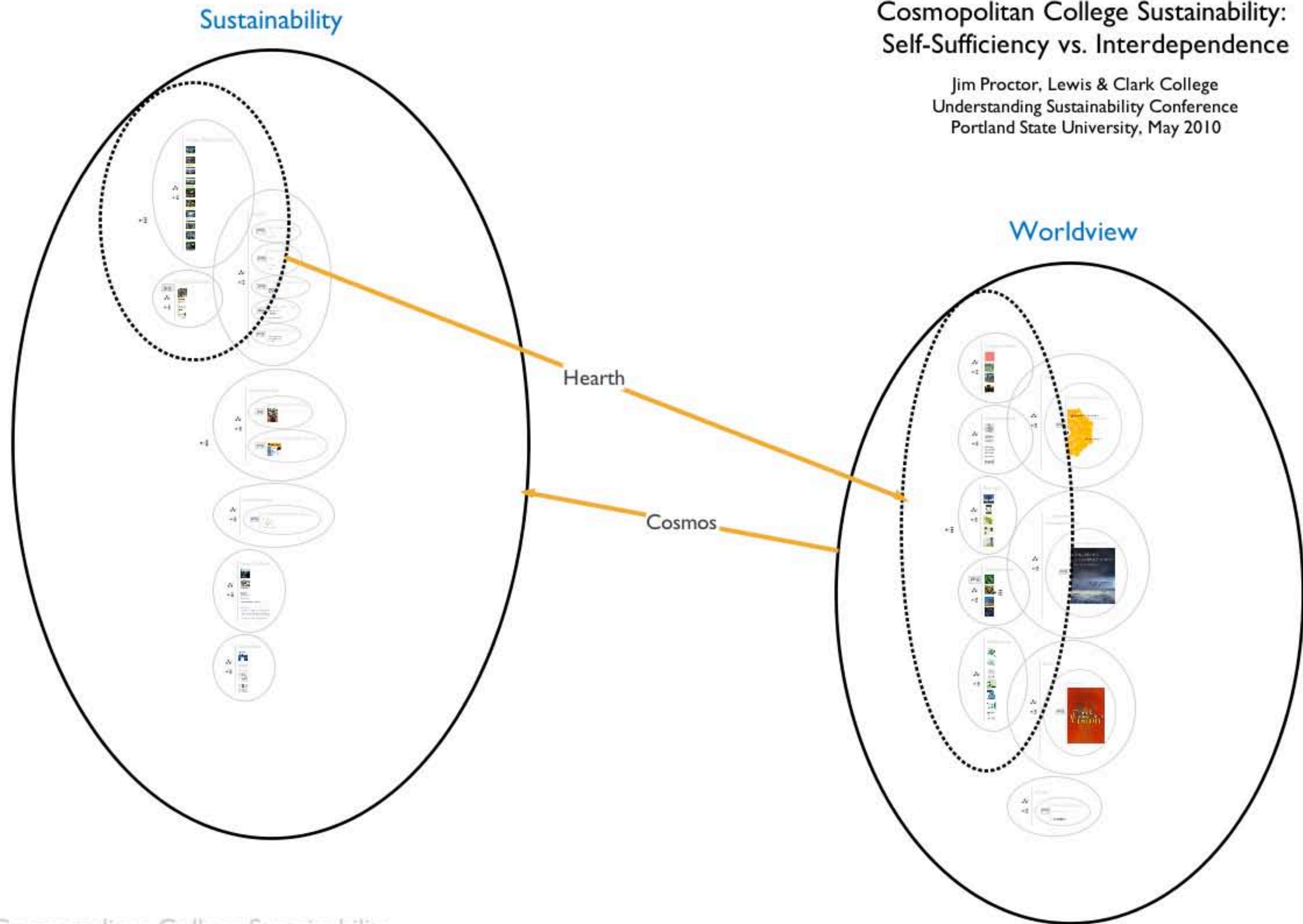
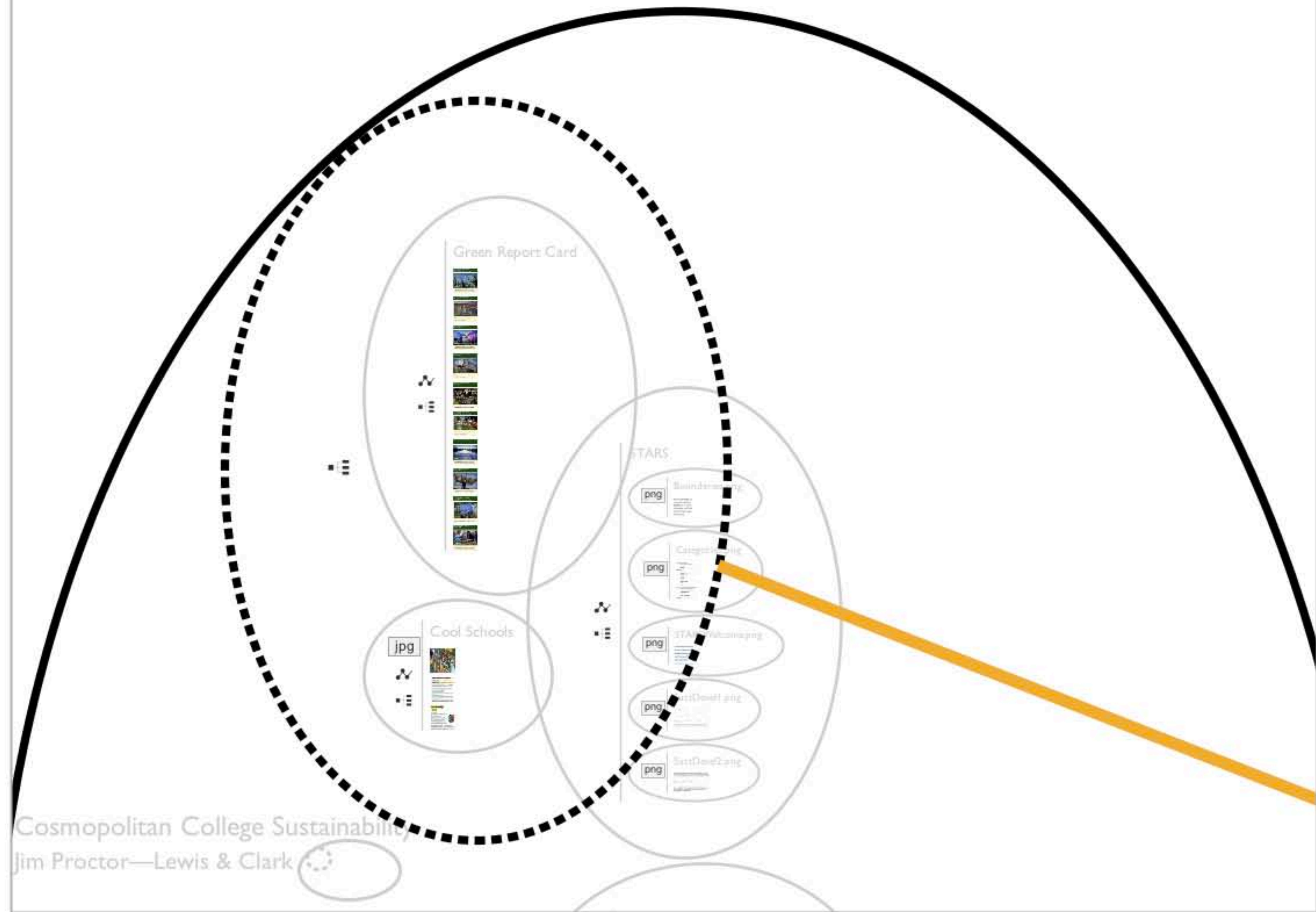


Cosmopolitan College Sustainability: Self-Sufficiency vs. Interdependence

Jim Proctor, Lewis & Clark College
Understanding Sustainability Conference
Portland State University, May 2010



Sustainability



Green Report Card

THE COLLEGE SUSTAINABILITY REPORT CARD

[Home](#) [Report Card](#) [Compare](#) [Get Involved](#) [About](#) [My Research](#)



University of California - San Diego: A-

UC San Diego heats its swimming pool with solar energy. For diving into sustainability, this school earns an A-.

[Learn more](#)

College Sustainability Report Card 2010 released!

GreenReportCard.org is the first website to provide in-depth sustainability profiles for hundreds of colleges in all 50 states and Canada. [See the results](#)

THE COLLEGE SUSTAINABILITY REPORT CARD

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Brown University makes the grade

With a strong green purchasing policy and a local food program, Brown receives an A- for the second year in a row.

[Learn more](#)

College Sustainability Report Card 2010 released!

GreenReportCard.org is the first website to provide in-depth sustainability profiles for hundreds of colleges in all 50 states and Canada. [See the results](#)

THE COLLEGE SUSTAINABILITY REPORT CARD

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University of New Hampshire A-

UNH buys produce from an on-campus organic food from 88 local farms and producers.

[Learn more](#)

College Sustainability Report Card 2010 released!

GreenReportCard.org is the first website to provide in-depth sustainability profiles for hundreds of colleges in all 50 states and Canada. [See the results](#)

Carleton earns an A-
From wind-generated energy, Carleton College gets top marks.

[Learn more](#)

College Sustainability Report Card 2010 released!

GreenReportCard.org is the first website to provide in-depth sustainability profiles for hundreds of colleges in all 50 states and Canada. [See the results](#)

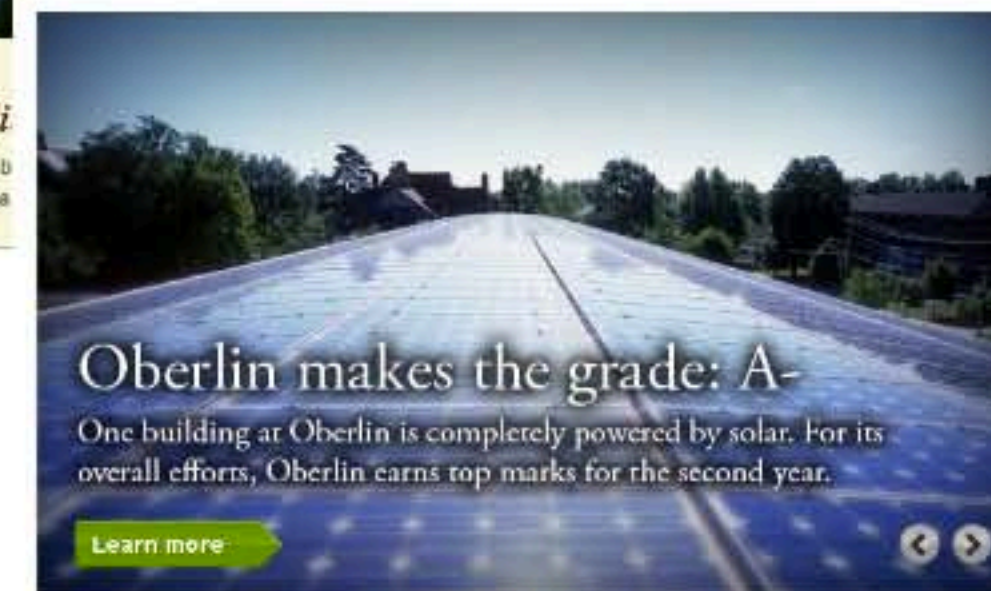
THE COLLEGE SUSTAINABILITY REPORT CARD

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Oberlin makes the grade: A-

One building at Oberlin is completely powered by solar. For its overall efforts, Oberlin earns top marks for the second year.

[Learn more](#)

College Sustainability Report Card 2010 released!

GreenReportCard.org is the first website to provide in-depth sustainability profiles for hundreds of colleges in all 50 states and Canada. [See the results](#)

THE COLLEGE SUSTAINABILITY REPORT CARD

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University of Minnesota

UM buys 20 percent of food from local sources including a local farm. Top marks for overall sustainability.

[Learn more](#)

College Sustainability Report Card 2010 released!

Cosmopolitan College Sustainability
Jim Proctor—Lewis & Clark



Cool Schools



SIERRA

Cool Schools: The Third Annual List

Three That Failed

With the sustainability movement now as popular among college students as Jell-O shots, most schools have taken giant leaps forward with their environmental commitments. These three, however, must have missed the memo.

Texas Tech The Lubbock university flunked our 2008 sustainability test, and this year its grade has not improved. In fact, it placed lowest among schools that responded to our survey, offering no sustainability initiatives to speak of.

DePaul University The Chicago institution scored zero in the administration category--perhaps the most effective measure of a school's interest in the environment. DePaul has failed to reduce its impact on climate change because its officials have yet to conduct a greenhouse-gas-emissions audit of the campus. Those failures are all the more disappointing when you consider DePaul's excellent academic reputation and healthy \$345 million endowment, none of which is invested in environmentally responsible funds.

Southern Illinois University, Carbondale SIU's aptly named Carbondale campus has an enormous coal research center dedicated to developing new ways to keep us hooked on the dirtiest of fossil fuels. While other schools are receiving large grants to study and expand renewable-energy technologies, this one recently received \$25 million from Commonwealth Edison Company to support various "clean coal" programs. siuc.edu —**Michael Fox**



SIERRA

5 That Fail

September/October 2008

print this article  send to a friend 



The College of William and Mary 7,500 students; Williamsburg, Virginia

Despite student protests, William and Mary interim president W. Taylor Reveley III refuses to sign the [presidents' pledge](#) and has no climate plan. Administrator Anna Martin told the campus newspaper, "Signing it would be making promises we aren't sure we can keep."

See more
Cool Schools!

George Washington University 20,000 students; Washington, D.C.

The most expensive school in the nation has yet to invest in fighting climate change. GW doesn't offer its students incentives to use the D.C. Metro and lacks a green building policy. While GW president Steven Knapp signed the [presidents' pledge](#) earlier this year, the school has not taken any steps to reduce greenhouse-gas emissions as the agreement requires.

Howard University 10,500 students; Washington, D.C.

Howard does not recycle and has no green design or procurement policies. Although one manager has launched an environmental-awareness campaign on campus, university officials say they're waiting for students to press for change before implementing new policies.

Texas Tech University 28,000 students; Lubbock, Texas

Texas Tech's Masked Rider mascot is probably hiding his identity because he's embarrassed by the university's lack of eco-initiatives. Texas Tech has no campus-wide sustainability policies or unified water-conservation plans for its fields and grounds, despite having published studies on water-saving techniques for the Texas plains. Simply watering the grounds at night instead of during the day could slash water needs by up to 25 percent.

Valdosta State University 11,000 students; Valdosta, Georgia

Want to protest your school's less-than-green projects? If you attend VSU, schedule an appointment with the administration first. Campus protests can occur only with administrative approval in a "free-expression area" during two nonconsecutive hours each day.

—**Lea Hartog and Michael Fox**



World

Hearth

Cosmos



GlobalLocal

Think global ...

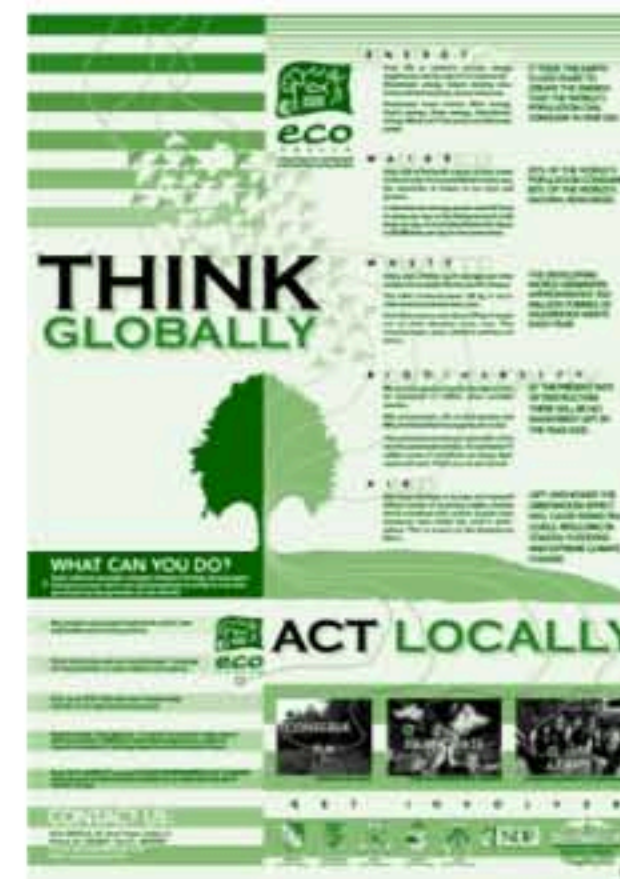


act local.

Think Globally



Act Locally



MADE IN THE USA



Individualization: Plant a Tree, Buy a Bike, Save the World?

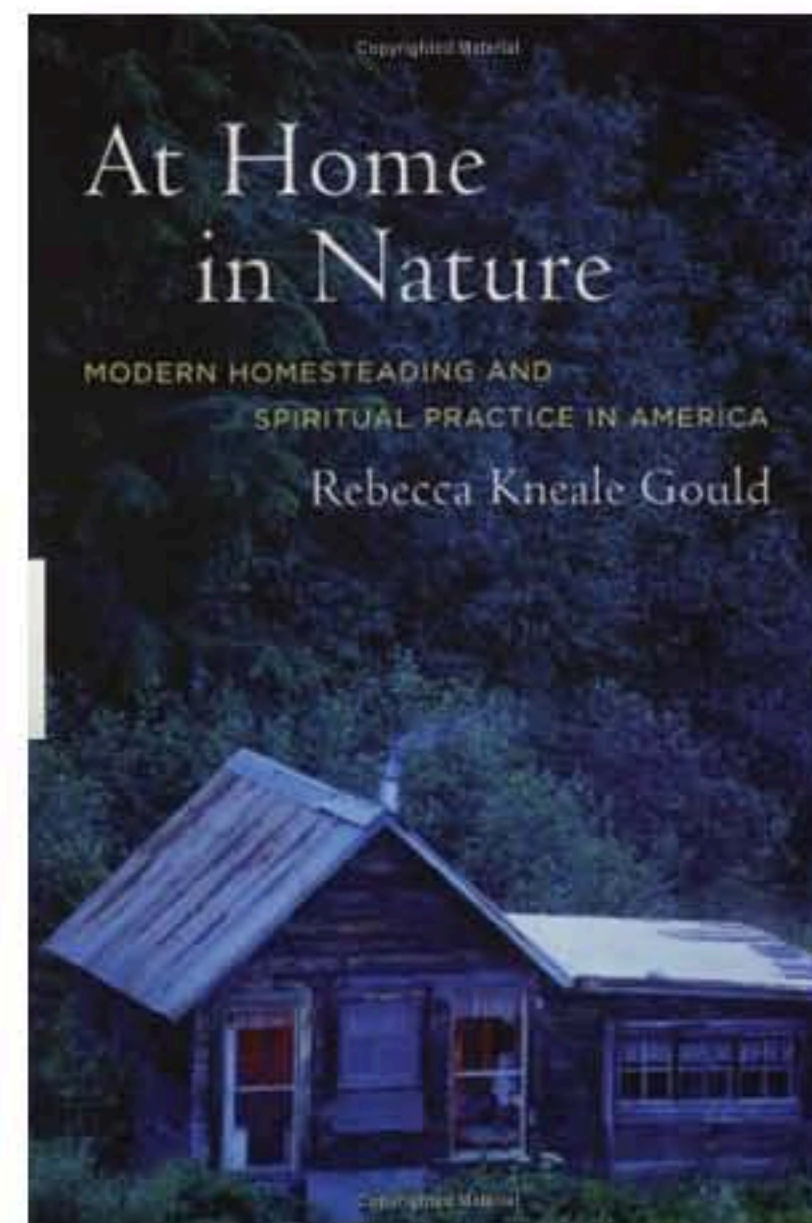
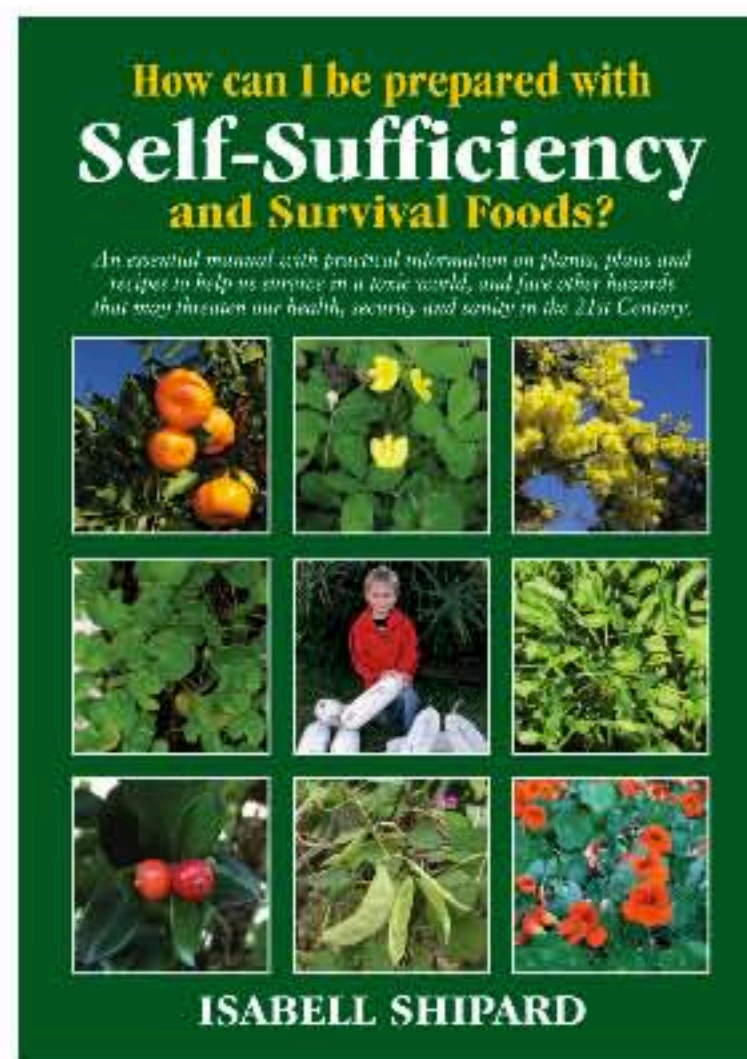
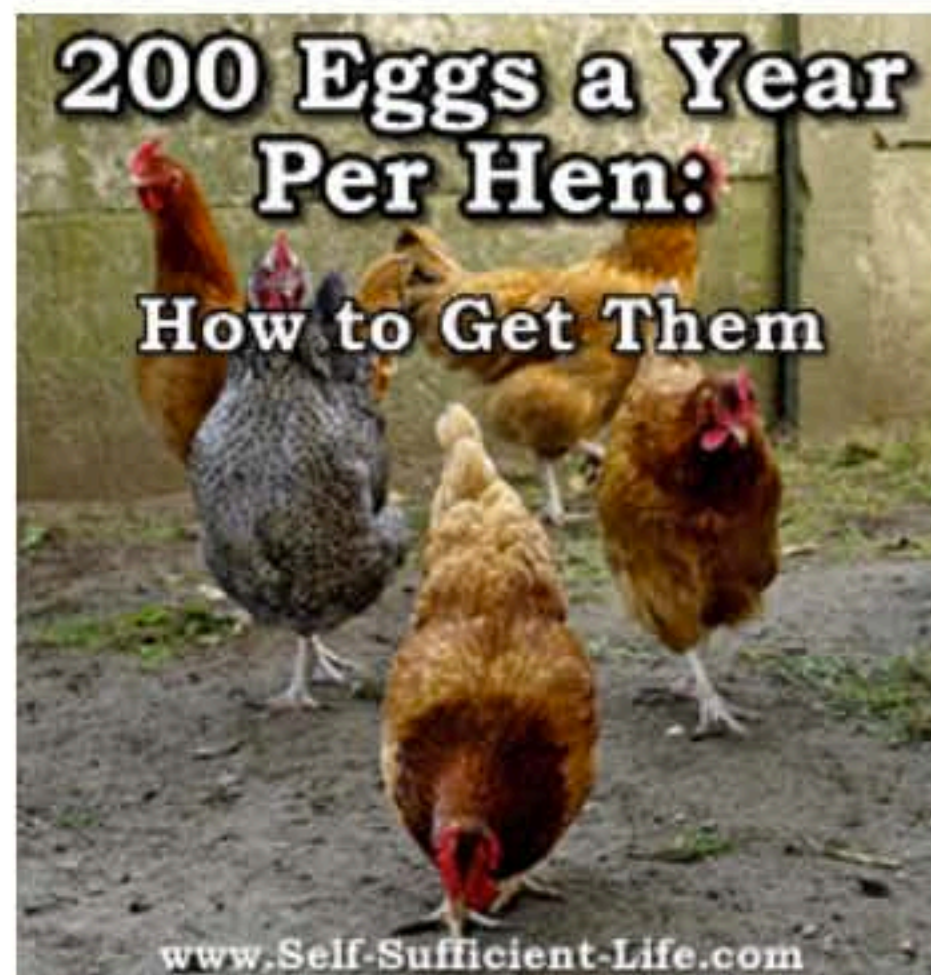
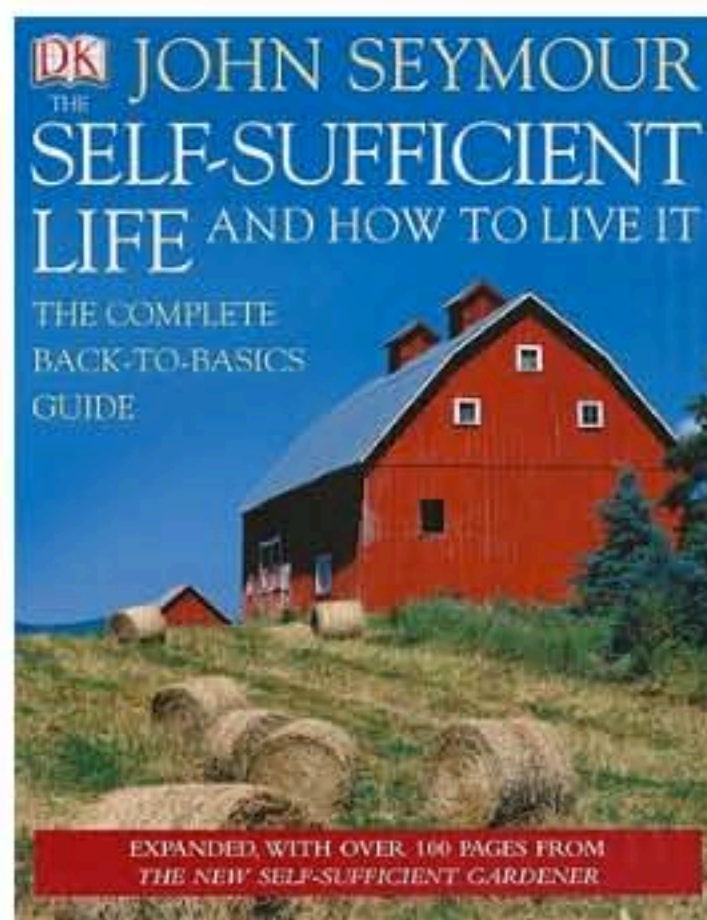
Michael F. Maniates*

"But now," says the Once-ler, "now that you're here, the word of the Lorax seems perfectly clear. **UNLESS** someone like you cares a whole awful lot, nothing is going to get better. It's not. **SO . . . catch!**" calls the Once-ler. He lets something fall. "It's a Truffula seed. It's the last one of all! You're in charge of the last of the Truffula seeds. And Truffula Trees are what everyone needs. Plant a new Truffula. Treat it with care. Give it clean water. And feed it fresh air. Grow a forest. Protect it from axes that hack. Then the Lorax and all of his friends may come back."

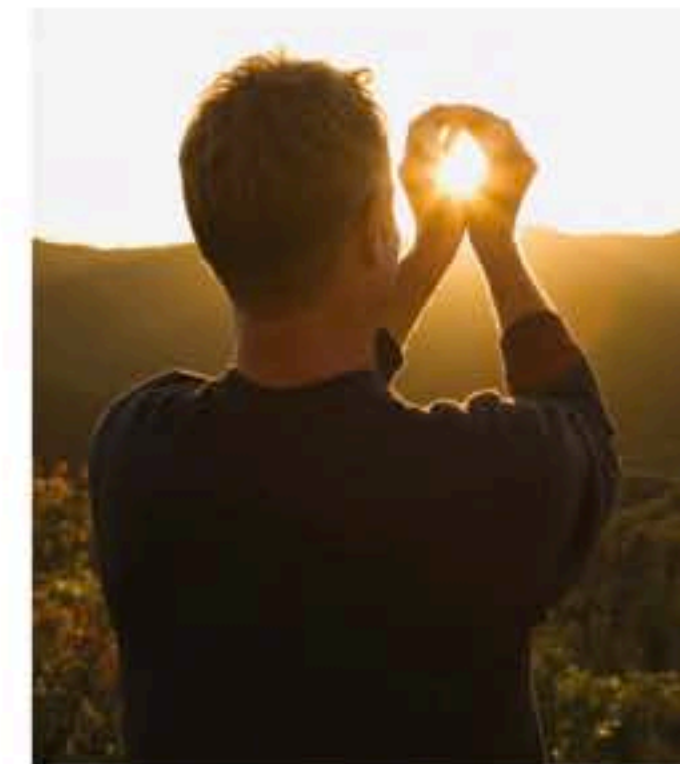
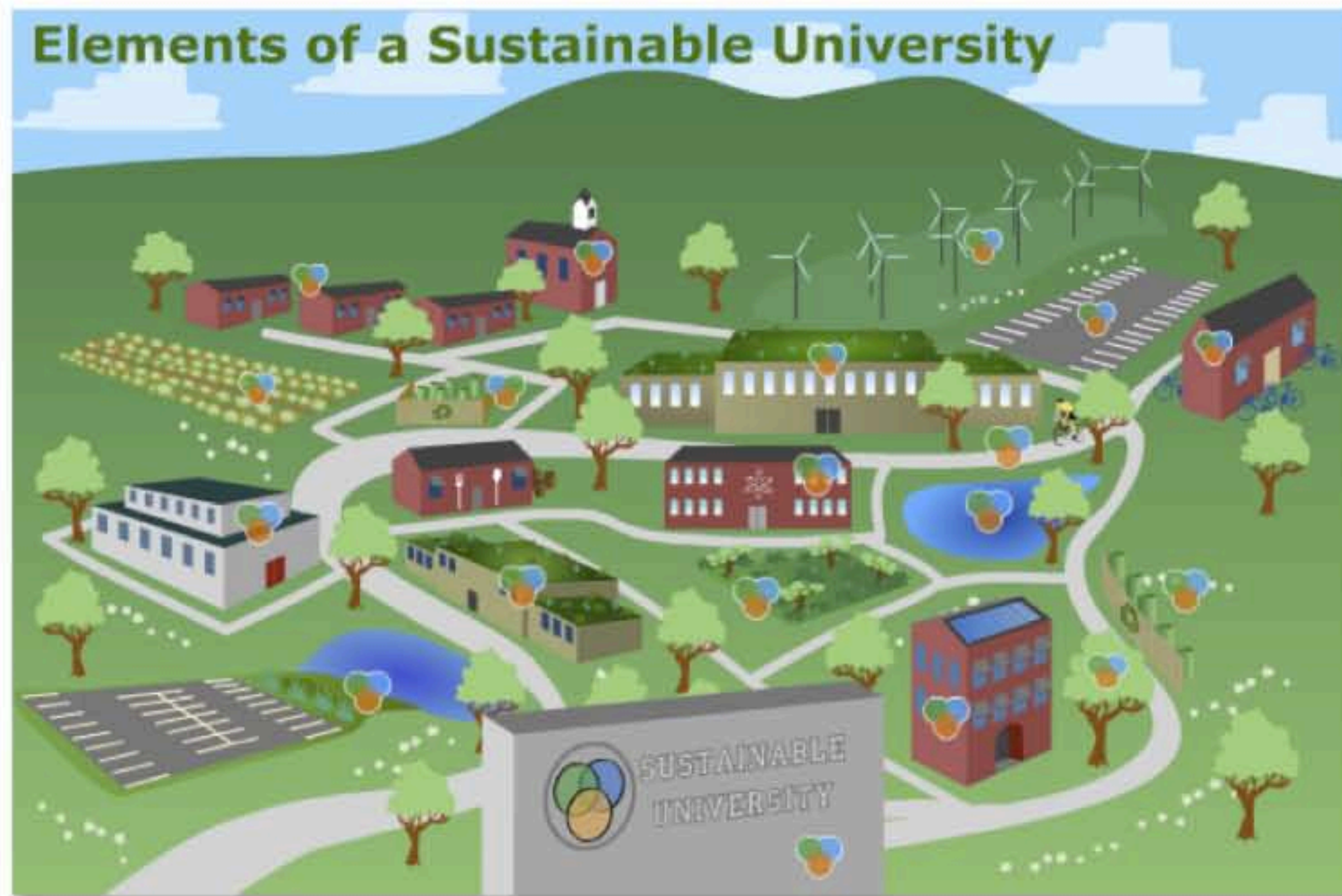
Dr. Seuss¹



Self-Sufficiency



Campus Islands



OSC shows that it is possible to build a net-zero urban high-rise building that uses only renewable energy produced on-site.

Cosmopolitan College Sustainability

Jim Proctor—Lewis & Clark



Utopian Islands

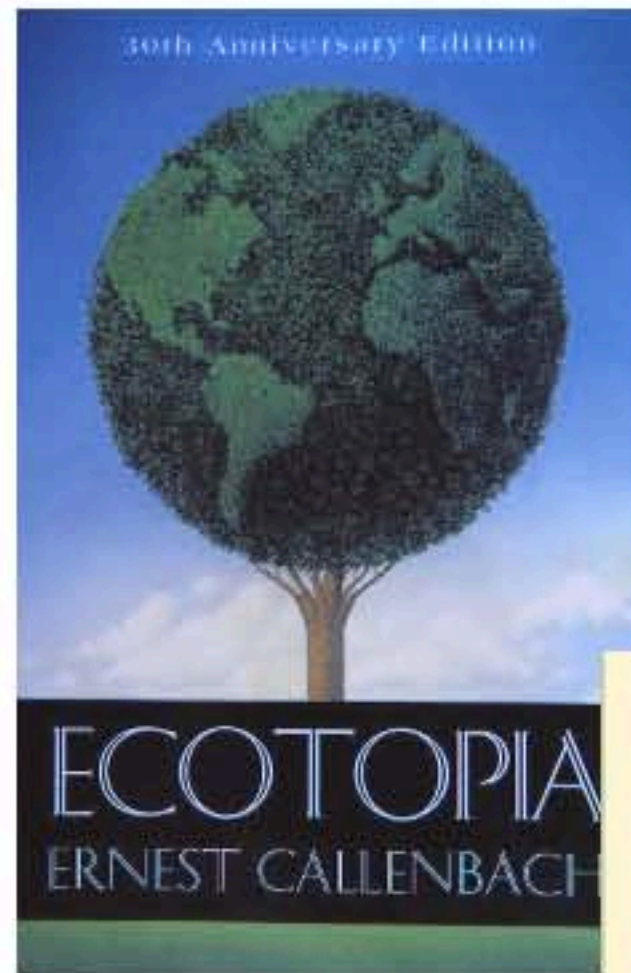


Agriculture is that which is so universally understood among them that no person, either man or woman, is ignorant of it; they are instructed in it from their childhood, partly by what they learn at school and partly by practice; they being led out often into the fields, about the town, where they not only see others at work, but are likewise exercised in it themselves. Besides agriculture, which is so common to them all, every man has some peculiar trade to which he applies himself, such as the manufacture of wool, or flax, masonry, smith's work, or carpenter's work; for there is no sort of trade that is not in great esteem among them.

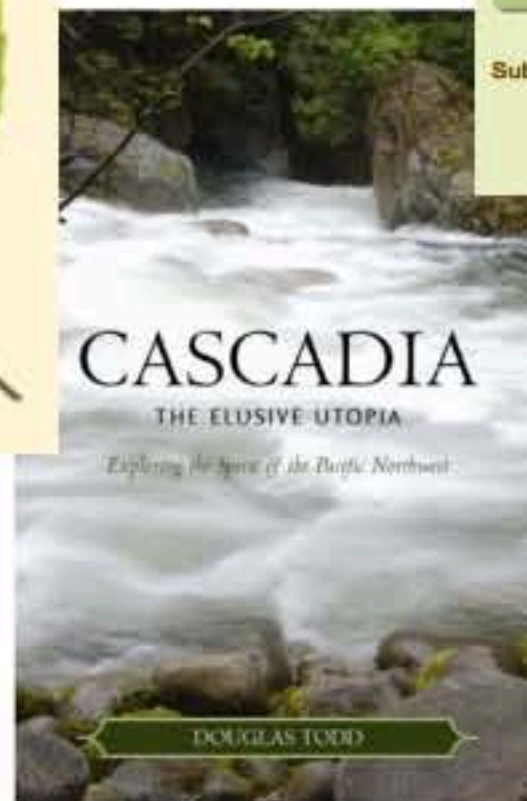
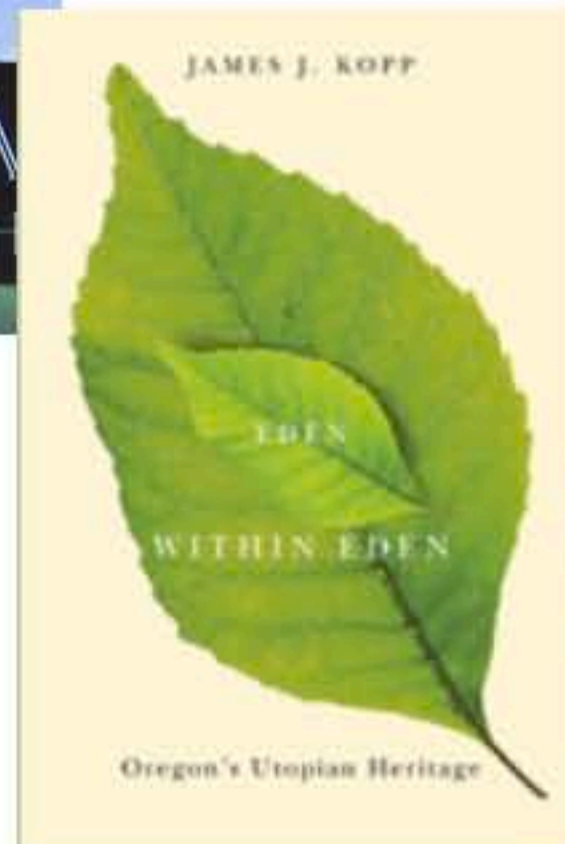
[T]hey do not wear themselves out with perpetual toil, from morning to night, as if they were beasts of burden, which, as it is indeed a heavy slavery, so it is everywhere the common course of life among all mechanics except the Utopians; but they dividing the day and night into twenty-four hours, appoint six of these for work; three of which are before dinner, and three after. They then sup, and at eight o'clock, counting from noon, go to bed and sleep eight hours. The rest of their time besides that taken up in work, eating and sleeping, is left to every man's discretion; yet they are not to abuse that interval to luxury and idleness, but must employ it in some proper exercise according to their various inclinations, which is for the most part reading.

Their buildings are good, and are so uniform that a whole side of a street looks like one house. The streets are twenty feet broad; there lie gardens behind all their houses; these are large but enclosed with buildings that on all hands face the streets; so that every house has both a door to the street, and a back door to the garden. Their doors have all two leaves, which, as they are easily opened, so they shut of their own accord; and there being no property among them, every man may freely enter into any house whatsoever. At every ten years' end they shift their houses by lots.

Ecotopia



Educational Center for Sustainable Communities
and Developing Ecovillage



[CLICK HERE TO CHECK OUT OUR
WEEKLY BLOG FOR UPDATES](#)

Support Lost Valley

Your **tax-deductible donations** can help our 501(c)(3) organization offer scholarships, expand our intern program and develop new strategies for a greener future.
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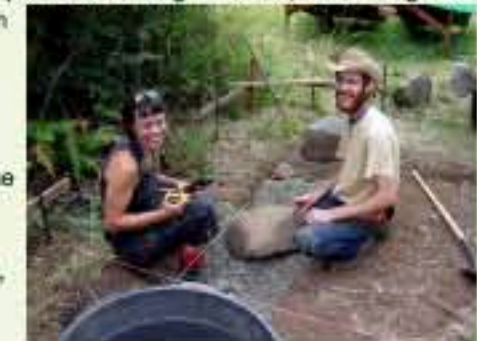
[What's New at LVEC](#)

Home

June Permaculture Design Certificate Course

This program examines what it means for human living to integrate ethically, holistically, and dynamically into natural ecosystems.

We teach a philosophy, a set of practical principles and a design method, and a range of techniques and tools. For many, the curriculum is an introduction to ecological systems thinking. You will experience a variety of formats, including lectures, discussions, and hands-on activities. You will be actively developing and installing gardens alongside the structures of the green building program. Successful course participation, including completion of the permaculture design project, earns you a Permaculture Design Certificate.



Students are encouraged to arrive at 6pm on Sunday for dinner and an orientation before classes begin on Monday at 8am. Class ends at 5pm on Friday; students are welcome to stay with us until Saturday for departure.

When June 13th, 2010 6:00 PM through July 16th, 2010 6:00 PM

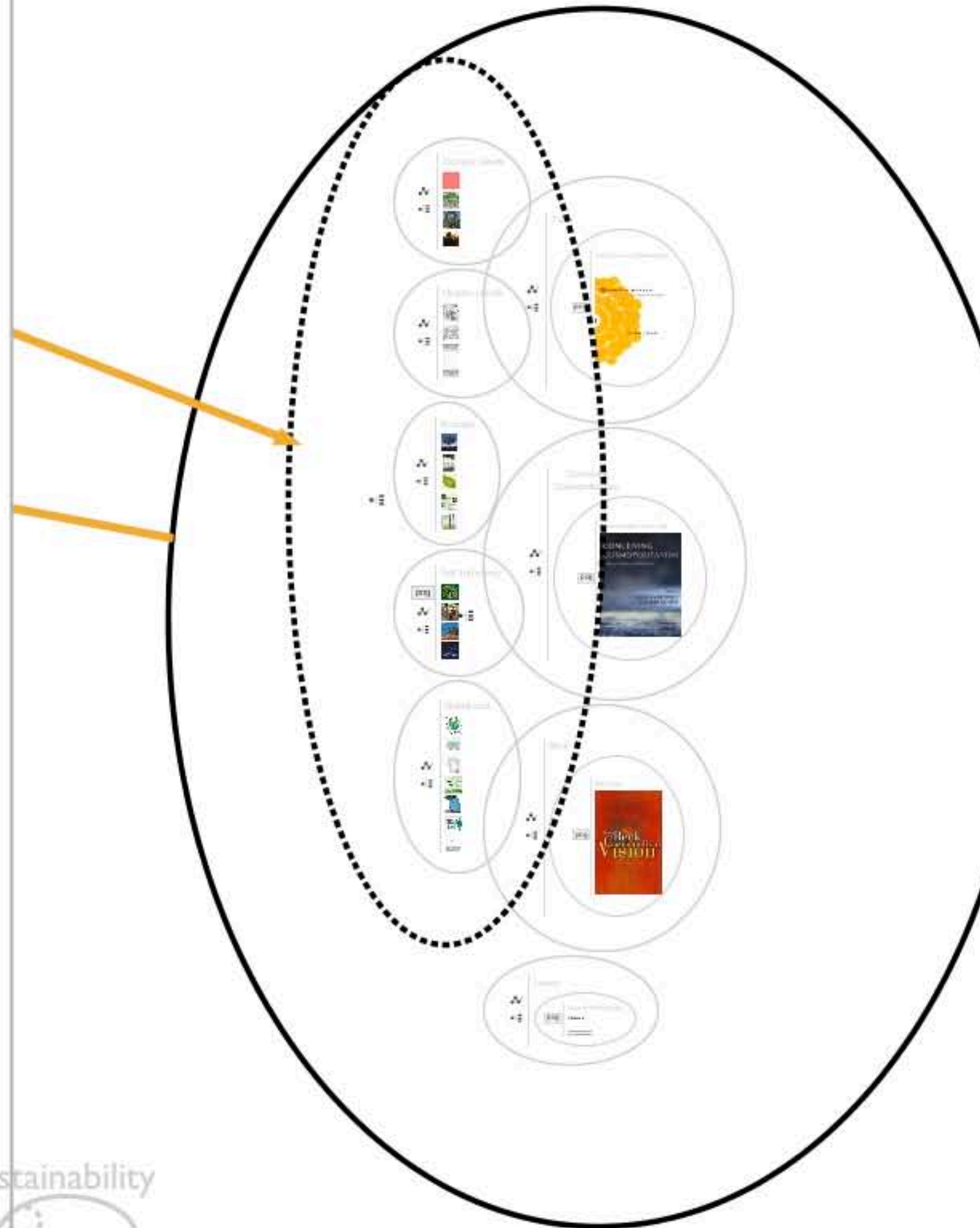
Location 81868 Lost Valley Lane
Dexter, OR 97431
United States

Contact Phone: (541) 937-3351 x112
Email: events@lostvalley.org

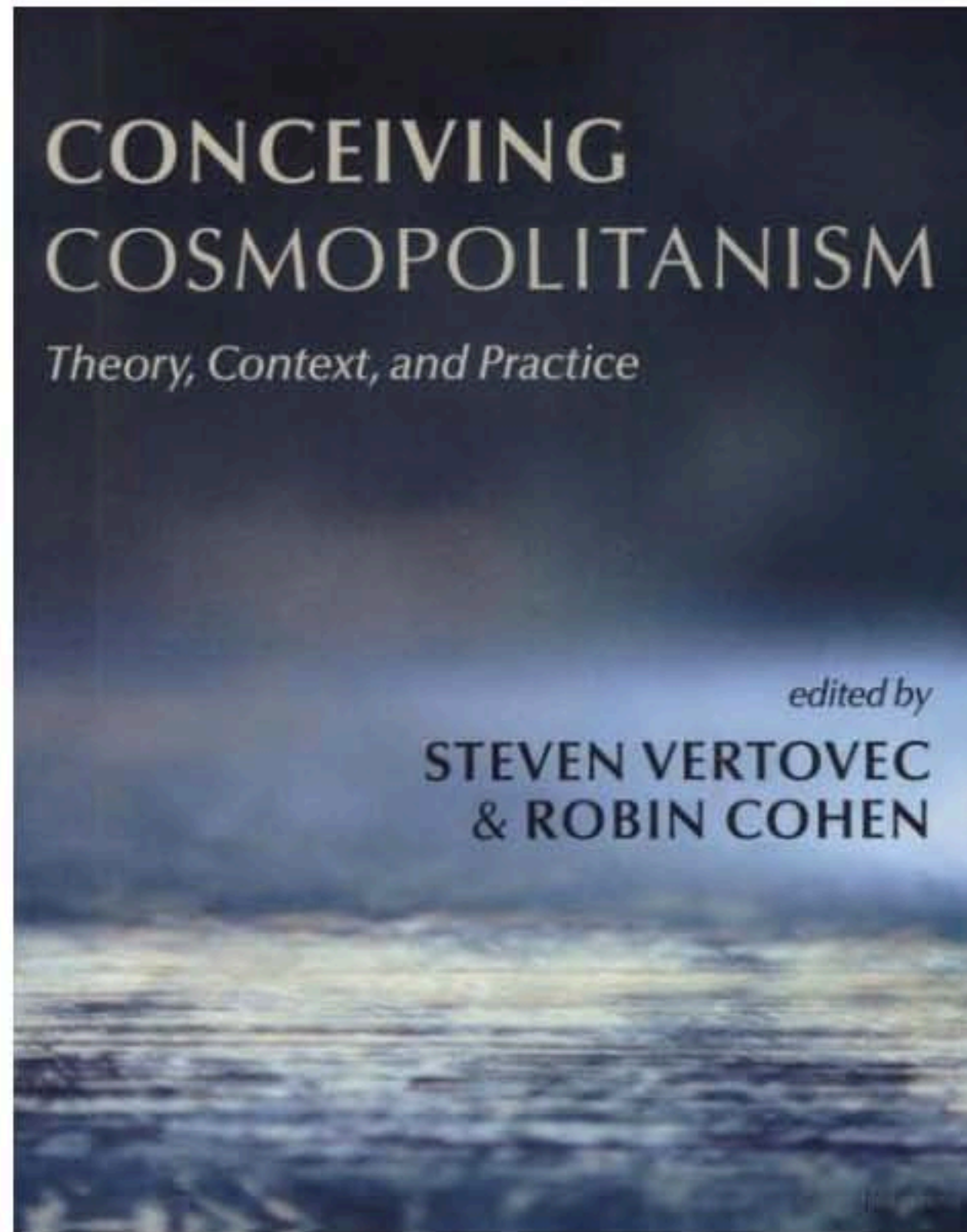
Event Fee(s)	Registration Fee	\$ 200.00
	Pay in Full - Registration Fee, Tuition, Lodging, and Meals. Price goes up to \$2175 after May 14, 2010	\$ 2,175.00



Worldview



Conceiving Cosmopolitanism

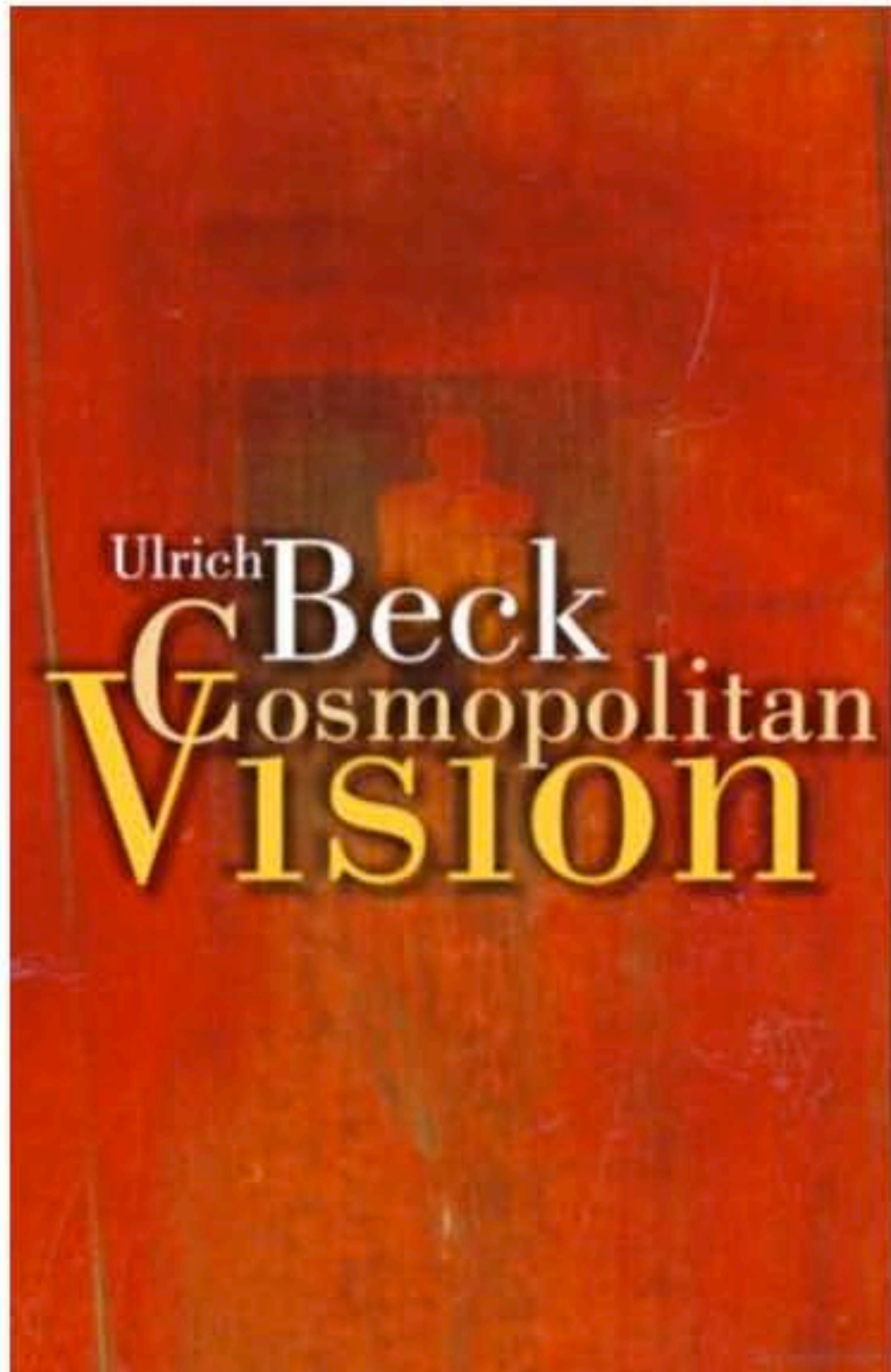


Cosmopolitanism can be conceived as

- A socio-cultural condition
- A kind of philosophy or world-view
- A political project towards building transnational institutions
- A political project for recognizing multiple identities
- An attitudinal or dispositional orientations; and/or
- A mode of practice or competence

"Introduction," p. 9





We can provisionally distinguish five interconnected constitutive principles of the cosmopolitan outlook:

1. The principle of *the experience of crisis in world society...*
 2. The principle of *recognition of cosmopolitan differences...*
 3. The principle of *cosmopolitan empathy...*
 4. The principle of the *impossibility of living in a world society without borders...*
 5. The *mélange principle...* that local, national, ethnic, religious and cosmopolitan cultures and traditions interpenetrate...
- cosmopolitanism without provincialism is empty, provisionalism without cosmopolitanism is blind (p. 7)



WHOSE COSMOS, WHICH COSMOPOLITICS?

Comments on the Peace Terms of Ulrich Beck

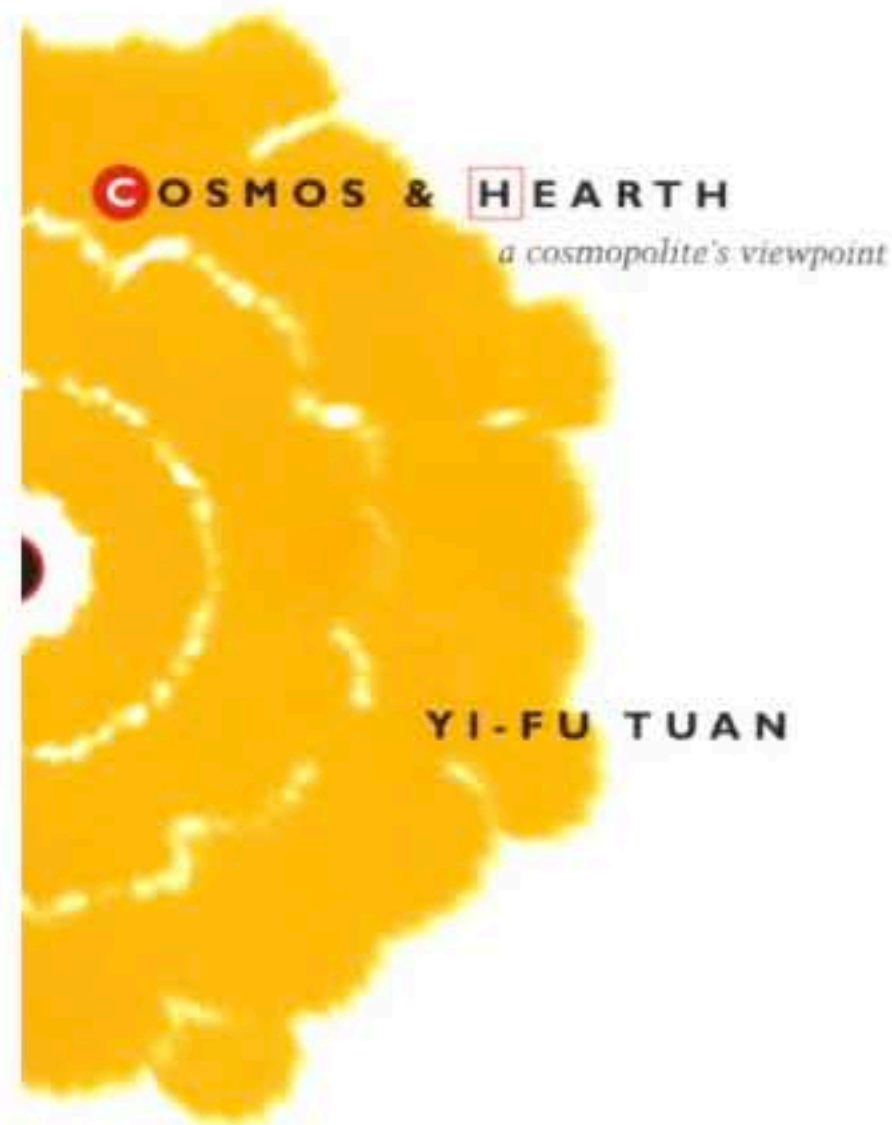
Bruno Latour

Blessed are the peacemakers. It is always nicer to read a peace proposal (like Ulrich Beck's) than a call for jihad (like Samuel Huntington's). Beck's robust and realist form of cosmopolitanism, expressed in the lead article of this symposium, is to be welcomed. On the other hand, peace proposals make sense only if the real extent of the conflicts they are supposed to settle is understood. A detached and,

For Beck...wars rage because human cultures have (and defend) differing views of the same world....But if cosmos is to mean anything, it must embrace, literally, everything—including all the vast numbers of nonhuman entities making humans act. William James's synonym for cosmos was pluriverse, a coinage that makes its awesome multiplicity clear....A common world is not something we come to recognize, as though it had always been here.... A common world, if there is going to be one, is something we will have to build, tooth and nail, together (pp. 454-5).



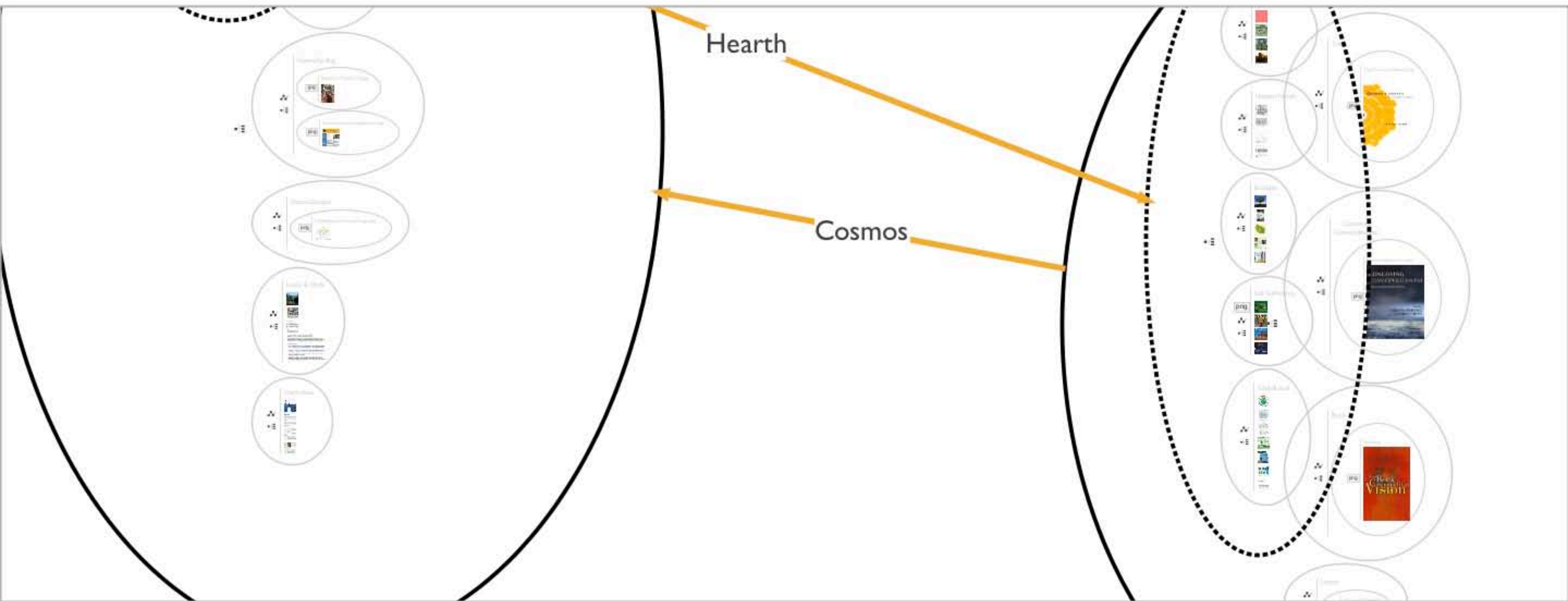
Tuan



"Cosmopolitan hearth" is a contradiction in terms and this fact, perhaps, defines our dilemma...that has always existed but that becomes more evident as we move from tradition to modern, then high modern (p. 187).

Singing together...melds us into one whole: we become...embedded in place. By contrast, thinking...threatens to isolate us from our immediate group and home....Thinking, however, yields a twofold gain: although it isolates us from our immediate group it can link us both seriously and playfully to the cosmos—to strangers in other places and times....A cosmopolite is one who considers the gain greater than the loss (p. 188).







The Earth Charter Initiative®

Values and Principles for a Sustainable Future



What is the Earth Charter?

The Earth Charter is a declaration of fundamental ethical principles for building a just, sustainable and peaceful global society in the 21st century. It seeks to inspire in all people a new sense of global interdependence and shared responsibility for the well-being of the whole human family, the greater community of life, and future generations. It is a vision of hope and a call to action.

The Earth Charter is centrally concerned with the transition to sustainable ways of living and sustainable human development. Ecological integrity is one major theme. However, the Earth Charter recognizes that the goals of ecological protection, the eradication of poverty, equitable economic development, respect for human rights, democracy, and peace are interdependent and indivisible. It provides, therefore, a new, inclusive, integrated ethical framework to guide the transition to a sustainable future.

Themes

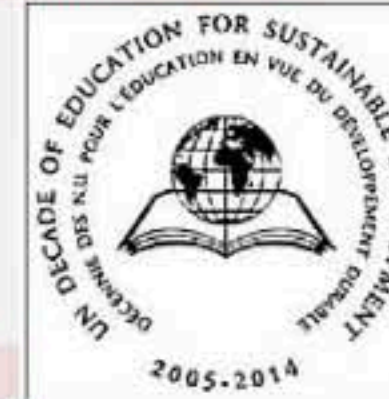
- › Sustainable Urbanization
- › Sustainable Consumption
- › Peace and Human Security
- › Rural Development
- › Cultural Diversity
- › Gender Equality
- › Health Promotion
- › Environment

Decade of ESD

Networks

- › Teacher-Education
- › Background
- › Members
- › Publications

Education for sustainable development (ESD)



Sustainable development is seeking to meet the needs of the present without compromising those of future generations. We have to learn our way out of current social and environmental problems and learn to live sustainably.

Sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc.

DESD logo

Education for sustainable development aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions.

The **United Nations Decade of Education for Sustainable Development (2005-2014)**, for which UNESCO is the lead agency, seeks to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st century.

Themes

- › Sustainable Urbanization
- › Sustainable Consumption
- › Peace and Human Security
- › Rural Development
- › Cultural Diversity
- › **Gender Equality**
- › Health Promotion
- › Environment

Decade of ESD

Networks

- › Teacher-Education
- › Background
- › Members
- › Publications

Gender Equality



©UNESCO/Forbes, Inez

The pursuit of gender equality is central to sustainable development where each member of society respects others and plays a role in which they can fulfil their potential. The broader goal of gender equality is a societal one to which education and all other social institutions, must contribute.

Discrimination based on sex is often structurally embedded. In many societies women bear the major burden of responsibility for food production and child-rearing, they are excluded from family and community decisions affecting them, and they have little or no access to the means of income generation.

Gender issues must therefore be mainstreamed throughout educational planning – from infrastructure planning to material development to pedagogical processes. The full and equal engagement of women is crucial to ensuring a sustainable future.





Welcome to STARS - a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

1. Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

- the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and
- the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.

2. Thus the interconnectedness and interdependence of the social, environmental, and economic components of sustainability are included throughout *Our Common Future*. The Brundtland Commission writes, "Our inability to promote the common interest in sustainable development is often a product of the relative neglect of economic and social justice." The report continues, "A world in which poverty and inequity are endemic will always be prone to ecological and other crises. Sustainable development requires meeting the basic needs of all and extending to all the opportunity to satisfy their aspirations for a better life."

To further advance the principles of sustainability, the Brundtland Commission called for a "universal declaration" of norms to promote sustainable development. This goal was realized with the Earth Charter, a "global consensus statement on ethics and values for a sustainable future." Developed over a period of ten years, the Earth Charter has been formally endorsed by many organizations. The Earth Charter reflects the Brundtland Commission's understanding of the environmental welfare, and economic security.

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. Institutions will specify the boundary for included data in the institutional information section of the reporting tool. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the notes accompanying the submitted data.

Education & Research
Co-Curricular Education
Curriculum
Research

Operations
Buildings
Climate
Dining Services
Energy
Grounds
Purchasing
Transportation
Waste
Water

Planning, Administration & Engagement
Coordination and Planning
Diversity and Affordability
Human Resources
Investment
Public Engagement

Innovation



Sustainability at Lewis & Clark



Traffic in Nairobi, Kenya, one stayover point for students in our East Africa overseas program. Nairobi faces challenges ranging from air pollution to ethnic strife, none of which can be solved in isolation. Our participating students learn how sustainable solutions involve far more than, in this case, greening the Nairobi landscape.



About Sustainability

Like many college campuses, Lewis & Clark is committed to sustainability. But sustainability is a big challenge, both in theory and in practice. What we offer is a broader way of thinking and acting sustainably, and we invite you to join us in asking—and answering—a number of important but vexing questions, such as:

- What sorts of things do we want to sustain for future generations of humans and nonhumans? What sorts of things call for transformation vs. sustaining?
- Can a college campus really claim to be sustainable if its surrounding community and region aren't? Don't our connections and dependencies stretch beyond campus boundaries?
- If we all reduce our carbon footprint or recycle our waste, will we then be living sustainably, or does sustainability demand more than these important actions?

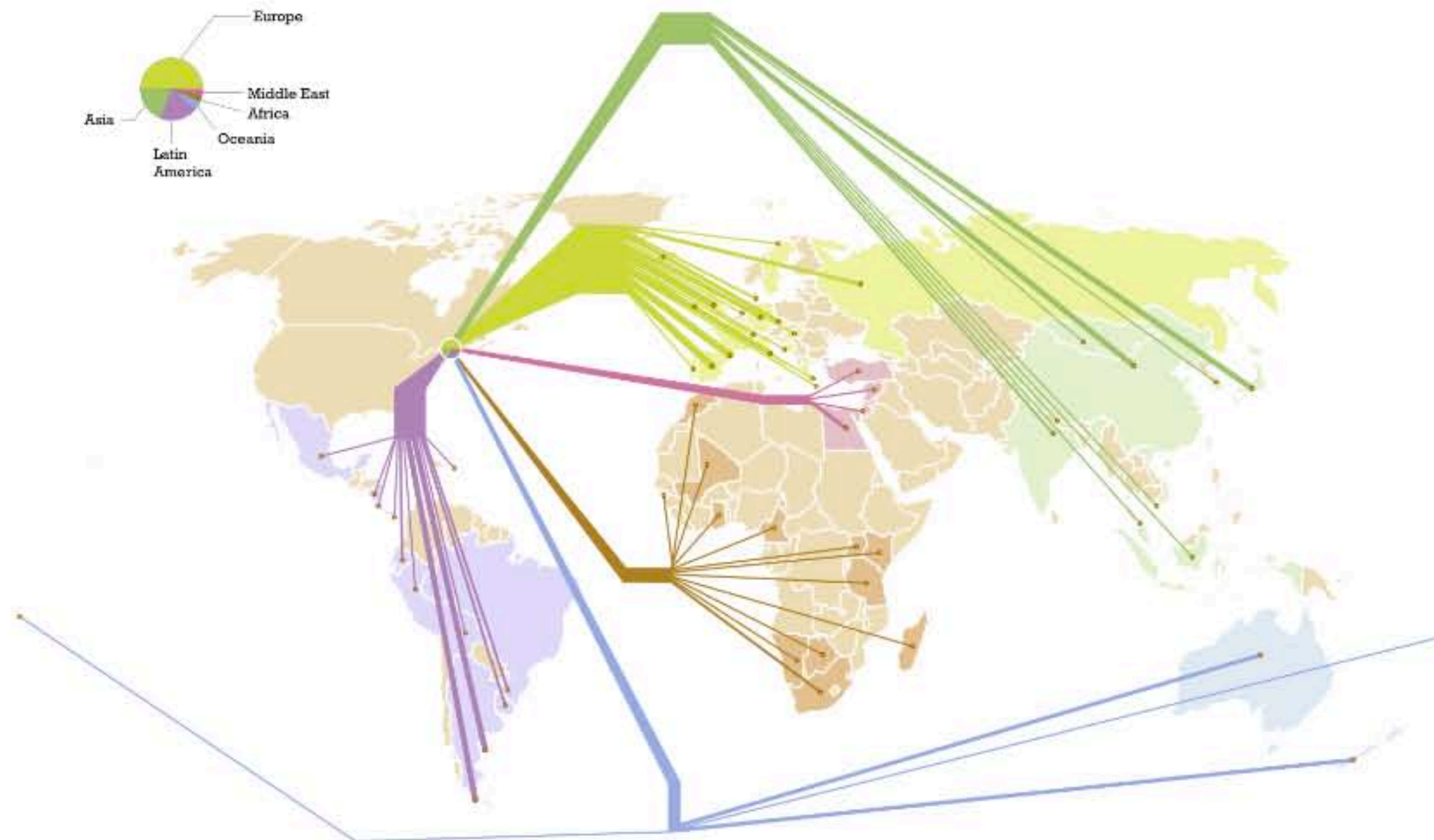
Larger Initiatives in Sustainability

Sustainability at Lewis & Clark is not limited to our campus boundaries: we also actively participate in sustainability at regional to global scales. Below is a partial list of related initiatives and organizations for which Lewis & Clark College has a formal partnership, our students participate via internships, and/or there is regular inclusion in the student curriculum.

- **City of Portland Office of Planning & Sustainability:** Portland is routinely considered the **most sustainable city in the US**, and their Office of Planning and Sustainability serves as a key resource for our students interested in urban applications.
- **Coalition for a Liveable Future:** Lewis & Clark's **Environmental Studies Program** is a member of CLF, which unites over one hundred Portland-area environmental, social justice, planning, job growth, transportation, and other organizations to promote healthy and sustainable communities.
- **Earth Charter Initiative:** An international coalition advocating the Earth Charter, a declaration of fundamental ethical principles for building a just, sustainable and peaceful global society. Our students routinely discuss and debate the Earth Charter as a model for sustainability worldwide.



CosmoCampus



where

on earth?

Each year, Middlebury Juniors go study in more than 60 countries in the world. 1,800 students from 70 majors went abroad from 2006 to 2009.

Cosmopolitan College Sustainability

Jim Proctor—Lewis & Clark



exit



Community Cycling Center

The bicycle is a tool for empowerment and a vehicle for change

Home

- Understanding Barri...
- I ride
- Programs for Youth
- Programs for Adults
- Bike Shop
- Volunteers
- Support Us
- About Us
- Contact Us

Get Directions
to our Shop & Office

Stay Informed
Sign up for our monthly e-Newsletters
Follow us on Twitter

DONATE NOW
SECURE DONATIONS
BY GROUNDSPRING.ORG

Google Custom Search
Search

Our Mission

The Community Cycling Center, founded in 1994, broadens access to bicycling and its benefits through our hands-on programs, volunteer projects, and neighborhood bike shop.

Get Involved

Ride With Us

Bike Camp is the best way to spend a summer vacation. We've got great adventures planned. [Sign Up today»](#)

Wrench With Us

Our maintenance classes are designed to build skills and confidence in a hands-on, supportive environment. [Register now»](#)

Get Involved

Volunteers help with everything from our bicycle programs to special projects to outreach events. [Share your skills »](#)

Give a Gift

With your support we will help more people gain access to bicycles and their benefits. [Donate today »](#)

Happenings

Riding with the James John Bike Club: Part One

May 19th, 2010
For the past several weeks, I have been volunteering with the Bike Club at James John Elementary in St. John's. Along with lead instructors Kim and... [Read more »](#)

Spots still available in our Advanced Bike Maintenance Class beginning June 7th

May 18th, 2010
Did you race or ride your bicycle in the terrible weather this winter? Have you let your road bike sit unused all season? Get your bike summer-read... [Read more »](#)

Volunteer Spotlight: Joel Schneier

May 11th, 2010




Bikes for the World

Cosmopolitan College Sustainability:
Self-Sufficiency vs. Interdependence

Jim Proctor, Lewis & Clark College
Understanding Sustainability Conference
Portland State University, May 2010

