Suggested Course Structures

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These are suggested structures for teaching a pollution prevention module or course during one or more 50-minute class periods. Class periods do not need to be consecutive.

Single-Session Introduction


Lecture: Introduce concept, policy, and history (35 minutes), show how pollution prevention relates to one or two selected topics in the course (15 minutes).

Assignment: “Apply pollution prevention concepts to other topics covered in this course.”

Two-Session Introduction

CLASS 1

• Reading: Wise (1993 [key doc.]) and/or an introductory article from EPA Journal (1993 [key doc.])

• Session: Introduce concept, policy, and history; show how pollution prevention relates to other topics in the course.

• Assignment: “Apply pollution prevention concepts to other topics covered in this course.”

CLASS 2

• Reading: Curran (1993, [key doc.]) and an implementation-oriented article from EPA Journal (1993[ key doc.])

• Session: Conduct discussion of LCA and P2; introduce management of P2 by business, government, and individuals/society; discuss examples of P2 (if time permits).

One-Week Module

CLASS 1

• Reading: Overview reading such as Wise (1993 [key doc.]) and/or EPA Journal (1993 [key doc.]).

• Session: Introduce P2 concept, policy, and history and provide issues for consideration.

• Assignment: Critical thinking questions.

CLASS 2

• Reading: Curran (1993 [key doc.]) and Smith et al. (1992 [key doc.]).

• Session: Introduce the concept and controversies of LCA; introduce management of P2 by business.

• Assignment: Application of P2 and LCA principles to other topics in the course.

CLASS 3

• Reading: Topic-oriented reading from Section IV of the Resource List or Bibliographic Teaching Outline.

• Session: Introduce management of P2 by government and individuals; show P2 and LCA case study or examples.

CLASS 4

• Session: (optional discussion session) Conduct a “mini-LCA” for a specific product system, such as a topic already mentioned in the course. (See Section IV of the Bibliographic Teaching Outline for topics.)
Two-Week Module

CLASS 1
• **Session**: Introduce P2 concept, history, and policy, and show relationship to other topics or disciplines.
• **Assignment**: Study questions.

CLASS 2
• **Reading**: See Outline Section III.A.
• **Session**: Introduce LCA framework and issues.
• **Assignment**: “Find P2 opportunities at each lifecycle stage.”

CLASS 3
• **Reading**: Curran (1993 [key doc.]).
• **Session**: Cover follow-up topics (and/or discussion) of LCA and P2; introduce management of P2 by business and give an example.
• **Assignment**: “Describe a specific example of a business P2 activity. What makes it different from other business environmental management activities?”

CLASS 4
• **Reading**: *EPA Journal* (1993 [key doc.]) or something from Section III.B.
• **Session**: Introduce management of P2 in government and describe an example.
• **Assignment**: “Describe a personal P2 activity and discuss why or why not it is easy to implement.”

DISCUSSION SECTION
Conduct a “mini” life-cycle assessment for a specific product system. (See Outline Section IV for topics.)

CLASS 5
• **Reading**: Jamieson and VanderWerf (1993 [key doc.]) or something from Section III.C.
• **Session**: Conduct follow-up of discussion; introduce P2 management by individuals and society; and give brief individuals and society P2 example.
• **Assignment**: Prepare to take test or give report.

CLASS 6
• **Session**: Conduct an in-depth examination of life cycle impacts, P2 opportunities, and societal roles for one or two topics. Possible test or report.

Half-Semester Module
Assign Hirschhorn and Oldenburg (1991) as a general text; see other modules above and the Bibliographic Teaching Outline for specific readings and assignments as needed.

WEEK 1
Cover human-environment impacts and sustainability; examine the definition and concept of P2 and its history.

WEEK 2
Examine P2 policy, both enactment and implementation; show P2’s application to different disciplines/fields; and introduce LCA concept compared with other systems analysis tools.

WEEK 3
Examine LCA framework and controversial issues; describe management of P2 in business.

WEEK 4
Show business P2 example(s); describe government management of P2; show government P2 example(s); describe individual and societal management of P2 and show example(s).

WEEK 5
Explore Topic #1 and initiate student projects.

WEEK 6
In-depth examination of one or more P2/LCA applications. (For topics, see Outline Section IV.)

WEEK 7
Exploration Topic #2.

WEEK 8
Presentations and/or exam and wrap-up.
POTENTIAL EXPLORATION TOPICS

– P2 and federal, state, or local policy
– Global P2 and sustainability
– Relationship of P2 and LCA to an environmental issue
– In-depth examination of a P2 initiative
– P2/LCA examples/opportunities at the grocery store
– P2/LCA examples/opportunities at home
– P2/LCA examples/opportunities at one’s school
– Relation of P2 to a specific discipline or field
– Comparison of P2 with preventive medicine
– The history and/or literature of P2
– P2 and “futuring”
– LCA, P2, and current social issues
– Ethical implications of P2 and LCA