REGIS UNIVERSITY
COLLEGE FOR PROFESSIONAL STUDIES
MASTER OF ARTS PROGRAM

MASO 610
SUSTAINABILITY
Preliminary
Classroom Course Syllabus

COURSE DESCRIPTION

Focus in this course is on the question ‘what is sustainability’, using three measures of sustainability: ecology (environment), ethics and economy. Under this broad concept, students will have the opportunity to research and apply information in their specific area of interest, which may include one of the following: values, culture, earth stewardship, health, family and community, agriculture, economics, sustainable business, communication, politics, social justice, and education.

PREREQUISITES

NONE.

COURSE OUTCOMES

• Devise an understanding and definition of sustainability, specifically in your area of interest and emphasis.
• Synthesize
• Create a framework to explore personal and collective.
• Synthesize concepts into a personal perspective on the question: “How do we survive and flourish on Plant Earth?”

COMMUNICATION AND ATTENDANCE EXPECTATIONS

Classroom: This course is designed as a variable term course. Attendance at all scheduled class sessions is required. (For Guided Independent Study please contact the MA administrative assistant Mary Jo Coe, mcoe@regis.edu or 303-459-4961 for Independent Study syllabus).
MATERIALS OF INSTRUCTION

REQUIRED TEXTS:


Article:


Films and Documentaries

- An Inconvenient Truth
- Who Killed the Electric Car
- Fighting Goliath
- Plant Earth
- Blue Planet
- More choices at http://www.ecofootage.com/educational-video

WEB SOURCES:

http://www.ethicsweb.ca/resources/professional/codes-of-ethics.html

http://www.sustainability.org

http://www.sustainability.com

http://www.epa.gov/Sustainability

http://www.rmi.org

http://www.carbonfootprint.com/

http://www.wri.org

http://www.wbcsd.ch

http://www.worldchanging.com/about/

http://www.millenniumassessment.org/en/Index.asp212983
OPTIONAL SUPPLEMENTAL READING (the short list)

- An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do About It, Al Gore, Rodale Books
- Cradle to Cradle, William McDonough and Michael Brungart, North Point Press, 2002
- Field Notes from a Catastrophe: Man, Nature, and Climate Change (Paperback), Elizabeth Kolbert, Bloomsbury USA; First Edition, 2006
- The Diversity of Life (Questions of Science), Edward O. Wilson, Belknap Press, 1992

COURSE REQUIREMENTS

READINGS: (to be done before class sessions)
Week 1- September 13 and 14, 2008

Week 2- October 11 and 12, 2008

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Day one</th>
<th>Day two</th>
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<tbody>
<tr>
<td>9:00:</td>
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<td>12:00:</td>
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<tr>
<td>Introduction to the Course</td>
<td>Systems Thinking for</td>
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<tr>
<td>What is sustainability</td>
<td>Sustainability</td>
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<tr>
<td>Ecology 101</td>
<td>Group Project</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
</tr>
</tbody>
</table>
1:00: Ecology 101  
2:00: Economic of Ecology  
3:00:  
4:00: Learning Fable  
5:00: End of session  

1:00: Group Project  
2:00: Ethics of ecology  
3:00:  
4:00: Small Group Discussions  
5:00: End of session  

**Day three**  
9:00: Storytelling  
10:00: Presentations  
11:00: Presentations  
12:00: Lunch  
1:00: World Cafe  
2:00: for Sustainability  
3:00:  
4:00: Nature Walk on Campus  
5:00: End of Session  

**Day four**  
9:00: What is sustainability #2  
10:00: Small Group Activity  
11:00:  
12:00: Lunch  
1:00: What will be Tipping  
2:00: Point?  
3:00: Personal Reflection  
4:00: Call to Action/Lessons  
5:00: End of Class  

**ASSIGNMENTS**  
Pre assignment: send an email to Pat Greer with the answer to the following question: “Why are you taking this course and what do you want out of the course? This is due by September 7 and will assist with any last minute changes in the format to accommodate the students’ interests and areas of emphasis.  

**First Assignment: An Ethical Issue in your focus of interest or emphasis:**  
Maximum of 7 pages of text, due September 27, 2008  
Write an analytical paper on the following questions, “Do businesses, education, governments, NGOs and humans have an economic, ethical and ecological responsibility to the community and to the environment? If the answer is yes, articulate why and specifically what these responsibilities are. If the answer is no, articulate what responsibilities these areas have, if any.  

**Second Assignment: A presentation on your sustainability interest or emphasis:**  
Maximum of 20 minutes, due October 11, 2008  
Up to 20 minute presentation on sustainability in your focus of focus and interest. This will be an informational presentation. The use of PowerPoint, handouts, posters or other items appropriate to your topic are required.  

**Third Assignment:**  
Maximum of 3 pages, due October 11, 2008  
Between weekend 1 and 2, take a field trip of your choice to the Butterfly Pavilion, the Denver Zoo, the xeric garden at Denver Water, a drive up I 70 to Vail, observing the changes in the ecosystem, the Botanic Gardens, the San Diego Zoo (which is a
combination zoological and botanic gardens), a hike in Pawnee Grasslands, a snorkeling trip to Baja—you get the drift. After the field trip, write a paper up to 3 pages of text evaluating, defending or discussing the following quote by Henry David Thoreau “in Wilderness is the preservation of the world”. Pictures, drawings and other types of art may be included.

**Fourth Assignment**
Maximum of 5 pages, due October 1, 2008
View and analyze a video or documentary on your area of interest or emphasis. Prepare a critical thinking analysis of the video, which includes a discussion of the information in the documentary, how the data was gathered, what additional information that you feel is needed for the ‘entire’ story, and what your conclusion is after viewing the video and researching the topic. A partial list of videos and documentaries is available; others may be used upon request.

**Fifth Assignment: Conclusion of the course**
Maximum of 10 pages of text, due October 24, 2008
Analyze and evaluate ‘what are the best ways for human beings to live and flourish within the biosphere that is our only home, given the triple bottom line; economic, ecological and ethical.

**GRADING CRITERIA/PERCENTAGES**

*Note: Late papers receive a half letter grade reduction.*

<table>
<thead>
<tr>
<th>Assignment One</th>
<th>25 points</th>
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<tbody>
<tr>
<td>Assignment Two</td>
<td>25 points</td>
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<tr>
<td>Assignment Three</td>
<td>50 points</td>
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<tr>
<td>Assignment Four</td>
<td>50 points</td>
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<tr>
<td>Assignment Five</td>
<td>100 points</td>
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<tr>
<td>Attendance, Group Participation and class participation</td>
<td>50 points</td>
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300 points total

**WEB APA RESOURCES**
JESUIT EDUCATION: REGIS UNIVERSITY MISSION STATEMENT

Regis University educates men and women of all ages to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices.

We seek to provide value-centered undergraduate and graduate education, as well as to strengthen commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning, and personal development. Consistent with Judeo-Christina principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values, and a just existence. Throughout this process, we examine and attempt to answer the fundamental question “How ought we to live”?

REGIS’ NINE UNIVERSITY-WIDE LEARNER OUTCOMES

<table>
<thead>
<tr>
<th>Knowledge-based</th>
<th>Knowledge of a discipline or content area</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge of diverse cultures, perspectives, and belief systems</td>
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<td></td>
<td>Knowledge of arts, sciences, and humanities</td>
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<tr>
<td>Skill-based</td>
<td>Ability to think critically</td>
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<td></td>
<td>Ability to communicate effectively</td>
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<td></td>
<td>Ability to use contemporary technology</td>
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<tr>
<td>Value-based</td>
<td>Commitment to ethical and social responsibility</td>
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<tr>
<td></td>
<td>Commitment to leadership and service to others</td>
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<tr>
<td></td>
<td>Commitment to learning as a lifelong endeavor</td>
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CONDUCT

SPS Graduate Programs’ students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly in online and other courses. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that
distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the Regis University Student Code of Conduct.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

PLAGIARISM

Plagiarism is defined as presenting as one’s own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

EQUAL ACCESS AND DISABILITY SERVICES

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University’s educational programs and activities.

Eligibility
To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.
Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

DIVERSITY

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

WRITING ASSISTANCE – SMARTHINKING

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through ™SMARTHINKING. The tutoring year begins on March 8 of the current year. To register for ™SMARTHINKING, access INsite at https://insite.regis.edu, login using your RegisNet Username and Password. Select ™SMARTHINKING.

REGIS NET

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, ™SMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (http://insite.regis.edu/). Select “RegisNET Account”. You will be required to post either your social security number or student ID.

DAYTON MEMORIAL LIBRARY

The Dayton Memorial Library can be accessed http://www.regis.edu/library.htm website. The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

PRIVACY STATEMENT

An integral component of the MA Program courses is student and facilitator/instructor self-disclosure and the use of personal experiences for the purpose of facilitating
coursework. Each student is expected to honor confidentiality as it pertains to student disclosure. No shared information, comments, or opinions expressed by another student or facilitator/instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

GRADING SCALE

Regis University School for Professional Studies, Graduate Programs, uses the following grading system.

A  =  4.00 Outstanding Scholarship
A- =  3.67
B+ =  3.33
B  =  3.00 Satisfactory
B- =  2.67
C+=  2.33
C  =  2.00 Unsatisfactory
C- =  1.67
D+ =  1.33
D  =  1.00 Unsatisfactory
D- =  0.67
F  =   0.00 Failure (no credit)
### Content and Organization - 70%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of Performance</th>
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</table>
| **A** | The writer completes the task set by the assignment, and the paper is excellent in nearly all respects. It exhibits the following characteristics:  
- well argued;  
- well organized;  
- clear thesis;  
- contains well-developed content that is specific, accurate, interesting, and appropriate;  
- demonstrates the author’s ability to produce and synthesize complex ideas;  
- contains logical connectors and transitions which contribute to a fluent style. |
| **B** | Shares most of the characteristics of the "A" paper. The reasoning is logical, and the content is effectively organized into coherent units. Areas of weakness may be:  
- less careful reasoning than found in the "A" paper;  
- minor problems in paragraphing and/or organization. |
| **C** | The writer has come to terms with the basic task of the assignment, and the paper is generally competent. The organization is sufficiently clear that the reader can move with relative ease through the discourse. The paper, however, has problems in one or more of the following areas:  
- it may have a weak thesis;  
- the development of minor points may be weak, but the writer provides evidence of the ability to support key ideas;  
- connectors and transitions may be lacking or illogical. |
| **D** | The writer shows difficulty managing the task of the assignment in some significant way. For example:  
- the thesis may be vague, too broad, or too obvious to be effectively developed;  
- the thesis may lack adequate support;  
- paragraphing and organization may be weak, but the reader is never completely lost in terms of following the train of thought.  

The writer fails to come to terms with the assignment. The primary task is ignored, misconstrued, badly mishandled, or redefined to accommodate what the writer wants to say or is able to say. This category may also be used for the paper, which is obviously off topic, regardless of the quality of the writing. |

### Grammar, Punctuation, and Spelling - 30%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of Performance</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>The paper is virtually free of errors in sentence structure, usage, and mechanics and shows evidence of excellent control of language</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>The paper has few errors in sentence structure, usage, and mechanics. Those few errors do not interfere with comprehension and are not distracting to the reader.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>The paper may contain some awkward or ineffective sentences and may show some problems with mechanics or usage. These errors, however, are not serious or frequent enough to consistently distract the reader from the content or to interfere significantly with comprehension.</td>
</tr>
</tbody>
</table>
| **D** | The paper contains errors in grammar, sentence construction, mechanics, and/or usage which often interfere with comprehension or prove distracting to the reader.  

The paper has a number of ungrammatical or poorly constructed sentences and serious, frequent errors in mechanics and usage which impede understanding. The difference between a "D" paper and an "F" paper lies primarily in the pervasiveness of errors. |