



**I. Course Information:**

*Meeting Times and Days:* Tues/Thurs 10:00-11:20 AM

*Start Date:* 08/28/12

*Refund Date:* 08/31/12

*Prerequisites:* SUS-300 or SUS-301; Minimum grade C-.

May be taken as a co-requisite if not previously completed.

*Class Location:* Bristol Hall 339

*End Date:* 12/13/12

*Withdraw Date:* 11/20/12

**Instructor Information:**

*Name:* Tina Evans

*Phone:* 970-870-4517 (prefer e-mail)

*Fax:* 970-879-0485

*E-mail:* tevans@coloradomtn.edu

*Office:* Bristol Hall 109 (enter through room 111)

*Office Hours:* Mon: 1:00-3:00 PM,

Tues: 4:00-5:00 PM, Thurs: 3:00-5:00 PM,

and by appointment.

**Course Description:** This course explores the roles of individuals and societies in fostering environmentally sustainable behaviors. Understanding how human behaviors are at the core of solving the world's most pressing environmental challenges is an essential part of the equation in creating and implementing sustainable solutions. The course covers a variety of perspectives from the emerging fields of ecological and conservation psychology and then examines theories in the context of current social institutions and processes.

**Topical Outline**

1. Environmental challenges and human behavior.
2. Cultural perception: attitudes, beliefs, and values.
3. Biophilia hypothesis.
4. Ecological and conservation psychology.
5. Life experiences and nature.
6. Educational theories and environmental literacy in America.
7. Spatial and temporal challenges.
8. Demographic factors.
9. Risk communication, persuasion, and framing.
10. Stages of change and participatory processes.

**II. Student Learning Outcomes, Competencies, and Skills:** Upon completion of this course, the student should demonstrate knowledge and/or skill in the following areas:

1. Examine the human dimensions of environmental problems.
2. Think critically about the role of individual behaviors in fostering local and global environmental sustainability.
3. Understand a variety of psychological perspectives related to environmental problems and creating solutions.
4. Evaluate educational approaches to fostering sustainability.
5. Understand relationships between environmental literacy and sustainability.
6. Make connections between individual, local, and global sustainability initiatives.
7. Explain cognitive and social barriers to sustainability.
8. Understand the role of communication and social processes in creating sustainable solutions.
9. Develop effective strategies for implementing sustainability projects while addressing individual behavioral and social challenges.

#### IV. **IDEA Objectives**

In addition to the above learning outcomes, you can be expected to achieve the following competencies—provided that you participate fully in the course and complete all requirements:

Objective #3: Learning to apply course material (to improve thinking, problem solving, and decisions).

Objective #8: Developing skill in expressing oneself orally or in writing.

Objective #9: Learning how to find and use resources for answering questions or solving problems.

Objective #10: Developing a clearer understanding of, and commitment to, personal values.

Objective #12: Acquiring skills in working with others as a member of a team.

**IV. Evaluation Methods and Class Management:** Your grade in this course will be determined by participation, analytical and reflective essay assignments, research, presentations regarding the material explored, and a final reflection regarding the course material and class. Class participation and involvement in the discussions are part of your grade. Participation consists of a variety of ways of engaging as well as being both present and aware during class. Your education depends on both your instructor's creation of a learning environment and your engagement with the course experience. You are required to read the assigned readings **prior** to each class session and be prepared to discuss relevant ideas and concepts in class. Entering class late or leaving early disrupts the class, and points are deducted from your participation grade when you do so. Here are some general guidelines to help you understand the structure of this course, the expectations I have of you, and what you can expect from me.

- ✧ We will be using the following online tool as primary means of communication:
  - Canvas (<https://coloradomtn.instructure.com/>) CMC's chosen e-learning tool will provide an online site for our course. This is where you will find course announcements, assignments, and more. I will provide an overview of Canvas during the first week of class.
- ✧ All written assignments must be turned in via Canvas, which means they must be typed!
- ✧ Your CMC e-mail address is considered to be an official means of contacting you about this course. Therefore, you are expected to check your CMC e-mail regularly.
- ✧ I may choose to modify or alter the course material as the semester progresses. These changes will be conveyed to you in class and reflected in Canvas. Any such changes will be finalized by the date they are assigned.
- ✧ Assignments may be submitted early if need be. Please notify me if such instances occur and ask for permission in advance of actually submitting an assignment early. I will accept late assignments for one week following the original due date. All late assignments will be docked one full grade (10%). No assignments will be accepted following our last class meeting, 12/13/12.
- ✧ We all have complex lives and you may need to miss classes. This is college. Your attendance is your responsibility, and how you manage this is up to you. If you need to miss a class please notify me as soon as you are aware of this to make arrangements to get the course material and make up any missed activities. Course attendance is part of your grade, and being here will reflect in how well you succeed in this course as many of the assignments stem from course discussions.
- ✧ And finally, just a quick note on academic honesty. You create your path in this life, and building a meaningful and satisfying path takes effort. Knowledge means nothing unless you take it in, chew on it, and create your own interpretation and connections from this. This course is designed for you to learn foundational knowledge about sustainability. Plagiarism is not acceptable in this class. Plagiarism occurs when you use someone else's work, do not cite them for their work, and claim such work as your own. Plagiarism is considered academic misconduct and will be treated as such as defined in the "Academic Policies and Requirements" section of the *Colorado Mountain College Student Handbook*.

Grades will be assessed as follows:

<b>Class Participation</b>	<b>20 % of final grade</b>
<b>Paul Loeb Session Participation</b>	<b>5% of final grade</b>
<b>Analytical and Reflective Writing</b>	<b>25% of final grade</b>
<b>Class Project and Presentation</b>	<b>35% of final grade</b>
<b>Final Reflective Essay</b>	<b>15% of final grade</b>
<b>Semester Total:</b>	<b>100%</b>

Grade	%	Quality Points
A	93.5%-100%	4.0
A-	89.5%-93.4%	3.7
B+	86.5%-89.4%	3.3
B	82.5%-86.4%	3.0
B-	79.5%-82.4%	2.7
C+	76.5%-79.4%	2.3
C	72.5%-76.4%	2.0
C-	69.5%-72.4%	1.7
D+	66.5%-69.4%	1.3
D	62.5%-66.4%	1.0
D-	59.5%-62.4%	0.7
F	below 59.5%	0.0

**Class participation: 20% of final grade:** The success of this course—for you and for your classmates—depends largely on your commitment to attending, preparing for, and participating in class. Readings will be assigned for each class—do them! If you don't, you'll be lost in class, and class discussions will suffer markedly, impacting the learning of others as well. Also, since class participation is worth 10% of your final grade, your grade will suffer if you continually lag behind in or don't complete readings, if you skip classes, or if you neglect to participate. That said, you will not necessarily be graded on the *quantity* of your participation. Having a great amount of poor quality, uninformed participation is not beneficial to you or to the class and will not result in a high grade for attendance, preparation, and participation. Readings assigned for a particular class are to be completed *prior* to that class. As one gauge of your class participation, I will take attendance regularly. I will provide you with your course participation grade to date in weeks 7 and 15. If you have questions about your participation grade, please consult with me.

- *Addresses learning outcomes 1-3 and 9 and IDEA objectives 3 and 8.*

**Paul Loeb Session Participation, 5% of final grade:** On Sept. 13, we will have a special meeting of our class with Paul Loeb, author of *Soul of a Citizen: Living with Conviction in Challenging Times*. Loeb is an internationally known author and speaker on creating social change. *Be sure to be in class that day as this visit with Loeb will be a very special and inspiring part of our class!* Your attendance at this class and your in-class participation in a discussion about this event the following week will be work 5% of your final grade.

- *Addresses IDEA objective #10.*

**Analytical and Reflective Writing: 25% of final grade:** For this class, you will not be taking exams. Written response questions are basically your exams for this course. All questions will be essay questions. Take these assignments seriously! Since they substitute for exams for this class, your responses are expected to demonstrate the depth of thought and the clarity that you would strive for in writing exam responses. Also know that, if you have not kept up with course readings, these questions will be difficult to answer. You will mostly draw upon course texts for writing these essays, and you will need to cite these sources in APA style.

- *Addresses learning outcomes 1-3, 6-7, and 9 and IDEA objectives 3 and 8.*

**Class Project and Presentation: 35% of final grade:** We have a unique and exciting opportunity to contribute to sustainability education about the new academic building on our campus, a LEED (Leadership in Energy and Environmental Design) Silver building. You will participate as a member of a team to develop informational materials about the building to be shared with the campus community and others who visit and use this it. These materials will be presented to the class and potentially to college officials with the idea that they might serve “as is” or as initial drafts of materials to be developed for educating the public about the building’s sustainable features. Using the building, not only as an educational space, but also an educational tool will help to foster sustainable building as a social practice.

- *Addresses learning outcomes 4, 6, and 8 and IDEA objectives 3, 8, 9, and 12.*

**Final Reflective Essay: 15% of final grade:** Near the end of the term, you will be called upon to write a reflective essay relating the content of the course to the context of your own learning and life. Instructions for this essay will be provided in class and online during the term of the course.

- *Addresses learning outcomes 1-2 and 6 and IDEA objectives 3, 8, and 10.*

**Extra Credit:** I may identify in class and/or via Canvas opportunities for earning extra credit. Details about how extra credit earned may improve your grade will be made available when any extra credit opportunities are announced. All opportunities will be open to all students.

NOTICE: A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the *Colorado Mountain College Student Handbook* will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to turnitin.com (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process,” and additional information about academic misconduct can be found in the *Student Handbook*.

- Students are responsible for course materials from assigned text(s) as well as other readings, lectures, labs, and assignments.
- The instructors may alter any, or all, of this syllabus during the semester as the learning environment requires. Students will be notified in writing of changes.
- Attendance at all class meetings is expected.
- If you have a disability protected by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and feel you may need classroom accommodations based on the impact of your disability, please contact the Disability Services Coordinator on your campus.
  - Alpine and Vail-Eagle Valley Campuses: Deb Farmer at 970-870-4450
- Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.
- This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

V. **Grading System:** Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VI. **Required Course Materials:** The following texts are required for this course:

Astyk, Sharon (2008). *Depletion and Abundance: Life on the New Home Front*. Gabriola Island, BC: New Society. ISBN: 0865716145.

Heinberg, Richard (2011). *The End of Growth: Adapting to Our New Economic Reality*. Gabriola Island, BC: New Society. ISBN: 0865716951.

Hopkins, Rob (2011). *The Transition Companion: Making Your Community More Resilient in Uncertain Times*. White River Junction, VT: Chelsea Green. ISBN: 1603583920.

Moyer, Bill (2001). *Doing Democracy: The MAP Model for Organizing Social Movements*. Gabriola Island, BC: New Society. ISBN: 0865714185.

Additional course material will be made available via the Internet or Canvas. This material will be listed in the weekly modules within Canvas. As the course progresses, I may alter the readings to better address/explore a topic/area of interest/concern. Any such changes will be reflected in Canvas at least one class period prior to the originally assigned date and students will be notified during class of any such changes.

VII. **Other Information:** A course outline is available in Canvas. This outline is tentative and many be modified during the semester as needed. You will be notified of any changes both in Canvas and in class.

IX. **Virtual Library Information:** <http://coloradomtn.edu/library>

The Virtual Library has its doors open 24/7, providing access to thousands of online journals and newspapers, books and art images, downloadable videos and audio books, and career resources and practice tests.

#### **Virtual Library Help Desk**

If you need help with the Virtual Library, email [reference@coloradomtn.edu](mailto:reference@coloradomtn.edu) or call us at 800-621-8559, extension 2926.