



**An inventory of sustainability courses offered in 2014-15 that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title.**

**GRAND TOTAL: 70 COURSES OUT OF 956 = 7.3%**

**(18 departments out of 46 offer sustainability courses)**

- I. UNDERGRADUATE COURSES (course numbers from 1 to 199): 49 out of 674 graduate courses excluding multiple sections in the same term and location (duplicates), Internships, Independent studies, Labs and partial-credit courses. (7.3%)**
- 13 departments/programs out of 33 offer sustainability courses

### **School of Science (5 sustainability courses and 5 that include sustainability)**

**BIOLOGY 125 - Ecology (sustainability course)**

This course examines the science of ecology, why it is important, and how it is practiced with a particular focus on California. Topics include physiological, population, community, and ecosystems ecology. The course is designed to encourage students to think about ecological theories and their application to real world situations. The lecture material and the lab require students to employ quantitative methods (i.e., math and statistics). Upon completion of the course, students will have a rich appreciation for the way organisms and their environment interact and shape each other as well as the interconnectedness of nature.

**BIOLOGY 152 - Conservation Biology (sustainability course)**

Conservation biology is a field of biological science that draws upon the principles of ecology, genetics and evolution in an effort to understand the patterns and processes underlying the biological diversity of our planet. The course examines the current status of our scientific understanding of biodiversity, threats to biodiversity resulting from human activities, and strategies to conserve and restore the integrity of the earth's biological systems. Course activities include case studies, computer modeling and field trips. Three hours of lecture and one lab/field period per week.

**BIOLOGY 142 - California Flora (includes sustainability)**

Survey of selected plant communities of California. Includes a dual emphasis on field recognition of important plant families and genera of these communities and an understanding of the relationship of the component species to their environment. Labs are five weekend field trips.

CHEMISTRY 119 - Environmental Chemistry (includes sustainability)

A study of the theory and practice of water, air and soil chemistry with emphasis on the problem areas within our environment. Three lectures and one lab per week.

ENVIRONMENTAL & EARTH SCIENCES 60 - Urban Environmental Issues (sustainability course)

A general education science course that serves the ESS program as a lower division chemistry course. This course focuses on the environmental issues of redevelopment of Superfund sites. The course has been taught as a learning community linking it with another sociology course. This Learning Community has had a significant community outreach component studying the redevelopment of Alameda Point, formerly NAS Alameda. The chemistry curriculum is presented in context evaluating the environmental risks and the technologies applied to clean up the site

ENVIRONMENTAL & EARTH SCIENCES 90 - Intro to Sustainability (sustainability course)

ENVIRONMENTAL & EARTH SCIENCES 92 - Environmental Science (sustainability course)

The entry level course reviews the physical, chemical, biological, geological and cultural dimensions of environmental problems are examined in this course. It surveys the historical roots of these problems, then considers components such as population pressure, air and water pollution, global change, desertification, deforestation et al. An introduction to ecological principles is provided.

ENVIRONMENTAL & EARTH SCIENCES 100 - Hydrology (includes sustainability)

The hydrologic cycle, from precipitation, evapotranspiration, infiltration and runoff, to surface and groundwater. Hydrograph analysis, stream gaging and discharge determination. Groundwater occurrence, movement and evaluation. Hydrologic regions of U.S., emphasizing the western states.

ENVIRONMENTAL & EARTH SCIENCES 140 - Environmental Geology/Natural Disasters (includes sustainability)

The interaction between geologic processes and human society. Topics include rock, mineral, water, and energy resources, volcanic hazards, earthquakes, landslides, floods, erosion, coastal processes, plate tectonics, geologic time, pollution problems and environmental management.

PHYSICS AND ASTRONOMY 140 - After the Zombie Apocalypse (includes sustainability)

Course syllabus not provided, but this note from the professor illustrates the sustainability connection: A lot of the projects in the course involved alternative modes of electricity generation (we built bike generators using old exercise bikes and alternators from a junk yard, and a couple of students built a windmill generator) and alternate modes of transport (a number of students converted bicycles to electric drive). Most of these projects involved creative reuse of found parts.

## **School of Liberal Arts (8 sustainability courses and 27 that include sustainability)**

### **COMMUNICATIONS 161 - Communication and Social Justice (includes sustainability)**

This course engages the power of communication as a transformative act. In the pursuit of social justice, communication can be a tool, a weapon and a witness on behalf of community service, social change and political struggle. The role of communication in relation to social justice is not just studied abstractly, but passionately practiced and embodied through real-world projects and first-hand experiences. This course involves a service-learning component.

### **GLOBAL & REGIONAL STUDIES 1 - Introduction to Global and Regional Studies (includes sustainability)**

This course introduces students to the principal concepts and theories scholars and practitioners employ to analyze and understand global phenomena including an examination of historical, economic, cultural, and political events, institutions, structures, and processes. In addition, the course introduces students to major world regions and examines the connections between regional and global outcomes. Theories of globalization and key global issues are addressed including human rights, global inequality, poverty, population and migration, terrorism, global trade, and environmental issues.

### **GLOBAL & REGIONAL STUDIES 100 - Cultural Geography and Global Societies (includes sustainability)**

This course exposes students to the breadth and excitement of the field of geography. Cultural geography studies the ways people shape and give meaning to their environment and allows us to look at the fascinating variety of human activity in the world — the human landscape. Geographic knowledge is vital to understanding national and international issues that dominate daily news reports. This course examines the relevance of geographic methods and concepts to social science topics such as: agricultural patterns and practices, architecture, ethnic traditions and conflicts, gender, health, migration, population, political economy, poverty, religion, resource utilization, social change and urban planning.

### **HISTORY 142 – Latin American Environmental History (includes sustainability)**

A chronological survey of California history from its pre-contact beginnings to the present, with an emphasis on ethnic diversity, national and transnational interactions, environmental problems, social movements, competing visions of the “California dream,” and contestations over the allocation of economic, social, and political power.

### **HISTORY 155 - History of California (includes sustainability)**

A review of the latest scholarship in the field, including topics such as the role of disease in the Spanish conquest, monocrop plantation agriculture, conservation, the destruction of the tropical rainforest, the ecological effect of oil extraction, nuclear power, chemical and pesticide use, and the meanings of sustainable development.

### **POLITICS 115 - Theories of Justice (includes sustainability)**

The course examines different theories of justice based on concepts such as “fairness,” “equal treatment,” and “getting one’s due.” These alternative theories are then applied to contemporary controversies concerning economic, racial, sexual and environmental justice and to current debates about such issues as immigration, euthanasia, abortion, and capital punishment.

#### POLITICS 135 - Environmental Politics (includes sustainability)

A political analysis of environmental problems such as pollution, energy shortages, population growth, climate change and the destruction of wilderness areas. Public policies to address these problems both here and in other countries are examined. Ethical aspects of environmental issues are explored.

#### JUSTICE AND COMMUNITY LEADERSHIP 10- Introduction to Justice, Community and Leadership (includes sustainability)

This course introduces students to program themes of justice, community and leadership. Lectures and discussions are complemented by a visit to Glide Memorial Church and community engagement work. In addition, the course gives special emphasis to the theme of social justice in American society and culture—its roots, development, nature and impact. Throughout the course, students explore possible answers to the question: Can we create here in America the kind of “Beloved Community” envisioned in one of the course texts by Dr. Martin Luther King, Jr.

#### JUSTICE AND COMMUNITY LEADERSHIP 121 - Culture and Civic Responsibility (sustainability course)

This course introduces students to program themes, including diversity (issues of race, class and gender), the environment, democracy, the arts and service learning. Lectures and discussions are complimented by a cultural workshop, a visit to Glide Memorial Church and attendance at art events.

#### JUSTICE AND COMMUNITY LEADERSHIP 130 - Environmental Responsibility in a Global Community (sustainability course)

This course focuses on the natural world in which we live and the complex interrelationship between human activities, the values that determine these activities and their consequences for the environment. Course texts and assignments examine different societies’ belief systems along with their responsibility and attitudes toward the environment.

#### JUSTICE AND COMMUNITY LEADERSHIP 140 Justice and Leadership in the Global Community (includes sustainability)

The purpose of this course is to gain broad-based exposure to some of the cultural, political and economic issues related to and arising from the processes of globalization. Students will study recent critical dialogues and philosophies of globalization, including issues of ethnicity/race, gender, identity, urban culture, postnationalism, multiculturalism and postcolonial studies.

## SOCIOLOGY 4 - Social Problems (includes sustainability)

An overview of the causes, characteristics, and responses to social problems in the United States. Topics such as crime, the environment, racism, and family instability are studied through the sociological framework.

### **Jan Term Courses**

*Jan Term courses are one-time course offerings that immerse students in intensive courses of study and are required of most students. Below are the 2014-15 offerings.*

#### Jan 022: The Bay and the Delta (includes sustainability)

The San Francisco Bay and Delta represents one of the world's most incredible estuaries. This natural resource gives the region a mild climate and provides for commerce (maritime, and agricultural). The Bay and Delta also serve as scenic and recreational resources. This experiential course will focus on our policies and projects to care for the Bay and Delta. Two major politically driven programs (the South Bay Salt Pond Restoration Project and the Bay Delta Conservation Plan) will be a central focus and students will explore how both projects may yield positive and/or negative environmental impacts.

To begin this course, students will explore certain aspects of water quality and watershed health, and this will involve field trips to specific sites around the Bay and Delta. Students will perform simple laboratory experiments, including one bioassay. This bioassay will be a part of an educational outreach project in the third week of the course. The curriculum will be organized so students can gain some level of expertise and then they will utilize their skills to inform others.

#### Jan 023: Energy: Sources, Uses, and Alternatives (sustainability course)

Most of the developed and developing world's energy comes from fossil fuel sources including coal, oil, and natural gas. Recent technology, including hydraulic fracturing and deepwater drilling, has significantly expanded the ability to extract these materials. However, rapid growth in the use of alternative sources, especially various renewable forms, is now occurring around the globe. In addition, cleaner and more efficient uses of all sources are being developed. This course will help students understand the basic science behind energy, including how it is derived, how it can be converted from one form to another, and how it is measured. Fundamental information about the technology of extracting and using traditional sources of energy will be presented, then students will be guided through an examination of alternative energy sources with an emphasis on solar, wind, and biofuels. Because the production, distribution, and use of energy play such a central role in modern society, it also has crucial implications in many non-technological arenas. These integrated topics include geopolitical and national security concerns, economic and business interests, environmental and public health, and social and government policy. Students will have the opportunity to explore the related topics of greatest interest to them.

#### Jan 027: Slow Down and Go Outside (includes sustainability)

A new social movement is growing as people around the world try to stop hurrying through their lives. They are concerned that many people seem more drawn toward instant gratification and less willing to spend the effort to seriously tackle our social and ecological problems. Called “The Slow Movement,” this global effort is focused on taking time to enjoy a higher quality of life for oneself and for others. Examples: Slow Food is a global organization that promotes the production and preparation of local, organic foods enjoyed in a convivial, culturally-specific way that also pays workers a living wage. Slow Cities around the world are certified as ecologically responsible, socially inclusive, and hospitable to visitors. Slow Medicine doctors take extra time to interact with patients, and Slow Schools promote a more relaxed and creative approach to teaching and learning. There is Slow Science, Slow Poetry, Slow Money, and more. In this course, you will learn about the origins and the philosophy of The Slow Movement, consider the positive and negative impacts of speed and slowness (some of which involve our digital communication devices), and inquire into Slow Food’s “right to pleasure” edict as an approach to sustainable development. In addition to reading and discussion, we will sample “slow” and embodied practices such as the ancient movements of Qigong, mindful reading, guided meditation, social-space observation, walking silently in nature, and sharing local fresh foods.

#### Jan 054: The Least of These: Marginalized Children in the Bay Area (includes sustainability)

The Bay Area glitters as a Mecca for entrepreneurs seeking the good life. But beyond the so-called golden gates of prosperity, a growing number of children in the Bay Area endure the suffering caused by poverty, hunger, and homelessness. What is life in the Bay Area like for them and who are they? This course will equip students to understand the lives of children who lack privilege and power in Contra Costa and Alameda Counties. We will focus on the role of non-governmental organizations that seek to serve these children. What strategies are these organizations pursuing and why? What are some long-term solutions that might empower marginalized children?

#### Jan 057: Vernacular Shelters and Natural Building (includes sustainability)

As human interests continue to increase pressure on the earth’s resources, we are urged to consider how we manage our basic human needs. How have we as humans designed and implemented “shelter” in different ages, cultures, and geographic locations? What does a society’s use of shelter tell us about the way it interacts with and impacts the natural world? What do our shelters and living spaces tell us about ourselves? This course will move chronologically from tribal/nomadic, to agricultural, to developed societies examining different methods for creating and maintaining shelter. We will look at the ways in which architecture and dwelling space correspond to family structure, political structure, gender roles, and spirituality. We will also investigate issues of modern, urban shelter including environmental impact and homelessness. The course will culminate in learning about some age-old natural building techniques including cob, straw bale, and adobe.

These ancient practices are experiencing a renaissance in our time as individuals search for ecological and sustainable alternatives to mainstream building modalities and materials. Students will be inspired to re-envision their own notions of shelter and create new possibilities for a more responsible way of interacting with their surroundings. Students will have the opportunity to experiment with different natural building techniques during field trips and hands-on activities.

Jan 059: Public Art (includes sustainability)

This class gives students the chance to explore the complex category of public art—from street art to sculpture, and from Paul Chan’s staging of “Waiting for Godot” in post-Katrina New Orleans to Katie Faulkner’s dance “We Don’t Belong Here” on Market Street in San Francisco—in order to imagine new forms it might take. What can public art do, we will ask ourselves—and more importantly, what do we want to do with public art? Who owns it, what are its frontiers, and where does it belong? We will look at community-based art, participatory art, site-specific art, urban installations, out-of-the-box performances, museums without walls, walls that become galleries, streets that become theaters, plazas that become dance floors, and whole cities that turn into stages. The course will focus on public art in the Bay Area, but students will also gain a sense of a global history and broader theoretical context. In order to develop our own definitions of “public” and “art,” we will discuss readings from urban geography, political philosophy, sociology, and performance studies, as well as art history, and our case studies will span a wide variety of media. We will take field trips to visit San Francisco’s murals, speak with local artists about their current projects, and consider the possibilities of public art for the digital age. Students should expect to reserve time outside of class sessions to view films, attend special events, and participate in field trips.

Jan 066: Living Your Good Life: Home Economics for a Sustainable Post Consumer Era (sustainability course)

Our current western culture emphasizes personal consumption as the force that drives our economy and, therefore, our lifestyle choices. There is, however, a resurgence in choosing family, community, social justice, and the health of the planet as guiding lifestyle principles. The English word “economics” can be traced to the Greek “okionomia” meaning “management of household affairs.” In this course, students will apply concepts and skills of sustainable productivity to both “personal” and “global” households.

This course will also explore personal journeys into lifestyles that are, as Helen and Scott Nearing (*The Good Life*) state, “saner, quieter, more worthwhile.” Through a reintroduction to simple domestic and homesteading skills, students will formulate their own expression of ecological, social, financial and personal integrity.

Jan 068: My City Oakland: An Introduction to Oakland, California (includes sustainability)

From Native American homeland to Spanish/Mexican Rancho, to American boom town, to industrial and civic showcase, to migrant and immigrant destination, to city of protest, to city in search of revival and

respect—Oakland has changed dramatically several times in just two centuries. Today the city stands once again at the crossroads of demographic, political, economic, and cultural change.

This class will explore the story of Oakland: its natural setting; social and racial history; political and civic development; commercial and industrial achievements; architectural heritage; and athletic, educational, arts, and religious aspirations. Getting behind headlines and common (mis)perceptions, students will gain a wide understanding and appreciation for St. Mary's biggest neighboring city.

Jan 069: Living Globally - Rwanda Rising, Land of a Thousand Hills (includes sustainability)

Rwanda is rebuilding itself after an inconceivable tragedy: the 1994 genocide of nearly one million people – nearly 10% of the population. Then, Rwanda and its people lost the institutions needed to survive. Today, Rwanda is considered a rising society in sub-Saharan Africa working toward a brighter future. This course explores Rwanda as an example of broad-based development, human resiliency, and the power of reconciliation.

As an added bonus: Through the Kundebana Foundation, students will be given an actual fund of \$5,000 to create a portfolio of development projects that will benefit the people of Rwanda. At the end of January Term, students will be responsible for the approval of all project dollars to be allocated.

In order to make informed choices about the fund, students will learn a holistic approach to development addressing five areas: health and human services, civic engagement, the arts, education, and the environment. They will witness how strategies in each area are implemented and contribute to increasing the quality of life for all Rwandans.

This course brings Rwanda to life through readings, discussions, films, virtual travel, and guest speakers. Students will meet with Bay Area Rwandans, government officials who are active in current issues in Rwanda, non-governmental organization staff members who work in Rwanda, a local architect involved in urban planning for Kigali (Rwanda's capitol), and a faculty member from UC Berkeley's Center for Human Rights.

Jan 112: Geology and Environmental Impacts of Petroleum (includes sustainability)

Everyone uses petroleum to get to Saint Mary's College, but how often do we think about where it came from? Petroleum is essential to modern society and control of petroleum resources is a key component of foreign policy. Petroleum as an industry provides high-wage employment in rural areas where such employment is scarce. In some countries, the petroleum industry is just about the only source of high-wage employment. Petroleum as an investment accounts for a large portion of foreign direct investment worldwide and the presence or absence of petroleum resources has a huge impact on the economies of developing countries.

This course will start by reviewing the geology and geography of petroleum occurrences. We will look at the history of the industry and see how acreage is obtained, what taxes are paid and what factors control profitability. The technology of petroleum production and the resulting environmental impacts will then be covered. Finally, modules on the oil sands of Canada and on hydraulic fracturing will

examine the benefits and environmental impacts of these controversial sources of fuel. Each student will choose one aspect of either the oil sands or fracturing for a class project, which will be presented both orally and in writing.

#### Jan 115: Catholic Social Teaching, Private Property, and the Market (includes sustainability)

This course will explore Catholic Social Teaching, especially as it bears on the nature of the human person and the light this sheds on the status of private property and the economic, cultural, and political role of the market. We will learn Catholic Social Teaching through The Compendium of the Social Doctrine of the Church, along with particular Papal Encyclicals such as *Rerum Novarum* and *Centesimus Annus*. The sources for our exploration of property and the market will be Aristotle, Aquinas, Locke, Adam Smith, and Marx. By the end of the course, we should not only be familiar with Catholic Social Teaching in general, but be able to apply it to contemporary economic and political issues as they relate to the common good and the flourishing of the human person.

#### Jan 139: Green Religion (includes sustainability)

A growing body of literature suggests that the environmental crisis is a spiritual crisis. According to this perspective, global climate change, toxic waste, and the loss of biodiversity and wilderness are the consequence not only of economic, political, and social factors, but of our fundamental orientation to the world and conception of what is “sacred.” To prevent environmental catastrophe, a “conversion” or radical “reimagination” of our relationship to the natural world is required. At the same time, the world’s religions have been “greening” as religious leaders and ordinary religious practitioners have reassessed their traditions to address environmental concerns. Christian theologians, for example, argue that we need new ways to conceptualize God in light of the crisis. According to this literature, then, a scientific or technological solution to the problem of environmental destruction will not suffice; only a far-reaching spiritual transformation can alter the deeply rooted beliefs and practices that have led to the problem. This course explores the relationship between the environmental crisis and religion/spirituality. We will start with an examination of the contemporary environmental crisis and its ideological and religious roots, and look closely at the social justice implications of environmental destruction. We will explore indigenous perspectives on the natural world, recent and emerging green spiritualities, such as spiritual deep ecology and pagan environmentalism, and the “greening” of religious traditions such as Christianity. This course fulfills the “Common Good” learning goal of the Core Curriculum.

#### Jan 145: Disconnect, Power Off, and Unplug: The Lost Art of Solitude (includes sustainability)

Solitude is a lost art in these times of ultra-connectedness. Most of us find it difficult to disengage or disconnect. That’s why we have cell phones, e-mail, social media pages, laptops, tablets, electronic calendars, etc. -- somehow we can’t function unless we’re plugged in. Modern communication wizardry certainly has its place, but we can end up being servants to it. While the energy and beauty of the global community is stunning, there is a need for the sake of the soul and person to step back from time to time. As the world spins faster and faster, we mortals need a variety of ways to cope with the resulting

pressures. We need to maintain some semblance of balance and a sense that we are steering the ship of our life. One of the best ways to regain perspective -- and liberation -- is seeking, and enjoying, solitude.

Solitude is the state of being alone without being lonely. It is a positive and constructive state of engagement with oneself. Solitude is desirable -- a state of being alone where you provide yourself wonderful and sufficient company. Solitude is a time that can be used for reflection, spirituality, growth, or enjoyment of an activity. Solitude is something we choose. It is the necessary counterpoint to intimacy, what allows us to appreciate the worth of sharing our lives with others.

In this Jan Term course, for periods of time we will unplug, disconnect, and disengage, and in facilitated solitude, contemplate a variety of themes that enrich our lives through stories, essays, poetry, "quiet" service, music, meditation, two local-area excursions focusing on silent contemplation and engaging with the beauty of the world, all culminating with a three-day capstone experience at a Northern California retreat location -- involving deep contemplation and meaningful sharing -- that we anticipate will be transformative.

Jan 152: Sustainability and Corporate Social Responsibility in a Global Context (sustainability course)

In this course students will learn principles of corporate social responsibility (CSR) and sustainable business management. Through readings, cases, films, group exercises, and guest speakers, students will learn about social, economic, and environmental sustainability and the challenges facing business in a global environment.

Jan 153: Ecology and Art in Action: Building a Legacy Garden Nature Trail (includes sustainability)

This interdisciplinary science/art/community class, organized by sculptor Mary White and Legacy Master Gardener Julie Welsh, will design and construct the trail, combining permaculture, natural landscaping and art principles. The endeavor will visually document and illuminate the host of hillside plants and creatures, present a view of the geology and natural history, and offer Jan Term students an opportunity to contribute to the Legacy Garden vision.

Jan 157: What is Social Justice: Perspectives, Problems, and Possibilities (includes sustainability)

People talk about social justice in all kinds of contexts at Saint Mary's—in classes, in special lectures and events, during extra-curricular activities, and so forth. At the same time, evidence of injustice seems to be everywhere—in the coursework we study, in the news, and, at times, right in front of us. Cable television, the web, and the 24-hour news cycle constantly bring issues and images to our attention—enabling us to be more aware of what is happening in our world—in terms of justice and injustice alike—than in any point in human history.

Presumably, all of us would like to see more justice in our world. But what, exactly, would that mean? Many situations of social and economic injustice seem easy to recognize: with injustice, we often “know it when we see it.” By contrast, it can be much more challenging to define what we mean, specifically, by social and economic justice. And defining the term in a way we can all agree on is especially difficult.

What is social justice? Equality? Fairness? Equal opportunity? Getting what one deserves? Something else? This course invites you to join in the long and rich tradition of reflection and debate regarding the nature and characteristics of social justice. We'll explore some of the most important and influential perspectives on the topic—both historical and contemporary. Got a real passion for social justice? This is your class!

#### Jan 070: Developing Eco Values in Rural Guatemala (sustainability course)

This course will immerse students in the practices of permaculture and sustainable living by helping them to develop an understanding of conservation and its impact on the livelihood and food security of impoverished rural communities in Guatemala, the most malnourished country in the Western hemisphere.

While on campus, students will research the needs of the communities that we will visit. They will develop projects based on the components of permaculture, such as solar energy, water collection, sustainable farming, reforestation, nutrition, and seed saving. Their projects will evolve as they gain hands on experience in Guatemala. Students will also visit Bay Area schools that promote sustainable living

#### Jan 170: SMC DIRT in the Brazilian Amazon (sustainability course)

Though the area along the Amazon River is one of the most beautiful regions in the Americas, it is also among the poorest. Our group will affiliate with two local social service agencies in Santarém, Brazil, one called "Aguas" and the other called "Saude e Alegria" (Health and Happiness). Aguas helps to teach young children about the value and vulnerability of the Amazon River and rain forest, while also providing educational, recreational, health, and nutrition programs. Saude e Alegria works on public health and quality of life in communities in the Amazon basin.

Our time in the Amazon will involve great personal challenges, as we will endure extreme heat and humidity, intense manual labor, frustrating language barriers, and minor physical ailments throughout our stay there. We will be largely removed from the technological landscape that surrounds us in the U.S., though we will be participating in multimedia work as we produce course projects along with our service work. While in Brazil we will work almost every day on community development projects, language instruction, recreational programs for youth, ecological work, artistic endeavors, and some building and construction.

The course itself will involve production of multimedia presentations about the people we encounter and about our own learning experiences as we travel and work. We will present some of these projects to the campus and surrounding community in the spring semester.

#### Jan 172: Natural History and Conservation of South Africa (includes sustainability)

South Africa is a world like no other. It is a land where mountains meet the sea, where two oceans collide, where vast deserts give way to dense forests. The savannahs and seas teem with wildlife only

imagined from television documentaries. Perhaps there is no better place to explore the incredible diversity of plant and animal life on our planet than in South Africa.

Our adventures in this land will reveal an enormous diversity of landscapes and ecosystems, and provide a range of habitats rarely found so accessibly in a single country. These ecosystems support abundant wildlife, including a vast array of mammals and hundreds of species of birds. Our mission will be to explore the natural history of South Africa studying the integration of geology, biology, and ecology. We will explore the ancient mountains and rock formations, the coastal beaches and estuaries, the deserts, the rainforest, the thorn scrublands, and the rich marine ecosystems. We will examine both the land and its life, writing about the relationships between environment, biodiversity, and evolution while discussing methods of conservation and management. Our explorations will cover much of South Africa beginning in Cape Town covering National and Regional Parks including Kruger National Park. In addition to our primary focus on natural history, we will also experience local culture and examine historical events. Some moderate to heavy physical activity will be required for access to the various ecosystems, and a sense of adventure and teamwork is a must.

Jan 180: Lasallian Service Internship II (includes sustainability)

Each student enrolled in the LSI course spends the Jan Term engaged in service with an organization that works with the underserved and marginalized. Students choose from a variety of local, domestic, and international service sites: schools, youth programs, homeless shelters, clinics, daycare centers, social service agencies, and community centers.

Students will often live in a Lasallian community or with a host family at or near the locations where they will be working. A minimum of 30-40 hours per week of direct service is required, and students will be supported through regular meetings with a supervisor. Students must attend four seminars in the fall, and one concluding seminar in February.

Jan 183: The Mexican Caribbean: Marine Conservation and Mayan Culture (includes sustainability)

This course will examine aspects of marine ecology and conservation and provide students with hands-on field research experience in one of the most beautiful places in the world – Akumal, Mexico, off the Western Caribbean Sea. Akumal (meaning “place of the turtles” in Mayan) can be seen as one of the best examples of an “ecotourism” model of development. This part of Mexico is delicately balancing the challenges and financial benefits of development and tourism, the environmental destruction that often piggybacks with development, and the ongoing efforts to protect several endangered marine species.

The specific objectives of this course are to give students valuable experience with scientific research, collecting data on actual endangered species including Green and Loggerhead Sea Turtles and various reef species, and working with non-profit community research organizations in and around Akumal Bay. Our goals are to help protect and conserve endangered species, to better understand the delicate balance between ecological conservation and human development, and to assist a community facing these challenges. The projects in which students will participate are: A) Ecological research and

monitoring of sea turtle populations, B) Coral reef research and monitoring, and C) Outreach and environmental education.

#### Jan 185: The Web of Life on the Island of the Gods: Nature & Culture in Bali (sustainability course)

This course will study the nexus of nature and culture in Bali, where the two realms overlap, mirror, and infuse each other in intriguing ways to sustain people and their environments alike. We'll survey the interconnections emerging from Bali's holistic metaphysics, manifest for instance in effigies of the goddess Dewi Sri that punctuate the island's famous rice terraces; in religious beliefs about spirits animating the landscape; in a sacred cave; in shadow puppet performances that bring daily experiences into conversation with ancient myths; and in complex irrigation works managed ingeniously by subaks, organizations overseen by priests. Magic mediates between people and nature in Bali, but we'll learn how the island's rapid yet inflected modernization is (incompletely) replacing the mysterious with modern science and economics. We'll attend to the challenges and opportunities created by tourism.

Talks by local experts in religion, ecology, food, the arts, and shamanism will augment lectures and readings. Performances, rituals, ceremonies, discussions with farmers, hikes through riparian corridors and agroecosystems, and a visit to Bali's national park will ground our understandings. We'll settle in four locations: a retreat center near Payangan; the mountain village of Munduk, known for its performing arts and cocoa, coffee, and clove plantations; the seaside town of Pemuteran, near Bali's national park; and Ubud, an artistic and cultural center. As a service learning component, the class will contribute a day of work to the East Bali Poverty Project. Participants must be willing and able to tolerate hot tropical weather and occasionally uncomfortable conditions.

#### Jan 005: A Curious Gladness (includes sustainability)

In this course, we'll dig into the early January soil in the beautiful St. Mary's Legacy Garden and find some of what we can learn by participating directly in growing and caring for a garden. Students will participate in starting spring crops and preparing beds for the coming season and learn some basic principles of organic gardening; and all along, the garden will cultivate our skills in observation, resilience, adaptation, and empathy.

As we work, we'll explore the relationship of creativity, imagination, scientific innovation, meditation, and gardening. Students will keep a garden journal and contribute to a class project. As a class we'll consider how each student can draw connections between their work in the garden and their work in different disciplines – writing, mathematics, visual arts, sociology, biology, and psychology, to name a few. All are welcome. No gardening experience required. Readings will include writings by Alan Chadwick, Mark Doty, Louise Glück, Brenda Hillman, Wendy Johnson, Aldo Leopold, and Henry David Thoreau, and Michael Pollan.

**School of Economics & Business Administration** (1 sustainability course and 3 that include sustainability)

**BUSINESS ADMINISTRATION 10 Global Perspectives in Business and Society (includes sustainability)**

An introduction to business and society from a global perspective, including the political, socio-cultural, economic, and ecological dimensions of globalization. Topics include an introduction to global political and economic institutions (e.g., the IMF, World Bank, and United Nations), neo-liberalism, pro-globalization and anti-globalization movements, development in newly emerging economies (e.g., issues involving cultural, ecology, labor, currency and global capital flows), ecological issues (e.g., pollution, global warming, and shortages of water, food, and energy), Non-Governmental Organizations, cross-cultural worldviews of what constitutes a moral economy, and how business can serve social justice or perhaps undermine it.

**BUSINESS ADMINISTRATION 181 - Business Ethics and Social Responsibility (includes sustainability)**

The study and application of ethical decision-making, leadership, and social responsibility in business, grounded in personal and company core values. Topics include the moral dimensions of political and economic context of business; utilitarian, Kantian, and virtue ethics; creating ethical company cultures; the role of the firm in society and theories of corporate social responsibility, including sustainability (economic, social, ecological); cross-cultural dimensions of multinational business; and social responsibility focused regulation

**ECONOMICS 150 – Environmental and Natural Resource Economics (sustainability course)**

All economic activity involves an exchange with the natural environment. Natural resources are used in production and consumption and then returned to the environment in some form of waste. The class focuses on how a market economy actually handles these exchanges and develops criteria for judging the economy's performance in this regard. Important questions include the following: Are we exhausting our natural resources? Will we run out of cheap energy? What is the appropriate balance between economic standard of living and environmental quality? Can we rely on market forces to achieve the appropriate balance or do we need government intervention?

**ECONOMICS 192 – Economic Development (includes sustainability)**

A broad overview of the leading topics in development economics, with an emphasis on the application of economic theory to problems of economic development in Latin America, Africa and Asia and the practical policy issues and debates. Topics include the definition and measurement of economic development, macroeconomic theories of growth and structural change, poverty and inequality, population, human capital, agriculture and rural development, migration, environment, trade, debt,

liberalization and structural adjustment, foreign investment and foreign aid. Generally offered in alternate years.

**II. Graduate Courses: 21 out of 282 graduate courses excluding multiple sections in the same term and location (duplicates), Internships, Independent studies, Labs and partial-credit courses. (7.4%)**

- 5 departments/programs out of 13 offer sustainability courses

**School of Economics & Business Administration (18 courses that include sustainability)**

GMAN 315 - Ethical and Social Aspects of Business (includes sustainability)

This course examines the relationship between business and its social setting. Topics include non-market environments of business, issues of ethics and social responsibility in market systems, relation between social trends and politics, comparative market systems, regulation and externalities, and corporate governance issues.

GMAN 352 - Social Entrepreneurship from a Global Perspective (includes sustainability)

This course will provide concepts, analytical perspectives, skills and experiences to provide innovative and entrepreneurial solutions at the intersection of non-profit organizations, public services and businesses, to tackle social problems and environmental challenges we face both in our local communities and at a global level. The focus will be on existing and emerging business models in social ventures, approaches to growth and partnership options between and among the business, non-profit and social sectors.

GMAN 511 - Ethical and Social Issues in Business (includes sustainability)

This course examines the relationship between business and its social setting. Topics include ethical principles and argument, corporate social responsibility, business ethics, ethics in international business, and the impact of external factors on law, politics, and regulation.

GMAN 711 - Ethical and Social issues in Global Management and Interfaith Leadership (includes sustainability)

You will apply ethical concepts to understand managerial dilemmas in global management such as corruption, environmental degradation, social irresponsibility, child labor, and negative externalities. Topics include ethical principles and argument, corporate social responsibility, business ethics, ethics in international business, and the response in law, politics, and regulation of externalities in global contexts.

GMAN 711 - Ethical and Social issues in Global Management and Global Corporate Governance (includes sustainability)

You will be introduced to the theories, concepts and practices of corporate governance, responsible investment, corporate social responsibility, and other related ideas and practices in a global context. Topics include the market for corporate control (or lack of it), corporate governance structures, corporate sustainability, and the principles of responsible investment. You will apply ethical concepts to understand managerial dilemmas in global management such as corruption, environmental degradation, social irresponsibility, child labor, and negative externalities.

GMAN 777 - Global Corporate Governance and Social Responsibility (includes sustainability)

You will be introduced to the theories, concepts and practices of corporate governance, responsible investment, corporate social responsibility, and other related ideas and practices in a global context. Topics include the market for corporate control (or lack of it), corporate governance structures, corporate sustainability, and the principles of responsible investment.

LDSH 104: The External Environment of Leadership (includes sustainability)

This interdisciplinary course will introduce students to the economic, political and social context for leadership. By focusing on changing demographics and socio/ political movements at the national and global level, students will identify the contextual influences on decision making, including power relationships, public policy and regulation, economic forecasts, and social trends. Students will explore the impact of technology and innovation, globalization and entrepreneurship on leadership practices. Historical cases of leadership successes and failures will be studied with particular attention to the external environment of the time.

LDSH 106: Leading in a Diverse World (includes sustainability)

This course will assist students in developing a framework to appreciate the impact of culture on leadership behavior and processes, and in developing behavioral and cognitive skills that can be applied in diverse cultural contexts, both domestically and internationally. By selecting a specific country for study of its social history and culture, students will gain an understanding of the cultural nuances to leadership style, team development, organizational and interpersonal communication. They will be able to apply this learning to the practice of leadership in human resource development within multi-cultural organizational environments.

M.A. in Leadership: (6 courses that include sustainability)

Module VII: Building Cross-Cultural Capacity. The purpose of this course is to 1) deepen our awareness of the complexity of cross-cultural issues and develop skills to engage other people successfully across these differences; and 2) develop capacity to value and approach differences requires a willingness to move across a line, or boundary, which defines that difference.

Module VIII: Policy, Leadership and Systemic Change. In this course we view policy and the policy making process as a vehicle for systemic change through leadership. The policy cycle—the process, product and evaluation -- is examined through several lenses, including but not limited to: systems theory, values, participatory democracy, action research, and adaptive leadership. Existing social policies provide the case studies for the course.

M.A. in Leadership, Social Justice Concentration: (4 sustainability related courses)

Module II: Foundations of Social Justice. Learners in this course provide the first text by answering— What is your personal lived experience of social justice and/or injustice? What is social justice to you? From this starting point, the class explores perspectives on “What is social justice?” from historical and contemporary resources and provides a context for this discussion in the Catholic Lasallian traditions.

Module IX: Global Perspectives on Human Rights, Equity & Justice. This module provides an opportunity for the program to adapt to changing global issues and the interests and expertise of students and faculty. While the topical focus may change, the overall purposes will be to provide a context and history of the topic, to explore a theoretical framework that helps us understand the justice issues at hand, and to create opportunities for action. Potential topics include economic inequity, human trafficking, perils and opportunities of international development, and healthcare.

## **School of Liberal Arts (1 course that includes sustainability)**

PERFA 382 – Dance and Social Justice (includes sustainability)

This graduate seminar is designed to explore creatively the social, cultural, political, and philosophical constitution of the body through performance making practice. Across workshops and discussions there is a focus on repositioning the performing body in relationship to the bodies of the audience or spectator. There is also an attention to the performativity of documentation and the critical and creative potentials of writing practices to recontextualize the encounter with the live act. Students will consider how artists or artistic movements developed, absorbed or adapted through community engagement, social action, public spaces and urban practices, coupled with artistic inventions.

## **Kalmanovitz School of Education (2 sustainability courses)**

MSTE 349 - Curriculum and Instruction: Science (sustainability course)

In this course, science credential candidates spend several weeks working on K-12 lessons grounded in environmental literacy.

SSTE 356: Teaching & Learning II (sustainability course)

In this course, science credential candidates spend several weeks working on K-12 lessons grounded in sustainability issues.