CSUS 800

Foundations Of Community, Agriculture, Recreation And Resource Studies
Fall 2014

Wednesdays 3:00-5:50 PM
225 Natural Resources Building

Instructor : John M. Kerr, Professor
Office Location : 325 Natural Resources Building
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Email : jkerr@msu.edu (best way to reach me)
Office hours : by appointment

MSU Course Catalog Description: Concepts, issues, and approaches central to integrated research, service and learning careers in community sustainability including sustainable tourism and protected area management.

This course serves: first-year graduate students in the Department of Community Sustainability

Course learning outcomes:

This course introduces first-year graduate students to the Department of Community Sustainability. Together with CSUS 802 it aims to prepare students for a successful graduate program.

Through discussions and readings during the course, students will be introduced to key philosophical, theoretical and practical dimensions of sustainable development of natural resources and human communities. With this in mind, this course encourages deliberative and collaborative learning, the ability to understand and think across disciplinary boundaries, and the application of holistic (integrated or systemic) approaches to solving problems and trying to improve the human condition in a variety of contexts and settings.

The overarching objective for this course is that, as a result of active participation, learners will be able to fashion a multidisciplinary perspective and develop their capacity for careers as scholars and practitioners dealing with complex and uncertain challenges posed by changes in communities, natural resources, the environment, and innovations in agricultural and food systems.
Another very important course goal is to help you develop your written and spoken communication skills. The assignments in this class will focus on helping you strengthen your ability to express your ideas in a clear and systematic way while also delving into the intellectual themes of the course.

By the end of this course, students will improve in their ability to:

• Understand key issues related to interdisciplinarity, ethics, community and sustainability
• Read critically and cite reading as part of evidence-based reasoning to support key assertions/points
• Write in a clear, organized manner to convey their academic ideas effectively
• Deliver clear, concise, interesting and convincing presentations
• Synthesize and integrate information and ideas from multiple disciplines
• Think holistically
• Think creatively

In addition, students who have taken both CSUS 800 and 802 or who have placed out of CSUS 802 will improve their ability to identify researchable issues, formulate research questions, and broadly understand the ways in which different research methods are linked to different types of research questions as well as different worldviews.

An additional, less official course objective is to build a strong, cohesive cohort of CSUS grad students.

**Detailed Course Description**

CSUS 800 offers the opportunity for students and faculty to consider the intellectual foundations and boundaries for scholarly and critical reflective practice in the area of community sustainability. Unlike in departments organized around a single discipline, such foundations and boundaries are not immediately obvious in a multidisciplinary and professionally oriented department like Community Sustainability. Identifying and exploring these foundations and boundaries will enable scholarly discourse and, ideally, scholarly collaboration across disciplines and subject areas.

Although this course has one facilitator, its content reflects construction over several years by a number of CSUS faculty members. Several faculty members from the department will participate in this course during the semester. The word ‘facilitator’ is used rather than ‘instructor’ because this course covers a range of areas beyond any given instructor’s expertise. Each year instructors in this course are actually learning facilitators who share in the learning processes of the entire group, and who aim to guide dialogue rather than direct it.

The organization of this course reflects two very important views that most faculty in the Department of Community Sustainability hold about interdisciplinary graduate work in our department. First, we believe that scholarship in the department has at its core the pursuit of finding ‘better ways of doing things’ for the future. It is our belief that CSUS graduates, as scholar-practitioners, should possess the competencies necessary to work with their fellow citizens in various communities to help formulate these ‘better ways’, as well as the wisdom and
humility to understand that the whole idea of finding better ways to do things is contentious and difficult to achieve. The course is designed to help students develop the intellectual foundations and some of the practical competencies to achieve their goals as scholar-practitioners in their individual careers.

Second, in work on sustainability in our department we focus primarily on its ecological, social and economic dimensions. These pillars of sustainability are fundamental to the interdependency of natural resources and human communities. Drawing upon the literature from scholarship in sustainability, resilience, and interdisciplinary social science, we will examine contemporary problems and challenges to development in a complex world.

Note that in the class we will focus more on certain key themes underlying the things that most people in CSUS are working on, and less on the details of specific things that people are studying either alone in groups. The purpose here is to devote more attention to exploring the broad things that we have in common, and less on the narrow things that make us different from each other. Broadly speaking, the course covers issues related to ethics, interdisciplinary thinking, sustainability, and community.

Overview of weekly Topics

- Introduction
- Ethics overview
- Ethics and the MSU pig project
- Epistemology, worldviews and interdisciplinarity (professional and academic contexts)
- Community development
- Community engagement and engaged learning
- Sustainability overview
- Social sustainability
- Sustainability and resilience: an ecological perspective
- Sustainable development: an economic perspective
- Social institutions and governance for sustainability

Course Philosophy of Engaged Learning

The organization of this course is predicated on the assumption that learning takes place best in a dynamic, interactive and critical atmosphere. Accordingly, the course relies heavily on student initiative and active participation. The format emphasizes structured opportunities for students to share and reflect upon their individual experiences. Students are invited and challenged to shape and share the intellectual workspace of the course whenever possible. As mentioned, the instructor is actually a facilitator and student input into the approach we take in class is encouraged.
Required Readings

Please purchase the following book:


Numerous journal articles and book chapters, available through D2L, the course website (www.D2L.msu.edu), or distributed in class.

The focus in this class will not be on having a lengthy reading list. Rather, we will mostly keep the reading list fairly short and focus more on writing and discussion.

Course Requirements, Assignments And Evaluation

Class Attendance and Participation
All students are expected to regularly attend class, be on time, complete the assigned readings PRIOR to each class meeting, and participate in class discussions, both in person and on the web. The focus in participation is more on the quality of participation and less on its quantity – please don’t dominate the conversation, and please encourage others to join in. Please see D2L for criteria to judge each student’s performance, but please recognize that a big part of participation is to make an effort to be engaged in the class and to make progress towards becoming a better student over the semester.

If you are unable to attend class, you should pre-arrange with the course facilitator. Letting me know after class is not appropriate, unless in extreme cases.

Your participation grade will be assigned as follows. Each student will begin with a score if 90% of possible participation points. With good performance in participation (as outlined in D2L) their score will rise, and with poor performance it will fall. Midway through the semester, if not sooner, I will let each student know how they are doing and what their score would be as of that point in the semester. It will go up for anyone who is engaged in the class – a highly engaged student who pays attention to the criteria outlined above will earn 100%.

Writing Assignments
The ability to write clearly and persuasively is a critical skill for professionals in any field or line of work. CSUS 800 will emphasize the development of writing skills throughout the semester through the various writing assignments. Some students are already excellent writers, but regardless of your initial writing skills, part of your objective should be to improve your skills as the term goes on. Remember, writing is a skill like any other; the more you practice it, the better you become.

If you have trouble writing, especially if it is because English is not your native language, please just do your best to get your point across, in your own words. I have a lot of experience in working overseas with people whose first language is not English and I will be very patient as
long as you try your best. If you have trouble with writing, I strongly suggest that you visit the MSU Writing Center (www.writing.msu.edu) for assistance. You will find that the Writing Center is an amazing resource for helping you learn an important skill. If you visit the Writing Center every week, by the time you are ready to write your dissertation or thesis or Plan B paper you will be ready. If not, you are likely to really suffer when it comes time to write your dissertation or thesis or Plan B paper. (I have seen several students turn from very poor writers into reasonably good writers simply by working with the Writing Center every week.)

Entry and exit statements
All students will be expected to prepare a short entry statement and an exit statement. In your entry statement you should summarize your long-term professional career objectives and interests. This statement should address three questions: 1) your background (what you’ve done before enrolling in this program), 2) what you would like to do upon completion of the program, even if you only have a vague idea so far, and 3) what you hope to get out of your degree in CSUS or STPAM? Others in the class will read these statements so please write in a way that introduces you to the rest of us. Keep it short – maybe between half a page and a page. (Half a page is certainly fine.)

At the end of the semester, please prepare an exit statement that should include a restatement of your professional goals and anything you feel you have learned this semester (certainly not just in this class) that has either altered or reinforced your thinking going forward. Also please prepare a draft program plan, which lists all the courses you plan to take during your time in CSUS, to share with your advisor. Of course you may make changes later but it is good to get this started. These forms are available on the CSUS web site: http://www.csus.msu.edu/graduate/forms.

The entry and exit statements are not graded but everyone is required to do them. There will be a place on D2L (www.D2L.msu.edu) to post it. It will be part of your participation grade.

Weekly reflection papers
Each student should submit reflections on the readings at least 8 times during the semester. These should be at least 1 single spaced page and not more than 2 single-spaced pages (please aim for between 1 and 1.5 pages) and should make it clear that you’ve read all the assigned readings. Basically the reflections will contain your observations or comments on what you find interesting, controversial or useful in the readings. Please see the assignment description on D2L. These reflections must be posted to the course web site in advance since they will contribute to class discussion. We will decide as a group the schedule for posting reflections. (Normally for an afternoon class the agreed upon time ends up being the early morning the day before.)

For the whole semester, these reflections are worth 30 percent of the class grade. A more detailed explanation of how they are graded is posted on D2L. If you post 8 reflections during the semester that meet the guidelines posted on D2L you will be guaranteed a score of 85% (26.25 out of 30). This assumes that the reflections demonstrate that you read everything and thought about it. Your score will go up if you post them on time, if they are particularly thorough and thoughtful, and/or if you write more than 8. If you were to write 10 really good
reflections you would definitely earn 100%; it is also possible to earn 100% with 8 very strong ones (i.e. that demonstrate a lot of thought). Early in the semester I will be sure to let you know if your reflections are what I am looking for, and in the middle of the semester I will give everyone feedback about how you are doing on reflections overall.

The reflections can be written in an informal style; I will not grade for spelling and grammar but if by chance your style is too relaxed for me to understand then I will ask you to sharpen it in subsequent papers. (As an example, I once had a student whose reflections gave me the impression she couldn’t write well and couldn’t get her ideas across on paper. It turned out I was mistaken; she was an excellent writer when she tried. But in her reflections initially she used her own personal style of shorthand, with half-sentences and abbreviations that made it very hard for me to follow. This is the kind of thing I ask you to avoid.)

Try to think of the reflections as a learning exercise, not just summarizing what you have read. What did you learn from the readings? What did they make you think about? In what ways if any did you disagree with them? These are the things I want to know in your reflections. I will offer detailed feedback on your reflections (as long as they are turned in on time). Given the large number of students in my classes this semester I can only promise to give detailed feedback on at least five of your reflections during the semester, but I will aim for more than five. Hopefully I can say something interesting and useful in response to your reflections if they take the approach I outline here. On the other hand, if all you do is summarize the readings – which is fine if that approach helps you learn – there won’t really be anything for me to comment on.

**Analytical papers**

Each student will write two papers during the semester on a topic of their choice, subject to the condition that it should be relevant to the main topics of the course. Please continue reading for details of what this means.

Papers should be concise (between 1500 and 2000 words excluding references) and analytical, focusing more on applying concepts relevant to this class to a selected research problem and less on describing a case. They should draw upon and properly cite appropriate literature, which can include assigned readings from the class but also other readings as applicable. Papers that are more analytical and original will earn a higher score than those that are not. I will work closely with each student on how to make this assignment as useful as possible to you and to make sure you understand what I am asking for. The word limit of 2000 words is strict!

These papers should be written in a formal style and the quality of writing will be part of the grade. The emphasis will be on your ability to assemble a strong, well-documented, and clearly written argument. The grading criteria will be posted on D2L.

In a paper of this length, you are best off beginning with a short and very clear introduction that lays out the problem, why it is important, and what you will do in the paper. After that there are a number of ways to proceed but a very effective one would be to address two or three main ideas, devoting a couple of paragraphs to each one. Or if you went into more depth you might focus on just a single big idea and you’d want to organize you discussion of that idea as clearly
as possible. Then wrap up with a short conclusion that synthesizes your ideas and spells out the take-home message.

The key point is to be well-organized as this makes it much easier for the reader to follow and thus be persuaded by what you are trying to say. This is an effective approach for any kind of academic or other professional writing and it’s an important skill to have. I feel strongly that if you cannot organize a short paper very effectively you will have a very difficult time organizing a longer paper (like a thesis or dissertation). Practicing effective organization is one of the reasons I like to assign short papers like this. In class we will go over some tips for what makes a good paper, but a couple of key ideas are that 1) each paragraph offers one main idea and begins with a sentence that introduces that main idea, and 2) Each paragraph should follow logically from the one before it. From this perspective, if you took the first sentence of each paragraph and put them together in order, you would give a nice summary of the paper.

Each paper is worth 20 points. **For the first paper, each student must turn in a first draft by Sunday, October 26.** Please turn it in electronically on the D2L web site. If it suits your schedule to turn them in early I encourage you to do so. The first draft will be worth 10 points and I will give you feedback and the opportunity to improve it in a second draft. The second draft will receive a separate score worth 10 points. The second draft is not required and if you only turn in one draft it will be worth 20 points. The second draft is due within two weeks of when I give you feedback on the first draft. For the second paper no first draft is expected and the whole paper will be worth 20 points. **The second paper is due December 5.**

Both papers should focus on how some aspect of what we cover in the class broadly relates to your academic or professional area of interest. A logical way to do it is that for the first paper you could select anything that we cover in the first six sessions of class (through October 10 – ethics, interdisciplinarity, community development) and examine some implication for your own area of interest. Then for the second paper you could cover something from the later sections of the class (engaged learning, sustainability). If this feels too restrictive, let me know and we can find an approach that works for you. (It’s fine if you would rather write something for your first paper that is applicable to things we cover in the second half of the semester.)

In order to do this paper right you will need to go beyond the reading list for class and find at least a couple of academic or professional papers that link what we are covering in class to your academic or professional area of interest.

All of these are very broad areas and with a little bit of imagination it will not be difficult to you link them to your interests. The focus of the paper may be more academic or more professional, depending on your interest. In other words, regardless of what you would like to focus on we can find a way to make it work. Please keep in mind that if you have an idea and don’t think it really fits, I am quite certain that I can help you frame it in a way that does fit. Try to think of this as an opportunity to advance your thinking about an area that interests you.

One important thing is that in the past, students in this class have misunderstood what I was asking for but they did not consult with me, and they did not write very good papers. If we discuss your paper I am certain I can help you find a topic that will interest you and help you
learn while also satisfying the assignment criteria. You could also consider discussing your idea with your advisor, who might have useful ideas. However, sometimes in a situation like this the advisor isn’t actually familiar with the assignment and it is critically important that you further discuss the idea with me. (The same thing certainly applies in all of your other courses.)

These papers should be short – between 1500 and 2000 words, or between 3 and 4 single-spaced typed pages (12-pt font, 1-inch margins), plus references. (The references will not be counted towards this range of 1500-2000 words.)

Please see D2L for the grading criteria for this paper.

**Presentations**
Knowing how to give a short, clear, well-organized and informative presentation is an important skill almost regardless of what kind of work you go into. The purpose of this assignment is to gain experience in doing that. This is very easy if you prepare and practice but very difficult if you do not.

Each week, 2-3 students will give a short (5-7 minute) presentation related to the week’s topic. These presentations can cover anything that is related to the week’s theme; it could focus specifically on readings we have covered or it could focus on your personal experience or some work you have done that is even loosely related to the readings. In that case you simply need to explain in a single sentence how your topic is related to the readings.

In 5-7 minutes you will have time to say somewhere around 25-40 sentences. So you need to make every sentence count, and to say it clearly. Plan what you want to say, map it out, and practice it and you will be fine. You may use Powerpoint or another presentation software but you don’t need to. If you do use Powerpoint, most likely slides containing images will be more useful than slides containing text.

Given the large number of students in the class there will only be time for each student to give one presentation during the semester.

**Small ungraded assignments during the semester and final exam period assignment**
There will be other assorted small assignments that are not graded except as part of your participation grade. These are intended to help you prepare for the assignment that will take place during the final exam period (see below). They include things like identifying the research questions and hypotheses in articles that we read, writing a short abstract for papers that we read, and similar small tasks in which the point is to quickly grasp and synthesize ideas.

The last assignment of the semester will take place during the final exam period. It is not exactly an exam because it will not be based on the content of the course per se. Instead it will cover tasks like those described in the previous paragraph. In addition to exercises we will undertake now and then, a good way to prepare for this assignment is that when preparing your reading reflections, take time to ask yourself what are the research questions and/or hypotheses in articles we have read (and feel free to include that in your written reflections).
Components of the course grade

1. Weekly reflection papers 30%
2. Short presentation 10%
3. 1st draft of first analytical paper 10%
4. Final draft of first analytical paper 10%
5. 2nd paper 20%
6. Final exam period assignment 10%
7. Participation 10%

Grading Scale

Each assignment will be assigned a score as described in the assignment descriptions and grading criteria on D2L. Then each assignment is weighted according to the above percent. So the reflections are worth a total of 30 points, the presentation a total of 10 points, etc.

Grades for the course are determined as follows:

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<thead>
<tr>
<th>MSU grade points</th>
<th>Composite class points</th>
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<tbody>
<tr>
<td>4.0</td>
<td>95.0 - 100.0</td>
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<tr>
<td>3.5</td>
<td>90.0 - 94.9</td>
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<td>3.0</td>
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<td>2.5</td>
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Disability Accommodations

Any student who feels that she or he may need accommodations based on a disability should discuss this with me as early as possible in the semester. It can either be after class or we can make an appointment to meet in my office.

Please note:

Unexpected events take place and factors out of our control can obstruct our plans. I will be highly sensitive to such things, and students with personal circumstances that hamper their ability to carry out certain tasks on time are encouraged to contact me in advance. On the other hand, it is much more difficult to be flexible if students do not make the effort to contact me in advance.
Responsible Conduct of Research

MSU requires that all graduate students undergo training in the responsible conduct of research (RCR). During the first year they must undergo five hours of training and then three hours each year thereafter. Each department designs its own approach for RCR training.

In the Dept. of Community Sustainability the current system involves two hours of on-line training and three hours as part of CSUS 800. Our approach for this will be to devote one session of the class to RCR (on November 5) and to assign the on-line work during the same week.

On November 5 we will attend a university-wide session devoted to plagiarism (copying others’ work). Attendance at this session is mandatory and any student who does not attend must develop a plan to obtain RCR training on their own, in consultation with the instructor.

Academic integrity is a fundamental value of higher education at any institution of higher education; therefore, we cannot tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify. Should we determine that an academic integrity violation has taken place, we reserve the right either to assign a grade sanction or to refer the case to appropriate campus authority. **Ignorance (not knowing the rules) is NOT an excuse for an academic integrity violation.** Therefore, if you have any questions about what constitutes academic dishonesty, please do not hesitate to speak with us before you turn in a test or assignment.

We will devote the session on November 5 to a discussion of responsible conduct of research. As part of this we will all attend the RCR workshop on crediting the works of others and plagiarism.

**MSU recommends including the following language in all course syllabi:**

Article 2.III.B.2 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, (insert name of unit offering course) adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.
Course Outline and Reading List

Please note: as we go along some readings might change. I will try to make sure the posted readings on D2L are at least a few weeks ahead but if you want to read ahead please check with me.

Week 1 September 3
Introduction
We will introduce ourselves, go over the syllabus, and discuss one article (below).

Required reading

Assignments:
- Complete your entry statement and post it to D2L
- Be prepared to discuss the article by Rittle & Webber
- Prepare a 2-minute presentation about yourself telling us what you are interested in academically, professionally and personally. What would you like your classmates to know about you? You may NOT use Powerpoint but you may use photos if you like. Please send me the photos in advance.

Week 2 September 10
Ethics overview
Most courses that most of you take will not involve explicit discussions of ethics, but it is an important component of our work and other aspects of our lives, even when it is unspoken. What is your ethical perspective?

Required reading:


Recommended readings

**Week 3  September 17**

**Pigs with names: alternative considerations of the food system and what constitutes research**

_A continued discussion of ethics applied to a project at MSU and an investigation of different approaches to conducting and communicating research._

Visit with Dr. Laurie Thorp (Community Sustainability and Residential Initiative on Sustainability and the Environment) and Dale Roseboom (Animal Science) to the MSU Swine Farm and the MSU Student Organic Farm pig project.

**NOTE:** the swine farm manager has told us that people should skip the first part of this visit if the answer to any of the following questions is yes:

- Have you had the flu recently?
- Do you have any flu-like symptoms?
- Have you been in contact with anyone with the flu or flu-like symptoms?

Anyone who answers yes to any of these questions AND have been in the proximity of pigs in the past month must skip this part of the visit and join us at the Student Organic Farm at 6 PM. (These precautions are to protect the pigs, not us!) If there is anyone who prefers to skip the visit to the MSU swine farm for some other reason, such as religious reasons or some reason I may not have thought of, please let me know.

Do NOT wear nice clothes to this class session. Better to dress in old clothes and shoes that you don’t mind getting dirty.

**Required reading:**


**Recommended reading:**


Week 4    September 24
Epistemology, worldviews and interdisciplinarity 1
Challenges in collaboration across worldviews – applications to professional settings

Visitor: Dr. Lexine Hansen, USAID (and recent PhD in this department)

Required readings:


Assignment:
Write an abstract of the article by Downs – not more than 150 words. The objective is to get across the key points of the article as concisely and systematically as possible. NOTE: we will definitely repeat this task in the assignment during the final exam period.

Week 5    October 1
Epistemology, worldviews and interdisciplinarity 2
What competing theories of knowledge underlie different academic worldviews and disciplines and why does this matter for you?

Visit by Dr. Kimberly Chung, Community Sustainability

Required readings:

Another reading to be added

Recommended:


Chapter 3, Operationalizing disciplinary perspective
Chapter 4, Defining elements of the disciplines. (esp. pp. 60-61, pp. 62-78 (esp pp. 60-61, 65-71, 76-78), and pp. 89-112 only.)
Chapter 10: Identifying conflicts in insights (pp 247-270).
Chapter 11: Creating common ground (pp 271-294)


Kerr, John, Maria Lapinski, and Jinhua Zhao. 2014. Social norms, conservation, and payment for environmental services. Invited paper for *Asian Development Review*.

**Week 6 October 8**

**Community development**

What are different approaches to community development?

Possible field trip to Allen Neighborhood Center, Lansing

**Required readings:**


**Recommended reading:**


Week 7    October 15
Community Engagement and Engaged Scholarship
What is/should/could be the role of a scholar in society/communities? How can we take engaged scholarship to the field in support of community development?

Visit by Dr. Shari Dann, Dept of CARRS.

Required Readings:


*NOTE: there is some chance I will change the reading by Doberneck to something else.*

Recommended Readings


**Week 8 October 22**
Sustainability overview

*What is sustainability and what are its different dimensions? What are different views of and critiques of sustainability? How do you define sustainability in your own work?*

**Required readings:**


Larsen, Gary L. 2009. An inquiry into the theoretical basis of sustainability: ten propositions. Read pages 45-51 only plus all of the ten propositions scattered through the rest of the chapter. I have posted the whole chapter but after page 58 it gets harder to follow.) (This is chapter 2 of Dillard, Jesse, Veronica Dujon, and Mary King, Understanding the social dimension of sustainability. New York: Routledge.)

**Recommended readings**


Week 9 October 29
Social sustainability
What are the social dimensions of sustainability?


**Recommended**


Week 10 November 5
Responsible conduct of research – plagiarism workshop.

We will meet in our classroom at 5 PM and then go to Erickson at about 5:45 to attend the following workshop:

Crediting the Works of Others and Avoiding Plagiarism
Wednesday, November 5, 2014
6:00 - 7:30 pm
Room 103 Erickson Hall (the Kiva)
620 Farm Ln; East Lansing MI 48824

NO PHONES OR LAPTOPS ALLOWED AT THE SESSION

**Pre-Workshop Readings**
- MSU Research & Scholarly Integrity Resources Plagiarism Avoiding Unintentional Plagiarism
Pre-Workshop Tasks
• Will be assigned by email prior to the Workshop.

Other assignment for CSUS 800
Additional assignment: each student should take the Human Subjects research training prior to November 5. It can be found at this site: http://www.humanresearch.msu.edu/requiredtraining.html
We will discuss this in class.

Resources
Miguel Roig, Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing. St. Johns University

Prentice Hall Companion Website, Understanding Plagiarism

Rutgers University, "How to Avoid Plagiarism: An Online Tutorial

Week 11 November 12
Ecological resilience and systems thinking
What does the systems worldview of ecologists bring to and interdisciplinary understanding of sustainable development?
Visit by Dr. Laura Schmitt-Olabisi, Dept of Community Sustainability

Required readings


Recommended


Week 12 November 19
Sustainable development

Is sustainable development possible? How can we try to approach it?

**Required readings**


**Recommended readings**


Week 13    November 26 (day before Thanksgiving)

No class  
(I will be available in case anyone wants to discuss anything related to the class or to their academic program.)

Week 14    December 3
Social institutions and governance for sustainable development
What does it take to manage for sustainable development? How can we do it?

Required:


Recommended:


Week 15    December 9 (not December 10)
Final exam period: Tuesday, December 9, 5:45-7:45 PM

Assignment as discussed above. Please bring your laptop.