

CSUS 800
Foundations of Community Sustainability

Fall 2018
Fridays 1:50-4:40 PM
Rm. 306, Natural Resources Building

Instructor : Dr. Laura Schmitt Olabisi
Office Location : 138 Natural Resources Building
Office phone : 517-432-4128
Email : schmi420@msu.edu
Office hours : Wednesdays 2-5 p.m. or 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 engage with 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 an interdisciplinary 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:

- Identify and summarize key issues related to interdisciplinarity, ethics, community and sustainability
- Appreciate differences in epistemological perspectives and begin to identify their own epistemological position
- Appreciate the importance and difficulty of interdisciplinary and transdisciplinary work
- Cross boundaries that tend to separate academic disciplines and worldviews
- Apply concepts, theories and frameworks learned from multiple sources to analyze management- and policy-relevant problems of interest to the student.
- Apply concepts, theories and frameworks learned in one context to a problem in a completely different context.
- Use evidence-based reasoning to support key assertions/points
- Write in a clear, organized manner to convey academic ideas effectively
- Deliver well-organized, concise, interesting and convincing presentations
- Be prepared to undertake responsible conduct of research

Through CSUS 800, first-year students in CSUS also will meet the requirements for Responsible Conduct of Research certification.

An additional, ‘un-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/interdisciplinary 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 or 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, community, and sustainability.

Overview of weekly Topics

- Wicked problems and values
- Ethics overview
- Ethics and the MSU pig project
- Responsible conduct of research
- Epistemology, worldviews and interdisciplinarity (academic and professional contexts)
- What is community sustainability?
- Community engagement and engaged learning
- Community development
- Social institutions and governance for sustainability
- Sustainability and resilience: an ecological perspective
- Sustainable development
- Social 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 encouraged.

Unexpected Events

Unexpected events take place and factors out of our control can obstruct our plans. I will do my best to be understanding of 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. It is much more difficult to be flexible if students do not make the effort to contact me in advance.

MSU Grief Absence Policy

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the “Grief Absence Request” web form (<https://www.reg.msu.edu/sitemap.aspx?Group=7>) no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

Disability Accommodations

If you require special accommodation due to a disability, please contact the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). I am happy to work with you to make sure you have the environment and materials necessary for your successful performance in the class. In addition, please feel free to contact me if any of the materials used in the course present accessibility challenges.

MSU Guidelines for Handling Emergencies

In the event of an emergency arising within the classroom, the instructor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, “shelter-in-place,” and “secure-in-place” guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the instructor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

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 Department 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 September 21) and to assign the on-line work during the same week.

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 September 21 to a discussion of responsible conduct of research.

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.

Spartan Code of Honor: Student leaders have recognized the challenging task of discouraging plagiarism from the academic community. The Associated Students of Michigan State University (ASMSU) is proud to be continuing awareness of the Spartan Code of Honor academic pledge,

focused on valuing academic integrity and honest work ethics at Michigan State University. The pledge reads as follows:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

You can learn more about the Spartan Code of Honor at honorcode.msu.edu.

Title IX

"Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu."

Unless identified as a confidential source, all university employees are obligated to promptly report incidents of sexual harassment, sexual violence, sexual misconduct, stalking, and relationship violence that:

- Are observed or learned about in their professional capacity
- Involve a member of the university community or
- Occurred at a university-sponsored event or on university property

Employees are only required to report relationship violence and sexual misconduct of which they become aware in their capacity as a university employee, not in a personal capacity.

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Writing assistance

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. 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.) Remember, writing is a skill like any other—the more you work at it, the better you will become.

Required Readings

Please purchase the following book:

Brian Walker and David Salt. 2006. *Resilience Thinking: Sustaining ecosystems and people in a changing world*. Washington, DC: Island Press.

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

Graded assignments include weekly reflections, a short presentation, and two papers. These assignments are designed to help students achieve the course learning objectives while also strengthening their writing and presentation skills. Students also will be graded on class participation. ***Details of all these assignments and how they are graded are provided in D2L.***

Please submit all written assignments in MS Word or RTF format (not PDF).

Graded Assignments

Weekly reflection papers

Each student should submit reflections on the readings at least 8 times during the semester. The reflections should be at least 1 single spaced page and not more than 2 single-spaced pages. (Please aim for a page to a page and a half.) They should demonstrate that you have critically engaged with the required readings. Please see the assignment description on D2L for details about what is expected from this assignment and how it is graded.

Please note that you must turn in 8 reflections in order to earn a grade in the class. A student who has submitted less than 8 reflections will receive a grade of Deferred (DF) until they submit

their 8th reflection. In some weeks, we will have required reflections, which will count as part of the total of 8.

Analytical papers

Writing clearly and concisely is important in any profession and we will practice that through two formal paper assignments. Each student will write two short formal 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. The first paper should be 1500-2000 words, and the second paper should be 2500-3000 words (both excluding references). Each paper must also have a short abstract, which will be graded separately.

For details about approaches you can take, what I am looking for, and how the papers will be graded please see the assignment description in D2L.

The first paper will be due September 28 and the second December 7.

On the first paper, students may turn in a second draft of the paper within two weeks of when I give feedback on the first draft.

Short 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 and improve your skill in doing that. This is very easy if you prepare and practice but very difficult if you do not. We will devote time early in the semester to understanding how to give a good presentation.

In most weeks during the semester, one or two students will give a short presentation related to the week's topic. Please see D2L for the detailed assignment description for the presentations.

Each student will give one of these presentations during the semester.

3-minute presentation during finals week

During our final exam period (exact date to be determined) each student will give a 3-minute presentation focusing on some aspect of your academic interests. Note that the CSUS faculty have a session during fall semester in which we give such a presentation in order to share something regarding our work during the previous year. This will be the same idea and we will invite others from outside of our class to attend.

Class Attendance and Participation

Participation refers to attending class, writing your entry statement, contributing to class discussion (either in class or on line), and generally being a good citizen of the class. Attendance in class is part of participation; if you cannot make it to class please alert me. The participation grade also covers various short, ungraded assignments during the semester, both during and outside of class time. Please see the assignment descriptions in D2L for an explanation of the participation grade.

Ungraded assignments

Entry and exit statements

The entry and exit statements are very short write-ups related to your own learning objectives for the course and your degree program. The entry and exit statements are not graded but everyone is required to do them. There will be a place on D2L to post it. It will be part of your participation grade.

Draft program plan

At the end of the semester, along with the exit statement 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.canr.msu.edu/fw/graduate/graduate-forms/>.

Peer review of other students' papers

After everyone has turned in their first paper, each of you will be assigned to review one other students' paper to give them constructive feedback. You will have two weeks to do this. One of the purposes of this assignment is for you to be helpful to each other. Another purpose is that by looking very carefully at how someone else's paper is organized you can also generate insights about your own writing.

Various other small assignments

These will be described in each week's reading guide where applicable, or we will just pursue them in class. Please stay up to date with your email and the D2L site to be aware of these.

Assignment due dates and correspondence with course learning outcomes

Assignment	Due date	Associated learning outcome(s)
Entry statement	September 7	
Reading reflections	Specified weeks during the semester (you choose at least 8 dates)	Ethics, interdisciplinarity, community and sustainability; writing skills; evidence-based reasoning.
Required homework for RCR training	September 21	Responsible conduct of research
First draft of first analytical paper	September 28	Writing skills, evidence-based reasoning
Peer review of another student's paper	October 5	Writing skills, cohort-building
Second draft of first analytical paper (optional)	October 26	Writing skills; evidence-based reasoning
Graded presentation	To be determined (everyone will do them on different days; we will set the schedule early in the semester)	Presentation skills
Outline for 2 nd analytical paper	November 16	Writing skills, evidence-based reasoning
3-minute presentation during finals week	December 11	Presentation skills, cohort-building
Second analytical paper	December 7	Writing skills; evidence-based reasoning; applying ideas from one context to another
Exit statement	December 7	
Draft program plan	December 7	
Each week see the reading guide for additional things to prepare for any given class session.	Ongoing	

Components of the course grade

- | | |
|---|-----|
| 1. Weekly reflection papers | 25% |
| 2. 1 st analytical paper | 20% |
| 3. 5-7 minute presentation | 10% |
| 4. Outline for second paper | 5% |
| 5. 2 nd paper | 25% |
| 6. 3-minute presentation during finals week | 5% |
| 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:

<u>MSU grade points</u>	<u>Composite class points</u>
4.0	95.0 - 100.0
3.5	90.0 - 94.9
3.0	80.0 - 89.9
2.5	75.0 - 79.9
2.0	68.0 - 74.9

Course Outline and Reading List

Week 1 August 31

Introduction

We will introduce ourselves, go over the syllabus, and discuss two readings focusing on wicked problems and values in research.

Required reading

Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy sciences*, 4(2), 155-16.

Elliott, Kevin. 2017. *A Tapestry of Values*. Chapter 1, pp 1-17: Introduction.

Recommended reading:

Batie, Sandra S. "Wicked problems and applied economics." *American Journal of Agricultural Economics* 90, no. 5 (2008): 1176-1191.

Assignments:

- Be prepared to discuss the article by Rittel & Webber. Write a short reflection with your thoughts on this article. Come up with an example of a wicked problem related to your area of interest and explain what makes it a wicked problem. Also stress the role of values as discussed by Elliott.
- Prepare a 3-minute presentation about yourself telling us something you would like your classmates to know about you. It can focus on your personal life, your professional life, or your academic life, or some combination of these. Whatever you would like to say about yourself in 2-3 minutes is fine. Please select and bring into class an object that is important to you that represents the short story you would like to tell. You may **NOT** use powerpoint.

Week 2 September 7

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

A real-life application of issues around ethics and intellectual and professional boundary crossing in the context of a wicked problem.

Field trip and visit with Dale Rozeboom (Animal Science) to the MSU Swine Farm.

If there is anyone who prefers to skip the visit to the MSU swine farm for religious or other reasons, 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.

Also, you may NOT take photos at the swine farm. Dale will explain.

Required reading:

Johnson, Nathaniel. Swine of the times. Harper's Magazine, May, 2006

Goralnik, Lissy, Laurie Thorp, Dale Rozeboom, and Paul B. Thompson. 2014. Storytelling morality: ecofeminism, agrarianism, and pigs in the field. *Trumpeter* 30(1): 15-32.

Thompson, Paul. 2015. Livestock welfare and the ethics of producing meat. Chpt 5, pp 130-158 in *From Fork to Field: Food Ethics for Everyone*. Oxford.

Recommended reading:

Goralnik, Lissy, Matt Ferkaney, Laurie Thorp, and Kyle P. White. 2013. Philosophy in the Field: Care Ethics, Participatory Character and Sustainability. Draft article.

Perkins, John H., and Rachael Jamison. 2008. History, Ethics, and Intensification in Agriculture. Chapter 3, pp. 59-84 in *The Ethics of Intensification*. The International Library of Environmental, Agricultural and Food Ethics, Volume 16. Springer Science and Business Media.

Hiedanpää, J., Jokinen, A., & Jokinen, P. (2012). Making sense of the social: human-nonhuman constellations and the wicked road to sustainability. *Sustainability: Science, Practice, & Policy*, 8(1), 1008-043.

Assignments:

- Complete your entry statement and post it to D2L

Week 3 September 14

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?

Guest speaker: Paul Thompson. (He will not give a formal presentation but will answer questions from the class.)

Assignment:

Required reflection instructions: Paul Thompson's article briefly discusses the utilitarian (consequentialist) and rights-based approaches to thinking about what constitutes an ethical action. Please address which framework you feel best aligns with your own way of thinking. Give an example of an ethical problem related to the kind of work or research you are interested in and how the framework helps you think about it. Don't forget that the reflections must show that you have read all the assigned readings for the week, not just the one by Paul. You can address the others just by following the standard instructions for reflections.

Also, be ready to ask Paul Thompson a question in class. **Each student must be sure to ask one question.** You should probably think of more than one in case someone else asks the question you wanted to ask.

Required reading:

Thompson, Paul. 2015. Introduction, with a rough guide to ethics. Pp 1-21 in *From Fork to Field: Food Ethics for Everyone*. Oxford.

Gardiner, S. M. & Hartzell-Nichols, L. (2012) Ethics and Global Climate Change. *Nature Education Knowledge* 3(10):5 (8 pages)

Carbone, Maurizio. 2005. Sustainable tourism in developing countries: Poverty alleviation, participatory planning, and ethical issues. *The European Journal of Development Research* 17(3): 559-565.

Recommended readings

Various documents on D2L related to how to write well.

Thompson, Paul. 2008. The Ethics of Sustainable Agricultural Intensification. Chapter 1, pp 19-41 in *The Ethics of Intensification*. The International Library of Environmental, Agricultural and Food Ethics, Volume 16. Springer Science and Business Media.

Paavola, J., and W.N. Adger. 2006. Fair adaptation to climate change. *Ecological Economics* 56: 594-609.

Hultsman, J. 1995. Just tourism: an ethical framework. *Annals of Tourism Research* 22(3): 553-567.

Week 4 September 21

Responsible conduct of research

We will cover material presented in the Grad School's session on plagiarism in the Responsible Conduct of Research seminar series.

Assignments:

See the reading guide for instructions about completing the requirements for responsible conduct of research. They are due by the day of class.

Required Readings

Ethics and human subjects research (powerpoint)

Authorship and the Allocation of Credit. pp 35-38 in *On Being a Scientist: A Guide to Responsible Conduct in Research*. Third Edition.

Plagiarism powerpoint by Gail Dummer

Avoiding unintentional plagiarism

Recommended readings:

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 5 September 28

Values & Responsibility in Interdisciplinary Environmental Science Workshop: Part 1

Lissy Goralnik and Marisa Rinkus will lead us through the 'Toolbox' exercise over the course of 2 weeks (September 28 and October 5).

Required readings:

Crotty, Michael. 1998. Introduction: the research process. Chpt 1, pp 1-17 in *The Foundations of Social Research*. Allen and Unwin.

Eigenbrode, Sanford D., et al. 2007. Employing Philosophical Dialogue in Collaborative Science. *BioScience* 57(10): 55-64.

Case study for the Values and Responsibility Toolbox workshop

Arquette, M., Cole, M., Cook, K., LaFrance, B., Peters, M., Ransom, J., ... & Stairs, A. (2002). Holistic risk-based environmental decision making: a Native perspective. *Environmental health perspectives*, 110(Suppl 2), 259. (6 pages)

Recommended readings:

Thaddeus R. Miller, Timothy D. Baird, Caitlin M. Littlefield, Gary Kofinas, F. Stuart Chapin III, and Charles L. Redman. 2008. Epistemological Pluralism: Reorganizing Interdisciplinary Research. *Ecology and Society* 13(2): 46.

Lélé S., Norgaard RB. 2005. Practicing Interdisciplinarity. *BioScience* 55: 967–975.

Repko, Allen. 2008. *Interdisciplinary Research: Process and Theory*.

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)

Week 6 October 5

Values & Responsibility in Interdisciplinary Environmental Science Workshop: Part 2

Assignment for this week (required, not optional!)

Please work with your group to prepare dialog prompts to be used in class. (This will be explained in class on October 4.)

Required readings:

Lélé S., Norgaard RB. 2005. Practicing Interdisciplinarity. *BioScience* 55: 967–975.

Also other short documents related to the workshop to be handed out.

Recommended reading:

Looney, C., Donovan, S., O'Rourke, M., Crowley, S., Eigenbrode, S. D., Rotschy, L., Bosque-Pérez, N., Wulforth, J. D. 2013. "Seeing through the eyes of collaborators: Using Toolbox workshops to enhance cross-disciplinary communication." In M. O'Rourke, S. Crowley, S. D. Eigenbrode, and J. D. Wulforth. (Eds.) *Enhancing Communication and Collaboration in Interdisciplinary Research*. Thousand Oaks, CA: Sage Publications.

Lang, D. J., Wiek, A., Bergmann, M., Stauffacher, M., Martens, P., Moll, P., ... & Thomas, C. J. (2012). Transdisciplinary research in sustainability science: practice, principles, and challenges. *Sustainability science*, 7(1), 25-43.

Week 7 October 12

What is community sustainability?

What are different meanings of community and sustainability? What does community sustainability mean to you?

Assignment:

Read the two required articles, which discuss multiple perspectives on the meaning of community and sustainability, respectively. In a reflection, share three main points: 1) what characterization(s) of community resonates with you? 2) what characterization(s) of sustainability or sustainability studies resonates with you? And the difficult part: 3) What does community sustainability mean to you? Hopefully these articles can help inform your view, but don't feel constrained by them. This week the reflection is **required**.

Required readings:

MacQueen, K. M., McLellan, E., Metzger, D. S., Kegeles, S., Strauss, R. P., Scotti, R., ... & Trotter, R. T. (2001). What is community? An evidence-based definition for participatory public health. *American journal of public health*, 91(12), 1929-1938.

Miller, Thaddeus R. "Constructing sustainability science: emerging perspectives and research trajectories." *Sustainability science* 8.2 (2013): 279-293.

Department of Community Sustainability name change document. 2012.

Recommended readings

Agrawal, A., & Gibson, C. C. (1999). Enchantment and disenchantment: the role of community in natural resource conservation. *World Development*, 27(4), 629-649.

Thompson, Paul. 2016. The many meanings of sustainability. Chpt 1, pp 16-28 in Moore, Steven A., Editor. *Pragmatic Sustainability*. 2nd edition. New York: Routledge.

Others to be added.

Week 8 October 19

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?

Required Readings:

Read one of the following two articles, depending on your interests:

Saltmarsh, J., & Hartley, M. (Eds.). (2011). Temple University Press. Chapter 1: Democratic engagement. Pp. 14-26.

Ellerman, David, Stephen Denning, Nagy Hanna, (2001), Active learning and development assistance, *Journal of Knowledge Management*, Vol. 5 Iss: 2 pp. 171 – 179

Excerpt from Chambers, Robert. 1997. Whose Reality Counts? Putting the First Last. Intermediate Technology Publications.

Cornwall, Andrea. 2008. Unpacking ‘participation’: models, meanings and practices. *Community Development Journal* 43(3): 269-283.

Ferkany, Matt, and Kyle Powys Whyte. "The importance of participatory virtues in the future of environmental education." *Journal of agricultural and environmental ethics* 25.3 (2012): 419-434.

Recommended Readings

Cornwall, Andrea. 2008. Unpacking ‘participation’: models, meanings and practices. *Community Development Journal* 43(3): 269-283.

Schon, D. A. (1995). Knowing in action: The new scholarship requires a new epistemology. *Change Magazine* 27(6), 26-34.

Doberneck, D. 2009. Community engagement in rural Ireland: A lecturer's perspective. Pp. 58-71 in Mapping Civic Engagement within Higher Education in Ireland, L. McIlrath, A. Farrell, J. Engage – Network for the promotion of Civic Engagement in Irish Higher Education.

Smith, M.K. (2003) 'Learning theory', *the encyclopedia of informal education*, www.infed.org/biblio/b-learn.htm, Last update: May 29, 2012

International Association for Public Participation. (2007). Spectrum of Public Participation. See http://www.iap2.org/associations/4748/files/IAP2%20Spectrum_vertical.pdf

Rhoads, Bruce, David Wilson, Michael Urban, and Edwin Herricks. 1999. Interaction between scientists and nonscientists in community-based watershed management: emergence of the concept of stream naturalization. *Environmental Management* 24(3): 297-308.

Plein, Christopher. 2011. Place, Purpose, and Role in Rural Community Development Outreach: Lessons from the West Virginia Community Design Team. *Journal of Higher Education Outreach and Engagement*, 15(4): 59-82.

Week 9 October 26

Social institutions and governance for sustainable development

What does it take to manage for sustainable development? How can we do it?

Required:

Matson, Pamela, William Clark, and Krister Andersson. 2016. "Governance in social-environmental systems." Chpt 4, pp 83-104 in *Pursuing sustainability: a guide to the science and practice*. Princeton University Press.

Hanna, Susan S. 2008. Institutions for managing resilient salmon (*Oncorhynchus* spp.) ecosystems: the role of incentives and transaction costs. *Ecology and Society* 13(2): 35. 11 pages.

Matson, Pamela, William Clark, and Krister Andersson. 2016. "Governance in social-environmental systems." Chpt 4, pp 83-104 in *Pursuing sustainability: a guide to the science and practice*. Princeton University Press.

Recommended:

Matson, Pamela, William Clark, and Krister Andersson. 2016. "A framework for sustainability analysis: linking ultimate goals with their underlying determinants." Chpt 4, pp 83-104 in *Pursuing sustainability: a guide to the science and practice*. Princeton University Press.

Orr, David W. 2002. "Four Challenges of Sustainability." *Conservation Biology* 16(6): 1457-1460.

Ostrom, Elinor. 2009. A general framework for analyzing sustainability of social-ecological systems. *Science* 325: 419-422.

North, Douglass. 1991. Informal Constraints. Chapter 5 in *Institutions, Institutional Change, and Economic Performance*. Pp 36-45.

Ostrom, Elinor. *Crafting institutions for self-governing irrigation systems*, chapters 1 and 2, pp 1-40.

Barrett, CB, Lee, DR, and McPeak, JG. 2005. Institutional arrangements for rural poverty reduction and resource conservation. *World Development* 33(2): 193-197.

Armitage, D. R., Plummer, R., Berkes, F., Arthur, R. I., Charles, A. T., Davidson-Hunt, I. J., ... & Wollenberg, E. K. (2008). Adaptive co-management for social-ecological complexity. *Frontiers in Ecology and the Environment*, 7(2), 95-102.

Week 10 November 2

Community development

What are different approaches to community development?

Guest speaker: Renée V. Wallace, FoodPlus Detroit and Doers' Consulting

Required readings:

Boothroyd P. and Davis, Craig. 1993. Community Economic Development: Three Approaches. *Journal of Planning Education and Research* 12:230-240.

Mathie, Alison, and Gord Cunningham. 2010. From clients to citizens: Asset-based Community Development as a strategy for community-driven development. *Development in Practice* 13(5): 474-486.

Emery, Mary, Susan Fey, and Cornelia Flora. 2006. Using Community Capitals to Develop Assets for Positive Community Change. *CD Practice*.

Recommended reading:

Cornelia B. Flora and Jan L. Flora. 2013. Generating Community Change. Chpt. 12, pp 345-376, in *Rural Communities: Legacy and Change*. 4th ed. Westview Press.

Ellerman, David. 2007. Helping self-help: The fundamental conundrum of development assistance. *Journal of Socio-Economics* 36(4): 561-577.

Week 11 November 9

Ecological resilience and systems thinking

What does the systems worldview of ecologists bring to and interdisciplinary understanding of sustainable development?

Required reading

Brian Walker and David Salt. 2006. *Resilience Thinking: Sustaining ecosystems and people in a changing world*. Washington, DC: Island Press.

Recommended

Barrett, C., & Constanas, M. (2013). Toward A Theory of Resilience for International Development Applications. *Cornell University*.

Adger, W. N. (2000). Social and ecological resilience: are they related? *Progress in human geography*, 24(3), 347-364.

Murray, K., & Zautra, A. (2012). Community resilience: Fostering recovery, sustainability, and growth. In *The Social Ecology of Resilience* (pp. 337-345). Springer New York.

Berkes, F., & Ross, H. (2013). Community resilience: Toward an integrated approach. *Society & Natural Resources*, 26(1), 5-20.

Week 13 November 16**Sustainable development**

What are different views of sustainable development and how it can be achieved?

Guest speaker: Dr. Saweda Liverpool-Tasie, Department of Agricultural, Food and Resource Economics

Required readings:

Kates, Robert, et. al. 2001. Sustainability Science. *Science*; Apr 27, 2001. Vol 292, pp 641-642.

Adams, William. 2009. *Green Development: Environment and Sustainability in a Developing World*. 3rd Edition. Routledge.

Note that this entire book is available on the web in PDF form if you are interested.

Chapter 5, Mainstream Sustainable Development. Pp 116-125

Chapter 7, Countercurrents in Sustainable Development. Ppg 171-179.

Raworth, Kate. 2017. Changing the Goal. Chpt 1, pp 27-51 in *Doughnut Economics: Seven ways to think like a 21st century economist*. Chelsea Green Publishing.

Recommended readings

Kates W. Robert , Thomas M. Parris & Anthony A. Leiserowitz. 2005. What is Sustainable Development? Goals, Indicators, Values, and Practice. *Science and Policy for Sustainable Development*, 47(3): 8-21.

Adams, 2009. Chpt 6, pp 116-140: Delivering mainstream development.

Raworth, Kate. 2017. Get savvy with systems. Chpt 4, pp 111-138 in *Doughnut Economics: Seven ways to think like a 21st century economist*. Chelsea Green Publishing.

Arrow, Kenneth, Bert Bolin, Robert Costanza, Partha Dasgupta, et al. 1995. Economic growth, carrying capacity, and the environment. *Science* Volume 268, pp 520-521.

Helliwell, John F. "Social norms, happiness, and the environment: closing the circle." *Sustainability: Science, Practice, & Policy* 10, no. 1 (2014): 78-84.

World Bank. 2010. World Development Report 2010: Development and Climate Change. Chapter 2, Reducing Human Vulnerability: Helping People Help Themselves. pp 87-111.

Buckley, R. (2011). Tourism and environment. *Annual Review of Environment and Resources*, 36(3), 1-20.

Butler, R.W. (1999). Sustainable tourism: A state-of-the art review. *Tourism Geographies*, 1(1), 7-25.

Choi, H.C. and E. Sirakaya (2006). Sustainability indicators for managing community tourism. *TM*, 27(6), 1274-1289.

Clarke, J. (1997). A framework of approaches to sustainable tourism. *Journal of Sustainable Tourism* 5(3), 224-233.

Davison, Aidan. 2001. *Technology and the contested meaning of sustainability*. Chpt 1, Agenda: toward ecoefficiency. Pp 11-36.

Week 14 November 23 Thanksgiving Week; No class

Week 15 November 30

Social sustainability

What are the social dimensions of sustainability? Who is included and who is excluded when we talk about sustainability?

Required readings:

Murphy, Kevin. 2012. The social pillar of sustainable development: a literature review and framework for policy analysis. *Sustainability: Science, Practice & Policy* 8(1): 15-29.

Christopher Wolsko, C.; Marino, E.; Doherty, T.J.; Fisher, S.; Green, A.S.; Goodwin, B.; Reese, R.; & Wirth, A. 2016. Classification of social-ecological systems of access: A multidisciplinary strategy for assessing the social dimensions of sustainability. *Sustainability: Science, Practice, & Policy* 12(1).

Bernstein, Jennifer. 2017. On Mother Earth and Earth Mothers: Why Environmentalism Has a Gender Problem. *The Breakthrough*, Summer 2017.

<https://thebreakthrough.org/index.php/journal/past-issues/issue-7/on-mother-earth-and-earth-mothers>

Purifoy, Danielle. 2018. On the Stubborn Whiteness of Environmentalism. *Inside Higher Ed*, June 2018. <https://www.insidehighered.com/advice/2018/06/22/how-environmentalism-academe-today-excludes-people-color-opinion>

Recommended readings:

Dockry, M. J., Hall, K., Van Lopik, W., & Caldwell, C. M. (2016). Sustainable development education, practice, and research: an indigenous model of sustainable development at the College of Menominee Nation, Keshena, WI, USA. *Sustainability Science*, 11(1), 127-138.

Hiedanpää, J., Jokinen, A., & Jokinen, P. (2012). Making sense of the social: human-nonhuman constellations and the wicked road to sustainability. *Sustainability: Science, Practice, & Policy*, 8(1), 1008-043.

Psarikidou, K., & Szerszynski, B. (2012). Growing the social: alternative agrofood networks and social sustainability in the urban ethical foodscape. *Sustainability: Science, Practice, & Policy*, 8(1), 30-39.

Fernandez Milan, B. 2016. How participatory planning processes for transit-oriented development contribute to social sustainability. *Journal of Environmental Studies and Science* 6: 520. doi:10.1007/s13412-014-0217-5

Anderson, M. W., Teisl, M. F., & Noblet, C. L. (2016). Whose values count: is a theory of social choice for sustainability science possible?. *Sustainability Science*, 11(3), 373-383.

Week 16 December 7

Leadership for Sustainability Transformation

As leaders in academic, public, corporate, nonprofit, or activist spheres, how do we embody and inspire systems-level change towards our vision of sustainability?

Assignment:

- Students will select and lead the class through one of the exercises in the System Leader's Fieldbook (<https://www.systemsfieldbook.org/>).

Required readings:

Excerpt from Power and Love, by Adam Kahane

Final Exam: Tuesday, Dec 11 2018 3:00pm - 5:00pm in 306 Natural Resources Bldg

Each student will give a three-minute presentation related to their academic or professional interests and we will invite others in the department to attend.