CSUS 800
Foundations of Community Sustainability

Fall 2023
Wednesdays 3:00-5:50 PM
Rm. 165, Communication Arts and Sciences Building

Instructor   : John M. Kerr, Professor
Office Location   : 325 Natural Resources Building
Cell phone   : 517-449-3193 (best to text first rather than call)
Email   : jkerr@msu.edu (best way to reach me)
Office hours   : by appointment

MSU Course Catalog Description:
Theoretical and conceptual foundations of community sustainability. Sustainability practice. Introduction to ethics and community engagement for sustainability. Field trips required.

Number of credits: 3

Semester offered: Fall semester, every year

Purpose and target audience
Introductory course designed for all CSUS graduate students focusing broadly on elements of community sustainability including ethics, systems thinking, sustainability, and community engagement. First in a two-course sequence.

Overview
This course introduces the conceptual foundations of community sustainability, focusing primarily on sustainability theory and practice with a foundation in ethics and community engagement. It begins with an introduction to wicked problems, a framework for thinking about ethical problems, and some principles of community engagement before examining theories of sustainability from diverse perspectives.

This course coordinates closely with CSUS 802, which is also required of all first-year CSUS graduate students. Assignments in CSUS 800 will contribute to intended learning outcomes in CSUS 802 and vice versa. For example, in a short paper in CSUS 800 early in the semester, students begin to explore ideas that they will then pursue in more depth in their literature assignment in CSUS 802. Similarly, ideas related to interdisciplinary thinking introduced in CSUS 802 are very relevant to CSUS 800.

Learning outcomes

1. Explain the role of values in different views about how to address sustainability and other wicked problems
2. Describe central ethics and justice frameworks and apply them to evaluate community sustainability challenges
3. Explain the relationships among power, equity and justice in the context of community sustainability.
4. Recognize different, evolving definitions and interpretations of sustainability, and synthesize the sustainability literature to inform the student's own research or professional interests
5. Apply systems thinking to sustainability problems, with the ability to represent systems thinking through various forms.
6. Articulate a personal philosophy regarding one's role in community engagement for sustainability.
7. Define and explain the concepts of social-ecological systems and social-ecological resilience
8. Explain the role of formal and informal social institutions of governance in shaping community sustainability outcomes
9. Explain the need for interdisciplinary/transdisciplinary frameworks for studying sustainability and social-ecological systems
10. Use evidence-based reasoning to support key assertions/points
11. Integrate best practices of professional writing style, such as conciseness, clarity, accuracy, readability, coherence, transition, and grammar.
12. Recognize, develop and deliver effective oral communication, giving consideration to audience, context and format.

Books we will use (to download or purchase

Matson, Pamela, William Clark, and Krister Andersson. 2016. *Pursuing Sustainability: A Guide to the Science and Practice*. Princeton University Press
(We will use parts of this book; scanned copies of required sections are posted in D2L.)

Meadows, Donella. 2008. *Thinking in Systems: A Primer*. Earthscan.
(This book is optional, for those more interested in advanced systems thinking. A PDF is available online and posted to D2L.)

Walker, Brian, and David Salt. 2006. *Resilience Thinking: Sustaining ecosystems and people in a changing world*. Washington, DC: Island Press.
(We will read all of this small book. It is available online as a PDF, but if you prefer the hard copy you can purchase it.)

Weekly schedule at a glance

1. Introduction: wicked problems and the role of values in science
2. Ethics and sustainability
3. Initial paper and systems thinking background
4. Systems thinking 1 - introduction
5. Systems thinking 2 – system archetypes
6. Systems thinking 3 – leverage points

7. Introduction to community engagement
8. Reflection and reflexivity in community engagement; participatory virtues
9. Sustainability overview
10. Sustainable development
11. Social ecological systems
12. Social sustainability: equity and environmental justice
13. Governance of social-ecological systems.
14. Governance, actors and practitioners in change processes

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 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. I will do everything I can to help you. By contrast, it is much more difficult to be flexible if students do not make the effort to contact me in advance.

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.

Other MSU Required Syllabus Components

Please see the end of the syllabus for detailed language regarding MSU's policies regarding academic integrity, sexual harassment and sexual violence, and mental health.

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. I have a lot of experience both working overseas with people whose first language is not English, and working in the US with people who just want to work on their writing, 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.)

Generative artificial intelligence policy

We will collectively develop a policy about the use of generative AI such as ChatGPT in this course. In designing the course I have not considered a way to use generative AI. The course is mostly organized around some basic principles important for sustainability, with the idea that you will think about how those principles are relevant to your specific interests in sustainability. I don't think you will be helping yourself if you ask ChatGPT to do your assignments for you.

On the other hand, of course generative AI is going to be part of our future, and those who know how to use it effectively will have an advantage in the workplace. So we will occasionally discuss how generative AI might be relevant to what we are doing and how using it could help you gain greater insight into what you are trying to learn. I will be open to ideas of how we might use it.

A starting point for the course AI policy is as follows:

1. On occasions when the use of generative AI is permitted or required for an assignment, be sure to cite its use. Indicate which parts of the assignment you used it for and what you had it do. Don't forget to also cite other sources, including those that the generative AI program may have drawn from.
2. Using generative AI to write an assignment that you are meant to write on your own is a violation of academic integrity and the Spartan Honor Code. Please do not do it. Consequences will be that you have to redo the assignment and your grade will be marked down.
3. Don't forget that generative AI is still full of flaws. Information that it generates may be unreliable.
4. Be sure to understand the privacy conditions and terms of use of whatever AI platfrom you use.

Summary of Assignments

All the graded assignments are described in detail on D2L, including the grading criteria. ***Be sure to read the detailed assignment descriptions!*** See due dates in the table below.

Graded Assignments

Interest paper
In a short paper early in the semester, students will write a preliminary concept note broadly related to their area of research or professional interest. This serves several main purposes. First, it provides an opportunity to think very broadly about research or professional interests in preparation for focusing more sharply in the detailed literature review assignment in CSUS 802. Second, it can give students a focus for thinking about how ideas about sustainability relate to their research or professional interests. Third, it provides immediate practice in academic writing early in their graduate program, with instructor feedback intended to help with

subsequent writing assignments throughout the program. The grade for this assignment will be divided between a first draft and a second draft that can be turned in after receiving the instructor's comments. The paper must also include a short abstract. (See the assignment descriptions in D2L for tips on how to write a good abstract.)

Sustainability case study
Early in the semester, students will select a case study or topic that they will consider over the course of the semester for application of concepts from the course. (The case study can be a very specific case or a very general one – for example, management of a particular forest in a particular place in the world, or management of forests in general. Also, what constitutes "the case" is likely to evolve over the course of the semester for most students – it's okay if you start the semester with one idea and switch it to another idea later in the semester.) In the sustainability case study paper, students will apply themes from the course to their case study. The themes to address are 1) ethics; 2) systems thinking; 3) community engagement; 4) sustainable development; 5) resilience; 6) social dimensions of sustainability such as power and justice; 7) governance or institutional aspects related to the topic; and 8) a transition to sustainability. Ideas regarding interdisciplinary thinking developed concurrently in CSUS 802 can also be incorporated into this assignment.

You will turn this in at the end of the semester. If you devote a bit of time each week to writing about how the week's topic pertains to your area of interest, then by the end of the semester you will have already done most of the work and you can just tidy up what you have written and submit it. If you do not do this every week, you will need to start from scratch and revisit everything we've done during the semester. (We will devote some time to this in class each week.)

Collaborative oral exam
At the end of the semester, teams of students will participate in a collaborative oral exam in which you will answer questions about the same themes on which you will write in your sustainability case study. The aims of this exam are to learn from your collaborators to help solidify your understanding of the key themes of the course, and to provide some practice in the oral exam format that you will encounter later in your program. In addition, this format reflects the kind of real-world skills of preparation, critical thinking, collaboration and discussion that are important in most professional careers.

Small written assignments (reflection papers)
During certain weeks of the semester, students will write and turn in a short reflection about the week's topic and how they understand it in relation to their area of interest. Students are strongly advised to do such writing every week, even if it does not need to be turned in, because this will be helpful for preparing the final sustainability case study at the end of the semester. There are five possible reflection papers to write; of which students must choose to write four. (You can skip one.)

Systems diagramming
The focus is to represent and analyze natural and social phenomena as systems of interactive parts. The purpose of this assignment is to improve students' ability to think in terms of systemic aspects of situations related to community sustainability problems. This will be required during four weeks of the semester (of which three will be graded).

7-minute presentation
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. Each student will give two of these presentations during the semester.

Helping lead a class session
Each student will select a week during the semester in which they take responsibility for leading part of the class session. This will be the same day that they give their 7-minute presentation. They will work with the instructor to develop their ideas and integrate them with other activities in the class that day, and lead a discussion session.

Class attendance and participation
Participation refers to attending class, contributing to class discussion, completing all the ungraded assignments, 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.

Ungraded assignments

Learning outcomes assessment exercise
At the start of the semester, students will complete a survey containing questions related to the CSUS core curriculum as a way to help assess the extent to which the program is succeeding in helping students attain intended learning outcomes.

Peer review of other students' interest papers
After everyone has turned in their initial interest paper, each student will be assigned to review one other student's paper to give them constructive feedback within two weeks. One of the purposes of this assignment is for students 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.

Elevator speech
An elevator speech is when you make a pitch during the amount of time it takes to ride in an elevator. It is useful to be able to do this in case you ever find yourself with a brief and unexpected opportunity to speak with someone with whom you would like to make a good professional impression. Each of us will do this once during the semester (September 13).

Draft program plan
At the end of the semester, all CSUS students will prepare a draft program plan, which lists all the courses you plan to take during your time in CSUS, to share with your advisor (or to draft collaboratively with your advisor) Of course you may make changes later but it is good to get this started. [Note: in the past I included the link to the form on the CSUS website but it is no longer there. We will learn what is the revised system and work accordingly.]

Various other small assignments

Mostly this just refers to things we will do in class; sometimes there will be something I ask you to do outside of class and it will be spelled out in the reading guide.

Assignment due dates and correspondence with course learning outcomes

Assignment	Due date	Associated learning outcome(s)
2-minute presentation in class to introduce yourself	Aug 30	Presentation skills, cohort-building
Learning outcomes preliminary survey	Aug 30	
Reading reflection on ethics*	Sep 6	Ethics
Elevator speech	Sep 13	Presentation skills
Systems diagramming	Sep 20 (ungraded), Sep 27, Oct 4, Nov 8	Systems thinking
First draft of paper 1	Sep 17 (Sunday)	Writing skills, evidence-based reasoning
Peer review of another student's first paper	Oct 1	Writing skills, cohort-building
Reading reflection on community engagement*	Oct 10 or Oct 17 (choose one or the other but not both)	Personal philosophy of community engagement
Second draft of paper 1 (optional)	Oct 15	Writing skills; evidence-based reasoning
Reading reflection on sustainable development*	Nov 1	Sustainability
Reading reflection on environmental justice*	Nov 15	Power and justice
First draft or detailed outline of sustainability case study	Nov 22	All course learning outcomes except presentation skills
Reading reflection on governance*	Nov 29 or Dec 6 (choose one or the other but not both)	Institutions of governance
Graded presentation (twice)	To be determined (everyone will do them on different days; we will set the schedule early in the semester)	Presentation skills as well as learning outcome(s) related to the week's topic.
Run a class activity (twice)	To be done on the same day as your graded presentation	
Sustainability case study paper	December 10 (Sunday)	All course learning outcomes except presentation skills
Group-based oral exam on ideas from the class	To be determined during the period December 11-15	All course learning outcomes except writing
Draft program plan (required for CSUS students only)	December 17	
Each week see the reading guide for additional things to	Ongoing	

prepare for any given class session.		

Remember that only four reading reflections are due during the semester but you can choose from five different opportunities to write them as listed in this table.

Components of the course grade

1. Introductory concept paper (interest paper)   18%
     First draft: 12%; second draft: 6%
2. Reflection papers (4 papers, 3% each)   12%
3. Systems diagramming (3 diagrams, 3% each)   9%
4. Class presentations (7.5% each)   15%
5. Leading a class discussion (7.5% each)   15%
6. Final paper (sustainability case study)   21%
7. Collaborative oral exam   10%

Grading Scale

Each assignment will be assigned a percentage score as described in the assignment descriptions and grading criteria on D2L. Then each assignment is weighted according to the above percentage of the overall course grade, which will be based on a total possible score of 100 points (100%).

Grades for the course are determined as follows:

MSU grade points	Composite class points
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

<div align="center">**Detailed Course Outline**</div>

Week 1   August 30
Introductions, wicked problems, values

Required reading (due for the first session):

"Wicked" problems: What are they, and why are they of interest to NNSI researchers? – Network for Nonprofit and Social Impact, Northwestern University. (blog post)

Wals, AEJ. 2020. Transgressing the hidden curriculum of unsustainability: towards a relational pedagogy of hope. Educational Philosophy and Theory, 52:8, 825-826, DOI: 10.1080/00131857.2019.1676490

Recommended

Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy sciences*, *4*(2), 155-169.

Week 2   September 6
Ethics overview

Required readings:

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. *(Note: required up to pg 38. pp 38-41 optional.)*

Goralnik, L., Vucetich, J.A, and Nelson, M.P. 2014. "Sustainability Ethics." In Achieving Sustainability: Visions, Principles, and Practices, Ed. Deborah Rowe (pp. 319-327), Detroit: Macmillan *Reference. Encyclopedia essay*.

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

Recommended readings:
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.

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.

Week 3   September 13
Discussion of students' interests and intro to systems thinking

No required readings – but please consider the opportunity to get a head start on the systems thinking readings for the next few weeks.

Week 4   Sept 20
Systems thinking 1 - introduction

I have two alternative sets of readings that you can choose from here. One is to read from Donella Meadows' book, *Thinking in Systems*. It's considered a classic, but many students don't find it easily accessible if systems thinking doesn't come naturally to them. The alternative is a series of YouTube videos and short readings I've curated from the web with the intention of getting the same ideas across but more simply. (I confess that I would have preferred learning systems thinking through the videos and short readings rather than through Meadows.)

You can find the two alternative sets of readings on D2L.

One alternative:
Meadows, Donella. 2008. *Thinking in Systems: A Primer*. Earthscan.
 – Chapters 1-4 (pp 1-110).

Second alternative:
Please see the set of short readings and YouTube videos on D2L to introduce systems thinking.

Week 5   Sept 27
Systems thinking 2 - applications

Required reading:
Meadows, Donella. 2008. *Thinking in Systems: A Primer*. Earthscan.
 – Chapter 5 (pp 111-144): System traps and opportunities (about system archetypes)

Kim, Daniel: System archetypes 1. (See his diagrams of different system archetypes on pp 6-7. The rest is not required.)

Week 6   October 4
Systems thinking 3 – Leverage points

Required reading:

Meadows, Donella. 2008. *Thinking in Systems: A Primer*. Earthscan.
  – Chapter 6 (pp 145-165): Leverage points

Fischer, J., & Riechers, M. (2019). A leverage points perspective on sustainability. *People and Nature*, *1*(1), 115-120.

Kim, Daniel. Introduction to Systems Thinking – Appendix: Acting in Different Modes. pp 17-18

Recommended:
Abson, David, et al. 2017. Leverage points for sustainability transformation. *Ambio* 46: 30-39.

Week 7   October 11
Community Engagement for Sustainability: Introduction

Required readings:
Bridger, J.C., T.R. Alter, P.Z. Frumento, T.M. Howard, and L.B. Adams. 2019. Community
    engagement theory for a new natural resources paradigm. Chapter 5 in P Martin, TR
    Alter, DW Hine, TM Howard, eds. Community-Based Control of Invasive Species. 10
    pages.

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

Choose between the following two:

    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

Recommended:
McDavitt, B., Bogart, L. M., Mutchler, M. G., Wagner, G. J., Green Jr, H. D., Lawrence, S. J., ...
    & Nogg, K. A. (2016). Dissemination as Dialogue: Building Trust and Sharing Research
    Findings Through Community Engagement. *Preventing Chronic Disease*, *13*.

Week 8   October 18
Critical Reflection and Participatory Virtues in Community Engagement

Required readings:
Boyd, E. M., & Fales, A. W. (1983). Reflective learning: Key to learning from
    experience. *Journal of humanistic psychology*, *23*(2), 99-117.

Ferkany, M. and Whyte, K. 2012. The importance of participatory virtues for environmental
    education. *J. Ag. Environ. Ethics* 25(3); 419-434.

Recommended
Cunliffe, A. L. (2009). The philosopher leader: On relationalism, ethics and reflexivity—A critical perspective to teaching leadership. *Management learning*, *40*(1), 87-101.

Week 9   October 25
Sustainability 1: overview

To be updated! The article by Clark and Harley is comprehensive but long. We might read it and skip the others, or skip it and read the others.

Required readings:

Clark, W. C., & Harley, A. G. (2020). Sustainability science: Toward a synthesis. *Annual Review of Environment and Resources*, *45*, 331-386.

[5 transformational policies for a prosperous and sustainable world | Johan Rockström](https://www.youtube.com/watch?v=Rv-tDrv__mc) (video). (https://www.youtube.com/watch?v=Rv-tDrv__mc)

Matson, Pamela, William Clark, and Krister Andersson. 2016. *Pursuing sustainability: a guide to the science and practice*. Princeton University Press.
- Chpt 1: Pursuing sustainability: an introduction (pp 1-11)

Miller, T. (2013). Constructing sustainability science: emerging perspectives and research trajectories Volume 8, Issue 2, only pp 282-285 required: defining sustainability.

Recommended:
Matson, Pamela, William Clark, and Krister Andersson. 2016. *Pursuing sustainability: a guide to the science and practice*. Princeton University Press.
- Appendix A: Case studies in sustainability (pp 143-186)

Week 10   November 1
Sustainable development

To be updated with the most recent edition of Adams

Required readings
Adams, William. 2009. *Green Development: Environment and Sustainability in a Developing World*. 3nd Edition. Routledge. *(Note that this entire book is available on the web in PDF form if you are interested.)*
- Chapter 1, Dilemmas of Sustainability. *Only pp 1-7 and 19-21 are required; pp 7-19 is optional, and recommended if you are interested in international development. Pp 21-25 is also optional).*

[United Nations Sustainable Development Goals.](https://sdgs.un.org/goals) (web site providing an overview - https://sdgs.un.org/goals)

Page, Edward A. 2018. Environmental justice and sustainability. Chpt 14, pp 179-192, in Brown, Chris, and Robyn Eckersley. The Oxford Handbook of International Political Theory. Oxford, UK: Oxford University Press.

Matson, et al. 2016. *Pursuing sustainability: a guide to the science and practice*.
  – Chpt 2: A framework for sustainability analysis: linking ultimate goals with their underlying determinants (pp 14-51)

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

Week 11   November 8
Social-ecological systems (theory)/ Dynamics of SES

Required readings:
Matson, Pamela, William Clark, and Krister Andersson. 2016.
  – Chapter 3, Dynamics of social ecological systems. pp 52-58 only (pp 58-70 optional.)

Walker, Brian, and David Salt. 2006. *Resilience Thinking: Sustaining ecosystems and people in a changing world*.
  – Chapters 1-4, pp 1-95

Recommended:

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.

Week 12   November 15
Social sustainability: equity, environmental justice

Required readings:
Gottschlich, Daniela, and Leonie Bellina. 2017. "Environmental justice and care: critical emancipatory contributions to sustainability discourse." *Agriculture and human values* 34.4: 941-953.

Dillon, L., & Sze, J. (2018). Equality in the Air We Breathe. *Sustainability: Approaches to Environmental Justice and Social Power*, Chpt 10, pp 246-270, in Julie Sze, ed. *Sustainability: Approaches to Environmental Justice and Social Power*. NYU Press.

Whyte, K. P., Brewer, J. P., & Johnson, J. T. (2016). Weaving Indigenous science, protocols and sustainability science. Sustainability Science, 11(1): 25-32.

Recommended:

Sze, J., et al. (2018). Introduction. Pp 1-28 in Julie Sze, ed. *Sustainability: Approaches to Environmental Justice and Social Power*. NYU Press.

Week 13   November 22

No class – Thanksgiving.

Initial draft or detailed outline of your sustainability case study is due.

Week 14   November 29
Governance and institutions for sustainability

<u>Required readings:</u>
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.

Gillard, R., Gouldson, A., Paavola, J., & Van Alstine, J. (2016). Transformational responses to climate change: beyond a systems perspective of social change in mitigation and adaptation. *Wiley Interdisciplinary Reviews: Climate Change*, *7*(2), 251-265.

Week 15   December 6
Governance, actions and practitioners in change processes

To be updated

<u>Required readings:</u>
Matson et al., *Pursuing Sustainability*, Chapters 5 and 6
- Chpt 5, Linking knowledge to action. pp 105-128.
- Chpt 6, Next steps: contributing to a sustainability transition. pp 129-144.

Walker, Brian, and David Salt. 2006. Resilience Thinking
- Chapter 5, pp 111-124: Making sense of resilience: how do you apply resilience thinking?
- Case study 5, The Kristianstads, Sweden (pp 125-138.)

Di Chiro, G., & Rigell, L. (2018). Situating sustainability against displacement: building campus-community collaboratives from the ground up. Chapter 3, pp 76-101, in Julie

Sze, ed. *Sustainability: Approaches to Environmental Justice and Social Power*. NYU Press.

<u>Recommended:</u>

Senecah, S. L. (2004). The trinity of voice: The role of practical theory in planning and evaluating the effectiveness of environmental participatory processes. Chapter 1, pp 13-33 in S.P. Depoe, J.W. Delicath, and M-F.A. Elsenbeer, eds. *Communication and public participation in environmental decision making*, 13-33.

Finals Week   December 13

Collaborative oral exams will be scheduled according to each group's schedule and preference.

Other Syllabus Components Required by MSU

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 rsearch (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 802. We will also have a brief discussion about crediting the works of others and plagiarism.

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.

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.

Sexual harassment and sexual violence

"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.