

CSUS 800
Foundations of Community Sustainability

Fall 2015
Wednesdays 5:00-7:50 PM
Rm. 225, Natural Resources Building

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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 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:

- Understand key issues related to interdisciplinarity, ethics, community and sustainability
- Appreciate that interdisciplinarity is both difficult and important
- Cross boundaries that tend to separate academic disciplines and worldviews
- Read critically and cite reading as part of evidence-based reasoning to support key assertions/points
- Write in a clear, organized manner to convey academic ideas effectively
- Deliver clear, concise, interesting and convincing presentations
- Synthesize and integrate information and ideas from multiple disciplines

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.

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

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/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

- Introduction
- Ethics overview
- Ethics and the MSU pig project
- Responsible conduct of research
- Epistemology, worldviews and interdisciplinarity (professional and academic contexts)
- Community engagement and engaged learning
- Community development
- Sustainability/sustainable development
- Social institutions and governance for sustainability
- Sustainability and resilience: an ecological perspective
- Social sustainability
- Human behavior and 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.

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.

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

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.

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 September 30) 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 30 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.

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

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.

The participation grade also covers the various short, ungraded writing assignments during the semester.

Please see the assignment descriptions in D2L for an explanation of the participation grade.

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 (not necessarily 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 to post it. It will be part of your participation grade.

Weekly reflection papers

In addition to a few weeks when there are required written assignments on the readings, each student should submit reflections on at least 7 weeks out of the 10 remaining possible weeks. (The possible weeks on which to write these optional reflections are weeks 2, 3, 7, 8, 9, 10, 11, 13, 14, and 15.)

The reflections 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. It is useful to focus on two main things: 1) what main point is the author trying to make? 2) What does that main point have to do with things that are of interest to you? Please see the assignment description on D2L for more details. 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 25 percent of the class grade. A more detailed explanation of how they are graded is posted on D2L. 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.

Analytical papers

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. Please continue reading for details of what this means.

Papers should be concise 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 first paper should be 1500-2000 words (excluding references), and the second paper should be 2500-3000 words (excluding references). Part of the grade will be to meet the length requirements (not too long, not too short).

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 along with ideas about how to write a good paper.

Each paper is worth 20 points. ***For the first paper, each student must turn in a first draft by Monday, September 28.*** Please turn it in electronically on the D2L web site. If it suits your schedule to turn it in early I encourage you to do so. The first draft will be worth 13 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 7 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 Monday, December 14.***

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. 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.

Please keep in mind that the range of eligible issues for you to cover in your paper is very broad, 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.

Many more details about how to write this paper, along with the assessment criteria, are available on D2L.

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.

In most weeks during the semester, 2-3 students will give a short (10- 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. The only real requirement regarding content is to be sure to clearly link what you are saying to one or two key ideas from what we have read during the week you are presenting.

Please see D2L for the detailed assignment description for the presentations.

Given the size of the class, each student will 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, taking ideas from one discipline or context and applying them to another, and perhaps other 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	25%
2. Short presentation	10%
3. 1 st draft of first analytical paper	13%
4. Final draft of first analytical paper	7%
5. 2 nd paper	25%
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:

<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

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 9

Introduction

We will introduce ourselves, go over the syllabus, and discuss one article (below).

Required reading

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

Assignments:

- Complete your entry statement and post it to D2L
- Be prepared to discuss the article by Rittle & Webber. Write a short reflection with your thoughts on this article. Try to come up with an example of a wicked problem related to your area of interest and explain what makes it a wicked problem.
- Prepare a 2-3 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.

Week 2 September 16

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 lecturer: Paul Thompson

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.

Minto Pyramid Principle.

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.

Recommended 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.

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 3 September 23

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.

Field trip and visit with Dr. Laurie Thorp (Community Sustainability and Residential Initiative on Sustainability and the Environment) and Dale Rozeboom (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 in the last week?
- 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.

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

Required reading:

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.

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.

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.

PAPER DUE MONDAY SEPT 28 midnight. This is a strict deadline so that I can give you timely feedback, particularly for those of you taking CSUS 802.

Week 4 September 30
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.

Required Readings (see D2L)

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

Assignment for class

Additional assignment: each student should take the Human Subjects research training prior to class on Sept 30. It can be found at this site: <http://hrpp.msu.edu/required-training>

We will discuss this in class.

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 October 7

Values & Policy in Interdisciplinary Environmental Science Workshop: Part 1

Collaboration across worldviews and disciplines – applications to research and professional settings

On October 7 and 14 we will conduct a two-week workshop called Values and Policy in Interdisciplinary Environmental Science, developed by a number of faculty members in the Dept. of Philosophy at MSU. It involves understanding cross-disciplinary collaboration and applying what we learn to a case study pertinent to community sustainability.

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.

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)

Assignment: there will be a required reflection in preparation for class discussion. Details are not yet available.

Recommended:

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 14

Values & Policy in Interdisciplinary Environmental Science Workshop: Part 2

Required readings:

Looney, C., Donovan, S., O'Rourke, M., Crowley, S., Eigenbrode, S. D., Rotschy, L., Bosque-Pérez, N., Wulfhorst, 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. Wulfhorst. (Eds.) *Enhancing Communication and Collaboration in Interdisciplinary Research*. Thousand Oaks, CA: Sage Publications.

Also other short documents related to the workshop.

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 7. Also, please write a reflection focusing on the process your group followed in coming up with the dialog prompts that you did. How did you do it, and why? What ideas did you consider but not take up?

Week 7 October 21

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:

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

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

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 8 October 28 Community development

What are different approaches to community development?

Guest host: Kimberly Chung, Dept of Community Sustainability

Also, possible field trip during the first half of class to the Allen Neighborhood Center on the east side of Lansing, where we will hear a presentation by ANC's Director, Joan Nelson. Alternatively Joan will come to speak to us in class but hopefully we will take the field trip.

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 9 November 4

Sustainable development/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?

Also: Visit from Dr. Gail Vanderstoep to discuss program planning forms

Required readings:

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

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, 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.

Recommended readings

Conceptualizations of sustainability

Thompson, Paul. 2010. What sustainability is (and what it is not). Chpt 1, pp 16-29 in Moore, Steven F., ed. 2010. *Pragmatic Sustainability*. New York: Routledge.

Larsen, Gary L. 2009. An inquiry into the theoretical basis of sustainability: ten propositions. (This is chapter 2 of Dillard, Jesse, Veronica Dujon, and Mary King, *Understanding the social dimension of sustainability*. New York: Routledge.)

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

Dresner, Simon. 2002. "The End of Sustainability." Chapter 9, (pp 139-173), in *Principles of Sustainability*. London: Earthscan Publications. (especially pp 139-145 and 165-173)

Lester Brown. 2008. Plan B 4.0: Mobilizing to Save Civilization. New York: Norton.

Norgaard, Richard B. 1995. "The Betrayal of Progress." Pp. 1-10 in *Development Betrayed. The End of Progress and a Coevolutionary Revisioning of the Future*. London: Routledge.

Redclift, Michael. 2005. Sustainable development (1987-2005): an oxymoron comes of age. *Sustainable Development* 13: 212-227.

Sustainable development

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

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

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.

Dustin, D. L., Bricker, K. S., & Schwab, K. A. (2009). People and nature: toward an ecological model of health promotion. *Leisure Sciences*, 32(1), 3-14.

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

Week 10 November 11

Social institutions and governance for sustainable development

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

Required:

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

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.

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

Recommended:

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 11 November 18

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 reading

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

Recommended

Barrett, C., & Constan, 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 12 November 25 (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 13 December 2

Social sustainability

What are the social dimensions of sustainability?

Required:

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.

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.

Olsson, Lennart, Anne Jerneck, Henrik Thoren, Johannes Persson, and David O'Byrne. 2015. Why resilience is unappealing to social science: Theoretical and empirical investigations of the scientific use of resilience. *Science Advances*, May 22, 2015. (11 pages)

Recommended

Magis, K., & Shinn, C. (2009). Emergent principles of social sustainability. *Understanding the social dimension of sustainability*, 15-44.

Godbey, G. (2009). Outdoor recreation, health, and wellness. *Outdoor Resources Review Group*, 09-21.

Week 14 December 9

Human behavior and sustainability

Required readings

I will finalize these articles soon. Likely sources are as follows – these are all books and I would just select chapters, not the whole thing:

McKenzie-Mohr, Doug. 2013. *Fostering sustainable behavior: An introduction to community-based social marketing*. New society publishers.

Ariely, Dan. 2008. *Predictably irrational*. New York: HarperCollins.

Ariely, D., & Jones, S. 2010. *The upside of irrationality: The unexpected benefits of defying logic at work and at home* (Vol. 159). New York: Harper.

Thaler, R., & Sunstein, C. 2008. Nudge. *Improving Decisions about Health, Wealth, and Happiness*.

Recommended

Vlek, Charles, and Linda Steg. (2007). Human Behavior and Environmental Sustainability: Problems, Driving Forces, and Research Topics." *Journal of social issues* 63,1 1-19.

Fischer, Joern, Robert Dyball, Ioan Fazey, Catherine Gross, Stephen Dovers, Paul R. Ehrlich, Robert J. Brulle, Carleton Christensen, and Richard J. Borden. "Human behavior and sustainability." *Frontiers in Ecology and the Environment* 10, no. 3 (2012): 153-160.

Week 16

Final exam period: Tuesday, December 15, 5:45-7:45 PM

Assignment as discussed above. Please bring your laptop.