

| ADLER.edu | SCOM-512 | ELEMENTS OF SUSTAINABILITY AND LIVABLE COMMUNITIES | SYLLABUS PACKET | Page 1 of 13

	<p>2. Explain the importance of leaders who understand the intersectionality between various environments such as the natural, developed, and social environments.</p> <p>3. Evaluate different methods of engagement used to create environmentally, economically, socially resilient and equitable communities.</p> <p>4. Compare and contrast different ways to manage urban growth or shrinkage.</p> <p>5. Promote alternative means to important services and essential items with urban communities, e.g. transportation, food availability and production, and access to affordable housing.</p>
PEDAGOGICAL APPROACH:	<p>Instructional Format: Class sessions may include lectures, discussions and workshops. Field trips or guest speakers may be added, as they are available.</p>

TEXTBOOKS AND MATERIALS	
REQUIRED READINGS: Adler Bookstore or Online Resources:	 <ul style="list-style-type: none"> Campbell, Heather, Rethinking Environmental Justice in Sustainable Cities: Insights from Agent-Based Modeling. (Google Search)
	 <ul style="list-style-type: none"> Zeemering, Eric, Collaborative Strategies for Sustainable Cities. (Google Search)
	 <ul style="list-style-type: none"> Silent Spring by Rachel Carson, and other articles available in the syllabus and FREE RESOURCES page in the  LMS: https://adler.instructure.com/courses/4535
SUPPLEMENTAL/ ADDITIONAL READINGS (NOT AN EXHAUSTIVE OR REQUIRED LIST – SIMPLY USEFUL EXAMPLES AS YOU RESEARCH TOPICS FOR CLASS PROJECT, DISCUSSIONS AND/OR DEEPER UNDERSTANDING)	Research Resources - Online or Library: <u>LONG TERM CHALLENGES, FISCAL SUSTAINABILITY:</u> Kotlikoff, Laurence J. and Scott Burns, Chapter 1. From Strollers to Walkers, pp. 1-39 in The Coming Generational Storm: What You Need to Know about America's Economic Future . 2005. MIT Press. <u>ILLINOIS POLITICS:</u> Nowlan, James D., Samuel K. Gove, and Richard J. Winkel Jr. (2010). Illinois Politics: A Citizen's Guide . University of Illinois Press. <u>ACADEMIC RESEARCH AND WRITING:</u> Booth, W.C., Williams, J.M., & Colomb, G.G. (2003). <i>The Craft of Research</i> . (2 nd ed.) Chicago, IL: University of Chicago Press. Graff, G., Birkenstein, C., & Durst, R., (2009). <i>They Say I Say: The Moves that Matter in Academic Writing</i> . (2 nd ed.) New York, NY: W.W. Norton & Company. <u>SOCIAL JUSTICE AND SUSTAINABILITY:</u> Stiglitz, J.E. (2013). <i>The Price of Inequality: How Today's Divided Society Endangers Our Future</i> . New York, NY: W. W. Norton. (2 nd ed.) <u>AGENT BASED RESEARCH:</u> Gerd Gigerenzer, Reinhard Selten MIT Press, 2002 - Bounded Rationality: The Adaptive Toolbox
REQUIRED RESOURCES & SUPPLIES	None.
SUPPLEMENTAL/ ADDITIONAL RESOURCES & SUPPLIES	Suggestion for succeeding in course: Develop your own glossary or mindmap of sustainability management terms.

DELIVERY METHOD:	By Appointment/On Campus/Online																
ATTENDANCE	Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class must notify the instructor in advance. Students who miss more than two unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness will receive a grade of "F" (Fail) and must repeat the course. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade at the discretion of the faculty instructor. In those instances in which a class is offered in a weekend intensive format (that is, three or fewer class meetings in a semester), missing one class will result in a grade of "F" (Fail).																
GRADING AND EVALUATION:	<p>Grading Scale: A = 4.0 = 94 – 100% A- = 3.75 = 90-93% B+ = 3.5 = 89-87% B = 3 = 84-87% B- = 2.75 = 80-83% C = 2.0 = 73–79% D = 1.0 = 70-72%</p> <p>Requirements and Expectations: Class participation, examinations, & budgetary analysis. Weights for graded assignments are:</p> <table> <tr> <td>1) Participation</td><td>20%</td></tr> <tr> <td>2) Article Presentations</td><td>10%</td></tr> <tr> <td>3) Leading class discussion and analysis</td><td>10%</td></tr> <tr> <td>4) Issue Brief</td><td>20%</td></tr> <tr> <td>5) Critiques of Issue Brief and Project Proposal</td><td>10%</td></tr> <tr> <td>6) Policy Paper and Presentation</td><td>30%</td></tr> <tr> <td></td><td>-----</td></tr> <tr> <td>TOTAL:</td><td>100%</td></tr> </table> <p>Assignment Details: I. Participation (20%): Students are responsible every week for the readings and participation in class. Students should read the material and to be prepared to speak in class. This is not a lecture class, it is discussion driven. You are responsible for reading the assigned materials before class and coming ready to discuss. II. Article Presentations (10%): Students will find and present two articles relevant to the readings during this course. The articles can be from a newspaper, online journal, professional journal, or other source. Articles should be brief so that it can be added to the scheduled readings for the session. Each student will spend 5 to 7 minutes contextualizing the article before we discuss it.</p>	1) Participation	20%	2) Article Presentations	10%	3) Leading class discussion and analysis	10%	4) Issue Brief	20%	5) Critiques of Issue Brief and Project Proposal	10%	6) Policy Paper and Presentation	30%		-----	TOTAL:	100%
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TOTAL:	100%																

- III. **Leading class discussion and analysis (10%):** Each student is required to lead one class discussion by doing a close analysis of the readings, creating a power point that defines the key points in the readings and helps lead the conversation. Power point will be given to the professor at the end of the class.
- IV. **Issue Brief (20%):** An individual or small group of students will analyze an issue related to sustainability and urban living. This analysis will include a literature review, empirical data and existing plans or policies affecting the issue being reviewed. Create a clear, concise, no more than 5-page issue brief and project proposal suggesting options for a specific policy analysis.
- V. **Critiques of Issue Brief and Project Proposal (10%):** Students are assigned a classmate's issue brief to critique by examining the brief carefully, offering ideas on how they could be improved in substance, format, and style. (1 page discussion)
- VI. **Policy Paper and Presentation (30%)** Each student will produce a 15-page policy paper on an approved topic. It will analyze an environmental/sustainability problem or policy by exploring the literature, interviewing key players (if appropriate), and conducting research as needed. Topics should be related to the nexus of planning and implementation of the policy. Papers should employ original graphical illustration and strategic thinking. **Topic approval is due 11/9/2017** (two paragraph discussion); Draft papers are due **November 30th**; and **final paper and presentation is due December 14th**. The final grade is based on paper (20%) and presentation (10%)

GUIDELINES FOR ALL WRITTEN ASSIGNMENTS:

All papers must be typed and double-spaced with 1 inch margins on all sides.

Papers should follow APA format.

- Use **12-point** font.
- Include your name and page numbers in the header.
- Citations should follow APA format.
- Finished products should be spell-checked and grammatically correct.

All assignments must be submitted on time. Exceptions may be granted in extenuating circumstances. These should be discussed with the instructors.

Your name should appear on the cover page of any word document you send or post. The name of the word document should include your name and the title of the document.

In order to pass successfully each MPA course students are required to meet the minimal level of achievement, which is a grade of C. In courses or seminars where letter grades are not used, the minimal level of achievement to pass is a grade of "Credit" (CR).

	<ol style="list-style-type: none"> 1. Students can appeal their grade by following the Grade Appeal Policy. 2. Students who receive a grade of B- or below, or NC are referred to the Student Development Committee. <p>It is expected that as graduate students all students will actively participate in class. As this is a general expectation of graduate school, no credit will be given for class participation. However, at the discretion of the instructor, up to 5% of the grade of the course can be deducted if a student does not actively participate in class and does not contribute to class discussion with original comments (the student's own opinions and thoughts).</p> <p>Student performance will be evaluated based upon the following criteria.</p> <p>Note: Students are expected to complete two course evaluations. One at mid-term and one at the end of the term.</p>
GRADING RUBRICS:	<p>Overall, six (6) criteria are used to evaluate each graduate level assignment:</p> <ul style="list-style-type: none"> · Originality · Thoroughness/accuracy · Analysis and argumentation · Thoughtfulness · Construction/presentation <p>Please see more detailed rubrics below:</p>

Rubrics for Written Work:

The following rubrics are guidelines meant to guide students toward reasonable expectations and assist the instructor in grading assignments. Please refer to these anytime to help assess your own level of participation and use of critical, analytical and creative thinking. Your individual and team assignments will be considered written work. Your written work will be graded based on the following rubrics:

Weekly Assignments:	Varies		
Topical / Discussions	Varies		
Criteria	Advanced 100-80%	Adequate 79-60%	Not There Yet 59%-0
Evidence of Critical Thinking	Clear evidence of critical thinking -- application, analysis, synthesis, and evaluation of content. Postings are characterized by clarity of argument, depth of insight into theoretical	Beginnings of critical thinking -- could be improved with more application, analysis, synthesis, and evaluation of content. Postings tend to address peripheral issues. Could be improved with	No evidence of critical thinking -- could be improved with application, analysis, synthesis, and evaluation of content. Requires analysis and creative thought -- for example, in-depth critique

Criteria	Advanced 100-80%	Adequate 79-60%	Not There Yet 59%-0
	issues, originality of treatment, and relevance to course content. Clear references to assigned readings and articulate responses to discussion questions. Sometimes include unusual insights.	stronger analysis and creative thought -- for example, in-depth critique and application of assigned readings. Some references to assigned readings but indirectly addressing the questions	and application of assigned readings. Posting is attached to the right discussion board, but does not answer the questions.
Mechanics	Standard English mechanics and grammar were used. Posting is presented in a logical format that is easy to follow.	Minimal problems with mechanics such as spelling and grammar errors, poor sequencing causing the readers confusion, and/or poor layout such as inconsistent font sizes, font colors, headings, and/or text alignment.	Numerous problems with mechanics such as spelling and grammar errors, poor sequencing causing the readers confusion, and/or poor layout such as inconsistent font sizes, font colors, headings, and/or text alignment.
Timeliness	Posted by deadline	Posted but returned for edits.	Posted late or not at all

Rubrics for IN-CLASS & ONLINE Discussion/Postings:

The Discussion Rubric for initial posts are below. These also apply generally to in-person classroom participation.

Online Courses Only: The following point system for online discussion and 2 response posts are also required & are worth up to 5 points each.

Response posts should be in the 200 word range & be engaged in the discussion. Each weekly discussion is worth up to 10 points each.

Points	Discussion Posting Grading Rubric
9-10	This question/comment/posting will thoughtfully consider and respond to the question (or classmate's message), using sound argumentation and clear prose. A stellar posting that will contain virtually no grammatical errors or typos. Not only will such a post engage with the ongoing conversation in a rhetorically suitable fashion, it will foster further discussion on the topic, perhaps exploring new lines of argument or different perspectives. The five-point grade isn't just a response; it's proof that you are facilitating learning both for yourself and your fellow students. This posting should be approximately 250 words in length. Critical thinking is critical.
6-8	This question/comment/posting is a competent response to the subject: it's 200 words long, more or less, it addresses the question, without going into much detail, and it contributes to the overall conversation as another voice on the subject. Creating derivatives of what other people say only takes you so far.
4-5	This question/comment/posting reflects a less-than-adequate engagement with the subject, or is noticeably under the required word count. It does little to advance the discussion underway, and may even detract from it. Please, engage your brain and think - your future job depends on it.

COURSE POLICIES:	Students are expected to have completed the assigned readings for each class and be prepared to discuss the
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	<p>readings and ask questions when you come to class. Class time will be used to lecture, demonstrate, and clarify concepts presented in the readings. Lab sessions will be used to practice skills and techniques.</p> <p>Assignments are due on the dates listed in the syllabus weekly schedule, no later than 5:00 p.m. on that day.</p> <p>Each written assignment will be submitted by EMAIL by 5pm on the day in which it is due. Generally, weekly assignments are due before the next week begins. Weeks generally run from Sunday to Sunday.</p> <p>Students are expected to title the assignment document in the following way: “SCOM512WEEK#LastName.doc”. <i>PDF files are acceptable as well.</i></p> <p>Assignments will be graded electronically and emailed back to students with comments. Additionally, students are required either to attach a cover page that follows APA style or to include a document header that contains the student’s name.</p> <p>NOTE: The use of personal computers in class is limited to course-related material. Students who use computers for other purposes, such as for Facebook or Twitter, will be asked to cease such behavior. Inappropriate or continued use of cell phones or computers for texting, etc.in class will impact participation grades.</p> <p>Students are expected to submit ORIGINAL work. Students who submit work that is not original will receive no credit for the relevant assignment.</p>
INSTITUTIONAL AND PROGRAM POLICIES:	<p><u>Catalog & Student Handbook:</u> http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</p>
ACADEMIC HONESTY:	<p>Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student <i>must</i> be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student’s responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from the school.</p>

	Student Handbook: http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook
STUDENTS WITH DISABILITIES: (ADA Compliance)	<p>It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C. Human Rights Code. If a student with a disability wishes to receive accommodations in order to participate in the courses, programs, or activities offered by the University, the student may request accommodations by contacting the Associate Vice President of Student Affairs, Dr. Jennifer Pope (jpope@adler.edu). The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.</p> <p>Catalog & Student Handbook: http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</p>
SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY - Disclosure and Mandated Reporting:	<p>The Adler University Sexual Harassment and Sexual Violence Policy is available at [adler.edu/title9]. This policy addresses how information about sexual violence/sexual misconduct that is shared with any Adler University faculty and staff must be reported to the Title IX Coordinator, Ms. Susan Yasecko (syasecko@adler.edu).</p>

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings	Assignments
Weekly Topics		Weekly Readings <i>(Read PRIOR to Class)</i>	
WEEK 1 9/7/2017 Introduction to class Introducing Sustainability in Cities		1. Zeemering: Collaborative Strategies for Sustainable Cities, Chapter 1 2. Campbell, Kim & Eckerd: Rethinking Environmental Justice in Sustainable Cities, Chapter 1	
WEEK 2 9/14/2017 Urban areas, sustainability and theory Ecology for cities *Due: Article Presentation, Student _____		1. Zeemering: Collaborative Strategies for Sustainable Cities, Chapter 2 2. Childers, Pickett, Grove, Ogden, Whitmer, Advancing urban sustainability theory... http://www.urban-sustainability-rcn.org/uploads/1/6/2/1/16216490/childers_et_al_2014.pdf	
WEEK 3 9/21/2017 Sustainability and climate change Environmental damage and human behavior The American Experience Rachel Carson http://www.pbs.org/wgbh/americanexperience/films/rachel-carson/#part01		1. Zeemering: Collaborative Strategies for Sustainable Cities, Chapter 3 2. Carson: Silent Spring, Chapters 1 - 5	
WEEK 4 9/28/2017 Implementing sustainability Environmental damage and human behavior *Due: Article Presentation, Student _____		1. Zeemering: Collaborative Strategies for Sustainable Cities, Chapter 4 2. Carson: Silent Spring, Chapters 6 - 9	
WEEK 5 10/5/2017 Working together to develop, implement and live sustainably Environmental damage and human behavior *Student leads class discussion _____		1. Zeemering: Collaborative Strategies for Sustainable Cities, Chapter 5 2. Carson: Silent Spring, Chapters 10 - 13	

<p>WEEK 6 10/12/2017 Introduction to agent-based modeling: recognizing relationships, environmental damage and human behavior</p>  <p>Why Agent-Based Modeling? See: https://youtu.be/J1gvszjuGI</p> <p>*Due: Article Presentation, Student _____</p>	<ol style="list-style-type: none"> 1. Campbell: Rethinking Environmental Justice in Sustainable Cities, Chapter 2 2. Carson: Silent Spring, Chapters 14 - 15
<p>WEEK 7 10/19/2017 Urban sustainability policy implementation Environmental damage and human behavior</p> <p>The New Urban Agenda Video: https://www.thechicagocouncil.org/event/new-urban-agenda</p>	<ol style="list-style-type: none"> 1. Campbell: Rethinking Environmental Justice in Sustainable Cities, Chapter 3 2. Carson: Silent Spring, Chapters 15 - 17
<p>WEEK 8 10/26/2017 Economics/Politics/Choices on residential choice Public housing project where healthy living is the foundation</p> <p>http://www.pbs.org/newshour/bb/public-housing-project-healthy-living-foundation/</p> <p>*Due: Article Presentation, Student _____</p>	<ol style="list-style-type: none"> 1. Campbell: Rethinking Environmental Justice in Sustainable Cities, Chapter 4 & 5

WEEK 9 11/2/2017 Demographic considerations and sustainability Rinku Sen - Both/And/All: Environmentalism and Racial Justice Video: https://www.youtube.com/watch?v=8SAXNt9jxUk *Student leads class discussion _____	1. Campbell: Rethinking Environmental Justice in Sustainable Cities, Chapter 6
WEEK 10 11/9/2017 Migration and urban growth *Due: Issue Brief *Due: Article Presentation, Student _____	1. Campbell: Rethinking Environmental Justice in Sustainable Cities, Chapter 7 2. UN Nations: Background paper Patterns & Trends Migration & Sustainable Development https://sustainabledevelopment.un.org/content/documents/1743migrationbackground.pdf
WEEK 11 11/16/2017 Local zonings affects on sustainable development *Due: Issue Brief Review	1. Campbell: Rethinking Environmental Justice in Sustainable Cities, Chapter 8 2. Jepson Jr & Haines: Zoning for Sustainability: A Review & Analysis of the zoning ordinances of 32 cities in the United States http://www.tandfonline.com/doi/pdf/10.1080/01944363.2014.981200
WEEK 12 11/23/2017 (Thanksgiving Holiday) Cleaning up human pollutants Reviving New York's rivers - with Oysters https://www.ted.com/talks/kate_orff_oysters_as_architecture 6 ways mushrooms can save the world https://www.ted.com/talks/paul_stamets_on_6_ways_mushrooms_can_save_the_world <i>(Please be prepared to discuss when class returns from holiday 11/30/17)</i>	Campbell: Rethinking Environmental Justice in Sustainable Cities, Chapter 9 Nowak & Heisler: Air Quality Effect of Urban Trees and Parks http://www.nrpa.org/uploadedFiles/nrpa.org/Publications_and_Research/Research/Papers/Nowak-Heisler-Summary.pdf EPA United States Environmental Protection Agency New England https://www3.epa.gov/region1/eco/uep/pdfs/urban_successes2007.pdf

WEEK 13 11/30/2017 Politics and sustainability - Congresswoman Jan Schakowsky, House of Representatives, Illinois 9th District, spoke to more than 100 students, faculty members and others as part of Oakton Community College's observance of Earth Week https://vimeo.com/214256118 *Due: Article Presentation, Student _____	Campbell: Rethinking Environmental Justice in Sustainable Cities, Chapter 10 & 11
WEEK 14 12/7/2014 Health and Food Detroit Urban Farming Documentary https://www.youtube.com/watch?v=-sgd6GqCCHg *Student leads class discussion _____	1. American Public Health Association: Toward a Health Sustainable Food Systems https://www.apha.org/policies-and-advocacy/public-health-policy-statements/policy-database/2014/07/29/12/34/toward-a-healthy-sustainable-food-system 2. Schneider: Urban agriculture: The potential and challenges of producing food in cities https://www.agronomy.org/science-news/urban-agriculture-potential-and-challenges-producing-food-cities 3. Erway: Slow Food, Slow Growth: Emotional Capitol & the Challenges of Large-Scale Solutions for Small-Farm Food http://www.huffingtonpost.com/cathy-erway/slow-food-slow-growth-emo_b_11306234.html
WEEK 15 12/14/2017 *Due: Student Presentations *Due: Final Written Assignment	

• *Syllabus is subject to change with a week's notice.*

NOTES: