

Introduction to Sustainable Practices
BIS 240, Fall 2011
TTH 1:15-3:15 pm, UW2 141
<https://catalyst.uw.edu/workspace/rebeca/23864/>

Instructor Name: Rebeca Rivera

Contact Information:

Office Hours:

UW2-228, TTH 3:30-4:30pm

I will also be available directly after class or by appointment.

E-mail Address: rivera@uwb.edu, I will try to respond to e-mails within 48 hours.

Phone Number: 206.372.8952, emergencies.

Availability:

I really enjoy talking with students, especially about any issues related to sustainability. I welcome you to come to my office hours or make an appointment to talk with me.

However, I am generally not available immediately. I will try to respond to e-mails within 48 hours. In an emergency you may call me on my cell phone.

Course Description:

This course will explore strategies that may move urban areas toward sustainability. Urban development and urban populations have significant impacts on local and global resources and communities. Thus, decreasing the environmental and social impacts of urban areas at all scales and increasing the sustainability of urban areas is of growing importance.

However, there are divergent perspectives on how to define sustainability and what course sustainable development should take. We will look critically at a diverse arena of ideas, theories and practices around sustainability. Students will be introduced to a wide range of sustainable practices in the areas of: ways of thinking, agriculture, energy, consumption and production, the built environment, environmental justice, as well as community building and participatory democracy. We will examine these practices as part of larger socio-ecological systems and look at how they fit within visions for a more sustainable future. Some of the questions we will discuss are: What is sustainability anyway? How are different approaches to sustainability dependent on worldview and ideology? Why are Americans becoming less sympathetic to environmental concerns even as environmental impacts are rising? What is the link between justice and sustainability? What are the roles of structure (e.g. the economy and the built environment) and agency (i.e. 'free will') in developing sustainable practices? What is the role of urban populations in working towards a more sustainable world? How might we envision more sustainable future(s)?

This course may fulfill credit requirements towards either Individuals and Societies (I&S) or Natural World (NW) areas of knowledge. This class counts towards the Sustainability and Society (S&S) requirement for majors in Environmental Studies. This course emphasizes the IAS learning objectives of interdisciplinary research, critical thinking, collaboration, writing and presentation. Your final paper for this course will be a good assignment to save for the IAS Degree Portfolio.

Course Learning Objectives:

By the end of this course students will:

1. Understand how different ideological and disciplinary perspectives frame problems and solutions around sustainability.
2. Understand systems theory as a means to explain and think critically about environmental problems and sustainable futures.
3. Understand the roles of structure and agency in environmental and social problems as well as implementing sustainable practices.
4. Be aware of a variety of ideas, tools, and practices for governments, organizations, grassroots and individuals that promote sustainability.
5. Be able to think critically about arguments for sustainable practices and sustainable development.
6. Be self-reflective of your own perspectives and roles related to sustainability.
7. Conduct exploratory research on the integration of sustainable practices within local communities.
8. Be able to respond critically to readings on sustainability.
9. Be able to engage in thoughtful and respectful discourse around important topics

IAS Portfolio:

Student majoring in any degree offered by IAS begin the process of creating a capstone portfolio in BIS 300: Interdisciplinary Inquiry and conclude it in BIS 499: Capstone Portfolio. IAS students should maintain an archive of all of the work they have done in (or in relation to) their undergraduate education, preferably through their UW Google Site. For more information about the IAS portfolio, visit the IAS webpage: <http://www.uwb.edu/ias/iasdegreeportfolio>. For help on the technical or rhetorical development of your IAS portfolio, visit the Writing Center (www.uwb.edu/writingcenter or 425-352-5253) or Learning Technologies (learningtech@uwb.edu or <http://www.uwb.edu/learningtech/eportfolios>).

Requirements, grading, and evaluation:

Final grades will be assigned based on the following breakdown:

Assignment/Activity	Points
Contribution	40
Short Assignments	15
Reading Responses	110
Quizzes and In-Class Assignments	40
Student Facilitation	55
Class Project	
Paper	100
Poster Presentation	40
Total Points	400

Grading Scale: GPA will be calculated based on the following scale

GPA	%	GPA	%	GPA	%	GPA	%	GPA	%
4	100-99	3.3	86-85	2.6	76	1.9	69	1.2	62
3.9	98-97	3.2	84-83	2.5	75	1.8	68	1.1	61
3.8	96-95	3.1	82-81	2.4	74	1.7	67	1	60
3.7	94-93	3	80	2.3	73	1.6	66	0.9	59
3.6	92-91	2.9	79	2.2	72	1.5	65	0.8	58
3.5	90-89	2.8	78	2.1	71	1.4	64	0.7	57
3.4	88-87	2.7	77	2	70	1.3	63	.6-0.0	56

The letter grade equivalents for the numerical grades listed above may be found here:

http://www.washington.edu/students/gencat/front/Grading_Sys.html

Teaching Philosophy:

Critical Democratic Pedagogy: I see myself as a co-learner and facilitator of learning in this course. I believe that learning occurs when we are building on and sharing our experiences, knowledge, and perspectives. In order to learn about the world we need to understand our own biases as well as the perspectives and situations of other students and readings in this class. This class takes a critical approach to sustainability through the development of critical reading thinking and respectful dialogue. I value following student interests and needs as much as possible. This means that if you have a question or are interested in some aspect of the course content we may focus on your question or interest. I expect you to be open to and respectful of other experiences and perspectives, but most importantly to be critically reflective of your own perspectives and opinions. I do not expect you to agree with all the voices put forth in this class, but I ask that you will seek gain an understanding of other perspectives, ideas, and ways of thinking about the world and sustainability.

Experiential Learning: I believe that learning also comes from direct hands-on experience and not just through reading about something. I incorporate experiential learning through field work as well as through some in-class activities that will get out of your chairs or have you engage in roll playing.

Classroom Conduct:

The classroom is a learning environment dedicated to the exchange of ideas. Part of your job is to be respectful of and contribute to the communal learning environment. If you need to check your e-mail, look at pictures, surf the web, talk with a classmate, take a nap, call or text someone by all means—just take the activity outside of the classroom. So, please refrain from any activities that may be distracting to others including:

- No laptops. If you have a laptop, keep it in your bag or off the table.
- Turn your cell phones off and keep them stowed away somewhere other than the table or in your hand. If you are a parent or absolutely must receive a phone call leave your cell phone on vibrate. Please leave the room quietly to take a call.
- No texting or using other distracting electronic devices. Again, keep these stowed away.
- Private conversations should take place outside of class time.
- Pack up your stuff when class is truly over.
- If you need to leave early or come in late, please do so quietly and infrequently.

Course Readings

There are three required texts as well as readings on electronic reserve and the course website. Course readings and topics are subject to change with student interest and pace of the class. If there is a change in any reading assignments I will give you at least one week notice.

Required Texts:

Wessles, T. (2006). The Myth of Progress: Toward a Sustainable Future. Burlington, University of Vermont Press.

Hern, M. (2010). Common Ground in a Liquid City: Essays in Defense of an Urban Future. Edinburgh, AK Press Publishing & Distribution (available as an e-book through the library <http://washington.ebib.com/patron/FullRecord.aspx?p=625111>, the bookstore also has a few paper copies for purchase)

Beavan, C. (2009). No Impact Man: The Adventures of A Guilty Liberal Who Attempts to Save the Planet and the Discoveries He Makes About Himself and Our Way of Life In the Process. New York, Farrar, Straus and Giroux.

E-reserve readings may be found through the library website.

<https://eres.bothell.washington.edu/eres/default.aspx>

Contribution

A portion of this class will be based on discussions, activities, and group projects. I have labeled this category as contribution instead of participation because we will be learning from each other in this course and you are needed to contribute your ideas, thoughts, questions, perspectives, and experiences to the class. It is essential that you be present in both body and mind to create a positive learning environment for everyone. You will be evaluated on your contribution through occasional in-class assignments and by demonstrating your engagement with the readings, thoughtful questions, and willingness to engage respectfully with others.

Please keep in mind that because this class relies heavily on student contributions and group work. You will be missed when absent. Your experience and the overall course will be better if you are an active participant and to be an active participant you need to be present.

Assignments:

Short Assignments:

Ecological Footprint Quiz

You will need to have completed an ecological footprint quiz (really a survey) and submit your results to me by Tuesday, October 4th by 1:14pm. The quiz will take less than 15 minutes. To take the quiz go to the link on the class webpage in the Assignments section. To submit your results, follow the directions on the class webpage. 5 points.

The Political Compass

You will need to complete a short survey on your political orientation and submit a reflection on the survey to me by Thursday, October 6th by 1:14pm through the digital drop box. Please write your reflection as a comment (do not submit an attachment). The survey will take less than 15 minutes. In order to respect your privacy instead of submitting your results I ask that you write a reflection of the experience. However, please either bring in or remember your results for class on October 6th when you will be able to contribute your score anonymously to the class on October 6th. 5 points.

Carbon Emissions Calculator

You will need to complete an online quiz and submit your results to me by Tuesday, October 11th by 1:14 pm. The quiz will take less than 15 minutes. To take the quiz go to the link on the class webpage in the Assignments section. To submit your results, follow the directions on the class webpage. 5 points.

Reading Responses:

For readings due weeks 1-11 you will need to write a 400-500 word response to the assigned readings. You should include at least one short paragraph for each reading.

Your task is not to write summaries of the readings. Instead I would like to you reflect critically on the readings. A critically reading is not looking negatively at the text, rather a critical reading seeks to understand both at what the author is saying (the content or the 'facts' they are giving) also and to understand why and how the author is writing. A critical reading is not accepting the text at face value. For example, in your response you may reflect on the author's style, argument, theoretical framework, methods, assumptions, perspective, imagery, use of examples, and/or tone.

In order to read critically you also need to be aware of your own bias and perspective. When we read something it is difficult not to color what the author is saying with our own 'baggage' so to speak. Your task is to go beyond your own perspective and analyze the text on it's own merit. You may also address the following questions: Does the reading make you think differently about the topic? Are there areas of the reading you didn't understand? What are the similarities and differences between the readings for the week?

To receive full points your response should:

1. include a one sentence summary of the author's main point or purpose for writing the article or book chapter,
2. demonstrate that you have read the material closely and critically by incorporating correct and contextualized content from the reading,
3. equally discuss each reading,
4. focus on the author and their work not on your experience and perspective (although you may focus on a part of the reading that you find most interesting or problematic),
5. your responses stay within the expected word count.

Your responses should be posted as a comment in the digital drop box (see the link below).

Reading responses for week 1 readings are due on Tuesday, October 4th by 1:14 pm, Reading Responses for week 2 will be due on Thursday, October 6th by 1:14pm. Reading responses for weeks 3-11 will be due every Tuesday by 1:14 p.m. Late responses will not be accepted without a doctor's note or prior approval from me.

Quizzes and In-Class Assignments:

There will be unplanned and unannounced quizzes and in-class assignments at various points during the quarter. These will either be graded normally or graded as pass/fail. Quizzes and assignments may ask questions about course content including readings, lectures, and discussions. The quizzes will be a way for you to gain a deeper understanding of the material and a way for me to gauge your understanding of the material as well as your contribution to the course. For example, if I find that many students are misunderstanding concept I will spend more time on that concept. Each quiz or assignment will be worth 4-8 points. You may not make up any missed quizzes or assignments. However, I will drop the lowest score (including a missing score).

Student Facilitation:

Overview

Each student is required to present a summary and overview of the readings and facilitate a small group discussion of the readings one week during the quarter. 5 students will sign up to facilitate during the same week. Facilitators who sign up for the same week will need to work together to design a presentation of the readings (about 10 minutes long) and develop a set of discussion questions. Facilitators for the same week are expected to use the same discussion questions. Your discussion questions should be submitted to me by Tuesday so that I can give you feedback on the questions. On the day of the facilitation the facilitators will first give their presentation to the entire class. Following the presentation each facilitator will facilitate a discussion within their own group. To create the small discussion groups we will divide up the class based on how many facilitators there are. So, if there are five facilitators there will be five discussion groups. At the end of the small group discussion period, facilitators should be prepared to give a summary or highlights of what their group talked about. After class is over, the final step is to reflect on your experience by writing a 1-2 page reflection on what and how you did.

Presentation

Facilitators will design a 10-15 minute introduction to the discussion session by presenting summaries of the readings and a short 'ice breaker'. The ice breaker may be in the form of a very short video, an image, a quote, or may take some other form your group deems appropriate and relevant to the topic(s).

Discussion Questions

Your group of facilitators needs to develop discussion questions collectively. This means that you are not just dividing the work. Rather, you should all do the readings ahead of time and meet to develop questions and/or each develop questions for all the readings individually and then share, revise, delete or merge the questions as a group. Why should you develop questions collectively? Three main reasons are: 1. That you will learn the material better if you discuss the content and the questions as a group. 2. If you have had a role in creating the discussion questions, you will have more insight into the questions and which will make you a better facilitator. 3. To practice working and coming to consensus decisions within a group or team. What should discussion questions look like? Discussion questions should be open ended (no 'right answer' or yes/no answer), be based on the readings, and encourage and facilitate critical thinking. A question and discussion that encourages critically thinking reflects on the ideas/concepts/theories/arguments by examining the evidence and arguments carefully. You will be facilitating a discussion of a topic and not "looking for an answer" per se. Rather, you will be exploring an idea/concept/theory/problem in greater detail together based on your shared knowledge. Your group should be ready to e-mail discussion questions to me at least 48 hours before class in order to receive feedback from me. I will try to respond with feedback at least 24 hours before class. The day of your facilitation you will need to bring printed copies of your questions for each of your team members, the instructor. You will have about 40-50 minutes to lead the discussion.

Reflection Paper

Finally, after your discussion session each facilitator needs to write a reflection paper on your experience. You should reflect on your part of the group process, your role in creating the discussion questions and your role as a facilitator. I want you to reflect on what you did well, what you could improve on, and what were your strengths and weaknesses. The reflection paper should be turned into me a week after your facilitation. I will grade your facilitation after you turn in your reflection paper.

Expectations

Each facilitator will be evaluated individually. To get full credit for facilitating you need to:

1. Participate fully in designing and presenting on the readings.
2. Participate fully in designing the discussion questions.
3. Demonstrate that you have read the readings closely and you have worked to understand more difficult concepts or content of the readings through discussions with your co-facilitators and or through extra readings if necessary.
4. Attempt to implement at least three facilitation strategies we will discuss in class.
5. Facilitate a discussion of the readings for the entire discussion period 40-50 minutes.
6. Write a thoughtful reflection paper that meets the expectations as discussed above.

Projects

You will participate in a course long project examining local sustainability in some way. At the end of the quarter you will be expected to write a paper and present a poster of your work. Specific expectations regarding both the paper and poster are on the class website. You have a number of choices:

Community-Based Learning

There are a number of CBL choices that will enable you to work with local organizations on sustainability projects. Depending on the project you will either work independently or in a group. At the end of the class you will prepare a poster presentation as well as a paper. The type of paper you write will depend on the type of work you do. Your paper may be either 1) A reflection of your work, linking what you learned working with your organization with class material or 2) a report of your work/research that you create for the organization you work with. Your paper (not including your references) should be between 1250-1750 words (about 5-7 double spaced pages).

https://expo.uw.edu/expo/service_learning

Sustainable Practices and Political Ideology

You will work with a group to conduct primary research using interviews and surveys (including the political compass) to understand the ways in which people understand sustainability and sustainable practices. One research question may be to discover any links between political ideologies, definition of sustainability, and sustainable practices.

Compact Florescent Lighting versus LED light bulbs

Compact florescent light bulbs are being promoted as a sustainable practice that will reduce household energy. These light bulbs contain a small amount of mercury and cannot be discarded in regular household waste. LED light bulbs may be more energy efficient, and potentially less toxic, but are more expensive. In a group of about 5 students you will conduct research on both CFLs and LEDs by 1) researching their commodity chain or the way they are produced, marketed, sold, used, and disposed of and 2) conduct interviews and/or surveys of households. You will evaluate the effectiveness and sustainability of CFL bulbs based on government and industrial reports, your findings, and class material and create an informational pamphlet or website that you may use as part of your poster at the end of the quarter.

(Pending the need for more research groups) UWB Campus Sustainability

You will work with a group of students to evaluate the sustainability of the UWB campus in a number of different areas including: transportation, energy use, food systems, material use, building and infrastructure, or community building. In evaluating UWB systems you may use methods such as interviews, surveys, data analysis, and/or observation. You will write a paper summarizing your findings and making recommendations as to how the UWB campus may become more sustainable.

Late policy:

Missed reading responses and quizzes may not be made up. Assignments should be turned in on time. I will not accept hand written assignments. I will deduct 5% from your score per day until your assignment is turned in. If you know ahead of time you will have difficulty meeting a deadline please come and talk with me before you miss a deadline.

Incompletes:

University rules state that “an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.”

Academic integrity:

Students in this class are expected to adhere to the University’s policy on academic integrity. See <http://www.uwb.edu/studentervices/academicconduct>. I expect students to work with integrity and be honest and diligent in your learning and in your written work and group work. Dishonest work, such as cheating, will not be tolerated. One of the most common forms of cheating is *plagiarism*; that is, taking the ideas, writings, or inventions of another and representing them as your own. The guidelines that define plagiarism also apply to information secured on internet websites. Other forms of cheating include, copying from someone else's paper, using notes (unless expressly allowed by the teacher), copying from someone else’s exam, altering an exam for re-grading, getting an advance copy of the examination, having someone else write your paper or hiring a surrogate test-taker are all flagrant violations of University policy.

You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether

they were intentional or not. For more information see the websites below.

<http://www.uwb.edu/learningtech/plagiarism>

<http://libguides.uwb.edu/ai>

Disability accommodations:

Accommodation for disabled students is a campus priority. If you believe that you have a disability and would like academic accommodations, please contact Disability Support Services at 425.352.5307, 425.352.5303 TDD, 425.352.5455 FAX, or at dss@uwb.edu.
<http://www.uwb.edu/studentervices/dss>.

Inclement Weather:

Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. Students can learn of campus operations status from the website or by calling the Campus Information Hotline 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see <http://www.uwb.edu/alert>. Class activities will be rescheduled as needed.

Student Support Services:

Library: <http://library.uwb.edu/>, 425-352-5340;

Writing Center: www.uwb.edu/WritingCenter/, 425-352-5253;

Quantitative Skills Center: <http://www.uwb.edu/qsc>; 425-352-3170;

Student Success and Career Services: <http://www.uwb.edu/studentervices/success-services>, 425-352-3776;

Student Counseling Services: <http://www.uwb.edu/studentervices/counseling>, 425-352-3183.

Schedule of course meetings, including exams and due dates for assignments*:

**This schedule is subject to change due to interest and need of the class or instructor and/or unforeseen obstacles, complications, or opportunities. You will be given a week's notice for changes in assignments including due dates and readings.*

	Readings and Class Schedule	Assignment Due Dates
Sept 29	Week 1: Introduction and Overview	
	Wessles, T. (2006). Introduction. <u>The Myth of Progress: Toward a Sustainable Future</u> . Burlington, University of Vermont Press.	Administration: Volunteers to facilitate 10/6
	Wessles, T. (2006). Chapter 1, Myth of Control: Complex Versus Linear Systems. <u>The Myth of Progress: Toward a Sustainable Future</u> . Burlington, University of Vermont Press.	

Oct 4 **Week 2: Sustainability Ideology and Worldview**
Activities:
Learning Names
Sustainability is...

Assignment Due:
Ecological Footprints
**Reading Response—
Week 1 by 1:14pm**

Oct 6
Wessles, T. (2006). Chapter 2, The Myth of Growth: Limits and Sustainability. The Myth of Progress: Toward a Sustainable Future. Burlington, University of Vermont Press.

Rees, William E and Westra, Laura. (2003). When Consumption Does Violence: Can There be Sustainability and Environmental Justice in a Resource-limited World?. In Just Sustainabilities: Development in an Unequal World. J. Agyeman, R.D. Bullard and B. Evans eds. London: Earthscan Publications Ltd. (On Course Website)

Assignments Due:
Political Ideology
**Reading Response—
Week 2 by 1:14pm**

Administration:
Sign up to facilitate

Optional:

Fien, John and Daniella Tilbury. (2002). Chapter 1: The Global Challenge of Sustainability. In Education and Sustainability: Responding to the Global Challenge. D. Tilbury, R.B. Stevenson, J. Fien, and D. Schreuder eds. Gland, Switzerland: Commission on Education and Communication, IUCN.

Rees, William. (2008). What's Blocking Sustainability? Human Nature, Cognition, and Denial. Sustainability: Science, Practice, & Policy. 6 (2): 13-25.

Activity: Political Ideologies

Student Facilitation of Small Group Discussions

Oct 11 3: Energy, Climate, and our Carbon Footprints

Wessles, T. (2006). Chapter 3, The Myth of Energy: The Second Law of Thermodynamics. The Myth of Progress: Toward a Sustainable Future. Burlington, University of Vermont Press.

MacKay, D. J. (2009). Sustainable Energy - Without the Hot Air. Cambridge, UIT. (Pages: 2-18, 22-26, 109)

Beavan, C. (2009). Five: How to Reduce Your Carbon Footprint and Anger Your Mom at the Same Time. No Impact Man: The Adventures of A Guilty Liberal Who Attempts to Save the Planet and the Discoveries He Makes About Himself and Our Way of Life In the Process. New York, Farrar, Straus and Giroux. (73-105)

Activity: What will it take?

Assignment Due:
Reading Response by
1:14pm
Carbon Footprint (10/11)

Oct 13 Student Facilitation of Small Group Discussions

Oct 18 4: Diversity, Democracy, and Interdependence

Hern, M. (2010). The End of Lawns as We Know them: Istanbul, Turkey. Common Ground in a Liquid City: Essays in Defense of an Urban Future. Edinburgh, AK Press Publishing & Distribution. (pages 39-60)

Assignment Due:
Reading Response by
1:14 pm

Wessles, T. (2006). Chapter 4: The Myth of the Free Market: The Loss of Diversity and Democracy. The Myth of Progress: Toward a Sustainable Future. Burlington, University of Vermont Press.

Wessles, T. (2006). The Myth of Progress: A Need for Cultural Change. The Myth of Progress: Toward a Sustainable Future. Burlington, University of Vermont Press.

Optional:

Coates, J. and T. Leahy (2006). "Ideology and Politics: Essential Factors in the Path toward Sustainability." Electronic Green Journal(23). (On Course Website)

Oct 20 Student Facilitation of Small Group Discussions

Oct 25 5: Sense of Place & Environmentalism

Cronon, W. (1997). The Trouble with Wilderness: Or, Getting Back to the Wrong Nature. Out of the Woods: Essays in Environmental History. C. Miller and H. Rothman. Pittsburgh, University of Pittsburgh Press: 28-50.

Assignment Due:
Reading Response by
1:14pm

Hern, M. (2010). Keeping It Real: Thessaloniki, Greece. Common Ground in a Liquid City: Essays in Defense of an Urban Future. Edinburgh, AK Press Publishing & Distribution. (pages 21-37)

Klinge, M. (2007). Chapter 1, All the Forces of Nature Are on Their Side: The Unraveling of the Mixed World. Emerald City: An Environmental History of Seattle. New Haven, Yale University Press. (pages 12-43)

Activity: Acting out a Play on the Skagit

Oct 27 Student Facilitation of Small Group Discussions

Nov 1 6: Consumption

Beavan, C. (2009). Seven: Conspicuous Nonconsumption. No Impact Man: The Adventures of A Guilty Liberal Who Attempts to Save the Planet and the Discoveries He Makes About Himself and Our Way of Life In the Process. New York, Farrar, Straus and Giroux. (141-162)

Assignment Due:
Reading Response by
1:14pm

Leanard, Annie. (2010). Epilogue: Writing the New Story and Appendix 1 and 2. The Story of Stuff: How Our Obsession with Stuff is Trashing the Planet, Our Communities, and Our Health—And a Vision for Change. New York: Free Press. (237-264)

Maniates, Michael. (2001). "Individualization: Plant a Tree, Buy a Bike, Save the World?," *Global Environmental Politics* 1 (3): 31-52.

Nov 3 Student Facilitation of Small Group Discussions

Nov 8 7: Urban Agriculture

Hern, M. (2010). Urbavore: Diyarbakir, Kurdistan. Common Ground in a Liquid City: Essays in Defense of an Urban Future. Edinburgh, AK Press Publishing & Distribution. (Pages 167-186)

Assignment Due:
Reading Response by
1:14pm

Patel, R. (2007). Conclusion. Stuffed and Starved: the Hidden Battle for the World Food System. Brooklyn, Melville House Publishers.

Rocha, C. and I. Lessa (2009). "Urban Governance for Food Security: The Alternative Food System in Belo Horizonte, Brazil." International Planning Studies 14(4): 389-400. (On Course Website)

Film: The Power of Community

Nov 10 Student Facilitation of Small Group Discussions

Nov 15 8: Community

Hern, M. (2010). Where the Rapids Are: Fort Good Hope, Sahtu, Northwest Territories. Common Ground in a Liquid City: Essays in Defense of an Urban Future. Edinburgh, AK Press Publishing & Distribution. (Pages 83-105).

Assignment Due:
Reading Response by
1:14pm

Sarkissian, W. and N. Hofer (2009). Kitchen Table Sustainability: Practical Recipes for Community Engagement with Sustainability. Sterling, Earthscan. Pages: 39-71

World Health Organization, Europe. (2002). Chapter 2, Community Participation: An Introduction. Community Participation in Local Health and Sustainable Development: Approaches and Techniques. European Sustainable Development and Health Series: 4

Film: The Garden

Nov 17 Student Facilitation of Small Group Discussions

Nov 22 9: Renewable Energy and Transportation

Groom, Martha, Elizabeth Gray and Patricia Townsend. (2008). Biofuels and Biodiversity: Principles for Creating Better Policies for Biofuel Production. Conservation Biology 22(3): 602-609 (On Course Website)

Assignment Due:
Reading Response by
1:14pm

Beavan, C. (2009).Eight: Click and the Lights Go Out. No Impact Man: The Adventures of A Guilty Liberal Who Attempts to Save the Planet and the Discoveries He Makes About Himself and Our Way of Life In the Process. New York, Farrar, Straus and Giroux. (163-192)

Slavin, Matthew I. and Kent Snyder. (2011). Strategic Climate action Planning in Portland. Sustainability in America's Cities: Creating the Green Metropolis. Amttew Slavin, ed. Washington, Island Press

Student Facilitation of Small Group Discussions

Nov 24 No Class –Thanksgiving Break

Nov 29 10: Housing: CLTs, Common Property, Intentional Communities

Hern, M. (2010). Sustaining Privilege: Portland, Oregon. Common Ground in a Liquid City: Essays in Defense of an Urban Future. Edinburgh, AK Press Publishing & Distribution. Pages .

Assignment Due:
Reading Response by
1:14pm

Parthasarathi, Prasannan. 2002. Toward Property As Share: Ownership, Community, and the Environment. In Sustainable Planet: Solutions for the Twenty-first Century Juliet Schor and Betsy Taylor (eds.). Boston: Beacon Press. Pages: 141-153

Miles, M. (2008). Short Case Studies. Urban Utopias: The Built and Social Architectures of Alternative Settlements. New York, Routledge. Pages: 177-226.
Note: First skim the Miles reading and then pick two of the case studies to read and write on. You can choose the two case studies that most interest you.

Dec 1 Student Facilitation of Small Group Discussions

Activity:
Consensus Building – Definition of Sustainability

Dec 6 11: Tying it all together

Miller, E. (2005). Solidarity Economics: Strategies for Building New Economies From the Bottom-Up and the Inside-Out. Grassroots Economic Organizing Collective.

Assignment Due:
Reading Response by
1:14pm

Miller, E. (2005). Solidarity Economy Circle and Key. Grassroots Economic Organizing Collective.

Patel, Raj. (2009). Anton's Blindness. The Value of Nothing: How to reshape market society and redefine democracy. New York: Picador. (Pages 172-194)

Seyfang, G and David Elliot. (2008). Conclusions: Seedbeds for Sustainable Consumption. In New Economics of Sustainable Consumption: Seeds of Change.(Pages 168-189)

Poster Presentations

Dec 8 Group Work Session: Preparing Posters

Assignment Due:

Posters (12/13)

Dec 13 Finals Week: Poster Session

Papers (12/13)

Optional Readings:

Agriculture

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Cajete, Gregory. 1999. A People's Ecology: Explorations in Sustainable Living.

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Kingsolver, B. (2007). 16 – Smashing Pumpkins. *Animal, Vegetable, Miracle: A Year of Food Life*. HarperCollins Publishers: 259-276.

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- Robbins, Lawn. (2007). Chapter 1: Explaining Lawn People. In *Lawn People: How Grasses, Weeds, and Chemicals Make Us Who We Are*. Philadelphia: Temple University Press. Pages: 1-17.
- Schor, J. B. (2000). Towards a New Politics of Consumption. Do American's Shop Too Much? Boston: Beacon Press. Pages: 3-33

Economics

- Coates, J. and T. Leahy (2006). "Ideology and Politics: Essential Factors in the Path toward Sustainability." *Electronic Green Journal*(23).
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- Newman, P. & Jennings, I. (2008). Vision. In *Cities as sustainable ecosystems: principles and practices*. Washington, DC: Island Press. Pages: 8-31