

Course Goals & Learning

Reading Discussions: Each student will lead three group discussions based on the readings. The reading presentations will include a 2-4 page summary sheet e-mailed to all the students and instructor, and a summary presentation in class (5-10 minutes) followed by a class discussion (5-10 minutes). *Note that one of the three reading discussions will include an article located and distributed by the student.*

Problem Sets: Problem sets are very specific, are defined by the instructor, and are typically no more than 3-5 pages in length for your written response; a problem is defined—one related to some aspect of community sustainability—and you are expected to find and prepare a design solution.

Paper & Presentation: Each student will write a project paper that incorporates understanding of the role of academic research and local knowledge in developing respectful, culturally informed, cooperative research. This paper should ideally cover a topic that is related/helpful to your MA/MS/PhD thesis/project, and that addresses some aspect of community wellbeing and sustainability. Each student will present in class a summary of their research near the end of the semester. The 20-25 minute presentation will be followed by a 10-20 minute discussion. The paper itself should be 10-20 pages in length, depending on the nature of the project (double-spaced, at 10-12 point font).

Writing Expectations

All written assignments must be typed, double-spaced, 10-12 point font, and proofread for spelling and grammar errors. It is important to write according to established conventions so that you can most effectively and accurately communicate your ideas to others. Clarity, brevity, and expression of your own ideas in your own words are expected. Written assignments are graded primarily on content, but also on grammar and spelling, all of which is necessary when writing a potential paper for publication. It can be possible to develop publishable papers through your work in this class. Finally, written assignments must reflect knowledge gained from the assigned readings, class discussions, and most importantly, original thinking.

Summary of Grading Criteria for this Course

“A” work: UNIQUE

(1) Responds fully to the assignment, (2) expresses its purpose clearly and persuasively, (3) is directed toward and meets the needs of a defined audience, (4) begins and ends effectively, (5) provides adequate supporting arguments, evidence, examples, and details, (6) Is well organized and unified, (7) uses appropriate, direct language, (8) correctly acknowledges and documents sources, (9) is free of errors in grammar, punctuations, word choice, spelling, and format, and (10) maintains a level of excellence throughout, and shows originality and creativity in realizing (1) through (7).

“B” work: UNCOMMON

Realizes (1) through (9) fully and completely and demonstrates overall excellence, but shows little originality or creativity.

“C” work: COMMON

Realizes (1) through (9) adequately and demonstrates overall competence, but contains a few, relatively minor errors or flaws. A “C” paper may show creativity and originality, but those qualities don’t make up for poor or careless writing. A “C” paper usually looks and reads like a next-to-final draft.

“D” work: Fails to realize some elements of (1) through (9) adequately and contains several, relatively serious errors or flaws, or many minor ones. A “D” paper often looks and reads like a first or second draft.

“F” work: Fails to realize several elements of (1) through (9) adequately and contains many serious errors or flaws, and usually many minor ones, as well. An “F” paper usually looks and reads like an incomplete draft.

Overall Grading will be as follows:

Class Participation and Attendance	20%
Reading Discussions (3-4 total)	20%
Problem Set Papers (3 total)	20%
Student Presentation and accompanying in-class discussion	20%
Semester Paper	20%
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	100%

Grading Scale

Class & Reading Schedule

The following is the listing of readings for the class for the listed date, along with general class topics.

September 25th

Week 5

1. OUR COMMUNITIES AND THE ENVIRONMENT
2. CLIMATE CHANGE AND GLOBAL ENVIRONMENTAL CHANGE

October 16th

Week 8

FOOD SYSTEMS, FOOD PRODUCTION, SUBSISTENCE, FOOD SECURITY, NUTRITION AND HEALTH

[Webb, P.](#) (2010). Medium to long-run implications of high food prices for global nutrition.

Journal of Nutrition 140 (1): 143S-147S.—[available](#)

[Sundkvist, A., Milestad, R., & Jansson, A.](#) (2005). On the importance of tightening feedback loops for sustainable development of food systems. *Food Policy*, 30, 224- 239.—[available](#)

[Kloppenborg, Hendrickson, J., & Stevenson, G.](#) (1996). Coming into the Foodshed. *Agriculture and Human Values*, 13 (3), 33-42.—[available](#)

[Loring, P. and Gerlach S.](#) (2009). Food, Culture, and Human Health in Alaska: An Integrative Approach. *Environmental Science and Policy* 12 (4): 466-478.—[available](#)

Problem Set 2 due

October 23rd

Week 9

1. COMMUNITIES AND THE ECOSYSTEM

2. HYDROLOGICAL CHANGE, WATER AVAILABILITY, SAFETY, AND HEALTH

[Gleick, P.](#) (2003). Water Use. *Annual Review of Environment and Resources*. 28 (1): 275-314.—[available](#)

[Postel, S.](#) (2005). From the headwaters to the sea: The critical need to protect freshwater

November 6th

Week 11

1. ENERGY CONSERVATION AND USE

2. CONVENTIONAL AND ALTERNATIVE ENERGY SYSTEMS IN DESIGN AND PRACTICE

[Pickett, Cadenasso, et al.](#), (2001). Urban Ecological Systems: Linking Terrestrial Ecological, Physical, and Socioeconomic Components of Metropolitan Areas. *Annual Review of Ecological Systems* 32:12 7-157.—*available*

[Douglass, M.](#) (1998). A Regional Network Strategy for Reciprocal Rural-Urban Linkages. *Third World Planning Review*, 20 (1), 1-33.—*available*

[Lehrer, J.](#) (2007). The Living City. Seed. July.—*available*
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