# SUST 302:

# Sustainability and Community Resilience

Spring 202X

**PROFESSOR**

TBD

Office:

Office Hours: TBD

**CLASS TIMES**

TBD

**COURSE DESCRIPTION**

SUST 302: Sustainability and Community Resilience. (3 credits). Sustainability and Community Resilience is an applied seminar on sustainability, justice, and communities. Topics include political ecology of health, housing and homelessness, migration, climate change, and community health and wellbeing. The course draws on multiple disciplines, including public health, environmental studies, geography, political science, sociology, and anthropology. The class is discussion-based and project-based, and includes experiential field experiences. Students design and complete a class research project on a local community social-environmental issue, and are introduced to ethnographic and qualitative social science research methods.

**COURSE OBJECTIVES**

* Students will gain an understanding of global environmental and human issues.
* Students will explore how environmental health is connected to human health and wellbeing through readings, workshops, film/media studies, and local field experiences.
* Students will engage in field experiences that connect global human-environment issues with local communities and cultural groups.
* Students will learn and apply ethical ways of engaging with communities in a research project that addresses an aspect of community social and environmental wellbeing.

**STUDENT LEARNING OUTCOMES**

At the conclusion of this course, students should be able to:

* Demonstrate an understanding of specific global environmental and human issues.
* Explain how environmental health is connected to human health and wellbeing.
* Connect global human and environmental health issues to local communities and cultural groups.
* Demonstrate skills in facilitating discussions in a diverse group, applying ethics to community-engaged work, and communicating research to a public audience.
* Perform original research to investigate social and environmental health dynamics.

**REQUIRED TEXTS**

* Bourgois, Philippe, & Jeffrey Schonberg. 2009. *Righteous Dopefiend.* Berkeley, CA: University of California Press.
* Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley, CA: University of California Press.
* King, Brian. 2017. *States of Disease: Political Environments and Human Health.* Berkeley, CA: University of California Press.
* Nading, Alex. 2014. *Mosquito Trails: Ecology, Health, and the Politics of Entanglement*. Berkeley, CA: University of California Press.
* Pilkey, Orrin H., & J. Andrew Cooper. 2014.*The Last Beach.* Durham, NC: Duke University Press.

**GRADING**

Blog Posts 20%

Discussion Facilitation 20%

Project Proposal 10%

Final Project 30%

Participation 20%

[Grading Scale: A = 90-100, B+ =85-89, B =80-84, C+ =75-79, C =70-74, D+ =65-69, D =60-64, F =59 or below]

I will grade your assignments according to the following rubric:

|  |  |
| --- | --- |
| GRADE | DESCRIPTION |
| A | Unusually thoughtful, searching, and/or precise. Seriously grapples with issues at stake in the assignment. |
| B | Clear, thoughtful, and reflects substantive engagement with the assignment—just not the same sophistication or probing manner as the “A” assignment. |
| C | On topic, but thinking may be muddled or overly general. Suggests superficial or less than earnest engagement with the assignment. May show signs of haste. |
| D | Unclear or incoherent; may only be tangentially related to the assignment; sloppy; shows obvious signs of haste and may be incomplete. |
| F | Didn’t turn in, or if turned in, off-topic, incoherent, and/or largely incomplete. |

**COURSE EXPECTATIONS**

*Attendance:* This class will be conducted with a focus on in-class discussions and activities. Because of this format, you are expected to attend all classes for the full scheduled time. Excessive tardiness will be counted as an absence. You can miss up to 2 classes throughout the semester without penalty, but you must turn in assignments ahead of time and arrange to get notes from a colleague. Your final participation grade will go down by 3 points (out of 100) for each additional class missed above these 2.

Additionally, Coastal Carolina University’s class attendance policy permits instructors to impose a penalty, including assigning the grade of F, for unexcused absences in excess of 25% of the regularly scheduled class meetings.

*Reading:* Complete all readings (and other assignments) prior to the class meeting for which they are scheduled. Most of the readings will be drawn from the textbook and from articles posted to Moodle. You must bring the readings (or copies of them) to class for the dates they are assigned. In some cases, I may distribute photocopied readings to you in class. See the course outline below for details.

*Participation:* Individual learning happens most effectively within a community where ideas can be formed, revised, borrowed, and developed through argument, description, explanation, and improvisation. As a member of this course’s community, your full participation is required in order to create an environment of open and shared learning. An effective participant is not someone who simply talks frequently, but someone who reliably offers thoughtful insights that help others to learn. Examples of effective and appropriate participation include:

* Completing all reading assignments before the assigned class session.
* Actively participating in class discussions by asking questions and responding to questions posed by fellow students and the instructor.
* Facilitating others’ understanding of the material by bringing in examples outside of assigned coursework.
* Active listening, particularly during class discussions and activities.
* Taking notes.
* Arriving to class on time.

*Technology:* Laptop computers and other portable technologies should be used in class only as learning-facilitation tools. During class, it is not acceptable to play games, send email, surf the web, answer cell phones, text message, or engage in other non-class-related activities. Your participation grade will be penalized if you break this rule. Why? Not only do these practices negatively affect your learning and participation, but they also distract others and create an environment of disrespect.

**COURSE ASSIGNMENTS**

1. Blog Posts:

You will be responsible for **five** blog posts on the book readings throughout the semester.

* Students leading the discussion will post notes on the reading along with links, images, videos that are relevant, and questions for discussion at least 24 hours before discussion.
* Non-presenting students will discuss what you found interesting in the reading (for example, quotes, facts, ideas, or even personal experiences and how they relate to the reading), and post a link to a popular media story and an interesting photograph or video that connects in some obvious way to the readings for the week. Lastly Google three issues (anything you find interesting).
1. Discussion Facilitation:

You will be responsible to leading the reading discussion during one seminar during the semester. There is not a strict format for this assignment. You will read the material and decide what is interesting and relevant. You are encouraged to incorporate your personal interests and to bring in additional information or resources (like videos or current events) that you find interesting and would like to share. Be interested and interesting. Creativity is encouraged.

1. Project Proposal:

A brief 2-page proposal that outlines the research you will undertake in your final project is due on March 21st.

1. Final Project:

We will be engaging in a community research project that we will design as a class. You will be responsible for carrying out one aspect of the project. Completed projects will be 12-15 pages long, and are due on Friday, May 7. You will also give a 10-minute presentation of your research. Experimentation is highly encouraged for this project. Be creative and have some fun!

**ACADEMIC HONESTY**

To avoid plagiarism, your assignments must provide full citations for all references (direct quotes, summaries, or ideas). Work from other courses will not be accepted in this course. Allowing another student to copy your work is also considered cheating. Please review the CCU Academic Integrity Code for complete guidelines on academic honesty: <https://www.coastal.edu/academicintegrity/code/>

**GENDER-FAIR LANGUAGE**

Language structures thought and action. Biases in language can (and do) naturalize inequalities. Imprecise language also signifies un-interrogated values and sloppy thinking. For all of these reasons, the use of gender-fair language is expected in this course. For example, do not use words like “mankind” or “men” when referring to people in general; alternate between “she” and “he” instead of always using “he,” or construct sentences in the plural instead of the singular so you can use “they” or “them” and avoid the problem altogether.

ESL/LD STUDENTS

Course requirements can be adjusted to serve the needs and capabilities of ESL students and eligible students with disabilities. Please speak with the professor during the first two weeks of class to make arrangements, and seek assistance directly from the Office of Accessibility and Disability Services (Kearns Hall 106, 843-349-2503). You are responsible for initiating arrangements of accommodations for tests and other assignments in collaboration with the Office of Accessibility and Disability Services and your professors.

**COURSE SCHEDULE**

**This syllabus and schedule are tentative and subject to change by the instructor with notice to the student as the semester progresses.**

WEEK 1: Introductory Discussion

Thursday, January 17:

* Introductory Discussion
* Workshop: How to lead a group discussion

WEEK 2: Home I

Thursday, January 24:

* In-class film & discussion: *Citizen Architect*
* Workshop: Participatory research

WEEK 3: Home II

Thursday, January 31:

* Book discussion: *Righteous Dopefiend*
* In-class film & discussion: *The Street Medicine Movement*

WEEK 4: Field Trip (Atlantic Beach)

Thursday, February 7: Field Trip: Atlantic Beach

WEEK 5: Food

Thursday, February 14:

* Book discussion: *Fresh Fruit, Broken Bodies*
* Workshop: Interviewing

WEEK 6: Field Trip (Freewoods Farm)

Thursday, February 21: Freewoods Farm Tour

WEEK 7: Climate I

Thursday, February 28:

* Book discussion: *The Last Beach*
* Workshop: Community environmental monitoring & Build DIY technologies

WEEK 8: Climate II

Thursday, March 7:

* In-class film & discussion: *Sun Come Up*
* Workshop: Final project planning

WEEK 9: Spring Break

 No classes.

WEEK 10: Disease

Thursday, March 21:

* Book discussion: *States of Disease*
* Workshop: Final project planning & how to work in groups
* Final Project Proposals due

WEEK 11: Field Trip (DIY tech implementation)

Thursday, March 28: Waccamaw Riverfront in Conway; 8-11am

WEEK 12: Insects

Thursday, April 4:

* Book discussion: *Mosquito Trails*
* Final project work session

WEEK 13: Fieldtrip (Sandy Island)

Thursday, April 11: Sandy Island Tour

WEEK 14: Final Project Fieldwork

Thursday, April 18:

* Final project field work: location TBD

WEEK 15: Fieldtrip (Community Garden)

Thursday, April 25: Conway Community Garden work day

WEEK 16: Final Project Work

Thursday, May 2:

* Final project work session

Tuesday, May 7: Final Projects Due. Presentations at 1:30 pm.