

2872—Sustainability Governance
Wed 09:10-12:10 in M016
Credit: 3 hours

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Syllabus

Course Summary: This semester, we envision a post-carbon future by examining and experiencing ways of being leaders to build resilience in communities. Climate change from burning fossil fuels and peak oil mean a future of enormous changes. Other looming problems include antibiotic, herbicide, and pesticide resistance. It is possible to prepare for these changes in a way that is positive and exciting, improves local and personal resilience, and builds community.

Tentative schedule:

Week	Lecture Topic	Activity	Assigned Reading	Essays & Group Project Deadlines
3/4	Introduction	Self-teaching Talk (p. 26)		
3/11	End of Suburbia	Film screening (p. 154)	Chapter 1	
3/18	Power of Community Resilience	Film screening (p. 154)	Chapter 2	Essay 1 due, Present summary
3/25	Relocalization	Web of Resilience (p 60)	Chapters 3 & 4	
4/1	Holiday			
4/8	Psychology of change	Peak Oil Education (p. 118)	Chapters 5&6	Essay 2 due, Present summary
4/15	Vision	Super Potato I (p. 90)	Chapter 7	Project Progress Report: Present
4/22	Visioning	Super Potato II (p. 90)	Chapter 8	Essay 3 due, Present summary
4/29	No Midterm Exam			
5/6	Transition concept	Productive Meetings (p. 164)	Chapter 10	Essay 4 due, Present summary
5/13	Starting transition	Board Game (p. 96)	Chapter 11	Project Progress Report: Vision
5/20		Post-peak Tour (p. 101)		Essay 5 due, Present summary
5/27	Examples of transition	Press Release (p. 160)	Chapter 9	Project Progress Report: Recommendations & Suggestions
6/3	Examples of transition	Open Space (p. 168)	Chapter 12	Essay 6 due, Present summary
6/10	Examples of transition	World Cafe (p. 184)	Chapter 13	
6/17		Fishbowl (p. 173)		Essay 7 due, Present summary
6/24	Project Presentations			Project Presentations
7/1	No Final Exam			Written project report due

Course Policy:

- 1) In advance (a minimum of 3 days before the due date; earlier is always better!), tell me of problems meeting deadlines and assignments. Assignments lose 20% for each week late.
- 2) Do your own work. Do not copy! Do not use computer translations. Avoid quotes. You must paraphrase.
- 3) You must cite your sources (use citations). In essays and written reports, each citation must correspond to a reference in the Literature Cited.
- 4) For all writing assignments and presentations, citations and references must be in the style of the Journal of Wildlife Management: 2018 guidelines.
- 5) **Copying of anything anywhere is penalized by failure of the assignment (maximum possible grade=48%).** Anything copied from classmates includes failure of your and their assignments. See policies 6 & 7 for possible exceptions.
- 6) Presentations (PPT) may use images from the internet, but you must provide exact links with the image or supply a citation and page number (for images from books). Each fact, quote, or idea must have a citation with it on the slide. Complete reference for each citation must be in the notes section of each slide (see policy 4).
- 7) **Images may not be included in any written report unless you have written permission from the copyright holder.** This includes almost any image from any website (although see creative commons licensing and publications by USA governmental employees). If you are not sure the image is OK, confirm with me before assignment due date. Each acceptable image must include a citation in the figure legend and an explanation of acceptability and a reference in Literature Cited.
- 8) **Academic fraud (including faking data and not admitting errors) is penalized by failure of the group project (maximum possible grade=48%).**

Essays: You will write 7 essays. Each essay should be about 2 pages (plus references when necessary). You will also present a 1-2 minute summary of each essay to the class on the day each essay is due (PPT not necessary).

- 1) What are your hopes and fears for climate change and peak oil? After energy descent, what will you miss and what do you look forward to?
- 2) What is your vision for 2030 or 2040 (e.g. Chapter 8)? How do you think it will look, smell, and sound?
- 3) What do you want to have happened by 2030 or 2040? Write a newspaper report for 2030 or 2040 about it having already happened (e.g. p. 95)
- 4) Find an unsupported fact (i.e. no citation) in the textbook. Review the literature to see if it is true or not.
- 5) The textbook was published in 2008. Find a supported fact. Review the literature for the situation in 2019 or 2020.
- 6) Write a press release for a hypothetical transition activity (p. 160 & 223).
- 7) Do an oral history (p. 171) with a relative or friend >70 years old (older is better). What were good thing and bad things about their relatively low carbon life?

Group Project: In small groups of 2-3, prepare an energy descent plan (p. 217) for a neighborhood or school or place of your choice. Your plan must include: 1) present situation, 2) vision for the future, 3) suggestions and recommendations (in chronological order) for achieving descent, and 4) Literature Cited. Three times in the semester, you will use 2-3 minutes to present drafts of your plan (PPT not necessary). In Week 17, you will present your final plan to the class in 5-7 minute PPT.

Attendance & Participation: Each class will start with a quiz covering material covered the previous week. Throughout the semester, there will be activities in class. Some of these will include homework (due the next week of class). You will be marked as absent if you arrive class late, do not return promptly after breaks, or leave class early.

Required Texts:

Hopkins, R. 2008. The transition handbook: from oil dependency to local resilience. Green Books Ltd, Cambridge, England.

Cox, A. S., A. S. C. Knipps, J. L. Wallace, T. E. Boal, P. R. Krausman, D. A. Haukos, and M. Ben-David. 2018. Journal of Wildlife Management, Wildlife Society Bulletin, and Wildlife Monographs: author guidelines. Journal of Wildlife Management. <http://wildlife.org/wp-content/uploads/2018/01/TWS-Journal-Guidelines-2018.pdf>. Accessed 3 March 2020.

Recommended Resource:

Hopkins, R. 2011. The transition companion: making your community more resilient in uncertain times. Chelsea Green Publishing Company, White River Junction, Vermont, USA.

Grading: Grades are based on 1) Attendance (5%), 2) Participation (25%), 2) Essays (total 35%: each essay is 5% of your grade), 3) Group project presentations (total 15%; draft presentations are 2% each, final presentation is 9%), and 4) Group project written report (20%).

Online must be <600 characters for each section:

Essays: You will write 7 2-page essays (plus references when necessary) and present a 1-2 minute summary to the class on the day essay is due.

Group Project: In small groups of 2-3, prepare an energy descent plan for a neighborhood or school or place of your choice and present draft versions and final report to the class.

Attendance & Participation: Each class will start with a quiz. There will be activities in class and homework (due the next week). You must arrive class on time, return promptly after breaks, and stay until class is ended.

- 1) In advance, tell me of problems meeting deadlines and assignments.
- 2) Assignments lose 20% for each week late.
- 3) Do your own work. Do not use computer translations
- 4) Cite your sources.
- 5) Use Journal of Wildlife Management style for citations and references.
- 6) Put exact links with images used in PPT.
- 7) Include written permission from copyright holder with images used in written assignments.
- 8) Copying and academic fraud means assignment maximum possible score is 48%.