Course description (from catalog): Introduction to methods to assess and plan for sustainable communities, considering needs of future generations and simultaneously addressing economy, environment, and society. The course includes exposure to and analysis of demographic and natural resource data, including biodiversity; cultural diversity; economic base, economic diversity and income inequality; ecological footprint; happiness surveys, life cycle analysis (LCA), and the Sustainability Tracking and Reporting System (STARS). Analysis may be tied to geographic information systems and real-life applied projects in community development.

Class meeting place and time, attendance: Class is online; regular attendance is highly recommended due to frequent quizzes. The official policy is at: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf;

Tentative required texts (to confirm first week): 1) Phillips, R., R. H. Pittman, eds. 2015. Introduction to Community Development. 2nd ed.; Routledge; 2) Sachs, J. 2015. The Age of Sustainable Development. NY: Columbia University Press (both will be on two-hour reserve at Steen Library); 3) online module material from various sources.

Grading: 90-100% =A; 80-90% =B; 70-80%=C; 50-70% =D.

30% quizzes – Approximately ten multiple choice quizzes based mostly on assigned reading in textbooks and online modules in D2L (lowest 20% of quizzes dropped).

20% individual papers – five to ten page paper in APA format on selected topic, which can include sustainability initiatives addressed below. Draft optional but highly recommended. Separate guidelines will be provided with deadlines. Late papers may lose 1% per day.

30% sustainability solutions analysis – students will work in small groups or (preferably) pairs to analyze the pathways and barriers to implementing various sustainability initiatives. Topics can include local school gardens, an SFA campus green fund, local energy conservation incentive programs such as PACE, local microloan programs such as Lift Fund, bike share programs such as Spin or Lime-bike, weatherization programs for low-income residents, etc. The objective is to complete analysis on two initiatives (15% each), with the first analysis completed by spring break.

20% discussions – five online discussion areas will be provided where you will post on material and respond to a fellow students’ posts.

Grading: 90-100% =A; 80-90% =B; 70-80%=C; 50-70% =D.

Student (Course) Learning Outcomes (SLOs) After successfully completing this course, a student will be able to:

Access and utilize data, indices, and programs related to sustainable community development.
Identify key methods in assessing sustainability and community development.
Critically evaluate applicability of key methods in sustainable community development within the context of different communities and situations.
Identify/understand community planning processes and how they relate to sustainable community development.
Program Learning Outcomes (PLOs)

The BA in Sustainable Community Development has the following program learning goals:
1. Students will demonstrate an understanding of the historical development of sustainability.
2. Students will be able to identify the most significant philosophical, emotional, and intellectual obstacles to generating sustainable communities.
3. Students will be able to identify the most significant economic, political, and cultural factors in generating sustainable communities.
4. Students will be able to articulate reasons that sustaining viable communities holds value to human societies.
5. Students will demonstrate the ability to construct research models and analyze data.
6. Students will demonstrate ability to apply their theoretical knowledge to solution of real-world problems.

Calendar

January 17th – Ch. 1 Age of Sustainable Development - Introduction to Sustainable Development
Ch. 1 Introduction to Community Development – A Framework for Comm. & Economic Dev.

January 24th – Ch. 2 Age of Sustainable Development - An Unequal World
Ch. 2 Introduction to Community Development – Seven Theories for Seven Comm. Developers

January 31st – Ch. 3 Age of Sustainable Development - A Brief History of Economic Development
Ch. 3 Introduction to Community Development - Asset-Based Community Development

February 7th – Ch. 4 Age of Sustainable Development – Why Some Countries Developed While Others Stayed Poor
Ch. 4 Introduction to Community Development - Social Capital and Community Building

February 14th – Ch. 5 Age of Sustainable Development – Ending Extreme Poverty
Ch. 5 Introduction to Community Development – Sustainability in Community Development

February 21st – Ch. 6 Age of Sustainable Development – Planetary Boundaries
Ch. 6 Introduction to Community Development – The “New” Local

February 28th – Ch. 7 Age of Sustainable Development – Social Inclusion
Ch. 7 Introduction to Community Development – Community Development Practice

March 7th – Ch. 8 Age of Sustainable Development – Education for All
Ch. 8 Introduction to Community Development – Community Visioning and Strategic Planning

March 14th – Ch. 9 Age of Sustainable Development – Health for All
Ch. 9 Introduction to Community Development – Establishing Community-Based Organizations

March 21st – Spring Break

March 28th - Ch. 10 Age of Sustainable Development – Food Security
Ch. 10 Introduction to Community Development – Leadership and Community Development

April 4th – Ch. 11 Age of Sustainable Development – Resilient Cities
Ch. 11 Introduction to Community Development – Community Development Assessments

April 11th – Ch. 12 Age of Sustainable Development – Climate Change
Ch. 12 Introduction to Community Development – Community Asset Mapping and Surveys

April 18th – Ch. 13 Age of Sustainable Development - Saving Biodiversity and Protecting Ecosystem Services

April 20th – Easter Break

April 25th – Ch. 14 Age of Sustainable Development - Sustainable Development Goals
Ch. 13 Introduction to Community Development – Understanding Community Economies

May 2nd – Ch. 21 Introduction to Community Development – Measuring Progress
Ch. 22 Introduction to Community Development – Perspectives on Current Issues

May 11th – Ch. 25 Introduction to Community Development – Conclusions and Observations on the Future
**University Policies:** For policies on topics such as academic dishonesty, withdrawals, and accommodations for student with disabilities, etc., students are responsible for referring to the Stephen F. Austin State University 2010-2011 Bulletin. Academic dishonesty includes both cheating and plagiarism. *Academic Integrity (A-9.1)* Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Students with Disabilities** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Withheld Grades Semester Grades Policy (A-54)** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. The instructor may assign an earlier deadline than one year. Students will not be given a withheld grade without official (non-student, non-family) written documentation of unavoidable issues submitted prior to the last day of class. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. For the official university policy please see: [http://www.sfasu.edu/policies/course-grades.pdf](http://www.sfasu.edu/policies/course-grades.pdf)

**Make-up exams/Drop Policy:** Students will not be given a make-up exam without written documentation of unavoidable issues submitted prior to the exam. Students are responsible for observing drop deadlines in the schedule of classes. For more info see the official university policy at: [http://www.sfasu.edu/policies/course-add-drop_6.10.pdf](http://www.sfasu.edu/policies/course-add-drop_6.10.pdf)

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Please see student conduct policy D-34.1K: [http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf) Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom.

**Time estimate:** SUS 350 “Sustainable Community Assessment and Planning” (3 credits) typically meets online each week for 15 weeks. Students have weekly reading assignments of modules and/or chapters, are expected to take weekly online quizzes based on the reading, and are required to participate in five online discussions, in each discussion posting once about the material and once in response to a student. There is also a term paper and analysis of two sustainability initiative programs. These activities are estimated to average a minimum four hours of work each week outside of classroom hours.