

**Urban Studies 360: Green Cities: Urban Agriculture, Sustainability, and Environmental Justice  
Spring 2018 Syllabus:** Online Course on D2L, 3 credits

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### **Course Overview & Purpose**

As our world becomes increasingly urbanized, cities face growing social, economic, and environmental challenges that pose the questions: “what does a green city really look like?” and “for whom are they designed?” In this course, students will have the opportunity to explore conflicts of urban environmental social inequality through the following topics: transportation & mobility, land & urban ecosystems, food systems, water, energy, buildings & infrastructure, and waste/resource recovery.

The purpose of this course is to help us critically evaluate the concept of sustainability from an urban perspective. *Sustainability* is not something that most people would be opposed to, but that does not make it unproblematic. To uncover the key political, social, environmental, and economic challenges of sustainability, we will examine urban environmental topics from the City of Milwaukee’s sustainability plan as well as case studies of U.S. and international cities from both scholarly journal articles and the required course book. Looking at the topic of green cities from a critical perspective, this course will examine how policies impact who has access to green amenities and healthy, affordable food sources, while exploring efforts by cities to create more just, sustainable urban communities. Finally, the course will touch on our own relationships to the built and natural environments, the characteristics that we think a green city should have, and the larger meaning and significance of urban environmental sustainability.

A common theme that you will get from readings and other material throughout the course is that although cities are the source of many problems, they also play a significant role as part of the solution. It may be tempting to want to avoid the less than hopeful news about the environment today, but I believe that by facing these issues, we can start moving toward solutions. Over the course of the semester, I look forward to learning more about you, your interests and thoughts on these topics.

UWM Social Science General Education Requirements engages the study of human behavior, human cultural and physical variation and evolution, and the organization, development, and consequences of human activity, both past and present. The course also incorporates the UW System Shared Learning Goal of individual, social and environmental responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action. USP 360 counts as a required course for the Urban Studies Program certificate and major degree program.

### UW Shared Learning Credit and Social Science Credit

This is a Social Science course that fulfills part of the General Education Requirements (GER). The course will address the following GER Social Science learning objectives through a variety of assignments and assessments detailed below:

#### UW System Shared Learning (SL) Goals Assessed:

- A) Individual, social, and environmental responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

#### GER Social Science (SS) Goals Assessed:

Students will be able to:

- A) recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development; and
- B) identify and critically evaluate the function, structure and development of human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships

UW System Shared Learning Goals	Social Science Learning Objectives
Students will identify how environmental, social, and economic components to urban sustainability efforts influence actors at both the global and local scale by analyzing a goal from Milwaukee’s sustainability plan.	Students will be exposed to readings drawn from the social sciences, urban environmental history, and urban planning to better understand how urban sustainability efforts are contested.
	Students will identify connections between the governance of urban sustainability efforts and its effects on populations of varying socioeconomic backgrounds.

### Course Learning Outcomes

*By the end of this course, students will be able to...*

1. **recognize** and describe the concept of urban sustainability;
2. **explain** the gaps between the theory and practice of sustainability using case studies of different urban environmental issues;
3. **compare and contrast** the different approaches cities and researchers have used to talk about and measure urban sustainability;
4. **understand** the ways in which urban sustainability initiatives may be contested by different stakeholders;
5. **evaluate** different forms of urban environmental governance in cities, and its effect on populations of varying socioeconomic backgrounds;

6. **apply** the concept of sustainability to an urban environmental issue of interest through course assignments and a final project to argue for a specific approach to sustainability.

## Course Expectations

### The instructor will:

- support and provide a respectful and professional learning environment,
- encourage use of general discussion for the class,
- respond to email during the week within 24 hours, or by Monday morning for weekend emails,
- read all discussion posts and provide clarification or comments as necessary on D2L.

### The student will:

- conduct themselves in a respectful and professional manner,
- consume (watch, listen, read, etc.) all assigned material for the week unless it is marked optional,
- participate in discussion and reflections within the assigned deadlines (this includes initial posts, comment posts, and the reading of all posts within your assigned group. Late posts and assignments will not be accepted as each segment builds upon the previous one),
- check their UWM email regularly for emails from the instructor.

## Desire2Learn (D2L)

This course will function fully online through the D2L site. Students must have access to the Internet. Inadequate Internet access will not be accepted as an excuse for a late assignment. Assigned readings, lecture materials, and videos will be posted on D2L under the week in which they are assigned. If you have trouble with D2L or have not used it yet, please see the following information on accessing and navigating D2L. Please contact the UWM Help Desk, as described below, if you have questions about these requirements.

### To find and browse the D2L course web site:

- 1) Go directly to the D2L login page: <http://d2l.uwm.edu/?target=%2fd2l%2fhome> OR from the UWM home page: [www.uwm.edu](http://www.uwm.edu) & click on the D2L tab
- 2) Click on the button that says “UWM ePanther” to access D2L using your UWM ePanther account.
- 3) On the Desire2Learn Welcome screen, type in your ePanther Username (your ePanther campus email, but without the “@uwm.edu”) and Password. Then hit “Login.”
- 4) On the D2L MyHome screen, go the dropdown menu (“Select a course”) at the top of the screen. You’ll see your active courses here. On D2L, this course is titled Perspectives on Urban Scene, but its full name is Urban Studies 360: Green Cities, Urban Agriculture, Sustainability, and Environmental Justice.
- 5) Click on the course title to see the Course Home page. Click “Content” in the navigation bar to begin exploring the site.

- 6) If you have difficulty getting into the course web site, please close your web browser completely and open it up again. Then, try logging on again using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.
- 7) When you are finished looking around your D2L course sites, always click on “Logout” which can be found in the dropdown menu under your name in the top right corner of the screen. This is especially important if you are in a computer lab. Otherwise, the next person who uses the machine will be using your D2L account!

#### What to do if you have problems with Desire2Learn (D2L):

If you have any difficulties with D2L, including problems with your login (e.g., you forgot your password, or if you just can't get on), please contact the UWM Help Desk by doing one of the following:

- Call the UWM Help Desk at (414) 229-4040 or toll free at 1-877-381-3459
- Call the CETL Learning Technology desk at (414) 229-4319

#### **Course material**

There is one required book for this course available for purchase or rental through UWM's Virtual Bookstore, or elsewhere. A copy will also be on reserve at the library.

- Sze, J. (2015). *Fantasy islands: Chinese dreams and ecological fears in an age of climate crisis*. Univ of California Press. (ISBN: 978-0-520-28448-7)

We will also be reading extensively from the City of Milwaukee's 2013-2023 Sustainability Plan: *ReFresh MKE*. This will be available digitally as a PDF file on D2L. Additional required content will be available digitally on the course D2L site.

#### **Course structure**

There is required content to complete each week, but we are not required to be online at the same time. New course content will open each week on Monday at 12:00 AM. Due dates will be listed within the assignment, but in general discussions are **due Thursdays and Saturdays at 11:59 PM**, and assignments for that week close **Sunday at 11:59 PM**. Future weeks' assignments will not open until the previous week has ended, much like if we were meeting in real time. The course schedule below represents a complete list of required weekly material that students are expected to read, watch, and/or listen to. Optional and recommended readings may be found on D2L. Finally, this schedule is subject to slight modifications, but I will notify the class at least two weeks in advance of any major changes.

Week	Start Date	Topic	Material
1	1/22	Introductions & green cities	<ul style="list-style-type: none"> <li>• Read: America’s Most (and Least Sustainable Cities, Ranked): <a href="https://www.citylab.com/equity/2017/08/measuring-americas-most-and-least-sustainable-cities/536502/">https://www.citylab.com/equity/2017/08/measuring-americas-most-and-least-sustainable-cities/536502/</a></li> <li>• Watch: Sustainable City   Fully Charged (15:14): <a href="https://www.youtube.com/watch?v=WCKz8ykyI2E">https://www.youtube.com/watch?v=WCKz8ykyI2E</a></li> <li>• Listen: How do we become an eco-city? (22:59): <a href="https://pursuit.unimelb.edu.au/podcasts/podcast-how-do-we-become-an-ecocity">https://pursuit.unimelb.edu.au/podcasts/podcast-how-do-we-become-an-ecocity</a></li> </ul>
2	1/29	Overview of sustainability	<ul style="list-style-type: none"> <li>• Tarr, J. (2014). Urban environmental history (pp. 72-89). In F. Uekoetter (Ed.), <i>The turning points of environmental history</i>. University of Pittsburgh Press.</li> <li>• Chapters 1 (pp. 1-21) &amp; 6 (63-76) in Wheeler, S. M. (2013). <i>Planning for sustainability: creating livable, equitable and ecological communities</i>. Routledge.</li> </ul>
3	2/5	Sustainability discourses	<ul style="list-style-type: none"> <li>• Isenhour, C. (2015). Green capitals reconsidered. In Isenhour, C., McDonogh, G. &amp; Checker, M. (Eds.). (2015). <i>Sustainability in the global city</i>. (pp. 54-74). Cambridge University Press.</li> <li>• Agyeman, J., Bullard, R. D., &amp; Evans, B. (2002). Exploring the nexus: Bringing together sustainability, environmental justice and equity. <i>Space and polity</i>, 6(1), pp. 77-90.</li> </ul>
4	2/12	Measuring sustainability <b>Synthesis #1 due 2/18</b>	<ul style="list-style-type: none"> <li>• <i>ReFresh Milwaukee</i> Sustainability Plan 2013-2023 (pp. 1-12)</li> <li>• Pearsall, H., &amp; Pierce, J. (2010). Urban sustainability and environmental justice: evaluating the linkages in public planning/policy discourse. <i>Local Environment</i>, 15(6), 569-580.</li> </ul>
5	2/19	Food Systems	<ul style="list-style-type: none"> <li>• <i>ReFresh Milwaukee</i> (Food Systems) pp. 29-34</li> <li>• Alkon, A. H., &amp; McCullen, C. G. (2011). Whiteness and farmers markets: Performances, perpetuations... contestations? <i>Antipode</i>, 43(4), 937-959.</li> <li>• Agyeman, J. (2013). <i>Introducing just sustainabilities: Policy, planning, and practice</i>. Zed Books Ltd. (Ch.2 pp. 59-72 required; pp. 73-95 optional)</li> </ul>
6	2/26	Land & urban ecosystems	<ul style="list-style-type: none"> <li>• <i>ReFresh Milwaukee</i> (Land &amp; Urban Ecosystems) pp. 41-48</li> <li>• Checker, M. (2011). Wiped out by the “greenwave”: Environmental gentrification and the paradoxical politics of urban sustainability. <i>City &amp; Society</i>, 23(2), 210-229.</li> <li>• Other required media on D2L</li> </ul>

7	3/5	Water <b>Synthesis #2 due 3/11</b>	<ul style="list-style-type: none"> <li>• <i>ReFresh Milwaukee</i> (Water) pp. 61-67</li> <li>• Goodling, E., &amp; Herrington, C. (2014). Reversing complete streets disparities: Portland’s community watershed stewardship program. <i>Incomplete Streets: Processes, Practices, and Possibilities</i> (pp. 176-201).</li> <li>• Salina, I. (Director). (2008). <i>Flow: For Love of Water</i> [Documentary]. United States.</li> </ul>
8	3/12	Transportation/ Mobility	<ul style="list-style-type: none"> <li>• <i>ReFresh Milwaukee</i> (Mobility) pp. 49-54</li> <li>• Golub, A. (2014). Moving beyond Fordism “Complete Streets” and the changing political economy of urban transportation. In Zavestoski, S. &amp; Agyeman, J. (Eds.) (2014)., <i>Incomplete streets: Processes, practices, and possibilities</i> (pp. 36-53). Routledge.</li> <li>• Hoffmann, M. (2014). Recruiting people like you: Socioeconomic sustainability in Minneapolis’s bicycle infrastructure. In Zavestoski, S. &amp; Agyeman, J. (Eds.) (2014)., <i>Incomplete streets: Processes, practices, and possibilities</i> (pp. 139-153). Routledge.</li> </ul>
9	3/19	<b>SPRING BREAK!</b>	N/A
10	3/26	Waste/Resource Recovery	<ul style="list-style-type: none"> <li>• <i>ReFresh Milwaukee</i> (Resource Recovery) pp. 55-60</li> <li>• Chs. 1 &amp; 5 in Pellow, D. N. (2002). <i>Garbage wars: The struggle for environmental justice in Chicago</i>. Cambridge, MA: MIT Press. (pp. 1-19 &amp; pp. 101-130)</li> <li>• Trufelman, A. (Producer). (2016, May 17). <i>Separation Anxiety</i> [Audio podcast]. Retrieved from <a href="https://99percentinvisible.org">https://99percentinvisible.org</a></li> </ul>
11	4/2	Energy	<ul style="list-style-type: none"> <li>• <i>ReFresh Milwaukee</i> (Energy) pp. 21-28</li> <li>• Introduction &amp; Ch.1 Sze, J. (2015). <i>Fantasy islands: Chinese dreams and ecological fears in an age of climate crisis</i>. Univ of California Press. (pp. 1-54)</li> </ul>
12	4/9	Green buildings <b>Synthesis #3 due 4/16</b>	<ul style="list-style-type: none"> <li>• <i>ReFresh Milwaukee</i> (Buildings) pp. 13-20</li> <li>• Ch. 2 &amp; 3 in Sze, 2015 (pp. 55-102)</li> </ul>
13	4/16	Eco-cities	<ul style="list-style-type: none"> <li>• Ch. 4, 5 &amp; Conclusion in Sze, 2015 (pp. 103-163)</li> </ul>
14	4/23	<b>Synthesis #4 (Paper &amp; Presentation First Draft) due 4/29</b>	N/A
15	4/30	Peer Review <b>Peer Review due 5/6</b>	N/A
16	5/7	Final Project <b>Final Project due 5/18</b>	N/A

## Course assessments

Here is a brief overview of all assessments. See individual assignment guidelines on D2L for details.

### Participation (5% of total grade)

Participation points include a course overview quiz worth 25 points, questions and/or comments for a “Participation Points Only” discussion worth 10 points, and a peer review assignment worth 15 points.

### Online Discussions (30% of total grade)

There are **six required discussion posts** throughout the course, including the Introduction post during Week 1, four posts assigned to each student by the instructor throughout the middle of the course, and a final reflection post during Week 13. Students will be assigned their discussion posts prior to Week 3 of the course and may change if needed. The purpose of discussions assignments is to prepare students for synthesis evaluations that will test prior knowledge gained from course material and build up to a final paper and presentation. The instructor will provide specific prompts or questions to respond to for each week’s discussion post. Students are required to cite from the assigned readings, videos, and/or podcasts for their assigned discussion weeks. Specific instructions and rubrics will be provided.

*Initial Post (200 words, minimum):* Due on **Thursdays at 11:59 PM.**

*Comment Posts (2 different comments, 150 words each):* Due on **Saturdays at 11:59 PM.**

### Synthesis Evaluations (40% of total grade)

There is no midterm or final exam for this course. Instead, students will submit four synthesis evaluations (worth 100 points or 10% each) throughout the semester. These evaluations are made up of two parts. Part 1 will test students’ knowledge of material from previous weeks through a short quiz (worth 25 points each). Part 2 will provide an opportunity for students to work on sections of the final paper (worth 75 points each). These evaluations will take on the qualities of “midterm” assessments in that they will require students to synthesize information learned in the previous weeks’ content, and use knowledge from the material to begin drafting the final paper.

### Final Paper & Presentation: Sustainability Goal Analysis (25% of total grade)

Following a peer review activity, students will tie the written portions of the four synthesis evaluations together into one cohesive paper and online presentation that analyzes a chosen sustainability goal of interest from Milwaukee’s Sustainability Plan 2013-2023. Detailed instructions & rubrics will be provided on D2L.

### Credit Hours & Course Workload

Urban Studies 360 is a 3-credit course. Based on federal and university expectations, students should prepare to spend a minimum of 144 hours of class time on preparation and work related to the course. Taking into consideration that the number of hours demanded of students outside of class will fluctuate based on the scheduling of key assessments, students should anticipate investing approximately 10 hours per week on the course.

Course work load	Hours
Time reading, listening, watching and absorbing required content (includes course overview content, quiz, and all instructor videos/transcripts)	70
Time spent preparing, posting, reading and responding to discussion posts (6)	30
Time spent preparing for & writing synthesis evaluations (4)	30
Time spent preparing final paper & presentation (includes peer review)	14
<b>Total</b>	<b>144</b>

### Course Grading & Percentage Distribution

Assessment	Total Points	Percentage
Participation	50	5%
Discussions (6 @ 50 points each)	300	30%
Synthesis Evaluations (4 @ 100 points each)	400	40%
Final Paper & Presentation	250	25%
<b>Total</b>	<b>1000</b>	<b>100%</b>

### Grading Scale

A	93-100%	C	73-75%
A-	90-92%	C-	70-72%
B+	86-89%	D+	66-69%
B	83-85%	D	63-65%
B-	80-82%	D-	60-62%
C+	76-79%	F	59% and below

### Extra Credit

There will be one opportunity for extra credit during the Spring 2018 semester. To receive points, students must attend the **Urban Studies Annual Research Forum on April 27<sup>th</sup>, 2018** and submit a written essay. Partial credit will not be given (e.g. attending the event, but not submitting an essay). This event is an excellent opportunity to learn more about relevant topics discussed in this course. More information about this opportunity, and alternative extra credit for non-local students will be provided later during the semester.



## Academic Conduct

You are expected to do your own work in this class and properly cite any ideas or quotes from other sources. Citations should follow a generally accepted format (APA, MLA, Chicago). Plagiarism, cheating, and other forms of academic misconduct will be dealt with in accordance to the guidelines of the university. Academic dishonesty includes failing to cite published work or someone else's ideas, purchasing a paper from another student or online, using another student's work as your own, directly copying from a source without quoting the author, submitting your own work from another class, etc. Submitted material may be randomly run through plagiarism detection software.

Any student caught engaging in plagiarism will receive a failing grade for this course, and will automatically initiate the university's procedure and policy on plagiarism and academic integrity. This can be viewed at: [http://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2015/02/misconduct\\_flowchart.pdf](http://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2015/02/misconduct_flowchart.pdf)

## University Policies

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

1. **Students with disabilities.** Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following: <http://uwm.edu/arc/>
2. **Religious observances.** Policies regarding accommodations for absences due to religious observance are found here: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty are found here:  
Students: <http://uwm.edu/active-duty-military/>  
Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>
4. **Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.  
[https://www4.uwm.edu/secu/docs/other/S\\_31\\_INCOMPLETE\\_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)
5. **Discriminatory conduct (such as sexual harassment).** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. Policies regarding discriminatory conduct may be found here:  
[https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discrimina\\_duct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf)
6. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Policies for cheating/plagiarism may be found here:  
<http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>
7. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the

appropriate university office responsible for enforcing the policy.

[https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discrimina\\_duct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf)

8. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.  
<http://www4.uwm.edu/secu/docs/other/S28.htm>
9. **LGBT+ resources.** Resources that support inclusivity of students who identify as LGBT+ in the learning environment may be found here: <http://uwm.edu/lgbtrc/>
10. **Final examination policy.** The final exam requirement, the final exam date requirement, etc.  
<http://www4.uwm.edu/secu/docs/other/S22.htm>