



Faculty	Jocelyn Widmer, PhD . MPH
Class	T / Th 11:00 am – 1:45 pm
Location	ROG 0110
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Office Hours	By Appointment

### Current Course Description

*Social + Cultural Aspects of Sustainability and the Built Environment* explores the importance of considering the human users of the built environment when searching for sustainable solutions. The course examines social, behavioral and multicultural perspectives related to social sustainability.

### Course Focus on a Global Student Experience

In September 2015, world political, religious and thought leaders gathered in New York to adopt an agenda that represented unprecedented global consensus around sustainability. The ensuing 17 Sustainable Development Goals (SDGs) were not merely a continuation of the 8 Millennium Development Goals that preceded this effort, nor did they represent “business as usual” for the design, implementation, and evaluation of programs and strategies to address contemporary global issues. Rather, the SDGs represent a systems-based approach to humanize today’s global grand challenges and do so by placing primacy on the *social* and *cultural* dimensions of sustainability. Sustainability has become less about sector-based solutions for a world that divides itself between haves and have-nots, and more a call to action around leveraging finite resources against the infinite global capacity to innovate, energize, mobilize, and engage an emerging global mindset and behavior-pattern toward “our common future.”

Internationalizing *Social + Cultural Aspects of Sustainability and the Built Environment* will capitalize on the timeliness and relevance of these new-found dimensions of sustainability paramount to the SDGs by:

- Integrating emerging principles behind this global shift
- Highlighting comparative regional case studies that illustrate the inherent power behind engaging social and cultural dimensions of sustainability
- Grounding the student experience in sustainability literacy by developing skills and communication tools that have global application toward sustainable, systems-based solutions

*The interdisciplinary course environment will be supported by in-class discussions, multi-media exploration, online engagement, and individual and collaborative assignments*

## QEP Student Learning Outcomes Addressed

This course modification will meet two of the QEP's Student Learning Objectives:

→ *SLO 2 (Critical Thinking) – Students analyze and interpret global and intercultural issues.*

The first part of the course will explore the shift in the Post-2015 global mindset surrounding sustainability, where social inclusion, cultural diversity, and gender equality are central to sustainable solutions at various scales across climate change, food security, resource conservation and the supporting contextual fabric.

[Week 1 + 2](#)

→ *SLO 1 (Content) – Students identify, describe, and explain global and intercultural conditions and interdependencies.*

The second part of the course will be designed for students to grapple with the realities of this shift in global mindset, by building skills and utilizing communication tools to devise solutions to global grand challenges. An emphasis will be placed on the interdependencies of society and culture on the sustainable potential of students' proposed solutions. Students will be encouraged to consider certain scales of interventions and how interventions may break down at economies of scale because of underlying social and cultural determinants.

[Week 3 – 6](#)

### Week 1 Topics

#### Exploring [Ethics & Principles](#) of Social + Cultural Aspects of Sustainability + the Built Environment

*Sustainable Development Goals and Re-Visioning "For All," Sustainability Ethics, Post-2015 Approach to Social + Cultural Inclusion across Sustainability Domains (food security, health, education, gender, WASH, energy, economy, infrastructure, inequality, climate change, coastal and natural resources, justice, peace, innovation, and partnerships)*

#### Tuesday's Readings

NONE

#### Thursday's Readings

Sachs, Jeffrey (2015). *The Age of Sustainable Development*. New York, NY: Columbia University Press. (chapter excerpts)

Skim the headlines beginning on page 9 (purple numbers at the bottom). This was a great blog series that highlighted each of the 17 SDGs leading up to the September 2015 summit.

<http://www.huffingtonpost.com/news/sustainable-development-goals/9/>

"Why Millennials Can and Will Revolutionize International Development" [Huffington Post](#)

### Week 2 Topics

#### Orienting your [SELF](#) to the World We all Share

1. Read David D. Burstein [Fast Future: How the Millennial Generation is Shaping our World](#)
2. Create a film as a class that illustrates the 17 SDGs in #Sustainesville

Jocelyn will be July 5<sup>th</sup> + 7<sup>th</sup>

## Week 3 Topics

### Sustaining with Cultural Intelligence

*Cultural Diversity amidst the quest for Global Universals; Cultural Intelligence / Emotional Intelligence (can you really separate the two?); Historic Patterns of Culture; Future Trends in Culture; the Power of Culture Online*

[the cultural dimension]

#### Tuesday's Readings

Livermore, David (2010). "Part 2: Cq Overview," "Part 5: Cq Knowledge," "Part 6: Cq Strategy," And "Part 7: Cq Action." *Leading With Cultural Intelligence: The New Secret to Success*. New York: American Management Association.

#### Thursday's Readings

Hawkes, Jon (2001). *The Fourth Pillar of Sustainability: Culture's Essential Role in Public Planning*. Australia: Common Ground Publishing

Blackshaw, Tony (2010). "Virtual Communities?" *Key Concepts in Community Studies*. Los Angeles, CA: Sage Publications.

[From Pop Culture to Global Culture](#)

[From Developed to Developing Cultures: How Millennials Are Influencing Our World](#)

## Week 4 Topics

### Project Design Integrating Social + Cultural Aspects of Sustainability + the Built Environment

*Development + Design for: Global Millennial Interpretations of Quality of Life, Social Justice + Equity, Cultural Diversity, Social + Cultural Inclusion*

[the social dimension]

#### Readings

[More than Half of Millennials have Dated outside their Race](#)

[Millennials not Scared of Outside World](#)

<http://www.cnn.com/2016/03/16/opinions/millennials-foreign-policy-views-thrall/>

[Infographic: Millennials – Coming of Age](#)

[Want to Eliminate Poverty? Check Your Behavior](#)

## Week 5 Topics

### Community Design + Engagement Utilizing Social + Cultural Aspects of Sustainability + the Built Environment

*Sustainable + Resilient Communities, Integrated Communities, Community + Place-Making, Global Virtual Communities, The University as Global Community*

[the behavioral dimension]

#### Readings

Godschalk, David R., and Emil E. Malizia (2014). *Sustainable Development Projects: Integrating Design, Development, and Regulation*. Chicago: APA Planners Press.

Herman Miller (2005). *Creating a Culture of Sustainability: How College Campuses are Taking the Lead*.

## Week 6 Topics

### Acquiring Skills + Tools for Effective **Communication** across Social + Cultural Aspects of Sustainability + the Built Environment

*Field + Observational Methods, Social Media Channels, Design Communication Strategies (across mixed media), Conflict + Collaboration Management*

#### Readings

- Bennis, W., and Biederman, P. (1997). Organizing Genius: The Secrets of Creative Collaboration. (chapter excerpts)
- Covey, S. R. (2004). "Habit 5: Seek First to Understand, then to be Understood." *The 7 Habits of Highly Effective People: Powerful Lessons In Personal Change*. New York: Free Press.
- Kahane, A. "Part 2 (Talking)" & "Part 3 (Listening)." *Solving Tough Problems: An Open Way of Talking, Listening, and Creating New Realities* (1st Ed). San Francisco: Berrett-Koehler Publishers, Inc.
- Stibbe, Arran, editor (2009). Handbook of Sustainability Literacy: Skills for a Changing World <http://www.sustainability-literacy.org>
- Current Events in Global Social Media Habits and Practices, Pew Research Center <http://www.pewglobal.org/>
- The Guardian* (2014) How to Make Infographics: A Beginner's Guide to Data Visualizations <http://www.theguardian.com/global-development-professionals-network/2014/aug/28/interactive-infographics-development-data>

### Required Course Readings + Additional Tech Requirements

#### *Course Readings*

Course readings will correspond to each session topic and will consist of:

- one scholarly article / book chapter
- one current event / item of interest
- one interactive infographic

You should come to each class having read and explored the required reading materials. All course readings will be available through the [link](#).

#### Additional Required Reading

David D. Burstein [\*Fast Future: How the Millennial Generation is Shaping our World\*](#)

#### *Twitter Requirement*

You are required to have an active Twitter account for this course. In an effort to build your professional network + brand, it is recommended that you use your personal Twitter account, rather than set up a second account that you will not utilize after this course.

### Course Assignments + Grading

Assignment #1 [15%]

[\*Fast Future: How the Millennial Generation is Shaping our World\*](#)

Tweet 30 second video on your reactions

**Due Date**      **July 12, 2016**

Assignment #2 [10%]

Appearance in Class Film that illustrates the 17 SDGs in #Sustainesville

	<b>Due Date</b> <b>July 12, 2016</b>
Assignment #3 [15%]	Designing Call to Action for Identified Issue to Millennials (Tweet Chat) <b>TBD</b>
Assignment #4 [15%]	Final Infographic <b>Due Date</b> <b>August 4, 2016</b>
Assignment #5 [30%]	1 hour of web-based exploration + 5 tweets per week on results <b>Occurs Weekly</b>
Remain Active + Engaged [15%]	<b>This means show up to <u>all</u> classes on time and prepared to participate.</b>
Extra Credit [5%]	Sign up for <a href="#">International Scholars Program</a> and submit pathway to completion <b>Due Date</b> <b>August 4, 2016</b>

All final grades will follow the University of Florida grading policy found here:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Course Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352) 392.8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

### University Honor Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

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Syllabus is subject to change and you will be notified as changes occur.