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Course Materials	Canvas
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Office Hours	Individuals (by appointment) + #oneDCP Evenings TBD

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.

→ *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.

Course Schedule

THEME	CLASS	TOPIC	ACTIVITIES	GROUPS
Getting Started	1	Course Introduction	<ul style="list-style-type: none"> Map of the World 	
Exploring Ethics & Principles of Social + Cultural Aspects of Sustainability & the Built Environment	2	Community	<ul style="list-style-type: none"> Into to HP @ UF Selfie pictures 	
	3	Orienting yourself to the World We all Share SDGs	<ul style="list-style-type: none"> Speed Dating World Population Percentages; Top 7 leading global sustainability agenda SDGs + #Sustainsville Films (local + global) Read <i>Fast Future</i> 	<ul style="list-style-type: none"> 8 groups for <i>Fast Future</i> assignment 7 groups for in-class assignment Class will break into 2 groups for SDGs
Sustaining with Patterns of Culture + Cultural Intelligence [the cultural dimension]	4	Social + Cultural Construction of Nature	<ul style="list-style-type: none"> Show #Sustainsville videos What can the world learn from ____ about sustainability? 	<ul style="list-style-type: none"> 7 groups for in-class assignment
	5	Patterns of Culture	<ul style="list-style-type: none"> GNV Tour Gentrification; Creating a culture of sustainability 	
	6	No Class	<ul style="list-style-type: none"> Use as work day for <i>Fast Future</i> 	

	7	IQ EQ CQ	<ul style="list-style-type: none"> ▪ <i>Fast Future</i> Presentations ▪ Kiss, Bow or Shake Hands Films by country 	<ul style="list-style-type: none"> ▪ 7 groups for in-class assignment
Addressing Tensions before they become Barriers to Sustainability [the social dimension]	8	Conflict	<ul style="list-style-type: none"> ▪ Show Kiss, Bow or Shake Hands videos ▪ Activity on Getting to Yes ▪ Displacement = Sense of Place Efforts 	
Utilizing Social + Cultural Aspects of Sustainability + the Built Environment for Community Design + Engagement [the behavioral dimension]	9	Listening + Talking	<ul style="list-style-type: none"> ▪ What should we talk about in an age of global conversation? 	<ul style="list-style-type: none"> ▪ 8 groups for in-class assignment
	10	Inclusion	<ul style="list-style-type: none"> ▪ Show <i>Clouds over Sidra</i> ▪ LA 1984 vs 2028 Olympics ▪ Are Campus Green Buildings Inclusive? 	<ul style="list-style-type: none"> ▪ 8 groups for in-class assignment
	11	Power + Imbalances + Leadership + Movements	<ul style="list-style-type: none"> ▪ Not the volume, but the message ▪ Movements ▪ Power Imbalances with Paris Agreement ▪ Infographic Sustainability of Equity v Equality 	<ul style="list-style-type: none"> ▪ 8 groups for in-class assignment
Seeking Alternative Ways of Defining Sustainable + Resilient Communities	12	Green Building Learning Collaborative	<ul style="list-style-type: none"> ▪ Mandatory Attendance 	
	13	When Sustainability is Not a Priority	<ul style="list-style-type: none"> ▪ Present infographics ▪ Call to Action ▪ Describe final project 	
	14	New Realities (Three Pillars of Progress) + Kindness	<ul style="list-style-type: none"> ▪ Empathy Activity ▪ Craft Bios for Leaders on Campus 	<ul style="list-style-type: none"> ▪ 5 groups for in-class assignment
	15	Final Presentations	<ul style="list-style-type: none"> ▪ In Class Presentations 	

Required Course Reading

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

Course Assignments + Grading

SUSTAINVILLE [10%] Group	Appearance in Class Film that illustrates the 17 SDGs in #Sustainsville
FAST FUTURE Individual + Group	Fast Future: How the Millennial Generation is Shaping our World
Illustration [5%] Group Presentation [10%]	Point / Counter – Point about Millennials
TOUR GNV [10%] Individual	Walking Tour + Video Reflection on Gentrification in GNV
TALKING SoCo [5%] Group	What should we talk about in the age of global conversation?
EQUITY v EQUALITY [5%] Group	Infographic for Sustainability of Equity v. Equality
Assignment [20%] Individual	Call to Action #whensustainabilityisnotapriority
Assignment [5%] Group	Community Social Ambassadors You do this once and it includes snacks
Active + Engaged [30%]	In Class, Each Class This means show up to <u>all</u> classes on time and prepared to participate.

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/ 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.

LETTERS OF RECOMMENDATION

I am happy to write a letter of recommendation for you.

Before I can do so, please provide my UF email (widmerj@ufl.edu) to the system or individual with whom you are applying. I will need your resume/CV and a brief statement (at least a paragraph) describing why I am the person you want to recommend you and why you really want the gig. Please send that to me in an email when you request I write a letter.

Step 1:

- Submit my name and email address to the system and/or individual with whom you are applying.

Step 2:

- Send me an email that has a paragraph (multiple sentences will be necessary) making the connection between our acquaintance and the program / position to which you are applying.
- Include in this email as an attachment your resume/CV.
- Also let me know the date by which I need to submit the recommendation.