DCP 3220 | Class 12162 | Section 2354 | Spring 2022 | (Campus)
Social & Cultural Aspects of Sustainability & the Built Environment

"Culture is the whole complex of distinctive spiritual, material, intellectual and emotional features that characterizes a society or a group. It includes creative expressions, community practices and material or built forms." – Our Creative Diversity: The UN World Commission on Culture and Development Report

Instructor:	Hal Knowles **|** Ph.D.
	Assistant Instructional Professor **|** Sustainability and the Built Environment (SBE)
	College of Design, Construction, and Planning (DCP) **|** University of Florida
Office Location:	ARC 0150 (Physical) **|** Zoom PMI 558 657 6066 (Virtual)
Office Hours:	M **|** Period 6 **|** 12:50 – 13:40 **|** Also by appointment
Office Correspondence:	352-294-6781 **|** Canvas email (preferred) **|** hknowles@ufl.edu (alternative)
Course Term & Credits:	Spring 2022 **|** 3 Credits **|** 01/05/2022 – 04/20/2022
Course Time & Location:	T **|** Period 3-5 **|** 09:35 – 12:35 **|** RNK 0220
Course Co/Prerequisite:	BCN 1582 (or) IDS 2154 (or) another course approved in the topic area
General Education Credit:	N/A
Final Exam Schedule:	04/29/2022 @ 12:30 PM – 2:30 PM
Estimated Additional Costs:	~ $0-15 textbooks **|** $0 materials & supplies **|** ~ $0-10 incidentals

DCP 3220 Social + Cultural Aspects of Sustainability + the Built Environment

Course Summary

Social and 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 humans as story telling animals via our social, behavioral and multicultural perspectives related to sustainability, with special emphasis placed on intra/interpersonal leadership, equanimity, social equity, cultural continuity, environmental justice, and the balance of human culpability and "cope-ability" in a time of profound change.

Course Overview & Purpose

In 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) 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." This course addresses how the threads in the tapestry of sustainability tied to the ethnosphere and noosphere inform how we sense and make sense of the world as we use intuition, think critically, navigate narratives, transform spaces into places, and cultivate collective cultural capital from micro to macro scales.

Course Goals & Objectives

Exploring "us" and "them" while contextualizing and internationalizing *Social and 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 case studies that illustrate the inherent power behind engaging social and cultural dimensions of sustainability as we build more resilient communities;
- Grounding the student experience in social and cultural anthropology and sustainability literacy by developing skills and communication tools that have global application toward social-ecological systems-based solutions; and
- Coming to know and consider our personal journeys and communal rites of passage in the transcendence of individual ego-systemic habits ("I go") into a higher collective consciousness of eco-systemic action ("we-go").

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

Required & Optional Text(s)

The required and optional text(s) for this course are as follows:

- **REQUIRED |** Scharmer, C.O. (2018). *The Essentials of Theory U: Core Principles and Applications*. San Francisco: Berrett-Koehler Publishers, Inc.
  - http://www.worldcat.org/oclc/987657070
  - Cost | ~ $15 (paperback) or free online access for UF students and employees:
    - UF Catalog @ Book | eBook @ Link
- **OPTIONAL |** Scharmer, C.O. and K. Kaeufer. (2013). *Leading from the Emerging Future: From Ego-System to Eco-System Economies*. San Francisco: Berrett-Koehler Publishers, Inc.
  - http://www.worldcat.org/oclc/902789920
  - Cost | ~ $20 (paperback) or free online access for UF students and employees:
    - UF Catalog @ Book | eBook @ Link

In addition to the required text(s), various supplemental, free publications identified for class discussion and/or assignments may be supplied via the UF Canvas e-Learning portal (https://lss.at.ufl.edu/).

Student Learning Outcomes

This course meets two of the University of Florida's Quality Enhancement Plan (QEP) Student Learning Objectives (SLOs):

- *Critical Thinking (SLO 2) – Students analyze & interpret global & intercultural issues.*
  - One part of the course explores the shift in the Post-2015 global mindset surrounding sustainability, where social inclusion, cultural diversity, and civil rights and gender equality are central to sustainable solutions at various scales across climate change, food security, resource conservation and the supporting contextual fabric.

- *Content (SLO 1) – Students identify, describe, & explain global & intercultural conditions & interdependencies.*
  - One 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 Modules (CM)

General course module main topics and sub-topics are summarized below. Official weekly readings, assignments, course content and scheduled due dates are posted within Canvas and are subject to change.

Modules	Module Main Topics	Module Sub-Topics
CM.IP	Introduction & Perspective (IP)	• IP.01 > Drama by the River • IP.02 > Personality & Temperament • IP.03 > Social & Cultural Sustainability in Context
CM.PE	Power & Equity (PE)	• PE.01 > Race & Ethnicity in Housing & Neighborhoods • PE.02 > Gender & Sustainability • PE.03 > Othering & Belonging
CM.RIP	Rites of Passage (RiP)	• RiP.01 > Rediscovering Rites of Passage • RiP.02 > Essentials of Theory U • RiP.03 > From Ego-System to Eco-System
CM.MM	Media & Memes (MM)	• MM.01 > Art as Social Protest & Moral Compass • MM.02 > Cultural Memetics & Cultivating Community Change • MM.03 > Culture Clash & the Cognitive Dissonance of Change
CM.GP	Global Progress (GP)	• GP.01 > UN Sustainable Development Goals (SDGs) • GP.02 > Minding the Gaps of Progress • GP.03 > Seeds of a Good Anthropocene

Assignments and Grading

Assignment details, deliverables, due dates, and grades will be published on Canvas and may be subject to change.

Grading Category	Additional Details	Points	% of Total
Attendance & Punctuality	Required	100	10%
Preparation & Participation	Readings, Discussions, & Class Activities (points vary) • Weekly & Module-Based	300	30%
Personal Reflections (PR)	Individual (50 points/each) • PR.01 > CM.IP > SPI Temperament Assessment • PR.02 > CM.PE > Civil & Human Rights • PR.03 > CM.GP > Gapminder & Dollar Street • PR.04 > CM.RiP > From Ego-System to Eco-System	200	20%
Student Praxis (SP)	Individual and Team (50 points/each + 125 points/SP.02+SP.05) • SP.01 > Individual > Implicit Bias Assessment • SP.02 > Team > NYU Furman Center > The Dream Revisited • SP.03 > Individual > Artifice & Artifact • SP.04 > Individual & Team > Presencing Institute Tools • SP.05 > Team > Social-Ecological Rites of Passage (RiP) in the Anthropocene	400	40%
Total		**1000**	**100%**

Grades will be based on evidence that students have completed assigned readings, contributed to online discussions, actively engaged in class interactions, and completed writing and presentation assignments, both individual and team-based, throughout the semester. All completed tasks will be evaluated based on pertinence of content, critical thinking, creativity, and communication. Details and due dates for assignments are posted on Canvas. The University standard suggests students might expect to study outside of class for up to 3 times the weekly class contact periods (e.g., a 3-credit course might be 3 x 3 periods = 9 hours/week in Fall/Spring or 3 x 6 periods = 18 hours/week in Summer A).

Grade	Points (GPA)	Percent	Grade	Points (GPA)*	Percent
A	930-1000 (4.00)	93.0-100.0%	C	730-769 (2.00)	73.0-76.9%
A-	900-929 (3.67)	90.0-92.9%	C-	700-729 (1.67)	70.0-72.9%
B+	870-899 (3.33)	87.0-89.9%	D+	670-699 (1.33)	67.0-69.9%
B	830-869 (3.00)	83.0-86.9%	D	630-669 (1.00)	63.0-66.9%
B-	800-829 (2.67)	80.0-82.9%	D-	600-629 (0.67)	60.0-62.9%
C+	770-799 (2.33)	77.0-79.9%	E	000-599 (0.00)	0.0-59.9%

Final student grades will follow University of Florida grades and grading policies.
- Undergraduate Students: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Teaching Philosophy & Expectations

I have experience in commercial construction management, planning, facilitation, systems ecology, and temporal and spatial analytics of land use change. I am passionate about the technologies and thought processes, policies, procedures, and decision-support strategies necessary to establish and sustain equitable, empowered, safe, healthy, and resilient communities adaptive to uncertainty.

- Student expectations of instructor:
  - Enthusiasm for the course; engaging lectures and discussions; application of knowledge through classroom activities and fieldwork; organized and neat course materials; unbiased guidance; encouragement of critical thought; and reasonable availability to meet with students outside of class.
- Instructor expectations of students:
  - Compassionate curiosity; positive attention and intention; willingness to learn with open heart, open mind, and open will; consistent attendance; punctual arrival; active participation in our class discussions and activities; advance reading of class content; on-time completion and submission of assignments; proper citation management; adherence to proper netiquette and all University rules and regulations.

Attendance Policies

Attendance is mandatory and participation is graded based on each class period (i.e., missing a multi-period day of class will count as multiple absences in accordance with the number of periods). As future sustainability professionals in training, you are preparing for potential future virtual meetings and collaboration. Thus, students are encouraged to participate via live video with dress and demeanor befitting an online workplace. *Students may miss up to the equivalent number of class periods as the course credits (e.g., 3 credits = 3 periods @ 50 minutes/each in Spring/Fall & 2 periods @ 75 minutes/each in Summer A) without penalty and with no need for an excuse.* Beyond those "waived" absences, students must provide a valid, and properly documented, excuse. Otherwise, unexcused points will be deducted proportional to the total number of periods where attendance was taken. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with University policies as found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Additional Expenses

Minor, out-of-pocket student incidental expenses may include those associated with classroom activity and/or assignment logistics (e.g., office supplies) and/or personal mobile computing and file storage/transfer device(s) or web-based services to research, present, and share information in class.

Online Course Privacy Statement

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice audio recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat comments get cloud archived alongside the video, audio, and machine learning transcripts for the convenience of all students to replay and review on demand. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

See Canvas for Additional Course Information

Additional information about the course is available on Canvas, including: instructional methods, tips for success, personal conduct policies, mobile communications and computing policies, and/or other relevant student guidance.

University and General Policies

Student Responsibilities

"In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students…"

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following responsibilities as delineated at https://catalog.ufl.edu/UGRD/student-responsibilities/.

- Academic Honesty
    - Preamble
    - The Honor Pledge
    - Student Responsibility
    - Faculty Responsibility
    - Administration Responsibility
- Student Conduct Code
- Alcohol and Drugs
    - What the University Community Can Do to Prevent Alcohol Abuse and Drug Abuse
- Relations Between People and Groups
- Service to Others
- Standard of Ethical Conduct

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Instructors reserve the right to use the TurnItIn app within Canvas to evaluate work originality. Plagiarism is a serious offense and will result in an honor code violation and potential failure of the course. Additionally, any use, access, or handling of technology (e.g., cell phone, smart watch) during an exam will result in an honor code violation and potential failure of the course.

Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/.

Software Use
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. As such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Students with Disabilities
Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC). The DRC coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

Upon registering, the DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. The DRC may be contacted by visiting 001 Reid Hall, calling 352-392-8565, or viewing www.dso.ufl.edu/drc/.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Netiquette – Communication Courtesy
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please refer to http://biostat.ufl.edu/resources/e-learning-resources/e-learning-basics/etiquette-online/.

Religious Observances
Please inform the instructor of any religious holidays or other days of special religious significance that may interfere with your participation in this class so that appropriate accommodations can be made.

Special Consideration
The principle of equal treatment of all students is a fundamental guide in responding to requests for special consideration. No student shall be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability or the completion of work missed due to religious observance, verified illness, or absence due to circumstances beyond your control. Reconsideration of subjective judgments of an individual student's work will be done only if all students in the class can be and are given the same consideration.

Sexual Harassment
Sexual harassment is reprehensible and will not be tolerated by the University. It subverts our academic mission and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between, nor among, members of this community that creates an unacceptable working environment.

Helpful Campus Resources

Your well-being is important to our University community. Students experiencing crises or personal problems that interfere with their general well-being or academic performance are strongly encouraged to talk to the instructor and/or to utilize the University's confidential counseling resources, available at no cost to currently enrolled students.

Academic & Professional Development Resources

- *Career Connections Center*, Reitz Union, 352-392-1601. Career assistance and counseling. https://career.ufl.edu/
- *E-Learning Technical Support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://elearning.ufl.edu/student-help-faqs/
- *Library Support*. Provides various ways to receive assistance with respect to using the libraries or finding resources. http://cms.uflib.ufl.edu/ask
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
- *Writing Studio, 302 Tigert Hall,* 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/
- *UF Information Technology | Computing Help Desk*, 352-392-HELP (4357) or e-mail to helpdesk@ufl.edu. http://helpdesk.ufl.edu/

Safety, Health & Wellness Resources

- *Dean of Students Office,* 202 Peabody Hall, 352-392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises). https://www.dso.ufl.edu/care
- *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 352-392-1161. Sexual assault counseling.
- *Student Health Care Center.* Call 352-392-1161 for 24/7 health care information. https://shcc.ufl.edu/
- *UF Health Shands Emergency Room / Trauma Center,* 1515 SW Archer Road, Gainesville, FL 32608, 352-733-0111. For immediate medical care call or go to the emergency room. https://ufhealth.org/emergency-room-trauma-center
- *U Matter, We Care*, *U Matter,* multiple locations, 352-392-1575. If you or someone you know is in distress, please contact umatter@ufl.edu or visit the website to refer or report a concern and a team member will reach out to the student in distress. https://umatter.ufl.edu/
- *University Counseling Center & Wellness Center*, 3190 Radio Rd., 392-1575. Personal and career counseling, as well as therapy for anxiety, stress and mental health issues. http://www.counseling.ufl.edu/cwc/
- *University Police Department,* 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Student Complaint Resources

- For student complaints related to on-campus situations, visit the Student Honor Code and Student Conduct Code webpage. https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/
- For student complaints related to online situations vis the Distance Learning Student Complaint Process webpage. https://distance.ufl.edu/getting-help/student-complaint-process/