



Department of Human Ecology  
School of Environmental & Biological Sciences  
Sustainability Practicum  
11:374:399:01  
Spring 2023

**PRELIMINARY SYLLABUS**  
**(WILL BE UPDATED OVER THE COURSE OF**  
**THE SEMESTER)**

Professor: Dr. Jack L. Harris  
Class Time: Thursdays 2pm-5pm  
Class Location: Tillet Hall 204  
Credits: 3 credits  
Course Website: Canvas: <https://rutgers.instructure.com/courses/243389>

Email: [Jack.L.Harris@Rutgers.edu](mailto:Jack.L.Harris@Rutgers.edu)  
[kmm727@scarletmail.rutgers.edu](mailto:kmm727@scarletmail.rutgers.edu)

Student Office Hours: Dr. Harris Tuesdays from 2pm-3pm in Cook Office Building, 2<sup>nd</sup> Floor Room 210 and by appointment on Zoom.

**COURSE DESCRIPTION**

This course is designed for you to work on projects and to explore broader, more timely real-world applications of your knowledge of sustainability. In this semester's course we will be exploring the current state of the NJ Offshore Wind Industry and explore possible futures for the industry and for stakeholder engagement around offshore wind. It is an applied problem-solving course that centers transdisciplinary, boundary-crossing problems and topics at the center of student learning.

Assigned "readings" will include various media (e.g., podcasts, news stories, op-eds, YouTube videos), as well as traditional book chapters and academic articles. These media will serve simultaneously as sources of course content and objects of analysis.

The course is designed to be interactive and collaborative. Students will share and contribute ideas through class discussion, small-group activities, and presentations. The sustainability practicum is student centered and primarily student led. We will work together on projects both individually and collaboratively.

## LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Solve an applied sustainability problem with a local, regional, national, or transnational focus using research and analysis skills developed in previous courses
2. Explain the applied sustainability problem you are solving at the local, state, country, and global scales
3. Evaluate, Integrate, and apply your knowledge of sustainability from prior courses and learning experiences
4. Collaborate with other students in the class and outside partners to review, analyze, and recommend solutions
5. Demonstrate systems thinking (deconstruct problem into components and show connections)
6. Understand the significance of a local sustainability problem to a global perspective
7. Practice effective communication through a series of writing, speaking, presenting, and class leadership activities.

Progress toward learning goals will be assessed as follows:

1. Integrate the meaning of sustainability in your life and your values (student presentations)
2. Evaluate perspectives on sustainability regarding environmental, economic, and social considerations (Class assignments, Situation Analysis, Final Project)
3. Use metrics for measuring components of sustainability (Final Project)
4. Define sustainability within various economic sectors (Written Assignments and Final Presentation)
5. Explain sustainability actions at the local, state, country, and global scales (Class Assignments, Writing Assignments, Final Presentation)

## CANVAS COURSE MANAGEMENT SYSTEM

I will be using Canvas (<http://canvas.rutgers.edu>) to post course materials, including the syllabus, readings, lecture slides, assignment descriptions, and other resources. You will also submit all assignments online using Canvas. You will need your Rutgers NetID username and password to log into the Canvas site.

Students having login or other Canvas technical problems should contact the **Rutgers OIT Help Desk** by phone at 833-OIT-HELP, by email at [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu), or visit <https://it.rutgers.edu/help-support>. In addition, **SC&I IT Services** offers help with a variety of technology-related issues, tel: 848-932-5555 or email [help@comminfo.rutgers.edu](mailto:help@comminfo.rutgers.edu).

## READINGS

**There is no required textbook for this course.** Readings will be drawn from academic journals, book chapters, and media, and will be posted on Canvas, organized in modules according to topic and assignment.

Readings will be posted in PDF format or as a hyperlink. Although you are not required to

bring copies of the readings with you to class, you may find this useful.

The bulk of your “homework” for class consists of completing the assigned readings and coming to class prepared to discuss the material. You should plan to spend approximately 5-6 hours preparing and doing assignments for each class. Ultimately, you will get the most out of this class if you keep up with the readings, engage thoughtfully with the course material, and make informed contributions to class discussion.

### **METHODS OF ASSESSMENT AND GRADING**

All written assignments are listed in the course schedule. Submission of written assignments is via Sakai unless instructed otherwise. Students are responsible for monitoring Sakai and their Rutgers emails, and for completing their work with academic integrity. Students are responsible for keeping track of deadlines and for submitting their work on time.

<u>Grading</u>	
Class Leadership	5%
Written & Online Discussion Questions	10%
Student-Led Issue/Topic Presentations	15%
Situation Analysis (Midterm Assessment)	20%
Final Report & Presentation	50%

#### *Class Leadership*

Students will take turns presenting various topics, briefing the class on key readings, and in turn, coordinate the preparation of thoughtful questions to be asked of our guest speakers. Attendance is expected in each class. See also, below.

I understand that emergencies and unforeseen circumstances may arise throughout the semester. Assuming that you are generally an engaged participant in class, one or two missed classes during the semester should not adversely affect your grade. Please do NOT come to class if you are feeling ill and/or are isolating due to Covid – you can email me, and I will excuse your absence; I do not need a doctor’s note. If you miss class, it is your responsibility to keep up with the readings and assignments and get notes from a classmate. If you are unable to attend class for an extended period (i.e., longer than one week), please email or talk to me about the situation. For extended absences, you also should contact a dean of students to help verify your circumstances.

It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Absences for reasons of religious obligation shall not be counted for purposes of reporting or

course engagement.

### *Written & Online Discussion Assignments (10%)*

These are short questions to be answered about the readings or other topics raised in class. Some will be submitted as short written assignments, generally a page or so, and others online in a Discussion Forum on Canvas.

The Rutgers Learning Center provides writing support if you are struggling with writing and composition or just want to improve your skills. <https://learningcenters.rutgers.edu/student-services/writing-tutoring>

**Submitting assignments:** Please submit papers to Canvas Assignments as a Word (.doc or .docx) document. Do not email me your papers, unless you are having technical difficulties with Canvas. If you do not have access to Word, you may submit a PDF. Save your document as LastName\_AssignmentName (e.g., Smith\_WritingAssignment1.docx). Papers should be double-spaced, using a readable 11 or 12-point font (e.g., Times New Roman), and 1-inch margins. Citations and references should be formatted according to APA (American Psychological Association) 7<sup>th</sup> edition guidelines. Papers should include a heading with your name, assignment title, and date. No cover page is necessary.

**Late assignments and extenuating circumstances:** Unless otherwise noted, all assignments are due at the time and date listed in the syllabus and/or on Canvas. However, if you are dealing with challenging circumstances and are unable to complete work on time, please let me know **before the due date** so that we can work out an alternative deadline. Otherwise, late work will typically result in a 4-point deduction for each day it is late; after 72 hours, you will receive a zero for that assignment. These late policies are intended to keep you on track, but I will be flexible if you let me know you are struggling.

**Grading policies:** Assignments will typically be graded within one to two weeks of the due date. Grades will be posted to the Canvas Gradebook. There are no re-submissions of papers or other assignments after the initial grading. If you have questions about your grade, please email me within one week of receiving the grade for the assignment.

**Seeking assistance:** Students are encouraged to drop by my office hours or meet with me by appointment to discuss any questions or concerns pertaining to the course, readings, assignments, etc. Students should not hesitate to seek continuing assistance throughout the semester. If you can't make my student office hours (Thursdays 12pm-1pm), feel free to email me [jack.l.harris@rutgers.edu](mailto:jack.l.harris@rutgers.edu) to schedule an appointment in-person or on Zoom. If you email me with a question pertaining to class, you can generally expect a reply within 24-48 hours; however, I ask that you reserve email for questions that will require only a brief response from me (a couple of sentences, maximum); if you have a more involved question or concern, please come to office hours, or schedule an appointment.

Over the course of the semester, you may be dealing with myriad challenges. Your health and

well-being should always take priority! If you are having trouble keeping up with class, **please reach out** so that we can figure out accommodations for you. You do not owe me any personal information about your situation – it's enough to just let me know that you are struggling. However, you are always welcome to talk to me about things that you are going through. If I can't help, I will do my best to point you toward someone who can.

***Student Led Issue/Topic Presentations (15%)***

Students will do brief research or background reading on a topic like the history of offshore wind, the economics of offshore wind, the NJ state energy master plan and prepare a short (2-3 page) written overview and a 15-20 minute discussion and presentation in class.

***Situation Analysis (Midterm Assessment) (20%)***

Due Thursday October 5<sup>th</sup> by 2pm. This assignment tests student's ability to synthesize information and communicate it effectively in writing.

***Final Report and Presentation (50%)***

Due Friday, December 8<sup>th</sup> by 4pm.

An original report analyzing stakeholder engagement practices and their application to the NJ Offshore Wind industry is due at the end of the semester. Each student will be assigned a specific country to analyze in the broader Nordic and North Atlantic regions and be responsible for a) a brief country analysis using a source such as the CIA factbook, b) an analysis of the current state of the renewable industry in your assigned country, c) analysis of stakeholder engagement best practices in your assigned country, and d) application of the best practices to stakeholder engagement in the NJ offshore wind industry. Students should be sure to integrate information and learnings from our guest speakers from industry and politics from throughout the semester. See the assignment handout on Canvas for further details.

## ACADEMIC INTEGRITY

Academic integrity means, among other things, that you:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

The consequences of scholastic dishonesty are very serious. You can find Rutgers' academic integrity policy at <http://academicintegrity.rutgers.edu/>.

Please feel free to ask for clarification if you are at the least bit unsure about whether something fulfills (or violates) the principles of academic integrity, or if you have questions about the academic integrity policy as it relates to assignments for this course.

## Diversity, Equity, and Inclusion

It is our intention that students of all backgrounds will be well served by this course. We will work to create an environment of inclusion which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. We are lucky to have a diverse university. Diverse voices and life experiences enhance the learning process and we welcome students to share their personal experiences. We will not tolerate disrespectful language or behavior against any individual or group. If you feel as though you have been disrespected or treated unfairly by the instructors or any other individual please let us know. You may speak with the instructors in person, over email or report anonymously via the Office of Academic Programs. In addition, you may also report bias to the Rutgers Diversity and Inclusion initiative using this link: <http://inclusion.rutgers.edu/report-bias-incident/>.

## COPYRIGHT NOTICE

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#). Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

## SERVING STUDENTS WITH DISABILITIES

Students with documented disabilities who need accommodations in this class must do so through the [Rutgers Disabilities Services Office](https://ods.rutgers.edu/) (<https://ods.rutgers.edu/>). You can also speak with a SC&I adviser about your disability by [contacting the Office of Student Services](#) by phone 848-932-7550 or email [undergrad@comminfo.rutgers.edu](mailto:undergrad@comminfo.rutgers.edu).

## ADDITIONAL RESOURCES

Students are expected to become aware of university policies and services that will help them succeed in their academic work. You are responsible for following the guidelines specified in the university's academic integrity policy, procuring information literacy skills needed to succeed in academics, seeking advice when needed, and taking advantage of support services.

Students seeking help with academic advisement or class registration should contact the [SC&I Student Services Office](#) in Room 214 of the SC&I Building or call 848-932-7500, 1 or email [undergrad@comminfo.rutgers.edu](mailto:undergrad@comminfo.rutgers.edu).

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check <http://rlc.rutgers.edu/>. Rutgers also has a **Writing Coaching Program** (<https://rlc.rutgers.edu/student-services/writing-coaching>) where students can get online help with writing skills and assignments.

The RU Libraries offer scholarly resources from databases, indexes, and study guides to assist students with their academic coursework and research, as well as diverse library services and tools available to students. The Library website is located at <http://www.libraries.rutgers.edu>.

## STUDENT WELLNESS SERVICES

[Counseling, ADAP & Psychiatric Services \(CAPS\)](http://rhscaps.rutgers.edu/) (<http://rhscaps.rutgers.edu/>)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

[Violence Prevention & Victim Assistance \(VPVA\)](http://vpva.rutgers.edu/) ([http://vpva.rutgers.edu](http://vpva.rutgers.edu/))

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**Disability Services (ODS)** (<https://ods.rutgers.edu>)

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

**Scarlet Listeners** (<http://www.scarletlisteners.com>)

(732) 247-5555

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

### **RUTGERS CLIMATE INSTITUTE**

The Rutgers Climate Institute (<https://climatechange.rutgers.edu/>) is a university-wide effort to address climate change through research, education, and outreach. Each semester, they sponsor speaking events related to various climate change topics. See their website for upcoming event information and other helpful resources (e.g., job opportunities). You also can sign up for their email list here: <https://climatechange.rutgers.edu/keep-in-touch/mailling-list-social-media>

### **ABOUT THE PROFESSOR**

**Dr. Jack L. Harris** (he/him) is an assistant teaching professor in sustainability and program director of the sustainability minor in the Department of Human Ecology within the School of Environmental and Biological Sciences. He teaches courses in sustainability, resilience, and disaster with an emphasis on community and organizational responses to complex environmental change. Jack received his B.A. in History at Rutgers and his master's and PhD in Communication at Rutgers in the School of Communication and Information Studies. While at Rutgers Jack was both an undergraduate associate and graduate fellow at Rutgers Eagleton Institute of Politics. He has taught corporate social responsibility & social impact and organizational theory courses at the University of Illinois, strategic and organizational communication, including courses on disasters, at SUNY New Paltz, and ran research projects at Northwestern's Network for Nonprofit and Social Impact where he also taught a masters course on nonprofit leadership and the core PhD course on research responsibility & ethics in the School of Communication.

His research crosses the areas of Disaster, Resilience, and Sustainability. Dr. Harris published a book on long-term recovery after disaster last year. *Hyperlocal Organizing: Collaborating for Recovery over Time* explores the broad multi-level interorganizational landscapes needed to solve problems of long-term recovery after disaster. His current research program seeks to understand the institutional framework of sustainability in communities and organizations and the ways in which sustainability contributes to economic and social well-being.



## CLIMATE MEDIA RESOURCES

(From Dr. Lauren Feldman, Rutgers SC&I)

Listed below (in alphabetical order) is a sample of news sites, podcasts, and other media resources that specialize in climate change or related science/environmental topics.

- [Center for Climate Change Communication](#), George Mason University (check out Programs->Reports for analyses of public opinion on climate change)
- [Climate Access](#) (non-profit org focused on building public engagement with climate change)
- [Climate Central](#) (non-profit organization that conducts scientific research and multimedia reporting on climate change)
- [Climate Feedback](#) (a network of scientists that annotates and reviews climate change media coverage)
- [Climate Town](#) (YouTube channel from climate comedian and activist Robbie Williams)
- [Covering Climate Now](#) (initiative of the Columbia Journalism Review designed to help news outlets cover climate change)
- [The Daily Climate](#) (aggregator of climate change news)
- [Ensia](#) (environmental magazine from the University of Minnesota)
- [Global Weirding with Katharine Hayhoe](#) (on YouTube)
- [Grist](#) (environmental news and commentary)
- The Guardian's [Climate Crisis](#) section
- [Heated](#) (newsletter by journalist Emily Atkin focused on accountability journalism for the climate crisis)
- [InsideClimate News](#) (Pulitzer-prize winning news site that covers energy issues and environmental science)
- [Mother Jones'](#) environment page
- The New York Times' [Climate and Environment](#) section
- [Pew Research Center – Climate, Energy & Environment](#) (public opinion research related to science, including climate change)
- [Planet A](#) (YouTube channel from German broadcaster Deutsche Welle that puts out explainer videos on climate problems and solutions)
- Reddit communities: [/r/environment](#) (1.4m members), [/r/climate](#) (148k members), [/r/climatechange](#) (62k members), [/r/ClimateActionPlan](#) (83k members)
- [Society of Environmental Journalists](#) (check out the "Headlines" tab for a stream of environmental news, and the SEJ awards for environmental reporting (under Initiatives) for examples of great environmental journalism)
- [Undark](#) (non-profit, independent digital magazine exploring intersection of science and society, includes some climate coverage)
- Washington Post's [Climate](#) section
- [Yale Climate Connections](#)
- [Yale Environment 360](#) (blog published by the Yale School of Forestry & Environmental Studies)
- [Yale Project on Climate Change Communication](#)

- Podcasts: Drilled, Hot Take, How to Save a Planet, A Matter of Degrees, Mothers of Invention, Volts
- Interesting folks to follow on social media:
  - Journalists/Writers: Emily Atkin, Mary Heglar, Eric Holthaus, Kendra Pierre-Louis, David Roberts, David Wallace Wells
  - Activists: Xiye Bastida, Kristy Drutman, Naomi Klein, Bill McKibben, Varshini Prakash, Leah Thomas, Greta Thunberg, Alexandra Villasenor, Alaina Wood (aka Garbage Queen), Rhiana Gunn-Wright
  - Researchers/Academics/Scientists: Dana Fisher, Katharine Hayhoe, Ayana Elizabeth Johnson, Michael Mann, Leah Stokes