Course Instructor: Michelle L. Holliday-Stocking, Ph.D.

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Please include course number in all email subject headings

Office Hours: By appointment

Course Description: This course engages students in a wide ranging exploration of the theories, practices, and opportunities for enhancing social justice and sustainability in the domains of public policy and urban planning. The course will be a forum for students to draw on their work experiences and educational experiences to more fully understand, articulate, and advocate for social justice and sustainability in policy and planning. This course utilizes an interdisciplinary approach to understand how fields such as psychology, sociology, public health, and urban studies conceive of issues related to sustainability (i.e., housing, built environment, and community spaces), social justice, and practical solutions that exist within policy and planning.

Course Objectives: Upon successful completion of this course you will be able to:

- Understand the relationship between social justice and sustainability
- Identify emerging approaches to addressing injustices in urban planning
- Assess the role of public policy in urban spaces
- Develop practical solutions to issues related to housing, the design of cities, and inequities in public policy
- Gain an interdisciplinary understanding for the relationship between social justice and sustainability
- Apply key theories, concepts, and emerging strategies toward your career
- Reflect on your personal and professional experiences as they relate to social justice and sustainability

Course Format/Student Expectations*: This course is an online course. Critical thinking is an important aspect of this course. Students are not only expected to prepare for each week, but also actively contribute to discussion each week. Please be sure to read all assigned readings. Reading is the first step to succeeding in this course. The material that you will engage with each week can be difficult to understand at first. I would recommend that you read the assigned readings each week and form peer networks online to foster discussion and engage collectively with the course material as often as possible.

*Note Regarding Live (synchronous) Sessions on Thursdays: Each week on Thursday, from 6:00 to 9:30pm, we will meet online to check-in, discuss key topics from the week and have
opportunities for open discussion and connecting with your colleagues. Please keep this time slot open each week. The duration of our live sessions will vary each week.

**Respect for your colleagues:** In this course we will be discussing sensitive topics that may lead to intense discussions and could make some students feel uncomfortable. Please be sure to respond to everyone’s comments respectfully. As long as we enter into this course with these values in mind, everyone should benefit from active discussions.

*Note about audio/recording lectures:* Do NOT audio, video or otherwise record any part of class without the written consent of the instructor.

**Required Textbooks:**


**Additional Readings:**

Additional **required** readings will be uploaded to the course website as PDF attachments each week. Please be sure to read assigned readings prior to class.

**Writing Resources:** The Academic Resource Center at Tufts offers a variety of resources for students seeking to strengthen their writing skills or who would like assistance with writing projects. For additional information please go to the following website: [https://students.tufts.edu/academic-advice-and-support/academic-resource-center](https://students.tufts.edu/academic-advice-and-support/academic-resource-center).

**Disability Resources:** Student Accessibility Services at Tufts strives to ensure that all students have an equitable and successful experience on campus. Student Accessibility Services offers a variety of services for students on campus. For additional information please go to the following website: [https://students.tufts.edu/student-accessibility-services](https://students.tufts.edu/student-accessibility-services).

**Academic Integrity:** As an active participant in your personal learning and enrichment through pursuing this course at Tufts, it is my expectation as your instructor that the work you submit is in fact reflective of your personal time and effort. Academic integrity is a staple of higher education and a core value at Tufts. Cheating and/or plagiarism are not only serious offenses but will not be tolerated. Class participation, attendance, and all work submitted must be your own. I will not take any violations of the student code of conduct or our contract together through this syllabus lightly. Therefore, any student that is found to be in violation of academic integrity will receive a zero for their assignment or a failing grade for the course. In addition, any resulting offense will be reported to the Dean of Student Affairs and dealt with accordingly. If you have any questions or would like further clarification, please feel free to contact me via email or during office hours, in addition to reviewing Tuft’s Academic Integrity Policy: [https://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy](https://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy).
Graded Assignments:

Class Participation: Class participation is mandatory and essential as the material learned in this course is easier to understand through conversation. Participation will affect your overall grade in the course.

Career Applications Discussion Posts: Each student will be required to complete one discussion post each week, for a total of 5 posts/replies, in order to discuss the relationship between the course material and their current or future occupations. Students will also be required to respond to the post of a peer. Discussion posts must be at least 250 words. There is no word count requirement for the reply posts. All initial posts must be submitted by 11:59pm each Thursday evening.

Policy Brief: Each student will be required to develop one policy brief addressing an issue of interest. Additional details will be provided.

Sustainability and Social Justice for Everyone: For this assignment, students will be challenged to consider how best to articulate the importance of sustainability and social justice in settings where people have little to no knowledge of sustainability as a concept or in practice. Students will have the ability to choose the medium for delivering the information (i.e., powerpoint, short paper or “fact sheet”, infographic). Additional details will be provided.

Sustainable Schools: Students will be required to complete a writing assignment that considers the role of sustainability in schools (i.e., curriculum, infrastructure). Additional details will be provided.

Community-Based Project Proposal: For the final assignment, students will submit an 8 to 12-page proposal for a community-based project that addresses an issue related to sustainability. The project must incorporate the concepts from the readings and have a social justice orientation. Additional details will be provided at the beginning of the term.

Turning in course assignments: All Assignments are to be submitted online via Trunk by the due date. All assignments must adhere to the following guidelines: 12pt font, Times New Roman, 1 inch margins and proper in-text citations with references. Please refer to the Purdue OWL website for American Psychological Association formatting (https://owl.english.purdue.edu/owl/resource/560/01/). Additional formatting resources are available on the Tufts library website: http://researchguides.library.tufts.edu/c.php?g=248776&p=1657147

Breakdown of course grade:

Discussion Board: 50 points (10 points each)
Policy Brief Assignment: 30 points
Sustainability and Social Justice for Everyone Assignment: 50 points
Sustainable Schools Assignment: 50 points
Community-Based Project Proposal: 100 points

Total course points: 280

Course Schedule* (Subject to change throughout the quarter):

**Week 1 (7/5/17-7/7/17): Theory, Public Policy, and Equity**


**Week 2 (7/10/17-7/14/17): Urban Planning and Policy Lessons**


Portland, Oregon Case Study (Neighborhoods and BIKETOWN PDX)


Week 3 (7/17/17-7/21/17): Advancing Social Justice and Sustainability through Policy and Planning


National Council of Nonprofits 2016 Public Policy Agenda

World Bank and Global Environment Facility ‘Global Platform for Sustainable Cities’ Initiative

Policy Brief Assignment Due

Week 4 (7/24/17-7/28/17): What Communities and Educational Institutions Can Teach Us About Sustainability


Sustainability and Social Justice for Everyone Assignment Due


*Sustainable Schools Assignment Due*

**Week 6: (8/7/17-8/11/17)**

*Community-Based Project Proposal Due*