



Fall 2013

“No institutions in modern society are better equipped to catalyze the necessary transition to a sustainable world than colleges and universities. They have access to the leaders of tomorrow and the leaders of today. What they do matters”

- David W. Orr, *The Last Refuge*, 2004

ERS 210 Greening Communities Research Communications Transformation

Environmental Analysis and Solutions III: Greening Communities

This course considers how 'green' communities might be fostered in a contemporary urban setting. It includes concepts and theories related to transformational learning, community resilience, socio-ecological systems thinking, communications, and public engagement. Students learn some basic qualitative methods which are then applied to a term project. Field sites are located in the Region of Waterloo (and the University of Waterloo). Students also learn how to undertake research in an ethical manner and how to effectively communicate their ideas and findings.

Instructor:

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Thurs 11:30-1:20

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Learning Outcomes:

The learning outcome of this course is intended to equip students to know how to foster sustainable communities through the ethical application of research methods and their effective communication to a wider audience.

Skills:	Knowledge of qualitative methods, research ethics, and secondary research Introductory knowledge of concepts of community sustainability, resilience Communications abilities: oral, visual, listening, and multi-media
Subject:	Case study of Region of Waterloo
Goal:	Developing skills with the ultimate goal of fostering socio-ecologically sustainable communities

Figure 1.1 Steps in the research process and course structure

Course Components:

Date	Assignment	Percentage of Grade
September 24 th	Tutorial field trip	Required milestone
September 30 th , 11:59pm	Individual Research Ethics Tutorial (upload to course website)	Required milestone
October 7 th , 11:59pm	Project Proposal for the Community Alternatives Assignments	Group Assignment (5%) Individual Assignment (10%)
October 16 th , 11:59pm	Survey and interview questions and ethics forms (upload to course website)	Required milestone
November 4 th , 11:59pm (individual) November 13 th , 11:59pm (group)	Community Alternatives Assignments	Group Assignment (10%) Individual Assignment (20%)
November 7 th , 14 th or 21 th	Community Alternatives Group Presentations	15%
December TBD (exam period)	Final Test	30%
Ongoing	Tutorial Participation	10%

Course Details:

Part I Ethics and Qualitative Research

Learning Objective: Understanding ethics in the context of both sustainability and research

WEEKLY AGENDA	LECTURE/SEMINAR	WEEKLY TASKS and READINGS
<p>Week 1: No tutorials this week. Tutorials begin Tuesday, Sept. 17.</p>	<p>Thurs 12/09: Lecture Course Introduction: A sustainability ethic, research ethics, community-based research and communications</p>	<ul style="list-style-type: none"> • Submit Field Trip Fee of \$10 and form to Cashier at Needles Hall. See note below for those with course conflict ENV 200.* This field trip is mandatory; • Bryman et al. (2012) Part I: Ch. 1: General Research Orientations; Ch. 2: Research Designs.
<p>Week 2: Tutorial Tue 17/09 1) Introductions 2) Discuss term projects and <i>Alternatives – bring in your issues of Alternatives</i> 3) Discuss Bryman et al. Ch. 1 & Ch. 2</p>	<p>Thurs 19/09: Lecture Lecture: What is the difference between qualitative and quantitative research? How to choose which approach to use?</p>	<ul style="list-style-type: none"> • Bryman et al. (2012) Part II: Ch.3 Nature of Quantitative Research; Part III: Ch. 8 Nature of Qualitative Research; • Peruse the tutorial specific issue of <i>Alternatives</i> and begin thinking about the nature of the assignment you would like to research and write.
<p>Week 3: Tutorial Tue 24/09 1) Discuss Bryman et al. Ch.3 & Ch. 8 (how the various approaches could be applied re field trip topic) 2) Tutorial field trip</p>	<p>Thurs 26/09: Lecture</p> <ul style="list-style-type: none"> • Research Ethics Forms; Guest – Julie Joza, Office of Research Ethics (11:30-12:30) • Lecture: Qualitative Research Ethical Research, Ethnography & Observation 	<ul style="list-style-type: none"> • Bryman et al. (2012) Part IV: Ch. 11 Ethics; Part III: Ch.9 Ethnography & Participant Observation; • Individual Research Ethics Online Tutorial due (Sep.30);

PART II Qualitative Research

Learning Objective: How to use qualitative research methods to collaboratively foster a sustainable community

<p>Week 4: Tutorial Tue 01/10</p> <ol style="list-style-type: none">1) Discuss field trip findings2) Community Alternatives projects – organization – bring in your issues of Alternatives as a guide3) Discuss Bryman et al. Ch.11 & Ch.9	<p>Thurs 03/10: Lecture</p> <p>Lecture: Interview strategies</p>	<ul style="list-style-type: none">• Bryman et al. (2012) Part II: Ch.4 Survey Research: Structured interviewing and Questionnaires; Part III: Ch.10 Interviewing in Qualitative Research; Part V: Ch.12 Sampling;• Project Proposal for the Community Alternatives Assignments due (Oct.7; see p.6 for details).• Think about your Community Alternatives Assignment and who you want to survey and interview.
<p>Week 5: Tutorial Tue 08/10</p> <ol style="list-style-type: none">1) Discuss Bryman et al. Ch.4, Ch.10 & : Ch.122) Organize Community Alternatives Assignments	<p>Thurs 10/10: Lecture</p> <p>Lecture: Research project planning in qualitative research</p>	<ul style="list-style-type: none">• Bryman et al. (2012) Part VI: Ch.18 Conducting a research project; Part II: Ch.5 Asking questions; Ch.7 Other Sources of Data;• Draw up interview or survey questions for assignment and consider who you would like to interview/survey.
<p>Week 6: Tutorial Tue 15/10</p> <ol style="list-style-type: none">1) Discuss Bryman et al. Ch.18, Ch.5 & Ch.72) Review Interview and Survey Questions and ethics forms	<p>Thurs 17/10: Lecture</p> <ul style="list-style-type: none">• Transformational Leadership and Participatory Action Research	<ul style="list-style-type: none">• Bryman et al. (2012) Part VI: Ch.15 Breaking Down the Qualitative/ Quantitative Divide;• Submit survey and interview questions and ethics forms online on the course website.

PART III Writing up and Communicating your Research Findings

Learning Objective: How to effectively communicate and apply your findings to a wider audience using diverse modes of communication (including traditional oral and listening skills and multi-media)

<p>Week 7: Tutorial Tue 22/10</p> <p>1) Discuss Bryman et al. Ch.15 2) Attend tutorials for project work</p>	<p>Thurs 24/10: Lecture</p> <p>No lecture: Use time for group interview/survey</p>	<ul style="list-style-type: none"> • Begin interviews and surveys once ethics approval is granted; • Bryman et al. (2012) Part V: Ch.13 Qualitative Data Analysis; Part VI: Ch.16 Content Analysis.
<p>Week 8: Tutorial Tue 29/10</p> <p>1) Discuss Bryman et al. Ch.13 & Ch. 16 2) Attend tutorials for project work</p>	<p>Thurs 31/10: Lecture</p> <p>No lecture: Use time for project work</p>	<ul style="list-style-type: none"> • Bryman et al. (2012) Part VI: Ch.17 Writing Up Social Research; • Write up your findings, including any secondary references and assignment.
<p>Week 9: Tutorial Tue 05/11</p> <p>1) Discuss Bryman et al. Ch.17 2) Attend tutorials for project work</p>	<p>Thurs 07/11: Lecture</p> <p>Final Journal Presentations Tut 101 Presentations: Living sustainably in Waterloo Region</p>	<ul style="list-style-type: none"> • Submit individual assignments for Community Alternatives Journal; • Editorial work: Amalgamate journal include table of contents, editorial pieces and individual contributions.
<p>Week 10: Tutorial Tue 12/11</p> <p>Prepare for final journal presentations</p>	<p>Thurs 14/11: Lecture</p> <p>Tut 102 Presentations: Active citizenship in Waterloo Region</p>	<ul style="list-style-type: none"> • The group submits whole Community Alternatives Journal online.
<p>Week 11: Tutorial Tue 19/11</p> <p>Course materials review for final test</p>	<p>Thurs 21/11 : Lecture</p> <p>Tut 103 Presentations: Sustainable decision-making in Waterloo Region;</p>	
<p>Week 12: Tutorial Tue 26/11</p> <p>No tutorials</p>	<p>Thurs 28/11 : Lecture</p> <p>Course materials review for final test; Course Evaluation</p>	

Tutorials

5003 TUT 101 Living sustainably in Waterloo Region: 02:30-04:20 Tue EV2 2006
Exploring what it means to live sustainably (e.g. active transportation, community gardens, etc.)

Tutor: TBD

5004 TUT 102 Active citizenship in Waterloo Region: Tue 02:30-04:20 Tue EV2 1001
Exploring the relationship between community engagement and social-ecological sustainability

Tutor: TBD

5005 TUT 103 Sustainable decision-making in Waterloo Region: 02:30-04:20 Tue EV1 132
Exploring what is needed in meaningful governance of sustainable communities

Tutor: TBD

What does it mean to be an ecological citizen? How can individuals engage with society at a local and global scale? This tutorial uses qualitative methods to understand the experiences and meaning of being an active, engaged citizen in contemporary society."

Required texts:

Bryman, A., Teevan, J.J. & Bell, E. 2012. Social Research Methods: Third Canadian Edition. Don Mills, Ont.: Oxford Press Canada.

A specific copy of the Alternatives Journal per each tutorial:

- **TUT 101: ALTERNATIVES March 2011 (37:2);**
"Just Food"
- **TUT 102: ALTERNATIVES September 2011 (37:5);**
"Energy & Education"
- **TUT 103: ALTERNATIVES September 2009 (35:5);**
"Your Town - Sustainability by Design"



There is a field trip included in each tutorial. Make sure that you have paid your \$10 field trip fee! – Fill out the form handed out in class and submit form and payment to the Cashier in Needles Hall during the first week of classes.

Research Ethics Tutorial

Required milestone – you may not undertake field research nor complete the course if you do not complete this certificate Due October 8 11:59 p.m.

The tutorial can be found at this address: <http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>. **The certificate takes about 3-6 hours to complete.**

The University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Office of Research Ethics (<http://iris.uwaterloo.ca/ethics/>). The ethics review and clearance processes are intended to ensure that projects comply with the guidelines established through Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS) (http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.).

All students must complete the research ethics tutorial (the TCPS Online Tutorial) and submit their certificate online. No other assignments in this course will be marked or allocated a grade without the submission of the ethics certificate.

Learning Outcome: The ethics certificate is needed before you can conduct ethical community research. This tutorial will teach you why it is essential that you pay attention to ethics when conducting research.

Community Alternatives Assignment

Field Observation, Interview, Survey and Multi-Media Project: Case Study Region of Waterloo

Each of the tutorial groups will be conducting primary research in the Region of Waterloo based on one thematic area and will produce a volume of Community Alternatives Journal; one journal per a sub-group of 3-4 students. This work will be divided up among sub-group members with each student taking the lead for one of the four pieces. One student's name will head each article and be clearly acknowledged in the final piece. (That piece will receive an individual mark of 30%). All members of the group need to peer edit the whole group's contribution and are responsible for understanding and knowing the content of the whole submission. (The submission, as an integrated whole, will receive a group mark of 15%. Note: If there are only 3 members of a group, *multi-media component* can be omitted from the assignment.)

Each sub-group is responsible for submitting one of each of the following assignments:

- 1) **Field Observation** - Case study (in Waterloo Region) – choosing a topic related to your tutorial theme, what lessons could be applied to making the Region of Waterloo more sustainable today? Base this reflective assignment on notes that you will take in your selected case study, using theories and methods from the readings & lectures (Case study topics approved in advance by your tutor). Use at least 10 references, five of which should be academic sources (**2000 words**).
- 2) **Interview** – write an article based on an interview with someone knowledgeable about your tutorial sub-topic (i.e. someone with applied knowledge of the topic area – this can be a government official, a member of a local advisory council, owner of a business, or a member of an ENGO). Ask your tutor for suggestions. Along with your interview, provide some analytical context including justification and relevance of the topic, as well as some broader background information to provide context for the interview. Use theories and methods from the readings & lectures (Case study topics approved in advance by your tutor). The piece should include at least 10 references, five of which should be academic sources. (**2000 words**)
- 3) **Survey** – undertake a survey of 20-25 people and put the results in chart form and graph form and analyze them. Along with your survey, provide some analytical context including justification and relevance of the topic, as well as some broader background information to provide context for the survey. Use theories and methods from the readings & lectures (Case study topics approved in advance by your tutor). The piece should also include at least five academic citations and any others that are useful (**2000 words**)
- 4) **Multi-media Assignment** - undertake a photo-journalism approach or make a video. Examine your case study area. Take some photos or video footage. How could you transform this area so that it is more sustainable in the future?

a) **The photo-journalism article: (2000 words)**

Use an Alternatives article as a guide. The piece should include at least five academic sources. All photos must be your own and taken by you. No photos from the internet. Make sure that each photo has a proper credit with date and place taken. Note that if you take a picture of someone, you must get their permission on a consent/release form prior to taking the picture and to be able to use it and publish it on the course webpage. (See Appendix for “Consent For Video [or Photographs] Form”).

b) **The video assignment: (5 minute video plus one page abstract)**

*A well-edited video requires a great deal of footage and needs to be concise to communicate effectively. Note that if you film someone, you must get their permission prior to taking the video, in writing, from the individual(s) to be able to use the video for your study and to publish it on the course webpage (**research ethics permission required – see appendix for procedures for approval**)*

Also, make sure that you have cleared your format with Mapping and Design (MAD) to ensure that it plays properly on the course website. You need to use the format specifications as follows:

ITMS site provides information on file formats that have been embraced on campus:<http://www.adm.uwaterloo.ca/infoav/production/compression/index.html> When posting video on UW ACE, the format most used is wmv. The compression is set for streaming at 384 kb/s. This opens a window 320 X 240 and on PCs is viewed using Windows Media Player. Most Macs have the software to view wmv's, if not, free software is downloadable that will allow viewing wmv's. The other format of choice is Flash. (flv files) Again the streaming rate should be 384 b/s. Flash is less platform specific, but usually requires a Flash player to be downloaded before the files can be viewed. Most internet browsers have the Flash player playback capability built in.

Write a one-page abstract to be included with the journal that provides the title, author and an overview of the goal, intention and content of the video. The piece should also include at least five academic citations and any others that are useful.

In addition, you will collaboratively integrate and edit your sub-group's own *Community Alternatives* journal. You will design the journal layout, and write a 500 word editorial that reflects on the contributions of the journal submissions as well as the broader theme covered by that particular issue. Your sub-group should stay in close touch with the tutors and meet with the course instructor to clarify their responsibilities.

The editorial component of the assignment will consist of the following: journal design, table of contents, lay-out and editorials that includes some secondary research and reflection that integrates the material and themes in the *Community Alternatives*. In addition to the layout and design, you are responsible for a) an introductory editorial that discusses the theme in general and then a more specific discussion about the submissions of the journal and b) a concluding piece on the overall theme - *Building a Sustainable Community* (use *Alternatives* as a guide) that reflects and summarizes findings of all components in your case study to one entity with respect to sustainability in that tutorial's theme area. These pieces should be about 500 words.

All topic choices must be approved by the tutor.

Final Test:

Held in the exam period (30%)

The test will cover information presented in the text, lectures, and presentations and illustrated with examples. You will also be presented with a hypothetical situation and will need to choose the appropriate methods and show how you would design and implement a qualitative research study. You will have some choices of questions to be answered.

Learning Outcome: The goal of the test is as follows:

- ***to ensure that you have a basic knowledge of the qualitative research methods available to you that you can use in future assignments and research; and***
- ***to make sure that you have been effectively introduced to the idea of how one might foster a sustainable (green), resilient community using those research methods.***

Class and tutorial participation:

(10%)

Meaningful participation is not just about showing up, although attending class and tutorials is a pre-requisite. For that matter, showing up and having many opinions does not necessarily constitute meaningful participation either. Quality is more important than quantity. In the context of this course, meaningful participation enriches the immediate environment—makes it more interesting and thought-provoking. It is based on a collaborative learning approach where no one person has a monopoly on the answers or available discussion time. Participants are informed through reading, observing, listening, ‘ground-truthing’ and thinking. Those engaged in meaningful participation recognize the power dynamics in the room; respect the opinions and world views of others by listening carefully with an open-mind and by acknowledging those views. ***Most notably, your mark will be assigned on the demonstrated knowledge of the readings in the text and contribution to tutorial assignments.***

Evaluation Criteria:

The following is a general guide of what is contained in a good assignment. Given that you are writing a more journalistic piece, it is understood that there will be some variation in the emphasis in each of the criteria.

Explanation of assignment evaluation criteria (Individual Projects):

Clarity of Problem Statement and Explanation of Research Methodology

- *What is the subject of your research?*
- *What approach did you follow to explore the subject?*

Grammar

- *Are there spelling or grammatical errors?*
- *Was the piece carefully edited?*

Quality of information sources

- *Have all statements requiring APA citation style been properly noted, if used?*
- *Have supplementary readings and/or other information/data been used?*

Flow of argument/message

- *Was a persuasive message presented and developed?*
- *Were you able to communicate a message that was relevant to a course theme?*
- *Are the conclusions appropriate, given your analysis and discussion?*
- *Are the recommendations or conclusions appropriate and defensible?*

Communications and presentation

- *Was the assignment communicated effectively?*
- *Was the piece creative and original?*

Referencing/Citations:

Please note that Alternatives Journal does not use the same citation format that is required in this course. The format that you are required to use is the APA (American Psychological Association) style. The complete style outline can be found in the Publication Manual of the American Psychological Association, located in the reference section in Dana Porter Library or on sale in the Book Store. You can find some other quick references at the following URLs:

APA Crib Sheet <http://www.docstyles.com/archive/apacrib.pdf>

Citing Electronic References - <http://www.apa.org/journals/webref.html#Email>

Some students prefer to use footnotes in order not to interrupt the flow of the sentence or narrative. This alternative is acceptable as long as it follows a recognized footnoting style.

Learning Outcome: learn how to apply for research ethics approval, devise a relevant set of questions dealing with the topic of sustainability, to recognize the strengths and limitations of the research design, evaluate them against a set of criteria backed up with secondary literature, and to communicate your findings effectively, graphically, and in written text. The goal is to foster development of university-level research, critical analysis, organizational and communications skills.

Course Policies:

Workload

Full-time university enrolment, as the name suggests, is a full-time job. A full-time load per term constitutes five courses and assumes that the student will spend nine hours a week on each course. The assigned course workload is assessed at that amount including class time, tutorials, field trips, readings and assignments. In this course, the readings are heavily weighted at the beginning to leave time for the students to work on the assignments at the end. Make sure that you keep up on the readings because you will need to be able to apply them to your assignments and final test.

Email

University policy requires that official email correspondence is to be addressed to UW userids. Please make sure that you use an active ENV email account in correspondence with the professor and TAs. Please also make sure that you follow the email policy posted on the course website.

Electronics and Laptop Use in Class

I am an early adopter of information technologies and advocate their use in many applications in my courses. They are now dominating so many of our other societal activities, however, that we are losing some useful skills. For this particular course, therefore, please avoid using electronic devices in class. ERS 210 is oriented towards helping students develop all their communications skills—including the ability to actively listen and participate. Moreover, these devices are distracting to students seated around you. Many course materials are in multi-media format and you will have ample opportunity to use the computer. If, for some reason you require the use of a computer for class, please sit along the margins of the class or along the back. Please also make sure that smart phones, cells or similar devices are turned off while in class, however entertaining they might be!

Note for students with disabilities:

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Religious Observances:

Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance:

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt, please contact your Undergraduate Advisor for details.

Discipline:

A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check Guidelines for Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm

Appeals:

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals). See: www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Consequences of Academic Offences:

ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office (see: <http://uwaterloo.ca/academicintegrity/Students/index.html>).