Fall 2014

"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:

Mary Louise McAllister
Class time: Tues 2:30-4:20 pm
Location: RCH 309
Office Hours: Wed 2-4 pm
RM 2009 EV2
mlmcalli@uwaterloo.ca

TUT 101 8:30-10:20 Th RCH 204
TUT 102 10:30-12:20Th RCH 106
TUT 103 4:30-06:20Th EV2 1001

Learning Objectives:

The learning objective 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
            Communications abilities: oral, visual, listening, and multi-media
Subject: Case study of City of Waterloo
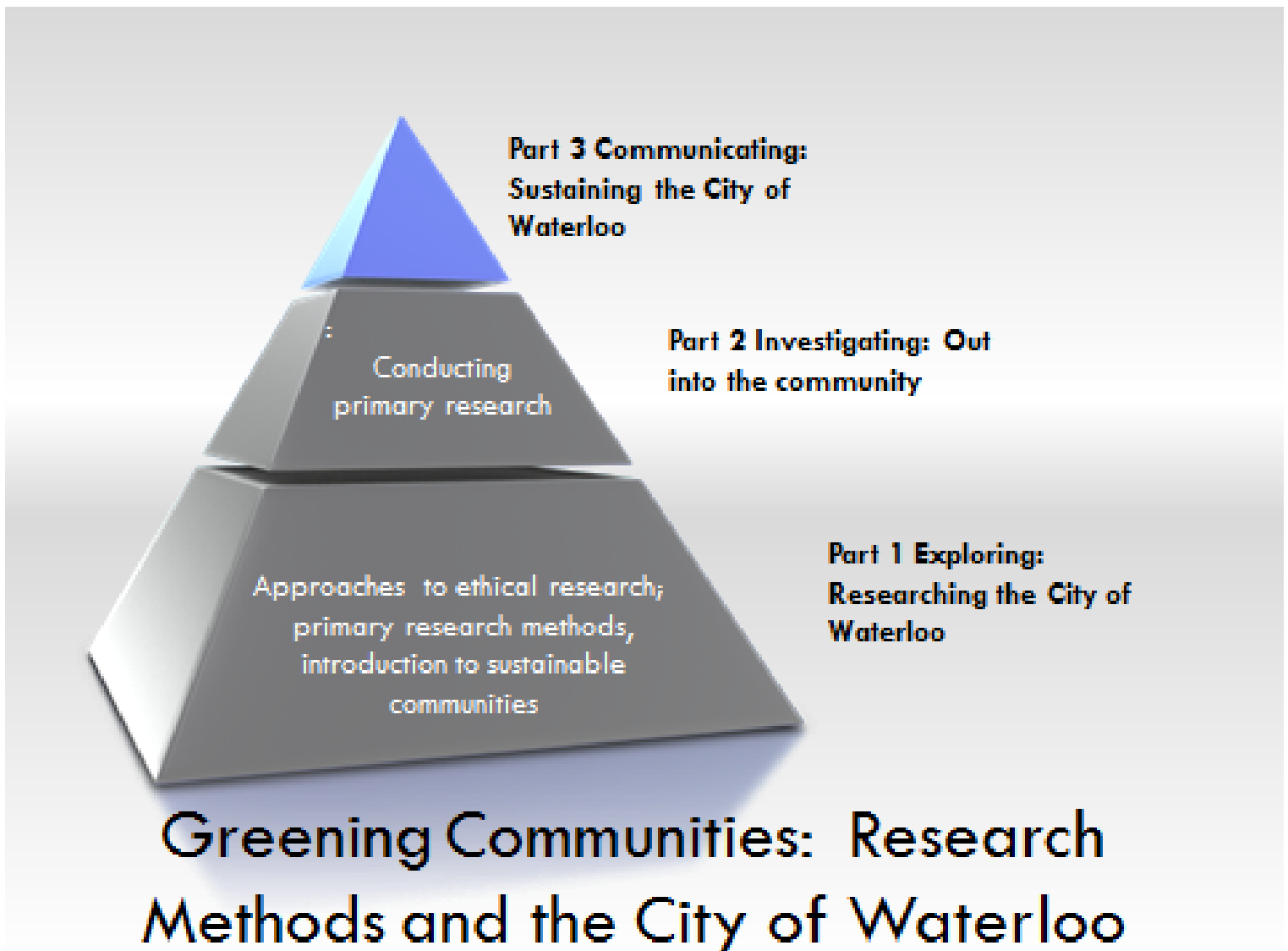Goal: Developing skills with the ultimate goal of fostering socio-ecologically sustainable communities

Figure 1.1 Steps in the research process and course structure

Part 1 Exploring: Researching the City of Waterloo

	Lectures and Weekly Tasks (Items in red are action Items)	
Week 1: **Sept 9** **Introduction**	**Learning by doing: An experiential approach to learning research methods to foster sustainable communities**	**Submit Field Trip Fee of $15 and form to Cashier at Needles Hall** **Readings**: • Bryman et al.: Part 1 pp.1-42: General Research Orientations; Research Designs **Tutorial**: • Introductions • Introduction to social research methods: discussion of key points from readings, chapters 1 and 2 • organize into groups of four; discuss research topics
Week 2: **Sept 16** **What is a sustainable community and how do we research it?**	**Defining terms, and using assessment criteria in qualitative research with respect to sustainable communities.** **The role of secondary and field research** **My Sustainable City in 2025 – Guest speaker**	**Readings:** • Peruse the Alternatives Journal Website • http://www.alternativesjournal.ca/sustainable-living for examples of sustainable approaches to communities • Tomalty et al. *Ecosystem Planning for Canadian Urban Regions,* ICURR Publications,Toronto .November 1994, https://www.muniscope.ca/_files/file.php?fileid=fileaIOcjdFZfS&filename=file_Ecosystem_planning.pdf, Ch1 pp.1-16 **Tutorial**: • Groups finalize a topic area for research (see Appendix below) • Groups begin considering how to frame their topics and design their surveys and interviews in the context of Tomalty et al. criteria
Week 3 Sept 23 The Ethical Researcher and Research Ethics	**The first steps: an ethical approach to research**	**Readings:** • Bryman et al.: Chapter 11 Ethics • **Tutorial: Field trip REEP House http://reepgreen.ca/ Location: At your tutorial time, go to 20 Mill Street, Kitchener, Ontario, N2G 2Y3.** **Assignment 1: Each student emails Research Ethics Certificate to tutorial assistant Sept 29 (required milestone)**

Part 2 Investigating: Out into the community

Weeks 4-5 **Sept 30 and Oct 7** **Barriers to Change and Challenging the Status Quo**	**Sept 30** **Survey design, Questions and Interviews for Sustainable Communities: Mock interviews and surveys** **Oct 7 Transformational thinking, learning and leadership: World views, biases and assumptions in research**	**Readings for two weeks:** • Bryman et al.: Chapters 4 Survey Research,5 Asking Questions; Chapter 10 Interviewing in Qualitative Research **Tutorials:** • Discuss readings: Surveys, Questions and Interviews • Work on Assignment 2 **Assignment 2: Group Survey and Interview Design, Due October 13, 2014 11:59**
Week 6 **Oct 14** **Qualitative, Grounded and Ethnographic research: the observer and the observed**	**Lessons from the field: community-based research: Brazil, Cyprus and rural Canada or "The good, the bad and … can I do that one over?"**	**Readings:** • Bryman et al: Chapter 8, The Nature of Qualitative Research; Chapter 9 Ethnography and Participant Observation Tutorial: • Discuss readings • Work on group projects: You may begin your primary work when you have received clearance from the course instructor
Week 7 **Oct 21**	**City of Waterloo Council Chambers, Guest Presentation by City of Waterloo Councillor Mark Whaley** **Location: 100 Regina St. S. Waterloo third floor – begins at 2:45, Oct. 21 until 4:00 pm** **October 27 is the election – don't forget to vote!**	**Readings:** • Bryman et al.: Chapter 6 Structured Observation **Tutorial:** • **Inform your tutor of the date and time of your interview research participant**: • Discuss structured observation • Work on projects
Week 8 **Oct 28** **As you go forward: Conducting a qualitative research project**	**How to undertake a complete research project and report** **Lessons from Honour's graduate projects – ERS 411/412**	**Readings:** • Bryman, Chapter 7 Other sources of data; Chapter 18 Conducting a research • project

Part 3 Communicating: Sustaining the City of Waterloo

Week 9 **Nov 4** **Tutorial presentations**	**No lecture: presentations graded by tutor and instructor which will be held in tutorials**	**Assignment 3 Due November 6 in Tutorials: Group Tutorial Presentations (15%): 10 minutes each**
Week 10 **Nov 11** **Class presentations**	**Conducting a peer assessment: Bloom's Taxonomy** **Presentations of the best two in each tutorial group – 5% bonus marks on Assignment 3 for finalists**	**Individual student meetings/office hours with tutors to work on final projects – no group tutorial meetings**
Week 11 **Nov 18** **The overall message**	**Student choice awards, course evaluations, summary, and examples of test questions and answers**	**Submit Assignment 4 Final Individual Projects: November 18 to course dropbox at 11:59 pm (35%)** • Tutorial preparation for final test
Week 12 **Nov 25** **You, the research consultant on sustainable communities**	**In-class Integrative test (20%)**	**15% for tutorial participation** 5% attendance + 10 percent participation

Required text: Alan Bryman, Edward Bell and The late James J. Teevan (2012)

Social Research Methods, Third Canadian Edition ISBN 13: 9780195442960

Available in the UW bookstore

Course Advisories:

<u>*Workload*</u>

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.

<u>*Email*</u>

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.

<u>*Electronics and Laptop Use in Class*</u>

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. To be skilled communicators, we need to be adept in a wide diversity of communications technologies. Sometimes, I will encourage you to use your computers and other times, I will encourage you to put them down and engage in active listening. If you require the use of a computer for class, please sit along the margins of the class. In other words, minimize the potential for distraction. Please also do you best to ensure that smart phones, cells or similar devices are turned off while in class, however entertaining they might be!

<u>*University Requirements*</u>

Unclaimed assignments will be retained for (period of time*; or: "until one month after term grades become official in quest"). After that time, they will be destroyed in compliance with UW's **confidential shredding procedures**.

<u>Academic Integrity</u>: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. www.uwaterloo.ca/academicintegrity/

Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at http://www.lib.uwaterloo.ca/ait/

<u>Research Ethics</u>: Please also note that 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 Director, Office of Human Research and Animal

Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) 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.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see **http://iris.uwaterloo.ca/ethics/**

Note for students with disabilities: The AccessAbility Office 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 AccessAbility Office at the beginning of each academic term.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services (www.uwaterloo.ca/counselling-services) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Religious Observances: Student needs to 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 *(as noted above under 2a)*: 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) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Turnitin: Students must be informed that Turnitin is to be used in your course. **The following statement must be added to your course outline:**

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin in this course.

For further information on UW's Turnitin guidelines, see: http://uwaterloo.ca/academic-integrity/home/guidelines-instructors

LEARN: Users can login to LEARN via:

http://learn.uwaterloo.ca/ use your WatIAM/Quest username and passwordDocumentation is available at:

http://av.uwaterloo.ca/uwace/training_documentation/index.html