



## SYLLABUS GREENING THE COMMUNITY

**Spring 10**

**Office hours:** Tuesday & Thursday (by appointment)

**Class:** Tuesday & Thursday, 4:15 – 5:30 PM

**Instructor:** Will O'Brien

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**Target Audience:** Juniors, Seniors & IDCE Graduate Students – All majors

### **Course Description:**

This course introduces the concept and practice of sustainable development (SD) and energy management (EM). SD/EM are explored at the nexus of a local small business, the local government, local non-profits and local citizens. Note that “local” can be any community in any country.

The course explores the nature of the “Triple Bottom Line” (TBL)—the simultaneous delivery of economic, social, and environmental performance—and teaches students to apply models, tools, best practices and frameworks to incorporate social and environmental dimensions into daily operations.

Course design enables future leaders to provide guidance, leadership and support to organizations in the development and successful execution of initiatives in SD/EM. The course will include lectures, case studies, guest speakers and community-based projects to illustrate issues, challenges and opportunities related to SD/EM.

### **Competencies & Learning Objectives:**

By applying and integrating the knowledge, skills, and attitudes acquired in the course to real world sustainability and energy management problems *through a community engagement experience*, students will develop the following:

## **Knowledge**

- Awareness of basic environmental science and energy management concepts and issues related to sustainable development.
- Understanding of the principles, best practices and processes in SD/EM and their successful application
- Comprehension of the business case for SD/EM within local organizations

## **Skills**

- Solve quantitative and qualitative problems related to SD/EM
- Use potential solutions to justify informed decisions in a SD/EM implementation plan
- Analyze key factors relating to the success or failure of SD and/or EM projects including TBL concepts
- Apply scientific knowledge and technology innovation as part of problem solving
- Employ critical thinking

## **Perspectives**

- Passion for service to address the environmental, economic and social challenges of their community
- Recognition of the local demand for change in individual as well as organizational practices to preserve the environment for future generations

## **Community Engagement Sustainability & Energy Management Projects:**

In collaboration with:

- International Development, Community and Environment (IDCE),
- Clark's Community Engagement Volunteer (CEV) organization,
- Worcester's Department of Energy Efficiency and Conservation
- Institute for Energy & Sustainability (IES)
- Town of Stow, MA

The organizations chosen for the projects may be a community-based small businesses, not-for-profit organizations or municipalities.

In January 2010, student teams will be established and client meetings arranged. Implementable SD/EM plans developed and presented to clients during the Spring 2010 semester.

## **Essential Reading:**

1. Rogers, Peter P., Kazi F. Jalal, Boyd, John. A., [An Introduction to Sustainable Development](#); Glen Educational Foundation, 2008.
2. McKenzie-Mohr, Doug, [Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing](#); available at no charge at [www.cbsm.com/public/world.lasso](http://www.cbsm.com/public/world.lasso)
3. Reading assignments per the syllabus; articles and research papers posted on Cicada.

**Supplemental Reading:** books are on reserve in the library for your use.

1. Green Urbanism Down Under: Learning from Sustainable Communities in Australia
2. The Urban War against Climate Change
3. Cities as Sustainable Ecosystems: Principles and Practices
4. The Natural Step for Communities: How Cities and Towns can Change to Sustainable Practices
5. Growing Greener Cities: Urban Sustainability in the Twenty-First Century
6. Consulting for Business Sustainability
7. Eco-Cities: Rebuilding Cities in Balance with Nature
8. Toward Sustainable Communities: Resources for Citizens and Their Governments

### **Additional Optional Reading:**

1. Epstein, Mark J. (January 2008) Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts, Berrett-Kohler Publishers, San Francisco.
2. Cunningham, William P. (2007), Environmental Science – 9th Edition, McGraw Hill, New York.

### **Resources:**

- Sustainable Communities Network at [www.sustainable.org/](http://www.sustainable.org/)
- Sustainability & Energy Management Plans developed by Bentley University, Clark University and MA Maritime students will be made available for your reference at [www.greenprof.org](http://www.greenprof.org)

### **A “Paperless” Course:**

To enhance awareness of and reduce our own resource use, this course will strive to be a “paperless” course. To facilitate our collective learning, we will rely heavily on technology including Cicada, email, and a projector in class sessions for presentations and discussions. All written assignments will be submitted electronically, and all feedback on written assignments will be made electronically. All readings will be available electronically on Cicada, and students are encouraged to read the assignments without printing out the readings. Mid-term and final exams will be conducted using Cicada.

### **Cicada:**

This course will be supported by the *Cicada* (<http://www.cicada.clarku.edu>) course management system. The Cicada site will contain class documents, assignments, and announcements. It will also contain PowerPoint slides presented in class. If you encounter difficulties with the use of Cicada, please contact [sos@clarku.edu](mailto:sos@clarku.edu).

**Instructor Information:** [www.clarku.edu/gsom/faculty/facultybio.cfm?id=783&progid=20&](http://www.clarku.edu/gsom/faculty/facultybio.cfm?id=783&progid=20&)

### **Academic Integrity**

Academic integrity is highly valued at Clark. Research, scholarship and teaching are possible only in an environment characterized by honesty and mutual trust. Academic integrity requires that your work be your own. Because of the damage that violations of academic integrity do to the intellectual climate of the University, they must be treated with the utmost seriousness and appropriate sanctions must be imposed. The maintenance of high standards of academic integrity is the concern of every member of the University community.

**Cell phones and Laptops:** are not to be used during class unless specifically authorized by the instructor; e.g., laptops for case discussions, review of assignments, etc.

### **Evaluation and Grading:**

Grades will be determined on the following basis:

Cases (4)	20%
Class Preparation, Attendance & Contribution	10%
Exam	30%
Sustainability Planning Project	<u>40%</u>
Total:	100%

### **Class Preparation, Attendance & Contribution:**

To achieve the course goals and learning objectives outlined above, it is essential that each student:

- ✓ be prepared for class, i.e., has completed assigned readings, etc.
- ✓ arrive to class on time
- ✓ contribute to class discussion

Each student will be graded at the end of the semester in terms of the quality and quantity of his/her contribution to class discussions, etc. *Class preparation, attendance and contribution are worth one point per class toward your final grade.*

Class contribution will be reported and verified at the end of each class. On the back of each student's name card is a table with the number for each class session. Reporting will be accomplished by the student placing a check mark for the class verifying that he/she was prepared for class; i.e., had done the assigned readings, arrived on time, and contributed to class discussion.

On the other hand, if a student is late for class or called upon and it is clear that he/she is unprepared, this deficiency will be recorded by the lecturer and reflected in the student's final grade.

### **Project > Sustainability/Energy Management Plan & Presentation:**

In 3-4 person teams, students will develop SD/EM Plans to meet the unique needs of the selected organizations.

Objectives of the project are to:

- Apply the knowledge gained in the course to an organizational setting
- Accelerate development of the competencies outlined above
- Provide material for study in future delivery of this course

The project will consist of both an oral presentation (25%) and a written SD/EM Plan (75%), with one presentation and one paper being submitted for each team.

The team will be required to use the structure below as the basic outline. This may be modified to meet the unique needs of the client:

- Background information of the organization
- Identification of opportunity areas regarding sustainable development and/or energy management
- Vision and reasons to "go green"
- Recommendations for or analysis of specific SD/EM initiatives for the organization including possible barriers to implementation as well as enablers
- Recommendations to foster sustainable behavior within the client organization to enable successful implementation of the plan
- Business case and/or financial justification, as applicable
- Performance measurements used (or proposed) to track successful implementation
- Reporting process for the organization and externally, as appropriate.

The paper should consist of a **maximum of 15 typed, double-spaced pages** of narrative in 12-point font.