Instructor: Jennifer Evans-Cowley, Ph.D., AICP and Bernadette Hanlon, Ph.D.,
Course Time: 2:20-5:10 Wednesdays and Fridays Knowlton Hall Room 177/4th floor studio (as needed)
Office Phone: 292-0479 (Cowley)
Office Location: Room 169 Hitchcock Hall (Cowley)
Office Hours: Anytime by appointment
E-mail: cowley.11@osu.edu

Course Overview:
The purpose of this course is to engage students in a regional sustainability planning process. This includes understanding the principles, concepts, processes and practice related to disaster recovery, resiliency, and sustainability currently used in the United States.

Course Objectives:
You should upon completion of this course:
- Gain an understanding of post-disaster planning;
- Understand the key elements of sustainability planning;
- Engage in effective service-learning;
- Organize and participate in community engagement, including stakeholder meetings and meetings with individuals;
- Be able to communicate in a collaborative work team and;
- Improve your research, writing, oral and graphic skills.

Assigned Reading
Articles, reports, plans and other materials will be posted on Basecamp.

Team Readings: Each team is assigned readings related to their topic area as appropriate.

Class Website
This course is using Basecamp. To log onto the class website go to http://mississippi.updatelog.com. Your username and password is set by you. Over the summer you will need to access the class website frequently, at least once a week, to make sure that you are up to date on what is happening with the class. I will be sending e-mail notifications, asking for students to signup for tasks etc. The course website includes to do lists, whiteboard, and messages.

Grading Policy
<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Class Job</td>
<td>30%</td>
</tr>
<tr>
<td>Team Project</td>
<td>30%</td>
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</tbody>
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Transformation of numerical grade to letter grade will be according to the schedule summarized below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
<td>83-86.9</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>C</td>
<td>73-76.9</td>
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<tr>
<td>C-</td>
<td>70-72.9</td>
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<tr>
<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>D</td>
<td>60-66.9</td>
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<tr>
<td>E</td>
<td>&lt; 60</td>
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**Assigned Projects**

**Participation**

This is a difficult area to define, but it is crucial to the whole class's experience this quarter. I expect this class to be a major focus of your effort for the term. That means, among other things, being prepared, attending class (and other activities that we schedule), participating constructively in class discussions, volunteering for tasks that will need to be done during the quarters, being flexible, helping out wherever help is needed, and so on. The jobs that need to be done during the quarter will cover a range of skills and will also range from large to very small, so there should be plenty of options for everyone to volunteer.

Some examples of the kinds of tasks we'll need to get done during this course include:

- Making phone calls to stakeholders
- Helping with logistics for the Mississippi trip
- Helping with logistics for jury review and working committee meetings
- Running errands
- Gathering information

Keep especially good notes what does and doesn't work as far as course logistics, the technology, the approach - these will go in your journal (see below). Keep track of what you contributions you have made (I may not realize all the things you've done or forget in the rush of other things going on) and include the list as a separate page with your journal when you turn it in.

In addition, any behavior before, during, or after the actual travel to Mississippi that infringes on the ability of other students to profit from the course and/or the trip will not be tolerated and will be reflected in your grades. You will be guests in another state and should act in a way so that you will be considered good representatives of OSU. You will also be sharing accommodations and should behave in a way that allows your roommate a reasonable amount of comfort in the lodging. I reserve the right to assign a lower grade (possibly as low as failing) to any student who behaves irresponsibly.

If a student withdraws from the course or does not successfully complete the summer course requirements and is therefore ineligible to continue, the student will be held responsible for any non-recoverable costs. We have worked closely with our Mississippi colleagues to
arrange the itinerary and logistics of the trip. These items require us to make deposits and other financial commitments. If you withdraw at any time after your acceptance and before departure to Mississippi, you will be held responsible for any costs that have been incurred on your behalf.

**Individual Journals**

Everyone in class will keep a journal for the entirety of the class (Summer-Fall). This journal is to allow you to reflect on your feelings, thoughts, ideas, concerns and experiences throughout the course. The recording of your experiences will allow you to recognize the learning that is occurring throughout the course. Your first journal entry should follow the first class session. You should write in the journal before we depart for Mississippi. You might choose to share some of your thoughts, perceptions, fears, and hopes about the coast of Mississippi and this class before we depart. During the trip to Mississippi you will need to write in your journal each day, reflecting on the events of that day. Following the trip you should write in your journal on a weekly basis.

The journal may include text, photos, drawings, materials you pick up on the trip and so on. The journal should go beyond pure description and include commentary and discussion. In writing about a meeting with citizens for example, students would tell what happened, but then go on to talk about why it happened, who it happened to and why, implications of the meeting, suspicions, doubts, and so on. I suggest that you keep the journal very honestly and completely for yourself, and then edit it if you feel the need for more privacy before you hand it in. At different times in the quarter I will give you lists of questions I'd like you to think about and answer in your journal. The purposes of maintaining a journal are to:

1. Help you create a record of your experiences in class and on the trips so you can remember details. Finding time to write may be difficult during the time in Mississippi, but you should make every effort anyway. These are the things you will most want to remember.

2. Help you recognize the system in which things happen and not conclude that incidents are merely isolated events.

3. Increase the amount of information I glean from the class - every one of you will learn things that I don't during the term and this will give me a chance to pick up on those things too.

4. Improve the class the next time it is offered. Keep a record of things that worked or didn't work ideas you have to improve things, readings or videos you come across, etc.

Below are some guiding questions that you may choose to incorporate as you share your experiences.

- How would you describe the problem? How might others describe the problem?
- Who are the key players/stakeholders?
- What are some things that come to mind when thinking about this problem?
- What has caused the problem?
- What are possible solutions? What are the pros and cons to each solution?
• How would you implement your determined solution? What challenges might you face in implementation? How will you address those challenges?
• What skills are you developing that will be useful in your professional career?
• How has your involvement in this project changed your views of the community?

The journals will be due November 30, 2013. This can be deferred until December 20th if you will be traveling with the group back to Mississippi in December.

Team and Individual Projects

Each person in the class will be assigned to prepare one or more plan elements to analyze. In addition students will be organized into teams to focus on detailed research and development of plan recommendations centered around gaps.

In order to develop a quality plan it is necessary to develop a strong factual basis upon which decisions can be made. This is combined with substantial citizen engagement to determine what the citizens of the Mississippi Gulf Coast want for their future. By having a thorough understanding of what the citizens want and a strong factual basis this will lead to the development of a quality plan.

As part of the travel to Mississippi students will be responsible for setting appointments with key contacts, organizing a stakeholder meeting with key organizations, and organizing two forums for citizens to offer their ideas and opinions.

Gap Analysis

Comprehensive Plan Summary
Each student will be assigned either a city or county in the region. Because we have 11 different cities and three counties, it is critical that we collectively understand our region and its future. Each student will be responsible for preparing a summary of the comprehensive plan(s) for their designated city/county. It is your job to understand your assigned city/county and be able to communicate with your classmates and team leaders about that community. Each student will fill in a spreadsheet that provides a concise summary of their plan that includes information about the factual basis, goals, and implementation strategies as it relates to water in the region. An example summary will be provided as an example. The spreadsheet will be converted to a brief report that will assist the studio as you prepare to head into field work.

Field Work
After completing the gap analysis the class will work together in teams to undertake further assessment and engagement on the ground in Mississippi. This will include conducting stakeholder interviews, engaging with the working committee, and meet with fishers among many other engagement approaches. This will also be an opportunity to undertake photo documentation that will support the plan and our visual understanding of the conditions on the Mississippi Gulf Coast. It is absolutely CRITICAL that every student prepare and plan in advance of this field visit to know what you need to get while you are there. This will be a very intensive experience and you will find that you will run out of time. Please review the Mississippi Survivor’s Guide for good feedback that can be helpful as you prepare.
Students will be primarily working in teams, but will also work collaboratively across teams to get what everyone needs. For example, if your team is in Jackson County working on water quality issues, you may be asked to get pictures of birds while you are there.

**The Plan for Opportunity**
Once we complete the field work we will hit the ground running to work on the plan. We will be filling in any gaps through the assessment, evaluating the quality of input received from the coast, and thinking forward about planning solutions. This will require substantial additional research to begin finding solutions to address sustainability. We will be collaboratively setting goals, identifying action steps, and determining implementation strategies. We will work together to assemble the Plan for Opportunity

**Grading Policies**
All grading will be done as fairly and as consistently as is reasonably possible. Assignments that are turned in late for any reason will have 20 points taken off the first day late, 30 points the second day and 50 points after that point. The instructor will take into consideration assignments that are late due to unforeseeable circumstances.

Students wishing to appeal the grading of an assignment must make the appeal in writing within 5 calendar days after an assignment/exam is returned.

Plagiarism will not be tolerated in the classroom. Plagiarism is passing off as one’s own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Any instances of academic misconduct will be reported to the Committee on Academic Misconduct (University Rule 3335-5-487).

**ADA Policy Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at (614) 292-3307. Additionally, contact the instructor as early as possible in the quarter, so your disability can be properly accommodated.

**Course Outline by Date** – See Basecamp for the list of meeting dates and deadlines.
May 2nd Class Kickoff
July 26th Class Meeting
August 8-18 Travel to Mississippi
Class will meet each Wednesday and Friday’s will be reserved for team meetings and on occasion to meet as a class where necessary due to project deadlines
Travel for December is tentative