

EVST 375: Sustainability in the Urban Environment

Spring 2024

"By far the greatest and most admirable form of wisdom is that needed to plan and beautify cities and human communities." — Socrates.



Dr. Ernest Nkansah Dwamena

- ***Call me Dr. END***
- Pronouns: he/him/his

How to Contact Me

- Office: 224 RISC
- Phone: 610-330-3048 (office)
- Email: nkansahe@lafayette.edu

Student (Office) Hours:

- Mon & Wed: 9:30 -11:00 am
- Or by appointment

Class meeting days:

- Mondays & Wednesdays

Classroom:

- RISC 262

Class time:

- 1:15-2:30 pm

Collaborating Librarian: Kylie Bailin

- Email: bailink@lafayette.edu
- 126 Skillman Library
- Office hours: email for an appointment

About Your Instructor

Welcome to "Sustainable Urbanism"! I'm excited to embark on another semester with you. During my Ph.D. at ASU, my fascination with the quality of life of city dwellers evolved into a deep commitment to understanding sustainability in cities. Growing up in Ghana, I witnessed a decline in city living standards, sparking my interest in policies for creating sustainable urban spaces. Get ready to engage in discussions and formulation of solutions to urban problems. Here's to another enriching semester of exploration and discovery!

Recent Events

In the past few years, global events like the COVID-19 pandemic and the Russian-Ukraine have caused fear, stress, and pain within our community, impacting us in various ways throughout this term. It's understandable if you're feeling overwhelmed or having trouble concentrating. If recent events affect your well-being or schoolwork, please utilize Lafayette College's resources (refer to resources section). Your success matters, so please contact me with any concerns or questions.

COURSE DESCRIPTION

Welcome to EVST 375: Sustainable Urbanism! This course is your gateway to a captivating exploration of urban sustainability. Together, we'll navigate the intricate web of ecological, economic, and social dynamics in urban and regional environments, guided by a thought-provoking book that transcends conventional narratives about sustainability.

In our journey, we'll unravel the complexities— what, why, and how of sustainable cities, touching on the intricate interplay of urban and environmental systems, encompassing elements such as biophilic design, urban forms, land and ecosystems, climate and energy, human development, economic growth, housing and transportation, community well-being, food systems, urban wildlife, green infrastructure, and questions of environmental justice. This course endeavors to demystify these topics, breaking them into manageable discussions that make sense to you.

Why join 'EVST 375: Sustainable Urbanism' now? We're at a critical juncture, facing global social, environmental, and economic challenges. While our coverage may not be exhaustive, we'll dive deep into the core of urban sustainability. Through engaging classroom activities, we'll use a practical framework to explore and navigate these challenges. So, what's in it for you? Throughout the course, you'll embark on crafting proposals – identifying problems, proposing interventions, and evaluating criteria for impactful action. This isn't just theory; it's about empowering you to make informed decisions, prioritize interventions, and understand where your efforts can make a difference.

Prepare for a fascinating exploration of sustainable urbanism, where theory meets practice. Together, we'll explore the tools needed to tackle real-world sustainability challenges. Let's embark on this enriching journey—you and I, navigating the world of sustainable urbanism.

Prerequisite: To be successful, you must have completed at least one of the prerequisite courses in EVST/EVSC, including EVST 100, EVST 215, EVST 253, and EVST 290, or permission of the instructor.

Environmental Programs Learning Outcome

1. Integrate and apply perspectives across multiple disciplines to understand (or solve) a complex environmental problem.

Course Learning Objectives

1. Build your capacity to develop lifelong learning (take ownership of your learning) and integrate intellectual, social, and personal growth to lead a purposeful life.
2. Equip students with interdisciplinary thinking—integrate and synthesize knowledge and perspectives from multiple disciplines and apply emergent understanding to environmental problems.
3. Empower students to develop a positive mental attitude towards local, national, and global environmental and wicked problems.

Student Learning Outcomes

Upon completing this course, you will be able to:

1. Explain the critical importance of sustainability practices in urban contexts.
2. Apply knowledge of sustainability principles to the unique challenges in the urban environment and identify opportunities for more sustainable and inclusive communities.
3. Formulate solutions to urban challenges that foster sustainability using appropriate strategies and best practices.
4. Critically evaluate and compare the sustainability of communities in meeting human needs in food, water, energy, and integration of green spaces.
5. Assess the ability of cities to maintain sustainable systems for transportation, safety, waste management, inclusion and accessibility, education, and disaster risk reduction.
6. Developed a comprehensive repertoire of teamwork skills and strategic approaches to work collaboratively and excel in various team-based settings.

Method of Instruction

- This class involves reading and watching learning materials, guided discussions, guest lectures, debates, concept maps, journal reflections, collaborative group projects, individual research projects, and field trips.

MATERIALS:

1. **Required Textbook:** Our Urban Future: An Active Learning Guide to Sustainable Cities by Sabina Shaikh and Emily Talen, Published: December 12, 2023, Publisher: The MIT Press. Here is the online [Companion Website](#) for the book. Please use it.
 - Why this book? It's a practical, comprehensive textbook that uses active learning techniques to teach about the challenges and opportunities associated with urban sustainability. You'll seamlessly connect with the theory and understand the practical aspects of what, why, and how sustainable cities thrive.
2. Supplementary Materials: Additional readings and resources will be posted on Moodle.
3. Access Moodle using your Lafayette credentials: <http://moodle.lafayette.edu>.

REQUIREMENTS:

What does this course require of you? Your task is grouped into three areas described below.

Personal Growth and Development (PGD)

Personal Growth and Development (PGD) is a fundamental aspect of this course, designed to foster your self-improvement, knowledge expansion, skills enhancement, and cultivation of a positive mindset. This transformative journey is aimed at helping you realize your full potential and become the best version of yourself. This requirement comprises three key assignments:

1. Individual Development Plan (IDP): You will create a personalized roadmap outlining one PGD goal (e.g., self-confidence, self-discipline, time management, interpersonal relationships, goal setting, growth mindset, teamwork, leadership development, cultural competence, and identity development, etc.) and the steps/strategies for achieving that goal in the semester (2 pages).

2. Reflection on PGD Journey: You will also write a 2-page reflection paper showcasing your progress in the PGD objective over the semester.

Sustainable Urban Environment (SUE) Group Project

The SUE project is a semester-long project with two primary goals: to apply knowledge of sustainability principles to the unique challenges in the urban environment and to identify opportunities for more sustainable and inclusive communities using appropriate strategies and best practices.

1. SUE Group Project (City design & blueprint document of 5000 words, 10 pages): The primary objective of this group project is to use your knowledge and understanding of sustainability principles and best practices to design a sustainable city. The project has two sections. In the design section, you will apply concepts such as urban ecosystem services, green space (biophilic design), density, neighborhood diversity, mobility, resource planning, and environmental justice in designing your city. Your group can design your city on paper or use a computer program. In the other section, your group will create a blueprint document accompanying the city design that outlines your vision for the sustainable city you design. You will submit drafts for feedback and peer-review your projects in class.

Class Participation

1. Class Engagement: Active engagement in the classroom is a cornerstone of this requirement. It involves mandatory attendance (remember always to sign in), meaningful participation, and reflective journaling. Your performance is evaluated based on the quality and quantity of your contributions. Attending every class without ever speaking up does not constitute participation. Thus, I expect you to participate actively in every class session. Refer to the participation guidelines for more details.
2. Journal Reflections: We will begin every class with a journal reflection in which you will respond to a personal growth and development prompt. Similarly, we will end every class with a closing reflection prompt in which you will respond to a prompt on course content, such as, what did you learn? How did you learn it? How do you know you have learned it? Why did you learn it? What obstacles did you overcome? What challenges do you want to keep working on? How do you intend to apply the knowledge gained outside the class? You will submit your journal reflections at the end of the semester.
3. Discussion Leadership (DL): In this assignment, you will lead a 15-minute class discussion by connecting the learning content to real-world events. Your task is not to summarize the readings. Instead, you must connect the content to current events, news, etc. Please email me (nkansah@lafayette.edu) your presentation slides 24 hours before your DL. You will meet with me one week before your leadership to check in and after your DL for feedback. You will write a 1-page reflection with your partner and submit it as hardcopy in the following class.

These requirements collectively provide a comprehensive framework for personal growth, collaborative learning, active engagement, and interdisciplinary thinking in this course. Please see Moodle for more details.

POLICIES

Grading:

EVST 375 fosters a student-centered learning environment that promotes intrinsic motivation, holistic growth, student agency, and a deeper understanding of course content. In line with this philosophy, I have implemented an Ungrading Course Policy, which is grounded in the following principles:

1. **Focus on Learning:** EVST 375's primary focus is on your learning and mastery of course objectives rather than assigning traditional letter grades as the primary measure of your learning. The emphasis is on your intellectual, professional, and personal growth.
2. **Intrinsic Motivation:** Ungrading seeks to cultivate intrinsic motivation in you by emphasizing your innate curiosity and love for learning. By removing the external pressure of grades, you are encouraged to engage with the subject matter out of genuine interest and a desire to deepen your understanding.
3. **Self-Assessment and Reflection:** Ungrading empowers you to take an active role in your own assessment process. Thus, you will be actively involved in assessing your own progress and demonstrating your learning. You will have opportunities to reflect on your achievements, identify areas for growth, and set personal learning goals. Self-assessment activities, such as reflective journals, will be integrated into the course to encourage metacognition and promote ownership of your learning process.
4. **Growth Mindset and Mastery:** Ungrading encourages a growth mindset approach, where mistakes and setbacks are viewed as opportunities for growth and improvement. It values mastery of content and skills, allowing you to focus on continuous learning and personal development.
5. **Continuous Feedback and Dialogue:** Regular and constructive feedback will be provided throughout the course to facilitate your progress. This feedback will be personalized, specific, and designed to support your learning journeys. You will have opportunities to revise and refine your work based on feedback received, allowing you to demonstrate your ability to learn from mistakes, deepen your understanding, and showcase your progress over time.
6. **Authentic Assessment:** Ungrading embraces a variety of authentic assessment methods that reflect real-world applications of knowledge and skills. These assessments often include projects, presentations, portfolios, reflective essays, group work, research papers, case studies, etc. The focus will be on assessing your ability to apply your knowledge, skills, and learning in meaningful ways and practical contexts.
7. **Professional and Personal Development:** The course recognizes the importance of professional and personal development in your academic journey. These aspects will be integrated into assessments, reflecting the course's practical and personal growth components.

8. **Equity and Inclusion:** Ungrading aims to create an inclusive and equitable learning environment. Focusing on individual growth and allowing flexibility in assessment, it recognizes and values diverse learning styles, backgrounds, and experiences. Ungrading seeks to minimize bias and promote fairness in evaluation.
9. **Criteria-based Evaluation:** Assessments will be aligned with clearly defined criteria or rubrics provided to you in advance. You will clearly understand the expectations for each assignment or activity, enabling you to self-assess your work and actively engage in the learning process. This approach fosters transparency and fairness in evaluation.
10. **Final Grade:** The final grade determination process will be transparent, with you and I engaging in collaborative decision-making and open discussions using the evaluation guiding questions in the appendix. This approach recognizes the instructor's and the student's unique insights, fostering a more inclusive and empowering learning environment. This discussion will take place during the final week of classes, where you will justify the grade you believe you have earned with substantial evidence to back it up. We'll collaboratively determine a grade supported by the evidence of your performance. If Ungrading causes more anxiety than it alleviates, contact me at any point to discuss your course progress in the course. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and complete all assignments.

Here is Lafayette College's grading policy. A grade of "A" reflects consistent and outstanding work, a grade of "B" reflects good work, a grade of "C" reflects satisfactory work, a grade of "D" reflects poor but passing work, and a grade of "F" indicates a failure to meet course requirements. What can you do to earn an "A" in this course? Demonstrate continuous progress and mastery across all concepts. Unlike a scenario where poor performance in one area can be offset by excellence in another, the same principle doesn't apply. Achieving an "A" demands consistent improvement and ultimate proficiency in every aspect of the course.

Grade Scale

| Grade | Percentage | Grade | Percentage |
|-------|------------|-------|------------|
| A | 100 – 93% | C | 76.9 – 73% |
| A- | 92.9 – 90% | C- | 72.9 – 70% |
| B+ | 89.9 – 87% | D+ | 69.9 – 67% |
| B | 86.9 – 83% | D | 66.9 – 63% |
| B- | 82.9 – 80% | D- | 62.9 – 60% |
| C+ | 79.9 – 77% | F | < 60% |

The distribution of the course final grade is as follows. This is only to emphasize the weight placed on the different sections of the course.

Suggested Grade Breakdown (Distribution of Course Requirement)

| REQUIREMENT | PTS | PERCENT | DUE DATES |
|--|-------------|-------------|-----------------|
| Personal Growth & Development | | 20% | |
| - Individual Development Plan (IDP) | | 10% | Wednesday, 1/31 |
| - Reflection on PGD journey | | 10% | Wednesday, 4/24 |
| Participation | | 40% | |
| - In-class participation | | 20% | |
| - In-class Journal reflections | | 10% | Wednesday, 4/17 |
| - Discussion leadership | | 10% | Check Moodle |
| SUE Group Project | | 40% | |
| - SUE project (first draft) | | 5% | Wednesday, 3/6 |
| - SUE project (second draft) | | 10% | Monday, 4/8 |
| - SUE project final & presentation | | 25% | Wednesday, 5/1 |
| Total | 1000 | 100% | |

Criteria for Success: Pay Attention in Class

I know your lives are complicated, and distractions are ever at hand, but here is a space in which we can do our best to put them aside and focus on learning. Every moment of this experience might not be a joyful one, but the more you can give your attention to your peers and the course content, the more pleasure and satisfaction you will gain from the time we spend together. I pledge my attention to you, and I hope you will pledge it back to me and to your peers. Please refer to the criteria for success for the different assignments in their respective documents. Throughout the semester, I will give you feedback on assignments engaging you in a virtuous improvement cycle.

Attendance

Class attendance is expected and required. I expect you to be self-motivated in your learning journey through assignments and lectures. Missing a class means you're responsible for covering materials. You are allowed up to two unexcused absences without any penalty. Exceeding two unexcused absences will severely weaken your argument for your deserved grade, i.e., every two unexcused absences equate to a minus in your grade. Thus, four unexcused absences will move your grade from A to B or B to C. Exceeding two unexcused absences will severely weaken your argument for a higher grade. Despite absences, assignments should be submitted on time unless you have provided me with persuasive evidence in a highly punctual fashion demonstrating your inability to complete tasks on time. We all make mistakes or have unexpected challenges that throw us off our game. If you encounter unexpected challenges, you can use an "Oops Token" once to extend an assignment deadline by a week with my permission. Please note that Oops Tokens do not apply to drafts, peer reviews, or debates. If you need to use an Oops Token or catch up on missed work, contact me prior to the assignment deadline. Please note that I do not accept late assignments, and you lose all points associated with the assignment.

Assignment Submission

All assignments should be submitted in Moodle but the due date. [PLEASE DON'T EMAIL ME ANY ASSIGNMENTS.](#) Label all assignments with your first and last name and assignment name.

Course Conduct Expectations

- I am dedicated to fostering a respectful, engaging, and diverse learning atmosphere in this course. I commit to a timely assessment of your work, fair application of course policies, and consistent standards for all students. Let's build a class culture grounded in open communication, mutual respect, and inclusion. I value your unique experience and perspectives.
- In our interactions, we'll treat each other respectfully, recognizing the physical, emotional, spiritual, and mental dimensions that shape us. While academic debates are encouraged, personal attacks have no place here. Our classroom is a space for constructive discourse.
- Should you encounter any issues, I am open to conversations. You should know that late assignments, limited participation, and inattentiveness during lectures disrupt effective teaching and learning. Let's embark on this learning journey together, creating an environment where we all thrive.

Communication

- Feel free to reach out with questions anytime. While in-class interaction is preferred, I'm available during office hours and by appointment. If you email me and don't receive a response within 48 hours (2 business days), kindly send a follow-up – your reminder is appreciated. In-person conversations sometimes work better than emails. I might suggest meeting during drop-in hours for specific discussions. Connect during office hours or schedule an appointment before the deadline for assignment challenges. Remember, the initiative lies with you to seek assistance. I won't pursue you for missed classes or assignments.
- If you're a student-athlete managing studies and sports, I respect your dedication. Reach out if class conflicts arise due to college-related sports events. Your commitment matters.
- If your preferred name differs from the name that appears on the university-provided roster for the course, please let me know so I can use your preferred name.

Classroom Expectations

To ensure a focused and respectful learning environment, please adhere to the following guidelines as they create a positive, focused, and inclusive classroom environment. Your cooperation is appreciated.

- 1.
2. **Engagement:** Maintain active participation by refraining from sleeping or eating during class. Your attention contributes to a vibrant class atmosphere.
3. **Punctuality:** Arrive on time for each class. Timeliness respects everyone's commitment to learning and minimizes disruptions.
4. **Attire:** While comfort is essential, please avoid wearing hoodies in the classroom to maintain a professional and inclusive atmosphere.

5. **Respectful Dialogue:** Engage in discussions respectfully and courteously towards the instructor and your fellow students. Differing viewpoints are valuable; express them constructively.
6. **Technology Use:** Keep laptops and tablets for course-related activities only, such as note-taking or accessing course materials. Avoid distractions from unrelated online content.
7. **Confidentiality:** Respect the privacy of fellow students and the instructor by refraining from sharing personal class-related matters outside the classroom.

TENTATIVE SCHEDULE

| WK | DATE | READINGS & OVERARCHING TOPICS |
|----|-----------|--|
| 1 | Mon, 1/22 | Introduction: Icebreaker and Course Overview |
| | Wed, 1/24 | What is sustainable urbanism? Planning for sustainability: creating livable, equitable, and ecological communities. Routledge, 2013. (PDF) Chapter 1: Introduction (pp. 1-17) |
| 2 | Mon, 1/29 | Issues central to sustainability plannings: Planning for sustainability: creating livable, equitable, and ecological communities (pp.66-84) |
| | Wed, 1/31 | Chapter 1: The Sustainable City in <i>Our Urban Future</i> , 2023. (pp. 1-7) |
| 3 | Mon, 2/5 | Chapter 2: Urban Ecosystem Services in <i>Our Urban Future</i> , (pp. 9-16) |
| | Wed, 2/7 | Chapter 2: Urban Ecosystem Services in <i>Our Urban Future</i> , (pp. 17-23) Field trip to Jacobsburg Environmental Education Center |
| 4 | Mon, 2/12 | Land Use: compactness vs. sprawl revisited: Converging views. (2014). (pp.1-19) |
| | Wed, 2/14 | Measuring urban sprawl and compactness: A case study in Orlando (pp.1-10) |
| 5 | Mon, 2/19 | Chapter 4: Green Space in <i>Our Urban Future</i> (pp. 37-46) Biophilic cities are sustainable and resilient.” <i>Sustainability</i> 5, (2013) (pp. 29-42) |
| | Wed, 2/21 | Chapter 4: Green Space in <i>Our Urban Future</i> , (pp. 47-51) Urban green space, public health, and environmental justice: The challenge of making cities’ just green enough” <i>Landscape urban plan</i> . 125 (2014) (pp.34-41) Field trip to Bethlehem Storm Water Mgt |
| 6 | Mon, 2/26 | Chapter 3: The Rural-to-Urban Transect in <i>Our Urban Future</i> , (pp. 25-30) |
| | Wed, 2/28 | Chapter 3: The Rural-to-Urban Transect in <i>Our Urban Future</i> . (pp.30-35) Group project updates |
| 7 | Mon, 3/4 | Chapter 5: Density in <i>Our Urban Future</i> , (pp. 55-62) Demand for Density: The Functions of the City in the 21st Century Brookings Team check-in exercise (in effective teaming resources) |
| | Wed, 3/6 | Chapter 5: Density in <i>Our Urban Future</i> , (pp. 63-70) When is density good, and when is it harmful to cities? Philip Langdon 2023 Field trip to Bethlehem Comm & Econ Devmpt Dept |
| 8 | 3/11-3/15 | SPRING BREAK |
| 9 | Mon, 3/18 | Chapter 6: Neighborhood Diversity in <i>Our Urban Future</i> , (pp. 73-82) Class observation by Polly |
| | Wed, 3/20 | Chapter 6: Neighborhood Diversity in <i>Our Urban Future</i> , (pp. 82-89) |

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|----|-----------|--|
| 10 | Mon, 3/25 | Interdisciplinary perspectives on Urban Metabolism. " <i>Journal of Industrial Ecology</i> 16, no. 6 (2012): (9 pages). |
| | Wed, 3/27 | Metabolism of neighborhoods. <i>Journal of urban planning and development</i> 134, no. 1 (2008) (10 pages) |
| 11 | Mon, 4/1 | Chapter 7: Mobility in <i>Our Urban Future</i> , (pp. 93-103) The future(s) of mobility: How cities can benefit, Bouton et al. (2017) McKinsey 7 Company (<i>optional reading</i>) |
| | Wed, 4/3 | Chapter 7: Mobility in <i>Our Urban Future</i> , (pp. 104-111) How smart is mobility in smart cities? An analysis of citizens' value perceptions through ICT applications." Marco, et al. (2023) <i>Cities</i> 132 (<i>optional reading</i>) Field interviews/survey of the public at Downtown Easton about "how/what sustainable transportation should look like in Easton" |
| 12 | Mon 4/8 | Chapter 8: Resource Planning in Cities in <i>Our Urban Future</i> , (pp. 113-124) |
| | Wed, 4/10 | Chapter 8: Resource Planning in Cities in <i>Our Urban Future</i> , (pp. 124-133) Group Project updates Reach out Trevor Pinho, the grant administrator of department of community and economic development of Easton at tpinho@easton-pa.gov or 610-250-6653 |
| 13 | Mon, 4/15 | Chapter 9: Environmental Justice in <i>Our Urban Future</i> , (pp. 137-145) |
| | Wed, 4/17 | "Environmental justice in the context of urban green space availability, accessibility, and attractiveness in postsocialist cities." <i>Cities</i> 106 (2020): |
| 14 | Mon, 4/22 | Food justice in cities. Visit to Easton Urban Farm |
| | Wed, 4/24 | Preparation for group project presentation |
| 15 | Mon, 4/29 | Group project presentation |
| | Wed, 5/1 | Group project presentation |

RESOURCES

Research: Go to this page for tools for environmental sciences and studies at Lafayette.
<https://library.lafayette.edu/researchtools/environmental-sciences/>

Strategies for Success:

These strategies will enhance your academic journey and contribute to a successful semester. Remember, I'm here to support your progress, so don't hesitate to seek guidance.

1. **Self-Care:** Prioritize your well-being through sufficient sleep, regular exercise, balanced meals, and positive connections. Engage in daily activities you enjoy and seek professional help when needed. Additional resources are available on Moodle.
2. **Class Attendance:** Aim to attend every class possible for a comprehensive learning experience.
3. **Clarification:** When uncertain, ask for clarity rather than assuming.
4. **Preparation:** Complete assigned readings and take notes before class. Record critical concepts, learn new vocabulary, and formulate questions to bring to discussions.
5. **Participation:** Contribute actively in class discussions by sharing thoughts and asking clarifying questions.
6. **Assignment Approach:** Initiate writing tasks at least one week ahead. Seek assistance from peers or me if you encounter difficulties.

7. **Presentation Preparation:** Develop presentation outlines and rehearse before presenting to the class.
8. **Consistent Journaling:** Maintain up-to-date journal entries to stay caught up.
9. **Group Collaboration:** Collaborate effectively on group assignments. Leverage each member's strengths, hold in-person discussions, and synthesize information cohesively.
10. **Timely Communication:** Reach out for assistance early if you face challenges. Timely action leads to effective resolution.

Career Services

Career readiness involves building lifelong competencies for successful career management. Connecting your undergraduate experiences to sought-after skills can take time and effort. The NACE Career Readiness Competencies – including Career/self-development, Communication, Critical Thinking, Equity and inclusion, Leadership, Professionalism, Teamwork, and Technology – offer a framework to express how your experiences align with employer expectations. This course focuses on Environmental Career Readiness Competencies. For further guidance, explore the Lafayette Gateway Career Center. Visit the [Lafayette Gateway Career Center](#).

Student Academic Resource Site:

There are several resources available to support your learning and well-being at Lafayette. Enroll on the following site to gain access to a variety of resources. Please go to the [Student Academic Resources](#) to self-enroll on the site.

Gender and Sexuality Resource Center

Located in the Farinon College Center, room 124, Lafayette's Gender and Sexuality Resource Center (<https://gsp.lafayette.edu/gsrc/>) is a central hub of activity for students and student organizations on campus, including:

- Nia: Women of Purpose (Women of Color social, support, and educational group)
- QPOC (Queer People of Color, Lafayette's LGBTQIA+ Students of Color social, support, and educational student organization)
- PALM (Lafayette's Pride Association for Leadership & Mentoring, our LGBTQIA+ mentor/mentee program)
- Brothers of Lafayette (Lafayette's Men of Color social, support, and educational group)
- Planned Parenthood Nextgen
- PASA (Lafayette's **P**ards **A**gainst **S**exual **A**ssault Student Organization)
- Quest (Lafayette's LGBTQIA+ and Ally education and social group)

Counseling Services

Faculty acknowledges the impact of health and well-being on your academic journey. College life can bring stress, compounded by personal and environmental factors. If challenges affect your progress, contact me, your academic advisor, or the class dean promptly for support. Lafayette offers various resources to help during tough times. Below is a list of available support options.

- [Counseling Center](#): Free, confidential counseling services as well as after-hours and weekend crisis support | 2nd Floor, Bailey Health Center | 610-330-5005
- [Academic Resource Hub](#): Peer tutoring, supplemental instruction, study skills, academic counseling, and accessibility services | 3rd Floor, Scott Hall | 610-330-5098
- [Class Deans](#): 3rd Floor, Scott Hall | 610-330-5080
- [Together](#): Anonymous, peer-to-peer mental health support, 24/7, 365 days
- [Health Center](#): 1st Floor, Bailey Health Center | 610-330-5001
- [Financial Aid](#): 202 Markle Hall | 610-330-5055
- [One Pard](#): Centralized resources to help students support themselves and their peers.

WELLNESS STATEMENT

Your well-being is of utmost importance to me. The college experience can be demanding, and mental health is critical to success. Please know that you are not alone in this journey, and I genuinely care about your physical and emotional health. I am committed to creating a positive and supportive learning environment in this course. If you ever feel overwhelmed, stressed, or need a break to focus on your mental well-being, please don't hesitate to contact me. You can take advantage of ONE no-questions-asked "mental health day" excused absence from classes. I encourage you to use this day to prioritize self-care and recharge your mental and emotional batteries. Please remember that I am here to support your academic pursuits, personal growth, and well-being. Do not hesitate to communicate with me if you encounter challenges, need accommodations, or want to discuss concerns. Together, we can create an environment where you can thrive academically and emotionally.

STATEMENT OF ACCOMMODATION

If you have specific classroom or testing requirements due to special needs, please get in touch with me promptly to arrange suitable accommodations. At Lafayette, we're dedicated to providing support and reasonable adjustments for students with disabilities. If you identify as such, contact the Accessibility Services Office in the first two weeks of the semester. This step verifies your disability and determines appropriate accommodations. The office is located in the Academic Resource Hub (resourcehub@lafayette.edu). After registration, request accommodation letters each semester to notify your professors of your needs. Should you have concerns about accommodations for this course, please contact me to discuss them. Your comfort and success are important.

DIVERSITY, EQUITY, & INCLUSION STATEMENT

Welcome to an inclusive learning space. Every student's background and perspective is valued, irrespective of race, ethnicity, gender, social class, orientation, faith, ability, or learning style. I am committed to fostering equity and removing educational barriers. In building our scholarly community, I ask you to:

- Share your experiences openly without any fear.
- Embrace diverse viewpoints and respect your colleagues' uniqueness.

- Recognize the value of learning from each other.
- Communicate opinions respectfully.
- Keep personal reflections in discussions confidential.

Your suggestions for improvement are welcomed. Please notify me of any conflicts with religious events for suitable arrangements. Lafayette College is dedicated to an inclusive, diverse, and supportive environment. We strive to embrace differences, including race, gender, identity, and more. Our goal is to prepare you for a diverse world. Everyone in our community plays a role in fostering an environment of equity and inclusion.

ACADEMIC INTEGRITY

Integrity is essential. Academic dishonesty encompasses cheating, using others' work without credit, and fabricating information. If unsure, refer to the "Principles of Intellectual Honesty" in the Student Handbook or discuss concerns with me or reference librarians. By staying in this course, you agree to this policy. Notes, baseball caps, and electronic devices are restricted during exams/quizzes. Adherence to the Student Code of Conduct, including academic integrity policies, is expected in-person and online. Please review the Code. You can meet course expectations. For concerns, talk to me instead of considering misconduct.

Citation Style for this Course: APA format is used. The proper citation gives credit and facilitates source access. Librarians can guide you on citation tools.

THE USE OF ARTIFICIAL INTELLIGENCE

In alignment with the objectives and spirit of EVST 400, it is essential to maintain a cohesive approach to technology usage within the context of the course. As such, students must seek prior permission from the instructor before incorporating artificial intelligence (AI) tools or technologies into their coursework. Unless permitted to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. If permission is granted to use AI, such as ChatGPT or Dall-E 2, they must be adequately documented and credited. Text generated utilizing ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other tools should follow a similar citation convention. Additionally, students are required to provide a brief explanation of how they used a particular tool. For example, if a tool is used in an assignment, students must also include a concise (2-3 sentences) description of how they used it. This practice ensures transparency, acknowledges the source of AI-generated content, and facilitates your growth as both learners and ethical users of technology. The usage must be carefully considered and discussed with the instructor to ensure it aligns with the course's goals and the intended demonstration of your abilities. This policy aims to balance encouraging innovative approaches and maintaining the course's focus on personal growth, sustainability leadership, and environmental citizenship.

RIGHTS

Proper Use of Course Materials & Recordings

Course materials, including posted lectures, worksheets, and discussions, are exclusive to class use at Lafayette College. Sharing or reposting is not allowed. You must request my permission before creating your own recordings of class materials, and any recordings are not to be shared or posted online, even when permission is granted to record. Questions? Ask about material use. Are you worried about being recorded? Let me know.

Federal Credit Hour Compliance Statement

The student work in this course complies with the federal definition of a credit hour course as a four [*two or one as appropriate for half and quarter unit courses*]. Please see the Registrar's Office website (<http://registrar.lafayette.edu/additional-resources/cep-course-proposal/>) for the full policy and practice statement.

Privacy Statement

Moodle contains student information protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that these federal privacy laws protect this information and must not be shared with anyone outside the class. Questions can be referred to the Registrar's office.

COLLEGE MISSION

Lafayette College seeks to nurture the inquiring mind and integrate intellectual, social, and personal growth in an environment that fosters the free exchange of ideas. The College strives to develop students' skills of critical thinking, verbal communication, and quantitative reasoning and their capacity for creative endeavor; it encourages students to examine the traditions of their own culture and those of others to develop systems of values that include an understanding of personal, social, and professional responsibility; and to regard education as an indispensable, lifelong process.

COURSE AFFORDABILITY

I am committed to creating an inclusive course accessible to all learners. Please privately let me know early in the course if you have financial hardship in purchasing the required materials so that we can brainstorm possible solutions or so that I can direct you to other campus resources to support your success.

DISCLAIMER

The instructor reserves the right to change the syllabus and course policies at any time, with or without notice.

APPENDIX

Guiding Questions for Final 1-On-1 Meeting:

Regarding Ungrading

1. Focus on Learning: Describe how you mastered the course objectives. Provide evidence of your intellectual growth.
2. Intrinsic Motivation: Explain how you pursued learning out of genuine interest.
3. Self-Assessment and Reflection: Describe how you assessed your progress and demonstrated learning.
4. Continuous Feedback and Dialogue: How did you seek and use feedback to refine your work and show learning progress? Provide specific examples of improvements based on feedback.
5. Professional and Personal Development: How did the professional and personal development contribute to your academic journey and personal growth? What personal learning goals did you set and achieve?

Regarding Class Policies:

6. Class Engagement: How effectively did you set aside distractions during classes to engage meaningfully with course content and peers?
7. Attendance: Did you adhere to the attendance policy? If not, how many unexcused absences did you have?

Social Presence:

8. Participation in Group Discussions & Projects: How did your contributions to group discussions foster collaboration? Provide examples of active engagement with classmates.

Teaching Presence:

9. Preparation and Organization: How did your class preparation contribute to effective learning? How did you facilitate learning for yourself and others? Share examples of creativity in approaching tasks.

Cognitive Presence:

10. Problem-Solving Abilities: How have you applied course knowledge in various contexts?