

Reading & Composition: Energy, Society, and Environmental Design

EDR3B | 4 units | Spring 2016

Tuesdays and Thursdays 2:00-3:30pm

Room 101 Wurster

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Office Hours: Thursdays 10am-12pm, room 372 Wurster

Note: Office hours are by appointment; sign up online

Sign-up sheet: <https://www.wejoinin.com/sheets/hqabn>

"PlaNYC 2030: One Year Later" (gothamgazette.com)



Course Description

How might we envision and work toward more sustainable cities? What role can environmental design play in slowing and mitigating the effects of climate change? Though the scientific community has long been in consensus that climate change is accelerating, many non-specialists remain skeptical and deny the urgency of this issue. The recent climate talks – and subsequent agreement – in Paris, France were lauded as an unprecedented success and necessary prerequisite to reversing the practices and policies associated with climate change and environmental degradation; yet it also illuminated the challenges that persist in working toward broad public and political consensus and meaningful change.¹ Still, what is clear from the Paris talks is the undeniable role of environmental design as a resource to that end: cities – where an estimated 70% of the world’s population will live in 2050 – are uniquely poised to play a significant role in global efforts to address climate change and realize a more sustainable society.²

Talking climate change: This course is designed to expose students to key pieces of contemporary literature that explore the relationship between climate change, society, and environmental design. To analyze the role of design – from the scale of the object to buildings and cities – in social and environmental sustainability, we will critically analyze texts, ideas, and arguments that inform a range of approaches to sustainable design, dissect debates regarding climate science and its implications, and critically reflect on the strengths and weaknesses of proposed solutions (and their articulation in written form). **By the end of this course, students will be able to:**

- *Identify and critique* the central arguments and concepts advanced by authors from a variety of disciplines and professions writing in a range of formats
- *Understand and evaluate* the efficacy of the methods of representation employed in different texts, including genres of writing and narrative voice; visual and verbal representation; and different types of evidence (visual, statistical, historical, geographical, etc.)
- *Appraise and develop a critical understanding* of how different modes of writing, bias, and claims of expertise shape the ideas we communicate in writing (and learn through reading)

To write well is to read well: Each week, students will read and analyze texts employing different styles of argumentation to elucidate a particular topic. Though representative of a broad range of sources – including academic journals, popular newspapers, and films – all texts will focus on current issues about the intersection of sustainability, society, and the built environment. Through in-class activities and discussions students will assess the writing styles, forms of argumentation, and validity of conclusions, interventions, and solutions offered by each author; these ideas and skills will be further developed by students in independent writing assignments. In the first half of the course, students will hone their analytical (reading), evaluative, and argumentation (writing) skills with a series of short assignments; these activities will prepare students to engage in a longer research paper in the second half of the semester.

¹ To learn more about the Paris Climate Talks (COP21) see: <http://www.cop21paris.org/>.

² Robert Lee Hotz. “Burgeoning Cities Turn into Digital Labs.” *The Wall Street Journal*. (December 11, 2015).

A community of practice: Good writing is a collaborative endeavor;³ thus, as part of the learning process, students will give and receive substantive, thoughtful peer and/or instructor evaluations on a weekly basis. Given the importance of small group discussions and peer review activities in fostering collective understanding of and engagement in the course, we will limit enrollment to 15 students; this limited class size is essential to help facilitate small, group-based, active learning opportunities in a welcoming community of practice. Additionally, **consistent attendance, active participation, intellectual curiosity, and openness to respectful discussion are valued and expected of every member of this class.** Specific expectations and responsibilities are articulated in greater detail below.

Required Texts

Students are required to use three texts for this class. The **two textbooks** required for this course can be found at the Cal Student Store located in the MLK Student Union Building on campus:

Leonard, A., & Conrad, A. (2011). *The Story of Stuff: The Impact of Overconsumption on the Planet, Our Communities, and Our Health – and How We Can Make it Better*. New York: Free Press.

McDonogh, W., & Braungart, M. (2002). *Cradle to Cradle: Remaking the Way We Make Things*. New York: North Point Press.



Additional readings are in the **EDR3B course reader**, which is available for purchase at Krishna Copy Center (located at 2001 University Avenue in Downtown Berkeley).

Note: All texts will be on reserve at the Environmental Design Library (2nd floor, Wurster Hall); additional materials (including *recommended* readings) will be posted on bCourses.

Course Schedule

Readings must be completed and assignments submitted on the days indicated below (*note: syllabus and schedule are subject to change; please see bCourses for most updated syllabus*).

Week 1

Tuesday January 19 th	Introduction to Sustainability and the Built Environment <ul style="list-style-type: none"> Class introduction and expectations; definitions of/solutions to sustainability
Thursday January 21 st	Speaking Climate Change: Where Are We Now? <ul style="list-style-type: none"> Pollan, Michael. (2008). "Why Bother?" <i>New York Times Magazine</i>. McKibben, Bill. (2012). "Global Warming's Terrifying New Math." <i>Rolling Stone</i>. Chait, Jonathan. (2015). "Maybe the Planet Isn't Doomed After All: A Sudden Reversal on Climate Change." <i>New York Magazine</i>. Recommended: Frank, A. (2015). "Humanity's Coming of Age on Planet Earth." <i>NPR</i>.

Week 2

Tuesday January 26 th	Reading, Writing, and Peer-Review Check-In <ul style="list-style-type: none"> Complete carbon footprint activity (see bCourses) Recommended: Leonard & Conrad. (2011). <i>The Story of Stuff</i>, Introduction.
Thursday January 28 th	Stories of Stuff <ul style="list-style-type: none"> Article outline due (1 page, hard copy, due in class) Leonard & Conrad. (2011). <i>The Story of Stuff</i>, Chapters 1 & 2.

³ Laura Belcher. (2009). *Writing Your Journal Article in Twelve Weeks*. Thousand Oaks, CA: Sage. (p. 8)

Week 3

- Tuesday
February 2nd
- Reading Workshop: Talking to the Text**
- Argument assignment due (2 pages, hard copy, due in class)

- Thursday
February 4th
- Consumption 101**
- Leonard & Conrad. (2011). *The Story of Stuff*, Chapters 3 & 4.
 - Claudio, Luz. (2007). "Waste Couture: Environmental Impact of the Clothing Industry." *Environmental Health Perspectives*.
 - Watch video clip about the "circular economy" on bCourses

Week 4

- Tuesday
February 9th
- Guest Lecture: David Eifler, Environmental Design Librarian**
- Final draft of argument assignment due (2 pages, submit to bCourses)

- Thursday
February 11th
- Hidden Truths**
- Leonard & Conrad. (2011). *The Story of Stuff*, Chapter 5.
 - Paar, Adrian. (2009). "Trash." In *Hijacking Sustainability*.
 - Sternbergh, Adam. (2015). "The Ban on Plastic Bags vs. the Ban on Bag Bans." *New York Magazine*.

Week 5

- Tuesday
February 16th
- Writing Workshop #1: Outline, Argument, and Organization**
- Student Learning Center reflection assignment due (1 page, hard copy, due in class)

- Thursday
February 18th
- Visual Arguments/Envisioning Problems and Solutions**
- Gore, Al. (2006). *An Inconvenient Truth: The Planetary Emergence of Global Warming and What We Can Do About It*. (excerpts posted on bCourses)
 - Burtynsky, Edward. (2005). "My Wish: Manufactured Landscapes and Green Education," a TED talk (see link on bCourses)
 - Fallows, James. (2015). "The (Planet-Saving, Capitalism-Subverting, Surprisingly Lucrative) Investment Secrets of Al Gore." *The Atlantic*. (on bCourses)

Week 6

- Tuesday
February 23rd
- Peer Review**
- Response assignment due (3 pages, hard copy, due in class)

- Thursday
February 25th
- Breaking the Silence**
- Carson, Rachel. (1962, 2002). *Silent Spring*. (excerpts)
 - Steingraber, Sandra. (2002). "Exquisite Communion," in *Ecology and Design*.
 - Gillis, J. (2015). "Naomi Oreskes, a Lightning Rod in a Changing Climate." *NY Times*.

Week 7

- Tuesday
March 1st
- Writing Workshop #2: Grammar and Other Details**
- Final draft of response assignment due (4 pages, due to bCourses)

- Thursday
March 3rd
- Researching Sustainability: How Do We Know?**
- Jones, Alice. (1996). "The Psychology of Sustainability: What Planners Can Learn from Attitude Research," *Journal of Planning Education & Research*.
 - Hotz, Robert Lee. (2015). "Burgeoning Cities Turn into Digital Labs." *The Wall Street Journal*. (see link on bCourses for interactive maps)
 - Paar, Adrian. (2009). "Poverty," in *Hijacking Sustainability*.

Week 8

- Tuesday
March 8th
- Peer Review**
- Commentary paper draft and bibliography due (4 pages, bring 4 hard copies to class)

Thursday March 10 th	A Broken System <ul style="list-style-type: none"> McDonough & Braungart. (2002). <i>Cradle to Cradle</i>. Chapters 1, 2, and 3. 	Week 9
Tuesday March 15 th	A Visionary Idea <ul style="list-style-type: none"> <u>Final draft of commentary final paper and bibliography due</u> (submit to bCourses) McDonough & Braungart. (2002). <i>Cradle to Cradle</i>. Chapters 4, 5, and 6. Recommended: Thaler & Sunstein. (2008). "Choice Architecture" and "Saving the Planet," in <i>Nudge: Improving Decisions About Health, Wealth, and Happiness</i>. (on bCourses) 	
Thursday March 17 th	NO CLASS MEETING <ul style="list-style-type: none"> <i>Independent work on research paper proposal</i> 	Week 10
Tuesday March 22 nd	NO CLASS MEETING: SPRING BREAK	
Thursday March 24 th	NO CLASS MEETING: SPRING BREAK	Week 11
Tuesday March 29 th	Individual Meetings <ul style="list-style-type: none"> <u>Research paper proposal due</u> (1 page, bring hard copy to meeting) 	
Thursday March 31 st	Individual Meetings <ul style="list-style-type: none"> <u>Research paper proposal due</u> (1 page, bring hard copy to meeting) 	Week 12
Tuesday April 5 th	Green Energy <ul style="list-style-type: none"> Heschong, Lisa. (1990). "Necessity." In <i>Thermal Delight in Architecture</i>. Slavin, Codiga, & Zeller (2011). "Wind, Waves, and Watts: Creating a Clean Energy Future for Hawaii." In <i>Sustainability in America's Cities</i>. Kennedy, Danny. (2012). "Prologue." In <i>Rooftop Revolution</i>. 	
Thursday April 7 th	Library Session in Wurster 305 <ul style="list-style-type: none"> <u>Final draft of research paper proposal and annotated bibliography due</u> (1 page, 5 sources, hard copy, due in class) 	Week 13
Tuesday April 12 th	Greening Urban Design <ul style="list-style-type: none"> May, Shannon. (2010). "Ecological Modernism and the Making of a New Working Class," in <i>New Directions in Sustainable Design</i>. Paar, Adrian. (2009). "The Greening of Junkspace," in <i>Hijacking Sustainability</i>. Goven, Gita. (2010). "Kosovo Informal Settlement Upgrade: Sustainability Towards Dignified Communities," in <i>Counter Currents: Experiments in Sustainability in the Cape Town Region</i>. (also posted on bCourses to better display color, graphs, etc.) 	
Thursday April 14 th	Peer Review <ul style="list-style-type: none"> <u>Research paper: annotated outline due</u> (3-5 pages, bring 4 copies) 	Week 14
Tuesday April 19 th	Living and Building "Sustainability" <ul style="list-style-type: none"> Cohen & Obadia. (2011). "Greening the Food Supply in New York," in <i>Sustainability and America's Cities</i>. Edwards & Gorf. (2003). "The Importance of the School to Learning," <i>Green Buildings Pay</i> Singh, Syal, Grady, & Korkmaz. (2010). "Effects of Green Buildings on Employee Health and Productivity," <i>American Journal of Public Health</i>. Recommended: Parr, Adrian. (2009). "Ecovillages: An Alternative Social Organization," in <i>Hijacking Sustainability</i>. (on bCourses) 	

Thursday April 21 st	Paper Workshop <ul style="list-style-type: none"> • <u>Research paper: first draft and annotated bibliography due</u> (6 pages, 5-7 sources; bring paper copy to class) 	Week 15
Tuesday April 26 th	Moving Forward: Action and Reflection <ul style="list-style-type: none"> • Franzen, Jonathan. (2015). "Carbon Capture." <i>The New Yorker</i>. • Klein, Naomi. (2014). "Sharing the Sky," in <i>This Changes Everything</i>. • Diaz, David. (2001). "Environmental Logic and Minority Communities," in <i>Asian and Latino Immigrants in a Restructuring Economy: The Metamorphosis of Southern California</i>. • Recommended: Mayer, J. (2011). "Taking it to the Streets." <i>The New Yorker</i>. (bCourses) 	
Thursday April 28 th	Final Class: Reflection, Wrap-Up, and Course Evaluations <ul style="list-style-type: none"> • <u>List of three favorite and three least favorite readings due</u> (1 page, paper copy) • <u>OPTIONAL Op-Ed due</u> (2 pages, paper copy, bring to class) 	Final Exam Week
Monday May 9 th	Research Paper Final Draft DUE to bCourses; include the following in your submission: <ul style="list-style-type: none"> • Final paper (10 pages) • Annotated bibliography (7+ sources, cited in paper) • Research reflection (2 pages) • Research proposal (2 pages) • Original annotated outline, with comments (3-5 pages) • Original first draft, with comments (6 pages) <p style="text-align: center;"><i>Note: this course does not have a final exam.</i></p>	

Course Requirements and Evaluation

Attendance, Preparation, and In-Class Participation (20%)

To be a responsible, active contributor to class discussions, it is essential for you to: consistently attend class; complete all readings and assignments; and engage meaningfully and constructively in peer review activities. Class discussions and group activities are the most interesting, equitable, and fruitful when everyone participates fully; thus, participation and active listening are appreciated and will be noted and graded. **Always bring assigned texts and your writing journal and assignments (as indicated in the above schedule) to class with you.**

Attendance consists of attending class on a consistent basis and attending office hours at least twice during the semester. **You are allowed 1 unexcused absence;** each unexcused absence thereafter will result in a reduction in your final grade (e.g., from B+ to B). Three instances of arriving more than 10 minutes late to class *without prior approval* will be considered equal to one absence. Excused absences should be requested as soon as possible prior to the missed class. If you are absent, it is your responsibility to follow up with a classmate to review any material or announcements missed during class. **All students are required to attend office hours twice during the course of the semester.** Office hours are by appointment only (see above for details).

Note: Final grades for this course will be based in large part on an individual students' progress as a writer, both in terms of individual assignments (e.g., initial to final draft) and the course as a whole (e.g., progress from week 1 to week 16). Assignment due dates and grade weights are designed to facilitate and reward improvement over the course of the semester.

Major Assignments (80%)

Article Outline Assignment (0%)

- Due in class (1 page, paper copy) Thursday, **January 28th**

Argument Assignment (5%)

- First draft (2 pages, paper copy) due in class Tuesday, **February 2nd**
- Final paper due (2 pages, submit on bCourses) Tuesday, **February 9th**

Response Assignment (10%)

- First draft (3 pages, paper copy) due in class Tuesday, **February 23rd**
- Final paper due (4 pages, submit on bCourses) Tuesday, **March 1st**

Commentary Paper (25%)

- First draft (4 pages, **4 paper copies**) and bibliography due in class Tuesday **March 8th**
- Final paper and bibliography due (6 pages, submit on bCourses) Tuesday, **March 15th**

Research Paper (40%)

- Paper topic proposal (1 page, paper copy) due in class Tuesday, **March 29th**- Thursday, **March 31st**
- Revised proposal (2 pages, paper copy) due in class Thursday, **April 7th**
- Annotated bibliography (5+ sources, paper copy) due in class Thursday, **April 7th**
- Annotated outline (3-5 pages, **4 paper copies**) due in class Thursday, **April 14th**
- First full draft (6 pages, plus revised bibliography, paper copy) due in class Thursday, **April 21st**
- Final paper (10 pages), annotated bibliography (7+ sources), and research reflection (2 pages) **due to bCourses on Monday, May 9th** by 8pm

Optional Op-Ed Assignment (Extra Credit)

- Due (2 pages, paper copy) in class Thursday, **April 28th**

Writing Format and Submissions

All papers and weekly writing assignment must be typed, double-spaced in 12-point Times New Roman (or comparable) font; with 1-inch margins on all sides and page numbers at the bottom of each page. **Please pay attention to the format in which you will submit assignments:** for drafts and other assignments that you will discuss in class, you must submit a paper copy of your work (due at the start of class on the date indicated); for final drafts, you will submit your paper on bCourses (as indicated on the course schedule). All assignments are due on time on the specified due date and *no late work will be accepted without prior approval*. Please note that extensions will only be granted under verifiable and exceptional circumstances. If you need an extension on an assignment, you must contact me at least 1 week in advance of the due date.

Expectations and Responsibilities

Ground rules: Each of us comes to this class with a unique perspective – including personal experiences and personality types – so to create a welcoming and supportive environment for us all, we will spend time during our first class meetings developing and agreeing upon a set of ground rules. .

Sample ground rules may include:

- *Everyone should participate once during each class meeting*
- *If you're talking more than others, give others space to participate (take space/make space)*
- *Demonstrate respect when others are speaking*

Email and communication: If you have a quick, non-urgent question, I recommend that you find me before or after class to discuss the matter in person. Otherwise, if you have a question that requires a short response, email is the best way to communicate with me. Please send all emails to cdeclercq@berkeley.edu. During the week (Monday – Friday) I will get back to you within 24 hours. If you email me during the weekend I will respond to your email by the following Monday. *If you have a question that will require substantive conversation, please come to my office hours to discuss.* Finally, to adhere with Berkeley's guidelines for appropriate conduct, please do not add me as a "friend" or contact on Facebook or other social media sites.

Electronics policy: *Studies have shown that students who take notes by hand typically retain more information than those who take notes on a computer.*⁴ In other words, technology use negatively impacts learning! Laptops and cell phones are not allowed in class with the rare exception of the following circumstances: (a) in-class presentations requiring the aid of a computer/projector; (b) instructor-approved Internet research to look up information pertinent to class discussions.

Academic honesty: The Berkeley campus has adopted a campus-wide academic code;⁵ my hope and expectation is that you adhere to this code. In this course you will have ample opportunity to learn new concepts and express your ideas in weekly written assignments. In the university environment, the truthful representation of your ideas as your own is of the utmost importance. **Plagiarizing or claiming someone else's ideas or work as your own is a serious offense and can be grounds for dismissal from the university. To avoid academic dishonesty, be sure to use appropriate citations when quoting someone else's words, phrases, or ideas. If you are unsure of what needs or constitutes a citation, please ask.**

For additional information about citations and Berkeley's code of academic honesty, please visit:

- Purdue University's Online Writing Lab (OWL): <https://owl.english.purdue.edu>
- Berkeley's Guide to Citations: <http://www.lib.berkeley.edu/instruct/guides/citations.html>
- Overview of Berkeley's Academic Integrity Policy: <http://sa.berkeley.edu/conduct/integrity>

Special accommodations: Please let me know if you require any special accommodations in the classroom. This can apply to student athletes, student parents, students in the Disabled Students' Program, or any other status that might interfere with attendance and timely completion of assignments. If you are aware that you will miss class at any point this semester, please let me know by the second week of class.

Success strategies: During our first class meetings we will spend time discussing strategies to succeed in this course. I encourage you to use the free space below to record any ideas you find particularly useful – and revisit this list often throughout the semester.

⁴ Silvia Bunge. The Science of Learning: An Overview for GSIs. (Keynote address, GSI Teaching & Resource Center, Spring 2015 Teaching Conference, 2015). Accessed 6/18/15 from <https://www.youtube.com/watch?v=8Kh7P-w11Fs>.

⁵ The campus honor code states: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others" (Campus Honor Code, Academic Senate, August 2014).