

Cities of the 21<sup>st</sup> Century Seminar  
The Political Economy of Urban Sustainability  
Geography 478-01 | Environmental Studies 478-01  
Macalester College



Artwork by Ali Mahad '18: Sharing Habitat and Building Resiliency

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Office Hours: MWF 1:30 – 2:30 pm, T&R 1-2 pm, and by appointment. All times in the Central Time Zone.

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Fall 2020 Module 2  
M/W/F: 11am – 1:30 pm CT  
Classroom: Carnegie 105

## TABLE OF CONTENTS

Course description.....	3
Learning goals.....	3
Seminar format and capstone expectations.....	3
Online platforms and In-person connections .....	4
Moodle.....	5
Communication.....	5
Office Hours .....	5
How to show up for office hours.....	6
Inclusivity .....	6
Accommodations.....	6
Public Health Expectations.....	6
Attendance .....	7
Participation.....	7
Personal Health and Well-being .....	7
Sexual Misconduct.....	7
Academic Honesty .....	8
Assigned Readings.....	9
Assignments.....	9
Research project.....	9
Peer Teaching.....	9
Key Concepts.....	9
Deadlines .....	10
Changes .....	10
Grades.....	10
List of Assigned Readings.....	10
Schedule of Readings and Assignments.....	12

## Course description

The purpose of this course is to understand practices and concepts that constitute the movement for sustainable cities and investigate the ways in which urban sustainability initiatives are generated and how they vary geographically. The course adopts a political economy perspective to trace the complex interactions of institutions, politics, and economic systems that shape initiatives seeking more sustainable cities. You will work initially to enhance their understanding of core concepts and best practices that constitute the professional field of sustainable urban development and assemble a framework for analyzing the ways in which sustainability initiatives are put into practice. This work will complement and inform a module-long research project on a topic and question related to urban sustainability. The project will culminate in a final product that you will share with a public audience.

## Learning goals

Satisfactory work in this seminar will help you develop abilities in areas that will help you work towards excellence in your life after college, whatever vocation you choose.

- Critical thinking – routine activities in this class, including discussion, application of theory, and writing will help you to enhance your analytical reasoning skills.
- Theoretical perspectives on sustainable urban development – assigned readings in this class provide analytical frameworks to understand how sustainability interests shape and are shaped by urban development agendas. These perspectives will provide you with multiple vantage points from which to examine the evolving field of urban sustainability.
- Project management – successful research demands careful planning and organization as well as thoughtful implementation and reflection in a timely manner. Your capstone project will help you hone your organization skills as you manage the complex tasks of pursuing goals and meeting deadlines as you work to bring your project to fruition.
- Public communication – You will develop your skills in written and verbal communication as part of sharing your research with a public.

We pursue these goals in a number of ways, including interacting with course content, working on assignments, and supporting and challenging each other in this work. There are multiple principles, norms, and expectations that help to ensure that our engagement rests on an inclusive and supportive foundation.

## Seminar format and capstone expectations

Cities of the 21<sup>st</sup> Century will use asynchronous and synchronous activities, adapted to follow the format of a research seminar. As such, learning from each other is a high priority, which you will do through discussions, workshops, and sharing your independent research. Furthermore, I expect that you will take charge of your own learning outside of our class meetings through independent research for your capstone project. This is not meant to be an isolating experience, however. Talk to your fellow classmates about successes and complications, they will have helpful insights and

suggestions. And, of course, I invite—and expect—you to meet with me and discuss your project at key moments in the process.

This class is also designed to provide a capstone experience for Geography majors. The assignments in this course are intended to create a culminating experience in which you draw on what you have learned over the past semesters. As part of the capstone experience, you are required by the college to make a public presentation.

I have adjusted the course in light of the pacing and rhythm of the module schedule. In order to prioritize the independent research experience at the heart of the capstone project, the assignments in our course are focused on helping you advance your research project in measured and timely ways. I have dialed back the reading load in order to accommodate this priority and I have built in time for meetings and activities that are aimed to support you in the common endeavor of completing a capstone project. The first few weeks are preparation-intensive classes, however. I have chosen sources to reflect divergent viewpoints on particular subjects as well as materials that offer you a solid foundation on which to build your understanding of urban sustainability. It is thus important that you complete the preparations for a given day in order to ascertain the full breadth of a topic. Furthermore, it is imperative that you complete the preparations so that you can most effectively participate in synchronous activities.

#### *Online platforms and In-person connections*

Our course involves a mix of asynchronous and synchronous activities. The asynchronous activities include watching video recordings (e.g., lectures, YouTube media), listening to podcasts, completing course readings, and working on course assignments. The synchronous activities focus on structured discussion and small group activities that will reinforce and deepen content experienced through asynchronous activities. We will also have a synchronous conversation with a guest speaker at one point in the term.

The synchronous activities also afford the opportunity for us to interact with each other in real-time and foster community. The synchronous activities will take place via Zoom for the entire module. While it may change at some point during the term, we will hold our synchronous meetings here:

<https://macalester.zoom.us/j/95940807234?pwd=NGVNUzFta0hFS2VWVWskFqSFRtMUIVZz09>

Meeting ID: 959 4080 7234

Passcode: 9b620v

You are welcome to meet in our assigned classroom for the synchronous meetings following the Mac Stays Safer protocols [<https://www.macalester.edu/covid-19/return-to-campus/community-commitment/>]. If it's safe, I anticipate being present in our assigned classroom, too. Unfortunately, under the college's COVID-19 safety protocols, there are only 8 seats in the class, which is not enough to accommodate everyone who has enrolled. This means that we may need to coordinate use of this room to make sure everyone who wants to use it has an equal opportunity to do so. After the Thanksgiving break, all synchronous meetings will take place over Zoom.

Any in-person meetings will occur alongside the remote options, making this a hybrid synchronous activity. I'm excited about this possibility and am interested in exploring this option. I want to emphasize that we will approach it with care, being intentional to evaluate how well it supports learning and scrutinize our capacity to include everyone in the course, no matter how they choose to connect.

The schedule in this syllabus identifies which activities are asynchronous and which are synchronous and indicates relevant deadlines. *Asynchronous activities, especially watching lectures, should be completed by 11 am on the date they are listed. In other words, it is essential to complete the asynchronous activities before attending the synchronous activities scheduled for our class.* In general, we will aim to meet synchronously for about two hours, though there are some days that will run the full length of our assigned meeting time. There are also deadlines to observe for completing asynchronous activities, including higher-stakes course assignments. Please do your best to stay on top of these. The course content is designed to be sequential, meaning later material builds on previous material. Falling behind can thus have a compounded effect on your ability to stay up to date. There is some room for accommodation, yet the pace of the module format can feel relentless.

In sum, I expect that you do your best to stay current with course readings and assignments. This means completing asynchronous activities by their stated deadlines and showing up on time to synchronous meetings, prepared for the day's tasks. I will communicate detailed steps for completing these activities in Moodle

## Moodle

Moodle will serve as a virtual home for our class. I will post copies of the syllabus and assignments on Moodle and use its announcement forum. Any post to the announcement forum will also be sent to your e-mail. Following the schedule outlined in this syllabus, there is a link to a separate page for each class day, which lists relevant asynchronous and synchronous activities, including resources to review and tasks to complete. All assignments are turned in via Moodle. Feedback is shared via Moodle as well. I will do my best to remind you of tasks and assignments during our synchronous meetings. That said, a best practice will be checking our course Moodle page regularly each day to see any announcements and review tasks to complete so that you are prepared for the day's activities.

## Communication

I will make regular announcements to our class through Moodle. I will do my best to reiterate these announcements during synchronous meetings. You may reply to announcements issued through Moodle, however these replies are sent to everyone in the class by default. Take care using this feature.

For one-on-one communication, I invite you to contact me via email or schedule a time during my office hours. I will also be available for ~10 minutes after our synchronous meetings are completed. This will enable casual or impromptu conversations, either on Zoom or in-person, if we are able to do that.

Please allow for a 24-hour response time to your email messages during the week and a 48-hour response time for messages sent on the weekend. Generally speaking, I plan to reply to email messages during my weekday office hours, or shortly thereafter.

## Office Hours

I see office hours as an extension of our class. They present an opportunity to work through something challenging or perplexing and/or a chance to share connections, realizations, and excitement about the course or related material. In either case, coming to my office hours is an act of trust. I pledge to respect you and earn your trust through careful listening and compassionate support.

My office hours for module 2 will be held in Zoom. They are scheduled for 1:30 – 2:30 pm, Central Time, on Mondays, Wednesdays, and Fridays and then 1-2 pm on Tuesdays and Thursdays. I will not hold office hours on Wednesday, November 25, Thursday, November 26, and Friday, November 27.

If these times do not work with your schedule, don't hesitate to contact me via email and we can set up an appointment for an alternative time.

### *How to show up for office hours*

You must first claim or sign up for office hours by navigating to my google calendar:

<https://calendar.google.com/calendar/selfsched?sstoken=UUdZZm5wZURDYXBhfGRlZmF1bHR8ZjQ5MjlmNTdmMTAzYmU1ZDlhODkxYmZjODQ0Yzc3ZWU>

Scroll through the calendar [top left side, use the < and > buttons] to select a day and time to meet. You can do this in advance or, if there's an open slot, you can do it in the moment. Appointment slots are 15 minutes long, and we will meet via Zoom. I have set up my Zoom office hours with a waiting room – so don't worry if I don't let you in right away. I will be notified when you arrive and will let you into the "office" as soon as the person before you is finished.

## Inclusivity

I am committed to providing a safe and equitable learning environment that welcomes and supports everybody. We as learners and teachers all bring various experiences and life contexts to this course. These differences will emerge in class and be part of what we negotiate and benefit from as a developing community. I acknowledge that academic institutions have evolved within a historical context that privileges certain students over others, and in this classroom, I will do my best to be aware of how these inequities may manifest. I hope you will feel comfortable coming to me to express any concerns or suggestions; this is an iterative process that requires the collaboration of all.

## Accommodations

I am committed to ensuring access to course content for all students, including those with disabilities. If you have a disability, please meet with me early in the term to discuss your accommodation plan. If you have not yet obtained a plan or are unsure if you have a disability that requires accommodation, please contact Disability Services: [disabilityservices@macalester.edu](mailto:disabilityservices@macalester.edu), or call 651-696-6974.

## Public Health Expectations

When we are in class together on campus, we will:

- Wear masks that cover nose and mouths
- Maintain a 6-foot distance
- Leave all chairs in their fixed locations
- Not share materials, including whiteboard pens, laptops, papers, etc.,

If you do not feel well or are exhibiting any symptoms of COVID-19, please do not come to class. If you are ill, but feel up to participating remotely, please do so. If you are too ill to participate at all, see the attendance and participation policy.

Please adhere to the [Mac Stays Safer Community Commitment](#), which outlines practices to maintain your own health and that of others around you: wear a mask, maintain a 6-foot distance from others, wash your hands frequently, and use hand sanitizer when handwashing is not available.

## Attendance

Being there plays an essential role in learning. I encourage and expect you to attend all synchronous class meetings, whether in-person or online. Attendance will be important not only for your learning, but also for our ability to build a community together and maintain a sense of connection and commitment to one another during this time of imposed physical distance. Your presence in class matters.

I recognize that there are unavoidable circumstances that sometimes make it impossible for you to attend class. Although I hope it isn't the case, those unavoidable circumstances may be more common during this module given that we are in the midst of a pandemic. If you will not be in class for any reason, it is your responsibility to inform me via email. It is also your responsibility to make up work you missed in your absence.

## Participation

In our first week, we will work together to generate a set of shared norms and expectations that ground how we participate, both in on-line asynchronous discussion, and synchronous interaction. The norms we generate will reflect our unique situation, but will be grounded in principles of mutual respect, inclusion, and maintaining a focus on learning. We may need to revisit these norms and expectations and adjust them according to how our interactions unfold. These will be documented and made available through Moodle.

## Personal Health and Well-being

Here at Macalester, you are encouraged to make your well-being a priority throughout this module and your career. In fact, research shows that health and wellness are integral to sustainability! Investing time into taking care of yourself will help you engage more fully in your academic experience. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient. If you are having difficulties maintaining your well-being, please don't hesitate to contact me and/or find support from other resources, including those listed on the Hamre Center for Health and Wellness: [macalester.edu/healthandwellness](http://macalester.edu/healthandwellness)

## Sexual Misconduct

Macalester is committed to providing a safe and open learning and living environment for all students, staff, and faculty. If you (or someone you know) has experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, please know that you are not alone, and that help and support are available.

Please be aware that *as a faculty member, I am a non-confidential resource, although I will keep anything you disclose to me private*. This means that if I become aware of incidents or allegations of sexual misconduct, I am required to share the matter with the Title IX Coordinator or Deputy Title

IX Coordinators. This College policy is intended to ensure that you receive the resources and support you need.

Even as you might be away from campus, or your needs change, resources are available for you if you need support related to sexual and/or relationship abuse.

If you would like to contact the Title IX office, Macalester's Title IX Coordinator is available and can assist you with supportive measures and referrals:

- Phone: 651-696-6258 Email: [titleixcoordinator@macalester.edu](mailto:titleixcoordinator@macalester.edu)
- Incident Report Form: [Macalester Incident Report](#)

If you would like to talk to someone who would not have to share what you tell them with the Title IX office, *confidential* support resources through Macalester are also available to you:

- Free, Urgent, Phone Counseling (Press 2) is available to Macalester students anywhere in the world, 24/7/365. Speak to a licensed mental health counselor 24 hours a day by calling Hamre Center at 651-696-6275, then press or say option 2 when prompted.
- To make an appointment with one of the college's counselors or medical providers, call 651-696-6275 or email [health@macalester.edu](mailto:health@macalester.edu)
- To contact support through the Center for Religious and Spiritual Life, call 651-696-6298 or email [religiouslife@macalester.edu](mailto:religiouslife@macalester.edu)

Local and national resources are also available:

- [Ramsey County SOS Sexual Violence Services](#) offers confidential phone support at 651-266-1000 or you can use the [SOS Contact Form](#) (SOS is currently not offering face to face meetings)
- RAINN is a national resource with both confidential phone support and live chat: Find out more about [RAINN](#)
- Futures Without Violence offers a COVID-19 specific page with a robust range of resources, including identity-specific options such as Trans Lifeline and the DeafHotline. FWV also offers resources on safety plans, check out [FWV's COVID-19](#) page.
- National Domestic Violence Hotline 800-799-7233 or text LOVEIS to 22522

## Academic Honesty

Academic honesty is expected at all times. All work for this course must be your own. You must properly cite any work on which you draw in your written assignments. Plagiarism or cheating will not be tolerated and will result in a failing grade for the course. Furthermore, such behavior will be reported to the Dean of Students and may result in suspension or even dismissal from the college. Please see me if you have questions about what counts as plagiarism.

# Curriculum

## Assigned Readings

We will be reading a number of scholarly articles and book chapters, organizational websites, watching videos, and listening to podcasts. This diversity allows us to explore a variety of communication styles, perspectives, and cases. These readings are referenced in the schedule by last name of the author, hyperlinked to external source, and are also available 24 hours a day through our course Moodle page. Let me know if you have any problems accessing this material in a timely manner. Please have a personal copy of any assigned readings available to you during a synchronous meeting that is scheduled to work with that material.

## Assignments

1000 points total. Your grade in the course will be based on performance in the following assignments (I will provide detailed instructions and grading criteria for each one at an appropriate time). This syllabus lists specific due dates for each assignment. Please take time to list these due dates in your personal calendar or craft another strategy to help you stay aware of the deadlines.

### *Research project*

780 points total. You will conduct research to examine the politics and process of implementing a sustainability initiative (or failing to do so). Research will focus on an initiative that has found expression in either a policy or bricks-and-mortar development project that endeavors to create a more sustainable city. The initiative may be located in any metropolitan region in the world. Progress on the research project will unfold through a series of contributing projects and milestones:

- Proposal (20 points) – due by 5 pm Nov 5
- Research Design (20 points) – due Nov 9
- Annotated bibliography (50 points) – due Nov 18
- Revised proposal (100 points) – due Nov 25
- Outline (20 points) – due Nov 30
- First draft (100 points) – due Dec 4
- Peer review (50 points) – completed during synchronous session on Dec 7
- Public Presentation (120 points) – due by 5 pm Dec 9
- Final Product (300 points) – due by 5 pm Dec 18
  - Deadlines are firm. Late assignments will be penalized 20 % per calendar day.

### *Peer Teaching*

120 points. You will form a small group with your peers and together co-lead a class session on a particular topic of your choosing. Groups will be formed on Nov 13 and will be arranged so that people with complementary research interests are together. I will meet with your group during a tutorial session and will assist you with preparing for the peer teaching session. Tutorials and Peer Teaching sessions take place Nov 16-23 and will be scheduled on Nov 13.

- Unexcused absences from discussion leadership will receive no credit.

### *Key Concepts*

100 points total, 25 points each. You are required to contribute 4 entries in a course encyclopedia that our seminar will create collectively. You will nominate and then select key concepts to author. I

envision work for this assignment is directly connected to your independent research. However, each entry should will be composed of at least 200 words, include references, as appropriate, and be written for a general audience (thus the comparison to an encyclopedia entry).

- Entries will be assigned Nov 13
- Entries are due Nov 25 and should complement your revised proposal.
  - Entries will be graded on a credit/no credit basis.

## Deadlines

Deadlines for assignments are firm. Penalties for missed deadlines are noted in the assignment descriptions above. If you have obligations that conflict with this class' scheduled assignments, you must communicate this to me no later than Wednesday, September 9th so that we can discuss appropriate accommodations.

## Changes

As the term unfolds, there may be reason to make changes to the course. I will announce any changes to readings, topics, or the schedule in class and via Moodle. It is your responsibility to keep up with any changes.

## Grades

Your final grade will be based on performance in all parts of the course. Letter grades will be assigned according to the following distribution:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>	<u>Failing</u>
A (1000-930)	B+ (899-880)	C+ (799-780)	D+ (699-680)	NC (< 600)
A- (929-900)	B (879-830)	C (779-730)	D (679-630)	
	B- (829-800)	C- (729-700)	D- (629-600)	

## List of Assigned Readings

Agyeman, J. (2013). *Introducing Just Sustainabilities: policy, planning, practice*. Zed Books: London.

Barber, B. (2013). TED Talk: Why mayors should rule the world.  
[https://www.ted.com/talks/benjamin\\_barber\\_why\\_mayors\\_should\\_rule\\_the\\_world](https://www.ted.com/talks/benjamin_barber_why_mayors_should_rule_the_world)

Benson, M., and Craig, R. (2014). The end of sustainability. *Society & Natural Resources* 27(7): 777-782.

Berg, L. (2009). "Discourse Analysis" chapter in R. Kitchin and N. Thrift, editors, *The International Encyclopedia of Human Geography*: Elsevier Publishing, pp. 215-221.

Butters, C. (2012). "A holistic tool for evaluating sustainability," in, Haas, T., editor, *Sustainable Urbanism and Beyond*. Rizzoli: New York, pp. 111-116.

Evans, J., Karvonen, A., Luque-Ayala, A., Martin, C., McCormick, K., Raven, R., & Palgan, Y. V. (2019). Smart and sustainable cities? pipedreams, practicalities and possibilities. *Local Environment*, 24(7): 557-564.

- Gibson-Graham, J. K. (2013). *Take Back the Economy: An Ethical Guide for Transforming our Communities*. University of Minnesota Press: Minneapolis.
- LaDuke, W., & Deborah, C. (2020). Beyond wiindigo infrastructure. *South Atlantic Quarterly* 119(2), 243–268.
- Lift Economy (2018). Esteban Kelly: Transformative justice, economic democracy, & collective liberation. *LIFT Economy* podcast, episode 154. Available at: <https://www.lifteconomy.com/next-economy-now-show-notes/2018/12/4/next-economy-now>
- Lift Economy (2016). Rick Ridgeway: Why Patagonia is moving from sustainability to regeneration. *LIFT Economy* podcast, episode 33. Available at: <https://www.lifteconomy.com/next-economy-now-show-notes/2016/10/2/rick-ridgeway-why-patagonia-is-moving-from-sustainability-to-regeneration>
- Logan, J. and H. Molotch (1987). *Urban Fortunes: The Political Economy of Place*. Berkeley, CA: University of California Press.
- Mossberger, K. (2009). “Urban regime analysis,” in *Theories of Urban Politics, Second Edition*. SAGE Publications Inc., pp. 40-54.
- Newell, P., & Mulvaney, D. (2013). The political economy of the 'just transition'. *The Geographical Journal*, 179 (2), 132–140.
- Newman, P., Beatley, T., and Boyer, H. (2012). “Resilient cities” in, Haas, T., editor, *Sustainable Urbanism and Beyond*. Rizzoli: New York, pp. 18-21.
- Orwell, G. (1946). *Politics and the English language*. The Complete Works of George Orwell, [http://www.george-orwell.org/Politics\\_and\\_the\\_English\\_Language/0.html](http://www.george-orwell.org/Politics_and_the_English_Language/0.html), Accessed 24 August 2012.
- Rosol, M., Béal Vincent, & Mössner Samuel. (2017). Greenest cities? the (post-)politics of new urban environmental regimes. *Environment and Planning a: Economy and Space*, 49(8), 1710–1718.
- Sze, J. and Yeampierre, E. (2017). “Just transition and just green enough: climate justice, economic development, and community resilience,” in W. Curran and T. Hamilton, editors, *Just Green Enough: Urban Development and Environmental Gentrification*. Routledge: New York, pp. 61-73.
- Titz, A. and Chiotha, S. (2019). Pathways for sustainable and inclusive cities in southern and eastern Africa through urban green infrastructure? *Sustainability* 11 (10): 2729
- Tufte, E. (2003). *The cognitive style of PowerPoint*. Graphics Press: Cheshire, CT.
- United Nations (2015). *Transforming our world: the 2030 Agenda for sustainable development*. New York: United Nations. [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)
- Yin, R. (2009). *Case Study Research*, Fourth Edition. Sage Publications: Thousand Oaks, CA.
- Vallance, S., Perkins, H., and Dixon, J. (2011). What is social sustainability? A clarification of concepts. *Geoforum* 42: 342–348.

## Schedule of Readings and Assignments

Week	Day	Topic	Activities & Mode of Engagement	Assigned Materials	Assignment Deadlines
1	Oct 28	Capstone Foundations	<p><u>Asynchronous</u></p> <ul style="list-style-type: none"> <li>– Lecture: Welcome and framing</li> </ul> <p><u>Synchronous</u></p> <ul style="list-style-type: none"> <li>– Discuss pivotal perspectives in the debate about urban sustainability.</li> <li>– Set community ground rules</li> <li>– Meet in small groups to share interests and review website options</li> </ul>	<ul style="list-style-type: none"> <li>□ <a href="#">Barber</a></li> <li>□ <a href="#">LaDuke &amp; Cohen</a></li> <li>□ UN <a href="#">New Urban Agenda</a></li> </ul>	
	Oct 30	Evaluating Sustainability	<p><u>Asynchronous</u></p> <ul style="list-style-type: none"> <li>– Prepare to instruct your peers on the definitions and frameworks presented in one of the readings, as assigned</li> </ul> <p><u>Synchronous</u></p> <ul style="list-style-type: none"> <li>– Discuss and rank the frameworks</li> <li>– Summative evaluation of the frameworks</li> <li>– Share website appraisals</li> </ul>	<ul style="list-style-type: none"> <li>□ <a href="#">Butters</a></li> <li>□ <a href="#">Newman et al</a></li> <li>□ <a href="#">Hodson &amp; Marvin</a></li> <li>□ <a href="#">Sze &amp; Yeampierre</a></li> <li>□ <a href="#">Titz &amp; Chiotha</a></li> </ul>	Explore 3 websites and appraise 1

Week	Day	Topic	Activities & Mode of Engagement	Assigned Materials	Assignment Deadlines
2	Nov 2	Defining Sustainability	<u>Asynchronous</u> – Lecture: Defining sustainability in Amman  <u>Synchronous</u> – Sustainability ranking game – Debriefing sustainability definitions – Report on sustainability initiative	<input type="checkbox"/> <a href="#">Agyeman</a> <input type="checkbox"/> <a href="#">Vallance et al.</a> <input type="checkbox"/> <a href="#">Evans et al.</a>	Report on sustainability initiative
	Nov 4	Beyond sustainability?	<u>Asynchronous</u> – React to Benson and Craig, Reflect on how talk about “sustainability” appears in the media environment of your life and find one example to share.  <u>Synchronous</u> – Debate: Is “sustainability” a <a href="#">dead idea</a> ?	<input type="checkbox"/> <a href="#">Benson &amp; Craig</a> <input type="checkbox"/> <a href="#">LIFT Economy podcast</a> <input type="checkbox"/> <a href="#">Newell &amp; Mulvaney</a>	Proposal due Nov 5
	Nov 6	Analyzing sustainability	<u>Asynchronous</u> – Lecture: research design & methods  <u>Synchronous</u> – Meeting with librarians – Understanding case study research – Considering your options for selecting appropriate methods	<input type="checkbox"/> Yin Chapter <a href="#">1</a> & <a href="#">2</a> <input type="checkbox"/> <a href="#">Berg</a>	

<b>Week</b>	<b>Day</b>	<b>Topic</b>	<b>Activities &amp; Mode of Engagement</b>	<b>Assigned Materials</b>	<b>Assignment Deadlines</b>
3	Nov 9	The political economy perspective	<u>Asynchronous</u> – Lecture: Understanding the Political Economy Perspective (PEP)	<input type="checkbox"/> <a href="#">Logan &amp; Molotch</a> <input type="checkbox"/> <a href="#">Mossberger</a> <input type="checkbox"/> <a href="#">Rosol et al.</a>	Research Design
			<u>Synchronous</u> – Discussion of political economy of urban sustainability – Consider how PEP relates to your project and/or the initiatives you profiled – Share your proposed method		
	Nov 11	Sustainability in Practice	<u>Asynchronous</u> Share your proposed key concepts		Key concepts proposal
			<u>Synchronous</u> – Russ Stark, Chief Resiliency Officer for City of St. Paul – Sorting out peer teaching groups – Assigning Key Concepts		

<b>Week</b>	<b>Day</b>	<b>Topic</b>	<b>Activities &amp; Mode of Engagement</b>	<b>Assigned Materials</b>	<b>Assignment Deadlines</b>
3	Nov 13	Feminist critiques of political economy	<u>Asynchronous</u> – Lecture: Feminist and poststructuralist critiques of PEP – Research how a community economy might relate to your selected topic/initiative  <u>Synchronous</u> – Further discussion of political economy urban sustainability in light of feminist critiques. – Consider how PEP critiques and alternatives relate to your project and/or the initiatives you profiled	<input type="checkbox"/> <a href="#">Gibson-Graham</a> Ch1 & 5 <input type="checkbox"/> <a href="#">LIFT Economy</a> podcast	
4	Nov 16	Tutorial A	<u>Synchronous</u> – Tutorial A1 @ 11 am: Planning & the built environment [Alison, Janett, Finn] – Tutorial A2 @ 12:15 pm: Cultural & social sustainability [Jim, Claire, Anisha]		
	Nov 18	Tutorial B	<u>Synchronous</u> – Tutorial B1 @ 11 am: Commoning & sharing [Sabine, Daniel, Rachel] – Tutorial B2 @ 12:15 pm: Just transitions & energy transitions [Likhwa, Konrad, Charlee]		Annotated Bibliography

Week	Day	Topic	Activities & Mode of Engagement	Assigned Materials	Assignment Deadlines
	Nov 20	Peer Teaching A	<u>Synchronous</u> – Peer Teaching Session – led by group A1 – Peer Teaching Session – led by group A2	☐ TBD	
5	Nov 23	Peer Teaching B	<u>Synchronous</u> – Peer Teaching Session – led by group B1 – Peer Teaching Session – led by group B2	☐ TBD	
	Nov 25	No meeting	You are welcome to make a 1:1 appointment with Dan		1. Key concepts 2. Revised proposal
	Nov 27	<i>Thanksgiving break</i>	Relax. Breathe. Move. Do something that brings you joy.		
6	Nov 30	Write well	<u>Asynchronous</u> – Lecture: preparing a memorable presentation – Identify a model of effective communication for your final product  <u>Synchronous</u> – Discuss hallmarks of effective communication – Set communication goals for your project – Decide on presentation format for Dec 11 & 14	☐ <a href="#">Orwell</a> ☐ <a href="#">Tufte</a>	Outline
	Dec 2	What does a sustainable city look like?	<u>Synchronous</u> Seminar shake-up with the Idea Lab		

Week	Day	Topic	Activities & Mode of Engagement	Assigned Materials	Assignment Deadlines
6	Dec 4	After Macalester	<u>Asynchronous</u> – Lecture: best practices and valuable resources for charting your postgrad future  <u>Synchronous</u> – Discussing postgraduate pathways		Draft project
7	Dec 7	Peer Review	<u>Synchronous</u> – Meet in peer review groups & exchange reviews – Debrief reviews @12:30 pm		Peer Review
	Dec 9	No meeting	You are welcome to make a 1:1 appointment with Dan		TBD: Presentation recording
	Dec 11	Public programming: sharing your research	TBD on Nov 30		
8	Dec 14	Public programming: sharing your research	TBD on Nov 30		
	Dec 18	Final Product Day			Final Product due by 5 pm