

Brad Mapes-Martins
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OFFICE HOURS:
Tues. & Thurs. 9:30-10:30am
or by appointment

COURSE DESCRIPTION

This course provides an opportunity to apply learning about sustainability in the context of a small, agricultural community. Students approach the topic of sustainability through three connected topics: food, zoning, and transportation. Our goal is to better understand the sustainability-related challenges facing small communities and propose some practical solutions.

LEARNING OBJECTIVES

Students will be able to ...

- identify challenges to sustainable development,
 - explain key policy tools available to local communities.
 - propose plausible solutions for sustainable communities.
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GRADE ALLOCATION

<u>Assignment</u>	<u>Points</u>
Attendance/Participation	25
Written Responses	25
Presentation	25
Final Paper	25
Total	100

		B+	89.9 – 87	C+	79.9 – 77	D+	69.9 – 65
A	100 - 93	B	86.9 – 83	C	76.9 – 73	D	64.9 – 60
A-	92.9 - 90	B-	82.9 – 80	C-	72.9 – 70	F	59.9 – 0

REQUIRED MATERIALS

Text Rental. Neff, Roni (ed). Introduction to the U.S. Food System: Public Health, Environment, and Equity. Jossey-Bass, 2014.

All other materials will be distributed through the campus learning management system (**Canvas**).

09.03-09.06	<p>TOPIC: POLICY TOOLS FOR COMMUNITY SUSTAINABILITY</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> □ Tax Policy Center, “The State of State (and Local) Tax Policy” (pp. 1-8; 20-23; 33-34; 46-52) (Canvas) □ CivicLab, “How Do TIFs Work?” (Canvas)
09.09-09.13	<p>TOPIC: SUSTAINABILITY IN AGRICULTURAL COMMUNITIES</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> □ Winders, Bill. 2014. “New Deal Agricultural Policy: The Unintended Consequences of Supply Management,” in <i>When Government Helped: Learning from the Successes and Failures of the New Deal</i>. p. 266-291. (Canvas) □ Bosso, <i>Framing the Farm Bill</i> (p. 47-66) (Canvas)
09.16-09.20	<p>TOPIC: SUSTAINABILITY IN AGRICULTURAL COMMUNITIES</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> □ Bosso, <i>Framing the Farm Bill</i> (p. 14-26) (Canvas) □ Neff, “Food System Economics,” p. 159-184
09.23-09.27	<p>TOPIC: SUSTAINABILITY IN AGRICULTURAL COMMUNITIES</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> □ Neff, “Food Consumption in the United States,” p. 373-398 □ Neff, “Food Animal Production” p. 289-316 □ USDA, “National Organic Food Program,” “Organic 101,” and “Organic Market Overview” (Canvas)
09.30-10.04	<p>TOPIC: SUSTAINABILITY IN AGRICULTURAL COMMUNITIES</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> □ IMCA, “Putting Smart Growth to Work in Rural Communities” (Canvas) □ Liang, “What Policy Options Seem to Make the Most Sense for Local Food?” p. 1-5 (Canvas)
10.07-10.11	<p>TOPIC: LAND-USE IN SMALL COMMUNITIES</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> □ Strong Towns, “The Growth Ponzi Scheme” (part 1) (part 2) (part 3) (part 4) (part 5) □ Strong Towns, “The More We Grow, the Poorer We Become” □ Granola Shotgun, “The Show Horse and the Work Horse”
10.14-10.18	<p>TOPIC: LAND-USE IN SMALL COMMUNITIES</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> □ Hirt, Sonia. 2014. “How the System Works,” in <i>Zoned in the USA: The Origins and Implications of American Land-Use Regulation</i>. p. 31-59. (Canvas) □ Stevens Point Zoning Map (Canvas)
10.21-10.25	<p>TOPIC: LAND-USE IN SMALL COMMUNITIES</p> <ul style="list-style-type: none"> □ Fischel, William. “The Structure and Administration of Zoning Laws,” in <i>Zoning Rules: The Economics of Land Use Regulation</i>. p. 27-68 (Canvas)
10.28-11.01	<p>TOPIC: LAND-USE IN SMALL COMMUNITIES</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> □ Talen, <i>City Rules</i>, (p. 37-88) □ Brody, “The Characteristics, Causes, and Consequences of Sprawling Development Patterns in the United States” (p. 1-4)
11.04-11.08	<p>TOPIC: LAND-USE IN SMALL COMMUNITIES</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> □ <i>Portage County Comprehensive Plan, 2017 Draft</i> (selections) □ <i>A Path to a Sustainable Stevens Point</i> (p. 15-31; 36-42)

11.11-11.15	TOPIC: PERSPECTIVES ON LOCAL POLICY AND SUSTAINABILITY ASSIGNMENT: Nov. 13: Polly Dalton, <i>Stevens Point District 9 Alderperson</i> Nov. 15: A. Logan Beveridge, Esq., <i>Stevens Point City Attorney</i>
11.18-11.22	TOPIC: TRANSPORTATION & DISTRIBUTION ASSIGNMENT: Nov. 20: Nathan Sandwick, <i>UW-Extension Community Development Educator</i> □ Hamilton, Shane. <i>Trucking Country</i> (excerpt) (Canvas) □ Schewel, Laura and Lee Schipper. “Shop ‘Till We Drop: A Historical and Policy Analysis of Retail Goods Movement in the United States.” (Canvas)
11.25-11.29	TOPIC: TRANSPORTATION & DISTRIBUTION ASSIGNMENT: □ Stroub, <i>The High Cost of Free Parking</i> (2011 ed.) (pp. 94-97; 185-224) □ Neff, “Food Distribution” p. 345-370
12.02-12.06	TOPIC: PREPARATION ASSIGNMENT: In-class work on Final Paper and Group Presentations
12.09-12.13	TOPIC: PREPARATION ASSIGNMENT: In-class work on Final Paper and Group Presentations
12.16-12.20	FINAL EXAM PERIOD: <i>Presentations</i>

POLICIES

ACADEMIC MISCONDUCT: All UWSP policies regarding academic misconduct (e.g., plagiarism) are defined in [Chapter 14](#) of *UWSP Community Bill of Rights and Responsibilities*. Violations may result in a failing grade for the course or disciplinary sanctions by the University.

EQUAL ACCESS: If you have a challenge requiring classroom accommodation, please contact UWSP [Disability Services Office](#) with your documentation as early as possible in the semester. They will notify me confidentially of the accommodations.

PARTICIPATION GRADING RUBRIC

	Strong	Needs Development	Unsatisfactory
Listening	<input type="checkbox"/> Actively and respectfully listens to peers and instructor	<input type="checkbox"/> Sometimes displays lack of interest in comments of others	<input type="checkbox"/> Projects lack of interest or disrespect for others
Preparation	<input type="checkbox"/> Arrives fully prepared with all assignments completed.	<input type="checkbox"/> Sometimes arrives unprepared or with only superficial preparation	<input type="checkbox"/> Exhibits little evidence of having read or thought about assigned material
Quality	<input type="checkbox"/> Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	<input type="checkbox"/> Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	<input type="checkbox"/> Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact	<input type="checkbox"/> Comments frequently help move seminar conversation forward	<input type="checkbox"/> Comments sometimes advance the conversation, but sometimes do little to move it forward	<input type="checkbox"/> Comments do not advance the conversation or are actively harmful to it
Frequency	<input type="checkbox"/> Actively participates at appropriate times	<input type="checkbox"/> Sometimes participates but at other times is “tuned out”	<input type="checkbox"/> Seldom participates and is generally not engaged
Grade	Description		
A	<i>Strong</i> in most categories.		
B	<i>Strong</i> in some categories but <i>Needs Development</i> in others.		
C	<i>Needs Development</i> or <i>Unsatisfactory</i> performance in most categories.		
D	<i>Unsatisfactory</i> in multiple categories.		
F	<i>Unsatisfactory</i> in nearly all categories.		

*Adapted from John Immerwahr, Villanova University, 2008.