

O'Neill

Lead for the Greater Good

O'Neill School of Public and Environmental Affairs
SPEA E555 Sustaining Urban Ecosystems (5377)
SYLLABUS – Spring 2025

Instructor: Gwen M. White, whiteg@iu.edu, TX 317-492-0118 (voice & text)

Class Meeting: SPEA PV 273, Mondays & Wednesdays 2:20 pm – 3:35 pm Eastern Time

Office Hours: Send a text or email to schedule an appointment by Zoom or phone call, including evenings or weekends. Text for urgent questions or concerns.

Zoom Connections (emergency use / guest speaker; recordings will be available):

- URL - <https://iu.zoom.us/j/9273232615>
- Meeting ID: 927 323 2615 (no passcode needed)
- Phone audio connections, if not using the computer microphone: 305-224-1968 US

Course Description: SPEA-E 555 Sustaining Urban Ecosystems (3 cr.) Prerequisite: an upper division or graduate course in ecology or a waiver for E527. Over 50% of the world's population now living in urban or urbanizing areas; urbanization of the landscape in the US is expected to grow from 3.1% in 2000 to 8.1% by 2050 (Nowak 2005). Understanding the unique conditions affecting nature in urban environments will lead to increased relevance of decision-making and allow conservationists to capitalize on opportunities to enhance the only exposure that many people will have to wildlife and natural places. We will examine local, global, socioeconomic, and technological factors in the application of strategic tools to enhance the vitality and sustainability of place-based community conservation.

Learning Outcomes: *By the end of the semester students should be able to ...*

- Recognize the complex interplay between social, cultural, economic, and physical impacts on ecological systems.
- Be familiar with tools commonly used for research, design, outreach, policy, and financial support in sustaining urban ecosystems.
- Effectively communicate scientific knowledge to administrative, decision-making, nontechnical, and funding audiences.

Skills:

- Situation analysis, program development, evaluation, and communication with stakeholders, administrative, nontechnical, and funding audiences.
- Teamwork, peer review, technical writing and presentations skills.
- Efficient and effective use of peer-reviewed and other authoritative literature.

O'Neill School expectations of civility and professional conduct¹

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Course Requirements:

This course will consist of lectures and in-class exercises on Mondays and Wednesdays, in addition to self-directed exploration and team projects in which you will learn by doing and reflecting. The professor will provide recorded lectures, textbook chapters, readings, videos, classroom presentations, and other background materials to guide you in learning workplace skills, developing your projects, and seeking answers to any questions that you have.

Contact your instructor as soon as you anticipate any concerns about class participation or completing your work. Projects during this semester build on each other and involve team coordination. ***Begin working on Individual Site and Spatial Team projects as soon as guidance is available so that you do not fall behind.*** If you have any questions before submitting assignments or after receiving review comments, do not hesitate to ask for additional feedback or direction.

¹ These expectations are excerpted from the O'Neill School Honor Code which can be found at:
<https://oneill.indiana.edu/undergraduate/course-advising/advising/resources.html>

Teaching Philosophy: Your work in this course will simulate the kind of project preparation, development, reporting, and presentation skills that you will need in the workplace. Exercises and assignments are set up to fully prepare you to compete successfully on the job by functioning well on a team and using effective tools to solve the complex physical and social challenges that confront urban conservationists in today's world.

Assignments: Paper and presentation guidelines are available on Canvas and will be discussed at length in class. Take home exercises and quizzes will be open book, untimed and submitted online. **There is no exam during finals week.**

1) **Spatial Team** - The class will organize into teams that represent each of three spatial levels (local, regional, or international). Each team will conduct background research and facilitate two class sessions to address a current issue through the following steps:

- A. Define the topic with a focus on emerging issues and/or controversies in a real setting at the local, regional or international spatial scale. Select up to three (3) resources (readings, podcasts and/or videos) to prepare your classmates for interactive sessions.
- B. Identify at least six (6) realistic stakeholder roles that could logically exist on a steering committee that would be assembled to identify challenges and opportunities while working together to generate innovative and feasible solutions (classmates will play these roles during the second team-led class session).
- C. Design a simulated interaction that sets up a stakeholder dialogue to explore the issues and consider solutions. Present the issues, stakeholder concerns and roles during the first session. Facilitate stakeholder engagement role play during the second team-led session.
- D. Develop and administer a **process evaluation** to determine stakeholder perceptions of the sessions that your team conducted.
- E. Complete a **team member cross-evaluation** to develop skills in assessing workload quality, distribution, and performance.

2) **Individual Project** - Each student will select their own study location (an actual small town, suburb, or large city) and prepare the following products to address a key concern or need identified in that geographic area:

- A. Create a **program logic model** (3-page) laying out the purpose and structure of a strategic urban conservation program that addresses an issue identified in your background research and situation analysis.
- B. Conduct a **peer review** of another student's logic model. Students will not be using the peer comments to revise their original Logic Model, but rather as input for working on their next products (administrative memo, outreach communications strategy, and grant proposal).
- C. Prepare an **administrative brief** (1-page) to solicit executive support for establishing your program, initiating the highest priority actions, and pre-emptively addressing any barriers or concerns.
- D. Develop an **outreach strategy** (3-page) for a specific audience that explains and promotes the value of taking a specified action related to your proposed Program Logic Model.

- E. Construct a **grant proposal** (3-page) that explains the significance and application of a research topic related to your proposed Program Logic Model, describes the investigation, predicts outcomes, identifies qualifications of various positions required to conduct the project, sets up a schedule for implementation, and estimates the cost of financial, staff, and equipment resources required for the project.

Grading (percentage for each assignment):

Class Participation	10 %
Homework and Quizzes	10
Team Facilitated sessions	10
Individual Project Proposal	5
Program Logic Model & Peer Review	20
Administrative Brief	10
Outreach Strategy	15
Grant Proposal	<u>20</u>
Total:	100 %

Generally, grades will be posted in Canvas within 72 business hours of the due date for most assignments (larger papers or projects may take up to a week for grading). Since Canvas keeps track of your scores, you should always be able to calculate your current grade in the course. If you need assistance, please contact me.

Grading Scale:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Minimum	97%	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	60%	0%

Academic Integrity: No form of academic dishonesty will be tolerated. This course requires individual integrity and professionalism from all students. If academic dishonesty is proven, you will receive a grade of zero for the work; repeat offense is grounds for failure in the course. You are responsible for understanding the concept of plagiarism and for avoiding it at all times. Some work for this course is supposed to be done in groups. I will distinguish carefully between group work and individual work and you should do the same.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should

know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct. *Please review your responsibilities as a student at <https://studentcode.iu.edu/>.*

Texts:

Required Textbook: Niemela J, Breuste JH, Elmqvist T, Guntenspergen PJ, McIntyre NE. 2011. Urban Ecology: Patterns, Processes, and Applications. Oxford University Press, Oxford. 374 pp. ISBN 978-0-19-964395-0 (electronic online textbook available at no cost to the student or purchase the print version). Link to access free eBook: <https://ebookcentral.proquest.com/lib/iub-ebooks/detail.action?docID=800872>

Optional Textbook: Parris, K.M. 2016. Ecology of Urban Environments. Wiley Blackwell. 240 pp. ISBN 978-1-44-433265-0. -- *background text for those who need further reading.*

Recordings of **asynchronous lectures** and **supplementary resources** will be posted in the weekly Modules. If you prefer offline access to lecture slides or readings, you may download them from the Lectures and Readings subfolders in Files on Canvas. Recorded lectures generally will become available at least two weeks in advance of the scheduled topic.

We may access additional software periodically during the course, also available at no cost.

Course Policies

Attendance: Most classes will involve either skills training, small group exercises or team meetings. Watching recorded lectures and doing the readings in advance will prepare you for active and efficient engagement during class. Where possible, sessions will be recorded for later viewing. However, this format will make in-person attendance significantly more satisfying. Please attend class if possible and appropriate (*stay home and let me know if you are feeling ill, have an emergency, are interviewing for a position, or have a similar scheduling conflict*). To recoup your participation credit, you will need to view the recording and complete any class session exercises.

Late Assignments: Pace yourself and start as soon as you receive guidance to make it easier to finish your work by the due date. Assignments in this course build on each other. Coordinating team projects is far easier when members are present and communicate clearly with each other. If you anticipate turning in an assignment late or missing a team meeting, please communicate

with the instructor (and your team, where applicable) before the due date or as soon as possible to request an extension and ensure makeup work is completed on time. Generally, I am flexible by a day or two on written assignments. The oral presentations and team sessions cannot be rescheduled. **Late assignments received without explanation will receive a zero.**

General assistance: Students routinely need some support in two general areas: technical writing, and life getting out of control.

(1) Some of you will never have done any technical writing or may generally have difficulty writing. We will be discussing the topic briefly in class, and there is a review of technical writing on Canvas. You may visit the Writing Tutorial Service on the first floor of the Learning Commons in the Wells Library. To schedule a tutoring session, call telephone **812-855-6738** and indicate you are looking for help with professional or technical writing.

Students who are unsure of their technical writing skills may find the following book useful: *Academic Writing for Graduate Students by Swales and Feak* (PE 1404 S93 1994), which is available at the Business/SPEA Information Commons if it has not been checked out – if it has been checked out, you can recall it. It is written specifically for students who do not speak English as a first language. You can also Google *technical writing* or *professional writing*.

(2) You may find yourself facing more than you can easily handle during the semester. It may be something wonderful, or it may be something terrible, but it will make it difficult or impossible for you to focus, work, think, or otherwise deal normally with the semester. Whatever may have happened, please remember that the Health Services folks have people whose primary job is helping students survive such problems, and your professors are aware that these things can happen. SPEA now has a Counselor-in-Residence from Student Health Services. Dr. Silva has office hours in the SPEA building each week. Information on scheduling a meeting with him is on MySPEA – if you can't find it, Ms. Jericka Parker in the MPO can help. And, as always, you can go directly to the Health Services building. Counseling is confidential and often very practical. When your brain is not working well, someone else's can be a great help.

I try to be flexible and helpful about disruptions, although I will want a minimal justification for doing so. I can extend deadlines on assignments and reschedule written assignments. If needed, the university allows us to grant incomplete grades to students if they are in good standing near the end of the semester when the incomplete is requested, allowing additional time to finish course requirements.

It is easier to help if we know something is going on. Please try to be in touch as soon as you can. It makes it easier for all of us in the long run, even if it is difficult in the short run. You do not owe us the details. A message that life has become difficult or complex and some idea of what kind of timeframe you think might be involved will help us to help you best.

Schedule of Assignments: *The schedule below is subject to change in the event of extenuating circumstances.* Assignment due dates are fixed, unless otherwise noted by instructors during the course. Materials and deadlines will generally be available on Canvas; if they do not appear there, contact your instructor immediately. Guest speakers may change throughout the semester.

Recordings for SUE Lecture # or Class # will correspond to presentation File names in Canvas.

WEEK 1	Mon 1/13	Wed 1/15
Content	SUE Lecture 1 – Course introduction & Short history of urban ecology	SUE Lecture 2 – Framework for understanding ecology in the city
Readings	Textbook: Niemela 2011 – History, p. 5-14; Rotatori 2020; Oregon DFW (n.d.)	Niemela Chapter 1.1; Endlicher 2006; Pickett 2016; Video: Baltimore Ecosystem Study
Class / Assignment	SUE Class 1 – Introductions & Overview Reflections on your perceptions of urban ecology (instructor-led discussion) Survey – Accessibility Acknowledgement Survey – Initial Survey Discussion Board – Introduce Yourself	SUE Class 2 – Preliminary ideas for your Spatial Team and Individual Urban Study term projects (instructor-led class exercise & discussion boards) Reading question on Pickett 2016 Ecology in, of & for the city (due midnight Friday) Survey – Self-Assessment of Skills
WEEK 2	Mon 1/20	Wed 1/22
Content	Martin Luther King, Jr. Day	SUE Lecture 3 – Physical conditions affecting species & habitats
Readings	No readings	Niemela Ch 2.1; Palta 2017; Ingram 2008
Class / Assignment	NO CLASS	SUE Class 3 – Reading questions on Palta 2017 accidental urban wetlands (due before class). Discussion Board – What question would you ask guest speaker Burney Fischer? (due by midnight Thursday)
WEEK 3	Mon 1/27	Wed 1/29
Content	SUE Lecture 4 – Structure of urban ecological communities (patches)	SUE Lecture 5 – Adaptations to thrive & extinction in urban settings
Readings	Niemela Chapters 2.4 & 4.2; Moxley & Fischer 2020 (reading questions); Hoffman 2020 (abstract only); Marshall 2013; Johnson 2020	Niemela Chapter 2.5.7; Fukase 2016
Class / Assignment	SUE Class 4 - Redlining of 1930s: a lens for urban patch dynamics (Burney Fischer, guest speaker, confirmed) Reading questions on Moxley & Fischer 2020 redlining (due before class)	SUE Class 5 – Class organization for Spatial Team and Individual urban study location. SUE Week 3 Quiz – Select Spatial Team & Individual Urban Study Location (due Friday)

WEEK 4	Mon 2/3	Wed 2/5
Content	SUE Lecture 6 - Introduction to Local Conditions: How the Built Environment Shapes Species & Habitats	SUE Lecture 7 – Land surface design (paved, parking, rooftops, skyscrapers, windows)
Readings	Lepczyk 2017; Hostetler 2014; Lowenstein 2016; <i>Class exercise</i> : Derby Lewis 2019	Niemela Chapter 2.3; Hager 2017
Class / Assignment	SUE Class 6 – Tools Training: World Café stakeholder input on <i>Do cities matter for nature? Does nature matter in cities?</i> (class exercise) Planning for People & Pollinators in Cities: New Tools & Approaches (45-minute video) Finalize Spatial Teams (list of members)	SUE Class 7 – Review ecological concepts & relationship with social settings (discussion) SUE Quiz – Knowledge of ecological concepts (due midnight Friday)
WEEK 5	Mon 2/10 – No class meeting today!	Wed 2/12
Content	SUE Lecture 8 – Waterway design (straightened, buried, crossing watersheds, migratory barriers, debris)	SUE Lecture 9 – Mitigating human effects on biochemical pathways (eutrophication, stream flow, thermal, chemical & light pollution, microplastics)
Readings	Niemela Chapters 1.4 & 4.4.3; Teurlincx 2019; McKenna 2017; Youth 2020	Kaye 2006; Sun 2015; Yurk 2020; Salas guest speaker recording; Logic Model template & examples
Class / Assignment	Note: This class on February 10 will be asynchronous (do this work on your own). SUE Class 8 - Tools training: SWOT analysis of Red-crowned parrot is suburban hit, Youth 2020 (exercise)	SUE Class 9 – Technical writing: Logic Models for creating programs that work in the urban context (<i>assignment guidance</i>) No assignment due – Work on your Logic Model & Meet with Spatial Teams
WEEK 6	Mon 2/17	Wed 2/19
Content	SUE Lecture 10 – Population manipulation (fragmentation, inbreeding, artificial selection, predator reduction, hunting, fishing, disease, behavior)	SUE Lecture 11 – Human effects on biodiversity patterns (invasive species, exotic pets, domestic cat colonies, habitat simplification, species dominance, biomass, trophic levels)
Readings	Niemela Chapters 3.2 & 2.5	<i>Readings TBD - selected by team</i>
Class / Assignment	SUE Class 10 – Exploring local conditions (Local Spatial Team presentation) SUE Assignment – Select stakeholder role by midnight Tuesday	SUE Class 11 – Finding local solutions⁴ (Local Spatial Team stakeholder meeting) SUE Quiz for Stakeholders ONLY – Local Spatial Team Evaluation SUE Assignment for Local Team ONLY – Cross-team Evaluation spreadsheet

WEEK 7	Mon 2/24	Wed 2/26
Content	SUE Lecture 12 – Regional / Continental Connections	SUE Lecture 13 – Regional climate impacts on urban habitats: storms, fire, flooding
Readings	Niemela Chapters 3.5 & 4.4; The Economist 2011; Schneider 2015; McHale 2013	The Trust for Public Land 2016; Derkzen 2017; Filippelli 2020 (guest speaker recording); Reynolds 2019
Class / Assignment	SUE Class 12 – Tools training: Mind Map to compare regional patterns in East-Southeast Asia to Africa (discussion) Reading question (due after class) – Prepare a brief SWOT Analysis for one of these two regions.	SUE Class 13 – Tools training: FEMA Course IS-11.A Animals in Disasters: Lesson 2 Community Planning ONLY (workshop) SUE Assignment – Program Logic Model due midnight Friday
WEEK 8	Mon 3/3	Wed 3/5
Content	SUE Lecture 14 – Air & water pollution (particulates, pesticides; heavy metals; emerging contaminants)	SUE Lecture 15 – Epidemiology of zoonotics (pandemics in the wildland/urban interface)
Readings	Simpkins 2020; Reilly 2020; Rotatori 2020; Harvey 2021; Krabbenhoft 1995; USGS 2015; NOAA n.d.; USGS & EPA websites Communications Plan template & examples – FWS 2017, Dayer 2013	Karesh 2012; Hassell 2017; Ahmed 2019; Gibb 2020; Johnson 2020; Mackenstedt 2015; Winchell 2020; Collective Impact Forum materials 2014
Class / Assignment	SUE Class 14 – Technical writing: Communicating with decision-makers in the urban context with Administrative Briefs & Outreach Strategies (<i>assignment guidance</i>)	SUE Class 15 – Tools training: Collective Impact to address zoonotic diseases in urban populations using a model for cross-sector collaboration on complex multi-scale issues (exercise) SUE Quiz - Reading Question on Zoonosis SUE Quiz – Peer Review due Friday
WEEK 9	Mon 3/10	Wed 3/12
Content	SUE Lecture 16 - Regional Connectivity	SUE Lecture 17 – Ecosystem Services
Readings	<i>Readings TBD - selected by team</i>	Niemela Chapters 4.1.4 & 4.5
Class / Assignment	SUE Class 16 – Exploring regional / multi-state conditions (<i>Regional Spatial Team presentation</i>) SUE Assignment – Select stakeholder role by midnight Tuesday	SUE Class 17 – Finding regional / multi-state solutions (<i>Regional Spatial Team stakeholder meeting</i>) SUE Quiz for Stakeholders ONLY – Regional Spatial Team Evaluation SUE Assignment for Regional Team ONLY – Cross-team Evaluation spreadsheet

SPRING RECESS (March 16 – March 23)

WEEK 10	Mon 3/24	Wed 3/26
Content	SUE Lecture 18 – Introduction to Socioeconomic Drivers	SUE Lecture 19 – Land Use Policy (comprehensive plans, new construction, established neighborhoods, vacant lots)
Readings	Niemela Chapter 5.5; Anderson 2019; CMP 2016	Niemela Chapter 5.4; Yachnin 2021; O’Farrell 2019; Atu 2013; Healy 2016
Class / Assignment	SUE Class 18 – Ecological restoration, Guest speaker Dan Salas, Sustainable Landscapes program at the University of Illinois Chicago’s Energy Resources Center (invited) Integrating socioeconomic values into your Individual Urban Project (discussion)	SUE Class 19 – Integrating ecology into urban land use policy (discussion) SUE Assignment – Administrative Brief (1-page) due midnight FRIDAY.
WEEK 11	Mon 3/31	Wed 4/2
Content	SUE Lecture 20 – Human-wildlife conflict	SUE Lecture 21 – <u>Building better cities: envisioning the future metropolis</u> (14-minute video).
Readings	Niemela Chapter 3.1; Schell 2020; Gross 2010; Arthreya 2013; Beier 2012 (<i>recorded webinar</i>)	Niemela Ch 5.4; Calthorpe (video); Sanderson (video); VisionMakerNYC; Felson & Pickett 2005; US FWS 2015
Class / Assignment	SUE Class 20 - Tools training: Interest Based Negotiation (IBN) to resolve coexistence & conflict between large carnivores and people (discussion)	SUE Class 21 - Technical writing: Grant proposals to leverage ecosystem services (<i>assignment guidance</i>) SUE Assignment – Outreach Strategy (3-page) due midnight FRIDAY.
WEEK 12	Mon 4/7	Wed 4/9
Content	SUE Lecture 22 - Economics (property value, neighborhood revitalization, food production)	SUE Lecture 23 – Public health (greenways, food deserts, nature deficit disorder, community cohesion, crime prevention, institutions – schools, hospitals, nursing homes, cultural centers, prisons)
Readings	Niemela Chapter 5.6	<i>Readings TBD - selected by team</i>
Class / Assignment	SUE Class 22 – Exploring international conditions (<i>International Spatial Team presentation</i>) SUE Assignment – Select stakeholder role by midnight Tuesday	SUE Class 23 – Finding international solutions (<i>International Spatial Team stakeholder meeting</i>) SUE Quiz for Stakeholders ONLY – International Spatial Team Evaluation SUE Assignment for Global Team ONLY – Cross-team Evaluation spreadsheet

WEEK 13	Mon 4/14	Wed 4/16
Content	There is no pre-recorded Lecture 24 – Citizen Science: Engaging Urban Residents in Conservation	SUE Lecture 25 – Environmental justice: What does Ecology Have to Do with Race? Steward T.A. Pickett, former Director, Baltimore Ecosystem Study (57-minute webinar) No Justice, No Resilience: Creating a New Environmental Legacy for All , Jalonnie White-Newsome (recorded webinar)
Readings	Niemela Chapter 4.3; Coren 2024	Niemela Chapter 5.1; Joselow 2020b; Christensen 2018; Wittenberg 2020
Class / Assignment	SUE Class 24 – Tools training: Exploring Program Development for Citizen Science , websites: <ul style="list-style-type: none"> NASA - https://science.nasa.gov/citizen-science/ iNaturalist - https://www.inaturalist.org/ Citizen Science.gov - https://www.citizenscience.gov/catalog/# Zooniverse - https://www.zooniverse.org/projects SciStarter - https://scistarter.org/finder 	SUE Class 25 - Tools training: Results Chains on how urban ecology can promote environmental justice (instructor-led exercise) No assignments – work on Grant Proposal
WEEK 14	Mon 4/21	Wed 4/23
Content	SUE Lecture 26 – Using biophilic design to heal body, mind, and soul by Amanda Sturgeon (14-minute video) https://www.youtube.com/watch?v=uAm bZCtNC9U	SUE Lecture 27 – Networking & Research needs for regional collaboration
Readings	Orr 1993; Browning 2014; Schindler 2022; Michigan State Univ; The World Bank 2018	Niemela Concluding Remarks, pages 319 – 321; Robinson 2021; Tzoulas 2010
Class / Assignment	SUE Class 26 - Tools training: Charettes for community input on biophilic design (instructor-led exercise with worksheet) Please complete the course evaluation!	SUE Class 27 – Networking & Research needs for urban ecology based on your individual city projects (discussion) SUE Assignment – Grant Proposal (2 page plus abstract) due midnight FRIDAY

WEEK 15	Mon 4/28	Wed 4/30
Content	SUE Lecture 28 – Advocacy for nature & people (science advocacy, diversity, equity & inclusion, ethics)	No pre-recorded lecture.
Readings	Wittenberg 2021	No readings
Class / Assignment	SUE Class 28 – How Dr. Seuss got 'mad' and spoke for the trees 50 years ago (discussion Mind Map on advocacy and support for urban ecology projects) Unfinished projects due FRIDAY May 2	SUE Class 29 – Course review (group discussion & evaluation of class function & structure) Please complete the course evaluation! There is no final exam.

SAVE PAPERS AND ASSIGNMENTS UNTIL FINAL GRADES ARE ASSIGNED.

Assignments to submit on Canvas by midnight of the due date (subject to change only with advance notice):

- ☐ **Jan 13** – Top Hat registration (link in Navigation on Canvas)
- ☐ **Jan 14** – Initial survey
- ☐ **Jan 14** – Accessibility Acknowledgement
- ☐ **Jan 14** – Discussion Board: Introduce Yourself
- ☐ **Jan 15** – Post ideas for topics to the Spatial Team discussion boards (during class)
- ☐ **Jan 17** – Reading Questions for Pickett 2016
- ☐ **Jan 17** – Self-Assessment of Writing & Team Skills
- ☐ **Jan 21** – Reading questions for Palta 2017
- ☐ **Jan 23** – Discussion question for guest speaker Burney Fischer (Thursday midnight)
- ☐ **Jan 26** – Reading questions for Moxley & Fischer 2020
- ☐ **Jan 31** – Select spatial team & individual project site selection
- ☐ **Feb 7** – Quiz #1 Knowledge of ecological concepts
- ☐ **Feb 18** – Select a stakeholder role for Local Meeting
- ☐ **Feb 17 & 19** – Local Spatial Team overview and stakeholder meeting
- ☐ **Feb 21** – Evaluation of Local Spatial Team facilitation process (Stakeholders only)
- ☐ **Feb 21** – Cross-Team Evaluation (Local Team members only – date varies by team)
- ☐ **Feb 24** – Prepare a brief SWOT analysis for East-Southeast Asia or Africa
- ☐ **Feb 28** – Program Logic Model
- ☐ **March 4** – Reading Question on Urban Zoonotic Diseases
- ☐ **March 7** – Peer Review of Program Logic Model
- ☐ **March 11** – Select a stakeholder role for Regional Meeting
- ☐ **March 10 & 12** – Regional Spatial Team overview and stakeholder meeting
- ☐ **March 13** - Discussion question for guest speaker Dan Salas (Thursday midnight)
- ☐ **March 14** – Evaluation of Regional Spatial Team facilitation (Stakeholders only)
- ☐ **March 14** – Cross-Team Evaluation (Regional Team members only)
- ☐ **March 28** – Administrative Brief (1 page)
- ☐ **April 4** – Outreach Strategy (3 page)
- ☐ **April 8** – Select a stakeholder role for International Meeting
- ☐ **April 7 & 9** – Global / International Spatial Team overview and stakeholder meeting
- ☐ **April 11** – Evaluation of Global Spatial Team process (Stakeholders only)
- ☐ **April 11** – Cross-Team Evaluation (Global Team members only)
- ☐ **April 25** – Grant Proposal (2 page), along with any missing assignments
- ☐ **May 2** – All missing assignments due.

There is no final exam for this course.

Additional information:

Counseling and Psychological Services

For information about services offered to students by CAPS:

<http://healthcenter.indiana.edu/counseling/index.shtml>

Timely Care

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. <https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

Accessible Educational Services (formerly Disability Services for Students)

Securing accommodation for a student with disabilities is a responsibility shared by the student, the instructor, and the Accessible Educational Services office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/iub-aes/index.html>.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will

only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

Jewish Culture Center

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: gltbserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal-Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Requesting Letters of Recommendation

In the years ahead, many of you will request letters of recommendation to accompany applications for employment, scholarships, or graduate programs. If you are applying for a job, letters from other employers are helpful. References from faculty can also reflect your academic preparation and work-related professional skills. Professors can describe your general intellectual performance, your thoughtfulness, ability to work on a team, written and oral communication

skills, general strengths of the academic coursework you completed, etc. If you are applying to graduate schools, most of your letters should be from faculty members.

Letters of recommendation can be immensely helpful, or they can be nearly useless -- and you can influence the outcome by seeking out interaction with professors, actively engaging in class sessions, turning in work on time or communicating when there are disruptions, and meeting with faculty to discuss your professional goals. Effective letters give detailed, specific information about your proclivities and education. Most letters these days are sent electronically, but occasionally hard copy letters are still needed.

The nicest things you can do for someone who is writing you a letter or serving as a reference are:

- Remind us what class you took and when. Hopefully we remember you, but if you had a reasonable record in our class, we could write helpful letters even if you were one of 200 students (although your professors in smaller classes may be able to write more insightful letters).
- Give us at least two weeks' notice or apologize for giving less.
- Make sure we know when the letter is due and provide the program name (including what degree if it's for grad school) and an address so we can create a proper letter.
- Give us an updated résumé so we can see what fields or skills you are emphasizing.
- Give us a copy of the job description so we know what's important.
- Give us a copy of your cover letter. Your cover letter is where you tell your story, and it helps us immensely to know what you are claiming for yourself, and how you are pitching your interests. We don't need envelopes; we'll use letterhead from SPEA.
- Be aware that some employers and graduate school people are our colleagues. Help us to write letters that do the job effectively. If you have a skeleton in your closet that you plan to address (perhaps poor grades in your early years at school), and we have information that you've improved your record since then, tell us that that's an issue so we can be intentional about corroborating your approach. In general, if we've agreed to be a reference for you, or to be contacted in some way, we're on your side - let us know what would be helpful.
- If you think you'll be asking for additional letters in the future, let us know, and ask us to keep your information on file.
- If you have not heard from us that the reference was submitted, it's a good idea to send us a polite reminder a few days before the letter is due. Some of us are more busy or absent-minded than others. Assume that I want a reminder.
- Recognizing that you have a lot to juggle as you move from school to internships and jobs, if you can take a minute to send us a quick update on the outcome, we would love to hear from you!

For your own sake, save particularly good papers and presentation recordings or videos. Some employers and academic programs want to see proof of writing and oral skills. Even if they don't ask for it, enclosing a sample of a really good product may make a difference to an employer who has listed communication skills, but didn't think to ask for examples. You've demonstrated that you understand what the employer is looking for, and you've gone the extra mile to prove that you have the skill. Good luck!