

## CSL 350/360 & 550/560– Oil and Building Resilient Communities

Course Syllabus - Spring 2015

May 4 - June 10, 2015

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Office hours: M&T 12-1pm or by appointment.  
Class time: Monday & Tuesday 9-11.50am, Wednesday Seminars 9 -10.50 am.  
Location: HC 1-3  
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### Course Description

Alberta is unique. It boasts of high population growth rates, has a lucrative yet volatile oil and gas sector, varied employment and business opportunities, an abundance of natural resources, and a policy framework that is based on a single-commodity: oil. However, amidst this context, the Province faces much vulnerability in its economic, environmental and social sectors. Resilience, then, becomes impetus that drives Alberta communities to think about how to respond, recover and revitalize, both now and into the future. What are the unique policy and innovative changes required to address these vulnerabilities? How can Alberta communities, both non-profit or governments, become more resilient? This intensive 6 credit, 6-week course will engage students on building resilient communities in this context. The Community Service Learning component (requiring a 30 hour placement outside of classroom instruction) will allow students to link theoretical aspects of resilience with practical application and reflection while working with local community partners who are working on small to provincial scale projects. Topics to be explored include economic development of boom-bust economies, provincial policy for small towns, climate change and impacts of oil industries, the psychology of growth and decline, and emergency or disaster risk management. Course delivery is a combination of lectures, peer discussions, active learning, case studies and presentations from participating project partners. Due to the compressed spring course, students should dedicate full time studies to complete the course and project. The course has no prerequisites and is open to all undergraduate and graduate students across disciplines.

### Course Overview

#### Learning outcomes

At the end of this course, students will be able to:

- **Assess** the strengths, vulnerabilities and complexities of communities in an oil-based economy, specifically the City of Edmonton, Calgary, and Fort McMurray.
- **Apply** the core concepts of community service learning and pedagogical experiences in a local community partner placement.
- **Analyze** factors contributing to building community resilience, adaptability and capacity in Alberta
- **Engage** in collaborative dialogue with community partners in select projects
- **Evaluate** a community's partners role in addressing policy areas such as homelessness, sustainability, etc., affecting Alberta municipalities
- **Create** and **prepare** a research paper on a community partners area of focus e.g. food security, economic diversity, resource management etc., with feasible recommendations.

## Community Partners and Projects

We are excited to have a wide range of community partners participating to support your learning. To view the approved CSL placement options, log-on to the CSL Portal (Sign in with CCID + password) at <https://apps.arts.ualberta.ca/csl/Account/LogOn?ReturnUrl=%2fcs1%2f> and find our class to view Community Partners and their projects matched with this class. Community Partners will present their projects at the first day of class (May 4th). You will be asked to submit your top **two** choices at the end of class. We will then give you your placement assignment at the beginning of the second class.

## Course evaluation

Assessment	Weight	Due Date
<b>Participation (35%)</b>		
Attendance & participation	15%	On-going
CSL ePortfolio & CSL completion	20%	10 June
<b>Final Paper (40%)</b> Submitted in four parts, with feedback on the first three.		
1. Project Work Plan	5%	12 May
2. Literature review	5%	13 May
3. Draft paper & peer review session	10%	20 May
4. Final research paper	20%	3 June
<b>Final Presentation (25%)</b>		
Final presentations on CSL practicum	25%	8-9 June

### Required text:

Newman, P., Beatley, T., & Boyer, H. (2009). *Resilient cities: Responding to peak oil and climate change*. Washington, DC: Island Press.

### Suggested readings:

Evans, B., & Reid, J. (2014). *Resilient Life: The Art of Living Dangerously*. Hoboken: Wiley.  
Pearson, L., Newton, P., & Roberts, P. (Eds.). (2014). *Resilient sustainable cities: A future*. Routledge.  
Rodin, J., & Young, C. (2014). *The resilience dividend: Being strong in a world where things go wrong*. New York: Public Affairs.  
Walker, B., & Salt, D. (2012). *Resilience practice: building capacity to absorb disturbance and maintain function*. Washington, DC: Island Press.  
Wilson, G. (2012). *Community resilience and environmental transitions*. Routledge.  
Zolli, A. & Healy, A. M. (2012). *Resilience: Why things bounce back*. New York: Free Press.

## Description of Assessments

### Attendance, participation and CSL completion (15%)

One of the key aspects of Community Service Learning (CSL) is engagement and reflection. Therefore your attendance, participation, peer-review and active learning are key to succeeding both academically and in the community. The quality and quantity of your participation will be considered and assessed. You are encouraged to foster a collaborative environment, to think critically, to refer to CSL values and to share your expertise and knowledge freely in class and seminar discussions. The course Instructor and Teaching

Assistant will also be checking in with you weekly to assess your progress, and to address any concerns you may have.

Each student will be required to meet with their supervisor in the first week to work out the details of the project (program support, marketing, conference organising, research, policy development etc.) Plan to attend at least one team meeting to understand how the organisation is addressing the threats in various policy areas such as food security, housing etc.

### **Resilience research paper (40%)**

Students will write a 1,500-word paper (2,000 graduate students) on resilience submitted in three phases so that you can receive feedback. Your paper will be based on building community resilience. The purpose of the paper is to challenge you to think critically about the application of resilience-systems thinking in Alberta's context, from provincial to local community scale. For instance, how can community resilience be fostered provincially e.g. floodplain, climate change, or resource development? What is the role of local, place-based resilience such as urban agriculture, community support and engagement etc. The questions to explore in the final paper may include (but not limited to):

1. Economy: What are the gaps and opportunities in addressing municipal challenges in single-commodity economies? How do residents in Edmonton navigate Alberta's Boom and Bust effects?
2. Environmental/climate change: What are organisations doing to address natural disaster risks such as flooding, or other climate change effects?
3. Adaptation: What is the role of the non-profit sector in supporting sustainability and adaptive resilience?
4. Poverty, Food Security and Housing Affordability: How is community resilience fostered in the areas of poverty, food security or housing, by local non-profit sectors in Alberta? What are their main challenges and how can these be addressed?
5. First Nations: How do we address resiliency in First Nations communities in Edmonton?

Please cite at least 5 scholarly resources (peer review, journal articles, and handbooks) on community resilience. Kindly submit your printed hard-copy of your paper on **June 3** at 9 am in **HC 1-3**.

### **Final Project Presentations (25%)**

This in-class final project presentation will showcase the students' knowledge of material covered in the course and specifically on their practicum. Each student will deliver a 20-minute presentation on his or her project and partner placement experience. Partners are welcome to attend. The final presentations are scheduled on **June 8 and 9, 2015**, from **9 to 12 noon** in **HC 1-3**. A schedule will be circulated mid-June. Details of the order of presentations will be circulated first week of June.

### **CSL ePortfolio (20%)**

You will document your learning by creating an ePortfolio. The portfolio is an electronic collection of your cumulative learning throughout the term. The portfolio is an opportunity for you to construct, collect and demonstrate your efforts in one location. It comprises of a combination of directed reflection writing (such as written responses to readings, guest speakers, emerging issues on resilience in your own discipline etc.). This ePortfolio will showcase your understanding of resilience and the CSL component of your placement. How does the community partner organisation address resilience? How is the theoretical application of resilience literature present itself in your organisation? This reflective piece is worth 25%. The ePortfolio as well as your CSL Completion Form (will be emailed during the course) is due **June 10, 2015** by **9.00 am**.

### **Academic Integrity**

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with

the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

### **Learning and working environment**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at <http://gfcpolicymanual.ualberta.ca/>.

### **Plagiarism and Cheating:**

**All students** should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected. **Students involved in language courses and translation courses** should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in language courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

### **Recording of Lectures:**

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

### **Attendance, Absences, and Missed Grade Components:**

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, students will submit a CSL completion form, signed by your Community Partner organisation and submitted on the last day of class. Professionalism and dedication will be required.

### **Policy for Late Assignments:**

Unless granted permission, all late assignments will be penalized by 5% per day.

### **Specialized Support & Disability Services:**

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with

Specialized Support & Disability Services, contact their office immediately ( 2-800 SUB; Email [ssdsrec@ualberta.ca](mailto:ssdsrec@ualberta.ca); Email; phone 780-492-3381; WEB [www.ssds.ualberta.ca](http://www.ssds.ualberta.ca) ).

**Grading:**

Marks for assignments are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and assessments then produces the final letter grade for the course. The University of Alberta recognizes the following grades for undergraduates. A separate grading scale for graduate students will apply):

Grade	Grade points	
A+	4.0	90-100
A	4.0	86-89
A-	3.7	82-85
B+	3.3	78-81
B	3.0	74-77
B-	2.7	70-73
C+	2.3	66-69
C	2.0	62-65
C-	1.7	58-61
D+	1.3	54-57
D	1.0	50-53
F (Fail)	0.0	49 and below

**Graduate students (CSL 550/560)**

A **Graduate student’s symposium on June 9<sup>th</sup>, 2015** will showcase each graduate student’s presentation on their graduate research thesis. This will be an opportunity to share with the classroom on graduate level research process and methods of inquiry, with a specific link to how CSL contributes to their work. Additionally, graduate students will lead seminar discussions by organising group discussions based on the readings. As emerging leaders, there is an expectation throughout the course for critical thinking and analysis of resilience paradigms, on methods of engagement and on pedagogical application of community resilience. Graduate students will act as group discussion leads, by framing questions and providing synopsis of readings at the beginning of seminar discussions. A schedule will be circulated on the first week of class.

## Course content and weekly readings

Date	Course themes	Readings
4 May	Unit 1: Introduction, and Community Partner Presentations	<p>Course syllabus &amp; CSL introduction Community partners presentations *10-11 am Students Placement Assignment</p> <p>Alberta Energy (2015). ST98: Alberta's Energy Reserves &amp; Supply/Demand Outlook. Retrieved from <a href="http://www.aer.ca/data-and-publications/statistical-reports/st98">http://www.aer.ca/data-and-publications/statistical-reports/st98</a></p> <p>Evans, B., &amp; Reid, J. (2014). <i>Resilient Life: The Art of Living Dangerously</i>. Hoboken: Wiley. (Read Ch 1 <i>Anthropocene</i> pp. 29-37).</p> <p>Hutter, G., &amp; Kuhlicke, C. (2013). Resilience, talk and action: Exploring the meanings of resilience in the context of planning and institutions. <i>Planning Practice &amp; Research</i>, 28:3, 294-306. DOI:10.1080/02697459.2013.787706</p> <p>Porter, E., &amp; Davoudi, S. (2012). Resilience: A bridging concept or a dead end? <i>Planning Theory and Practice [P]</i>, 13(2), 329-333.</p>
5 May	Foundations on Resilience	<p>Resilience for Complex Adaptive Systems</p> <p>Chapter 1 “Urban resilience: Cities of Fear and Hope” In Newman, P., Beatley, T. &amp; Boyer, H. (2009). <i>Resilient cities: Responding to peak oil and climate change</i>. Island Press.</p> <p>Hobman, E. V., &amp; I. Walker. (2015). Stasis and change: Social psychological insights into social-ecological resilience. <i>Ecology and Society</i>. 20(1), 39.<a href="http://dx.doi.org/10.5751/ES-07260-200139">http://dx.doi.org/10.5751/ES-07260-200139</a></p> <p>Walker, B., Holling, C. S., Carpenter, S. R., &amp; Kinzig, A. P. (2004). Resilience, adaptability and transformability in social–ecological systems. <i>Ecology and Society</i>, 9(2), article 5. URL: <a href="http://www.ecologyandsociety.org/vol9/iss2/art5/">http://www.ecologyandsociety.org/vol9/iss2/art5/</a></p>
6 May	Seminar 1: Foundations on Community Service Learning (CSL)	<p>Reflection: Pedagogical foundations for resilience and CSL</p> <p>Mundel, K. &amp; Schugrensky, D. (2008). Community based learning and student engagement: Informal learning among adult volunteers in community organizations. <i>New Directions in Adult and Continuing Education</i>, 18, p. 49-60.</p> <p>Tryon, E. and Stoeker, R. (2008). The unheard voices: Community organizations and service learning. <i>Journal of Higher Education Outreach and Engagement</i>, 12(3), p. 47-59.</p> <p>*Community Information Evening – Spring 2015 Lions Mane Room, Dow Centennial Centre, Fort Saskatchewan Doors open at 5 pm, presentations at 6 pm RSVP: <a href="mailto:info@lifeintheheartland.com">info@lifeintheheartland.com</a> Vanessa Goodman, Chair, Life in the Heartland, Tel. (780) 231-9802</p>

11 May	Unit 2: Economic Resilience	<p>Alberta's boom bust context: Single-commodity effects on communities.</p> <p>Guest speaker: Inside Fort McMurray: Constraints and Contradictions in resource development. Guest speaker: Mike Khan, Municipal Affairs</p> <p>History of Canadian Oil Industry. Retrieved from <a href="http://www.geohelp.net/history.html">http://www.geohelp.net/history.html</a></p> <p>Lewis, M., &amp; Conaty, P. (2012). <i>The Resilience Imperative: Cooperative Transitions in a Steady-state Economy</i>. Gabriola Island, BC, CAN: New Society Publishers. Retrieved from <a href="http://www.ebrary.com">http://www.ebrary.com</a> Chapter 7, pp 157- 164.</p> <p>Ryan, D. L. (Ed.). (2013). <i>Boom and Bust Again: Policy Challenges for a Commodity-Based Economy</i>. Edmonton, AB, CAN: University of Alberta Press. Chapter 7, pp. 133-148.</p>
12 May	Diversification, Innovation and Growth	<p>Guest Speaker: Dr. Richard Kover on Peak Oil and Kettle Logic: The Age of Oil will Never End - Until It Does</p>
13 May	Seminar 2: Industrial Heartland Presentation	<p>Economic growth, impacts and prospects in the Industrial Heartland</p> <p>Guest presenter: Neil Shelly, Economic Development Officer Alberta's Industrial Heartland Association</p> <p>Chapter 3 "Four scenarios for the future of cities: Collapse, ruralized, divided or resilient city" (pp. 35-54). In Newman, P., Beatley, T. &amp; Boyer, H. (2009). <i>Resilient cities: Responding to peak oil and climate change</i>. Island Press.</p> <p>Masson, J. &amp; LeSage, E. (1994). <i>Alberta's Local Governments: Politics and Democracy</i>. p. 412-422. Edmonton: University of Alberta Press.</p>
18 May	No class	Victoria Day statutory holiday
19 May	Unit 3: Environmental Resilience	<p>Resilience and Adaptation: From New Orleans to High River, Alberta.</p> <p>Chapter 2 "Climate change and peak oil: The double whammy for resource-intensive cities." In Newman, P., Beatley, T. &amp; Boyer, H. (2009). <i>Resilient cities: Responding to peak oil and climate change</i>. Island Press.</p> <p>Heinberg, R. (2012). Building Resilience in a Changing Climate. <i>Museletter</i> 244, September 19, 2012. Retrieved from <a href="http://richardheinberg.com/wp-content/uploads/2012/09/museletter-244.pdf">http://richardheinberg.com/wp-content/uploads/2012/09/museletter-244.pdf</a></p> <p>Managh, G. and N. Twilley (2008). 3. On Flexible Urbanism. <i>What is a City? The Urban After Katrina</i>. P. E. Steinberg and R. Shields. Atlanta GA: University of Georgia Press.</p> <p>Schmeltz, M., et. al. (2013). Lessons from Hurricane Sandy: A community</p>

		response in Brooklyn, New York. <i>Journal of Urban Health</i> , 90(5), 799-809.
20 May	Seminar 3	CSL Reflections and Peer Review sessions for Draft research paper  Brail, S. (2013). Experiencing the city: Urban studies students and service learning. <i>Journal of Geography in Higher Education</i> , 37(2), 241-256.
25 May	Unit 4: Socio-Resilience	From Hearth to home: Affects of Oil-based Prosperity on vulnerable populations.  Chapter 5 A vision for resilient cities: The built environment (pp. 55-85). In Newman, P., Beatley, T. & Boyer, H. (2009). <i>Resilient cities: Responding to peak oil and climate change</i> . Island Press.  Goldstein, B. E. (2012). <i>Collaborative Resilience: Moving Through Crisis to Opportunity</i> . Cambridge, Mass: MIT Press. <i>Focus on Chapter 2.</i>  Osberg, L. (2008). <i>A Quarter Century of Economic Inequality in Canada: 1981-2006</i> . Ottawa: CCPA. Retrieved from <a href="http://site.ebrary.com/login.ezproxy.library.ualberta.ca/lib/ualberta/reader.action?docID=10227594">http://site.ebrary.com/login.ezproxy.library.ualberta.ca/lib/ualberta/reader.action?docID=10227594</a>  Vale, L. J. (2014). The Politics of Resilient Cities: Whose Resilience and Whose City? <i>Building Research &amp; Information</i> , 42:2, 191-201.
26 May	Unit 5: Degrowth, Instability and Social Justice.	Degrowth: Theoretical counter social movement to growth. Guest speaker: Sheryle Carlson, Sociology  Westheimer, J. & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. <i>American Educational Research Journal</i> , 41(2): 130
27 May	Fieldtrip: Lady Flower Gardens	Meet at Clareview LRT at 9am. Carpool to site for tour. See eClass for maps.
1 June	Unit 6: Building community resilience	Resilience systems thinking: Making the case for Interdisciplinary Collaboration in Policy development.  Chapter 5: “Hope for resilient cities” and Chapter 6 “Ten strategic steps toward a resilient city.” In Newman, P., Beatley, T. & Boyer, H. (2009). <i>Resilient cities: Responding to peak oil and climate change</i> . Island Press.  Lerch, D. (2013). <i>Resilience Against What? How leading U.S. municipalities are understanding and acting on resilience</i> . California: Post Carbon Institute.  Rogers, P. (2015). Researching resilience: An agenda for change. <i>Resilience: International Policies, Practices and Discourses</i> 3(1), 55-71. DOI: 10.1080/21693293.2014.988914.
2 June	Application	Application of Resilience: Inner City Guest lecture: Lindsey Oak, B. Ed.



3 June	Seminar 5	Community partner presentation TBA
5-6 June	Event: CSL	<p>“We are the Land” Food and Energy Security Conference</p> <p>This conference was lead by the Keepers of the Athabasca to reintroduce and revitalize the food and security among Indigenous communities. Students will have an opportunity to volunteer, listen to key note presentations by Chief Gordon Planes, Chief of T’Sou-ke Nation, Dr. James Makokis, Physician and member of Saddle Lake Cree Nation, and Carrielynn Victor, Xémontélót Artist and Traditional Plant Practitioner.</p> <p>Students are asked to select the sessions (see website for conference schedule) and report back in their reflections.</p>
8 June	Building capacity I	Final presentations - Part I
9 June	Building capacity II	Final presentations - Part II - <i>Graduate Students Symposium</i>
10 June	Seminar 6	Wrap-up: Capstone on CSL and Resilience.

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