



Course Syllabus  
University of Kansas  
School of Public Affairs and Administration  
Urban Planning Program  
Spring 2019

**UBPL 502/802 Special Topics**  
**Cultivating Compassionate, Sustainable Communities 1:**  
**Personal Transformation for Natural Hazards and Climate Change**

**Instructor, Facilitator:**

Ward Lyles, Assistant Professor of Urban Planning

OFFICE: 215 Snow Hall

OFFICE HOURS: *set up by email (available by Skype, phone or in person)*

**Facilitators:**

Sydney Spears

Professor of Practice, Clinical Social Work

Kelly Overstreet

PhD Student, Public Affairs and Administration

**Course Summary:**

Planners, public administrators, engineers, social workers, and other professionals regularly face complicated and messy problems as they help their communities become more socially, environmentally, and economically sustainable. Challenges range in scale from global to local, even individual. Professionals, particularly those serving the public, aim to counteract broad systemic issues like inequality, colonialism, environmental degradation, racism, and sexism in the context of relationships with other people. Each of has different identities, experiences, knowledge, feelings and values, however. If we have any chance of addressing these “wicked problems,” we must grapple with our differences in the context of power and tribalism (mainly group-level phenomena), as well as biases and emotions (mainly individual-level phenomena)

This course will cover three main topics: 1) professionalization, 2) compassion, and 3) reducing long-term risks from natural hazards and climate change. Through three in-person workshops and individual reading, writing, and online work, the course aims to help students and the instructors better understand how their own professional conditioning and patterns of thought

and emotions shape their work. It aims to promote personal transformation in the context of broader systems change, drawing heavily on practices that are simultaneously emerging and cutting-edge in this context, but also are informed by ancient and time-tested wisdom.

### **Learning Objectives:**

The primary purposes of this course are to help all participants to:

1. Dedicate time, thought, and feeling to exploring the interplay between a) professional ethics and norms, b) compassion and emotions, and d) serving the public in difficult contexts;
2. Apply a compassionate systems framework to learn about the role of public service professions in long-term risk hazard and climate change risk reduction at the local level, especially our chosen profession;
3. Deepen our personal compassionate practices of extending care to others, receiving care from others, and self-care; and,
4. Expand our abilities to formally and informally communicate how thoughts and emotions intersect in our work, in hopes that our sharing opens opportunities for our peers.

### **Readings:**

There is no required textbook for this course, but purchasing the following texts is highly recommended for your professional library:

- Schon, Donald. *The Reflective Practitioner*. Basic Books, Inc. 1983. (Also 2017 version)
- Choudhury, Shakil. *Deep Diversity: Overcoming Us vs. Them*. Toronto: Between the Lines. 2015.
- Goleman, Daniel. *Primal Leadership*. Boston: Harvard Business Review Press. 2013.

All other readings are available through the course Blackboard page.

### **Format:**

The format of this course includes three in-person workshops and three self-paced modules. The workshops will include a kickoff workshop at the beginning of the semester, a half-day workshop at mid-semester, and a final wrap-up one-day workshop in May. The online modules will be available through Blackboard, with supplement opportunities to interact with the facilitators in person, on the phone or through Skype as appropriate.

### Workshops

Workshop 1: Course Kickoff, January 26, 8:00AM-4:00PM

Workshop 2: Mid-Course, March (½-day) Likely sometime between March 4-8

Workshop 3: Course wrap up, May (½-day) Likely sometime between May 6-10

## Modules

The course is designed around three modules that will help us understand and potentially refine three levels of perspective that shape our work in public service. The module titles are:

1. Professions, Love, and Long-Term Hazard Risk Reduction
2. Compassion, Deep Diversity, and Differential Suffering from Hazards and Climate Change
3. Emotions, Leadership, and Promoting Sustainable Flourishing in the Face of Climate Injustice

Each module includes four main expectations: 1) completing readings and viewing/watching audio/visual materials, 2) completing guided contemplative practices, 3) personal journaling, and 4) two assignments resulting in tangible digital products. There are weekly expectations for keeping up with the contemplative practices and personal journaling, which should require roughly 2 to 3 hours per week. The completion of the readings and assignments can be more flexibly paced and are intended to take 15 to 20 hours per module (about 4 or 5 hours per week if paced evenly throughout the semester).

### **Disaster of Focus**

In the first week you will need to pick a disaster event that will serve as focal point for you during the semester. **You need to let Ward know which event you pick by January 25th.** You may choose a US or non-US event; a climatic or geologic event, a fast-onset or slow-onset event, an event that relates to your research, internship or work or not; and so on. So long as the disaster event meets the following criteria, the choice is up to you:

- *Recent*: within the last five or so years
- *Attention*: should be able to find local, regional and even national or international news stories about the event, ideally including some via your profession's trade publications (e.g. Planning or Governing or Civil Engineering magazine)
- *Catalyst*: the triggering event should be 'natural,' such as a hurricane, earthquake, drought, sea level rise, etc. and not strictly human (e.g. terrorism or technological failure)

### **Course Component Summaries:**

Course performance will be based on the following components. Consistent with the objectives of the course, assessment will focus on personal reflection and growth more so than knowledge acquisition or skill demonstration. That is, we are less interested in you crossing some educational finish line than seeing effort and progress (even non-linear progress) in your professional and personal growth.

Journaling and Weekly Brief Reports: On at least a weekly basis, you will be expected to journal for 30 to 60 minutes. The format is up to you; all contents of the journal will be private. The topics you are expected to write (doodle, draw, whatever) about include your experiences with

the contemplative practices, your reactions to the readings and other course materials, contemporary news, and anything else that feels on topic.

**By 10:00 pm each Monday night**, you will need to email the instructor two sentences minimum (more is welcome) on each of the following three prompts:

1. How is your contemplative practice going? Any aspects that you find particularly comfortable or uncomfortable with?
2. What is one topic in your course reading you find particularly interesting and why? (Please feel free to pose any questions for clarifications)
3. Disaster of Focus Prompt. Instructor will generate a new one each week. Look for announcements on Blackboard.

The instructor will read these responses each week, look for themes across participants' responses, and use Blackboard to respond.

Module-Specific Assignments: You will conduct six activities (2 each module) designed to enhance your understanding of the core topics in each module through observation, reflection, and critical analysis. Detailed instructions for each assignment are available on Blackboard.

*Assignment 1*: Blog Post on Professional Interview and Professional Resources (Due 2-15-19)

*Assignment 2*: Case Examples for Professional Ethics Training (Due 3-1-19)

*Assignment 3*: Memo applying Deep Diversity Framework to Code of Ethics (Due 3-15-19)

*Assignment 4*: Slide Show for Professional Training Workshop (Due 3-29-19)

*Assignment 5*: Letter to Self from the Future (Due 4-5-19)

*Assignment 6*: Leadership Statement (Due 4-19-19)

Active Engagement at Workshops: Please note that **attendance at workshops is mandatory**; facilitators may consider exemptions on a case by case-basis (e.g. pre-planned research travel, inflexible family obligation, medical emergencies etc.) Active engagement means being present in mind in addition to in body. Evidence of active engagement can include verbal and written communication, but also non-verbal communication to demonstrate active listening and reflection.

Final Presentation: As your final assignment, you will provide a final presentation synthesizing your experience over the semester. It should incorporate what you have learned through your journal and weekly brief reports; your assignments, and your workshop experiences. The presentation should demonstrate your progress in meeting the four main learning objectives for the course.

## Grading:

<i>Components</i>	<i>Percentage</i>
Journaling and weekly brief reports	10%
Assignments (6 total: 10% each)	60%
Active Engagement at Workshops	20%
Final Presentation	10%

## Course Schedule:

The following schedule is subject to change. Notification will be provided as soon as possible regarding any changes.

### **Module 1: Professions, Love, and Long-Term Hazard Risk Reduction**

*January 22-March 1*

#### **Workshop 1: Course Introduction: Professions, Love, and Long-Term Hazard Risk Reduction**

*January 26, 2019 8:00AM-4:00PM*

Core objectives: introductions, course overview, contemplative orientation, active learning activities, workshop feedback for instructors.

**\*\*\*\* Assignment 1 DUE Friday February 15<sup>th</sup> by 5:00 PM on Blackboard \*\*\*\***

**\*\*\*\* Assignment 2 DUE Friday March 1<sup>st</sup> by 5:00 PM on Blackboard \*\*\*\***

#### **Core Concepts:**

- Professionalism
- Reflection-in-action
- Mindsets (Fixed and Growth)
- Love
- Codes of ethics
- Natural Hazards
- Disasters
- Climate Change Mitigation
- Climate Change Adaptation
- Sustainability
- Resilience

#### **Learning objectives:**

Upon completion of the module, participants will be able to:

- Understand and articulate core concepts related to: what it means to be a professional, engaging in continual learning, applying love in a professional setting, and sustainability and resilience in the face of natural hazards and climate change.
- Establish and reflect on a contemplative practice in support of their professional life.

- Articulate an understanding of the core components of their profession’s code of ethics and if and how the code engages with concepts of love and care.
- Consider and explain how you and others in your profession may encounter ethically and emotionally challenging issues in the context of long-term risk reduction.

Required Readings:

- Professions:
  - Schon, Donald. The Reflective Practitioner. Chapters 1, 2, 5, 9 (135 pages)
  - Dweck, Carol. mindset: the New Psychology of Success. 2006. Chapters 1 and 2 (52 pages)
- Love:
  - hooks, bell. all about love: New Visions. William Morrow Press. 2001. Introduction (Grace: Touched by Love) (14 pages)
  - Makransky, John. Learning to Love as We are Loved.-(6 pages)
- Long-Term Hazard Risk Reduction:
  - Masterson et al. Planning for Community Resilience. 2014. Chapters 1-3 (67 pages)
  - Boswell, Michael, Adrienne Greve, and Tammy Seale. Local Climate Action Planning. 2012. Chapters 1-3 (84 pages)

Required Practices: Throughout the module, please practice the four meditations found in Blackboard under Course Documents → Module 1 → Practices. These practices provide great opportunities for journaling.

- Settling Attention Practice
- Safe Place Practice
- Three Letting Be’s Practice
- Caring Moment Practice

***Recommended Readings/Activities to be added on Blackboard***

## **Module 2: Compassion, Deep Diversity, and Differential Suffering from Hazards and Climate Change**

*March 4-April 5*

### **Workshop 2: Compassion, Deep Diversity, and Differential Suffering from Hazards and Climate Change**

*March 4-8, 2019 (½-day; specific date TBD by participants)*

Core objectives: re-introductions, contemplative check-in, assignment reviews, active learning activities, workshop feedback for instructors.

**\*\*\*\* Assignment 3 DUE Friday March 15<sup>th</sup> by 5:00 PM on Blackboard \*\*\*\***

**\*\*\*\* Assignment 4 DUE Friday March 29<sup>th</sup> by 5:00 PM on Blackboard \*\*\*\***

#### **Core Concepts:**

- Compassion
- Worldview
- Self-awareness
- Empathy
- Emotions
- Cognitive Biases
- Tribes
- Power
- Environmental Justice
- Social Vulnerability

#### **Learning objectives:**

Upon completion of the module, participants will be able to:

- Understand and articulate core concepts related to: what it means to be compassionate, engage in deep diversity work, and work to reduce injustice and inequity in the face of natural hazards and climate change.
- Deepen and reflect on a contemplative practice in support of their professional life.
- Critically assess their profession's code of ethics using the EBTP framework of deep diversity.
- Communicate how their profession can serve to reduce or exacerbate injustice and inequity in the realm of long-term risk reduction.

#### Required Readings:

- Compassion:
  - Armstrong, Karen. Twelve Steps to a Compassionate Life. 2010. Preface: Wish for a Better World (22 pages)
  - Worline, Monica and Jane Dutton. Awakening Compassion at Work. 2017. Part One (30 pages)
- Deep Diversity

- Choudhary, Shakil. *Deep Diversity: Overcoming Us vs. Them*. 2015. Entire Book (180 pages).
- Differential Suffering from Hazards and Climate Change
  - Bullard, Robert. *The Quest for Environmental Justice*. 2005. Introduction and Chapter 1 (42 pages)
  - Flanagan, Barry et al. A Social Vulnerability Index for Disaster Management. *Journal of Homeland Security and Emergency Management*. 2011
  - Schrock, Greg, Ellen M. Bassett, and Jamaal Green. Pursuing equity and justice in a changing climate: Assessing equity in local climate and sustainability plans in US cities. *Journal of Planning Education and Research* (13 pages)
  - Shi, Linda, Eric Chu, Isabelle Anguelovski, Alexander Aylett, Jessica Debats, Kian Goh, Todd Schenk et al. "Roadmap towards justice in urban climate adaptation research." *Nature Climate Change* (6 pages)

Required Practices: Throughout the module, please practice the three meditations found in Blackboard under Course Documents → Module 2 → Practices, in addition to any that you find helpful from Module 1. These practices provide great opportunities for journaling.

- Compassionate Presence to Feelings Practice
- Extending Care Practice
- Relational Compassion Practice

## **Module 3: Emotions, Leadership, and Promoting Sustainable Flourishing in the Face of Climate Injustice**

*April 8-May 3*

**\*\*\*\* Assignment 5 DUE Friday April 5<sup>th</sup> by 5:00 PM on Blackboard \*\*\*\***

**\*\*\*\* Assignment 6 DUE Friday April 19<sup>th</sup> by 5:00 PM on Blackboard \*\*\*\***

### **Core Concepts:**

- Emotional Intelligence
- Social Intelligence
- Self-awareness
- Self-management
- Emotional paradox
- Leadership
- Climate Justice

### **Learning objectives:**

Upon completion of the module, participants will be able to:

- Understand and articulate core concepts related to: emotional and social intelligence, leadership in their profession, and the potential role of mindfulness and compassion in long-term risk reduction.
- Deepen and reflect on a contemplative practice in support of their professional life.
- Envision personal transformation in support of professional growth, effectiveness, and fulfillment.
- Articulate a model of professional leadership suited to enhancing your profession's effectiveness in increasing equity and justice in the face of climate change and hazard events.

### **Required Readings:**

- Emotions
  - Goleman, Daniel, Richard Boyatzis, and Annie McKee. Primal Leadership. 2013. Parts One (90 pages)
  - Lyles, Ward and Stacey Swearingen White. When People Care Loudly: The Emotional Paradox of Public Engagement. Working paper.
- Leadership and Organizations
  - Goleman, Daniel, Richard Boyatzis, and Annie McKee. Primal Leadership. 2013. Parts Three (66 pages)
  - Worline, Monica and Jane Dutton. Awakening Compassion at Work. 2017. Part Four (32 pages)
- Promoting Sustainable Flourishing in the Face of Climate Injustice
  - Lyles, Ward, Stacey Swearingen White, and Brooke Lavelle. The Prospect of Compassionate Planning. Journal of Planning Literature 2017.

- Wamsler, Christine. Mind the gap: The role of mindfulness in adapting to increasing risk and climate change. *Sustain Sci* (2018) 13: 1121.

Required Practices: Throughout the module, please practice the three meditations found in Blackboard under Course Documents → Module 3 → Practices, in addition to any that you find helpful from previous modules. These practices provide great opportunities for journaling.

- Relational Compassion Practice
- Extending Compassion Practice
- The Will of Compassion Practice

### **Workshop 3: Emotions, Leadership, and Promoting Sustainable Flourishing in the Face of Climate Injustice**

*May 6-10* (1-day; specific date TBD by participants)

Core objectives: contemplative check-in, participant presentations, path for continuing education, course feedback for instructors

## Resources for Students:

**KU Counseling and Psychological Services (CAPS)** – CAPS can help students with issues related to adjusting to college and other psychological, interpersonal, and family problems. Individual and group sessions are available. You can find more information at <https://caps.ku.edu/> Phone is 785-864-2277 and hours are M, W, F 8-5 and T, H 8-6. CAPS is located in Watkins Memorial Health Center

**KU Office of Multicultural Affairs (OMA)** – OMA provides direction and services for current and prospective students from underrepresented populations. In addition, through collaborative partnerships it offers diversity education programs that foster inclusive learning environments *for all students*. OMA's programs and services enhance the retention of successful matriculation of students, while supporting their academic and personal development. You can find more information at: <https://oma.ku.edu/about> Phone is 785-864-4350 OMA is located in the Sabatini Multicultural Resources Center next to the Union.

**KU Academic Access and Achievement Center (AAAC)** – AAAC offers many services and programs to assist students in their academic success and to enhance their collegiate experience at KU. Choose from learning strategy consultations, group workshops or general or course-specific academic assistance, by appointment or on a walk-in basis. Feel free to talk with AAAC and ask for information or direction about academic and personal issues. You can find more information at: <https://achievement.ku.edu/> Phone is 785-864-4064 The AAAC is located in Rm 22 Strong Hall.

**KU Public Safety** – Public safety is dedicated to providing a safe and secure environment for the thousands of students, faculty, staff and visitors that are on campus each day. Public Safety's website (<https://publicsafety.ku.edu/>) contains practical information that can protect you from becoming a victim of a crime, help you recognize and report suspicious activity, and guide you in the event of an emergency.

**KU Emily Taylor Center for Women & Gender Equity (ETC)** – The ETC provides leadership and advocacy in promoting gender equity and challenge gender-related barriers that impede full access, inclusion, and success. The ETC provides services, assistance, advocacy and support to campus community members of all genders. We also provide consultation, information and resources to Edwards and KUMC campus members, parents of KU students and the community by request. Appointments are recommended, but not necessary. Services are private. In situations involving discrimination and violations of Title IX, ETC staff report information to campus authorities. Center programs and facilities are also accessible to individuals with disabilities. For those requesting accommodations, please contact KU [Student Access Services](#) at 785-864-4064 or [achieve@ku.edu](mailto:achieve@ku.edu). The ETC is located in 4024 Wescoe Hall

**KU Writing Center** - The Writing Center offers a variety of ways for students and members of the community to get feedback on their writing. It offers face-to-face consultations, online appointments, and an eTutoring appointments. Information regarding each type of appointment and a tool for scheduling can be found at <http://writing.ku.edu/> The Writing Center has multiple locations on campus.

**KU Student Involvement & Leadership Center (SILC)** – SILC prepares students to become contributing members of society by providing meaningful co-curricular experiences. **SILC** is responsible for coordinating registered university organizations and providing leadership education experiences for students in addition to providing programs and services to specific target populations including fraternity/sorority members, non-traditional students, and students of all gender identities, gender expressions and sexual orientations. More information can be found at <https://silc.ku.edu/>. A notable program of SILC is the Safe Zone Training, which aims to reduce homophobia, transphobia, and heterosexism on our campus to make KU a safer and freer environment for all members of our community, regardless of sexual orientation, gender identity, or gender expression. By agreeing to

become a Safe Zone ally, the participant agrees to undergo training and to serve as a resource for people seeking clarification on issues of sexuality and gender diversity. SILC is located in the Sabatini Multicultural Resources Center.

**Sexual Assault CARE Coordinator** - Watkins Health Services provides support to victims of sexual and domestic violence. [Merrill Evans](#), LSCSW, is our CARE (Campus Assistance, Resource, and Education) Coordinator whose primary role is to coordinate support for individuals (both victim and alleged perpetrators) impacted by sexual violence including incidents of sexual assault, sexual battery, partner violence, dating violence and stalking. The CARE Coordinator is a confidential position and is not required to report incidents to University officials or organizations. If you or someone you know has been affected by any form of sexual violence, please do not hesitate to [contact Merrill](#) or stop by Watkins Health Center Room 2615 during normal business hours. If WHS is closed, the Sexual Trauma & Abuse Care Center is available 24 hours for victim assistance at [785-843-8985](tel:785-843-8985).  
<https://studenthealth.ku.edu/sexual-assault>

**Sexual Assault Prevention and Education Center (SAPEC)** - SAPEC promotes social change and the elimination of sexual violence through prevention education, inclusive programming, and campus-wide collaboration. SAPEC is located at 116 Carruth O'Leary; Phone 785-864-5879; email: [sapec@ku.edu](mailto:sapec@ku.edu). <http://sapec.ku.edu/>

**Institute of Institutional Opportunity & Access (IOA)** - The Office of Institutional Opportunity and Access (IOA) is responsible for administering the University of Kansas equal opportunity and non-discrimination policies and procedures, as well as, encouraging a campus climate of respect and understanding of all aspects of the human experience. To accomplish these duties, the IOA offers assistance and protective measures to students, faculty, and staff who report acts of harassment, discrimination, sexual misconduct, sexual violence, and retaliation; provides information about health, safety, advocacy, and support resources for members of the Lawrence and Edwards campuses; performs formal investigations to detect, discontinue, and prevent violations of the Non-Discrimination Policy and Sexual Harassment Policy; and ensures University compliance with state and federal civil rights laws. IOA is located at 153A Carruth-O'Leary; Phone 785-864-6414; email: [ioa@ku.edu](mailto:ioa@ku.edu); <http://ioa.ku.edu/>.

### **Formal KU Policies**

You should be aware of KU's academic policies, available at the KU policy library: academic. While the policies are numerous, key policies to be aware of include:

Academic Misconduct (<http://policy.ku.edu/governance/USRR#art2sect6>),  
Final Examination Schedules (<http://policy.ku.edu/governance/USRR#art1sect3>), and  
The Grading System (<http://policy.ku.edu/governance/USRR#art2sect2para3>)

### **Additional notes:**

#### **Incompletes**

The Faculty Handbook (F-6) outlines the Grade of Incomplete in the following way: "The Grade of I should not be used when a definite grade can be assigned for the work done. It shall not be given for the work of a student in any course except to indicate that some part of the work has, for good reason, not been done, while the rest has been satisfactorily completed"

#### **Students with Disabilities**

Any student who has a disability that may prevent the fullest expression of abilities should contact me personally as soon as possible so that we can discuss accommodations necessary to ensure full participation and to facilitate the educational opportunity.

**Religious Holidays**

If any scheduled assignment conflicts with a mandated religious observance, a student should contact me immediately to arrange a revised deadline on a mutually acceptable date.