Infrastructure: Past, Present, & Planning for the Future

Faculty: Jeffrey Callen, MPA, PhD
Email: Jeffrey.Callen@evergreen.edu
Office: Lab I 3006 Phone: 360.867.6019

Course Dates & Times
Tuesdays, 6-8:50pm (Weeks 1-10)

Location
OLY–Room TBD

Mission Statement

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively; communicate effectively; work collaboratively; embrace diversity; we value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities to accomplish positive change in our workplaces and in our communities. "Be the change."

Description

All levels of government provide and support, directly and indirectly, the provision of infrastructure in their respective jurisdictions. In Infrastructure: Past, Present, and Planning for the Future, we consider the historical development and the current state of infrastructure in the United States. We then consider contemporary and emerging problems in our built environment and how advancements in technology and scientific understanding can be leveraged in planning for resilient and sustainable built environments.

Classes will be a combination of lecture and seminar.
Topics include Transportation (i.e. Electric Vehicles, Airports, Rail, Bridges, Roads, etc.); Electricity Production and Transport (i.e. Hydro Development and Dam Removals, Solar, Biofuels, Wind, Nuclear, etc.); Telecommunications (i.e. Broadband); Water and Sewer. Students will help determine the areas and directions we focus on throughout the quarter.

Learning Objectives

1. Understand the *historic development and dependency* in infrastructure.
2. Be able to critically interrogate successes and failures of infrastructure development in respect to *socioeconomic equity and environmental justice*.
3. Become familiar with technological advancements and their relation to *planning socioeconomic and environmental just built environments.*

Required Texts

There is no textbook for this class. All readings and material are available on the course's Canvas site.

Schedule and Assignments

The schedule, assignments, and assignment guidelines, are available on the course's Canvas site. The Canvas site will be opened to students before the beginning of the quarter.

Weekly Writings:
Students will submit a brief discussion forum post for 5 of 7 weekly topic prompts.

Seminar:
Students will individually, or in groups, help lead one seminar session on a topic of their choice.

Final Project:
Students will present and submit a project on the development, rejection, rehab, or removal of existing or proposed infrastructure.

Course Expectations and Policies

 The class will follow The Evergreen State College MPA Policies and Student Handbook which is available at: https://tinyurl.com/mwcnkeux.

Participation

Attendance, in entirety for each session, is required and means more than simply being present during our sessions: Be fully present. Fully present, for the class, is arriving and leaving on time; having readings and assignments for the session completed before arriving; participating; and taking care of your self.

There is no one way to participate: Class activities, writings, and discussions; paying attention, listening, and encouraging an environment of respect; not creating or participating in distractive or disrespectful behavior; being an active listener; meeting out of scheduled class time; contributing appropriate and relevant content to class meetings; and many more. The recognition of the plurality of ways to participate is not limited to the classroom and, I hope, will carry on into your practice of public administration.

Taking care of yourself is also an important practice of being a public administrator to build and nurture healthy relationships with members of the pubic and also within your place of work.

Format

Papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Writing Center.

Faculty Trauma/Trigger Statement

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty's responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members' primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students.
1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoked a triggered response. This is to ensure that when known triggering material is going to be covered we encourage students to do what they need to do take care of themselves (take a break, step out).

2. If the student is triggered, please support the student to step out of class for a time to regain composure and to seek additional resources if necessary (counseling, Access Services).
3. In the case of disruption, Faculty have been advised to refer students to the Office of Student Rights & Responsibilities (a.k.a. Conduct).
4. If the student disrupts class, this will be handled by Faculty according to the syllabi, conduct and conflict resolution, the social contract Links to an external site. and the student conduct code.
5. If efforts to manage together do not reduce the disruption by the student, let the student know you are going refer the situation to Lori Johnson in conduct for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

Evaluation

A written faculty evaluation is required for credit. Students are highly encouraged to use their own self-evaluation to reflect and summarize their individual learning over the quarter. Evaluation conferences may occur in person or over the phone and should be scheduled with your seminar faculty. All final evaluations are to be submitted via our online evaluation system no later than two weeks after Evaluation Week.

Multiculturalism & Diversity

Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles

We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate

behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options.

Reasonable Accommodations

Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Permission to Record Lecture, Workshop and Other Similar Discussion

If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of Reasonable Accommodations (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

Conduct & Conflict Resolution

Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards. It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental

and by working with Faculty, these issues can be addressed and managed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community. We will abide by the social contract: WAC 174-121-010 College philosophy. We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process. We will abide by the non-discrimination policies and procedures at TESC

Guest Policy

Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather

Generally, In the event of bad weather or emergencies, students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them https://evergreen.edu/emergencyresponse.

Faculty will monitor weather forecasts and if, on the Wednesday of a week that has class, inclement weather is forecasted to be highly probable for the weekend, Faculty will notify students may provide alternatives to the scheduled in class session.

Communicating

Since the beginning of the COVID-19 Pandemic, communication norms have evolved and are subject to change due to varies reasons. **Students' Evergreen email is the primary means of communication between students and faculty.** Canvas will be used for posting readings and assignments. Canvas is not to be used for Student to Faculty communication. Students are responsible for checking their Evergreen email and Canvas regularly.