

# UST 553 URBAN SUSTAINABILITY PLANNING

Fall 2017 Semester

Thursdays 6:00-9:50 pm, Room 326

Instructor: Dr. Wendy Kellogg; Office: UR 308

Office Hours: Thursday 4:00-5:30 (drop in) or by appointment

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## COURSE ORGANIZATION AND OBJECTIVES

The purpose of the course is to present the concepts, frameworks, knowledge, and tools used for planning the sustainable city and region. The course explores concepts and practice at regional, metropolitan, city and neighborhood scales. Think of this syllabus a covenant between you, your colleagues in class, and me. If you complete the readings, attend class, do the assignments and make every effort to learn from each other and from me, by the end of the semester, you will have gained knowledge in the following areas:

- the city and its region as a social-ecological system
- the conceptual underpinnings of ecological/environmental planning and sustainability, the history of how these have developed, and their major manifestations today;
- the processes of change, adaptation, and resilience as these apply to sustainability
- the major policies and ecological/sustainability-oriented planning approaches that guide planning for sustainable settlements
- the instrumental knowledge, rubrics and operational techniques used in planning to mitigate environmental negatives and restore and sustain ecological integrity and human quality of life in an urban setting
- an understanding for the different values, roles, power relationships, and strategies of different actors involved in planning as part of public decision making processes

The course topics are organized to present first a set of organizing principles, conceptual frameworks, history of thinking about sustainability and approaches to planning processes. We then move through a series of topics and case studies through which we can examine key aspects of sustainability planning. For each one of these topics, the readings are designed to explore historical roots, concepts, knowledge, and policy and planning strategies. The readings also include examples of how conditions are measured and tools used to guide decision making and planning processes.

It is my role in the class to present important concepts, raise questions, and guide your learning. It is your job to be an active learner, to engage in ongoing research, to challenge yourself and your classmates to learn more, to improve how you learn, and to formulate key questions (based on your reading efforts) that you want answered for each and every class session.

## IMPORTANT UNIVERSITY DATES FOR THE COURSE

Last Day to Drop with Full Refund	Sept. 1
Last Day to Add	Sept. 3
Labor Day	Sept. 4 (university holiday; no classes, no offices open)
Columbus Day	Oct. 10 (university holiday; no classes, offices open)
Last Day to Drop	Sept. 8
Last Day to Withdraw (W assigned)	Nov. 3
Veteran's Day	Nov. 10 (university holiday)
Thanksgiving Recess	Nov. 23-26 (no classes; university closed)

## COURSE MATERIALS

The required texts for the course are:

The Sustainable Development Reader, Wheeler and Beatley, eds., 3<sup>rd</sup> Edition

The book presents excerpts from classic and important readings. We will not read every one of these, but I encourage you to read beyond what is required to expand your understanding.

Pragmatic Sustainability: Dispositions for Critical Adaptation, Steven Moore, Ed. 2<sup>ND</sup> EDITION!!!

We will read most of these chapters. I encourage you to read and think about the questions that are posed at the end of the chapters and bring your thoughts to class sessions.

These books are available at the CSU bookstore. Other readings will be on the course Blackboard site, as noted. Class readings should be completed **PRIOR** to the class session for which they are assigned. All readings are required unless otherwise noted. I **strongly** suggest you read them in the order presented on the syllabus.

The course blackboard site contains readings, assignments, email and a course calendar. You will post written assignments to the blackboard site, I will grade them and return them through the site. Please use BB for turning in assignments. This will allow me to review your work, make comments and return items to you with greater efficiency.

### **STUDENTS WITH SPECIAL NEEDS**

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216-687-2015. The Office is located at MC 147. Accommodations need to be requested in advance and will not be granted retroactively. If you have a letter from the Office of Disability Services for me, please do this by the second week of class so we can make appropriate accommodations for participation in class assignments.

### **CLASS ROOM CONDUCT**

I expect respectful and courteous behavior in the classroom. Listen to your classmates and do not interrupt. I expect that students will not cause disruptions during the class (such as leaving or entering, answering cell phones, etc.). Please turn cell phones off during class (unless you are on call for your job; please let me know ahead of time if this is the case; please put the phone on vibrate). You will have a break during the evening to check calls. Hats off in class please (gentlemen and ladies both), unless your hat or other head cover is required by your religious observations.

### **COURSE GRADING POLICIES AND ASSIGNMENTS**

Some of the requirements for grading flow from the university, which has some basic but important requirements for grading:

- A grade of **Incomplete** will only be given when a student cannot complete course requirements because of a serious illness or crisis (as judged by the instructor), either of the student's or in his or her immediate family. Incompletes are given when a student has completed most of the assignments for the class and has a problem finishing the required work and has notified the instructor that there is a problem.
- An "X" will be given when the instructor cannot compute a grade for the course due to missing assignments or when the student fails to attend a significant number of classes and the instructor has no communication from the student regarding the course. Please remember that both "incomplete" and "x" grades will turn into "F" following the end of the semester if work is not eventually completed.
- Your writing assignments must be **IN YOUR OWN WORDS**. Plagiarism and cheating of any kind will not be tolerated. The CSU Student Handbook describes plagiarism as "stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment." Minor infractions comprise those instances of cheating, plagiarism, and/or tampering that affect the grade

of an individual class assignment or project of lesser (<25% of grade) importance. Any student found cheating or presenting someone else's work without proper citations will receive an "F" on that assignment. Multiple instances of minor infractions within a course or across courses constitute a major infraction. Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/ comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct. Repeated plagiarism or plagiarism on an individual assignment worth more than 25% of the course grade may result in an "F" for the course. A grade of "F" resulting from plagiarism will be awarded 0 points toward the final grade. (Consult the University's policies on these infractions for further details.) If you are unsure about citation rules, please consult a citation guide and/or talk with the professor. I also suggest that you use Turnitin, available through the CSU Library, to check your work prior to submission to the professor. I will be using this service on your final papers.

- Written communication is critical to professional practice. All work completed outside the classroom should be typed. Grades for written work will be made on the basis of logical argument, organization, correct use of English, proper citations and references, timeliness, and fulfillment of assignment requirements. **An assignment will not be accepted more than one week past its due date unless permission by the instructor is given prior to when the assignment is due.** I will take off one half grade for each day an assignment is late. **All written assignments should be delivered by email as word documents, not PDFs so that I can make comments using track changes and repost for your review in Blackboard.**
- The class sessions may consist of brief lectures by the instructor, student-led discussions, guest presentations, student presentations, case study presentations, and class exercises. Active participation (demonstrating clearly that you have done the readings) in class discussion is **required**. Attendance is expected at all sessions. All students are responsible for completing all weekly readings, any assignments given, and for participating in classroom discussion. *It is not enough to express your opinion to gain points for participation. You need to **explicitly refer to readings** assigned for the class during the discussion. **Each week, as you read the assigned readings, please post one or two questions or topics you would like to discuss during class to the class discussion board by noon the day of class. These postings will count toward your participation points.***
- I grade on a 100 point system for the entire semester. Here is how I calculate your final grade:
 

A	94-100 points	B-	78-82 points
A-	90-93 points	C	70-77 points
B+	87-89 points	F	< 70
B	83-86 points		

<i>Assignments</i>	<i>Maximum Point Value</i>	<i>Due Date</i>
Homework Assignment 1	5	September 7
Homework Assignment 2	10	September 21
Individual Research Paper	45	
Outline, references and introduction	10	October 5
Draft	15	November 9
Final	20	December 14
Individual Discussion Leader (2 at 10 each)	20	As per sign up sheet
Presentation of Individual Research	10	Power point; December 7
General Class Participation	10	Attendance, posting questions, participation in class

**COURSE OUTLINE AND READINGS (SUBJECT TO CHANGE BASED ON SCHEDULING TOURS AND GUEST VISITS)**

**Note: For all readings in Wheeler and Beatley (W & B) and in Moore, be sure to read the Editor's introduction for each chapter and reading**

The course Blackboard site should automatically appear on your membership list when you log into Blackboard. If this is not the case, please let me know ASAP. Readings are found within the "course content" folder.

Readings should be completed **PRIOR** to and in preparation for the class session under which they are listed.

**August 31      *Urban Systems and Sustainability***

Moore, Preface to the second edition & Introduction, Pragmatic Sustainability, in Moore  
Clark, Perez-Trejo and Allen. Ch. 2 The Nature of Systems (**Blackboard**)  
Thompson, The Many Meanings of Sustainability: a competing paradigms approach, Ch. 1 in Moore

**September 7 *Change, Complex Adaptive Systems, and Resilience***

Reuben and Lanham, Ch. 3 Sustainable Development: Complexity, balance, and a critique of rational planning, in Moore  
Walker and Salt, Chapters 1 through 5 from Resilience Thinking (**Blackboard**)  
Resilience Alliance Website – Key concepts of social-ecological systems thinking  
<http://www.resalliance.org/>  
start with the "research" tab, link to Key concepts button; explore the concepts, glossary, research themes;  
Innes and Booher, Ch. 8 Governance for a Resilient Society (**Blackboard**)  
(see CALFED description in reading list as well)

**HOMEWORK ASSIGNMENT #1: SUBMIT ON BB AND BRING TO CLASS**

**September 14      *Field trip: West Creek and Urban Water Management***

Hough, Ch. 2 Water (**Blackboard**) [this file is big; may take a while to load]  
SWITCH, Approach to Strategic Planning for Integrated Urban Water Management (**Blackboard**)  
USEPA, Sustainable Water Infrastructure <https://www.epa.gov/sustainable-water-infrastructure>  
Review the links on the page;  
USEPA, Green Infrastructure Program  
<http://water.epa.gov/infrastructure/greeninfrastructure/index.cfm - tabs-1>  
review the links on the page  
Slavic Village Green Infrastructure Project (**Blackboard**)

**September 21      *Field trip: Cleveland EcoVillage and Sustainable Neighborhoods***

Barton, "The Neighborhood as Ecosystem" (**Blackboard**)  
Cole, Robinson and Westerhoff, Regenerative Sustainability: Rethinking neighborhood sustainability, in Moore  
Kellogg and Keating, Cleveland's Ecovillage: Green and Affordable Housing Through a Network Alliance  
(**Blackboard**)  
Wheeler, Infill Development, in W & B  
Case studies in Urban Sustainability at the Neighborhood or District Scale, W & B, p 511  
Case Study: Cleveland EcoVillage...  
Ecocity Journal: The Cleveland Ecovillage (**Blackboard**)  
EcoCity Cleveland's web page on the Cleveland EcoVillage

Origins of the Ecovillage <http://www.gcbl.org/files/resources/originsecovillage.pdf>

Cleveland Ecovillage <http://www.gcbl.org/projects/cleveland-ecovillage>

Explore the links under additional resources

Ecovillage search results: [http://www.gcbl.org/search?search\\_text=ecovillage](http://www.gcbl.org/search?search_text=ecovillage)

Review the links on this page

## ***HOMEWORK #2 IS DUE ON BB PRIOR TO CLASS***

### ***September 28 Knowledge, Mental Models and Tracking for Urban Sustainability Planning***

Meadows, et al, Perspectives, Problems and Models, in W & B

\*DuPlessis, Urban Sustainability Science As A New Paradigm For Planning (**Blackboard**)

\*Weinstein, Sustainability Science: The Emerging Paradigm and the Ecology of Cities (**Blackboard**)

\*Pickett, et al, Resilient Cities: meaning, models, and metaphor for integrating the ecological, socio-economic, and planning realms (**Blackboard**)

Maclaren, Urban Sustainability Reporting, in W & B

Wachernagel and Rees, What is an Ecological Footprint, in W & B

\*Fisher, Getting ready for the great disruption, in Moore

Sustainable Measures, indicators of Sustainability, <http://www.sustainablemeasures.com/indicators>

Read and review the links on the page

Global Footprint Network, Ecological Footprint, <http://www.footprintnetwork.org/our-work/ecological-footprint/>

Explore the page; then link to Menu and look at the Tools and Resources page; try the calculator

### ***October 5 Climate Change: Planning for Mitigation and Adaptation***

McKibben, The End of Nature, in W & B

Stone, Prologue: La Canicule (**Blackboard**)

USEPA Climate Science: <http://www.epa.gov/climatechange/science/>

Pacala and Socolow, Stabilization Wedges, in W & B

Bulkeley, et al, Towards Low Carbon Urbanism, in W & B

Solecki, et al, The Urbanization of Climate Change, in W & B

\*Stone, The Green Factor (**Blackboard**)

Crane and Landis, Introduction to the Special Issue (on Climate Change) (**Blackboard**)

\*Bedsworth and Hanak, Adaptation to Climate Change: A review of challenges and tradeoffs in Six Areas (**Blackboard**)

\*Quay, Anticipatory Governance: A Tool for Climate Change Adaptation (**Blackboard**)

\*Butler, Deyle and Mutansky, Low-Regrets Incrementalism: Land Use Planning Adaptation to Accelerating Sea Level Rise in Florida's Coastal Communities

ICLEI GCP website

<http://www.iclei.org/details/article/launch-of-first-global-standard-to-measure-greenhouse-gas-emissions-from-cities.html>

Case Study:

City of Cleveland climate adaptation plan (**Blackboard**)

CAP and LOW INCOME COMMUNITIES

## **OUTLINE, REFERENCES AND INTRODUCTION FOR PAPER DUE PRIOR TO CLASS**

### ***October 12 Urban Metabolism: Energy, Materials and Infrastructure***

Girardet, The Metabolism of Cities, in W & B

\*Barles, Society, energy and materials: the contribution of urban metabolism studies to sustainable urban development issues (**ECR**)

Lyle, Waste as a Resource, in W & B  
Brown, Harnessing Wind, Solar and Geothermal Energy, in W & B  
\*Bristow and Kennedy, Urban Metabolism and the Energy Stored in Cities (**Blackboard**)  
Water Resilient Cities Conference, Final Report  
\*Pincetl and Porse, The co-evolution of infrastructure, governance and urban ecology, in Moore  
Gleick, The Changing Water Paradigm: A Look at Twenty-First Century Water, in W & B

### **October 19 Urban Landscape as Social-Ecological System**

Perlman and Miller, Ch. 2: Introduction to Ecology and Biodiversity, and Ch. 4: Change Through Time (**Blackboard**)  
Spirn, City and Nature, in W & B  
\*Wu, Making the Case for Landscape Ecology: An Effective Approach to Urban Sustainability (**Blackboard**)  
\*Young, Interdisciplinary Foundations of Urban Ecology (**Blackboard**)  
Mumford, Cities and the Crisis of Civilization, in W & B  
McHarg, Plight and Prospect, in W & B  
Howard, "The Three Magnets....", in W & B  
Beatley, Land Development and Endangered Species," in W & B  
Riley, What is Restoration?, in W & B  
Calthorpe, Next American Metropolis, W & B  
Beatley, Biophilic Cities, in W & B  
\*Spirn, The nature of Mill Creek, in Moore

### **October 26 Socio-economic Systems and a Sustainable Economy**

World Commission on Environment and Development, Towards Sustainable Development, in W & B  
United Nations, Rio Declaration, in W & B  
Perlman and Sheehan, Fighting Poverty and Environmental Injustice in Cities, in W & B  
\*Hess, Social movements, civil society, and sustainability politics: alternative pathways and industrial innovation, in Moore  
Daly, The Steady State Economy, in W & B  
Hawken, Natural Capitalism, in W & B  
*Economic Development section* in W & B, pp. 261-308  
\*Oden, Equity: the Forgotten E in Sustainable Development, in Moore  
Marcuse, Sustainability is Not Enough (**Blackboard**)

Case Study: City of Cleveland Planning for Sustainability  
Cleveland Sustainability (**ECR**) (the Sustainability Chapter in Connecting Cleveland Citywide Plan)  
Summit 2019 Process: <http://portal.cleveland-oh.gov/CityofCleveland/Home/Government/CityAgencies/OfficeOfSustainability>

### **November 2 Sustainability, Health and Food**

Fitzpatrick and LaGory, Cities as Mosaics of Risk and Protection (**Blackboard**)  
\*Smith, Whitlegg, and Williams, Health and the Built Environment (**Blackboard**)  
\*Friel, et al, Urban Health Inequities and the Added Pressure of Climate Change (**Blackboard**)  
\*Verbeek & Boelens, Environmental Health in the Complex City: A Co-evolutionary Approach (**Blackboard**)  
Frumkin, Frank and Jackson, Physical Activity, Sprawl and Health, in W & B  
Pollan, The Food Movement, Rising, in W & B  
Shiva, The Hijacking of the Global Food Supply, in W & B  
Honore, Slow is Beautiful, in W & B  
Bullard, People of Color Environmentalism, in W & B  
Perlman & Sheehan, Fighting Poverty and Environmental Injustice in Cities, in W & B

Urban Agriculture and Community Food Security in the United States:

Farming from the City Center to the Urban Fringe, <http://www.foodsecurity.org/urbanag.html>

Cleveland-Cuyahoga County Food Policy Coalition: <http://ccfoodpolicy.org/>

**November 9 Built Environment: Buildings and Urban Design**

Green Architecture and Building Section in W 7 B, pp. 309-336

\*Chusid, Cautious engagement: Historic Preservation and Sustainable Design, in Moore

\*Canizaro, Regionalism place, specificity and sustainable design in North America and Europe, in Moore

\*Moe, Our model of models, in Moore

**DRAFT OF RESEARCH PAPER DUE PRIOR TO CLASS**

**November 16 Compact Urban Form: Transportation Infrastructure and Land Use**

Squires, The Interstate Sprawl System (**Blackboard**)

Ewing, et al, Compactness vs. Sprawl, in W & B

Smart Growth America, This is Smart Growth (**Blackboard**)

Redefining Progress, A Sustainable Future For Pleasanton: Evaluating Land Use Alternatives (**Blackboard**)

Complete Streets <http://www.completestreets.org/> Explore, read the Complete Streets A to Z; click on the links to review additional materials

Wheeler, Infill Development, in W & B

Newman & Kenworthy, Traffic Calming, in W & B

Cervero, Transit and the Metropolis, in W & B

THANKSGIVING BREAK: NO CLASS NOVEMBER 23

**November 30 Regional Sustainability: Planning and Governance**

\*Reiniger, Bioregional Planning and Ecosystem Protection (**Blackboard**)

\*Rathwell and Peterson, Connecting Social Networks with Ecosystem Services for Watershed Governance (**Blackboard**)

Case studies: Urban Sustainability at the City and Regional Scale, in W & B, p. 531

Two prize winning regional sustainability plans:

Vibrant NEO 2040, Final Report, Introduction; trend scenario, alternative scenarios, and regional vision up to page 105); won AICP Daniel Burnham Award for a Comprehensive Plan, 2015, (**Blackboard**)

Southern Nevada Strong, Chapter 1 Plan Summary (all parts), 4.1 Vision for Preferred Future Land Use

<http://sns.rtcnv.com/our-plan/>; won 2016 AICP national award for public outreach; funded with HUD

Sustainable Communities grant

**December 7 Presentations of Student Research Projects in Class**

**Final Paper Due December 14, 6:00 pm**

## ENVIRONMENTAL & URBAN SUSTAINABILITY PLANNING

FALL 2017

Due September 7, on BB and bring to class

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### Homework #1: Change (5 points)

NOTE: DO THIS HOMEWORK BEFORE YOU DO THE READINGS FOR SEPTEMBER 7 CLASS

Based on the readings for class on August 31, write, draw (a conceptual map, flow diagram, matrix, etc.) AND otherwise communicate your description of change in our society and world.

Try to address the following questions:

How do things change, meaning what does the process of change entail? What are the drivers? What or who influences change? What is the difference between quick change and long-term change in terms of influences? What changes exactly over time? How well can we know about change? Based on what and whose knowledge?

*Refer to the readings for class or other literature you have read to substantiate your points (provide a citation if you use something from outside class).*

Once you have a page or two of writing or drawings, see if you can identify the roots of your perspective, meaning from where did you get your perspective of change? What “big” ideas, theories or experiences shaped your view of change?



## ENVIRONMENTAL & URBAN SUSTAINABILITY PLANNING

FALL 2017

Due September 21, on BB before class starts

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### Homework #2: Personal Ecology and Reflection(5 points)

Keep track of your behavior for one day (what you eat, waste you generate and how it is disposed, products you consume, energy you use, where and how you travel, etc.); for this log, either document the number of times or the quantities generated; Identify the systems (human or natural) of which these behaviors are a part or that they stress. Generate a log of these activities to hand in.

Create a bubble diagram or concept map that displays the systems within which you lived and show your personal ecological niche and how it is supported by the systems. Put yourself in the middle of the drawing and graph the other components of your "ecosystem." Try to get every link in the system as things influence each other and you. Be detailed and try to picture each link in the system. Be as detailed as you can.

Find an on-line calculator and estimate as best you can the use of energy and materials each day, how much you recycle and how much goes to a landfill/other waste repository. Provide the calculator in the paper.

Write 3-5 pages to respond to the following questions:

- how could you change your behavior to exert less stress on the ecological/human systems?
- where in the system (a link, a set of links) would it be easiest to make changes personally?
- what are the limits to change that is possible on a personal level? Where does there need to be collective, or policy action?
  - what social customs/values or policies/laws affect your ability to change your behavior?
  - what kinds of programs, policies, plans, services, etc. by government would facilitate better ecological behavior by citizens

Include any other observations you wish!!!

For preparation of this assignment, please review the oval diagramming reading included on the blackboard assignment section, and read "What is an Ecological Footprint" by Wackernagel and Rees in the Wheeler and Beatley class book.

## ENVIRONMENTAL & URBAN SUSTAINABILITY PLANNING

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### Individual Research Paper (45 pts)

In this paper assignment, you will explore an environmental planning/urban sustainability topic of interest. The topic should relate directly to class themes and subjects. The object for the assignment is to analyze or propose an environmental planning process, policy, action or mechanism to address a problem. As such, **the paper is oriented toward public policy and planning actions, not merely research about the topic per se.** The final paper should address the following aspects of the environmental planning problem:

- ◆ present the topic/problem
- ◆ describe previous planning/policy frameworks and actions
- ◆ analyze results of these actions in terms of effectiveness, change in conditions they brought about, remaining challenges, etc.
- ◆ recommend 2 alternative approaches and describe the benefits and challenges to implementation for each

### **The assignment is to be completed in three parts:**

#### *Part 1. Outline, references and introduction (10 points)*

The first part of the assignment is due in class on October 5. Students should discuss the topic for the paper with the professor in advance. This assignment should be based on a review of several articles, books, etc. to get the overall framework of the paper in place. Hand in a topical outline of the paper, a list of references (20), and a 1 page introduction to the paper that lays out the main aspects of the issue/problem and the types of public policy/planning responses that will be examined. The references should include academic journals, think tank articles and more serious practitioner materials. Internet sources –unless on-line journals–should not be the main type of resource. Your references should include a mix of planning and scientific/technical literature. Many scholarly journal articles are available on-line through the CSU library web pages. You may also order books through Ohio link (3-5 day delivery on campus). I strongly urge you to use these resources for your paper assignment. If you are unfamiliar with how to access university library resources for scholarly work, please consult with a reference librarian either at the CSU library or on-line through their help service. **IT IS NOT SUFFICIENT TO DO SEARCHES ON GOOGLE FOR YOUR RESOURCES.** A CSU reference library specifically assigned to the Levin College (Diane Kolosionek) is in our building once a week on Tuesday afternoons from 2:30 to 4:30 for consultation and help with research. You can also visit her at the library! Please use **APA style** for the paper and your references (consult the CSU library web page for information on this formatting).

#### *Part 2. A draft of the paper (15 points)*

This part of the assignment is due November 9. By this point your paper should have at least a beginning and middle so that I can assess whether you are meeting the requirements of the assignment overall and that you have made progress. You won't likely have the fourth bullet above, but you should have completed in draft form the first two bullets and at least some of the third bullet. Please include your original outline as the first page of the draft. If you found that you needed to change things a bit, that is fine, just give me a paragraph of why and how. **Your draft will be given back to you via BB with comments within two weeks.**

#### *Final draft (20 points)*

The paper should be about 20 pages. Students will hand the paper in no later than December 14, 6 :00 p.m on BB.

#### Examples of topics:

Adoption of green building codes by local jurisdictions

Urban watershed planning efforts or Urban streams land management practices/ Storm water

Environmental health issues and land use/infrastructure

Access to recreational open space and health  
Pedestrian oriented urban planning and environmental or health issues  
Sick building syndrome and building codes and planning response  
Neighborhood development and green building codes or environmental issues  
Use of indicators, ecological footprints, etc. in real planning processes  
Urban sprawl and various state programs that shape planning practice  
Urban food systems and food economy  
Measuring the value of ecosystem services and input to cost benefit analysis or other planning methods  
Use of technology for tracking and analyzing land use/land cover  
Energy use for water purification and/or distribution  
Distributed energy systems and land use

## **ENVIRONMENTAL & URBAN SUSTAINABILITY PLANNING**

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### **Presentation of Individual Research (10 points)**

You will each present a power point of your individual research paper the last class of the semester December 7.

The presentation should be outlined as follows;

- Problem/Issue Statement
- Review of previous planning and policy initiatives/programs
- your analysis of the results of these: are they improving the situation?
- a set of alternatives that you have developed and the basis of these alternatives (why you think they will improve the situation)

You will have 12 minutes for your presentation; with an additional 3 minutes for questions

Please submit your power point through blackboard no later than 12 noon on xxx for the assignment to be considered "on time"

## DISCUSSION LEADER PREPARATION GUIDELINES

For this assignment you will prepare a presentation of a selected class reading. We all will have read the reading, so the point of this exercise is to EXPAND our understanding of the significance of the reading as it relates to the theme of week's topic and to real world policy and planning activities.

For this assignment you will:

- discuss several main points of the reading and **point how these relate to other readings**, either for the current class session and/or prior readings; the idea is to make connections
- while your perceptions are meaningful, our primary focus is to have you compare the author's assertions in your article with those from other readings
- raise at least two questions or tensions in the reading and lead a discussion among your class mates; you may also choose from the questions typically found at the end of the chapters in the Moore textbook
- illustrate the reading and its main points with a case study of a current or an historic policy or planning episode
- provide a graphic to illustrate your point (could be a ppt, a chart, etc.) for the class

Purpose:

- to engage your colleagues interactively in class
- to raise important concepts, issues, questions, tensions for discussion; be *deep* here
- to relate reading to other readings for class that day and/or to relate reading to prior readings discussed in class (as relevant)

Grading: this is how I will grade your work

- explores, ponders and pushes us to think about the concepts/issues raised in the reading
- **ties reading to other readings well; If you don't do this you will be marked down significantly**
- raises and explores interesting points, questions, etc. that stimulate discussion
- raises a creative policy/planning question about an issue you find in the press or other source
- facilitates discussion and keeps it going (part of your grade that is important; you owe it to each other to read the article, be prepared to engage, and to participate)