Spring 2013/ Ko

Wednesday, 7:00-9:50 p.m., University Hall, Room 01

Instructor

Yekang Ko, Assistant Professor, SUPA

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Teaching Assistant

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Course Description

This course provides a road map for examining sustainability at the personal, community and metropolitan levels and guides planners to link their concerns to planning ethics and practice. It first explores the origin of the sustainability concept in urban planning. Various theoretical dimensions of sustainable development will be examined, including the role of environmental sustainability to promote both economic vitality and social equity. The course also provides practical tools and training in writing, communication and plan making for achieving metropolitan sustainability.

Learning Outcomes

At the conclusion of the course, you will be able to:

- Evaluate essential but sometimes conflicting dimensions of sustainability concepts from various perspectives and apply them to planning practice.
- Evaluate the ethical dimensions of sustainability and relate them to the standard code of ethics in planning practice.
- Understand plan making tools at local, regional and state levels for promoting urban sustainability.
- Write and present in a professional quality for effective communication as a planner.

*Yekang Ko and Ann Foss developed the syllabus by revising a previous syllabus prepared for this class by Dr. Ivonne Audirac.

Textbooks

[Required]

> **Stephen Wheeler and Timothy Beatley, eds.,** *Sustainable Urban Development Reader* **(Routledge, 2nd edition, 2008).** Available at the UTA Bookstore. Library also has the 2004 electronic edition (NetLibrary Collection, link); note, however, that the 2008 edition includes new material and involves considerable revision.

> **Stephen Wheeler,** *Planning for Sustainability: Creating Livable, Equitable and Ecological Communities* **(Routledge, 1st edition, 2004).** Available at the UTA Bookstore. One copy will be on Reserve for 2-hour checkout (Library Link).

[Recommended]

> Natalie Macris, *Planning in Plain English* (American Planning Association, 2000). One copy will be on Reserve for 2-hour checkout (Library Link).
> A condensed version of this text in a presentation by the author is available on Blackboard

Other required readings marked **Bb** are listed in the calendar of readings below.

Requirements& Grading

Grades will reflect class participation, two individual assignments and a final group project. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Requirements	Evaluation	Weight
Class Participation	Preparation & participation	10
	Presentation & discussion lead	10
Module 1 Assignment	Reflection statement	15
Module 2 Assignment	Policy memo	25
Module 3 Final Group Project	Group presentation	15
	Group paper	25
TOTAL		100
Letter Grade		
	A	>= 90
	B	>=80
	C	>=70
	D	<70

*Important note: **Incomplete grading "I" or extensions are not available in this class** unless severe illness or documented extenuating circumstances justify it.

- **Preparation &Participation:** Students are expected to attend class, regularly contribute to discussions, actively participate in their groups and consistently demonstrate that they have completed the readings. Each week, students are expected to submit a one page written summary and response to the assigned readings of the week.

- **Presentation &Discussion Lead**: Each student will make an oral presentation AND serve as a discussant for a peer's presentation. Oral presentations will be about specific assigned readings from the reader (Wheeler & Beatley, 2008). Beyond the summary of the reading, the 15 minute presentation must include further investigation on the authors' biography, key findings from his/her research, major contributions to sustainability, implications to contemporary planning and your own critiques. Discussant will prepare a minimum of two questions related to the assigned reading and pose the questions to the class to generate an active discussion. Collaborating with the other discussants of the day, the discussant must facilitate active discussions in an innovative way.

- **Module 1 Assignment:** Each student will write a1-page (single-spaced) reflection statement on sustainability and planning ethics that encompasses: (1) one's position along a sustainability continuum from eco-centrist to techno-centrist; and (2) the ethical dimensions of sustainability and their relationship to the AICP code of ethics. The statement is due February 15.

- **Module 2 Assignment:** Each student will pick and survey one dimension of urban sustainability in the DFW area and write a 2-page (single-spaced) policy memo to the Sustainability Committee of Vision North Texas. A policy memo writing workshop will be held in class on February 13. The memo is due March 22.

- **Module 3 Final Project:** In groups of three, students will develop a local comprehensive plan for a city in the DFW area. Each group will make a presentation in class on May 1st. The final report should be 6-8 pages (single spaced excluding graphics). Graphic communications (maps, figures, charts, etc.) are highly recommended. The final report is due May 8.

All written assignments for class should use the APA style for in-text citations and the bibliography. Information about APA style can be found on Blackboard. The final assignment for each module must be submitted to SafeAssign in Blackboard in order for students to view and correct any evidence of plagiarism. Students should submit a draft of each paper before the due date, review their matching score, and submit the final draft only when their paper has a matching score of less than 15%. More details about APA style and SafeAssign will be provided in class.

CIRP 5308 Metropolitan Sustainability & Planning Ethics

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Schedule

Wk	Date	Topic	Reading
Module 1: The Origin of Sustainability			
1	1/16	**Course Overview** ***Presentation Workshop**	Wheeler Ch 1 In Class: AssignPresenters/Discussants for the semester
2	1/23	**Origin of the Sustainable Development**	Wheeler Ch 2 From the Reader: Howard, Leopold, Mumford, Meadows, World Commission on Environment and Development
3	1/30	**Theory of Sustainability Planning**	Wheeler Ch 3 From the Reader: Jane Jacobs, McHarg, Frank, Daly, McKibben, United Nations O'Riordan, T. (1995). Frameworks for choice: Core beliefs and the environment. *Environment, 37*, 4-9 &25-29. Bb
4	2/6	**Planning Ethics** ***Planning Ethics Workshop (by guest speaker)**	AICP Code of Ethics and Professional Conduct http://www.planning.org/ethics/ethicscode.htm Lein, J.L. (2003) Ethics, conflict, and environmental planning, Chapter 9 in Integrated Environmental Planning, Blackwell Publishing. Bb
Module 2: Dimensions of Urban Sustainability			
5	2/13	**Sustainability Planning and the Three Es** ***Policy Memo Writing Workshop**	Wheeler Ch 4 &5 Campbell, S. (1996). Green cities, growing cities, just cities? *Journal of the American Planning Association*, 62, 296-312. Bb From the Reader: Callenbach, Le Guin, Wheeler
6	2/20	**Dimensions of Urban Sustainability I** - **Land Use&Urban Design** - **Transportation** - **Green Building I**	From the Reader: Calthorpe, Gehl, Wheeler, Cervero, Newman and Kenworthy, Pucher et al., McDonough, Vale and Vale,
7	2/27	**Dimensions of Urban Sustainability II** - **Urban Ecology &Restoration** - **Energy & Material Use** - **Green Building II**	From the Reader: Spirn, Beatley, Riley, Girardet, Lyle, Pacala and Socolow, Eisenberg and Yost, US Green Building Council
8	3/6	**Dimensions of Urban Sustainability III** - **Environmental Justice & Social Equity** - **Economic Development**	From the Reader: Bullard, Hayden, Perlman, Pearce and Barbier, Hawken, Korten, Shuman, Roseland
	3/13	SPRING BREAK	
Module 3: Tools for Metropolitan Sustainability Planning			
9	3/20	**Tools for Sustainability**	Wheeler Ch 6 From the Reader: Maclaren, Wackernagel and Rees, Allan Jacobs, Lerner, Montis, Rabinovitchand Leitman, Beatley, Hsiao and Liu, Lam, Honey

10	3/27	**Plan Making Workshop (by guest speaker)**	Plan Making Materials. Bb
11	4/3	**Planning at local and regional scale**	Wheeler Ch 10& 11 From the Reader: pp. 427-455 In class exercise: Regional Vision Exercise (from the reader), Comprehensive planning group meeting– group formation
12	4/10	**Planning at site and neighborhood scale**	Wheeler Ch 12& 13 From the Reader: pp. 395-426 In class exercise: Neighborhood Planning Exercise & An Ecological Site Plan (from the reader)
13	4/17	**Draft Plan Presentation**	
14	4/24	**Revised Plan Presentation**	
15	5/1	**Final Presentation**	
16	5/8	**Final Paper Due**	

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Other General Notes

Attendance Policy: Students have the responsibility to fully participate. This participation includes, but is not exclusive to, attendance, class discussions, the individual evaluating and sharing of research that is relevant to their own future career interest as it relates to metropolitan sustainability and planning ethics, and preparing for and participating in team presentations. As a rule, graduate students should expect to spend three to four hours preparing for each hour spent in class (i.e. for a three hour class each week, 9 to 12 hours of preparation).If a student does miss a class, they need to contact the instructor ASAP to determine what, if any, impact there is to his/her final grade.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.