CIRP 5308 Metropolitan Sustainability & Plan Making
Monday, 7:00-9:50 p.m., ARCH 330

Instructor
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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 sustainability to plan making and practice. It first explores the origin and theories of the sustainability concept in urban planning. Various dimensions of sustainable urban development will be examined, including the fundamental role of environmental sustainability to promote long-term economic vitality and social equity. The course also provides practical tools and training in writing and communication such as: a policy memo writing, oral presentation and comprehensive plan making for achieving metropolitan sustainability.

Learning Outcomes
At the conclusion of the course, you will be able to:
- Understand the theoretical and ethical foundations of sustainability and relate them to your personal goals as a professional planner.
- Identify essential but sometimes conflicting dimensions of sustainability concepts from various perspectives and apply them to plan making and planning practice.
- Understand plan making at various geographic levels for promoting urban sustainability.
- Write and present in a professional quality for effective communication as a planner.

Textbooks

[Required]

Wheeler, S. and T. Beatley, eds. (2014). *Sustainable Urban Development Reader, 3rd edition.* Routledge. (Selected reading for AICP exam preparation)

> Available at the UTA Bookstore. Library also has the 2009 2nd edition (Central Library HT166 .S9135 2009; Link Here); note, however, that the 2014 edition includes new material and involves considerable revision.

[Recommended]

Wheeler, S. (2013). *Planning for Sustainability: Creating Livable, Equitable and Ecological Communities, 2nd edition.* Routledge. (Selected reading for AICP exam preparation)

> Available at the UTA Bookstore. Library also has the 2004 edition (Library Link); note, however, that the 2013 edition includes new material and involves considerable revision.

Godschalk, D.R. and Anderson, W.R. *Sustaining Places: The Role of the Comprehensive Plan*. APA Planning Advisory Service Report Number 567. American Planning Association Press

> A condensed version of this text in a presentation by the author is available on Blackboard.

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, an oral presentation, 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 Preparation & Participation	Attendance & Class participation	15
	Weekly response papers	15
Case study Presentation	Oral Presentation	10
Module 1 Assignment	Personal reflection statement	15
Module 2 Assignment	Policy memo	15
Module 3 Final Group Project	Group presentation	10
	Group paper	20
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.

- **Class 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 response to the assigned readings of the week to Blackboard by no later than the Sunday (one day) before the class. The one page response includes a brief overview and summary of the reading, critiques and questions to certain parts of the reading, and links between what you learned and your current or future experience as a professional planner.

- **Case Study Presentation**: Each student will make a 12 minute oral presentation on a best practice of sustainable urban development. Student can choose a case site either from the reader (Wheeler & Beatley, 2014, Part 6) or by your own search. Beyond a brief summary of the reading, the 12 minute presentation must include further investigation on the case study such as: a brief history and background of the site and the project, the focused dimensions of sustainability, key stakeholders involved, sustainability plans developed, challenges during the implementation process, major contributions to sustainability, implications to DFW metroplex and your own critiques on the case. Graphic communications (maps, figures, charts, etc.) are highly recommended. Rubrics for the presentation are available on BB.

- **Module 1 Assignment:** Each student will write a 1-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; (2) your personal experience and education that influenced your ethical position and (3) how your position would affect your decision making in practice as a professional planner. Each student chooses a real world project, explains your definition of moral community and justifies your ethical obligation and decision by referring class readings. The statement due is February 14.

- **Module 2 Assignment:** Each student will pick and survey a current "regional" issue that is relevant to one or more dimensions 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 March 4th and provide more specific instruction. The memo is due March 14.

- **Module 3 Final Project:** In groups of three, students will develop a local comprehensive plan for a city in the DFW area. A comprehensive plan-making workshop will be held in class on March 21; more specific project guidelines will be available in advance of the workshop. Each group will make a presentation in class on May 2. 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 9.

*Requirements for Ph.D students: Each Ph.D student will have an opportunity to lead one or two discussions regarding dimensions of urban sustainability in weeks 5 to 8. The discussant will prepare a minimum of two questions related to the assigned topic and pose the questions to the class to generate an active discussion in an innovative way. A Ph.D. student has the option to write an individual research paper (6-8 pages, single spaced) instead of the Module 3 group project.

*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.

Schedule

Wk	Date	Topic	Reading
		**Module 1: The Origin of Sustainability**	
1	1/18	Course Overview *Assign presenters for the semester	[Rec. Wheeler Ch 1]
2	1/25	Origin of the Sustainable Development	Intro to Part One, Howard, Mumford, Leopold, J. Jacobs, McHarg, Meadows et al. [Rec. Wheeler Ch 2]
3	2/1	Theory of Sustainability Planning *Presentation Tips and Rubric	Daly, Spirn, WCED, McKibben, United Nations O'Riordan, T. (1995). Frameworks for choice: Core beliefs and the environment. *Environment, 37*, 4-9 &25-29. Bb AICP Code of Ethics and Professional Conduct http://www.planning.org/ethics/ethicscode.htm [Rec. Wheeler Ch 3]
4	2/8	Sustainability Planning and the Three Es Case study presentations (4)	Campbell, S. (1996). Green cities, growing cities, just cities? *Journal of the American Planning Association*, 62, 296-312. Bb Ko, Y. et al. (2011). A conflict of greens: green development versus habitat preservation. *Environment*, 53: 3, 3- 17.Bb [Rec. Wheeler Ch 4]

		Module 2: Dimensions of Urban Sustainability	
5	2/15	Climate Change Planning, Land Use & Urban Design Case study presentations (4)	Intro to Part 2, Pacala & Socolow, Bulkeley et al., Solecki et al., Calthorpe, Wheeler, Gehl
6	2/22	Transportation and Green Buildings Case study presentations (4)	Cervero, Newman and Kenworthy, Pucher and Buehler, McDonough, Vale and Vale, Eisenberg and Yost, US Green Building Council
7	2/29	Social Equity & Environmental Justice; Economic Development Case study presentations (2) *Policy Memo Writing Workshop	Bullard, Hayden, Perlman, Pearce and Barbier, Hawken, Shuman, Renner et al.
8	3/7	Environmental Planning & Restoration; Energy and Material Use; Food Systems and Health Case study presentations (4)	Beatley, Steiner, Giradet, Brown, Gleick, Lyle, Pollan, Frumkin et al.
	3/14	Spring Break	
		Module 3: Tools for Metropolitan Sustainability	
9	3/21	*Plan Making Workshop *Final Project Overview	Plan Making Materials. Bb Final project group formation
10	3/28	Sustainable Comprehensive Planning Best Practices and Implementation Project group meeting	Anderson (Bb) Assign individual tasks; work on the group project
11	4/4	Tools for Sustainability Urban Sustainability (indicators and rating systems) Project group meeting	Intro to Part 3. Maclaren, Wackernagel and Rees, A. Jacobs, Hsu, Leonard. [Rec. Wheeler Ch. 6] Work on the group project
12	4/11	Project group pin-up	Work on the group project
13	4/18	Draft Presentation	Work on the group project
14	4/25	Revision Presentation	Work on the group project
15	5/2	Final Presentation	
16	5/9	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: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this course, I have established the attendance policy described on page 3. Students have the responsibility to fully participate. This participation includes, but is not exclusive to, attendance, class discussions, and in-class 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.

Title IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

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.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located down the hallway on the right. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.