Course Description: Presents the values, trends and methods of planning for environmentally sustainable cities and regions. Focuses on urban sustainability and built form, including buildings, designed green spaces, urban water systems, energy and economic change. Students become familiar with processes that generate the physical landscape and the impacts of human settlements on natural landscapes. Students become familiar with the three “E’s” of sustainability, environment, economics and equity.

This course fulfills the general education requirements for a Writing Across the Curriculum (WAC) class.

Prerequisite Requirements: UST 289 or UST 290. Instructor recommends courses UST 435 Environmental Policy and/or UST 441 Environmental Planning as additional prerequisites.

This course fulfills the general education requirements for credits for a Writing Across the Curriculum (WAC) class.

Course Objectives: The course will present concepts and frameworks used in field of planning to guide students toward a deep understanding of what sustainability means for a city and region and how gains in sustainability can be achieved. The course presents both the contexts within which sustainability planning takes place and the frameworks, tools and substantive knowledge that inform sustainability efforts through various avenues, including public planning, policymaking, and private and non-profit work. The course focuses on urban sustainability and the built form, and explores concepts and practice at regional, metropolitan, city, neighborhood and individual scales.

Upon completion of this course, students will be able to:

• Identify and understand good/best practices in sustainable urban development and planning
• Identify and examine policies that foster improved sustainability in areas such as energy efficiency, housing, land use, and transportation.
• Understand the opportunities and constraints that affect a city’s or region’s ability to achieve sustainability.
• Connect a specific urban sustainability problem to policy alternatives, evaluate alternatives, and make a clear argument in written form about which alternative/s are most promising.
Course Materials: The required text for the course is available at the CSU bookstore or from online retailers.


Additional readings will be assigned and provided via Blackboard. Readings should be completed before the class session for which they are assigned. All readings are required unless otherwise noted.

Course Requirements and Evaluation

Student evaluations will be based on blog entries, a major research paper and related drafts, and participation/attendance.

Blog entries: 20% of course grade. Each week, students are expected to post a blog entry of 350-500 words in which they react to the assigned readings for the week. Prompt questions will be provided, but students may opt to write about their own topics or ideas so long as the posts deal directly with assigned readings. Students should write blog posts in a Word document first, using proper paragraph format and checking for spelling and grammatical errors. These entries are due by noon on Thursdays. You can miss two blog entries throughout the semester without negatively affecting this portion of your grade.

Research Paper: 50% of course grade, total, including 30% for early requirements and drafts of the paper, and 20% for the final draft.

Presentations of research: 10%. Students will give 10-12 minute oral presentations with visual aids (PowerPoint or similar) of their term research project near the end of the semester.

Participation and attendance: 20% of course grade. Attendance and speaking up in class will contribute to your participation grade. For a solid A here, you would need near perfect attendance and to contribute very regularly in class lectures and discussions. Missing more than two class will significantly reduce your participation grade.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Point Values</th>
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<tbody>
<tr>
<td>Blog entries</td>
<td>Weekly, Thursdays</td>
<td>20</td>
</tr>
<tr>
<td>Research Topic Proposal</td>
<td>Feb. 2</td>
<td>5</td>
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<tr>
<td>Research Thesis and Detailed Outline</td>
<td>Feb. 23</td>
<td>10</td>
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<tr>
<td>Draft Paper and Bibliography</td>
<td>April 6</td>
<td>15</td>
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<tr>
<td>Presentations</td>
<td>April 25 – May 4</td>
<td>10</td>
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<tr>
<td>Final Paper</td>
<td>May 9</td>
<td>20</td>
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<tr>
<td>Attendance/Participation</td>
<td>ongoing</td>
<td>20</td>
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<tr>
<td><strong>Total Course Value</strong></td>
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<td><strong>100</strong></td>
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Grading criteria for course are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>70-76</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>59 and below</td>
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Course Policies

**Late work:** Assignments are to be submitted by the assigned deadline, typically via Blackboard. Only under extraordinary circumstances, in which students have made previous arrangements with me, will I accept late work. If previous arrangements are not made, students will receive no credit for late assignments. A request for an extension must be arranged in advance, and must be accompanied by a recommendation from a recognized authority (e.g., physician or an academic dean). Grades of incompletes will only be granted for the most severe and documented circumstances (e.g., death in family, health complications, etc.) that prevent students from completing the course as scheduled.

**Academic honesty:** Students are expected to submit only their own work with their original ideas and proper citations of outside sources. Students are encouraged to study together and discuss their ideas with one another. However, all work submitted for this course must be completed individually. According to the CSU Writing Center, 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.

**Contacting the professor:** Students are encouraged to use e-mail and Blackboard to contact me regarding any questions or concerns. They also should feel free to drop into office hours. If you have a more complicated question that you feel will take some time to work out, it is a good idea to make an appointment to see me in the office. I will make every effort to accommodate students’ schedules.

University Policies

Students with Special Needs: Educational access includes 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 upon the impact of a disability should immediately contact the Office of Disability Services at 216-687-2015. The office is located in MC147. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.
Writing Assistance: Students with difficulty writing may contact the Writing Center located in the Main Classroom 321 for assistance. Students should use the American Psychological Association (APA) format for citations and reference pages, unless agreed upon otherwise in advance with the professor.

Writing Across the Curriculum (WAC) Experience and Requirements

https://www.csuohio.edu/writing-center/wac-requirements

This course has been organized as a Writing Across the Curriculum (WAC) class. This course strives to use the WAC experience to develop complex cognitive thinking through the planning and development of a technical research paper. The goal of this research paper is for students to develop research that is based upon a synthesis of research materials, organized around an argument, which includes analyses and personally developed insight. Additionally, the WAC experience includes an opportunity for the course instructors to provide valuable review and feedback to the students.

WAC Criteria

- Require students to write between 3,000 and 5,000 words (10-20 pages, double-spaced, in 12-point font, with 1” margins) in writing assignments (which may include drafts).
- Final versions of at least one assignment should total at least 2,000 words (eight pages).
- Teach students writing-to-learn strategies that foster students’ experiences in learning and writing-to-communicate strategies that foster students’ respect of readers’ experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews should be included.
- Assign writing complex enough to require substantive revision for most students. The instructor should give feedback to assist students in preparing subsequent papers or drafts of papers. This feedback should not consist entirely of mechanical correction of punctuation and grammar.
- Provide instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation.
- Assign writing throughout the semester.
- Where appropriate, address the needs of students regarding library competency.
- Assign writing in English unless the course is specifically geared to improving writing at the 300-level in another language.
- In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student’s writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.
Tentative Course Schedule of Topics, Readings, and Assignments (subject to change):

Week 1

Tues. 1/17
Introduction to the course
Syllabus overview
Personal introductions

Thurs. 1/19
Blog entry due: After completing your carbon footprint estimate at [http://coolclimate.berkeley.edu/calculator](http://coolclimate.berkeley.edu/calculator) create a blog entry as described on Blackboard.

Week 2

Tues. 1/24
Topics: Concepts, Sustainable Development
Reading due: Wheeler Chapters 1 and 2

Thurs. 1/26
Topics: Sustainable Development, continued
Blog entry due: see Blackboard

Week 3

Tues. 1/31
Topics: Theory of Sustainability Planning, Three Es
Reading due: Wheeler Chapters 3 and 4

Thurs. 2/2
Topics: Sustainability Es, continued
Blog entry due: see Blackboard
Research Topic Proposal due: see Blackboard

Week 4

Tues. 2/7
Topics: Sustainability Planning in Practice, Tools for Sustainability Planning
Reading due: Wheeler Chapters 5 and 6

Thurs. 2/9
Topics: Practice and Sustainability Tools, continued
Blog entry due: see Blackboard
Week 5

Tues. 2/14
Topics: Environmental Planning, Land Use and Urban Growth
Reading due: Wheeler Chapters 9 and 10

Thurs. 2/16
Topics: Environmental Planning and Urban Growth, continued
Blog entry due: see Blackboard

Week 6

Tues. 2/21
Topics: Urban Design, Transportation
Reading due: Wheeler Chapters 11 and 12
Thurs. 2/23
Topics: Transportation, continued
Blog entry due: see Blackboard
Research Thesis and Detailed Outline due: see Blackboard

Week 7

Tues. 2/28
Topics: Housing, Food & Health; Green Building
Reading due: Wheeler Chapters 13 and 14

Thurs. 3/2
Topics: Housing and Architecture, continued
Blog entry due: see Blackboard

Week 8

Tues. 3/7
Topics: Climate Change, Energy & Materials Use
Readings due: Wheeler Chapter 7 and 8

Thurs. 3/9
Topics: Climate Change continued
Blog entry due: see Blackboard

*** Spring Break -- No Class 3/14 or 3/16 ***
Week 9

Tues. 3/21
Topics: Social Equity/Justice, Economic Development
Reading due: Wheeler Chapters 15 and 16

Thurs. 3/23
Topics: Equity, Development continued
Blog entry due: see Blackboard

Week 10

Tues. 3/28
Topics: Population, Governance/Social Ecology
Readings due: Wheeler Chapters 17 and 18

Thurs. 3/30
Topics: Governance/Social Ecology continued
Blog entry due: see Blackboard

Week 11

Tues. 4/4
Topics: Planning at Higher Levels (International/National)
Reading due: Wheeler Chapters 19 and 20

Thurs. 4/6
Topics: International/National Planning, continued
Blog entry due: see Blackboard
Draft Research Paper due: see Blackboard

Week 12

Tues. 4/11
Topics: Mid-Level Planning (State/Regional/Local)
Reading due: Wheeler Chapters 21, 22, and 23

Thurs. 4/13
Topics: Mid-Level Planning, continued
Blog entry due: see Blackboard

Week 13

Tues. 4/18
Topics: Micro-Level Planning (Neighborhood and Site), Taking Action
Readings due: Wheeler Chapters 24, 25, 26
Thurs. 4/20
Topics: How Do We Get There?
Blog entry due: see Blackboard

Week 14

Tues. 4/25
Presentations

Thurs. 4/27
Presentations

Week 15

Tues. 5/2
Presentations

Thurs. 5/4
Presentations

*** Final Research Paper Due: May 9th via Blackboard ***
Term Research Paper

In this paper assignment students will individually explore an urban sustainability topic of interest. The topic should relate directly to class themes and subjects. The object for the assignment is to identify an urban sustainability issue, research and identify existing processes, policies, actions or mechanisms that contribute to the problem and then identify urban sustainability principles – balancing environmental, economics and equity – that will address the issue. The paper should be oriented toward implementable actions, not merely research about the topic. The final paper should address the following aspects of the environmental planning problem:

- present and explain the topic/problem
- describe previous planning/policy frameworks and actions related to the problem
- analyze results of these actions in terms of effectiveness, change in conditions they brought about, remaining challenges, etc.
- recommend alternative approaches that incorporate the principles of sustainability, consider the practical and political feasibility of suggested alternatives

Paper Basics
Length: Eight to 10 pages for final paper – not including cover page or bibliography.
Document: Double-space, one-inch margins, 12-point Times New Roman, numbered pages
Cover Page: Title, Name, Class, Date

Paper Deadlines and Point Values for Overall Course Grade

Paper Topic Proposal (5 points) – Due Feb 2nd: Students will need to submit a research topic with a summary of potential research questions. Students should review the course text table of contents and index of topics to identify potential urban sustainability issues that they would like to explore. Research should focus on the sustainability principles of the environment, economics and equity.

While exploring potential topics, students should familiarize themselves with CSU’s Writing Center’s WAC webpage resources https://www.csuohio.edu/writing-center/writing-center-2
How to Get Started: https://www.csuohio.edu/writing-center/how-get-started;
APA Citation Style: https://www.csuohio.edu/writing-center/apa-resources

Paper Thesis and Outline (10 points) – Due Feb. 23rd: Students will be required to develop and submit a research hypothesis, a two-page detailed outline, a one-page introduction of the topic and 10 reference sources. This assignment should be based on a review of several articles, books, etc. to understand the issues associated with the research topic. The references should include academic journals, think-tank articles and more serious practitioner materials. Internet sources – unless online journals - should not be the main type of resource. Your references should include a mix of planning, policy, and scientific/technical literature and be cited using APA citation formatting. Tips and Examples of How to Write Thesis Statements/Hypotheses: https://owl.english.purdue.edu/owl/resource/545/01/

Draft Paper and Bibliography (15 points) – Due April 6th: The draft paper should be organized as professional research paper – for more information on this requirement visit the Writing Center’s web page for WAC at https://www.csuohio.edu/writing-center/writing-center-2.
The draft should be an almost complete document. Use headings and sub-headings to organize your paper – it helps the reader understand the flow and content organization of the document. The draft paper should be to 7-9 pages, not including cover page and bibliography. The draft bibliography should include at least 30 references; the resources need to be listed according to APA citation style. The draft should also include references (APA style) within the written text.

Final Research Paper (20 points) – Due May 9th: The final paper should be about 8 to 10 pages. Note: Cover pages and final bibliography are not included in the page requirements. The final paper should cite at least 20 sources (at least 10 of which are peer-reviewed scholarly journals). Some references may be from textbooks, newspapers, magazines, newsletters, or other related material. Personal interviews with practitioners are also acceptable sources. Library research on your topic is required. Internet sources are acceptable, but should be cited correctly and represent a small share of overall sources.

Research Paper Presentations (10 points) – April 25th through May 4th: Students will present their research in a 10-12-minute PowerPoint (or similar tool) presentation. The presentations will be evaluated on the organization of the presentation and the research materials, as well as the student’s knowledge of their subject. Finally, the effectiveness of the presentation and the student’s ability to manage their time will be assessed.

Note: All components of the paper, plus the presentations, are worth a combined 60% of your overall grade for the course.

Paper Planning: Students should familiarize themselves with and use the research resources available through the Michael Schwartz Library. http://library.csuohio.edu/index.html. Students should also be familiar with and utilize the research guides developed for the Maxine Goodman Levin College of Urban Affairs including, but not limited to: Urban Studies, Urban Planning, Sustainability, Urban Policy http://researchguides.csuohio.edu/sb.php?subject_id=39930

Sample List of Topics: Below is a list of just a few topics you might want to consider. You may write on any of the suggested topics listed below or any other sustainable planning/policy topic not listed here if approved by the professor.

<table>
<thead>
<tr>
<th>Adoption of green building code/LEED, LEED ND</th>
<th>Stormwater pollution plans for campuses</th>
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<tbody>
<tr>
<td>Urban watershed planning efforts</td>
<td>Energy planning/reduction for campuses</td>
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<tr>
<td>Urban land management/green infrastructure</td>
<td>Recycling &amp; waste reduction for campuses</td>
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<tr>
<td>Environmental health issues/land use/greenspace/indoor air quality</td>
<td>Sustainable campus built environments, land use and landscapes</td>
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<tr>
<td>Walkable/Bikable urban planning/health issues</td>
<td>Sustainable campus purchasing policies</td>
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<tr>
<td>Use of indicators/ecological footprints in planning</td>
<td>Sustainable campus food services</td>
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<tr>
<td>Urban sprawl/state programs/incentives/regulations</td>
<td>Brownfield Sites</td>
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<tr>
<td>Local food planning</td>
<td>Sustainable transportation planning</td>
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<tr>
<td>Affordable housing</td>
<td>Green Jobs</td>
</tr>
<tr>
<td>Climate Change</td>
<td>Air quality/environmental justice</td>
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