URBP 241 - PLANNING SUSTAINABLE CITIES (2 UNITS)
FALL 2013

Instructor: Rob Eastwood
Office location: Washington Square Hall (WSQ) 218
Telephone: 408-299-5792
Email: rob.eastwood@pln.sccgov.org
Office hours: Monday 7:00 – 8:00 PM (appointments preferred)
Class days/time: Session 1 – Mondays - 4:30PM – 7:00PM
                   Session 2 – Wednesdays- 7:30PM – 10:00 PM
Classroom:       Session 1 – Clark Hall 131
                   Session 2 – Clark Hall 243
Prerequisites:   None
Units            2 units

Course Catalog Description:
An overview of urban sustainability covering topics such as the origins of urban sustainability, tools for sustainability planning, global dimensions of sustainability (including different approaches to planning across world regions), and visions for creating sustainable futures.

Course Description and Course Learning Objectives:
Class is intended to provide students with a strong grounding in the theoretical paradigm of sustainability, evaluating our concept of humanity, economic growth, and their relationship to “nature” and environmental limits. From this theoretical base, the class will shift to modern approaches to sustainability, evaluating how cities and regions across the world have taken actions to embed sustainability principles, policies, and actions into land use planning.

A key objective of this course will be to embed the philosophical and ethical tenants of sustainability into each student’s approach to urban planning with an ability to disseminate the abstract principles driving sustainability into everyday land use planning actions.

Upon successful completion of the course, students will be able to:

1. Describe and explain the philosophical foundations underlying modern western society with respect to how we view and understand “the environment” and its relationship with our society and economy.
2. Describe and explain how an understanding of environmental limits and the creation of inequities in society underline our approach to sustainability.
3. Describe and explain the core tenants of sustainability in a concise manner, interweaving the three “E”’s that guide sustainability – environment, economy, and equity.

4. Describe and explain the modern origins of land use planning and how its approach to addressing the externalities of land development can serve to implement sustainability objectives.

5. Apply and critique sustainability planning tools such as sustainability indicators, ecological footprint analysis, and green building certification.

6. Identify specific subject areas related to urban sustainability such as land use, urban design, transportation, environmental planning, resource use, environmental justice, local economic development, and architecture and building construction practices, and explain how these individual topics fit together.

7. Describe and explain natural resource and pollution control factors in planning, as well as how to create sustainable futures.

8. Describe and explain urban sustainable development practices used in cities and regions across the world, including those in Europe, Asia, and South America.

9. Describe and explain interactions, flows of people and materials, cultures, and differing approaches to urban sustainability planning across world regions.

10. Describe and explain how sustainability goals and values can be embedded into the everyday practice of land use planning.

Planning Accreditation Board (PAB) Knowledge Components
This course covers the following PAB Knowledge Components:
3c. Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
1.f. Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.htm.

Required Course Readings:
This Course uses a Reader for all reading materials. The Course Reader is available at San Jose Copy located at 11 South 3rd Street (phone: 408.297.6698). A list of all readings within the Reader is included at the end of this Syllabus.

Course Assignments and Grading Policy:
Your grade for the course will be based primarily on the following assignments:

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Percent of Total Grade</th>
<th>Learning objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>First Paper (Sustainable Priorities)</td>
<td>15%</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Second Paper (Connecting the Dots)</td>
<td>15%</td>
<td>4,5,6,7,8</td>
</tr>
<tr>
<td>Third Group Paper &amp;</td>
<td>30%</td>
<td>6,7,8,9, 10</td>
</tr>
</tbody>
</table>
**Participation**
This class only meets ten times during the semester. As such, each student is expected to be in attendance for every class. If you are sick or have an unavoidable conflict, please notify me in advance by email. Students will be expected to have read the required readings before the start of each class and be ready to discuss the key questions and issues raised. Class discussions will include student presentations of selected readings.

*Additional details regarding the three papers below and presentation will be provided in class handouts.*

**First Paper – Sustainability Priorities**
Based on the initial readings regarding sustainability theory and environmental challenges, the first paper due will have students provide an argument for prioritizing which sustainability goals should be pursued first. The paper will be drafted using a memo format within the context of a recommendation to a recently elected official.

**Second Paper – Connecting the Dots**
Based on the readings through the middle of the course, the second paper will focus on connecting abstract sustainability goals to local land use practices and vice versa. This paper will include an evaluation of case studies, including those from cities or regions outside the United States.

**Third Group Paper & Presentation – Sustainability Policy**
Based on research of a local jurisdiction or regional agency and the sustainability objectives that you identified are critical to achieve, you will draft a policy paper for a sustainability linked initiative that is targeted towards the elected officials within that agency. This assignment will include both a report containing research and recommendations, and a presentation, to be conducted during Finals week in class.

**Exam**
One take home exam will be given, and will include essay questions.

**Calculation of Final Course Letter Grade**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Criteria and Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-, A and A+</td>
<td>For assignments that clearly demonstrate <strong>excellence</strong>, workplace-quality professionalism.</td>
</tr>
<tr>
<td>B-, B and B+</td>
<td>If work is <strong>above average</strong> in quality, thoroughness and presentation, where the student has demonstrated more of a commitment to quality work than an assignment graded with a C.</td>
</tr>
<tr>
<td>C-, C and C+</td>
<td>If student work is <strong>sufficient and acceptable</strong>, reserved for work of average quality.</td>
</tr>
<tr>
<td>D and F</td>
<td>Student work that is <strong>sub-par on all levels</strong> (D’s) or demonstrates the barest of minimal effort (F).</td>
</tr>
<tr>
<td>Zero</td>
<td>For assignments that are not submitted and/or assignments which do not adhere to the late-submission policy described herein.</td>
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</table>
Grades on student work will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>64-67</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td></td>
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</tbody>
</table>

The course grade is comprised of five factors as described above (participation, assignments, and an exam). For each factor above, grades will be provided on a point scale (for example the first paper will be worth 15 points) and grades will be determined based on the percentage of the whole. Total grades will be added using this same methodology, combining points from the five factors.

Other Grading Issues

LATE PAPERS: Class Policy is that full credit for papers can only be earned if papers are submitted when required. For each week late, a paper will be marked down one whole letter grade (e.g., from an A to a B).

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Classroom Protocol

Students should come to class prepared. Please be respectful of your colleagues and refrain from using electronic devices in a distracting manner. Students are encouraged to utilize technology to enhance classroom discussion, but should not plan to check email, Facebook, text messages, etc. during the class period.

Academic Integrity Statement, Plagiarism, and Citing Sources Properly

SJSU’s Policy on Academic Integrity states: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development” (Academic Senate Policy S07-2). The policy on academic integrity can be found at [http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm).

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else’s ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.
If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at [www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://www.indiana.edu/~istd/test.html)

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

**Citation style**

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th edition (University of Chicago Press, 2007, ISBN-10: 0-226-82336-9). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian’s book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students can select whichever system they prefer, so long as they use the same system consistently.

**Accommodation for Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the Disability Resource Center website at [www.drc.sjsu.edu](http://www.drc.sjsu.edu).
Consent for Recording of Class and Public Sharing of Instructor Material
Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Library Liaison
The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-928-2096.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
# URBP 241 – PLANNING SUSTAINABLE CITIES
## FALL 2013
### TENTATIVE COURSE SCHEDULE

I will announce any changes in class, or any changes will be discussed in class with as much notice as possible.

### Overview of Course

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
<th>Why sustainability?</th>
<th>Sustainability &amp; Planning</th>
<th>Easter Island – A cautionary tale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2 &amp; 4</td>
<td>No Class</td>
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</tbody>
</table>

| Week 2 | | | | |
| Sept. 9 & 10 | Sustainability Theory | Ecological Worldviews | Humans & “Nature” | |
| Sept. 16 & 18 | No Class | | | |

| Week 3 | Sustainability Theory | Modernism, Capitalism & Limits to Growth | |
| Sept. 23 & 25 | | | |

| Week 4 | Environmental Issues | Climate Change, Peak Oil, Resource Depletion | Film: TBD | |
| Sept. 30 & Oct. 2 | | | |

| Week 5 | Planning & Sustainability | Planning, Externalities, Land Use, & Environmental Issues | First Paper Due | |
| Oct. 7 & 9 | | | |

| Oct. 14 & 16 | No Class | | | |

| Week 6 | Linking Planning with Sustainability | Tools, Climate Change & Adaptation, Energy, Water, Natural Resources | |
| Oct. 21 & 23 | | | |

| Week 7 | Linking Planning with Sustainability | Economy, Equity, Environmental Justice | |
| Oct. 28 & 30 | | | |

| Week 8 | Sustainability in State and Regional Planning | Approaches and Examples | Second Paper Due | |
| Nov. 4 & 6 | | | |

| Nov. 11 & 13 | No Class | | | |

| Week 9 | Sustainability in Local and Site Planning | Approaches and Examples | Take Home Exam Given | Guest Speaker: TBD |
| Nov. 18 & 20 | | | |

| Nov. 25 & 27 | No Class | | | |

| Week 10 | Sustainability in Everyday Planning – Translating Abstract Ideas to Everyday Planning | Keeping Elected Officials Engaged | Take Home Exam Due | |
| Dec. 2 & 4 | | | |

| Finals Week | | | Group Papers Due Class Presentations | |
INTRODUCTION TO SUSTAINABILITY

8/26/13 Week 1 – Introduction – Why Sustainability? How does Sustainability relate to Planning?
The first week shall provide orientation as to what sustainability is and how it fits into the context of urban planning. For background, the first class will include a presentation on the cautionary tale of Easter Island and how its experience informs sustainability planning.

Required Readings

SUSTAINABILITY THEORY

9/9/13 Week 2 – Ecological Worldviews – Understanding Nature and how we relate to it
What is nature? What is the environment? How do these include humans or not? How do we relate to the environment and nature and vice versa? This week will explore human worldviews in how we perceive ourselves with respect to our surroundings and the earth. How has our concept of nature, the environment, and natural resources changed from antiquity through enlightenment ideals, modernism, and post-modernism.

Required Readings
- Wheeler. Chapter 2

9/23/13 Week 3 – Modernism, Capitalism, Limits to Economic Growth
Our rate of population growth, industrial output, and natural resources consumption has increased at a phenomenal rate over the last 100 years, and is projected to continue. Are there limits to this growth? What are these limits based upon? What potential future lies ahead if these growth rates continue?

Required Readings
- Wheeler, Chapters 16 & 17.

9/30/13 Week 4 – Current Environmental Challenges – Climate Change, Peak Oil, Resource Depletion
What is the status of the world today with respect to the health of our environmental and socio-economic systems? What major environmental challenges have we identified that threaten the
continuance of our modern societies? What will occur if we continue on a “business as usual” approach as a society?

**Required Readings**
- Heinberg, Chapter 3.
- Flannery, Tim. *Here on Earth, the Natural History of the Planet*. Chapter 13 & 14.

**PLANNING & SUSTAINABILITY**

*10/7/13 – Week 5 – Linking Planning with Sustainability – Addressing Externalities & Environmental Issues*
What is the basic framework and purpose of modern land use planning? Why are its objectives in modern American society and how does it relate to sustainability? How can the practice of land use planning successfully address sustainability issues?

**Required Readings**
- Wheeler, Chapters 3, 4, & 5.

*10/21/13  Week 6 – Linking Planning with Sustainability - Tools, Climate Change, Energy, Water, Natural Resources*
What tools and metrics can we use to evaluate Sustainability and provide a barometer for meeting sustainability objectives. How can environmental challenges associated with Climate Change, energy needs, water and natural resources be addressed within the context of land use planning? What programmatic approaches have been used across the world in addressing these areas?

**Required Readings**
- Wheeler, Chapter 6, 7, 8
- Pacala, Stephen & Socolow, Robert “Stabilization Wedges: Solving the Climate Problem for the next Fifty Years with Current Technologies” in *The Sustainability Urban Development Reader*. 2009

*10/28/13 Week 7 – Planning and Sustainability Issues – Linking Planning with Sustainability Economy, Equity, Environmental Justice*
How can the need to shift our economy to meet sustainability objectives be addressed in land use planning? How can equity and environmental justice challenges be addressed in land use planning? What different approaches have been used across the world in addressing these issues?

**Required Readings**
- Wheeler, Chapter 15, 16
- Heinberg, Chapter 6 “Managing Contraction, Redefining Progress”
• Portney, Kent E. Taking Sustainable Cities Seriously. Chapter 6 – “Is a Sustainable City a more Egalitarian Place?” 2003

SUSTAINABILITY IN PRACTICE – REGIONAL, LOCAL, INDIVIDUAL

11/4/13 - Week 8 – Scales of Sustainability Planning – State and Regional
How is sustainability addressed at the state and regional level, both within the United States and in other countries? What utopian ideals that form in part the origins of modern land use planning relevant for regional planning and sustainability? What are case studies of best practices by regions across the world in approaching sustainability?

Required Readings
• Wheeler, Chapter 21, 22

11/18/13 - Week 9 – Scales of Sustainability Planning – Local, Neighborhood, & Site
How is sustainability addressed in land use planning at the local level. As sustainability generally centers around global environmental and socioeconomic objectives, how can this relate to land use planning at the local and even site level. How can local and site planning make a difference? What purpose and results can be obtained at the local and site level with respect to sustainability?

Required Readings
• Wheeler, Chapter 23, 24, 25
• Rabinovich, Jonas and Leitman, Josef, “Urban Planning in Curitiba” in Sustainable Urban Development Reader. 2004
• Various Case Studies in Sustainable Urban Development Reader. 2004

12/2/13 - Week 10 – Sustainability in Everyday Planning
Can we truly change our worldviews, values, and basic life goals to meet sustainability needs? Given the environmental challenges ahead, can we do it in time? How do we sustain the principles of sustainability in everyday work within the land use planning profession? How do we convince elected officials to pursue, and continue to pursue sustainability goals, at the sacrifice of short term needs?

Required Readings
• Wheeler, Conclusion Chapter
• Flannery, Chapter 17.

Finals Week - Student Presentations

Students make a 15-20-minute presentation (using PowerPoint, overheads, or other necessary aids).
Supplemental Bibliography


