

San José State University
College of Social Sciences, Department of Urban and Regional Planning
48461, URBP241, Planning Sustainable Cities, Section 1, Fall 2020

Instructor:	Kerry Rohrmeier, PhD AICP
Office Location:	WSQ 113-A [not on campus this semester]
Telephone:	(408) 924-5475; email yields faster response
Email:	kerry.rohrmeier@sjsu.edu
Office Hours:	Tuesdays 9:00-11:00 am on Zoom and by appointment
	Online
Class Days/Time:	Canvas
Classroom:	None
Prerequisite	
Units	2

Course Format

This course is taught entirely online in an asynchronous format meaning there are no scheduled class meetings. Students are required to have an electronic device (laptop, desktop or tablet) with internet access. SJSU has a free equipment loan program available for students. New course materials can be found on the Canvas Learning Management System at <http://sjsu.instructure.com> each Monday. Students are responsible for regularly checking the website for announcements and updates.

Course Description

From the SJSU catalog: 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. (2-units)

Course Goals

Foundational knowledge of sustainability as it applies to the urban and regional planning discipline is necessary to address challenges of the Anthropocene. This course provides a framework for contextualizing the meaning, history, and broad applications of the three pillars of sustainability - environment, economy, and society – to place so that progress may be assessed. Targets stated in 2015 United Nation ‘Sustainable Cities and Communities’ development goal will be critically examined using case studies from the Bay Area, in California, across the United States, and internationally to determine best practices that inspire a more sustainable urban future.

Course Learning Outcomes (CLO)

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

- CLO 1) Describe and explain the core tenants of sustainability in a concise manner, interweaving the three “E”s that guide sustainability –environment, economy, and equity.

- CLO 2) Identify subject areas related to urban sustainability such as land use, urban design and architecture, transportation, resource use, environmental justice, alternative energy, and economic development practices and explain how these topics fit together.
- CLO 3) Describe and explain natural resource and pollution control factors in planning, as well as how to create sustainable futures.
- CLO 4) Demonstrate ability to read and understand research literature and engage in productive research activities.
- CLO 5) Demonstrate professional communication skills.

Planning Accreditation Board (PAB) Knowledge Components

This course covers the following PAB Knowledge Components:

- PAB 1d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
- PAB 1e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
- PAB 1f) Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.
- PAB 3c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning and understanding of how to create sustainable futures.

A complete list of the Planning Accreditation Board Knowledge Components can be found at the following link: <http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html>.

Required Texts/Readings

This course uses online books and peer-reviewed journal articles accessible through the MLK Library website at no cost. Refer to the course schedule for assigned readings and check Canvas modules for links to supplementary materials.

Course Requirements and Assignments

SJSU classes are designed such that to be successful, it is expected students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments

- 1) Active participation means completing weekly assigned readings and posting well-reasoned responses to **online discussion forums**. Refer to course schedule for expectations and plan for more explicit directions to be announced each Monday on Canvas. In addition to posting an individual response, each student must also reply to one other discussion thread to receive full credit (CLO1, CLO2, CLO3, PAB 1d, PAB 1e).
- 2) Comprehensive plans require a clear vision toward a desired long-term future. This vision statement typically describes a jurisdiction's aspirations as generated by public participation and political processes. Historically cities have failed to prioritize sustainability, so the United Nations crafted ten targets for sustainable cities and communities by 2030. In the **Proposal** each student will select a city for evaluation. Background information on the location (city, county, region, state, and nation for example) must be identified along with population size, demographics, socioeconomics, and a description of the physical landscape (topography, natural features, hazards, and resources). A cursory assessment of the built environment noting any major employment hubs and the condition and availability of housing is also important at this stage. The proposal will list all adopted plans (examples may include a general plan, a

growth management plan, and a climate action plan) and make a determination about gaps and shortfalls in sustainable policies (CLO4, CLO5, PAB 1f). The proposal should conclude with a discussion of the city's perceived environmental, social, and economic strengths and weakness.

Final

Students must consider information gathered during the proposal stage and research sustainable initiatives that could improve weaknesses in the selected city. Each student will prepare a detailed **Vision Statement** fully describing their desired sustainable future for this place. The narrative will include recommended policies that align with UN Sustainable Cities and Communities development goal targets but provide more specific place-based detail (CLO5, PAB 3c). The Vision Statement must be a minimum 3,000 words submitted in 12-point, Times New Roman font with 1" margins on all sides. In addition, each student will record a short 3-5 minute presentation video highlighting key points in their Vision Statement (CLO5).

Grading Information

Assignments	Points Possible
12 Assignments	300 (20 pts each)
Midterm Proposal	60
Sustainable Vision Statement	100
Final Presentation	40
TOTAL	500
Optional Extra Credit Webinars	30 (15 pts each)

SCALE:

A+ = ≥98%	A = 94-97%	A- = 90-93%
B+ = 87-89%	B = 84-86%	B- = 80-83%
C+ = 77-79%	C = 74-76%	C- = 70-73%
D+ = 67-69%	D = 60-66%	D- = 51-59%
		F = ≤50%

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. In keeping with this policy, and to make grading responsive. All assignments are due as stated on the Course Schedule and Canvas. Please save all your work until after you have checked your final course grade.

Academic Dishonesty

Plagiarism in any form is unacceptable and will merit a 0 for the assignment. Students who are suspected of cheating during an exam will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

URBP241 Planning Sustainable Cities, Fall 2020

This schedule is subject to change with fair notice so please refer to Canvas often for announcements.

Date	Topics, Readings, Assignments
8/19-8/22	<p>COURSE OVERVIEW</p> <ol style="list-style-type: none"> 1. Review the syllabus 2. Familiarize yourself with the course Canvas website 3. Read <ul style="list-style-type: none"> • Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapter 1. • United Nations. (2015). <i>Habitat III: The New Urban Agenda</i>. Our Shared Vision 4. Listen to “What Could Possibly Go Right?” an interview with Bill McKibben <p>Assignment 1 - Introductions</p>
8/24-8/29	<p>SUSTAINABLE DEVELOPMENT THEORIES</p> <ol style="list-style-type: none"> 1. Read: <ul style="list-style-type: none"> • Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapters 2-3. • United Nations. (2015). Envision 2030 Sustainable Development Goal 11 - Sustainable Cities and Communities 2. Watch Calthorpe, P. (2017). 7 Principles for Building Better Cities <p>Assignment 2 – Research local sustainability regulations governing where you are from. Compare these with policies listed in the City of San Jose Environmental Sustainability Plan. If San Jose is your home, then compare this to another city you enjoy.</p>
8/31-9/5	<p>THREE Es FOR SUSTAINABLE CITIES</p> <ol style="list-style-type: none"> 1. Read: Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapters 4-6. 2. Research seminal scholarship referenced in the textbook: Ebenezer Howard, Aldo Leopold, Frederick Law Olmstead, Peter Calthorpe, Congress of New Urbanism. Hint find LeGates, R. T., & Stout, F. (Eds.). (2011). <i>The City Reader 5th Ed.</i> 3. Watch Freethink. (2019). The Sustainable City of the Future: Copenhagen, Denmark. <p>Assignment 3 (Discussion) – SDG: Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials</p>
9/7-9/12	<p>CONSERVATION & PRESERVATION</p> <ol style="list-style-type: none"> 1. Watch <ul style="list-style-type: none"> • The Island President. (2011). <i>The Island President</i> • Tobgay, T. (2016). This Country Isn't Just Carbon Neutral – It's Carbon Negative, TED2016 • Water Sensitive Cities. (2017). Transforming a City, Urban Water Innovation [Kushan, China] <p>Assignment 4 (Discussion) – SDG: Strengthen efforts to protect and safeguard the world’s cultural and natural heritage</p>
9/14-9/19	<p>CLIMATE, WATER & ENERGY</p> <ol style="list-style-type: none"> 1. Read <ul style="list-style-type: none"> • Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapters 7-8

Date	Topics, Readings, Assignments
	<ul style="list-style-type: none"> • Newman, P; Beatley, T; and Boyer, H. (2017). <i>Resilient Cities – Overcoming Fossil Fuel Dependence 2nd Ed.</i> Pages 23-51. • Voices of San Diego. (2012). awsuits over Carlsbad Poseidon Seawater Desalination Plant • Yale Environment 360. (2019). As Water Scarcity Increases, Desalination Plants are on the Rise. <p>2. Watch Garcetti, E. (2020). How City Mayors are Taking Action on Climate Change. TED2020</p> <p>Assignment 5 (Discussion) – SDG: By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels</p>
9/21-9/26	<p>LAND USE & ENVIRONMENTAL PLANNING</p> <p>1. Read</p> <ul style="list-style-type: none"> • Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities.</i> Chapters 9-10 • Newman, P; Beatley, T; and Boyer, H. (2017). <i>Resilient Cities – Overcoming Fossil Fuel Dependence 2nd Ed.</i> Pages 127-153 • Kunzig, R. (2017). The World's Most Improbable Green City [Dubai's Sustainable City]. <i>National Geographic.</i> <p>2. Watch Plug Me In. (2017). “[Dubai’s] The Sustainable City Interview”</p> <p>Assignment 6 (Discussion) – SDG: Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning</p>
9/28-10/3	<p>Optional Extra Credit: SJSU Center for Spatial Analytics and Visualization (SAVI) Speaker Series launches with a kickoff by Provost Vincent del Casino and keynote presentation by Ensheng Dong of Johns Hopkins University (developer of the COVID-19 Dashboard). This webinar will be 11:30am-1pm on 10/2 but also recorded</p>
10/5-10/10	<p>TRANSPORTATION</p> <p>1. Read</p> <ul style="list-style-type: none"> • Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities.</i> Chapter 12 • Newman, P; Beatley, T; and Boyer, H. (2017). <i>Resilient Cities – Overcoming Fossil Fuel Dependence 2nd Ed.</i> Pages 53-87. • Valley Transportation Authority. (2020). Sustainability Plan 2020 <p>Assignment 7 (Discussion) – SDG: Provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons</p>
10/12-10/17	<p>HOUSING, FOOD & HEALTH</p> <p>1. Read</p> <ul style="list-style-type: none"> • Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities.</i> Chapter 13 • Farrell, B. (2017). A place for food withing sustainable urban master planning. <i>Building Sustainable Cities of the Future.</i> 117-139.

Date	Topics, Readings, Assignments
	<ul style="list-style-type: none"> • Newman, P; Beatley, T; and Boyer, H. (2017). <i>Resilient Cities – Overcoming Fossil Fuel Dependence</i> 2nd Ed. Pages 89-106. <p>2. Watch [Redwood City] Saltworks: Model or Disaster interview. 2011.</p> <p>Assignment 8 (Discussion) – SDG: Ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums</p>
10/19-10/24	MIDTERM Proposal due by 11:59 pm on 10/24
10/26-10/31	EQUITY & JUSTICE <ol style="list-style-type: none"> 1. Read: <ul style="list-style-type: none"> • Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapter 15 • Bullard, R. D. (1990). <i>Dumping in Dixie; Race, Class, and Environmental Quality</i> Chapter 1. 2. Watch Amanpour & Co. (2020) Robert Bullard: How Environmental Racism Shapes the United States <p>Assignment 9 (Discussion) – SDG: Reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management</p>
11/2-11/7	GOVERNANCE & CIVIC PARTICIPATION <ol style="list-style-type: none"> 1. Read: <ul style="list-style-type: none"> • Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapter 18 • Portney, K. (2005). Civic Engagement and Sustainability in the United States. <i>Public Administration Review</i>. (65)5: 579-591. 2. A Black Rock City paradox: civic participation in an anarchic city <p>Assignment 10 (Discussion) – SDG: Enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries</p>
11/9-11/14	GREEN DESIGN <ol style="list-style-type: none"> 1. Read: <ul style="list-style-type: none"> • Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapters 11 & 14 • Wolch, J. (2007). Green Urban Worlds. <i>Annals of the Association of American Geographers</i>, 97 (2), 373-384. 3. Watch Vice (2019). Arcosanti: [Paolo Soleri's] Urban Laboratory in the Desert <p>Assignment 11 (Discussion) – SDG: Provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>
11/16-11/21	Optional Extra Credit : SAVI Speaker Series Dr. John Cruel on 11/18 (webinar details tba)
11/23-11/29	THANKSGIVING HOLIDAY Use this week to write your Vision Statement
11/30-12/5	THE FUTURE <ol style="list-style-type: none"> 1. Read: <ul style="list-style-type: none"> • Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapter 26 • Matthews, S. (2019). The End of the Story [review of <i>The Uninhabitable Earth</i>] in <i>Slate</i>

Date	Topics, Readings, Assignments
	<ul style="list-style-type: none"> • Newman, P; Beatley, T; and Boyer, H. (2017). <i>Resilient Cities – Overcoming Fossil Fuel Dependence 2nd Ed.</i> Pages 179-186. <p>2. Watch Freed, C. (2017) Nature Becomes an Architect: Growing our next generation of buildings. TEDxMarin</p> <p>Assignment 12 (Discussion) – SDG: Significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations</p>
Final	Final Sustainable Vision Statement due by 11:59pm on 12/8 Sustainable City Vision Statement Presentation (recorded) due by 11:59 pm on 12/12