

**San José State University**  
**College of Social Sciences, Department of Urban and Regional Planning, CRN # 30865,**  
**URBP241 Planning Sustainable Cities, Section 2, Spring 2022**

Instructor:	Kerry Rohrmeier, PhD
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Office Hours:	Mondays 11:30am – 1:30 pm on Zoom at and by appointment <a href="https://us02web.zoom.us/j/81292419351">https://us02web.zoom.us/j/81292419351</a>
Class Days/Time:	Mondays 1:30-4:15 pm
Classroom:	WSQ 113 and on Zoom at <a href="https://us02web.zoom.us/j/81600571286">https://us02web.zoom.us/j/81600571286</a>
Instructor:	Kerry Rohrmeier, PhD

### **Course Format**

This is an in-person course format. Though I recognize these are unusual times when the term is to begin fully online, and that once we return to campus there will be circumstances when student(s) need to quarantine or be beyond the commute distance to San Jose. In this case using Zoom to attend the course is fine. During our designated meeting time we will engage through active learning exercises. In addition, there will be asynchronous assignments that can be worked on independently. All course resources are found on the [Canvas](#) webpage using your 9-digit SJSU ID and password. You are responsible for regularly checking Canvas for the latest information and communication.

### **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, socioeconomic status, 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 determine 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 highlighting key points in the Vision Statement (CLO5).

## Grading Information

Assignments	Points Possible
12 Assignments	300 (20 pts each)
Midterm Proposal	60
Sustainable Vision Statement	100
Final Presentation	40
<b>TOTAL</b>	<b>500</b>
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%

## Classroom Protocol

- Attendance is mandatory and on-time online arrival is polite practice.
- All preparatory readings and assignments must be completed prior to class.
- Plagiarism in any form is unacceptable and will merit a 0 for the assignment.
- This course involves working together, so civility and courteousness are always expected. While we may not agree with other perspectives or approaches stated, respect is mandatory.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing

concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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.”
  - A written request granting permission may be submitted in writing for the whole semester or on a class-by-class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

### Campus Policy in Compliance with the American Disabilities Act

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](#) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

# URBP241 Planning Sustainable Cities, Spring 2022

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

Date	Format	Topics, Readings, Assignments
1/31	On Zoom	<p>COURSE OVERVIEW</p> <ol style="list-style-type: none"> <li>1. Review the syllabus</li> <li>2. Familiarize yourself with the course Canvas website</li> <li>3. Read <ul style="list-style-type: none"> <li>• Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapter 1.</li> <li>• United Nations. (2015). <i>Habitat III: The New Urban Agenda</i>. Our Shared Vision</li> </ul> </li> </ol> <p><b>Assignment 1 – Introductions</b></p>
2/7	On Zoom	<p>SUSTAINABLE DEVELOPMENT THEORIES</p> <ol style="list-style-type: none"> <li>1. Read: <ul style="list-style-type: none"> <li>• Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapters 2-3.</li> <li>• United Nations. (2015). Envision 2030 Sustainable Development Goal 11 - Sustainable Cities and Communities</li> </ul> </li> <li>2. Watch Calthorpe, P. (2017). 7 Principles for Building Better Cities</li> </ol> <p><b>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.</b></p>
2/14	In person or join on Zoom	<p>THREE Es FOR SUSTAINABLE CITIES</p> <ol style="list-style-type: none"> <li>1. Read: Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapters 4-6.</li> <li>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., &amp; Stout, F. (Eds.). (2011). <i>The City Reader 5<sup>th</sup> Ed.</i></li> <li>3. Watch Freethink. (2019). The Sustainable City of the Future: Copenhagen, Denmark.</li> </ol> <p><b>Assignment 3 (Discussion) – SDG:</b> Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials</p>
2/21	In person or join on Zoom	<p>CONSERVATION &amp; PRESERVATION</p> <ol style="list-style-type: none"> <li>1. Watch <ul style="list-style-type: none"> <li>• The Island President. (2011). <i>The Island President</i></li> <li>• Tobgay, T. (2016). This Country Isn't Just Carbon Neutral – It's Carbon Negative, TED2016</li> <li>• Water Sensitive Cities. (2017). Transforming a City, Urban Water Innovation [Kushan, China]</li> </ul> </li> </ol> <p><b>Assignment 4 (Discussion) – SDG:</b> Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>
2/28	Open Week due to 2 unit course	

Date	Format	Topics, Readings, Assignments
3/7	In person or join on Zoom	<p>CLIMATE, WATER &amp; ENERGY</p> <p>1. Read</p> <ul style="list-style-type: none"> <li>• Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapters 7-8</li> <li>• Newman, P; Beatley, T; and Boyer, H. (2017). <i>Resilient Cities – Overcoming Fossil Fuel Dependence 2<sup>nd</sup> Ed.</i> Pages 23-51.</li> <li>• Voices of San Diego. (2012). Lawsuits over Carlsbad Poseidon Seawater Desalination Plant</li> <li>• Yale Environment 360. (2019). As Water Scarcity Increases, Desalination Plants are on the Rise.</li> </ul> <p>2. Watch Garcetti, E. (2020). How City Mayors are Taking Action on Climate Change. TED2020</p> <p><b>Assignment 5 (Discussion)</b> – 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>
3/14	In person or join on Zoom	<p>LAND USE &amp; ENVIRONMENTAL PLANNING</p> <p>1. Read</p> <ul style="list-style-type: none"> <li>• Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapters 9-10</li> <li>• Newman, P; Beatley, T; and Boyer, H. (2017). <i>Resilient Cities – Overcoming Fossil Fuel Dependence 2<sup>nd</sup> Ed.</i> Pages 127-153</li> <li>• Kunzig, R. (2017). The World's Most Improbable Green City [Dubai's Sustainable City]. <i>National Geographic</i>.</li> </ul> <p>2. Watch Plug Me In. (2017). “[Dubai’s] The Sustainable City Interview”</p> <p><b>Assignment 6 (Discussion)</b> – SDG: Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning</p>
3/21	Open Week due to 2-unit course	
3/28	SPRING BREAK – No Class	
4/4	In person or join on Zoom	<p>TRANSPORTATION</p> <p>1. Read</p> <ul style="list-style-type: none"> <li>• Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapter 12</li> <li>• Newman, P; Beatley, T; and Boyer, H. (2017). <i>Resilient Cities – Overcoming Fossil Fuel Dependence 2<sup>nd</sup> Ed.</i> Pages 53-87.</li> <li>• Valley Transportation Authority. (2020). Sustainability Plan 2020</li> </ul> <p><b>Assignment 7 (Discussion)</b> – 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>
4/11	In person or join on Zoom	<p>HOUSING, FOOD &amp; HEALTH</p> <p>1. Read</p>

Date	Format	Topics, Readings, Assignments
		<ul style="list-style-type: none"> <li>• Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapter 13</li> <li>• Farrell, B. (2017). A place for food within sustainable urban master planning. <i>Building Sustainable Cities of the Future</i>. 117-139.</li> <li>• Newman, P; Beatley, T; and Boyer, H. (2017). <i>Resilient Cities – Overcoming Fossil Fuel Dependence 2nd Ed.</i> Pages 89-106.</li> </ul> <p>2. Watch [Redwood City] Saltworks: Model or Disaster interview. 2011.</p> <p><b>Assignment 8 (Discussion)</b> – SDG: Ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums</p>
4/18	Asynchronous on Canvas	MIDTERM <a href="#">Proposal due by 11:59 pm on 10/24</a>
4/25	In person or join on Zoom	<p>EQUITY &amp; JUSTICE</p> <p>1. Read:</p> <ul style="list-style-type: none"> <li>• Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapter 15</li> <li>• Bullard, R. D. (1990). <i>Dumping in Dixie; Race, Class, and Environmental Quality</i> Chapter 1.</li> </ul> <p>2. Watch Amanpour &amp; Co. (2020) Robert Bullard: How Environmental Racism Shapes the United States</p> <p><b>Assignment 9 (Discussion)</b> – 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>
5/2	In person or join on Zoom	<p>GOVERNANCE &amp; CIVIC PARTICIPATION</p> <p>1. Read:</p> <ul style="list-style-type: none"> <li>• Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapter 18</li> <li>• Portney, K. (2005). Civic Engagement and Sustainability in the United States. <i>Public Administration Review</i>. (65)5: 579-591.</li> </ul> <p>2. A Black Rock City paradox: civic participation in an anarchic city</p> <p><b>Assignment 10 (Discussion)</b> – SDG: Enhance inclusive and sustainable urbanization and capacity for participatory, integrated, and sustainable human settlement planning and management in all countries</p>
5/9	In person or join on Zoom	<p>GREEN DESIGN</p> <p>1. Read:</p> <ul style="list-style-type: none"> <li>• Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapters 11 &amp; 14</li> <li>• Wolch, J. (2007). Green Urban Worlds. <i>Annals of the Association of American Geographers</i>, 97 (2), 373-384.</li> </ul> <p>3. Watch Vice (2019). Arcosanti: [Paolo Soleri's] Urban Laboratory in the Desert</p> <p><b>Assignment 11 (Discussion)</b> – 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>
5/16	In person or join on Zoom	<p>THE FUTURE</p> <p>1. Read:</p> <ul style="list-style-type: none"> <li>• Wheeler, Stephen B. (2013). <i>Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities</i>. Chapter 26</li> </ul>

Date	Format	Topics, Readings, Assignments
		<ul style="list-style-type: none"> <li>• Matthews, S. (2019). The End of the Story [review of <i>The Uninhabitable Earth</i>] in <i>Slate</i></li> <li>• Newman, P; Beatley, T; and Boyer, H. (2017). <i>Resilient Cities – Overcoming Fossil Fuel Dependence</i> 2<sup>nd</sup> Ed. Pages 179-186.</li> </ul> <p>2. Watch Freed, C. (2017) Nature Becomes an Architect: Growing our next generation of buildings. TEDxMarin</p> <p><b>Assignment 12 (Discussion)</b> – 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 5/20	12:15-2:30pm on Zoom	<a href="#">Final Sustainable Vision Statement due by 11:59 pm on 5/18</a> <a href="#">Sustainable City Vision Statement Presentation due by 12:15 pm on 5/20</a>