

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: URBAN AND REGIONAL PLANNING

COLLEGE: DESIGN AND SOCIAL INQUIRY

RECOMMENDED COURSE IDENTIFICATION:

PREFIX _____ URP _____ COURSE NUMBER 6406 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT RSHIMAN@FAU.EDU)

COMPLETE COURSE TITLE: SUSTAINABLE CITIES

EFFECTIVE DATE

(first term course will be offered)
FALL 2013

CREDITS.
 3

TEXTBOOK INFORMATION:

THERE IS NO REQUIRED TEXTBOOK ASSIGNED FOR THIS COURSE.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

The course explores the intellectual foundations and historical development of sustainability as a concept, places it within the larger context of various development theories, and looks at how it has influenced real-world practice in planning and public policy.

PREREQUISITES*:

NONE

COREQUISITES*:

NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

GRADUATE STANDING

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

DOCTORAL DEGREE IN URBAN AND REGIONAL PLANNING OR A RELATED FIELD.

Faculty contact, email and complete phone number:

Yanmei Li, yli22@fau.edu, 954-762-5037

Please consult and list departments that might be affected by the new course and attach comments.
 3

Approved by:

Department Chair: _____
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____
 Graduate College Dean: _____
 UFS President: _____
 Provost: _____

Date:

8/29/13
9/3/13
9/3/13
9-11-13
7-12-13

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf

2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

COLLEGE FOR DESIGN AND SOCIAL INQUIRY
SCHOOL OF URBAN AND REGIONAL PLANNING

URP 6406 Sustainable Cities

Credits:	3
Meeting time & place:	TBD, Boca Raton
Instructor:	Diana Mitsova, PhD
E-mail:	dmitsova@fau.edu
Telephone:	561-297-4285
Office hours:	Monday, 10:00 am – 1:00 pm, Room 284D, Social Sciences Building, Boca Raton Tuesday, 6:00 pm – 7:00 pm Or by appointment

COURSE CONTENT

The course explores the intellectual foundations and historical development of sustainability as a concept, places it within the larger context of various development theories, and looks at how it has influenced real-world practice in planning and public policy. Throughout the course we will be discussing the challenges of sustainable development, and the opportunities and limits at various scales in meeting these challenges. We will explore sustainability from various perspectives including urban form, environmental protection, climate change, economic development, renewable energy, and human welfare. We will apply the knowledge acquired throughout the course to better understand the principles of building sustainable communities. We will examine the guidelines for LEED-certified neighborhood development and will apply them critically and thoughtfully in an attempt to understand both their benefits and pitfalls. The course will be conducted as a seminar and is intended for students in planning, public administration, architecture, environmental science, and economics.

COURSE OBJECTIVES

After completing this course the students should be able to:

- Understand and explain various approaches to sustainable urban development
- Describe how issues of sustainability relate to climate change and renewable energy
- Understand the strengths and weaknesses of various strategies toward building sustainable cities;
- Critically evaluate and apply the principles of the LEED-ND (LEED for Neighborhood Development) Rating System
- Incorporate sustainable approaches and designs in problem-solving activities
- Provide technical assistance to participating jurisdictions to facilitate review and amendment of local ordinances to ensure solar-friendly planning and zoning.

COURSE MATERIAL(S)

- **Required Material(s)**
 - Though the course does not have a required textbook, there will be other resources (e.g, articles, book chapters, handouts, etc.) that will be required throughout it. These resources will be linked within the applicable learning unit on Blackboard, or distributed in class.
- **Supplemental material(s)**
 - All supplemental materials will be listed within the applicable learning unit. Please check each unit for them.

CLASSROOM RULES AND POLICIES

This syllabus contains the classroom rules and policies by which students must abide. Therefore, it is of paramount importance to read the syllabus and understand the classroom rules and policies. In addition to the syllabus, there will be pertinent postings, messages, or announcements. These are understood to be part of the course. Modifications to the syllabus are sometimes necessary and will be posted on Blackboard, or announced via email or Blackboard announcements and messages.

If you have any special circumstances or problems, please contact me as soon as possible. Due to the participatory nature of this course, please communicate any expected or unexpected absences with the instructor as early as possible. . If you are experiencing major illnesses, absences due to academic duties, or other large-scale issues, contact the instructors immediately to formulate a resolution (if possible). Notifying your instructors after the fact will not be sufficient to prevent being dropped. Every effort will be made to work with students with unusual or unexpected obligations outside the course.

Incompletes. You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above.

GRADING POLICY AND EVALUATION

Assignments. Students will complete **two** group Assignments and prepare a group Final Report. We will build upon an existing initiative – Go SOLAR Broward Rooftop Solar Challenge (<http://www.broward.org/gogreen/gosolar/Pages/Default.aspx>). This is a program funded through a grant by the U.S. Department of Energy. Phase I of Go SOLAR resulted in the Go SOLAR Online Permitting System which gives a Broward County resident the opportunity to obtain a solar installation permit in 24 hours. According to the project website, the system “makes it easier for Broward County residents and businesses to convert to solar energy by reducing the cost and wait time associated with the permitting process for installing photovoltaic (PV) rooftop solar systems.” Over the next phase, the goal is to ensure that local zoning codes do not contain provisions that may become barriers in obtaining permits for solar rooftop installations. We will work with Broward County and three municipalities to compare a model ordinance to existing local code provisions to identify potential bottlenecks. These municipalities are Margate, Hollywood and Plantation. Students will split in three groups. In addition, there will be the so-called Planning Group which will include the instructor as well as representatives of Broward County and the municipalities. We will work together in steps and each step will be reflected in your assignments.

Assignment #1. First, we will go over the existing model ordinance which provides the desired Go SOLAR ordinance language. Each group will be assigned a municipality contact. The group will meet with the city contact person and discuss what might be the issues in implementing the model ordinance with the go solar language in that particular municipality. The group will also identify the sections on the zoning code that might create bottlenecks in implementing the ordinance. The group will prepare a **report** with the findings and give a **15-minute presentation**.

Assignment #2. For this assignment, you will be required to do a more detailed research of the zoning code and identify specific provisions that might become barriers for the solar permits implementation. More specifically, you need to follow these three steps:

- work with the cities to research their ordinances to identify any problems;
- identify all conflicts between the model ordinance and what they have on the books;
- include examples of such conflicts.

The deliverable of this assignment will be a **report where some of the findings will be summarized in a matrix** (the matrix will be further discussed in class). The students will be required also to give a **15-minute presentation** about their findings.

NOTE: For each assignment, the students will be asked to submit an initial draft which will be reviewed by the Planning Group. The feedback from the Planning Group should be taken in consideration in revising the assignment. The initial draft will not be graded. The revised final version of each assignment will be graded.

Final Report. Findings from Assignment #1 and Assignment #2 will be compiled in a final report together with any additional research that might be needed. The sections of the final report should include: (1) Introduction; (2) Description of the process of collecting information, documents reviewed (e.g. City of [...] Historic Preservation Ordinance); (3) Findings; (4) Conclusions and Recommendations.

Final exam. The final exam will consist of multiple choice, short answer and essay questions. The short answer questions will cover definitions and brief explanations of a specific concept discussed in class. The essay questions require a brief but more detailed discussion of selected topics.

Participation. This course depends on interactive dialogue, and therefore, class participation is essential. Comments on assigned readings should be focused and supported with sound reasoning that demonstrates some reflective thinking.

Grading for this course will be based on:

Assignment 1	15 %
Assignment 2	15 %
Final Report	20 %
Presentation	10 %
Participation	10%
Final exam	30 %

Final grades are determined according to the following table:

A	94 and higher
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	64 - 66
D ⁻	60 - 63
F	Less than 60

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see the Code of Academic Integrity in the University Regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

TENTATIVE COURSE SCHEDULE

Week	Reading Assignments	Project Assignments
1	<p>Course Introduction</p> <p>Theories of development and conceptual foundations of sustainability</p> <p>Meadows, D., D. Meadows, and J. Randers. 1993. <i>Beyond the Limits: Confronting Global Collapse, Envisioning a Sustainable Future</i>. White River Junction, VT: Chelsea Green Publishing Company, preface, chapters 1 and 6.</p> <p>World Commission on Environment and Development. 1987 <i>Our Common Future</i>. Oxford, UK: Oxford University Press, pp. 1-24.</p> <p>Campbell, S. 1996. Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development. <i>Journal of the American Planning Association</i>, 62(3): 296-312.</p>	

2	<p>Presentation by Broward County representative on Go SOLAR</p> <p>Historical perspectives on designing sustainable cities</p> <ol style="list-style-type: none"> a. Garden Cities b. City Beautiful Movement c. Ian McHarg & <i>Design with Nature</i> d. Healthy Cities e. Eco-cities <p>McHarg, I. "Nature in the Metropolis" from <i>Design with Nature</i> (1969). In: LeGates, Richard T. & Stout, Frederic (eds.) 2000 The City Reader, London: Routledge.</p> <p>Rees, W. 1992. Ecological Footprints and Appropriated Carrying Capacity: What Urban Economics Leaves Out. <i>Environment and Urbanization</i>, 4(2): 121-129.</p>	Work in groups on Assignment 1
3	<p>Urban Development Models</p> <ol style="list-style-type: none"> a. Growth Management and Urban Growth Boundaries b. Smart Growth c. New Urbanism <p>Berke P., J. MacDonald, N. White, M. Holmes, D. Line, K. Oury, and R. Ryznar. 2003. Greening Development to Protect Watersheds: Does New Urbanism Make a Difference? <i>Journal of the American Planning Association</i>, 69(4): 397-413.</p> <p>Downs, A. 2005. Smart Growth - Why We Discuss It More than We Do It. <i>Journal of the American Planning Association</i>, 71(4): 367 - 380.</p>	
4	<p>Climate change, energy efficiency and built environment Introduction to the LEED-ND Rating System</p> <p>2009 LEED for Neighborhood Development Rating System, available at http://www.usgbc.org/DisplayPage.aspx?CMSPageID=148</p> <p><u>Towards a Climate-Friendly Built Environment</u> (2005), pp. 1 – 26, available at http://www.pewclimate.org/publications/report/towards-climate-friendly-built-environment</p>	Work in groups on Assignment 1
5	Each group presents their assignment 1 (15 min)	Initial draft of Assignment 1 is due

6	<p>Urban Theories of Growth and Sustainability</p> <ul style="list-style-type: none"> a. Edge Cities b. Green Urbanism c. Compact Cities <p>Campbell, S. 1996. Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development. <i>Journal of the American Planning Association</i>, 62(3): 296-312.</p> <p>Gordon, P., and H. Richardson. 1997. Are Compact Cities a Desirable Goal? <i>Journal of the American Planning Association</i>, 63(1): 95-106.</p> <p>Neuman, M. 2005. The Compact City Fallacy. <i>Journal of Planning Education and Research</i>, 25: 11-26. (Optional).</p>	
7	<p>Urban Agriculture</p> <p>Puthukuchi, K. 2004. Community Food Assessment: A First Step in Planning for Community Food Security. <i>Journal of Planning Education and Research</i>, 23(4): 356-377.</p> <p>Peters, C.J., N.L. Bills, A.J. Lembo, J.L. Wilkins and G.W. Fick. 2009. Mapping Potential Foodsheds in New York State: A Spatial Model for Evaluating the Capacity to Localize Food Production. <i>Renewable Agriculture and Food Systems</i>, 24(1): 72-82.</p> <p>Sonntag, V. 2008. <i>Why Local Linkages Matter: Findings from the Local Food Economy Study</i>, Seattle: Sustainable Seattle (available at http://www.farmlandinfo.org/documents/37980/Why_Local_Matters_Seattle.pdf)</p>	
8	<p>Renewable energy and sustainable design</p> <p>CCSP. 2007: <i>Effects of Climate Change on Energy Production and Use in the United States</i>. A Report by the U.S. Climate Change Science Program and the subcommittee on Global Change Research. Department of Energy, Office of Biological & Environmental Research, Washington, DC, pp. 7-18, pp. 24-25. Available at http://www.climatescience.gov/Library/sap/sap4-5/final-report/sap4-5-final-all.pdf</p> <p><u>Towards a Climate-Friendly Built Environment</u> (2005), pp. 26 – 58, available at http://www.pewclimate.org/publications/report/towards-climate-friendly-built-environment Each group presents their assignment 1 (15 min)</p>	

9	<p>Street Design, Alternative Means of Transportation and Walkability</p> <p>Loukaitou-Sideris, A. 2006. Is it Safe to Walk? Neighborhood Safety and Security Considerations and Their Effects on Walking. <i>Journal of Planning Literature</i>, 20(3): 219-232.</p> <p>Dumbaugh, E. and R. Rae. 2009. Safe Urban Form: Revisiting the Relationship Between Community Design and Traffic Safety. <i>Journal of the American Planning Association</i>, 75(3): 309 - 329</p>	Revised Assignment 1 is due
10	Each group presents their assignment 1 (15 min)	Initial draft of Assignment 2 is due
11	<p>Gentrification, Affordability, Mixed-Income Housing and Inclusionary Zoning</p> <p>Burchell and Galley "Inclusionary Zoning Pros and Cons". Available at http://ginsler.com/sites/ginsler/files/NHC-2.html.</p> <p>Newman, M. and Wyly, E. 2006. The Right to Stay Put, Revisited: Gentrification and Resistance to Displacement in New York City. <i>Urban Studies</i>, 43(1): 23-57.</p>	
12	<p>Brownfields and Contaminated Uses</p> <p>De Sousa, C. 2002. Measuring the Public Costs and Benefits of Brownfield versus Greenfield Development in the Greater Toronto Area. <i>Environment and Planning B</i>, 29(2): 251-280.</p> <p>Eisen, JB. 1999. Brownfields Policies for Sustainable Cities. <i>Duke Environmental Law & Policy Forum</i>, 9: 187. Available at SSRN: http://ssrn.com/abstract=1921766Workshop</p> <p>Workshop</p>	Revised draft of Assignment 2 is due
13	<p>Urban Open Space & Green Infrastructure</p> <p>Cranz, G. and M. Boland. 2004. Defining the Sustainable Park: A Fifth Model for Urban Parks. <i>Landscape Journal</i>, 23 (2): 102-120.</p> <p>Benedict, M. and E. McMahon. 2006. Green Infrastructure: Smart Conservation for the 21st Century. Available at</p>	

	http://www.sprawlwatch.org/greeninfrastructure.pdf Workshop	
14	Final Project Presentations (20 minutes) LEED-ND groups	
15	Final Project Presentations (20 minutes) Go SOLAR groups Broward County representatives attend the presentations and provide feedback	Final Report is due
16	Final Exam	

USE OF ELECTRONIC DEVICES IN THE CLASSROOM

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular phones and pagers, are to be disabled in class sessions.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>.

SAFEWALK – Night Owls

Boca Raton 561-297-6695; Davie 954-236-1902; Ft. Lauderdale 954-762-561; Jupiter 561-799-8700. Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.