

# URP6905 - Sustainable Community Development

## Instructors:

Dan Zhu, Ph.D.

E-mail: use the "Inbox" feature in Canvas

Office Hours: E-mail for appointment

## Course Communications:

Your instructor is always available by email, and you can expect a response to emails within 24 hours. The instructor is also available for live chat by appointment. Please contact the instructor by email to arrange a chat.

## Required Text:

- Timothy Beatley, ed., *Green Cities of Europe: Global Lessons on Green Urbanism* (2012, Island Press), T. (2012). *Green cities of Europe: Global lessons on green urbanism*. Washington, DC: Island Press.
- Newman, P., & Matan, A. (2013). *Green Urbanism in Asia: The emerging green tigers*. World Scientific.
- Mark Roseland, *Toward Sustainable Communities: Solutions for Citizens and Their Governments*, 4th edition (2012, New Society Publishers), M. (2012). *Toward sustainable communities: Solutions for citizens and their governments* (4th ed.). New Society Publishers.

## Course Description:

This course explores the range of planning and development processes associated with creating sustainable communities, that is places that evidence respect environmental values, that do not exploit natural resources, that are accessible to all citizens, and that ensure a high quality of life for current and future residents. The use of sustainable community planning in this context ranges in scale from individual buildings, to collections of buildings and spaces within neighborhoods or larger collections of neighborhoods, as well as planning at the city and regional levels. Although sustainable community planning is typically associated with interventions in affluent societies, in fact, less developed regions often rank high on those factors typically associated with sustainable practices (such as low per capita energy use, high density land use, low levels of natural resource use, and reuse of material typically treated as waste in developed region, etc.). A great many of the examples of sustainable community development draw upon recent experiments in developed regions of North America, Europe, and sections of Asia. But there are also emerging sustainable community practices in developing nations that are an important part of the current movement.

The course will examine the various components of sustainable community planning, such as land use, transportation, ecological planning, green design in the built environment, resource utilization in the critical areas of water and energy consumption, climatic factors that influence sustainable community planning, and how sustainable community planning contributes to livability and economic resilience. The intent of the course is to demonstrate that sustainability must be approached from a systems perspective, where the interactions between the built and natural environments create opportunities to advance the quality of urban and community life. While there are wide ranging examples of community-based interventions to achieve sustainable communities, scaling up necessarily involvements strategic government interventions and these governmental interventions (with citizen approval) will be shown to be at work in the most successful cases of sustainable community planning.

### **Course Objectives:**

At the conclusion of this course, you should be able to:

- Define the meaning of, and provide examples of, sustainable planning practices.
- Understand how land use and transportation planning and policies affect sustainable community development.
- Understand how natural resource utilization can be influenced by how the built and natural environments are planned and how energy is used.
- Have knowledge of best practices of sustainable community development in various regions of the world.
- Understand how government policies contribute to sustainable community development.
- Identify characteristics of building design and construction that contribute to sustainable communities.
- Analyze and evaluate the various evaluation systems that determine the level of sustainable practices in the built and natural environments.

### **Teaching Philosophy:**

The assignments of this course and all courses that I teach have been designed to allow students to practice the kinds of skills they will use as planning professionals or academics. The exercises have been designed to develop the skills that will be important in professional practice: (1) critical thinking; (2) presentation (verbal) communication; (3) evaluation and critique; (4) argumentation; and (5) written communication skills. Assignments are to be submitted on or before the assignment due date.

### **Special Project Information:**

Using either Beatley, Green Cities of Europe, Newman and Matin, Green Urbanism in Asia, or the Roseland text, select one city that represents to you successful progress toward sustainability. The purpose of the assignment is to develop an in-depth and critical view of one place that has developed some notable programs and initiatives to the sustainable community movement. You can certainly search beyond the course materials for information on your selected city but there should be sufficient information, especially on the European and Asian cases, in the course readings to develop an in-depth city assessment. There are three parts to the project. Part I is to indicate by week 4 what city or urban region you intend to examine and to post that in a message. I will confirm that your selection is not being done by more than one other person to ensure that we get a rich variety of case studies. You might want to indicate a second choice just in case. By week 6, part 2 will be posting a power point presentation (no more than 15 slides and utilizing Voice Thread to supply the narrative). The power point is intended as a presentation to a community group or to fellow planners about the highlight off the sustainability best practices of your case study city. Then, by week 8, you should prepare a most off critical assessment off your case study sustainable city which will offer much more depth to your assessment of their strengths (and weaknesses) in advancing sustainability. This final paper need not exceed 10 double-spaced pages, using 12 pt font.

### Course Participation and Discussion Boards:

Each week, 2 two or 3 three discussion questions will be posted. You are responsible for responding to at least 2 two of the questions with your thoughts and ideas. In addition to responding to at least 2 two of the questions, you will also need to respond to a classmate's post as well. You are required to post an in-depth response that is both insightful and engaging. Responding with a simple "I agree" is not acceptable.

### Course Outline

Module	Graded Assignments	Due Date
<b>Module 1: Sustainable Community Theory</b>	Discussion Board Post and Response	Aug 24, 11:59 PM ET (Post) Aug 28, 11:59 PM ET (Response)
<b>Module 2: Land Use Planning Strategies</b>	Discussion Board Post and Response	Aug 31, 11:55 PM ET (Post) Sept 4, 11:59 PM ET (Response)
<b>Module 3: Transportation for Sustainable Communities</b>	Discussion Board Post and Response	Sept 7, 11:55 PM ET (Post) Sept 11, 11:59 PM ET (Response)
<b>Module 4: Ecological Systems</b>	Discussion Board Post and Response	Sept 14, 11:59 PM ET (Post)

	City or Urban Region Selection via Discussion Board	Sept 18, 11:59 PM ET (Response) Sept 18, 11:59 PM ET
<b>Module 5: Energy Systems and Sustainability</b>	Discussion Board Post and Response	Sept 21, 11:59 PM ET (Post) Sept 25, 11:59 PM ET (Response)
<b>Module 6: Designing the Built Environment</b>	Discussion Board Post and Response  PowerPoint Presentation via VoiceThread	Sept 28, 11:59 PM ET (Post) Oct 2, 11:59 PM ET (Response)  Oct 2, 11:59 PM ET
<b>Module 7: Economics and Governance for Sustainability</b>	Discussion Board Post and Response	Oct 5, 11:59 PM ET (Post) Oct 9, 11:59 PM ET (Response)
<b>Module 8: Sustainable Community Models and the Future of Sustainable Community Planning</b>	Policy Paper Final Exam	Oct 12, 11:59 PM ET Oct 14, 11:59 PM ET

### **Make-up Work:**

No late work will be accepted. Computer problems that arise during submission will not be accepted as an excuse for late work. All work must be completed and submitted by the designated time in Canvas or you will not receive credit for the assignment.

In the event that you have technical difficulties with Canvas, please contact the UF Help Desk. If your technical difficulties will cause you to miss a due date, you **MUST** report the problem to Help Desk. Include the ticket number and an explanation of the issue based on a consult with Help Desk in an e-mail to the instructor to explain the late assignment/quiz/test.

The course faculty reserves the right to accept or decline tickets from the UF Help Desk based on individual circumstances.

### **Course Technology:**

In the event that you have technical difficulties with Canvas, please contact the UF Help Desk. If your technical difficulties will cause you to miss a due date, you **MUST** report the problem to Help Desk. Include the ticket number and an explanation of the issue based on consult with Help Desk in an e-mail to the instructor to explain the late assignment/quiz/test. The course

faculty reserves the right to accept or decline tickets from the UF Help Desk based on individual circumstances.

### **Course Communication:**

All communication with course faculty will take place within Canvas. (Select the "Instructor Role" from the address book.) All e-mails will be sent and received within Canvas. You should NOT be e-mailing the course instructors outside of the system. Any e-mails received outside of Canvas will not receive a response.

### **Student Support Services:**

As a student in a distance learning course or program, you have access to the same student support services that on campus students have. For course content questions contact your instructor.

For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-HELP (4357), select option 2. For Help Desk hours visit: Information Technology–UF Computing Help Desk (<http://helpdesk.ufl.edu/>).

Other resources are available at Student Services| Distance Learning (<http://www.distance.ufl.edu/student-services>).

### **Universities Policies**

University policies on such matters as add/drop, incomplete, academic probation, termination of enrollment, reinstatement, and other expectations or procedures can be found in the graduate student handbook (<http://graduateschool.ufl.edu/>) and at the Dean of Students website (<https://www.dso.ufl.edu/>).

### **Universities Policy on Academic Misconduct**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

### **Netiquette: Communication Courtesy**

All members of the class are expected to follow rules of common courtesy in all e-mail messages, threaded discussions and chats. Course communication should be civilized and respectful to everyone. The means of communication provided to you through Canvas (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner.

Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the Dean of Students.

Refer to the Netiquette Guide for Online Courses (<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>) for more information.

### **Student Honor Code**

In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

#### **The Honor Pledge**

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

### **Special Accommodation**

Students requesting disability-related academic accommodations must first register with the Disability Resource Center (<https://www.dso.ufl.edu/drc/>)

The Disability Resource Center will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

## Grading Policies

Assignment	Points
<b>Discussions and Responses:</b> Module 1 (25pts) Module 2 (25pts) Module 3 (25pts) Module 4 (25pts) Module 5 (25pts) Module 6 (25pts) Module 7 (25pts)	175
<b>City Selection</b>	25
<b>City Presentation</b>	200
<b>Policy Paper</b>	300
<b>Final Exam</b>	300
<b>Total</b>	<b>1000</b>

## Grading Scheme

Letter Grade	Percentage	Grade Points
A	93-100%	4.00
A-	90-92%	3.67
B+	88-89%	3.33
B	83-87%	3.00
B-	80-82%	2.67
C+	78-79%	2.33
C	73-77%	2.00
C-	70-72%	1.67
D+	68-69%	1.33
D	58-67%	1.00
D-	55-57%	0.67
E	Below 55%	0.00

For greater detail, see the Grades section of the Graduate Catalog for the University of Florida (<http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907&hl=grade&returnto=search#grades>). It also contains the policies and procedures, course descriptions, colleges, departments, and program information for UF.