

# URP6409 - Sustainable Community Development -online

## Instructors

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Abhinav Alakshendra, PhD.

E-mail: [alakshendra@ufl.edu](mailto:alakshendra@ufl.edu)

Office Hours: E-mail for appointment

## Course Communications

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Your instructor is always available by email, and you can expect a response to emails within 48 hours except weekends and holiday. The instructor is also available for live chat by appointment. Please contact the instructor by email to arrange a chat.

## Required Texts

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1. Stephen M. Wheeler and Timothy Beatley, eds. London/New York: Routledge, 2014, 3rd edition, paperback ISBN: 978-0-415-70776. Also available as E-book. (referred to in syllabus as SUDR)
2. Ian Mell, *Global Green Infrastructure: Lessons for Successful Policy-Making, Investment and Management*. London/New York: Routledge, 2016. paperback ISBN: 978-1-138-85464-2. Also available as E-book. (referred to in syllabus as GGI)

## Course Description

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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. A great many of the examples of sustainable community development in this course 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 examines 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. Moreover, we examine the social and environmental justice aspects of sustainable development and green urbanism. We will draw on readings from urban and regional planning, anthropology, socioecological systems science, and political ecology to assess sustainable development and planning at multiple scales and across diverse global contexts.

## Course Objectives

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

- Define the meaning of, and provide examples of, sustainable planning practices and green urbanism.
- Understand how land use and transportation planning and policies affect sustainable community development in diverse contexts.
- Understand resource use and system dynamics across built and natural environments.
- Be fluent in critiques of sustainable development and understand viable alternative strategies.
- Have knowledge of best practices of sustainable community development in various regions of the world, as defined by diverse stakeholders.
- Understand how government policies contribute and influence to sustainable community development.
- Identify characteristics of building design and construction that contribute to sustainable communities.
- Analyze and assess the various evaluation systems for sustainability practices in the built and natural environments.

## Grading

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Discussion posts = 35%

Case study project (paper and presentation on city of choice) = 35%

Final exam = 30%

## Special Project Information

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This special project is a case study examining program implementation/policy analysis. You will first need to choose a city, a community, or a site from the following list, or from others that implemented significant sustainable practices. You may also choose a different site with instructor approval.

- Freiburg, Germany
- Vitoria-Gasteiz, Spain
- Helsinki, Finland
- Zurich, Switzerland
- Singapore
- Masdar City in Abu Dhabi,
- Beddington Zero Energy Development (BedZED) in the UK
- Bullitt Center, Seattle, WA
- Zhome, Issaquah, WA
- 2000-watt society, Zurich
- London
- Copenhagen
- Ahmedabad, India
- Atlanta
- Chicago
- Songdo, South Korea

The purpose of the assignment is to develop an in-depth and critical view of some notable sustainability programs and initiatives in your chosen focal city. There are four parts to the project:

1. Part 1 is to indicate by May 23 which city or community you intend to examine.
2. Part 2 is submitting a project update by June 13 indicating sources and some key issues/implementation in your case study city
3. Part 3 will be posting a power point presentation (no more than 15 slides and utilizing Voice Thread to supply the narrative) by July 3. The power point is intended as a presentation to a community group or to fellow planners highlighting the sustainability best practices of your case study.
4. Then, by July 17, you will hand in a critical assessment of your case study, covering the city's strengths and weaknesses as they relate to sustainability. This final paper can range between 10 and 15 double-spaced pages, using 12 pt font, and including a full listing of sources.

## Course Participation and Discussion Boards

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For each module, several discussion questions will be posted. You are responsible for responding to at least two of the questions with your thoughts and ideas. In addition to responding to at least two of the questions, you will also need to respond to a classmate's post as well. It is expected that you post an in-depth response that is both insightful and engaging.

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## Make-up Work

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No late work will be accepted. In the event that you have technical difficulties with e-Learning, 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..

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

## Course Technology

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In the event that you have technical difficulties with e-Learning, 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

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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.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise,

students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## Important Information

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Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## Student Support Services

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### *Health and Wellness*

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
- Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).  
<http://www.police.ufl.edu/>

### *Academic Resources*

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>
- Writing and developing good habits as related to writing and editing is a challenge. There are opportunities at UF to help students develop these skills. Please take advantage of these opportunities. See <https://writing.ufl.edu/writing-studio/>

## Honor Code

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Work submitted for this course should follow the University of Florida student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

## Course Evaluations

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Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

## Course Outline

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May 9- 22	Module 1: Intro to sustainability origins, thinking and theory	Discussion Post and Response by May 22	SUDR, Part 1, pgs. 8-86 Doppelt, 2009 GGI, pgs. 1-16
May 23- June 5	Module 2: Land Use Planning and Urban Design	Discussion Post and Response by June 5	<b>Choose case study city by May 23</b> SUDR pgs. 119-150, 411-431
June 6-12	Module 3: Transportation for Sustainable Communities	Discussion Post and Response by June 12	SUDR pgs. 153-178, 533-562

June 13- June 26	Module 4: Environmental Planning and Green Infrastructure	Discussion Post and Response by June 26	<b>June 13 Part 2 of Case Study due</b>	GGI, pgs. 17-41 SUDR, pgs. 181-194, 375-383
June 26- July 3	Module 5: Energy Systems and Climate Change	Discussion Post and Response by July 3		SUDR, pgs. 93-116, 197-231 GGI, pgs 42-58.
July 4-10	Module 6: Economics and Governance for Sustainability	Discussion Post and Response by July 10	<b>July 3 Part 3 of Case Study</b>	SUDR, pgs. 263-308 Appendino, et. al, "Circular Economy in Urban Projects"
July 11-17	Module 7: Green Design and Building Scale/Neighborhood Scale	Discussion Post and Response by July 17	<b>July 17 Part 4 of Case Study</b>	SUDR, pgs. 311-336 GGI, pgs.86-129
July 18-24	Module 8: Participatory Development, Social Equity and Environmental Justice	Discussion Post and Response by July 24		SUDR, pgs. 235-260 GGI, pgs. 153-190.
July 25- August 1			Final essay exam	