Spring 2025

URP 6645/4640 Sustainable Urbanism in Europe
Class meets:
Tuesdays (Period 2-4) 8:30 a.m. - 11:30 a.m. in 213 Antevy Hall

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Office Hours: Tuesdays, 12:00 p.m. - 2:00 p.m.[1] and by appointment

Course Description:
European cities are celebrated for their livability as compared to cities in all regions in the world. Planners typically point to factors unique in European cities, such as: the blend of the new and the historic, the walkability of these places when contrasted with counterparts in North and South America and Asia, the efficiency of European urban transportation systems, the careful usage of land in European cities to support higher population densities without sacrificing amenities, their environmental amenities, and for accommodating an increasing diverse population. At the same time, European cities confront challenges of a high-cost living, serious unemployment in certain regions, aging infrastructure, and the challenges associated with their experiment with regional integration. It is the regional integration experiment and the increasing interconnectedness of Europe's cities that makes it especially important to better understand the diverse policies that are defining city development in one of the most urbanized regions of the world. There are challenges to be understood but also models of intervention to be explored and, perhaps, emulated to help plan more sustainable urbanism on a global scale.

Course Structure:
This course includes a wide range of topics that we discuss through a variety of methods. Each topic is introduced with a lecture, and special reading. The course consists of four major elements: reading assignments, lectures and class discussion, an in-class presentation, and written assignments. Because this course includes many topics, I attempt to respond to areas of special interest to members of the class. This is possible through written assignments and presentations.

This course explores the diverse urban places that make up modern Europe through a three-pronged approach. The first section examines the historical development of cities in Europe, beginning with the urbanization process initiated during the Roman Empire. It gives particular attention to the development processes of the 17th through the early 20th centuries. In many respects this was the period during which Europe exported its urban model to all parts of the globe through colonialism. European city planners also devised models to guide urban change that had enormous global impact and are important to understand as a basis of the modern city. It examines the impact of two world wars

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[1] To sign-up for my office hours, please click on this link. If you do not sign-up for office hours, you may need to wait for others to complete their meeting or you may need to meet on a different day. You can join in-person or via Zoom. The Zoom link is as follows: https://ufl.zoom.us/j/7335356063?pwd=VWYxRlljcFV2RjZTSjJLWVJnSE1zZz09; Meeting ID: 733 535 6063; Passcode: P1E32h; One tap mobile: +1-312-626-6799,,7335356063# US (Chicago).   I occasionally have conflicts with my office hours. When this happens, I will schedule special office hours on other dates.

(destruction and rebuilding), the post-colonial, Cold War, and post-Cold War period from the standpoint of their impact on select cities as a prelude to the establishment of the European Union. While this section touches upon Europe as a whole, out of necessity, it relies on selecting urban cases to illuminate the broader development processes.

The second section of the course examines the challenges and accomplishments of urbanization in Europe over the past several decades. It explores the national and local planning processes that affect the development of individual cities to understand how Europe manages change. It examines select cities to demonstrate the range of strategies related to land development, provision of housing, commercial development, preservation of open space and landscape planning, financing basic services, transportation planning and its relationship to urban functions, and the broad area of economic development efforts that have kept European cities vital places. European nations have engaged in some unique approaches to regional development (e.g., managing waterways that traverse multiple nations and cities) that offer useful lessons as well.

The concluding section of the course considers the current condition and challenges of cities in Europe from the standpoint of models of sustainable development. This section moves beyond the case studies *per se* to evaluate the effectiveness of various policies, interventions, and plans from the standpoint of key components of the sustainability agenda. This includes such issues as energy consumption, use of resources, ensuring greater livability to a broader segment of the population, and adaptation to the regional integration standards advanced under the banner of the European Union.

At the completion of this course, students should have a basic understanding of sustainable urbanism in Europe in its multiple dimensions. Students should also have developed an in-depth knowledge of an area of sustainable urbanism that is the subject of their research paper or case study.

This course is an elective for students in the on-campus Master of Urban and Regional Planning and an elective for students in the undergraduate minor in Urban and Regional Planning. It is also open to students throughout the University of Florida. The course has no pre-requisites.

In conjunction with the University of Florida's emphasis on technology in teaching, E-learning in Canvas will be used in this class. Students should already be familiar with word processing, and Internet-browsing software. E-learning in Canvas (http://elearning.ufl.edu) is relatively simple to use but may be more easily used on a computer rather than mobile devices. If you do not know how to use E-learning in Canvas or have trouble accessing materials or submitting assignments, contact the UF Computing Help Desk directly (https://elearning.ufl.edu/e-learning-basics/uf-e-learning-faqs/) or (352) 392-4357.

Course Objectives:

- Describe the historical development of sustainable urban spaces in Europe
- Gain understanding of the theoretical foundations of sustainable planning.
- Gain proficiency of specific planning strategies used by planners to enhance the livability of cities in Europe.
- Describe the challenges and accomplishments of urbanization in Europe with a particular focus on the past half-century.
- Evaluate the effectiveness of various policies, interventions, and plans from the standpoint of key outcomes of sustainable urbanism in the areas of land use, mobility, urban design, public health, energy consumption, environmental qualities, economic development, and governance
- Produce a case study that critically assesses sustainability policies, initiatives, and outcomes in European cities.

Teaching Philosophy

Sustainability has received significant attention in policy discussions since the late 1980s. Increasingly the world's population is in urban areas. We can learn much about sustainability from the examples presented by European cities and urban areas. The assignments of this course and all courses that I teach have been designed to allow students to practice the kinds of skills they use as planning professionals. The exercises have been designed to develop the following 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. Consistent with the expectations of professional conduct in this course, all written assignments, except minor in-class exercises, must be typed. No hand-written assignments will be accepted.

Students will be asked to exercise their critical thinking skills throughout the course. In the responses to the discussion questions, students will read and analyze the perspective of the various authors, understand the assumptions being made by the authors, summarize and present the argument to the class, and contrast the readings with other course materials. In the writing assignments, students will be asked to consider the diverse perspectives on sustainability and develop their own perspective. Students will develop their presentation skills through the presentation of their research and the debate. In the weekly class discussions, students will be required to respond to questions from the instructor and other members of the class. Each student will be required to evaluate the arguments of the authors of the required readings. In the research paper and in the discussion of the readings, students will be required to develop a basic argument and present it in a manner that is easily understood (thus developing good written communication skills). These skills are important because, in professional practice, transportation professionals need to write in a manner that clearly states the goals of the writing, develops the argument persuasively and is written in a manner that is easily understood.

Course Readings
The following book , which can be purchased at the University Bookstore and online, is required for the course:

Beatley, Timothy, ed., *Green Cities of Europe*. Washington, DC: Island Press, 2012
Additional reading will be accessed through the Canvas site (http://elearning.ufl.edu) and the library reserves.

The following document defines the policies for promoting sustainable urban development in Europe. While it is beginning to be dated, it sets the policy direction that has driven sustainable urbanism for the last decade.

European Union Regional Policy (2009) *Promoting Sustainable Urban Development in Europe*.
https://ec.europa.eu/regional_policy/sources/brochure/urban2009/urban2009_en.pdf

The Sustainable Development Goals of the United Nations influence sustainable development in Europe. The following websites describes those goals and activities to implement them in Europe:

United Nations Department of Economic and Social Affairs (n. d.) Sustainable Development: The 17 Goals. Retrieved on January 2, 2023, from https://sdgs.un.org/goals.

United Nations Human Settlements Programme (n. d.) Implementing the Urban Agenda: European Union. Retrieved on January 2, 2023, from https://www.urbanagendaplatform.org/european_union.

The following website includes information on a variety of topics related to urban development in European countries. It includes topics related to Sustainable Urbanism including cities and urban development, climate change and risk prevention, energy networks, environment and resource efficiency, low-carbon economy, social inclusion, and transport.

European Commission. (n. d.) European Green Capital Cities – Winning Cities. Retrieved January 2, 2023, from https://environment.ec.europa.eu/topics/urban-environment/european-green-capital-award/winning-cities_en

Student Responsibilities and Grading
The University of Florida requires that courses that include both graduate and undergraduate students have enhanced requirements for graduate students to reflect the greater expectations involved in graduate education. Grades will be based on components that will differ slightly between graduate and undergraduate students. Both graduate students and undergraduates will be graded on class attendance, discussion posts, research paper, a presentation, and a mid-term exam. Undergraduate students will also have a final exam, while graduate students will participate in policy debates during the second section of the course.

Graduate Students – Assignment and Due Dates	Points
Research Paper	
Paper Topic Paragraph – due Sunday, February 9 at 11:55 p.m.	10
Outline of Paper – due Sunday, March 9 at 11:55 p.m.	40
First Three Chapters – due Sunday, March 30	150
Abstract – due Monday, April 29 at 11:55 p.m.	40
Paper – due Monday, April 28 at 11:55 p.m.	250
Presentation – due Monday, April 21 at 11:55 p.m. for presentation on April 22	60
Discussion posts – due on selected Mondays at 11:55 a.m.	100
Policy debate – varies; Mondays at 11:55 p.m.	250
Class attendance and participation	100
TOTAL POINTS	1000

Undergraduate Students – Assignment and Due Dates	Points
Case study paper - topic due on Monday, February 9 at 11:55 p.m.	20
Presentation – due April 8 at 11:55 p.m. for presentation on April 9	100
Written portion – due April 20 at 11:55 p.m.	200
Mid-term exam – due March 9 at 11:55 p.m.	240
Final exam – due April 28 at 11:55 p.m.	240
Discussion posts – due on selected Mondays at 11:55 a.m.	100
Class attendance and participation	100
TOTAL POINTS	1000

Assignments
All discussion posts should be submitted to E-learning in Canvas by 11:55 a.m. on Mondays and all other assignments should be submitted by 11:55 p.m. on the due date unless otherwise specified. Like all

professional work, all written assignments (except minor in-class assignments) must be type-written. Students will be evaluated on their assignment based upon their status as a student. For example, graduate level should be prepared to write a critical argument rather than simply describe relationships, while undergraduates will not be held to this higher standard. If you have any questions about what is expected in the course, please talk to the instructor.

***Research Paper – graduate students only*:** Every graduate student is required to complete a term paper on a sustainable urbanism topic of his or her choice. The preparation of this paper will be a useful exercise in preparing for your thesis, research project, dissertation, and your professional work. Students will be required to define and investigate a topic of their choice in depth. Each student should plan to meet with the instructor before March 1, 2023, to discuss his/her paper topic. If you have a particularly complicated topic, or project, and would like to prepare a paper with another member of the class, please let the instructor know so we can discuss this option. Papers are expected to be 18-25 double-spaced pages long (with margins no greater than 1 inch on each side and no larger than a 12-point font size), with citations of at least eight diverse sources (not including Wikipedia or other websites used to define concepts).

A one-paragraph topic statement describing your research is due Sunday, February 9. In the topic statement, state your research question and the data that you expect to use to explore that research question. A paper outline including a restatement of your research topic, an outline of your paper, and a properly formatted list of at least five references is due Sunday March 9. The first three chapters of the paper (introduction, literature review and methodology) are due on March 30. The final paper is due Monday, April 28. PLEASE NOTE: You must submit an electronic copy of the final paper via Canvas AND, if possible, a hard copy to the instructor in the departmental office. During the last week of class meetings, you will give a short presentation (no more than 12 minutes depending upon how much time we have for presentations) about your paper. This presentation should include a description of the topic, the method used and a brief explanation of the principal findings, and their implications for practice.

The topic statement and the outline should include a clear statement of the research to be conducted, the importance of the research (it should answer the question, "so what?"), and the method you expect to use to gather the information (and/or the data source you expect to use). You may want to interview policymakers regarding the topic of your paper, you may manipulate data that is available through public sources, you may review policy documents, or you may choose to use a combination of these and other methods. Unless you choose to do a critical literature review, you will be required to do some original research or thinking. Summarizing someone else's books or journal articles does not constitute graduate work. If you choose to conduct interviews or surveys or other research that involves human subjects, you will be required to obtain permission to do so from the University of Florida Institutional Review Board (IRB-02). See http://irb.ufl.edu/irb02/ for additional information on their requirements. If you collect information from public officials, you are likely to receive an exemption, but you will still need to fill out the paperwork for IRB approval.

The paper, like all good research, should contain the following sections: (1) abstract or executive summary; (2) introduction – a summary of the topic and a brief introduction to the project; (3) background and literature review – explains the framework for understanding the research question; (4) methodology – explain the methodology used to gather your data for your project; (5) results/finding – explains what you learned when you conducted your research; (6) discussion – interprets the results in light of previous research (included in your literature review) on this topic (it may also include

recommendations, if you have any); and (7) conclusion – summarizes the research and explains what the reader should do to respond to your results.

The literature review should categorize the previous research according to the results or arguments made by the authors. The literature review does not need to summarize every applicable article in detail (that would be an annotated bibliography). It should, however, define the terms of the debate on this topic and hint at the direction the paper will take. If you are using a different methodology than is usually used to understand well-documented relationships, be sure to include a discussion of methodologies in your literature review. If the paper is on a topic on which there is little literature but there are several policy studies, these prior studies should be summarized. The literature review should NOT focus on the case study used in your research; that material should be included in your results/findings. If you have a topic that requires an explanation of the existing regulations or other similar (but not your literature review) information, you might include a Background section before or after the literature review. Like the literature review, the background section should NOT include specific information on the case study of your research.

The data used in this paper can come from a variety of sources, including interviews with policymakers, analysis of primary or secondary data, observations of the situation being explored, publicly available documents, or other forms of data that support the argument that you are arguing. If you would like assistance in the development of your topic or the data collection, please see the instructor. The topic of this paper can range from practical to theoretical, but it should involve the application of a concept used in European sustainable urbanism and its application to the US context. Local governments and the University often have topics of interest for research. Please see your instructor if you would like to discuss potential paper topics. For students who are struggling to define a topic, we would offer an alternative policy analysis with a defined framework. You may take a European sustainability concept and make recommendations about how that concept could be applied in practice in an urban region in the US.

Case Study Project – Undergraduates only. Undergraduates will select one of the cities featured in Beatley (2012), or another notable European city dealing with sustainability, to pursue a research project. The chapters provide information about some of the leading sustainability initiatives underway in select cities when Beatley and his co-authors prepared their chapters. The purpose of your work is to explore other possible sustainability initiatives in that city, to bring up-to-date efforts that were covered in the chapter (or in other published works on that city), and to critically assess the conclusions on overall sustainability efforts. If you choose another city beyond the selections in Beatley, be sure to include some more general background concerning its earlier efforts to promote sustainability. As an alternative, you may select an aspect of sustainability (e.g., sustainable transportation, urban agriculture) and compare and contrast how at least two cities are implementing this aspect of sustainability in their city. The report should be prepared as a 10–15-page paper, typed, and include references to the sources used for the analysis.

This assignment will be in three parts – a paper topic, an in-class presentation, and the paper. On Monday, February 9, students will be required to submit a paragraph that describes which city or sustainability topic they will explore in the paper and what they know about the city. On April 8, students will make a brief in-class presentation on your case study city or sustainability topic. The presentation will be submitted on the previous evening.

Examinations – undergraduates only. For the undergraduate students, there will be two examinations in the course, a mid-term, and a final examination, both of which are take home examinations. More information on the test format will be provided in class and on Canvas.

Policy Debates – graduate students only. Graduate students will be required to participate in a policy debate on current issues related to sustainable urbanism in Europe. This assignment includes two components, a written and an oral part. During the class prior to the debate, students will be asked to volunteer to take part in the debate. Upon reading the required reading(s) associated with the class (and other authoritative sources available on the web), each participant in the debate will prepare a two-to-four page, double-spaced position paper outlining the arguments both for and against the question of the debate. During the class, students should be prepared to present their position and arguments supporting or rebutting that position and respond to questions and comments. The format for the debate is an overview, the debate, and a rebuttal. Students may take a minute to provide an overview of the topic prior to the debate. The debate will include a two-minute opening argument in favor of the question and a two-minute opening argument against the question. Following the debate, each participant will have an opportunity to rebut any of the points of their opponent in the debate for up to one minute for each side. After the debate and the rebuttal, class members will have an opportunity to ask questions. The grade will be based equally on your written and oral arguments. Your research paper cannot be on the same topic as your debate paper unless you complete your debate early in the semester.

Discussion Posts. The instructor likes to have a lively discussion of the materials for the course. Furthermore, the topics covered in the course are discussed in a variety of ways. To assist the instructor in preparing for each class and to update the materials from one year to the next, students will be required to submit questions, comments, or reflections that will assist the instructor in preparing for the class. Additionally, the textbook is now over a decade old, and some of the materials are dated. While the instructor has updated the readings and supplements them with the lectures, the discussion posts are an opportunity to draw attention to materials (e.g., websites, published articles, podcasts) that address the topic for discussion in a specific module.   Students will be required to submit discussion posts during **five of the eight modules**.   Please submit the discussion posts by noon on Monday for the discussion on Tuesday.

Class Attendance and Participation. An important requirement for this course is class attendance and participation. Attendance is mandatory on time. Please arrive at class on time and stay until the end of the class. Tardiness or an early departure will count as a partial absence. Late arrivals and departures distract your colleagues and your instructor. If you expect to miss a class, please notify the instructor via e-mail (in Canvas) in advance of class time. Excessive absences may justify a lower grade, expulsion, or a failing grade. Requirements for class attendance and make-up assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Students will be expected to be prepared for class and participate in the class discussion. The following rules apply to the discussion in class:
• Be critical of ideas, not people
• Listen to everyone's ideas even if you do not agree
• Try to understand all sides of an issue
• Talk through issues, do not try to change other's minds
• Stay focused; stick to the subject

- •   Avoid overly long stories, anecdotes, or examples
- •   Do not dominate the conversation; let all participate
- •   Remember there are no right answers; most policies involve tradeoffs.

In summary, good participation requires careful listening, responding, asking questions, and making comments to others in the classroom. Each student should complete the readings prior to class and be prepared to clarify understanding in the class discussion or contribute to thoughtful discussion of issues. If you have problems with the readings, you should see the instructor during office hours so that we can discuss this. If you are not comfortable talking in class, try to talk to the instructor during office hours.

Distractions are a part of our daily activities. They often result from electronic technology (e.g., laptops, tablets, cellphones). The challenge is to ensure that they take a proper role in teaching and learning. Because this course is designed to maximize participation, students should plan to minimize the interference of technology during class. Students will turn off and put away cellphones and other handheld, tablet and other devices that are not a direct part of the educational experience. If you are expecting an urgent call, please let your instructor know so that you do not disturb the class when the call comes in. Any student who misuses technology may receive a lower or failing grade or be kicked out of the class. To facilitate learning, the instructor has learned about a variety of methods to engage students more actively. Nonetheless, we are all learning how to actively engage each other as we go along. If you have any ideas that would improve your learning experience, please do not hesitate to discuss it with the instructor.

Use of Reference Material. In written work, the format of all references should follow the format used by the Journal of the American Planning Association (JAPA) and based upon Publication Manual of the American Psychological Association, Seventh Edition (2010) (see also, http://www.apastyle.org/), and The Chicago Manual of Style, online (see http://www.chicagomanualofstyle.org/home.html). If you use the Chicago Manual use the author-date system. Citations should appear in the text as follows: (Giuliano & Hanson, 2017) when using an idea from the text; or (Hanson, 2017: 10) when using a specific quote on the indicated page (in this case, page 10). A useful source of information on the APA format can be found on the website of the Writing Center at the University of Wisconsin – Madison: http://writing.wisc.edu/Handbook/DocAPA.html, under the "Frequently Asked Questions" about the APA Style at: http://www.apastyle.org/learn/faqs/index.aspx. Students from departments other than Urban and Regional Planning may use a commonly accepted format for citations from their own field. Please discuss this option with the instructor before you complete the outline of the paper.

Assistance in Writing Papers. The online resources to assist you in writing are extensive. The Dial Center for Written and Oral Communication (http://cwoc.ufl.edu/) and the University Writing Program (https://writing.ufl.edu) at the University of Florida can assist you in distinct aspects of writing. You can use the Writing Center to get one-on-one help on every area of composition from basic grammar and mechanics to topics like essay organization, style, and argument. The Dial Center provides assistance on oral communications through their Public Speaking Lab. Library Support (http://cms.uflib.ufl.edu/ask) provides a variety of resources on conducting research through a variety of methods (e.g., chat, text, email, and phone).

Many other universities offer online handbooks on writing. The following are particularly useful: the University of North Carolina at Chapel Hill (http://writingcenter.unc.edu/handouts/), the University of Wisconsin (https://writing.wisc.edu/handbook/), and Purdue University (http://owl.english.purdue.edu/). The following handouts are particularly helpful while editing papers;

http://writing.wisc.edu/Handbook/CommonErrors.html and https://writing.wisc.edu/handbook/style/. The online handbooks described above discuss many aspects of writing papers. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please speak to the instructor

Grading. I expect that all graduate students should be able to accomplish the basic requirements for the course -- a "B" grade, but do not hesitate to mark lower when a student does not meet the expectation of adequately showing understanding of the material. "A" grades require performance beyond the minimum or average -- e.g., quality, depth, synthesis of ideas, originality, or creativity. Meeting deadlines matters, too! Each deadline must be honored, or the grade may be lowered accordingly. The instructor will also be more sympathetic to a request for an extension one week before a deadline than one day before a deadline.

The University of Florida allows instructors to give the following grades: A, A-, B+, B, B-, etc. A grade of "A-" on a specific assignment may indicate that the work is close to an "A" but the "A-" will be averaged with other grades to determine the final grade. An "A-" means that a student almost, but not quite, achieved "A" work.

<p align="center">University of Florida Grade Policy</p>

Percentage or points earned in class	94%-100%	90%-93.9%	87%-89.9%	83%-86.9%	80%-82.9%	77%-79.9%
Letter grade equivalent	A	A-	B+	B	B-	C+
Percentage or points earned in class	73%-76.9%	70%-72.9%	67%-69.9%	63%-66.9%	60%-62.9%	Below 60%
Letter grade equivalent	C	C-	D+	D	D-	F

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail, see the Registrar's Grades and Grading Policies at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Course Evaluation: 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://bluera.com/ufl/ Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Attendance Policy, Class Expectations, and Make-Up Policy: If completion of the examinations, discussion posts, and class projects are hampered by unforeseen circumstances (illness, technology problems, or other personal circumstances), the instructor needs to be informed as soon as possible before (or immediately following) the missed due date. This will enable preparation of a plan to make up for the missed assignments. Failure to complete the work based upon the agreed upon make-up plan will be factored into the grade for that assignment. Not doing it at all will mean 0% for that portion of the course. University Policy on attendance can be found at the following link: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Students requiring accommodation: Students with disabilities requesting accommodation should first register with the Disability Resource Center (352-392-8565) 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. The instructor is happy to provide reasonable accommodation for students who register with the DRC and ask that students inform the instructor of any request no later than the end of the second week of the course.

Guidelines for using generative artificial intelligence (AI) tools

As a powerful tool, generative AI tools (e.g., ChatGPT, Bing Chat) can potentially help students collect, organize, and master knowledge from a broad scope of topics. This course welcomes students to use generative AI tools as an assistant for out-of-class assignments, and we propose AI-related policies that should be followed by all the students enrolled in this course. However, as is discussed below, you may NOT directly use the language generated by GenAI tools.

UF Privacy policy regarding ChatGPT: ChatGPT is currently being assessed for regulatory concerns related to the privacy and confidentiality of data within the United States and internationally. Please be advised that data may be retained by ChatGPT and provided as responses to other users. Individuals have limited control over their data and the parent company, OpenAI, offers no process to amend or delete data that has been submitted. Putting data into ChatGPT or similar services is equivalent to disclosing the data to the public. Any data classified as sensitive or restricted should not be used. This includes, but is not limited to the following data types:

• Social Security Numbers
• Education Records
• Employee Data
• Credit Card Numbers
• Protected Health Information
• Human Subject Research Data
• Unpublished Research Data
• Personal Identifiable Information

1. Overview: generative AI tools are allowed in this course to facilitate students to learn and understand the course material. Students have the responsibility for using generative AI tools appropriately**.**

2. Suggested use of generative AI tools: Students can use generative AI tools to enhance their understanding of the topics and questions in this course. Students can use AI tools for the following

purposes: (1) brainstorming, idea generation, and refining your ideas; (2) providing background knowledge (with the understanding that ChatGPT and other GenAI tools are often wrong – always fact-check to ensure accuracy; (3) searching for tools and materials while conducting out-ot-class assignments; and (3) drafting an outline to organize your thoughts, and (4) language polishing.

3. Quality control when using generative AI tools: When students use generative AI tools to facilitate the development of assignment submissions (e.g., discussion posts and research papers), students have the responsibility to verify if the outputs of generative AI tools are from verified sources and the trustfulness of the output content. Students are not suggested to directly trust all the outputs from generative AI tools without critical thinking and verification.

4. Specifying the contribution of generative AI tools in assignments: Students must cite the generative AI tools they use and specify all the assignment contents that are generated or developed from the generated AI tools (how to cite ChatGPT: https://apastyle.apa.org/blog/how-to-cite-chatgpt). Particularly for the final research paper or case study of this course, students should provide appendices containing the conversations with generative AI tools as the reference for the course instructor to understand how students transformed the outputs of generative AI tools into the manuscript content.

5. Use of GenAI tools for assignments. If you use GenAI for any of the assignments in this class, please keep the following in mind. There is a good possibility that using tools like these are going to become an important skill for careers in the near future. In the meantime, though, it's going to take a while for society to figure out when using these tools is/isn't acceptable and under what conditions.

There are four primary reasons why:

> • Work created by AI tools is not considered original work. It is derived from previously created texts from other sources that the models were trained on but does not cite those sources.
> • AI models have built-in biases (i.e., they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources).
> • AI tools have limitations (i.e., they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments).
> • AI fabricates or "hallucinates" seemingly credible data all the time. It can generate wholly inaccurate content that is nonetheless highly persuasive. This is especially true when asking it for references, quotations, citations, and calculations.

Presenting material in any assignment as if it is your own, when it is not, whether generated by AI, copied from a text, or copied from a website, is considered plagiarism in this class and in many other contexts. The writing exercises and assignments in this class must be your original work. Remember, I expect you to use class and other relevant resources, particularly the course readings, as evidence to reinforce your points, and when you do so to properly cite those sources as outlined, below. GenAI is not permitted as a means to generate your writing in this class for any assignment. Do not quote it. Do not use it for this purpose.

If students have further questions regarding using generative AI tools in this course, please contact the instructor or teaching assistant for further advice.

Student Honor Code: Preamble: In adopting this Honor Code, the students at 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.

Academic Honesty
Students MUST follow the University's policy regarding unauthorized use of materials (i.e., cheating), prohibited collaboration, and the use of copyrighted materials. UF students are bound by the Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor 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 for implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Conduct and Honor Code (https://sccr.dso.ufl.edu/students/student-conduct-code/) and the Regulations of the University of Florida (http://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf) specify a number of behaviors that are in violation of this code and the possible sanctions. In particular, there are rules governing plagiarism. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you directly quote someone or use an idea from another source, you must attribute that idea or those words to an original author. If you use the same material in two courses without discussing this with your instructor, you may be engaging in self-plagiarism. If you are unclear about what constitutes plagiarism or other forms of academic dishonesty, please make an appointment with the instructor to discuss this. You can also consult the above website and the graduate catalog for further information.

Software Use: All faculty, staff, and students at the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy: There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Campus Resources:
Health and Wellness
- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450**.**

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* Visit the Student Honor Code and Student Conduct Code webpage for more information.

In-Class Recording. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including, but not limited, to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including, but not limited to, social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Contacting the Instructor
Please send all communication with the instructor through Canvas by selecting the "Instructor Role" from the address book. Any e-mails received outside of Canvas will not receive a response. Your instructor will attempt to respond to your emails within 24 hours on weekdays and within 72 hours on weekends. If you would like to discuss the course by phone or video conference with the instructor using Zoom Conference, please contact her by email to arrange an appointment and provide contact information.

Changes. As the course develops, the instructor may make changes in the readings or assignments, and scheduling. If there are topics that you are interested in that you do not feel are adequately covered in the course, let the instructor know. This is your course, and we will make time for the exploration of new ideas, within the limits of time and reason. You should also be willing to invest some of your time into finding materials and leading discussions on those new ideas. If you define a new topic, this presentation will substitute for the required presentation.

Class Schedule/Readings/Topics:

Module 1 January 12-18
Course Introduction, Introduction to Sustainability and Urbanism Concepts in European Context
Read: Beatley (2012), Chapter 1, "Introduction: Why Study European Cities?"
Douglas Farr, "Sustainable Urbanism: The Grand Unification," p. 41-59, in Farr, *Sustainable Urbanism: Urban Design with Nature* (Wiley, 2008)
Robert Doppelt, "The Gift," p. 1-13, in Doppelt, *The Power of Sustainable Thinking* (Earthscan, 2009)
European Union Regional Policy (2009) *Promoting Sustainable Urban Development in Europe*.
https://ec.europa.eu/regional_policy/sources/brochure/urban2009/urban2009_en.pdf
United Nations Department of Economic and Social Affairs (n. d.) Sustainable Development: The 17 Goals. Retrieved on January 2, 2023, from https://sdgs.un.org/goals.
United Nations Human Settlements Programme (n. d.) Implementing the Urban Agenda: European Union. Retrieved on January 2, 2023, from https://www.urbanagendaplatform.org/european_union.

Power point, "Emerging Trends in Sustainable Development"

Module 2 January 19-January 25
Historical Antecedents of European Sustainable Urbanization
Read: Joseph and Frances Gies, *Life in a Medieval City* (1969), p. 23-31; Mervyn Miller, "The Origins of the Garden City Residential Neighborhood," p. 99-130, in Parsons and Schuyler, eds., *From Garden City to Green City: The Legacy of Ebenezer Howard* (Johns Hopkins U. Press, 2002); Ian Mell, "The Antecedents of Green Infrastructure: Olmsted, Howard and Beyond," in Mell, I. *Global Green Infrastructure* (Routledge, 2016), p. 17-41.
Power point, "Historical Perspective on European Cities"

Module 3 January 26 – February 8
Components of Contemporary European Urban Systems – Land Use, Urban Form and Environment
Read: Beatley (2012), Chapters 2 and 5.
Power points, "Spatial Planning in the Netherlands" and "Land Development in Europe"

Case Study (undergraduates): Select city by February 9 (review: European Commission. (n. d.) European Commission. (n. d.) European Green Capital Cities – Winning Cities. Retrieved January 2, 2023, from https://environment.ec.europa.eu/topics/urban-environment/european-green-capital-award/winning-cities_en

Module 4 February 9 – February 22
Components of Contemporary European Urban Systems – Transportation
Read: Beatley (2012), Chapters 3 and 4, Beatley (2000), Chapter 4, "Transit Cities: Public Transport Innovations and Priorities" and Chapter 5, "Taming the Auto: The Promise of Car-Free Cities"
Power points, "Urban Transportation in Europe" and "Cars and Bikes in European Cities"
"Green Buses for European Cities," https://www.youtube.com/watch?v=K5pwoDkuWeA

Module 5 February 23 -March 15
Components of Contemporary European Urban Systems –Central City
Preservation/Revitalization/Residential Areas
Read: Beatley (2012), Chapter 6; Venice discussion

Watch (in Spanish with English subtitles): Barcelona Laboratory for Urban Environmental Justice and Sustainability. (2020). *To Green or Not to Green: Four Stories of Urban (In)Justice.* https://www.bcnuej.org/2020/10/20/to-green-or-not-to-green-four-stories-of-urban-injustice-in-barcelona/

Power point, "City Center in the Sustainable City"

Mid-term examination distributed March 9; due March 16

Spring Break (March 16-22)

Module 6 March 23– March 29
Toward the Sustainable City – Ecology Considerations/ Energy Needs and Approaches
Read: Beatley (2012), Chapter 7; Alexander Garvin, "Greening Cities: A Public Realm Approach," p. 60-83, in Birch and Wachter, eds., *Growing Greener Cities: Urban Sustainability in the Twenty-First Century* (University of Pennsylvania Press, 2008); Mell, "Green Infrastructure Development in Paris (France) and Milan (Italy), in Mell, *Global Green Infrastructure,* p. 108-129
Power point, "Ecological Considerations/Energy Needs and Approaches in European Cities**
"Randstad and the Green Heart."

Module 7 March 30-April 5
Toward the Sustainable City – Green Governance/Economic Development
Read: Beatley (2012), Chapter 8
Power point, "Economics and Governance for Sustainability in European Cities"

Module 8   April 6 – April 23
Green Cities of Europe as Global Models
Read: Beatley (2012), Chapter 9
Marsden, G., Frick, K. T., May, A. D. & Deakin, E. (2010). How do cities approach policy innovation and policy learning? A study of 30 policies in Northern Europe and North America. Transport Policy (2010) http://dx.doi.org/10.1016/j.tranpol.2010.10.006

Presentations April 8 and 22 (presentation due on previous night)

Case Study paper (undergraduates) due April 20.

Final Paper (graduates) due April 28 at 11:55 p.m.

Final examination (undergraduates) due April 28 at 11:55 p.m.