

Sustainable Urbanism

Challenges and Opportunities of Urbanization



CRP 2210: Class Number 19735, 3 credits
Tuesday and Thursday 9:35AM - 10:55AM
Koffolt Lab 0205
Spring 2013



Instructor:
Jesus J. Lara, PhD
lara.13@osu.edu
Assistant Professor
Landscape Architecture
291 Knowlton Hall
Phone (614) 292-7452

Spring 2013 City and Regional Planning CRPLAN 2210: Sustainable Urbanism

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Office KSA 291

INTRODUCTION

This course examines how the concept of Sustainable Urbanism applies to communities, cities and neighborhoods and gives students' insight into a variety of contemporary urban design, and planning issues and practices through the sustainability lens. The course combines lectures, readings and student research projects.

While cities and urban areas offer tremendous opportunities for social contact and interaction, employment, and well-being, they are also the source of many of our current environmental problems. In search of more sustainable solutions to urban growth, social and political fragmentation, and its impact in the environment, the **Sustainable Urbanism** course examines case studies of proactive approaches of urban sustainability in the United States and beyond its borders. We will be approaching this from the policy and planning angles the course will focus on considerations of design in the urban context.

COURSE DESCRIPTION

During this century, the urban landscape will be one of the realms in which the tensions between global acts and local impacts and vice versa are made manifest. What is a sustainable urban landscape? How might we design one? At the beginning of the 21st century, it has become particularly clear that sustainability and cities are closely interconnected. Human history is filled with examples of cities and civilizations causing local environmental change, but over the past century, humanity has achieved the undesirable ability to degrade the earth's environment on a global scale. The growth and design of cities around the world is related closely to the simultaneous growth in humanity's population, our technological and economic activity, our social organization, and our physical consumption of land and resources.

This course explores the following design questions:

- Why is Sustainable Urbanism?
- How can we judge urbanism theories in the in the context of sustainable urban landscape?
- What are the key issues in understanding the impact of sustainable urbanism in cities?
- How can we design our cities to lessen or enhance their effects on nature?

The primary concern of the course will be with the positive (as opposed to normative) aspects of design and sustainability, including the built environment, landscape, ecology, and culture.

Required Books:

1. *Sustainable Urban Development Reader* (Routledge Urban Reader Series). Editors: Stephen M. Wheeler and Timothy Beatley.
2. *Remaking Metropolis: Global Challenges of the Urban Landscape* (Routledge). Editors: Edward A. Cook and Jesus J. Lara

COURSE OBJECTIVES

This course critically examines the concept of Sustainable Urbanism from a design and planning perspectives, and through the implementation of sustainable urban approaches and strategies in theory and application. It is designed to meet the following goals:

- To introduce students to the process of urbanization and its implications for the larger question of urban sustainability.
- To explore the theories and models used in conceptualizing and managing the relationship between human activity and ecological processes in urban areas;
- To identify and examine, through design case studies of contemporary urban sustainability initiatives, the barriers to and alternative strategies for dealing with these challenges from the metropolitan scale to the site scale.
- To equip students with the knowledge and the ability to use case studies, teamwork, writing and presentation skills to develop and offer solutions that advance urban sustainability

ASSIGNMENTS:

A. Individual Reflection papers (20% of final grade)

Every four weeks, you will turn in a 3 page reflection paper. These papers should address the readings for that period, and incorporate an additional two sources found on your own. The additional sources can be anything, but they must be well cited.

Bibliography should include:

- The specific passages from the readings that you used in the paper (include page numbers)
- 2-3 additional sources that you found on your own

The purpose of these papers is to make you think – that means your paper needs to have a critical edge.

Do not just regurgitate the material. You can either 1) address a weakness in the texts that you find important, infuriating, or puzzling; or, 2) apply a reading (or readings) to a historical or contemporary case, for example, an “on-the-ground” application of a given principle or problem. You should show that you’ve read and fully absorbed the readings, and that you’ve understood the main arguments. You might start by addressing: What is the main theoretical argument? Are there competing explanations being refuted? What empirical evidence is given to support an argument? What is the theoretical/analytical reasoning being used? Is the main argument convincing? if so, why? why not?

Late papers will not be accepted. The reflection paper should be a maximum of 3 pages long – double-spaced, 12 pt. font. Criteria for grading: well-written, well-structured, evidence of having read and thought about the texts thoroughly, convincing synthesis of literature, evidence of being intellectually curious.

B. Student Lead Class discussions based on reading material (10% of final grade) Teams of 3 to 4 students will take the lead in a class discussion of the current reading material. The purpose of this activity is to review key concepts, theories and ideas covered in the assigned reading. Format is open to individual team, but it needs to be approved by the instructor and will require engaging the entire class in a creative way. Assigned Dates: Jan 31, Feb 21, March 28 and Apr 11.

C. Learning From...., semester-long-project one large project related to *enhancing quality of life by improving quality of place*. This project, **learning from**, is divided into **3 parts. (45% of final grade)**

- (I) **Research:** State the topic project/case study and gather information regarding one or more best practices;

- (II) **Regarding:** Identify a list of people, key players, experts, to engage in order to learn more about this topic, interview them (email exchange or face to face), literature review, and submit findings;
- (III) **Recommendations:** Offer recommendations for how to implement similar project in Columbus or in the Midwest. In addition to final report his phase will include an in class Pecha-Kucha presentation and 36"x 48" poster for final exhibition.

*Note: "Selected research topic will need to be approved by instructor"
(Refer to project suggestion list at the end of the syllabus and draw from assigned readings)*

Evaluation: Your reports will be graded on the basis of (i) clarity of presentation (paper), (ii) imaginativeness with which the presentation was made, (iii) use of course materials and supplemental readings to enhance your analysis, (iv) creativity in explaining modern metropolitan area:

Grading Criteria:

- Overall quality and thoroughness of research
- Appropriateness of community selected
- Clarity and organization of ideas incorporated in report
- Quality of verbal presentation
- Level of difficulty in obtaining information

Individual Reflection on Assigned Readings: Select on one of the three major topics covered in class, and reflect on why and how the material presented is relevant to everyday life in contemporary cities (4 to 6 pages not including graphics). Be prepared to discuss in class

Learning From . . .

1. Research (approximately 4-6 pages).
2. Regarding (approximately 4-6 pages).
3. Recommendations for Columbus or the Midwest (approximately 8-10 and Pecha-Kucha presentation).

REQUIRED READING

All readings will be assigned from required books, and additional reading material will be posted on CARMEN

Evaluation Component	Grade %	Due Date	Remark
<i>(Individual,)</i> Reflection papers based on assigned readings, 4 total	20%	Jan 31, Feb 28, Mar28 & Apr 9.	One every four weeks three page paper.
<i>(team), One Student Lead Discussion</i>	10%		Refer to assigned date
<i>(team), Research</i>	5%	Feb 5	4-6 pages
<i>(team), Regarding</i>	5%	Feb 26	4-6 pages
<i>(team), Recommendations Report</i>	15%	April 11-23	8-10 pages
<i>(team), Final Presentation Video? Pecha-Kucha style</i>	20%	April 11-23	20 images x20 seconds
Final Exam	15%		
Attendance and Participation	10%	On-going	

Late Work

All assignments are due in their entirety at the time specified at the beginning on each project. All work submitted late (even if it is only five minutes after the due date) will be penalized according to the following scale: **submitted within 24 hours after due date will be reduced 20%; submitted within 48 hours after due date will be reduced 40%; and submitted within 72 hours after due date will be reduced 60% of the total possible points allocated for the particular project.**

All written reports should follow standard bibliographic format as described in the APA text:

<http://www.library.cornell.edu/resrch/citmanage/apa>

COURSE FORMAT

This is a seminar course; there will be some lectures. Classes will consist of student presentations, discussions, and videos. Each week at least two students will act as discussion leaders in class. One discussion leader will present a critical summary of the assigned readings while the other will present on topics of recent interest (within last 6 months) obtained from a magazine, newspaper or website. These recent topics should be relevant to sustainable approaches to sustainable urbanism, planning and related to the assigned readings. All presentations will be in PowerPoint. Presenters should submit a one-page (single spacing, 12 font) handout on their topics to the instructor at the time of presentation. The instructor will complement the work of discussion leaders with videos and lectures where needed.

STUDENT RESPONSIBILITIES

Attendance: Attendance of the lectures is not optional. You are expected to attend each class, having read the chapter or readings assigned for that day. Please respect your fellow students by arriving on time and not packing up your books until lectures are over. There should be no use of electronic communications during class time (please turn off your cell phones, pagers, blackberries, etc). I encourage you to ask me questions; please answer the questions that I pose to you during the lecture. Full participation is expected when we do group exercises or engage in field trips designed to reinforce the material. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. Be mindful of other students' interests and sensitivities.

Assignment submission: All assignments must be handed in on time, that is, during class time on the day the assignment is due. Assignments submitted by e-mail or fax will not be accepted. Students are advised not to slip assignments under the Instructor's office door. Make and retain a personal copy of all assignments, rough materials and working notes until the original has been marked and returned to you. You may be asked to produce them.

Communications: Students should feel free to discuss the assignments, lectures, readings and any aspect of the course with the instructor during class time, posted office hours or by appointment if you cannot come during office hours.

Plagiarism: Students in this course are responsible for the honest completion and representation of their work, for appropriate citation of sources, and for respect of others' academic endeavors. Please note that according to the University's Code of Behavior on Academic Matters:

It shall be an offence for a student knowingly:

- to forge or in any other way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
- to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any form of academic work;
- to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
- to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism;
- to submit without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
- to submit for credit any academic work containing a supported statement of fact or reference to a source which has been concocted

EVALUATING STUDENT WORK

Students will be evaluated on the course components according to the assignment guidelines in the "Assignments" document. But generally the following criteria will be used:

Written work:

1. **Mechanics:** that is, freedom from spelling and grammatical errors. Students are expected to include thorough, accurate and consistent references in any bona fide academic referencing style that includes page numbering.
2. **Writing style:** defined as clarity, succinctness, appropriate diction and tone.
3. **Structure:** This refers to the coherence of the paper's organization. It means that the focus of the work is clearly presented in the introduction and the work is structured in a way which logically flows from this introduction. It also means that a thesis or argument is clearly presented when the assignment calls for it. Furthermore, ideas and sections are linked. Finally, a well-structured essay avoids repetition and duplication and remains focused on the subject matter.
4. **Precision and accuracy:** Precision means saying exactly and specifically what you mean, avoiding vague generalities. Accuracy refers to absence of major factual errors.
5. **Analysis:** Student essays are expected to include critical distance, reflection and originality of thought. The proposal and term paper will be evaluated on the defensibility of their analysis in terms of their use of evidence and logical coherence.

Oral presentation:

- 1) Success in communicating key concepts succinctly and accurately, thereby demonstrating sound understanding of the work being presented.
- 2) Mechanics of communication, such as manner of speaking (including good diction and tone), structure of the presentation and level of organization.
- 3) Ability to respond appropriately and fairly to questions and contribute to and stimulate unstructured discussion among peers.

Course Grades

Numerical Values:

A $x > 94$

A- $94 > x > 90$

B+ $90 > x > 87$

B $87 > x > 84$

B- $84 > x > 80$

C+ $80 > x > 77$

C 77>x>74
C- 74>x>70
D+ 70>x>67

D 67>x>64
D- 64>x>60
E- 60>x

Letter grades (and their numerical equivalents) should be interpreted as follows:

- A =** Excellent, superior; exemplary; greatly exceeds satisfactory standards. Student is a self-starter and routinely takes initiative, does outside research, develops work through multiple and complex iterations, generates thoughtful and innovative solutions, and carries work to a high level of finish, going well beyond assigned elements.
- B =** Very good, thorough; exceeds satisfactory standards. Student shows consistent progress in studio, does some outside research, develops work through multiple iterations, generates good workable solutions, and always carries work to full completion, going beyond requirements and assigned elements.
- C =** Acceptable, perfunctory; meets satisfactory standards. Student completes all assigned work, but with little evidence of taking initiative or going beyond minimum assignments. Shows inconsistent progress, does little outside research, does some iterations.
- D =** Marginal; somewhat below satisfactory standards. Lack of steady performance of assigned work. Student does not complete all work, shows little initiative, does not do outside research, does minimal iterations, and lacks consistency in meeting minimum requirements and including assigned elements.
- E =** Unacceptable; does not meet satisfactory standards. Serious deficiency in meeting satisfactory standards and performing assigned work. Student shows no initiative, does not do outside research, does not develop evidence of iteration, generates inappropriate solutions, shows little or no care in finished work, and is missing assigned elements.
- I =** Incomplete. Awarded only in special, extreme (Act of God) circumstances (life), by advance arrangement with instructors. It is not available as a last-minute option for students unable to complete work as assigned to 60% of coursework submitted and passing.

RESOURCES AT OSU

If you need an accommodation based on the impact of a disability, you should contact us to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. We rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, We encourage you to do so.

ADA Coordinator's Office: <<http://ada.osu.edu> >

Office for Disability Services: <<http://www.ods.ohio-state.edu/>>

Misconduct:

The Student Code of Conduct http://studentaffairs.osu.edu/resource_csc.asp defines Academic Misconduct as: **Any activity that tends to compromise the academic integrity of the university, or subvert the educational process.**

All students are required to review the code and understand the implications of a code violation. If there is any suspicion of academic misconduct, the faculty member/instructor will report the alleged violation to the Section Head and the Committee on Academic Misconduct <http://oaa.osu.edu/coam/home.html> for investigation and any further action. Other Misconduct includes damage to, alteration of or other improper use of University Equipment and Property. The

facilities of Knowlton Hall are for your use, but they are also for the use of students who come after you. Please take appropriate care in your use of the facilities.

Sexual Harassment

Attention is called to the University's Sexual Harassment Policy 1.15 <https://hr.osu.edu/policy/policy115.pdf>. Prompt action will be taken to report and correct any problems should they occur. If a student feels they have been the subject of harassment, or if others observe such harassment, it should be reported immediately to the Faculty member in charge, Section Head or Director of the School.

READING AND LECTURE SCHEDULE (subject to revision)

The readings listed below represent the required readings for each week. In most cases there is a tremendous amount of literature on any one of these subjects, therefore, if you are looking for additional sources of information please ask the instructor for recommended readings.

(Note: Tentative Course Outline/Schedule subject to change depending on circumstances)

Week	Assigned Readings and Activities	Assigned Readings and Activities
	Urban Sustainability and Dimensions of Sustainability	
1	<p>Jan 8 Welcome to "Sustainable Urbanism", Dr. Jesus J. Lara</p> <ul style="list-style-type: none"> • Overview of Course and Syllabus • Key Concepts in Sustainability <p>Readings Due: None</p>	<p>Jan 10 Readings Due:</p> <ul style="list-style-type: none"> • The Sustainable Urban Development Reader: <i>Part 1, Origins of the Sustainability Concept</i> <ul style="list-style-type: none"> ○ The Three Magnets ○ Orthodox Planning and the North End ○ The Development of Underdevelopment ○ Perspectives, Problems and Models • Remaking Metropolis: Chapter 2, pgs. 21-32
2	<p>Jan 15</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • The Sustainable Urban Development Reader: <i>Part 1, Origins of the Sustainability Concept</i> <ul style="list-style-type: none"> ○ Toward Sustainable Development ○ The End of Nature • Sustainable Urbanism , Farr (available on Carmen) 	<p>Jan 17</p> <p>Talks TEDx Ellen Dunham-Jones: Retrofitting suburbia Alex Steffen: The shareable future of cities Class Discussion</p>
3	<p>Jan 22</p> <ul style="list-style-type: none"> • The Sustainable Urban Development Reader: <i>Part 2, Dimensions of Urban Sustainability</i> <ul style="list-style-type: none"> ○ The Next American Metropolis ○ Outdoor space and Outdoor Activities ○ Transit and the Metropolis: Finding Harmony ○ Traffic Calming • Remaking Metropolis: Chapter 3, pgs. 39-59 	<p>Jan 24</p> <p>Matt Wetli (the candidate for the junior clinical position)</p>

4	<p>Jan 29</p> <ul style="list-style-type: none"> The Sustainable Urban Development Reader: <i>Part 2, Dimensions of Urban Sustainability</i> <ul style="list-style-type: none"> City and Nature The Metabolism of Cities What is restoration Stabilizing Wedges: Solving climate problem over the next 50 years <p>Remaking Metropolis: Chapter 12, pgs. 219-229,</p>	<p>Jan 31</p> <p><u><i>*Student Team Lead discussion #1</i></u></p> <p><u><i>*Reflection papers #1 Due</i></u></p>
Sustainable Urbanism Tools and Shifting Urban Systems		
5	<p>Feb 5</p> <p><u><i>*Research Topic by team Due</i></u></p> <ul style="list-style-type: none"> The Sustainable Urban Development Reader: <i>Part 2, Dimensions of Urban Sustainability</i> <ul style="list-style-type: none"> Domesticating Urban Space Fighting Poverty and Environmental Injustice in Cities Design, Ecology, Ethics and the Making of Things Principles of Green Architecture Remaking Metropolis: Chapter 14, pgs. 248-266 	<p>Feb 7</p> <p><u>Video: URBANIZED</u></p> <p><u>Talks TEDx</u> Majora Carter: Greening the ghetto</p> <p>Class Discussion</p>
6	<p>Feb 12</p> <ul style="list-style-type: none"> The Sustainable Urban Development Reader: <i>Part 3, Tools for Sustainability</i> <ul style="list-style-type: none"> Urban Sustainability Reporting What is an Ecological Footprint 	<p>Feb 14</p> <ul style="list-style-type: none"> The Sustainable Urban Development Reader: <i>Part 3, Tools for Sustainability</i> <ul style="list-style-type: none"> Seeing Change A Progressive Politics of Meaning
7	<p>Feb 19</p> <p><u>Talks TEDx</u> <u>William McDonough: Cradle to cradle design</u></p>	<p>Feb 21</p> <p><u><i>*Student Team Lead discussion #2</i></u></p>
Future of the Contemporary Metropolis		
8	<p>Feb 26</p> <p><u><i>*Regarding Paper by team Due</i></u></p> <ul style="list-style-type: none"> The Sustainable Urban Development Reader: <i>Part 4, Sustainable Urban Development Internationally</i> 	<p>Feb 28</p> <p><u><i>*Reflection papers #2 Due</i></u></p> <ul style="list-style-type: none"> Remaking Metropolis: Chapter 11, pgs. 203-217 <u><i>*Class Exercise</i></u>

	<ul style="list-style-type: none"> ○ Urban Planning in Curitiba ○ Planning for Sustainability in European Cities: A review of Practice in Leading Cities 	
9	<p>March 5</p> <ul style="list-style-type: none"> • The Sustainable Urban Development Reader: <i>Part 4, Sustainable Urban Development Internationally</i> <ul style="list-style-type: none"> ○ Protecting Eden: Setting Green Standards for the Tourism Industry • Remaking Metropolis: Chapter 8, pgs. 145-157, Chapter 9, pgs.158-184 	<p>March 7</p> <p>Talks TEDx Stewart Brand: 4 environmental 'heresies' Class Discussion</p>
10	<p>March 12</p> <p>Spring Break</p>	<p>March 14</p> <p>Spring Break</p>
11	<p>March 19</p> <p><u>*Student Team Lead discussion #3</u></p>	<p>March 21</p> <ul style="list-style-type: none"> • The Sustainable Urban Development Reader: <i>Part 5 Visions of Sustainability</i> <ul style="list-style-type: none"> ○ The Streets of Ecotopia's Capital and Car-Less Living in Ecotopia's New Town. ○ The View from the twenty-Third Century • Remaking Metropolis: Chapter 10, pgs. 185-202. • Additional readings on Carmen
12	<p>March 26</p> <ul style="list-style-type: none"> • The Sustainable Urban Development Reader: Part 6 Case Studies for Urban sustainability <ul style="list-style-type: none"> ○ Urban sustainability at the building and site scale • Remaking Metropolis: Chapter 15, pgs. 269-284. • Additional readings on Carmen 	<p>March 28</p> <p><u>*Reflection papers #3 Due</u></p> <p>Talks TEDx / Video Class Discussion</p>
<p>Remaking the contemporary urban landscape</p>		
13	<p>April 2</p> <ul style="list-style-type: none"> • The Sustainable Urban Development Reader: Part 6 Case Studies for Urban sustainability <ul style="list-style-type: none"> ○ Urban sustainability at the neighborhood or district scale • Additional readings on Carmen • <u>*Class Exercise</u> 	<p>April 4</p> <p>Talks TEDx / Video Class Discussion</p>

14	<p>April 9</p> <p><u>*Student Team Lead discussion #4</u></p>	<p>April 11</p> <p><u>* Final Report Recomendatosn and Presentation by Teams, Pecha-Kucha style</u></p>
15	<p>April 16</p> <p><u>* Final Report Recomendatosn and Presentation by Teams, Pecha-Kucha style</u></p>	<p>April 18</p> <p><u>* Final Report Recomendatosn and Presentation by Teams, Pecha-Kucha style</u></p>
16	<p>April 23</p> <p><u>*Reflection papers #4 Due</u></p> <p><u>* Final Report Recomendatosn and Presentation by Teams, Pecha-Kucha style</u></p>	<p>April 25</p> <p>Final Exams</p>
17	<p>April 30</p> <p>Final Exams</p>	

Learning From . . .

Project Suggestion List

- **Refer to** The Sustainable Urban Development Reader: *Part 6 Case Studies for Urban sustainability*
- **Other Suggested Sites/Projects**
 - Connectivity and Nature in the City**
 - Vancouver
 - San Francisco
 - Savannah
 - Chicago
 - Vienna (Austria)
 - Project for Public Spaces

Event Places

Waterfire in Providence, Rhode Island

Event Places http://sap.mit.edu/resources/portfolio/event_places/

Healthy Cities Initiatives

Entrepreneurial Creatives

Creative Capital

Asset-based and Place-based model

Trackside Gallery and Rock Solid Foundation, Victoria, British Columbia

University as Civic Partner

University of Arkansas Community Design Center

Portland State University

University of Pennsylvania (Anne Spirn, Ira Harkavy,...)

[See Blakely article in Creative City in Carmen.]

Provisional Urbanism (with lasting impact)

Europe's Capitol of Culture, Copenhagen Biennale on "Metropolis," and Insight In Site in San Diego

Idea: Truck restaurants and truck parties

[See *Temporary Urban Places: Concepts for the Use of City Spaces* ([Birkhäuser](#), 2003).]

Environmental Sustainability

Green Communities, British Columbia (particularly the policy guidelines intended to advise BC's local governments)

Open Space Seattle 2100