GEOG 425: Planning for Sustainable Communities & Regions

M/W 4:00 – 5:15 P.M.
Fall 2012 – Butte 503
Dr. LaDonna Knigge

Office Hours: Office:  533 Butte Hall
Thurs 2:00 – 5:30 p.m. Email: lknigge@csuchico.edu
or by appointment or by appointment
Campus Phone: 898-5881

NOTE: This syllabus is subject to change.

“Much of this urban world is gray, paved with concrete and asphalt, and/or brown, polluted by industry, automobiles, and waste. The challenges of the urban present give rise to widespread trepidation and distrust in our ability to leave a legacy of healthy communities to future generations.”
Jennifer Wolch (2007)

“Agricultural Urbanism (AU) is an emerging approach to community and city building that weaves together the many threads of urban planning and design with the many threads of sustainable food and agriculture systems. AU plans and designs to optimize performance on food and agriculture systems, within an sustainable community perspective, into all aspects of community planning and design”
de la Salle and Holland (2010)

Course Description:

This course explores the historical roots of today’s sustainability movement and examines ways that geographers and planners can engage in creating more environmentally, socially and economically sustainable communities at multiple scales, from the local community to larger regional communities. The intersection of three crises (global warming, peak oil and financial crises) brings us to a critical time when we need to examine the effectiveness and resilience of traditional planning practices and create new ways of planning and designing communities that meet our needs today. The course will have two components.

First, the course emphasizes sustainable planning theory and practice based upon the ecological worldview that differs from traditional planning theory in its long-term perspective on human and ecological well-being with a holistic outlook that honors relationships between humans and the environmental from the scale of the individual to the global scale.

Second we will read Agricultural Urbanism, a contemporary practice that combines a sustainable food systems perspective with planning and design to create an approach that goes well beyond community gardens and buying local to propose strategies that support local food processing, wholesale and marketing, education and training programs, as well as celebrating and creating a culture around food. The concept of agricultural urbanism has been declared as the next big movement for New Urbanism in the 21st century as an approach to assist us as we grapple with how to make our cities not only more sustainable, but also great places in which to live.

Course Requirements:

Books: The following two books are required for the course. They can be purchased as the Chico State Wildcat Store located on campus in the BMU http://www.aschico.com/bookstore or you may purchase copies online.


**Select readings.** **PDF versions can be downloaded from BbL:**


Howard, Ebenezer. 1898. “The Three Magnets” Excerpt from the “Author’s Introduction” to *Garden Cities of Tomorrow.* SUDR* pg 11-17.


Readings that can be found on the internet and assigned websites:


Child Friendly Cities Initiative [http://www.childfriendlycities.org](http://www.childfriendlycities.org)


Subdivisions Built Around Agriculture [http://www.planetizen.com/node/43867](http://www.planetizen.com/node/43867)

A New Direction for New Urbanists [http://www.planetizen.com/node/44662](http://www.planetizen.com/node/44662)


Sacramento –based Local Government Commission [www.lgc.org](http://www.lgc.org)

Assignments & Grading:

The Think Piece & Peer Response:

**Think Pieces:** There are five think pieces assigned during the semester. Think pieces are short essays of at least 500 words in length (typed). The pieces are short and so must be written very tightly and concisely. Every word counts. Your think piece should demonstrate that you have read and are engaged with the readings. Begin the think piece with the citation for the reading(s), followed by a very brief summary of main points or main idea of each reading. Be sure and properly cite direct quotes with quotation marks and page numbers from source. (Please do not go over three pages in length and do not fill the piece with empty verbiage). The purpose of these pieces is to encourage you to prepare for class by reading and engaging with the readings thus allowing you to develop a distinct point of view. Guiding questions or topics may be assigned or you may be given freedom in your response to the readings. Your think piece should demonstrate that you have read the readings carefully. The paper will be read by a classmate who will then prepare a response to your paper.

**Peer responses:** Peer responses should be at least at least 200 words (typed) The peer response provides feedback to the author. You may respond either to the strength of the argument or may question portions of the think piece that are unclear, inconsistent or confusing. You may want to either provide another way of looking at the ideas contained in the think piece or reinforce its core ideas. Be sure and note anything that is not clear or consistent.
Due dates: Think papers are to be posted to Discussion Board on Blackboard Learn (BbL) on Sunday evening by 6:00 p.m. Peer responses are to be posted to BbL by 8:00 on Tuesday evening. Please add your peer response to the original thread of the original think piece. Be sure and keep a digital copy of your papers. I suggest that you do not do your original composition in BbL, but type in another program and copy and paste to avoid possible technology glitches. We will usually spend about half of the class on Wednesday discussing the think papers seminar style.

**Think Piece Grading:** Points: Think pieces (12 points) Peer Response (8 points) or 20 points total.

Think pieces & peer responses are graded:

- ✓+ (Excellent)
- ✓ (Good)
- ✓- (Acceptable)
- W (unacceptable)

If your think piece or peer response is superficial, off-topic, or does demonstrate your engagement with the readings, you will be given a W (Warning) and the next paper may result in zero points if improvement is not shown. Please see me if you have questions about the think pieces.

If you do not turn in a think paper on by class time on Monday, you have the option of turning it in on Wednesday for reduced points, but you will not be able to participate in Peer Review portion of that assignment.

<table>
<thead>
<tr>
<th>Think Piece due Sunday @ 6:00 p.m. – BbL Discussion Board</th>
<th>Peer Response due Tues at 8:00 p.m. – BbL Discussion Bd</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Sept 9</td>
<td>#1 Sept 11</td>
</tr>
<tr>
<td>#2 Sept 16</td>
<td>#2 Sept 18</td>
</tr>
<tr>
<td>#3 Sept 23</td>
<td>#3 Sept 25</td>
</tr>
<tr>
<td>#4 Oct 7</td>
<td>#4 Oct 2</td>
</tr>
<tr>
<td>#5 Nov 25</td>
<td>#5 Nov 27</td>
</tr>
</tbody>
</table>

**Other Assignments:**

**Field Observation Assignment:** This assignment will require a structured field excursion outside of class. Details of the assignment will be provided.
Due date: Friday September 27th by 5:00 in Geography Department Office 60 points

**Midterm Exam:** Monday October 15th 100 points

**Short Activities:**
- Sketch of your neighborhood assignment Due in class Wed Oct 3rd 20 points
- List of examples of AU core elements Due in class Wed Oct 24th 20 points
- Examples of sustainable planning tools Due in class Mon Dec 3rd 20 points

**Agricultural Urbanism Assignment:** Agricultural Urbanism Research, Data Collection & Presentation Assignment.
Instructions will be provided.
Due Date: Wed Nov 5th 60 points

**Final Take Home Exam**
Due date: Mon Dec 17th 6:00 – 7:50 pm 100 points

**Grading & Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think Papers &amp; Peer Response : 5 @ 20 points each (12 pts + 8 pts)</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Field Observation Paper</td>
<td>60 points</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>3 activities @ 20 points each</td>
<td>60 points</td>
<td></td>
</tr>
<tr>
<td>Agriculture Urbanism assignment</td>
<td>60 points</td>
<td></td>
</tr>
<tr>
<td>Attendance, participation, in-class exercises</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Final take home exam</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
<td></td>
</tr>
</tbody>
</table>
Grading will be based upon the following scale:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

Classroom Conduct:

Attendance and participation are expected and not rewarded. The success of this seminar depends on regular attendance and participation. Please notify me in advance if you know you will not be in class or email if you cannot attend due to illness or hardship.

The pace and amount of reading for this course will be intense. You are expected to have completed all of the reading assignments for each week before class on Monday. All assignments will be completed on time. Late assignments will lose points for each day they are late.

Other Information

The classroom should be a safe place where all ideas, as long as they do not include bigotry, intolerance or hatred, can be expressed freely and openly. Please listen to me and to other students, and frame your commentaries in the spirit of supportive and constructive criticism. Use non-sexist language when speaking and writing.

If you have a documented disability that may require reasonable accommodations, please contact Disability Support Services (DSS) for coordination of your academic accommodations. The DSS phone number is 898-5959 V/TTY or FAX 898-4411. Visit the DSS website at http://www.csuchico.edu/dss/.

Add/Drop information: Students are responsible for handling the paperwork for adding or dropping this class. After September 2, 2011, you will need special permission of instructor to add or drop classes. After September 16, 2011, you will need a compelling reason to add or drop any courses.

Academic Honesty Policy: Please see policies regarding plagiarism, taking and providing information, misrepresentation and academic integrity contained in Student Judicial Affairs: http://catalog.csuchico.edu/viewer/1/ACAREGS.html
GEOG 425: Planning for Sustainable Communities & Regions

CLASS SCHEDULE

PART 1: ORIGINS OF SUSTAINABLE DEVELOPMENT CONCEPT

WK 1  Introduction to class
Aug 27, 29
Wheeler: Introduction – Ch 1
World Commission on Environment and Development (The Brundtland Commission).
1987. Excerpt from Our Common Future. Blackboard Learn (BbL)

WK 2  Roots of sustainability movement and concept of sustainable development
Sept 3+, 5
+No Class Sept 3  Labor Day Holiday
Wheeler Ch 2: pg 19-23
Howard, Ebenezer. 1898. “The Three Magnets” (BbL)
Meadows, Donella H. et al. 1972. “Perspectives, Problems, and Models” (BbL)

PART 2: SUSTAINABLE PLANNING THEORY & PRACTICE

WK 3  Theory of Sustainable Planning
Sept 10, 12
Wheeler Ch 2: 23 – 33 (end)
Jacobs, Jane. 1961. Excerpt from The Death and Life of Great American Cities. (BbL)
Think piece & peer response #1
Preparation for field observations assignments: (do not need to include in think piece)
Jacobs, Alan: 1961. “Seeing Change” (BbL)

WK 4  Planning and the Three Es: Beyond traditional planning and policy
Sept 17, 19
Wheeler Ch 3: Theory of sustainable planning
Wheeler pt. Ch 11: pg 152-161
Wheeler Ch 4: Planning and the Three Es
Hawken, Paul. 1997. “Natural Capitalism” (BbL)
Chico 2030 General Plan Chap 1 Introduction & Ch 2 Sustainability Element
http://www.chico.ca.us/document_library/general_plan/GeneralPlan.asp
Think piece & peer response #2

WK 5  Planning and the Three Es (Continued)
Sept 24, 26
Hayden, Delores. 1997. “Housing and American Life” (BbL)
Gender, Place and Culture, 10, 145-157. (BbL)
Oden, Michael D. 2010. “Equity” (BV)
Chico 2030 General Plan Chap 6 Downtown Element, Chap 7 Economic Development Element, and Chap
8 Housing Element http://www.chico.ca.us/document_library/general_plan/GeneralPlan.asp
Explore websites & report:
Child Friendly Cities Initiative http://www.childfriendlycities.org
Neighborhood Spaces - Children’s Urban Geographies LOOP Report
Think Piece & peer response #3
Field observation assignment due Friday Sept 27 at 5:00

Continued on next page
WK 6  Issues central to sustainability planning: Transportation, Land Use and Urban Form
Oct 1, 3
Wheeler Ch 5: Issues central to sustainability planning
Calthorpe, Peter. 1993. “The Next American Metropolis” (BbL)
Litman, Todd. 2006. “Cities Connect” (BbL)
Southworth, Michael. 2005. “Designing the Walkable City” (BbL)
Chico 2030 General Plan Chap 3 Land Use Element, Chap 4 Circulation Element
http://www.chico.ca.us/document_library/general_plan/GeneralPlan.asp
Neighborhood Sketch & Mapping Assignment Due in Class Wed

WK 7  New Urbanism, Smart Growth & Neighborhood Design
Oct 8, 10
Wheeler pt Ch 12: Neighborhood sustainability issues and design: pg 186 – 209
Chico 2030 General Plan Chap 5 Community Design Element
http://www.chico.ca.us/document_library/general_plan/GeneralPlan.asp
Websites of relevance:
Congress for the New Urbanism  http://www.cnu.org/
Sacramento –based Local Government Commission  www.lgc.org
Think Piece and peer response #4

WK 8  Midterm Exam on Monday Oct 15th
Oct  15, 17
Video: Designing a Great Neighborhood - Wed

PART 3: AGRICULTURAL URBANISM, URBAN ECOLOGY & RESTORATION, GREEN ARCHITECTURE AND BUILDING

WK 9  Agricultural Urbanism
Oct 22, 24
Agricultural Urbanism (AU) Part 1 & 2 Introduction & Core elements of Agricultural Urbanism
Activity: Part II of AU lists eight core elements of AU. Create a list at least one local example of each of the core elements that can be found in Chico or Butter County. Locate an address, url or other information about each example. Bring your list to class for discussion and in-class activity (20 points).

WK 10  Planning and Design for Agricultural Urbanism
Oct 29, Nov 1
AU Part III: (pg. 101-157)
“Transforming an Empty Building into a Year-Round Hub for Local Food” Project for Public Spaces
http://www.pps.org/transforming-an-empty-building-into-a-year-round-hub-for-local-food/
“Setting the table, making a place: How food can help create a multi-use destination”
Guest Speaker Tentatively

WK 11  AU Perspectives
Nov 5 & 7
Bicycle Field Trip during class Monday
AU Part IV & V
Subdivisions Built Around Agriculture http://www.planetizen.com/node/43867
A New Direction for New Urbanists http://www.planetizen.com/node/44662
AU assignment: due in class Wednesday

WK 12  Sierra Nevada Brewery Field Trip Wed
Nov 12+, 14
+ No class Nov 12, Veterans Day Holiday observed
Field trip: Sierra Nevada Tour Monday Nov 14 – meet at Sierra Nevada at 4:00 SHARP!
No sandals or flip-flops

Continued on next page
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 13</td>
<td>Nov 19-23</td>
<td>+Thanksgiving Break No Class</td>
<td>Enjoy Your Holiday!</td>
</tr>
<tr>
<td>WK 14</td>
<td>Nov 26, 28</td>
<td>Urban ecology &amp; restoration, green architecture &amp; building</td>
<td>Wolch, Jennifer. 2007. &quot;Green Urban Worlds&quot; (BbL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Edens Lost &amp; Found: Los Angeles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Think Piece &amp; peer response #5</td>
</tr>
<tr>
<td>WK 15</td>
<td>Dec 3, 5</td>
<td>Tools of Planning</td>
<td>Wheeler Ch 6:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Activity:</strong> Go online and search for examples of sustainable planning tools such as sustainability indicators, general plans, best practices or baseline studies of sustainability planning. Post your findings on BbL Discussion board with a two or three paragraph description and the link. Be prepared to discuss your finding in class.</td>
</tr>
<tr>
<td>WK 16</td>
<td>Dec 10, 12</td>
<td>Summing it all up: How do we get there from here?</td>
<td>Wheeler Ch 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monday Receive take-home exam – No class Wednesday – work on exam</td>
</tr>
<tr>
<td>Finals Week</td>
<td>Turn in take home exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Dec 17</td>
<td>Scheduled Finals Meeting Time: 6:00 – 7:50 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>