GEOG 425: Planning for Sustainable Communities & Regions

M/W 4:00 – 5:15 P.M. - Fall 2013 – Butte 503
Dr. LaDonna Knigge

Office Hours: Office:  533 Butte Hall
Tues 10:00 – 1:00 or by appointment Email: lknigge@csuchico.edu
or by appointment Campus Phone: 898-5881

NOTE: This syllabus is subject to change. Effective date October 15, 2013

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:**

“Towards Sustainable Development” SUDR* pg 59-63


**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. If you use exact quotes from the readings, be sure and properly cite them 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. Think pieces should be posted on BbL Discussion Board by Sunday evening at 6:00 PM. You will also need to bring a copy of your think piece to class with you to trade with a classmate.

Peer responses: Peer responses should be at least at least 200 words (typed). Your 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. Post your response on BbL on the original thread on Tuesday by 8:00 PM and bring a copy of your peer response, attached to your classmates think piece with class to you for in-class discussion on Wednesday.

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 on 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 not 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.

<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>
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<tbody>
<tr>
<td>#1 Sept 8</td>
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<td>#2 Sept 15</td>
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<td>#3 Sept 22</td>
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<td>#4 Sept 29</td>
<td>#4 Oct 1</td>
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<td>#5 Nov 3</td>
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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 October 11h by 5:00 in Geography Department Office 60 points

Midterm Exam: Monday October 21st 100 points

Group Project: Agricultural Urbanism Research, Data Collection & Presentation Assignment. Instructions will be provided.
Due date: TBD 80 points

Final Assignment: 20 points

Grading & Evaluation:

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<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Your Score</th>
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<tr>
<td>Think Papers &amp; Peer Response : 5 @ 20 points each (12 pts + 8 pts)</td>
<td>100 points</td>
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<tr>
<td>Field Observation Paper</td>
<td>60 points</td>
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<tr>
<td>Midterm Exam</td>
<td>100 points</td>
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Group Project | 80 points
---|---
In-class exercises | 20 points
Attendance & participation | 20 points
Finals assignment: | 20 points
**Total** | **400 points**

**Grading will be based upon the following scale:**

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<th>Percent</th>
<th>Letter Grade</th>
<th>Percent</th>
<th>Letter Grade</th>
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<td>95-100</td>
<td>A</td>
<td>74-76</td>
<td>C</td>
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<td>90-94</td>
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<td>70-73</td>
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<td>87-89</td>
<td>B+</td>
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<td>60-63</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>&lt;60</td>
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**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/](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/11/ACAREGS.html](http://catalog.csuchico.edu/viewer/11/ACAREGS.html)
GEOG 425 – Fall 2013 - CLASS SCHEDULE

WK 1  Introduction to class
Aug 26, 28
Wheeler: Introduction – Ch 1
Meadows, Donella H. et al. 1972. “Perspectives, Problems & Models” excerpt from Limits to Growth excerpt (BbL)

WK 2  Roots of sustainability movement and concept of sustainable development
Sept 2+, 4
+No Class Sept 2  Labor Day Holiday
Wheeler Ch 2: Sustainable Development, page 19-27
Jacobs, Jane. 1961. Excerpt from The Death and Life of Great American Cities. (BbL)

WK 3  Roots of sustainable movement and concept of sustainable development (continued)
Sept 9, 11
Wheeler Ch 2: Modernist, postmodernist & ecological worldviews, page 27-33 & Ch 3: Theory of sustainability planning
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 & policy
Sept 16, 18
Wheeler Ch 4: Planning and the Three Es and Chap 5: Issues central to sustainability planning, pg 80-84
Explore websites & report:
• Child Friendly Cities Initiative http://www.childfriendlycities.org
Think piece & peer response #2
Chico 2030 General Plan (2030 GP) Chap 1Intro & Ch 2 Sustainability Element
http://www.chico.ca.us/document_library/general_plan/GeneralPlan.asp

WK 5  Issues central to sustainability planning: Transportation, Land Use and Urban Form
Sept 23, 25
Wheeler Ch 5: Issues central to sustainability planning – pg 66-69, 72-76 & Ch 11: Urban form: pg 161-166
Calthorpe, Peter. 1993. “The Next American Metropolis” (BbL)
Litman, Todd. 2006. “Cities Connect” (BbL)
Southworth, Michael. 2005. “Designing the Walkable City” (BbL)
Think Piece & peer response #3
2030 GP Chap 3 Land Use Element, Chap 4 Circulation Element

WK 6  New Urbanism, Smart Growth & Neighborhood Design
Sept 30, Oct 2
Wheeler Ch 5: Housing page 70-71; Ch 11: pg 152-161; Ch 12: pg 186-208
Review 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
2030 GP Chap 5 Community Design Element

WK 7  Issues central to sustainability planning: Shelter & housing in US & International
Oct 7, 9
Hayden, Delores. 1997. “Housing and American Life” (BbL)
Co-housing http://www.cohousing.org/
Wheeler, Chap 7, pg108-113
Video: Designing a Great Neighborhood – Wed
Syllabus

Field observation assignment due Friday Oct 11th at 5:00
2030 GP Chap 6 Downtown Element, Chap 7 Economic Development Element, and Chap 8 Housing Element

WK 8  
Oct 14, 16  
**Urban ecology & restoration, green architecture & building**
Wheeler, Ch 5: Issues central to sustainability planning (cont) pg 76-80; Chap 12, pg 208-212, Chap 13, pg 219-234
Wolch, Jennifer. 2007. "Green Urban Worlds" (BbL)
Monday: Video: Edens Lost & Found: Los Angeles
2030 GP Chap 9 Parks, Public Facilities & Services Element and Chap 10 Open Space & Environmental Element

WK 9  
Oct 21, 23  
**PART III Agricultural Urbanism**
Midterm Exam on Wed Oct 23rd
AU Chap 1-3, pg 11-29

WK 10  
Oct 28, 30  
**Agricultural Urbanism & Tools of Sustainability Planning**
AU Chap 4-6, page 30-47
Wheeler Chap 6 pg 85-97 Tools of Sustainability Planning
Bike Ride/Field excursion Wed Oct 30th during class

WK 11  
Nov 4, 6  
**Agricultural Urbanism: Core elements, planning and design for AU**
Part II Core Elements, pg 49-100
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)
“Transforming an Empty Building into a Year-Round Hub for Local Food” Project for Public Spaces [http://www.pps.org/transf](http://www.pps.org/transf)
Think Piece & peer response #5

WK 12  
Nov 11+, 13  
**Planning and Design for Agricultural Urbanism**
AU Part III: pg. 101-157

WK 13  
Nov 18, 20  
**Guest speakers/round table**
Sierra Nevada Sustainable Brewery Tour Wed Nov 20th
Meet at 3:25 outside gift shop; no open-toes shoes or flip flops

WK 14  
**+Thanksgiving Break  No Class NOV 25-29+**
Enjoy Your Holiday!

WK 15  
Dec 2, 4  
**Institutions & policy mechanisms. How do we get there from here?**
Wheeler Ch 6: page 98-101 & Chapter 14
Think Piece & peer response #6

WK 16  
Dec 9, 11  
**Summing it all up**
2030 GP Chap 11 Cultural Resources & Historic Preservation Element, Chap 12 Safety Element, Chap 13 Noise Element

Finals Week  
Mon Dec 16  
Scheduled Finals Meeting Time: 6:00 – 7:50 p.m.

Schedule is subject to change at Professor’s discretion.
Effective date of Course Schedule October 15, 2013