

# ***GEOG 425: Planning for Sustainable Communities & Regions***

**M/W 4:00 – 5:15 P.M.  
Fall 2011 – Butte 503  
Dr. LaDona Knigge**

**Office Hours:  
Tues 2:00 – 4:00 PM  
Wed 1:00 – 1:50 PM or by appointment**

**Office: 533 Butte Hall  
Email: [lknigge@csuchico.edu](mailto:lknigge@csuchico.edu)  
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.

## **Class Components:**

- Readings and videos
- Required field trip (Saturday October 22nd)

- Field trips, exercises and reports
- Writing assignments (think pieces, papers)
- Discussion leader
- Class participation and presentations

## Course Requirements:

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 one letter grade per day late.

## Assignments & Grading:

### The Think Piece & Discussion Leaders:

**Think Pieces:** There are nine *think pieces* assigned during the semester. These consist of two parts. First, for each reading, prepare a short summary of the main points of the reading. Basically you will want to restate the text's main argument in your own words. You can write a summary, make an outline, draw an annotated flowchart or an annotated diagram of the reading, or simply take careful notes. The purpose of this portion is to help you understand as fully as possible the structure and details of the author's argument and will help you recall the article(s) in detail even weeks later. This will be useful for your other formal writing assignments that require reference to the course readings. Begin the *think piece* with the citation for the reading, followed by the summary of main points of each reading.

The second part of the *think piece* is a short reflective essay of your thoughts on the reading(s) for the week. This is your own personal reflection or reaction to the readings. You may want to describe your intellectual, philosophical or emotional response to the readings by answering questions like "What does this reading mean to me?" and "What effect does this text have on my values, my beliefs, and my way of looking at the world?" Or you may choose to connect it to other readings, lectures, or field exercises, or to analyze it, illustrate it through your own experience, refute it, get mad at it, question it, believe it, doubt it, or go beyond it. The reflective essay should be 400 – 800 words in length, typed and posted on the BV Discussion Board after your summaries. The pieces are short and so must be written very tightly and concisely. Every word counts. (Please do not go over the assigned length and do not fill the piece with empty verbiage). Your *think piece* should demonstrate that you have read and are engaged with the readings. Typically you will be given freedom in your response to the readings, but occasionally guiding questions may be assigned.

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. Your think piece should demonstrate that you have read the readings carefully. Wednesday's class will be set aside for discussion of the readings lead by at least one discussion leader (see description of discussion leader below).

Be sure and properly cite direct quotes with quotation marks and page numbers from source. The summary for each article will be posted on Blackboard Vista Discussion Board followed by your reflective commentary on the readings. Please prepare your *think piece* in MSWord or other word processing program, save a copy and copy and paste the text into the BV Discussion Section for the week.

**Think Piece Grading:** The lowest grade for your *think pieces* will be dropped from your final grade. Think pieces are graded: √+ (19-20 pts)      √ (16-18 pts),      √- (14-15 pts)      W (13 or less) Warning!

If your think piece 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.

**Due: Post on Blackboard Vista by 8:00 AM on Mondays of assigned week.**

**20 points each**

**Discussion Leader(s):** One or two students will assume the role of discussion leader for Wednesday seminar-style classes during the weeks that *think pieces* are assigned. At least one hour of class on Wednesdays will be set aside for the seminar – style discussion. The *think pieces* will be used by the discussion leader(s) in preparation of Wednesday’s class discussion.

Discussion leaders will prepare a short summary of the readings, review the *Think Pieces* that are posted for Monday’s class, summarize the comments and prepare discussion questions and/or guiding topics for Wednesday seminar. Discussion questions and topics may arise from the *think pieces* and/or from your own experience and interpretation. Discussion questions may involve a response to the strength of the arguments or may question portions of the *think pieces* that are unclear, inconsistent or confusing. You may want to either provide another way of looking at the ideas contained in the *think pieces* or reinforce the core ideas. Be sure and note anything that is not clear or consistent. Discussion leaders will turn in their summary of readings and comments and discussion questions on Wednesday.

**Due: Wednesday class-time**

**40 points**

WK	Think Piece	Discussion leaders	
2	#1 M Aug 29	W Aug 31	DL#1
4	#2 M Sept 12	W Sept 14	DL#2
5	#3 M Sept 19	W Sept 21	DL#3A
			DL#3B
6	#4 M Sept 26	W Sept 28	DL#4
8	#5 M Oct 10	W Oct 12	DL#5A
			DL#5B
9	#6 M Oct 17	W Oct 19	DL#6
11	#7 M Oct 31	W Nov 2	DL#7
12	#8 M Nov 7	W Nov 9	DL#8
15	#9 M Nov 28	W Nov 30	DL#9A
			DL#9B

**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 23<sup>rd</sup>**

**60 points**

**Required Field Trip – Saturday October 22<sup>nd</sup>:** We will have a field trip to visit various sites in Chico, Davis and Sacramento, including Village Homes Addition in Davis, and Southside Park Cohousing and Fremont Mews and Community Garden in Sacramento. Teams will be assigned a field observation assignment that will require intentional observation of specific topics during the field trip. Teams will build a website on Google Docs to present their findings. There will be no readings assigned for October 24 and 24 in order to allow groups to meet during class time on in order to complete the website.

**Due date: Saturday October 29<sup>th</sup>**

**50 points**

**Agricultural Urbanism/Sierra Nevada Essay:** Formal two to three page essay following Sierra Nevada Sustainable Brewery field trip.

**Due Date: Friday November 18<sup>th</sup> through BV Portal**

**40 points**

**Final research paper and presentation:** This assignment will give you an opportunity to delve into a relevant topic that interests you. Topics must be approved by professor by November 9<sup>th</sup>. Guidelines will follow.

**Presentations: Dec 7 and Finals Week**

**20 points**

**Research Paper Due Date: Mon Dec 13<sup>th</sup>**

**100 points**

## Grading & Evaluation:

Think Papers & Peer Response - 8 plus 1 extra (20 points each)	160 points
Discussion Leader	40 points
Field Observation Paper	50 points
Field trip team observation report and presentation	50 points
Sierra Nevada/Agricultural Urbanism Essay	30 points
Attendance, participation, in-class exercises	50 points
Final research paper	100 points
Final presentation	20 points
<b>Total</b>	<b>500 points</b>

Grading will be based upon the following scale:

Percent	Letter Grade	Percent	Letter Grade
95-100	A	74-76	C
90-94	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	<60	F

## 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/11/ACAREGS.html>

# ***GEOG 425: Planning for Sustainable Communities & Regions***

## **CLASS SCHEDULE**

<b>WK 1</b> <b>Aug 22, 24</b>	<b>PART 1: ORIGINS OF SUSTAINABLE DEVELOPMENT CONCEPT</b> <b>Introduction to class</b> Wheeler: Introduction – Ch 1 World Commission on Environment and Development (The Brundtland Commission). 1987. Excerpt from <i>Our Common Future</i> . Blackboard Vista (BV)
<b>WK 2</b> <b>Aug 29, 31</b>	<b>Roots of sustainability movement and concept of sustainable development</b> Wheeler Ch 2 Sustainable Development Howard, Ebenezer. 1898. “The Three Magnets” (BV) Meadows, Donella H. et al. 1972. “Perspectives, Problems, and Models” (BV) Jacobs, Jane. 1961. Excerpt from <i>The Death and Life of Great American Cities</i> . (BV) <u>Think piece#1 &amp; Discussion Leader (DL) #1</u>
<b>WK 3</b> <b>Sept 5+, 7</b>	<b>PART 2: SUSTAINABLE PLANNING THEORY &amp; PRACTICE</b> <b>Theory of Sustainable Planning</b> +No Class Sept 6 – Labor Day Holiday Wheeler Ch 3: Theory of sustainable planning
<b>WK 4</b> <b>Sept 12, 14</b>	<b>Planning and the Three Es: Beyond traditional planning and policy</b> Wheeler Ch 4: Planning and the Three Es Hawken, Paul. 1997. “Natural Capitalism” (BV) Hayden, Delores. 1997. “Housing and American Life” (BV) <u>Think piece &amp; Discussion Leader #2</u> Preparation for field observations assignments: (do not need to include in <i>think piece</i> ) Jacobs, Alan: 1961. “Seeing Change” (BV) Northy, Margo & David B. Knight. 2009. “Doing Field Work and Writing about It” Ch 9 in <i>Making Sense: A Student’s Guide to Research and Writing</i> (BV)
<b>WK 5</b> <b>Sept 19, 21</b>	<b>Issues central to sustainability planning</b> Wheeler Ch 5: Issues central to sustainability planning Litman, Todd. 2006. “Cities Connect” (BV) Kenworthy. Jeffrey: 2006. “The eco-city” (BV) Mercier, Jean. 2009. “Equity, Social Justice, and Sustainable Urban Transportation in the Twenty-First Century” (BV) Southworth, Michael. 2005. “Designing the Walkable City” (BV) Permalink: <a href="http://mantis.csuchico.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=aph&amp;AN=18861206&amp;site=ehost-live">http://mantis.csuchico.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=aph&amp;AN=18861206&amp;site=ehost-live</a> <u>Think Piece #3 and Discussion Leaders #3A &amp; B</u> <u>Al Vogel: Guest Discussant</u> <b><u>Field observation assignment due on Vista by Friday Sept 23</u></b>
<b>WK 6</b> <b>Sept 26, 28</b>	<b>Transportation, Land Use and Urban Form</b> Calthorpe, Peter. 1993. “The Next American Metropolis” (BV) Gehl, Jan. 1980. “Outdoor Space and Outdoor Activities” (BV) Jabareen, Yosef. 2006. “Sustainable Urban Forms” (BV) Pucher, John et al. 1999. “Bicycling Renaissance in North America?” (BV) <u>Think Piece and Discussion Leader #4</u>

- WK 7**  
**Oct 3, 5**      **Housing, urban ecology & restoration, green architecture & building**  
Wheeler Ch 6: Tools for sustainability planning  
Wolch, Jennifer. 2007. "Green Urban Worlds" (BV or Meriam Library)  
McDonough, William. 1993. "Design, Ecology, Ethics and the Making of Things" (BV)  
DVD Edens Lost & Found: Los Angeles  
Tentative Activity: Bicycle tour Wednesday
- WK 8**  
**Oct 10, 12**      **New Urbanism, Smart Growth & Neighborhood and Site Planning**  
Wheeler Ch 12 & 13: Neighborhood Planning and Site Planning  
Steuteville, Robert et al. 2009. "Principles of human-scale communities" Best Practices in New Urbanism (BV)  
Wheeler, Stephen. 2002. "Infill Development" (BV)  
Goldstein, Doris. 2009. "Building community: The track record" Best Practices in New Urbanism (BV)  
Smart Growth: <http://www.smartgrowth.org/Default.asp?res=1229>  
Congress for the New Urbanism <http://www.cnu.org/> Explore the website. This is a fantastic resource for images, videos, publications, reports and initiatives that will be useful for your blog or webpage – just remember to cite the source of your materials.  
Video: Designing a Great Neighborhood - Monday  
Think Piece #5 & Discussion Leader #5A & B
- PART 3: LOCAL ISSUES: AGRICULTURAL URBANISM AND CIVIC AGRICULTURE**
- WK 9**  
**Oct 17, 19**      **Agricultural Urbanism and Local Government Planning**  
Agricultural Urbanism (AU) Part 1 & 2 Introduction & Core elements of Agricultural Urbanism  
Wheeler Ch 11: Local Planning  
Think Piece & Discussion Leader #6
- SAT OCT 22: MANDATORY FIELD TRIP (w/team observation assignment)**  
Chico, Davis & Sacramento – Team observation assignment and website of findings on Google Sites due October 29th
- WK 10**  
**Oct 24, 26**      **No readings: work on website/blog of observations from field trip Monday**  
Informal group meetings Mon & Wed  
Website of team observations of sustainable planning field trip due Saturday October 29<sup>th</sup>
- WK 11**  
**Oct 31, Nov 2**      (AU) Part 3, 4 & 5: Planning and design for AU  
<http://www.planetizen.com/node/43867> **Subdivisions Built Around Agriculture**  
<http://www.planetizen.com/node/44662> **A New Direction for New Urbanists**  
Lyson, Thomas. 2004. "Toward a Civic Agriculture" Ch 5 in Civic Agriculture: Reconnecting Farm, Food, and Community (CP) and Ch 6 "Civic Agriculture: Reconnecting Farm, Food, and Community" (BV)  
Think Piece & Discussion Leader #7
- WK 12**  
**Nov 7, 9**      **Sustainability, Economics & Public Policy**  
Cameron, J. & J. K. Gibson-Graham. 2003. Feminising the Economy: metaphors, strategies, politics. *Gender, Place and Culture*, 10, 145-157. (BV or Meriam Library)  
Shuman. 2000. "Needs Driven Industries" & "Pro-Community Local Governance" (BV)  
Video (27.42 minutes) Michael Shuman "The Small-Mart Revolution"  
<http://www.youtube.com/watch?v=b9YUxYXG678&feature=search>  
Optional YouTube Video:  
<http://www.youtube.com/watch?v=eNYMU4V8nbs&playnext=1&list=PL373A4D81C8FD1C97> Carnegie Mellon University, May 14, 2008 (Start 13 minutes) (over one hour)  
Discussion & Approval of final research paper topics  
Think Piece & Discussion Leader #8

- WK 13**  
**NOV 14, 16**      **National and International Planning**  
Wheeler Ch 7 & 8  
Oden, Michael D. 2010. "Equity" (BV)  
Child Friendly Cities Initiative <http://www.childfriendlycities.org>  
Childrens Urban Geographies LOOP Report  
[http://www.geog.buffalo.edu/research/geokids/Welcome%20to%20ChUG/Update/LOOP\\_Report.pdf](http://www.geog.buffalo.edu/research/geokids/Welcome%20to%20ChUG/Update/LOOP_Report.pdf)  
**Field trip: Sierra Nevada Tour Monday Nov 14 – meet at Sierra Nevada at 4:00 SHARP!**  
**No sandals or flip-flops**  
**Agricultural Urbanism/Sierra Nevada Essay due Friday Nov 18<sup>th</sup> through BV Portal**
- WK 14**  
**Nov 22-26**      **+Thanksgiving Break    No Class            Enjoy Your Holiday!!!**
- WK 15**  
**Nov 28, 30**      **State & Regional Planning;**  
Wheeler Ch 9, 10: State and provincial planning and Regional planning  
Pincetl, Stephanie and Basil Katz. 2007. The Imperial Valley of California: Sustainability, Water, Agriculture, and Urban Growth. The Sustainable Development Paradox. Rob Krueger and David Gibbs, Ed. (BV)  
Think Piece #9 & Discussion Leader #9A & B
- WK 16**  
**Dec 5, 7**            **Summing it all up: How do we get there from here?**  
Wheeler Chap 14  
**Wed - Presentations**
- FINALS WK**  
**Dec 13**            **Dec 13-17: Final presentations**  
Mon Dec 13<sup>th</sup>    6:00 – 7:50 p.m.