Dr. Larry Herzog  
Instructor  
School of Public Affairs  
**CP 675: Seminar in Environmental Policy & Planning: Sustainable Development**  
Spring 2012  
Tuesdays, 4-6:40pm  PSFA 113  
Office hours, Tues 1:30-3pm; Wed. 10-11:30am.

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**COURSE DESCRIPTION**

Environmental policy and “green” approaches to urban design and city planning are critical to the future of cities. This course explores theoretical elements of “sustainable development,” and their applications to the field of city planning. We will explore various common threads in the urban environmental crisis, and how the idea of sustainable development came into play. We will then revisit some important sub-fields of planning (land use, transportation, community development), focusing on key sustainable development ideas and planning tools. The course will include in-class exercises, individual and group presentations, and a final project that challenges students to evaluate the ways in which a specific community can plan for sustainability.

**TEXTBOOKS** (All required). Available at SDSU Bookstore.


**COURSE REQUIREMENTS**

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COURSE OUTLINE/ READINGS  

Note: Readings use the following abbreviations:  
PS= *Planning for Sustainability*  
SUDR= *Sustainable Urban Dev. Reader*  
ECO= *Ecocities*  

Week 1  
January 24  
Introduction to course/ an overview of sustainable development: definitions, etc.  
Cognitive mapping exercise.  
Read: PS, ch.1,2.  

Week 2  
Jan. 31.  
Theories of sustainable development and planning  
Film: “End of Suburbia” and discussion.  
Read: PS, 3,4;  
ECO, ch. 1, 11.  

Week 3  
Feb. 7  
Sustainable development and City Planning  
Cognitive mapping essay due in class (see syllabus instructions below)  
Future Visions Exercise  
Read: PS: ch., 11  
SUDR. pp. 11-22, 33-43.  
ECO, ch. 2,3, 4.  

Week 4  
Feb. 14  
Land Use, environment and sustainability I  
“Nature and cities”  
Read: ECO, Ch.5  
SUDR, 139-154.  

Week 5  
Feb. 21  
Land use, environment and sustainability II  
Student presentation, Topic #1/Sustainability indicators  
Read: PS, ch.5  
SUDR, pp. 87-111.
Week 6
Feb. 28  Transport and sustainability
Student presentation, Topic #2. Transportation.
**Student proposal due for Final Projects (groups)**
Read:  PS, ch.13
      SUDR, pp. 115-136
      ECO, ch.6

Week 7
March 6  Community planning& design/sustainability I:
Ecology and community.
Student presentation Topic #3 Ecological audit.
Future Visions Exercise Essay due in class.
Read:  ECO, ch. 7,8
      SUDR, pp. 149-172; 289-297
      PS, ch.6
Film/discussion: “Soleri’s Cities”
Student presentations: community projects/progress report

Week 8
March 13 Community planning & design/sustainability II:
Student presentation Topic #4 Ecocity Zoning Map
Read:  SUDR, pp. 183-208; 375-392
      ECO, ch.9,10

Week 9
March 20  Community design/sustainability III:
Student presentation #5 Green Architecture
Student progress reports
Read:  PS, ch. 11, 12, 13.

March 27  NO CLASS: SPRING BREAK

Week 10
April 3  Sustainable community planning in international perspective: Latin American/Third world cities;
Student progress reports.
Read:  PS, ch.7,8, 9, 10, 14
      SUDR, pp. 44-47, 315-373.
ECO, ch. 12.

Week 11  MIDTERM EXAMINATION (based on all material (class lectures, exercises, films, readings) up to and including week 11)
April 10

Week 12  Community Planning/Design IV
April 17  Student presentation #6 Stakeholder analysis

Week 13
April 24  Student final group presentations

Week 14
May 1  Student final group presentations

Week 15
May 8  Student final group presentations
FINAL WRITTEN PROJECTS DUE.
STUDENT EXERCISES and ESSAYS (written essays must be handed in on dates indicated):

*Note, if you miss the class where the exercise took place, you still need to write the essay, see reference to discussion of exercises in Wheeler text.

**VERY IMPORTANT, Item 3 below. EVERYONE MUST DO ONE IN-CLASS METHODOLOGY PRESENTATION. READ BELOW.

1. **Cognitive Mapping Exercise.** (Wheeler, p. 459). **Due in class on February 7 (week 3)**. HARD COPY ONLY. DO NOT EMAIL. Please think further about this exercise and prepare a short essay (approx. 500 words (typed) that answers the following:
   a) What can you learn about sustainability and planning from your memories of your childhood environment, given that children often respond to cues in the built and natural environment in a healthy manner?  
   b) What worked and did not work about the design of your childhood neighborhood environment? How do you think your childhood experiences impact your views on sustainability?

2. **Future Visions Exercise.** (Wheeler, p. 459-60). **Due in class on March 6 (week 7)**. HARD COPY ONLY. DO NOT EMAIL. Thinking further about this exercise, in a 500 word essay (typed), outline some elements of your ideal, sustainable community. Include a sketch or drawing of your own doing, and comments on why your ideal community would be designed the way it is. Use this exercise as a way of thinking out loud about sustainable community planning, since your Final Project will cover this subject. Also, use the *Ecocities* book and any other reading for background.

**3. Student in- Class Methodology Presentations.** (oral presentation only) Every student must be part of a team that will give an oral presentation in class on one of six topics. Each topic represents building blocks for doing your final project. Your assignment is to pick one topic, then use on-line and library sources, as well as the assigned text readings to outline how you will go about gathering information for your community sustainable planning Final Project. A sign up sheet will be made available. Once the teams are set up, please put together a 10-15 minute (per student) power point slide lecture on your topic. This assignment is designed to provide other students with resources and ideas for their final projects. Note the schedule for class presentations in the syllabus. The topics are as follows.

**TOPIC #1. Sustainability indicators/reporting.** How can information be gathered on environmental challenges at the community scale? For example, see Jacob’s essay on “Seeing change” in SUDR, pp. 298-302; and text on ‘sustainability reporting,’ SUDR, pp. 281-299).

**TOPIC #2. Transportation.** What are some examples of sustainable transport that could be applied to a specific community within the city? Examples might include: improving pedestrian space, bicycling, and other alternative transit. See text readings, SUDR, pp. 115-136, ECO, ch.6.

**TOPIC #3 Ecological audit.** What is an ecological audit, and how can information for this be compiled within an urban community? See Wheeler and Beatley text (pp.463-464). An audit can include such factors as energy and water conservation, recycling, changes in landscaping, runoff mitigation, zoning changes to improve ecological footprint.
TOPIC #4. Ecocity Zoning. How can Register’s “ecocity zoning” idea be applied for a specific community? See Register, Ecocities, pp. 250-261. As background, review Register, ch. 7 and 8.

TOPIC #5. Green architecture. How can principles of ‘Green architecture’ be applied to a neighborhood? How would information be gathered? See SUDR, pp. 262-266. Elements may include: a) energy conservation, b) working with climate; c) minimizing use of new resources; d) respect users; e) respect site (“touch the earth lightly”); f) holism.

TOPIC #6. Stakeholder analysis. What is stakeholder analysis and how would you gather information for a community?

STUDENT FINAL PROJECT: Sustainable Community Design Plan

Students must choose a neighborhood/community in San Diego, and then carry out research to understand how to create a sustainable community design/planning approach. You may choose to research a specific site or project within the community as an example of sustainable planning. You will still want to do background research on the larger community as described below.

Students may work in groups of 2-4 persons: everyone will be responsible for: a) a final oral class presentation during the last 3-4 weeks of class; b) a written report to be produced individually by each student or by the larger group (if a group report is submitted, each student’s contribution must be shown separately for grading purposes).

The purpose of the project is to rethink existing community plans by incorporating more elements of sustainable development into the community planning process.

I. TOOLS OF RESEARCH.
For your selected community, the following tools of research/ sustainable analysis should be utilized to carry out the research:

1) Sustainability indicators: your group should walk the neighborhood, and do library research to understand the setting. (See Jacob’s essay on “Seeing change” in SUDR, pp. 298-302). Analyze the community setting, outlining the main environmental challenges facing the community, and any assets the community may have in addressing those challenges. See also the essay on sustainability reporting (SUDR, pp. 281-299).
2) Ecological audit: for a specific site, or project either already in existence or planned for the future, consider doing an ecological audit similar to the one described in the Wheeler and Beatley text (pp.463-464). The audit can include such factors as energy and water conservation, recycling, changes in landscaping, runoff mitigation, zoning changes to improve ecological footprint.
3) Ecological site plan. An ecological site plan focuses on changes in: a) intensity/mix of land uses; b) creating pedestrian friendly spaces, and reducing automobile use; c) landscape changes; d)
location of walkways, open spaces, plazas, and other public space; e) housing affordability. Be sure to include maps, diagrams, tables to support your ecological site plan. (See Wheeler & Beatley, pp. 471-472).

4) **Ecocity Zoning Map.** Another useful tool is the preparation of an Ecocity Zoning Map, as discussed in Richard Register’s Ecocities, pp. 250-261. This involves identifying walkable centers, and then drawing concentric circles around the centers to create zones of higher to lower density around the center, and to identify activities that conform within each zone. These are then tied in to local ecology (canyons, open space, streams, etc.), and to existing or future transit. Note: you don’t have to follow Register’s exact approach, you may modify to fit your study. Also, please re-read Ecocities, chapters 7 and 8 as background to the Ecological Zoning Map and Ecological Site Plan approach.

5. **Principles of Green Architecture** (SUDR, pp. 262-266). Some of the general principles of green building also apply to green spaces. They include: a) energy conservation, b) working with climate; c) minimizing use of new resources; d) respect users; e) respect site (“touch the earth lightly”); f) holism. How can the principles of green architecture or green spaces be applied within your neighborhood?

6. **LEED Rating System.** (SUDR, pp. 273-278). While LEED ratings typically apply to buildings, they can also be used on “sustainable sites”. Consider incorporating any of the LEED concepts on sustainable siting, water efficiency, materials, etc. to your community or to specific sites/buildings in your community.

7. **Stakeholder analysis.** In order to complete a good sustainable community plan, we need to know who the principle stakeholders are. “Stakeholder analysis” is a simple tool used in local and international planning.

**II. PREPARATION OF SUSTAINABLE COMMUNITY PLAN**

Based on the use of research tools above and any other research you want to do, prepare what you will call a “Sustainable Community Plan.” Develop the principles of a sustainable community plan for your neighborhood, using elements in the text, such as:

a) use of vacant land (canyons, hillsides, streams, parks, etc.)
b) design of pedestrian friendly space & streetscape design
c) heavy traffic/dangerous street crossings
d) restoration of housing, vacated spaces
e) affordable housing
f) improved and new public spaces
g) ecological restoration of parks, creeks, median strips, and other public green space.
h) alternative modes of transport, and their connection to the overall community design

* Be sure to include maps, drawings, diagrams, sketches, photographs to strengthen the plan. If materials are not original, be sure to cite the source.

Your Sustainable Community Plan can include general prescriptions for the neighborhood, as well as case studies of specific sites within the neighborhood. For example, you may wish to carry out 3 or 4 site-specific ecological audits, which might include analysis using the principles of Green Architecture as well as LEED Rating system criteria. Thus your final Sustainable Community Plan report might look like this:
1. Introduction/ sustainability indicator study of community: Summary of main ecological problems and challenges. Includes field/site observations, sketches, photographs, etc.
2. Ecological audit of case study sites, including LEED-based analysis, principles of green design, etc.
3. Stakeholder analysis: who are the main actors who would participate in implementing your sustainable community approach?
4. Ecological site plan/Ecological zoning map for community. How would you redesign the community to make it more sustainable? Include maps, sketches, drawings.
5. Critique of existing community plan. You may make reference to the existing community plan as part of your study.
6. Use of specific planning tools, if any: zoning, building codes, transfer of development rights, etc.

IMPORTANT DATES

1. Student proposals due in writing: **Week 6, Feb. 28.**
2. Progress reports: in class. Weeks 9 and 10. **Meeting with instructor.** The progress reports should review where groups are with their final projects.
3. Student in-class methodology oral presentations, weeks 5,6,7,8,9,12.
4. Final project oral presentation (Power point slide show and discussion): Weeks 13-15. **April 24, May 1, 8.**
5. **Final written projects due in class, Week 15. May 8, 2011**