Green Cities

Course Description
Examines the history and future of the interface between urban growth and environmental concerns, and the technological, social, and political forces that continue to shape it.

Class Format
Class sessions will involve the presentation of material by the instructor; class discussion; guest speakers and Skype videoconferencing with international experts. Students should be prepared to participate actively in classroom discussions. We have been invited by the City of Independence to provide planning and design for their downtown. We will conduct a design charrette with citizens, city officials and professionals (transportation will be scheduled). We will also prepare a comprehensive report: City of Independence Planning and Design.

Required Reading
There is one required textbook: Cities as Sustainable Ecosystems: Principles and Practices. Topics include:
- Vision
- Economy & Society
- Biodiversity
- Ecological Footprints
- Modeling Cities on Ecosystems
- Sense of Place
- Empowerment and Participation
- Partnerships
- Sustainable Production and Consumption
- Governance and Hope
In addition to the textbook above, students are required to read all assigned materials posted on the course Canvas site.

Course Grades
The course grade will be based on the following components:
- Research Project: 25%
- Design Charrette / Public Hearing Simulation: 25%
- Video: 25%
- Final Exam: 25%
Assignments
The research paper is designed to help students develop an in-depth analysis of global issues and apply the concepts studied in class. Students will select a topic that they will study in depth. Topic criteria are as follows: 1) relevance to student, 2) relation to course topics and City of Independence, 3) researchable, 4) strong student interest. Students will also prepare a 3’ video which matches their interests. The multiple-choice exam will cover the readings and all materials presented in class.

Schedule
An outline for the class including the assigned readings for each day, due dates for assignments, and final exam is given below. Additional readings (i.e. City documents) will be assigned throughout the term using the class e-mail list, and announcements will also be sent through the Canvas e-mail system. The schedule may be revised to accommodate guest speakers and Skype videoconferencing. We have a field trip to the City of Independence for site reconnaissance, presentations and a design charrette to be conducted by the class. We will also conduct a public hearing simulation at the City of Eugene.

Wk Date: Topic  Reading Assignment
Sep 30  1  Course Overview and Major Concepts, Vision
Oct  7  2  Economy and Society, Biodiversity
Oct 14  3  Ecological Footprints, Modeling Cities on Ecosystems
Oct 21  4  Sense of Place, Empowerment and Participation
Oct 28  5  Partnerships, Sustainable Production and Consumption
Nov  4  6  Mechanical, Systems & Planning Models
Nov  7  7  Design Charrette, Independence
Nov 11  8  Governance and Hope
Nov 12  9  Public Hearing Simulation, Eugene
Nov 18  8  Sustainable Development, Urban Resilience & Regeneration
Nov 25  9  Trends, Projections, Predictions
Dec  2 10  Presentation Videos
Dec  7 11  Final Exam (2:45PM)
**PPPM**

Department of Planning, Public Policy and Management

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**VIDEO PRESENTATION**

Your multi-media presentation must be a ~3-minute video. This is a brief summary of your research topic that allows you to share critical concepts and/or projects to the entire class. It may be about your research topic only, or you may wish to focus on your Independence recommendations.

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**CONTENT: 70% of research paper grade**

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<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Needs Significant Improvement</th>
<th>Fair</th>
<th>Good</th>
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<td><strong>Content criterion #1</strong></td>
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<td>Application / Replication</td>
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<td>Conclusions and ten (10) Recommendations</td>
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**WRITING: 30% of grade**

- **Logical structure**
  - Introductory section to orient reader
  - Clear sequence of sections
  - Clear structure to sections
  - Uses subheadings effectively
  - Uses paragraphs to support structure
  - Clear topic sentences
  - Links between paragraphs
  - Links within sections

- **Professional approach**
  - Objective: avoids bias & prejudice
  - Assertions supported by evidence (references, clear information, citations) and not just opinion
  - High quality sources

- **Appropriate voice**
  - Appropriate use of active and passive voice
  - Awareness of audience

- **Grammar**
  - Noun verb agreement
  - Correct use of tense
  - Complete sentences
  - Appropriate punctuation
  - No run on sentences
  - Other grammar issues

- **Referencing**
  - APA Format

- **Professional Presentation**
  - Don’t overuse bullets
  - Professional format (page #s, clear print, clear graphics)
  - Free of handwritten edits
  - Use graphics to support text, but not replace it

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**TOPIC**

Students should select a research topic with the following attributes:

1. Related to “green cities” and the class case study.
2. An area of study that the student feels passionate about
3. Relevant to the student’s professional interest
4. Feasible within the constraints of the assignment format

If you are concerned about the appropriateness of your topic, please contact the instructor.

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**FORMAT**

Students are free to format their papers however they chose. If there is concern about an unusual format, please contact the instructor. Digital and hard copies are both required. Digital fine name: lastname.pdf or lastname.doc.

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**LENGTH / SIZE**

The paper must be between 1,200–2,000 words total including 10 recommendations for Independence. This is approximately 3 to 5 pages. Shorter or longer papers will not receive full credit.

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**REFERENCES**

Research papers must have a minimum of 10 references which may include interviews and digital media. Use the APA format for references. There are many online tools to help you correctly cite your paper such as http://www.citationmachine.net/apa/cite-a-book

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**DUE DATE**

Papers and digital presentation media are due on the final exam date, December 7th.
PUBLIC HEARING PRESENTATION

1. Hearing opened by Chair
2. Factual Explanation of Project by Planning Staff
3. Applicant (or Their Representative) Presentation
4. Testimony in Favor of the Project
5. Testimony in Opposition to the Project
6. Rebuttal by Applicant
7. Commission Questions for clarification
8. Hearing closed by Chair
9. Commission discussion (deliberation)
10. Commission vote (action)

- Approval
- Denial
- Continuance

Rational Planning Model
1. Define issue
2. Gather data
3. Analyze data
4. Make alternatives
5. Select plan
6. Implement alternative
7. Evaluate plan
Academic Policies

Professional Practice
Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace. All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting and spelling.

The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.

Documented Disabilities
Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

Missed Class Policy
If you miss a class, please arrange to get class notes from a classmate. Lecture notes and/or PowerPoint handouts will be posted to Canvas.

Incomplete
Students are strongly discouraged from requesting an incomplete. In accordance with University regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.” In addition, students should consult the university policies regarding academic practices (http://libweb.uoregon.edu/guides/plagiarism/students/).

Academic Misconduct
You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct.

Plagiarism
Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Make-up Exams: Final Exam
Students must take the final exam to receive a grade in the course. The date and time for the final exam will not be changed to accommodate scheduling conflicts. Final exams will not be given early under any circumstances. A make-up final exam will be scheduled for students who miss the regularly scheduled final exam due to serious illness or family emergency.

Inclusion Statement
The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at http://bias.uoregon.edu/index.html or by phoning 541-346-2037.