

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School Herberger Institute for Design and the Arts Department/School The Design School
 Prefix: EDS Number: 301 Title: Sustainable Community Design and Practices Units: 3

Course description: **Sustainable Community Design and Practices covers concepts and practices of for sustainable development at a community scale. Exposes theories and methods, best practices to the design of built environments as a vehicle to develop students' understanding of different aspects of planning, designing, building, managing and promoting just environments to meet sustainable development objectives such as equity, health, prosperity, safety, and a sense of community.**

Is this a cross-listed course? (Choose one) If yes, please identify course(s): _____
 Is this a shared course? (Choose one) If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Humanities, Arts and Design–HU **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Chingwen Cheng E-mail Chingwen.Cheng@asu.edu Phone 4804526705

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Philip Horton Date: 02/17/2021

Chair/Director (Signature):



Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
EDS	301	Sustainable Community Design and Practices	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Community design is an integration of culture, art, and science that requires systems thinking, aesthetic functioning, and sustainable development philosophy throughout the course.	This course is built upon the values of creating just environments and community resilience throughout the course. In the course schedule, Wk1 and 2 layout the overall frame work on just design and climate change and they are emphasized in every topic for the rest of course.
3	The course addresses the history of community design and aesthetic values and functioning through various topics.	In Wk 3 Land the reading and lecture discuss the history of land development in relationship to community design; Wk 7 discusses in greater details the physical design elements that integrate aesthetic, social and ecological values, and how the design practices have evolved over time.
4a	The course emphasizes philosophies, value systems, and human thoughts on community design	in Wk 9-14, topics on justice, a sense of community, the value of meaningful engagement in community design, and how to validate and measure the impacts of design to address community health, equity, and sustainability



FALL 2020
EDS301 - Sustainable Community Design and Practices
T Th 12:00 PM -1:15 PM
ASU Sync Zoom
Click on **"Attend via Sync"** or Zoom Meeting ID 996 1086 4272
(updated 9/22/20)

Instructor Name: Chingwen Cheng, PhD, PLA, LEED AP, Assistant Professor
Office Location: CDN356, Zoom Meeting ID 462 915 8289
Email: Chingwen.Cheng@asu.edu
Office hours: T Th 1:30-2:30PM or by appointment on Zoom only

TA Name: Atziry Madera Sabido, MArch Candidate
Office Location: Zoom Meeting ID 960 790 9120
Email: amaderas@asu.edu
Office hours: T 10:00-11:00AM or by appointment on Zoom only

Course Description: Sustainable Community Design and Practices covers concepts and practices of for sustainable development at a community scale. Exposes theories and methods, best practices to the design of built environments as a vehicle to develop students' understanding of different aspects of planning, designing, building, managing and promoting just environments to meet sustainable development objectives such as equity, health, prosperity, safety, and a sense of community.

Enrollment Requirements: EDS 200 or equivalent or Visiting University Student

Course Objectives: This course is intended to examine how through design communities can be created so that goals of sustainability can be achieved to produce high quality, attractive, resilient, sustainable and equitable communities. Communities are examined holistically, exploring overarching theories, ethics, and philosophies, in addition to investigating dynamic and inter-linked social-ecological-technological systems and components in the built environment that contribute to sustainability. This course gives students an overview of the interdisciplinary processes involved in the development of new residential communities that take years to plan, build, market, and maintained with long-term stewardship with particular emphasis on "green," "resilient," and "sustainable" design and development. In addition, the course equally emphasizes place-keeping to enhance resiliency and promote sustainable development for existing communities. Special focus will be put on both design processes and outcomes in sustainable community design to ensure environmental and climate justice issues are addressed while environmental quality, climate change, economic prosperity, and equity goals are achieved.

Student Learning Outcomes:

- Articulate what constitutes a sustainable community
- Identify essential social, ecological, and technological elements that comprise healthy sustainable communities

- Recognize the role of environmental design for place-making and place-keeping and building just environments for diverse communities
- Conduct case studies to illustrate principles of sustainable community design
- Articulate challenges and opportunities in designing and developing sustainable communities
- Develop an effective communication approach to non-fiction story material, visual style, direction and editing

Primary and Secondary Materials: The weekly reading assignment is listed in the course schedule and a digital copy of all assigned reading material are posted on Canvas. The following is recommended as a text book for this course to have an overview for the topic of sustainable development.

- Wheeler, S., & Beatley, T. (2014). *Sustainable urban development reader*. Routledge. <https://doi.org/10.4324/9781315770369>

The following is a list of suggested readings (available in ASU library systems):

Overview of sustainable community development

- DeFilippis, J., & Saegert, S. (2012). *The community development reader* (2nd ed.). Routledge.
- Wilson, G. (2012). *Community resilience and environmental transitions*. Routledge. <https://doi.org/10.4324/9780203144916>
- Galderisi, A., & Colucci, A. (2018). *Smart, resilient and transition cities: Emerging approaches and tools for a climate-sensitive urban development*. Elsevier.

Social systems focus

- Rothstein, R. (2018). *The color of law: a forgotten history of how our government segregated America*. Liveright Publishing Corporation, a division of W.W. Norton & Company.
- Roy, A., & AlSayyad, N. (2004). *Urban informality: transnational perspectives from the Middle East, Latin America, and South Asia*. Lexington Books.
- De Raadt, V. (2002). *Ethics and sustainable community design*. Universal Publishers/uPublish.com
- Japonica Brown-Saracino. (2013). *The Gentrification Debates: A Reader*. Taylor and Francis. <https://doi.org/10.4324/9781315881096>
- Caniglia, B., Vallée, M., & Frank, B. (2017). *Resilience, environmental justice and the city*. Routledge, an imprint of the Taylor & Francis Group.
- Hester, R. (2006). *Design for ecological democracy*. MIT Press.
- Gehl, J., & Svarre, B. (2013). *How to study public life*. Island Press.
- Jones Allen, D., Hester, R., Hou, J., Lawson, L., McNally, M., & de la Pena, D. (2017). *Design As Democracy: Techniques for Collective Creativity*. Island Press. <https://doi.org/10.5822/978-1-61091-848-0>

Ecological Systems focus

- Cockrall-King, J. (2012). *Food and the city : urban agriculture and the new food revolution*. Prometheus Books.
- Register, R. (2002). *Ecocities: Building cities in balance with nature*. Berkeley Hills Press: Berkeley.
- Beatley, T. (2000). *Green urbanism: Learning from European cities*. Island Press. Washington, DC.
- Van Der Ryn, S. and S. Cowan. (1996). *Ecological design*. Island Press, Washington, DC.
- Novotny, V., Ahern, J., & Brown, P. (2010). *Water centric sustainable communities planning, retrofitting, and building the next urban environment*. Wiley.

Technological systems focus

- Clark, W. (2010). *Sustainable communities design handbook: Green engineering, architecture, and technology*. Butterworth-Heinemann, an imprint of Elsevier. <https://doi.org/10.1016/C2009-0-20242-X>
- Wilson, A., Uncapher, J., McManigal, L., Lovins, L., Careton, M., & Browning, W. (1998). *Green development*. John Wiley & Sons: New York.
- Benedict, M. & McMahon, E. (2006). *Green infrastructure: Linking landscapes and communities*. Island Press. Washington, D.C.
- Stang, S. & Hawthorne, C. (2005). *The green house: New directions in sustainable architecture*. Princeton Architectural Press: Princeton.

Design Focus

- Dalla Costa, W. (2018). *Indigenous placekeeping: campus design + planning*. Arizona State University.
- Arendt, R., & Harper, H. (1996). *Conservation design for subdivisions : a practical guide to creating open space networks* . Island Press.
- Walters, D. (2007). *Designing community : charrettes, master plans and form-based codes*. London: Routledge, <https://doi.org/10.4324/9780080492605>
- Calkins, Meg. (2012). *The sustainable sites handbook: A complete guide to the principles, strategies, and best practices for sustainable landscapes*, John Wiley & Sons, Incorporated. ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=697574>

Assignments and Grading Policies

- **Attendance:** Attendance is required for every class and non-excused absence will affect final grades. See Attendance Policy below. Non-excused late arrival or early take-off from classes for over 15 minutes without prior notice will be consider as absence. There should be no disturbance and disruptions in class defined in the Classroom Behaviors policy below. This class is dedicated to just environments and everyone can express opions freely and respect each other (see Anti-Discrimination Statement below).
- **(20 points) Participation and Team Work Ethics**
 - (10 points) Participation: Your participation and full engagement in class, both physically and mentally, is very critical to learn from each other and succeed in the class. Please join discussion and debates, provides constructive critiques to other classmates through verbal and written formats in class.
 - (10 points) Team work ethics: This class require team work for the case study delivery. Building a team work spiric and work ethics is critical to succeed in this class. Each team should define a team charter in the beginning of the work. This charter includes, but not limited to, the agreement on the ways for communication, team rules in terms of attitude and behavior toward each other, the dedicated time and mental space for working as a team. **Peer-evaluation** will be conducted throughout the process as the basis of grades.
- **(3 points) In-Class Quizzes:** Random quizzes will be conducted in-class only at any point of time. **No make up** for in-class quizzes if you missed any parts of the class. Excused absence that resulted in missing points will have alternative assignments, to be determined.
- **(32 points) Reading notes and reflections** (4 assignments, 8 points each): Each week you should read assigned material, take notes, and bring to the class for discussion. Individual reading reflections will be typed and **organized by the weekly topics** and submitted via Canvas (see Schedule for reading assignment and due date, see due time on Canvas). Each reflection assignment is between 1000 to 2000 words, that summarize each reading and your reflection on the subject, including but not limited to implications for sustainable community design, just environments, and climate change actions.
- **(45 points) The Green New Deal Super Studio Deliverables + Submission + Exhibition**
 - Structure: The class is divided into 14 groups (a minimum of 4 and a maximum of 6 people per group). Each group is suggested to use **Slack** for group communications. Each group has a specific topic (see below) related to sustainable community design practices. The community the class will work on is the **Central City South** in Phoenix, Arizona. Each topic will include synergies with creating **Just Environments** and **Climate Change associated analyses and actions**.
Suggested topics:
 - 1) Land systems
 - 2) Cultural and social capital assets
 - 3) Community participatory systems
 - 4) Transportation systems
 - 5) Energy systems
 - 6) Water systems
 - 7) Food systems
 - 8) Waste management systems
 - 9) Parks and recreation systems
 - 10) Health and risk management systems

- 11) Economic systems
 - 12) Housing systems
 - 13) Urban morphology, arts, and landscape design
 - 14) Sustainable and resilient community design measures
- Each group will conduct research, develop case studies report for mid-term and final presentations and submit the following:
 - **(25 points) A set of 3 boards** accompanied by **one 250-word** maximum statement describing the work and its relationship to the Green New Deal. This explanatory text is not to be included on the design boards.
 - ✓ Board dimensions must be **24"x36"** and formatted in **portrait** orientation.
 - ✓ Images and diagrams on the boards may be captioned, but overall text on the boards should be kept to an absolute minimum. All explanatory text must be submitted separately through the 250-word statement described above.
 - ✓ Models are encouraged, but only photographs of models integrated into the boards will be accepted. Models should, however, be stored if possible for future use in possible exhibitions through December 2021.
 - ✓ The boards will be submitted as .jpeg, .jpg, .tif, or .tiff image files. Submitted boards must be under 10MB each in size with a minimum resolution of 300 ppi. Additional submission guidance will be provided at a later date.
 - **(20 points) Oral Presentations:** Group presentations will be scheduled in class (see Schedule). Each presentation is limited to 10 minutes maximum. Presentation files in the format of powerpoint or pdf should be submitted via Canvas (see due time on Canvas).
 - ✓ (10 points) Mid-term presentation: Present case studies for your subject plus a work plan toward final deliverables that includes tasks and responsible team members and team charter for work of conduct agreement
 - ✓ (10 points) Final presentation
 - Submission: Each group is required to upload all the files to **Canvas** for grading by **December 8 and participate in final virtual exhibitions on December 10.**

Late Assignment Policy: Non-excused late assignments will be deduct 10% of the respective assigned points for each 24 hours overdue until no points to be deducted from. For planned excused, please contact TA and copy instructor and provide prof at least **one week** before the assignment is due. If any unexpected incidence happened on the due date and result in late submission, please provide prof no later than one week after due date.

Grading Criteria

1. Overall quality and thoroughness of research
 2. Clarity and organization of ideas incorporated in the final deliverables
 3. Legibility and effectiveness in communicating ideas graphically in visual deliverables
 4. Quality of verbal presentation in terms of professionalism, credibility, legibility, and clarity in delivering the stories of your project
 5. Quality of writing on any written assignment should be grammatical correct, clarity in describing your thoughts, and citing sources and reference properly. Any writing with direct copy and paste from any source or stating any non-original ideas without properly citing the source is considered plagiarism (see Academic Integrity and Student Honor Code below).
 6. Level of difficulty in obtaining information and the use of credible sources, in the order of the following:
 - First-hand data collection
 - Peer-reviewed journal articles
 - Books and book chapters
 - Technical reports or Conference proceedings
 - News, megazines, official websites of institutions related to case studies
- Sources that are not considered credible to be used in projects:
- Wikipedia
 - Social media (FB, IG, TW, etc.)
 - Personal blogs
 - Material that cannot be traced to the first-hand source

Grade Scale: The in-between grades will be rounded to the nearest 0.1 point. Grades will only be raised by 0.1 point. For example, 79.94 will be rounded as 79.9; 79.95 will be rounded as 80.0.

Points	
98-100	A+
93-97.9	A
90-92.9	A-
88-89.9	B+
83-87.9	B
80-82.9	B-
78-79.9	C+
70-77.9	C
60-69.9	D
0-59.9	E

Y GRADE: the Y (Satisfactory) grade is an option for all classes and does not impact DARS requirements, although it is NOT included in GPA. If students will have the option for a Y grade in this course, then please include the conditions and processes they should follow to request a Y grade.

Subject to change: The Instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

Course Schedule: See attachment

ANTI-DISCRIMINATION STATEMENT

The Herberger Institute of Design and the Arts at Arizona State University upholds, values, and cherishes student and faculty diversity, no matter the circumstance. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Herberger Institute of Design and the Arts staff, faculty and students. The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large.

This course and Arizona State University welcomes all students regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all of my students abide by the following community agreements:

- to bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors
- to help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world
- to demonstrate a curious and eager inquiry into how others make sense of the world

Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative-thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged to discuss your concerns directly with me. I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here

are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:

- Unsure of whether the concern you experience or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at herbergerinstitute.asu.edu/caring describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.
- Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the [Office of University Rights and Responsibilities](#) or the [Dean of Students office](#) or directly fill out an [incident report](#).
- Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that [sexual harassment](#) has occurred, shall immediately [report](#) all information regarding the occurrence(s) to the Office of University Rights and Responsibilities or the Title IX Coordinator or the Dean of Students office.
- More reporting pathways are available to students on the [University's Prohibition Against Discrimination, Harassment, and Retaliation](#) policy page.

ASU SYNC

This course uses Sync. ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class lectures, discussions, study groups and/or tutoring. You can find out more information about ASU Sync for students here, <https://provost.asu.edu/sync/students> and <https://www.asu.edu/about/fall-2020>.

To access live sessions of this class go to myASU and click the Attend via Sync button next to this class on your schedule. The "Attend via Sync" button in the students' myASU schedule will direct to the instructor's PMI. If you would like them to attend via a different room, you should specify here and send out a communication before class begins.

If you cannot physically be on campus due to travel restrictions or personal health concerns, you will be able to attend your classes via ASU Sync or through iCourses during the fall semester. If you will not be on-campus for the fall semester, you are expected to contact your professors to make accommodations.

Course Access: Your ASU courses can be accessed by both my.asu.edu and myasucourses.asu.edu; bookmark both in the event that one site is down.

Technology Requirements: ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#) (<https://www.speedtest.net>). We do not recommend the use of iPads or Chromebooks for ASU Sync as these devices do not work for class exams that may be proctored remotely.

If you are not able to personally finance the equipment you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#).

Who is eligible?

- Any currently enrolled ASU student is eligible to checkout a laptop. The current availability of laptops can be found [here](#).
- Borrowing and returning laptop rules
- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the fall 2020 semester.
- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses. ([Please check online for current library hours](#))
 - Downtown Phoenix campus Library
 - Polytechnic campus Library
 - Tempe: Hayden and Noble Libraries
 - West campus: Fletcher Library

- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy.
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

Additional Requirements: This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos

CLASSROOM BEHAVIOR

- The attendance in ZOOM meeting requires that you keep the video on at all times during the class. Fail to be available on ZOOM for both audio and video during classes will be considered as absence (see attendance grading policy below).
- It is encouraged that you bring technology (cell phones, tablets and laptops) to class to help you take notes and do research, however please turn off cell phone ringers and do not use your phone to make personal calls in class or use any technology to use social media in class. Do not answer your phone in class. If you believe you are receiving an emergency call, please step outside to take it.

STUDENT SUCCESS

To be successful:

- attend each class
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Student Resources](#)

POLICIES & PROCEDURES

Attendance Policy: The attendance in ZOOM meeting requires that you keep the video on at all times during the class. Fail to be available on ZOOM for both audio and video during classes will be considered as absences.

Attendance and participation for the duration of the class period is mandatory. If you have more than 3 absences (unexcused), your final grade will be lowered 1/3 grade for each subsequent absence (i.e. B to B-). You should notify me by email prior to absence if possible and provide doctor's note where applicable. Repeated tardiness and leaving class early will be recorded, and as a result, your final grade will be lowered. It is the student's responsibility to keep track of his/her absences.

- **Excused absence policy:** Excused absences related to religious observances/practices in accord with [ACD 304-04](#), "Accommodation for Religious Practices." Students may be excused for the observance of religious holidays. Students should **notify the instructor at the beginning of the semester** about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments. Excused absences related to university sanctioned activities in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities." Students required to miss classes due to university sanctioned activities will not be counted absent. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor **BEFORE** the absence to arrange for this accommodation.

- Line-of-duty absence and missed assignment policy:
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities shall have the opportunity to make up the coursework in accordance with SSM 201-18 Accommodating Active Duty Military Personnel. This accommodation also applies to spouses who are the guardian of minor children during line-of-duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the Pat Tillman Veterans Center of their activation and then the instructor to discuss options.
- Excused absences apply for all tasks. Excused absences include:
 - ✓ Personal illness (documented)
 - ✓ Unexpected personal emergencies such as death of an immediate family member (documented)
 - ✓ University duty (documented)
 - ✓ Jury duty or other similar court obligation (documented)
 - ✓ Military duty and/or assignment (documented)
- Absences that will NOT be considered include but are not limited to:
 - ✓ A previously scheduled personal obligation such as a family reunion or trip
 - ✓ Personal obligations prior to or after an official holiday
 - ✓ Job or work obligations
 - ✓ Attending a wedding (even your own)
 - ✓ Workload in other courses
 - ✓ Not having the course textbook
 - ✓ A computer virus, internet failure, computer crash or other similar computer-related issue
 - ✓ Care or the death of a pet
- **Instructor Absence Policy:** Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

Academic Integrity and Student Honor Code: The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states:

"We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU's Honor Code, and in light of that duty, We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University."

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>):

"[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments."

This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to

contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

Student Conduct: ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University.

Copyright: Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304-06, "Commercial Note Taking Services" for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

Statement on Face Coverings on ASU Campuses: Effective immediately at Arizona State University, face coverings will be required for all employees, students and visitors while in buildings. Face coverings will also be required in outdoor community spaces where social distancing isn't possible. Examples of outdoor community spaces include garages and parking lots, ASU shuttles, bicycle racks and sidewalks. <https://eoss.asu.edu/health/announcements/coronavirus>

Threatening or disruptive behavior: Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02). For more information please visit: <https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and <https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

Withdrawal: If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

Special Accommodations: Your instructor will make any reasonable adaptations for limitations due to any disability documented with the DRC, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#> ; Phone: (480) 965-1234; TDD: (480) 965-9000). Students

who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website for eligibility and documentation policies (<https://eoss.asu.edu/drc>). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

Title IX and Mandated Reporter Policy: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Policy on Sexual Discrimination: Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

STUDENT SERVICES & RESOURCES:

You will find a list of student resources at: <https://eoss.asu.edu/resources>. Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

- **Novel Coronavirus Information and Updates:**
You will find information and Frequently Asked Questions here:
<https://eoss.asu.edu/communityofcare>
You will find Novel Coronavirus updates and announcements here:
<https://eoss.asu.edu/health/announcements/coronavirus>
- **Non-emergency Student Care process:** If you are concerned for a your own or a fellow student's well-being, please review the information and complete the form at:
<https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process> and the HIDA Care Team will reach out. FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)
- **Academic Calendar and Important Dates:** The academic calendar can be found here:
<https://students.asu.edu/academic-calendar>

FALL 2020 EDS 301 - Sustainable Community Design + Practice

Instructor: Dr. Chingwen Cheng, PLA, LEED AP

TA: Atziry Madera Sabido, MArch Candidate

Course Schedule (9/22/20 updated)

Date	Course Contents	Reading Assignments	Material Due Today
Wk 1 Introduction			
Aug 20		UN SDG11 Sustainable Cities and Communities https://www.un.org/sustainabledevelopment/cities/ H.Res.109 The Green New Deal https://www.congress.gov/bill/116th-congress/house-resolution/109/text The Green New Deal Superstudio https://www.lafoundation.org/take-action/green-new-deal/superstudio How to read an academic journal article How to write a critical reflection	Course Survey
Wk 2 Climate Change and Justice Framework			
25	Smart Growth and Climate Change	<i>What is climate change mitigation? What is adaptation? How to integrate climate change into design process and products?</i> 1. EPA Smart Growth and Climate Change. https://www.epa.gov/smartgrowth/smart-growth-and-climate-change	reading notes
		2. Ch14, Bulkeley, H., Broto, V.C., & Edwards, G. "Towards Low Carbon Urbanism" in Wheeler, S. M., & Beatley, T. (Eds.). (2014). Sustainable Urban Development Reader	reading notes
27	Just environments	<i>What is the role of environmental design play for creating just environments in both design process and products?</i> 3. Ch30, Bullard, B. "People-of-Color Environmentalism." in Wheeler, S. M., & Beatley, T. (Eds.). (2014). Sustainable Urban Development Reader 4. Ch32, Perlman, J.E. & O'Meara Sheehan, M. "Fighting Poverty and Environmental Injustice in Cities" in Wheeler, S. M., & Beatley, T. (Eds.). (2014). Sustainable Urban Development Reader Equity Design case studies https://www.buildinggreen.com/feature/equity-design-and-construction-seven-case-studies	reading notes reading notes
Wk 3 Land			
Sep 1	formal settlement	5. York, A., Tuccillo, J., Boone, C., Bolin, B., Gentile, L., Schoon, B., & Kane, K. (2016). Zoning and Land Use: A Tale of Incompatibility and Environmental Injustice in Early Phoenix. Journal of Urban Affairs, 36(5), 833–853. https://doi.org/10.1111/juaf.12076	reading notes
3	Informal settlement	6. Vertigans, S., & Gibson, N. (2019). Resilience and social cohesion through the lens of residents in a Kenyan informal settlement. Community Development Journal. https://doi.org/10.1093/cdj/bsz012	reading notes
Wk 4 Transportation and Energy			

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Course Schedule (9/22/20 updated)

Date	Course Contents	Reading Assignments	Material Due Today
8	Accessibility, mobility, complete street	7. Dowling, R. (2016). Applying performance-based practical design methods to complete streets: a primer on employing performance-based practical design and transportation systems management and operations to enhance the design of complete streets . U.S. Department of Transportation, Federal Highway Administration.	reading notes
10	Energy	8. Austin, S. (2017). Can we get to zero? LA Magazine 9. Ch27, Brown, L. "Harnessing Wind, Solar, and Geothermal Energy" in Wheeler, S. M., & Beatley, T. (Eds.). (2014). Sustainable Urban Development Reader	reading notes Assign1: Wk2-4 #1-9 Reading Reflection
Wk 5 Food and Waste			
15	Food systems, Urban Ag	10. Apparicio, P., Cloutier, M., & Shearmur, R. (2007). The case of Montréal's missing food deserts: evaluation of accessibility to food supermarkets. International Journal of Health Geographics, 6(1), 4–4. https://doi.org/10.1186/1476-072X-6-4	reading notes
17	Wastewater, waste management	11. Ch26, Girardet, H. "The Metabolism of Cities" in Wheeler, S. M., & Beatley, T. (Eds.). (2014). Sustainable Urban Development Reader	reading notes
Wk 6 Water			
22	One Water	12. p97-112. Novotny, V., Ahern, J., & Brown, P. (2010). Water centric sustainable communities planning, retrofitting, and building the next urban environment. Wiley.	reading notes
24	Flooding and stormwater management	13. Favaro, A. & Chelleri, L. (2018). Ch15-The Evolution of Flooding Resilience: The Case of Barcelona. In Smart, resilient and transition cities: Emerging approaches and tools for a climate-sensitive urban development. Elsevier.	reading notes
Wk 7 Planned Community Design integrating Green Infrastructure			
29	design steps	14. p27-47, Ch5. Arendt, R., & Harper, H. (1996). Conservation design for subdivisions : a practical guide to creating open space networks . Island Press.	reading notes
Oct 1	design examples	15. p57-111 Ch7. Arendt, R., & Harper, H. (1996). Conservation design for subdivisions : a practical guide to creating open space networks . Island Press.	Assign2: Wk5-7 #10-15 Reading Reflection
Wk 8 Mid-Term Presentation			
6	10 mins each, 7 groups		
8	10 mins each, 7 groups		
Wk 9 Place-Making & Place-Keeping			
13	Place-Keeping: Prof. Dalla Costa, ASU	16. Dalla Costa, W. (2018). Indigenous placekeeping: campus design + planning. Arizona State University.	reading notes
15	Place-Making, Housing: Prof. Meagan Ehlenz, ASU	17. Gentrification and Neighborhood Revitalization: WHAT'S THE DIFFERENCE? https://nlihc.org/resource/gentrification-and-neighborhood-revitalization-whats-difference	reading notes
Wk 10 Environmental and Climate Justice			

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Course Schedule (9/22/20 updated)

Date	Course Contents	Reading Assignments	Material Due Today
20	Environmental justice: Prof. Anne Taufen, Uni. of Washington, Tacoma	18. Mohai, P., Pellow, D., & Roberts, J. (2009). Environmental Justice. Annual Review of Environment and Resources, 34(1), 405–430. https://doi.org/10.1146/annurev-environ-082508-094348	reading notes
22	Climate justicescape and Planning	19. Cheng, C. (2019). Climate justicescape and implications for urban resilience in American cities. In: Burayidi, M., Twigg, J., Allen, A., & Wamlester, C. (eds), The Routledge Handbook of Urban Resilience (pp. 83-96). New York, NY: Routledge, Taylor & Francis Books.	reading notes
Wk 11 Climate, Health, and Urban Morphology			
27	Healthy community design	20. Ch46, Frumkin, H., Frank, L., & Jackson, R. “Physical Activity, Sprawl, and Health” in Wheeler, S. M., & Beatley, T. (Eds.). (2014). Sustainable Urban Development Reader	reading notes
29	Urban climate design	21. Kleerekoper, L. (2016). Urban Climate Design: Improving thermal comfort in Dutch neighbourhoods. A+BE: Architecture and the Built Environment. 6. 10.7480/abe.2016.11.	Assign3: Wk9-11 #16-21 Reading Reflection
Wk 12 Vulnerable and Resilient Communities			
Nov 3	Design for vulnerability	22. Cipolla, C. (2018). Design for Vulnerability: Interpersonal Relations and Design. The Journal of Design, Economics, and Innovation. (4)1, 111-122	reading notes
5	Local economy resilience: Prof. Yekang Ko, University of Oregon	23. Climate resilient economy https://www.epa.gov/sites/production/files/2016-05/documents/planning-framework-climate-resilient-economy-508.pdf	reading notes
Wk 13 Design with Communities			
10	Connect before collabora	24. p73-100. Ch3. in Jones Allen, D., Hester, R., Hou, J., Lawson, L., McNally, M., & de la Pena, D. (2017). Design As Democracy: Techniques for Collective Creativity. Island Press. https://doi.org/10.5822/978-1-61091-848-0	reading notes
12	Leverage power	25. p261-285. Ch9 in Jones Allen, D., Hester, R., Hou, J., Lawson, L., McNally, M., & de la Pena, D. (2017). Design As Democracy: Techniques for Collective Creativity. Island Press. https://doi.org/10.5822/978-1-61091-848-0	reading notes
Wk 14 Making Design Accountable for Sustainability, Equity, Resilience			
17	Ecocity	26. p539-593. Ch XI. Ecocity Case Studies and Evaluations. In Novotny, V., Ahern, J., & Brown, P. (2010). Water centric sustainable communities planning, retrofitting, and building the next urban environment. Wiley.	reading notes
19	Measuring Social Impacts	27. Measuring the Civic Commons https://civiccommons.us/app/uploads/2018/01/Measuring-the-Civic-Commons.pdf	Assign4: Wk12-14 #22-27 Reading Reflection

FALL 2020 EDS 301 - Sustainable Community Design + Practice

Instructor: Dr. Chingwen Cheng, PLA, LEED AP

TA: Atziry Madera Sabido, MArch Candidate

Course Schedule (9/22/20 updated)

Date	Course Contents	Reading Assignments	Material Due Today
Wk 15 Pandemic Urbanism			
24		<p><i>How COVID-19 influence the social + ecological community?</i></p> <p>28. Zellmer, A. J., E. M. Wood, T. Surasinghe, B. J. Putman, G. B. Pauly, S. B. Magle, J. S. Lewis, C. A. M. Kay, and M. Fidino. 2020. What can we learn from wildlife sightings during the COVID-19 global shutdown? <i>Ecosphere</i> 11(8): e03215. 10.1002/ecs2.3215</p> <p>29. The Dirt: https://dirt.asla.org/2020/06/30/how-will-the-pandemic-impact-the-built-environment/</p>	<p>(bring reading notes to class, no need for submission)</p> <p>reading notes</p> <p>reading notes</p>
26	No class	Thanksgiving Holidays	Enjoy!
Wk 16 Final Presentation			
Dec 1	10 mins each, 7 groups		
3	10 mins each, 7 groups		Course evaluation
4	Virtual Exhibition TBD		Assign 5: Group Project

FALL 2020
EDS301 - Sustainable Community Design and Practices

The Green New Deal Superstudio Assignment

Project statement:

The entire class works collaboratively as a whole to conduct rigorous research, apply knowledge learned in this course and skills learned from the Environmental Design program, and document a case study for the Central City South neighborhoods in Phoenix, Arizona, which illustrates how Sustainable Community Design can achieve the Green New Deal to address critical challenges on **climate change, health, wealth, and justice** in local communities.

Reference:

The Green New Deal Superstudio (LAF 2020)

Structure:

The class is divided into 12 groups (a minimum of 5 and maximum of 6 people per group). Each group is assigned to one topic:

1. Land systems: land history, ownership, zoning and land use change overtime
2. Community participatory systems
3. Transportation systems
4. Water systems-water conservation, stormwater and flooding management
5. Energy systems:
6. Food systems:
7. Waste management systems-
8. Parks and recreation systems:
9. Health and risk management systems: medical services, heat shelters, emergency responses, warning systems, disasters recovery
10. Economic systems: local economy
11. Cultural assets
12. Urban and landscape design

Study Area:

(map credit: Phoenix Revitalization Corporation <http://phxrevitalization.org/>)

This site is due south of downtown Phoenix. The south of the railroad is an area that experienced segregated zoning and systemic racism. This neighborhood has been dominated by multiple minority groups. The neighborhood has experienced air pollution, a lack of urban greening, and exposed to urban heat. Currently, due to the expansion of downtown Phoenix, the neighborhood is experiencing gentrification. There are multiple challenges facing the future of this community to be just and sustainable for current and future generations.

Central City South Neighborhoods



Tasks and Instructions:

Mid-Term Presentation

Task 1. The state of knowledge of the community in your topic: historical and current patterns, site analysis, identify opportunities and constraints of the community of your topical area

Task 2. Best practices: conduct case studies and literature reviews to summarize the best practices for sustainable community design and development in your topic area

Format:

Each group should prepare a PowerPoint or PDF slides and have 10 minutes to present in class. PowerPoint for PDF files should be submitted on Canvas per group.

Final Presentation:

3. Recommendations: develop propose community design and development ideas for sustainable and resilient design in your topical area while achieving just environments and coping with climate change.

Format:

Each group should complete the final deliverables (see Assignment 5 for more details of 3 posters plus the additional project statement of 250 words max) and use those as presentation material in class. Each group has a maximum of 10 minutes to present.

Course Assessment:

Inquiry: Students are expected to conduct both field research and literature review, visit the site and conduct site inventory and analysis, applying systems thinking and critical inquiries to synthesize information. At the end of the first task, students are expected to present evidence-

based argument for opportunities and constraints in the community related to their respective group topical research areas. Then students are expected to search the best practices and ask critical questions for how they plan to address the challenges that the community is facing and opportunities to enhance sustainability and resilience of the community.

Collaboration: This assignment is a team work based. The group working ethics and collaboration is part of the evaluation. In the first week's of group project, the first assignment for the group is to set up a charter for how the group members intend to collaborate. Peer-reviewed assessment will be performed after both mid-term and final presentations to gauge individual's performance in the group. Additionally, instructors will join each of the in-class group breakout discussion to observe communications and dynamics within each group.

Innovation: At the end of the task 3, students are expected to brainstorm and collaborate with group members and develop innovative solutions and recommendations for addressing issues identified in task 1 and apply potential best practices identified in task 2. The presentation and boards provide tools for students to assemble ideas and communicate effectively both orally and visually.

Engagement: The study area of this assignment is a diverse neighborhood with rich history of various cultures as well as suffering from systemic racism and institutional injustice. At the end of the course, students will have the ability to integrate systems thinking connecting community issues across multiple temporal and spatial scales. Learning from the history, recognizing the past, examining the current conditions, investigating solutions to plan for sustainable futures with communities.

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