DRAFT

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URPL4000: Sustainable Urban Planning
Department of Planning & Design, College of Architecture and Planning
University of Colorado Denver
COURSE SYLLABUS

Instructor Name: Carrie Makarewicz
Instructor Office: Room 513
Instructor Phone: 303.315.1008
Instructor Email: carrie.makarewicz@ucdenver.edu
Office Hours: [TBD]
Term: Fall 2016
Class Meeting Days: Tu/Th 12:30p-1:45p
class Location: [TBD]

NOTE: This syllabus is subject to change based on the learning needs identified throughout the course and speaker availability.

COURSE OVERVIEW

UNIVERSITY COURSE CATALOG DESCRIPTION
Covers the multidisciplinary practice of urban planning, focusing on concepts, policies, and tools to plan sustainably at multiple scales; site, neighborhood, city, and region, using lecture, discussion, and applied learning through lectures, discussion, in-class field exercises and workshops, case studies, and interactions with guest practitioners.

COURSE OVERVIEW
This course examines the multidisciplinary practice of urban planning through the specific methods, tools, and concepts for planning more holistically and sustainably at multiple scales; site, neighborhood, city and region. These include traditional as well as state-of-the-art programs and implementation techniques for urban design, housing, public facilities, transportation, open space, water use, and alternative energy. Through lecture, discussion, research, field work, and guest speakers, students will consider how these approaches vary and which ones have the greatest potential and feasibility to improve the sustainability of urban places. In studying the challenges to implementation and feasibility, students will learn about the political, financial, and democratic constraints that planners face as they try to promote behavioral changes among individuals, institutions, and market actors. Theories of change and policy movements regarding innovation, social entrepreneurship, civic technology, and tactical urbanism will provide insight to these challenges. The course should be of interest to students interested in learning real world strategies within the context of societal and environmental challenges through engaged dialog, hands on learning, and group and independent exploration.

Lectures, discussions and guest speakers will generally take place on Tuesdays. Thursdays will be reserved for in-class workshops, field trips and observations of the built environment.
COURSE GOALS AND LEARNING OBJECTIVES

COURSE GOALS
The course goals are to:

- develop working definitions of key ideas, concepts, and terms involved in sustainable urban planning;
- foster an open, participatory, and enjoyable learning experience using a variety of applied learning techniques and resources;
- promote the capacity for engagement as citizens or professionals in processes that support sustainable practices, including environmental sustainability, social equity, community development, neighborhood planning, and public infrastructure investment;
- promote the capacity to engage in problem identification, problem solving, and arguments around a core of contemporary city planning and societal issues related to urban sustainability;
- build an understanding of the range of issues that affect the planner’s ability to implement sustainable programs and tools, including cultural differences, economics, financial resources, human behaviors, demographics, and political perspectives;
- build an understanding of how planners respond to these issues by combining tools or methods, citizen participation, personal knowledge, technical expertise, financial resources, and political processes to develop plans with specific goals, objectives, and actions to address the social, economic, and environmental aspects of a community; and
- describe examples of a range of traditional and state-of-the-art tools, methods, and policies used in sustainable urban planning practice.

LEARNING OUTCOMES
Upon completion of this course, the student should be able to:

- perform quality, academic and hands-on research on a set of sustainable planning tools and policies, and share learning with colleagues through an engaging and professional in-class presentation;
- work in teams to identify an implement an approach for studying a proposed solution to an urban planning issue using critical thinking to analyze sources of information that will inform the team’s evaluation, and subsequent communications of the findings to others;
- write a quality professional report summarizing your assessment of a city’s comprehensive plan using a set of criteria to compare a single city to a best practice standard;
- demonstrate competency in explaining various principles, terms, tools, and techniques for sustainable urban planning and debate the merits, potential conflicts, and tradeoffs based on feasibility, equity, and effectiveness in meeting the objectives for the targeted populations and environments;
- recognize the connection of demographics and culture to topics of sustainable urban planning, including social mobility, livability, affordable housing, transportation choice, resource consumption, ecological systems, public health, and workforce development; and
- define, describe, and critique the roles and relationships of various public, private, and nonprofit institutions and systems in promoting sustainable urban planning and implementation.

COURSE PREREQUISITES
There is one prerequisite for this course, Writing Composition I. The course is open to juniors and seniors in all majors.
COURSE CREDITS
3 credits

REQUIRED TEXTS AND MATERIALS
This course incorporates a variety of reading material from books, journal articles, and reports written by researchers, advocates, and governments. These various sources provide a range of perspectives that must be considered when reading the material.

Students need to complete the assigned readings and be prepared to discuss them for class each week. Most of the materials are available as e-books through the Auraria library and the course Canvas shell. However, there is one text that must be purchased online, a technical report from the American Planning Association, www.planning.org:


Select chapters will be assigned from the following ebooks available through the Auraria Library.


COURSE SCHEDULE
The course schedule is subject to change based on availability of speakers and student needs and we progress through the course.

<table>
<thead>
<tr>
<th>WEEK: DATE</th>
<th>TOPIC</th>
<th>GUEST LECTURERS</th>
<th>ASSIGNMENTS, WORKSHOPS, AND FIELD WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 8.22</td>
<td>Concepts of sustainability in urban planning practice</td>
<td></td>
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<tr>
<td>2: 8.29</td>
<td>Challenges of sustainable urban planning / Critical planning</td>
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<tr>
<td>3: 9.05</td>
<td>Sustainable tools: Transportation</td>
<td>Prof. McAndrews, Planning Dept.</td>
<td>Jurisdiction and recent comprehensive plan for paper</td>
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<tr>
<td>4: 9.12</td>
<td>Sustainable tools: Housing and Neighborhoods</td>
<td>Jeremy Durham, Boulder Hsg. Partners</td>
<td>Mixed-use affordable housing field trip</td>
</tr>
<tr>
<td>6: 9.26</td>
<td>Sustainable tools: Energy and Broadband</td>
<td>Prof. Tory, Planning Dept.</td>
<td>Draft paper due</td>
</tr>
<tr>
<td>7: 10.03</td>
<td>Sustainable tools: Job creation and workforce development</td>
<td>9 to 5, FRES &amp; Katrina Wirt from RTD-WIN</td>
<td>Team tool or policy selection Field trip on Job training program</td>
</tr>
<tr>
<td>8: 10.10</td>
<td>Sustainable tools: Local economies</td>
<td>Megan Davenport, Denver Shared Spaces</td>
<td>(comments on paper returned) Field trip to RiNo Arts District</td>
</tr>
<tr>
<td>9: 10.17</td>
<td>Sustainable tools: Water</td>
<td>TBD</td>
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<tr>
<td>10: 10.24</td>
<td>Sustainable tools: Parks, open, and green space</td>
<td>Denver Parks &amp; Rec</td>
<td>Park observation</td>
</tr>
<tr>
<td>11: 10.31</td>
<td>Implementation strategies: Government and Resident Capacity</td>
<td>Rocky Piro, CCSU</td>
<td></td>
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<tr>
<td>12: 11.07</td>
<td>Implementation strategies: Funding, Incentives, and Design</td>
<td>Prof. Rumbach</td>
<td>Teams submit background readings on their tool or policy</td>
</tr>
<tr>
<td>13: 11.14</td>
<td>Monitoring and evaluation: Indicator programs</td>
<td>Jonthan Wachtel, Lakewood, CO</td>
<td>Final paper due</td>
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<tr>
<td>14: 11.21</td>
<td>Fall Break</td>
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<tr>
<td>15: 11.28</td>
<td>Team presentations on sustainable policies or tools</td>
<td></td>
<td>Team presentation with background notes</td>
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<tr>
<td>16: 12.5</td>
<td>Team presentations on sustainable policies or tools</td>
<td></td>
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<tr>
<td>17: 12.10</td>
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READING SCHEDULE

**WEEK 1: 08.22 – CONCEPTS OF SUSTAINABILITY IN URBAN PLANNING PRACTICE**


**WEEK 2: 08.29 – CHALLENGES OF SUSTAINABLE URBAN PLANNING / CRITICAL PLANNING**


**WEEK 3: 09.05 – SUSTAINABLE TOOLS AND POLICIES: TRANSPORTATION**


**WEEK 4: 09.12 – SUSTAINABLE TOOLS AND POLICIES: HOUSING AND NEIGHBORHOODS**


**WEEK 5: 09.19 - SUSTAINABLE TOOLS AND POLICIES: URBAN DESIGN**


**WEEK 6: 09.26 – SUSTAINABLE TOOLS AND POLICIES: ENERGY AND BROADBAND**

SF Connected. Broadband strategy for Senior Residents. City of San Francisco, CA.

**WEEK 7: 10.03 – SUSTAINABLE TOOLS AND POLICIES: JOB CREATION AND WORKFORCE DEVELOPMENT**


**WEEK 8: 10.10 – SUSTAINABLE TOOLS AND POLICIES: LOCAL ECONOMIES**


**WEEK 9: 10.17 – SUSTAINABLE TOOLS AND POLICIES: WATER**


**WEEK 10: 10.24 – SUSTAINABLE TOOLS: PARKS, OPEN, AND GREEN SPACE**


**IN CLASS:** Hannah Ranch the Movie.

**WEEK 11: 10.31 – IMPLEMENTATION STRATEGIES: GOVERNMENT AND RESIDENT CAPACITY**


Readings on Tactical Urbanism

**WEEK 12: 11.07 – IMPLEMENTATION STRATEGIES: FUNDING, INCENTIVES, DESIGN**


**WEEK 13: 11.14 – MONITORING AND EVALUATION: INDICATOR PROGRAMS**


**Week 14: 11.21 – Fall Break – No Class**

**Week 15: 11.28 – Sustainable Tools and Policies: Evaluation of Practice, Part I**
Teams will submit background reading about the tools they evaluated for other students in the course.

**Week 16: 12.05 – Sustainable Tools and Policies: Evaluation of Practice, Part II**
Teams will submit background reading about the tools they evaluated for other students in the course.
EVALUATION: ASSIGNMENTS AND GRADING

ASSIGNMENTS

1. **Comparative analysis paper on a comprehensive plan (10 pages, double spaced, including graphics and references):** You will write a technical research report of the findings from your analysis of a comprehensive plan from a US jurisdiction. To select a plan, you will first review the four model plans developed with APA’s “Sustaining Places: Best Practices for Comprehensive Plans” program; Austin, TX, Norfolk, VA, Raleigh, N.C., and Rock Island, IL. Using these model cities as the guide, identify a jurisdiction that is comparable to one of the four places in size, economy, or demographics. To assess the quality of the jurisdiction’s plan, you will use two comparative methods. First, you will score your jurisdiction’s plan using the APA Sustaining Places Comprehensive Plan Scoring Analysis tool. Second, you will assess the format, content, goals, objectives, public input, and implementation strategies to the comparable model plan and the Best Practices guide. Using the outcomes of the scoring and comparison processes, you will write an analytical paper that describes your jurisdiction, its plan, your methods, assumptions, data, results, and conclusion. You should follow the format of a traditional research paper, including introduction of your case, objectives and research questions, background or related materials, methods, data, findings, conclusions, recommendations, and references.

**Due Dates:** Selected jurisdiction and plan name is due 08/29. Draft paper is due 09/26. Comments on composition, argument, evidence, and preliminary conclusions returned by 10/10. The final version is due November 14th.

<table>
<thead>
<tr>
<th>Grading Rubric: Individual Term Paper: Comparative Analysis of a Comprehensive Plan</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of comprehensive planning and best practice ideas</td>
<td>Shows an understanding of the objectives of comprehensive planning and what constitutes a quality comprehensive plan for sustainability (36-40 points)</td>
<td>Discusses the goals of comprehensive planning goals successfully, but is less successful presenting the difference between the general goals and best practices for sustainable comprehensive plans (28-35 points)</td>
<td>The discussion of comprehensive planning ideas does not meet standards of professionalism (≤27 points)</td>
</tr>
<tr>
<td>Quality of analysis (scoring and comparison to the other plan, use of appropriate materials and evidence)</td>
<td>Shows reasoning, describes methods and assumptions, makes explicit claims, and provides convincing evidence, more analytical than descriptive (27-30 points)</td>
<td>The argument is based on reasoning and evidence, but methods are not well-described, claims are not always clear to the reader, and the essay is more descriptive than analytical (21-26 points)</td>
<td>The argument lacks reasoning, does not incorporate methods, does not make claims, does not provide evidence and is not convincing (≤ 20 points)</td>
</tr>
<tr>
<td>Quality of composition</td>
<td>Author writes with the reader’s needs in mind, no copy editing is needed, successful communication of the argument, method, findings, conclusion, and recommendations (27-30 points)</td>
<td>The author does not write with the reader in mind. The main ideas are in the text, but the paper needed another revision to make the findings and conclusions clear to the reader, and it could use additional copyediting (21-26 points)</td>
<td>Does not qualify as professional analysis or writing (≤ 22 points)</td>
</tr>
<tr>
<td>Total Points</td>
<td>90-100 points</td>
<td>70-89 points</td>
<td>≤ 69 points</td>
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</table>
2. **Group analysis and presentation on the outcomes from the implementation of a sustainable planning tool or policy used in two or more cities** (15 minutes presentation, 5 min Q&A): Student groups will select one of the planning tools studied in class, or another tool or policy with approval by the instructor, to analyze in terms of its challenges and benefits toward sustainability. The group will collect relevant qualitative and quantitative data from primary and secondary data sources, including Census or other data, reports, and interviews conducted by student group members, to assess how and whether the tool or policy has achieved its intended goals. Prior to fall break, each team will submit short readings to canvas for other students to read before the in-class presentation. The presentation should include background information, including the logic or theory supporting the tool, how the tool has been implemented in at least two places, methods for analyzing its effectiveness, the role of context in the success and evaluation of the tool, results of the analysis, interpretation or reasoning for findings, whether and how this tool could be improved, and whether it should be replicated in other places.

Due: Background readings due 11/07 on Canvas. Presentations with background notes are due November 28th on Canvas. Groups will present during class the weeks of November 28th and December 5th.

<table>
<thead>
<tr>
<th>Grading Rubric: Group Presentation on a Planning Tool or Policy</th>
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<tbody>
<tr>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>Mastery of Tool or Policy</td>
</tr>
<tr>
<td>Quality of analysis and resources for analysis</td>
</tr>
<tr>
<td>Quality of presentation</td>
</tr>
<tr>
<td>Response to audience questions</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
</tr>
</tbody>
</table>

3. **Weekly reading responses** *(8 responses between weeks 2 and 14 to be selected by the student)*:
Students will submit commentaries on Canvas no later than 12:00 pm on Monday to allow everyone
one day to read them before class, and even comment on another student’s commentary. Comments should review new concepts and terms explained in the readings, and provide reflection on the relevance of the readings to sustainable urban planning. Students should also evaluate the source of the information and whether the author has an agenda, particular perspective, and adequate evidence to support the argument. The instructor will select a few commentaries as prompts for reading/discussion exercises. Also, students may be randomly called upon to share their observations and questions.

There is no rubric for this assignment. Commentaries that use critical thinking and are submitted on time receive full credit. No credit is given for a simple summary of the readings.

4. **Attendance and Engagement**: You are expected to attend each class, come prepared to discuss the relevant material, and participate in class or small group discussions or working sessions.

<table>
<thead>
<tr>
<th>Grading Rubric: Attendance and Participation</th>
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</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>Demonstrating engagement during class sessions, 15 total, 3 points each</td>
</tr>
<tr>
<td><strong>Good</strong></td>
</tr>
<tr>
<td>Is present for class, does not disrupt others’ learning, but does not contribute regularly to in-class learning activities or use critical thinking in asking or responding to questions</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Presence may not be regular, and participation or other activities regularly disrupts others’ learning</td>
</tr>
</tbody>
</table>

**Total Points**

- Excellent: 40-45 points
- Good: 36-39 points
- Poor: <39 points

**BASIS FOR FINAL GRADE**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual paper on a comprehensive plan analysis</td>
<td>100</td>
<td>38%</td>
</tr>
<tr>
<td>Group analysis of a sustainable planning tool</td>
<td>80</td>
<td>30%</td>
</tr>
<tr>
<td>Reading responses and questions (8, 6.25 points each)</td>
<td>40</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance and engagement (15, 3 points each)</td>
<td>45</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>265</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

- 94-100: A
- 90-93: A-
- 87-89: B+
- 84-86: B
- 80-83: B-
- 77-79: C+
- 74-76: C
- 70-73: C-
- 67-69: D+
- 64-66: D
- 60-63: D-
- 0-59: F

**GRADE DISSEMINATION**

Graded tests and assignments in this course will be returned via the Canvas course shell. You can access your scores at any time within the Canvas gradebook. At the end of the semester, you will be able to access your grades through UCDAccess. All web grading information can be found at www.ucdenver.edu/student-services/resources/registrar/faculty-staff/
COURSE PROCEDURES

XIII. Course Policies

Grades and Assignments
Grading of assignments will be based primarily on the quality and depth of the work presented, but organization, composition, and presentation (editing, spell checking) will also be taken into account. See the detailed rubric for each assignment. Final grades will be based on the total number of points earned on the assignments listed in the Assignments section.

Assignment Deadlines: Students are expected to turn in all assignments on time using Canvas (see schedule). Late assignments will be marked down by 10% each day past the deadline that the assignment is not turned in, unless you pre-arrange an approved extension with the instructor. Extensions will be based on the University policy for excused absences and extenuating circumstances, including documented illness, documented family emergencies, and military activation. Conflicts with due dates for other courses is not considered an excuse. If you have an emergency that impacts your work, contact the instructor as soon as possible. If you have other, more predictable conflicts such as family obligations, religious observances, planned trips, etc. then you typically should turn in your assignments and exams ahead of the conflict, unless this is not possible due to the nature of the assignment or the timing of the conflict. In this case, please contact the instructor to work out an alternative submission date.

Assignment Instructions: Detailed instructions on all assignments are posted on Canvas. Assignments are graded with a rubric posted to Canvas for the respective assignment. If you need further input on an assignment beyond the rubric, you may discuss your needs during office hours or by email.

Group Work: Everyone will be a part of a group to complete the assignment on a sustainable tool evaluation. All members of a group will receive the same score for 90% of the assignment credit. The final 10% is individual, and refers to your teamwork. Each person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Once formed and agreed upon, groups cannot be altered or switched, except for reasons of extended hospitalization.

Incomplete Grades: Only under extreme circumstances will a grade of “Incomplete” be issued and those grades will be issued in accordance to university and college criteria. If you feel you are struggling, you should meet with the instructor as early in the semester as possible to discuss options. The instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the time allowed or the “I” will automatically be recorded as an “F” on your transcript.

Academic Honesty
Education at the University of Colorado Denver and in the College of Architecture and Planning (CAP) depends on honesty and integrity, as well as appropriate conduct. CAP students are required to follow the Student Code of Conduct and the Honor Code. Please refer to http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/discover/Documents/HonorCode-GraduateStudents-Fall2009.pdf for details.

Accommodations
Any student who needs, or who may need, accommodations due to a disability should speak with the instructor as soon as possible, and should contact the Disability Resources and Services Office on campus to arrange accommodations. See http://www.ucdenver.edu/studentservices/resources/disability-resources-services/accommodations/Pages/accommodations.aspx for more details.

**Attendance**
This course is structured around class discussion. Therefore attendance and participation of each student is vital for all students’ learning outcomes. Not only is attendance required, it contributes toward your final grade. For exceptions to this policy, please refer to the University’s policies on excused absences, emergency absences, and religious observances at: http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf. Should you have a documented illness, a family emergency, sports, or religious activities, please let me know as soon as possible (preferably in advance) to be excused without penalty. Medical excuses must include a doctor’s note. Excused absences are at the instructor’s discretion and will follow university requirements for attendance. Participation is critical to achieving a good grade. Students should be prepared to be called upon by the instructor with questions from the readings. If you are not prepared to make an attempt to answer the question, your participation grade will reflect your lack of preparation for class discussions. Attendance will be taken by passing an attendance class in each class session.

**XIV. COURSE POLICIES: TECHNOLOGY AND MEDIA**

**Email:** For course matters, please contact me via the Inbox feature in Canvas. This will ensure that I have our email conversations recorded in the course grading tool, if it becomes necessary to reference them. If you need to contact me quickly and cannot access Canvas, you may send an email directly to my university email account, carrie.makarewicz@ucdenver.edu. Please ensure that your Canvas email is set to forward Announcements, Canvas Updates, and Email messages from Canvas to the email you check regularly either ASAP or daily. Use the Canvas Account/Settings section to update your email and Account/Notifications section to make sure you will receive timely information about the course. You should check your email at least daily to ensure you are not missing important announcements.

**Canvas:** All course information will be posted to Canvas, including readings, due dates, assignment instructions, the syllabus, assignment grading, group information, etc.

**Laptop and Mobile Device Usage:** You may use your laptop during class if that is how you take notes. However, you should not be looking at the internet, email, etc. The use of laptops by some students, especially when those students are browsing the internet and not paying attention to class, is very distracting to other students and the instructor. Mobile devices must be silenced during classroom time.