

**SAN JOSÉ STATE UNIVERSITY**  
**URBAN AND REGIONAL PLANNING DEPARTMENT**  
**URBP 241 SEC. 82: PLANNING SUSTAINABLE CITIES (2 UNITS)**  
**FALL 2021**

**Instructor:** Dr. Charles Rivasplata  
**Zoom Link:** <https://sjsu.zoom.us/j/88226081447?pwd=SzhiMjBCeXovRTk0T2NySVA0dUxtdz09>  
**Telephone:** 415-656-6844  
**E-mail:** [charles.rivasplata@sjsu.edu](mailto:charles.rivasplata@sjsu.edu)  
**Office Hrs.:** Thursdays when class meets, 6:30-7:30 p.m. (by appointment)  
**Class Time:** Selected Thursdays: 4:00-6:00 pm\* (see dates below)  
**Classroom:** Online instruction  
**Prerequisites:** None

\* 11 meetings: August 19, 26; September 2, 9, 23, 30; October 14, 21; November 4, 18; and December 2

Here is a link to the course Canvas website: <https://sjsu.instructure.com/courses/1433592>

## **Course Catalog Description**

**URBP 241:** An overview of urban sustainability covering topics such as the origins of urban sustainability, tools for sustainability planning, global dimensions of sustainability (including different approaches to planning across world regions), and visions for creating sustainable futures.

## **Course Description and Course Learning Objectives (CLO):**

This course is intended to provide students with a strong grounding in the theoretical paradigm of sustainability, understanding the relationships between human civilization, economic growth, “nature” and the environment. Next, the course will focus on evaluating sustainability principles in action, analyzing how cities and regions across the world have taken actions to embed sustainability principles, policies, and actions into land use planning. A key objective will be to establish the philosophical and ethical tenants of sustainability within each student’s understanding and approach to urban planning with an ability to translate abstract principles driving sustainability into everyday land use planning actions.

Upon successful completion of the course, students will ideally:

- 1) Describe and explain the philosophical foundations underlying modern western society with respect to how we view “the environment” and its relationship with our society and economy.
- 2) Describe and explain how environmental limits and social inequities frame our approach to sustainability.
- 3) Describe and explain the core tenants of sustainability in a concise manner, interweaving the three “E”s that guide sustainability –environment, economy, and equity.
- 4) Describe and explain the modern origins of land use planning and how the regulatory approach of addressing the externalities of land development can serve to implement sustainability objectives.
- 5) Apply and critique sustainability planning tools such as sustainability indicators, ecological footprint analysis, and green building certification.
- 6) Identify subject areas related to urban sustainability such as land use, urban design, transportation, environmental planning, resource use, environmental justice, local economic development, and architecture and building construction practices, and explain how these individual topics fit together.
- 7) Describe and explain natural resource and pollution control factors in planning, as well as how to create sustainable futures.
- 8) Describe and explain urban sustainable development practices used in cities and regions across the world, including those in Europe, Asia, and South America.
- 9) Describe and explain interactions, flows of persons and goods, cultures, and differing approaches to urban sustainability planning across world regions.
- 10) Describe and explain how to effectively communicate sustainability principles to the public and elected officials to inspire action.

## **Planning Accreditation Board (PAB) Knowledge Components**

This course covers the following five PAB Knowledge Components:

- 1d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
- 1e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
- 1f) Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.
- 3c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning and understanding of how to create sustainable futures.

A complete list of the Planning Accreditation Board Knowledge Components can be found at: <https://www.sjsu.edu/urbanplanning/graduate/masters-in-urban-planning/pab-knowledge.php>.

## Required Course Texts

All course readings are either available online or are on Canvas; and TED Talks are available online. Please consult the Course Schedule at the end of the syllabus for week-by-week reading assignments.

## Online Teaching Considerations

This class will be taught entirely online. Key considerations arising from the online delivery mode include the following:

- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible
- Students are encouraged, but not required, to turn on their cameras in Zoom
- We intend to record some classes and post them on Canvas. University policy ([S12-7](#)) requires consent from all individuals who will appear in a class recording. We will poll the class during our first session regarding consent to recording.
- Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings.

## Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
  - o Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - o Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.

- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

## Course Assignments and Grading Policy

Your grade for the course will be based on the following assignments and other class activities:

Assignments and Graded Activities	Due Date(s)	Percent of Course Grade	Course Learning Objectives Covered
Reading Memos (4)	Ongoing	12	All
Class Participation	Ongoing	13	All
Assignment 1	Sep. 9	15	1d, 1f, 3c
Assignment 2	Oct. 14	20	1e, 1f, 3c
Assignment 3	Nov. 18	20	All
Final Term Paper (10 pp.)/Discussion on an aspect of the paper	Dec. 2	20	All

This class only meets eleven times during the semester. As such, each student should make every effort to be in class on a regular basis. If you are sick or have an unavoidable conflict, please notify me in advance by email. All students in the class will be expected to have read the required readings before the start of each class and be ready to discuss the key questions and issues raised. Class discussion is an important component of URBP 241 and thus, reading and participation in class constitute a significant component of the course grade.

Success in this course is based on the expectation that for each unit of credit, students will spend a minimum of 45 hours per semester (normally, three hours per unit per week with one of the hours used for lecture) in class or preparing/studying course-related activities.

### *Sustainability in Action – Three Part Evaluation*

One of your principal class assignments will be a three-part evaluation of sustainability principals in action through the lens of a selected community to study. In these three assignments, described below and on the next page, you will evaluate the principals of sustainability planning by examining:

- (a) the characteristics of the community with respect to resource needs (energy, water, food), their ecological footprint, socio-economic characteristics;

(b) current planning documents adopted by the municipality (or other governing agencies) address long term sustainability in the community with respect to resource needs, environmental constraints, and socio-economic characteristics, and

(c) measures that you would prescribe so that the community is sustainable and resilient.

The course workload will primarily be based on the following activities:

- **Reading Memos/Class Participation**

Students will post on Canvas a one-page summary/reaction memo for one of the assigned readings by 12:00 noon on the following class dates: August 26, September 9, September 30, and November 4. Maximum of 12 points (up to 3 points per memo)

- **Class Participation**

Students will be expected to actively contribute to class discussions throughout the semester and will assist in leading a class discussion in one of the scheduled classes held during the semester. Maximum of 13 points

- ***Assignment 1: Community Summary (Student Assignment – 4 pp. max.)***

This assignment, due on Canvas on September 9 at 4:30 p.m., will identify a community for evaluation – one encapsulated by one government jurisdiction (County, City) that has specific geographic boundaries and community characteristics. It will summarize (a) the characteristics of the community (size, demographics, economic activity) (b) its resource needs and where they come from (power, water, food), and (c) an initial evaluation of the community's environmental “footprint” and socioeconomic characteristics. Maximum of 15 points.

- ***Assignment 2: Planning and Gap Analysis (Student Assignment –4 pp. max.)***

This assignment, due on Canvas on October 14 at 4:30 p.m., will provide a summary of the community's planning documents (General Plan, Zoning, Sustainability Plans, Climate Action Plans) and evaluate how the community addresses long-term sustainability needs. As part of a gap analysis, it will evaluate if these planning documents address the resource needs and socioeconomic issues identified in the Assignment 1. Maximum of 20 points.

- ***Assignment 3: Sustainability Policy / Proposal (Group Paper & Presentation)***

In groups, based on the research and background information acquired from the first two assignments – for one community, you will draft a proposal for a program, policy or tool that you will advocate be adopted by the community to address sustainability needs (due on Canvas on Nov. 18 at 4:30 p.m.). Each group member will be expected to cover a specific area of work. This assignment will include both a report containing research and recommendations, and a 15-minute group presentation on Nov. 18. Maximum of 20 points per student.

- **Term Paper Project** will cover a sustainability theme. The student will e-mail and post on Canvas a medium-length (10-page, double-spaced) term paper on Dec. 2 at 4:30 p.m. and give an informal, 5-minute presentation/discussion on an aspect of the paper (no Powerpoints). A grading rubric for the Final Paper will be provided and a one to two-page

outline of the term paper should be e-mailed to the instructor by September 23. Comparative studies of up to two cases are welcome, as are papers focused on a single issue. Focus the paper on a topic and ensure that there is adequate material on it. Ideally, your paper will feature an introduction (purpose/objectives); a brief (half-page) literature search; description of current policy; a synthesis of the findings in light of urban policies and/or best practices; and a conclusion and/or set of recommendations. Maximum of 20 points

Here are possible subject areas for term paper projects:

1. Sustainable Urban Infrastructure
2. Sustainable Campus Planning
3. Transport, Land Use and Climate Change (e.g., SB 375)
4. Recent Legislation Supporting Sustainable Cities
5. Developing and Implementing Sustainable Targets
6. Designing Sustainable Housing
7. Sustainability and Urban Form
8. Sustainable Public Transport Systems
9. Sustainability and the General Plan
10. Other Subject Areas by Mutual Agreement.

## **Calculation of Final Course Letter Grade**

As indicated in the table above, the final course grade incorporates graded activities. The following scheme will be used to translate each student's total numeric score into a final grade for the course:

A+ (98 to 100); A (93 to 98); A- (90 to 93); B+ (87 to 90); B (83 to 87); B- (80 to 83); C+ (77 to 80); C (74 to 77); C- (70 to 74); D+ (68 to 70); D (66 to 68); D- (63 to 66); F (below 63).

## **Other Grading and Assignment Issues**

All classwork received late will be marked down accordingly.

Reading Memos (5): If received within the first 24 hours after the scheduled 12:00 noon deadline, they will be marked down 0.2 point (from a total of one point per memo). Thereafter, it will be marked down according to the following schedule:

1-4 days late: 0.5 point

4-7 days late: 1.0 point

Over 7 days: no credit given

Assignments 1, 2 and 3: If received within 24 hours of the 4:30 P.M. deadline, it will be marked down 2 points. Thereafter, it will be marked down according to the following schedule:

1-4 days late: 4 points

Over 4 days: 6 points

Final Paper: If received within 24 hours of the 4:30 p.m. deadline on Dec. 2, it will be marked down 2.5 points. Thereafter, it will be marked down according to the following schedule:

1-4 days late: 5 points

4-7 days late: 10 points

No credit given after 7 days

## **Classroom Protocol**

Students are expected to arrive on time to class, be courteous to other students and the instructors and refrain from using a cell phone, texting and the internet in class, except as permitted by the instructors. If you need to be absent, please notify both instructors at your earliest convenience. I recognize that illness, personal emergencies and other legitimate conflicts may occur, however please remember that each class meeting represents a substantial fraction of the total course. Be sure to check with the instructors regarding any materials or information given out at the session you were absent from, and if possible, obtain class notes from a classmate.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>.

## **Academic Integrity Statement, Plagiarism, and Citing Sources Properly**

SJSU's Policy on Academic Integrity states: "Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University." The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Plagiarism is the use of someone else's language, images, data, or ideas without providing proper attribution. It is a very serious offense both in the university and in your professional work. Plagiarism is both theft and lying--you have stolen someone else's ideas, and then have lied by implying that they are your own.

**Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.**

**If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.**

Learning when to cite a source (and when not to) is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See the following pages:

- Overview of plagiarism at [www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://www.indiana.edu/~istd/test.html)

If you still have questions, feel free to talk to the instructors personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

## **Citation style**

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition (University of Chicago Press, 2013, ISBN: 978-0226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the second system, i.e., in-text parenthetical references.

## **Accommodation for Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building is evacuated, please make an appointment with the instructors as soon as possible, or see us during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center or AEC (formerly known as the Disability Resource Center or DRC) to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the AEC website at [www.aec.sjsu.edu](http://www.aec.sjsu.edu).

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Consent for Recording of Class and Public Sharing of Instructor Material**

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

## **Library Liaison**

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera. If you have questions, you can contact her at: [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu) or 408-808-2034.

## **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. To make an appointment or refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

## **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services office is located on the corner of Seventh Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness and related topics. Refer to the current semester's [Catalog Policies](#) section at

<https://catalog.sjsu.edu/content.php?catoid=2&navoid=98>. Add/drop deadlines can be found on the current SJSU academic year calendar document on the SJSU Academic Calendars webpage at: <https://www.sjsu.edu/provost/resources/academic-calendars/index.php>. The Late Drop Policy is available at: <https://www.sjsu.edu/aars/forms-resources/late-drops.php> for undergraduate students and at: <https://www.sjsu.edu/gape/forms/> for graduate students. All students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

**URBP 241 – PLANNING SUSTAINABLE CITIES**  
**FALL 2021**  
**COURSE SCHEDULE**

Special thanks to URBP Lecturer Rob Eastwood for identifying most of the class readings.

Date	Topic	Reading	Memo/Paper Due
Aug. 19, 2021	Introduction	Syllabus; other handouts provided	None
Aug. 26, 2021	Sustainability Theory	<p>1) Wheeler, Stephen B. <i>Planning for Sustainability...</i> 2013. Chap. 1-3. <b>Found at:</b>  <a href="http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=1221513">http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=1221513</a></p> <p>2) Wright, Diana and Meadows, Donella H. <i>Thinking in Systems: A Primer</i>, pp.105-141. 2008. <b>Found at:</b>  <a href="http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/reader.action?ppg=151&amp;docID=430143&amp;tm=1503030341815">http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/reader.action?ppg=151&amp;docID=430143&amp;tm=1503030341815</a></p> <p>3) TED Talk: Steffen, Alex. “The Route to Sustainable Future.” 2005.  <a href="https://www.ted.com/talks/alex_steffen_sees_a_sustainable_future?language=en">https://www.ted.com/talks/alex_steffen_sees_a_sustainable_future?language=en</a></p>	Reading Memo for Aug. 26
Sep. 2, 2021	Our Economy, Economic and Population Growth, and Environmental Limits	<p>1) Heinberg, Richard. <i>The End of Growth, Adapting to Our New Economic Reality</i>. 2011, Chapter 1. <b>Found at:</b>  <a href="http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=714579">http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=714579</a></p> <p>2) Meadows, Donella &amp; Dennis, Randers, Jorgen. <i>The Limits to Growth: the 30-Year Update</i>. 2004. (Summary/Synopsis). <b>Found at:</b>  <a href="http://donellameadows.org/archives/a-synopsis-limits-to-growth-the-30-year-update">http://donellameadows.org/archives/a-synopsis-limits-to-growth-the-30-year-update</a></p> <p>3) TED Talk: Lerner, Jaime. “A Song of the City.” 2008.</p>	

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[https://www.ted.com/talks/jaime\\_lerner\\_sings\\_of\\_the\\_city#t-921370](https://www.ted.com/talks/jaime_lerner_sings_of_the_city#t-921370)

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Sep. 9 2021	Current Environmental Challenges	1) Heinberg, Richard. Chapter 3. <b>Found at:</b> <a href="http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=714579">http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=714579</a> 2) Matthews, Susan. The End of the Story (Review of <i>The Inhabitable Earth</i> , by David Wallace-Wells). <i>Slate</i> , February 2019. <b>Available on Canvas.</b> 3) U.S. Global Change Research Program. <i>2014 National Climate Assessment</i> . (Skim) <b>Found at:</b> <a href="http://nca2014.globalchange.gov/">http://nca2014.globalchange.gov/</a>	Reading Memo for Sep. 2 & 9 readings  Assignment 1 (by 4:30 p.m.)
Sep. 23, 2021	Socioeconomic Challenges and a Paradigm Shift to Sustainability	1) Heinberg, Richard. Chapter 6. <b>Found at:</b> <a href="http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=714579">http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=714579</a> 2) Oxfam. <i>An Economy for the 1%</i> . 2017. <b>Download at:</b> <a href="https://policy-practice.oxfam.org.uk/our-work/inequality/an-economy-for-the-one-percent">https://policy-practice.oxfam.org.uk/our-work/inequality/an-economy-for-the-one-percent</a> 3) TED Talk: Rockström, Johan. "Let the Environment Guide Our Development." 2010 <a href="https://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development?language=en#t-154974">https://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development?language=en#t-154974</a>	Term Paper Outline (1-2 pp.)
Sep. 30, 2021	Land Use Planning and Sustainability: Methodology and Tools	1) Wheeler, Stephen. Chapters 6 and 12. <b>Found at:</b> <a href="http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=1221513">http://ebookcentral.proquest.com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=1221513</a> 2) Sustainable San Mateo. <i>Indicators for a Sustainable San Mateo County</i> . 2016. <b>Found at:</b> <a href="http://www.sustainablesanmateo.org/home/indicators-report/">http://www.sustainablesanmateo.org/home/indicators-report/</a>	Reading Memo for Sep. 23 & 30 readings

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Oct. 14, 2021	Sustainability Planning in Practice: Principles	<p>1) Newman, Peter; Beatley, Thomas; and Boyer, Heather. <i>Resilient Cities – Overcoming Fossil Fuel Dependence</i>. 2017 Ch 2, 3. <b>Found at:</b> <a href="https://link-springer-com.libaccess.slibrary.org/content/pdf/10.5822%2F978-1-61091-686-8.pdf">https://link-springer-com.libaccess.slibrary.org/content/pdf/10.5822%2F978-1-61091-686-8.pdf</a></p> <p>2) Heinberg, Richard and Fridley, David, <i>Our Renewable Future</i>, 2016, Chapters 9 &amp; 10. <b>Found at:</b> <a href="http://ourrenewablefuture.org/introduction/">http://ourrenewablefuture.org/introduction/</a></p> <p>3) Howard, Ebenezer, “The Town Country Magnet” in <i>Garden Cities of Tomorrow</i>. 1898. <b>Found at:</b> <a href="https://archive.org/details/gardencitiestom00howagoog">https://archive.org/details/gardencitiestom00howagoog</a></p> <p>4) TED Talk: Green, Michael. “How Can We Make the World a Better Place in 2030.” 2015 <a href="https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030?language=en#t-867623">https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030?language=en#t-867623</a></p>	Assignment 2 (by 4:30 p.m.)
Oct. 21, 2021	Sustainability Planning: International Examples	<p>1) Beatley, Timothy. <i>Green Urbanism. Learning from European Cities</i>. 2000. Chapters 8 &amp; 9. <b>Found at:</b> <a href="http://www.academia.edu/10399646/Green_Urbanism_Learning_From_European_Cities">http://www.academia.edu/10399646/Green_Urbanism_Learning_From_European_Cities</a></p> <p>2) State of Green. <i>Copenhagen – Solutions for Sustainable Cities</i>. (Available on Canvas)</p> <p>3) World Bank. Three Big Ideas to Achieve Sustainable Cities and Communities. <b>Found at:</b> <a href="https://www.worldbank.org/en/news/immersive-story/2018/01/31/3-big-ideas-to-achieve-sustainable-cities-and-communities">https://www.worldbank.org/en/news/immersive-story/2018/01/31/3-big-ideas-to-achieve-sustainable-cities-and-communities</a></p> <p>4) Video: C-40 Cities. “We Live Here Together.” 2017.</p>	

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<https://www.youtube.com/watch?v=QxG1eLGQ4Ik>

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Nov. 4, 2021	Sustainability Planning: North America, California, Bay Area	1) California Cap & Trade Program (Review links including Program Overview, Current Regulation, Guidance Documents). <b>Found at:</b> <a href="https://www.arb.ca.gov/cc/capandtrade/capandtrade.htm">https://www.arb.ca.gov/cc/capandtrade/capandtrade.htm</a> 2) California Renewables Portfolio Standard. (Skim Program Overview) <b>Found at:</b> <a href="http://www.cpuc.ca.gov/RPS_Homepage/">http://www.cpuc.ca.gov/RPS_Homepage/</a> 3) Association of Bay Area Governments (ABAG) and Metropolitan Transportation Commission (MTC). Plan Bay Area 2040. <b>Found at:</b> <a href="http://2040.planbayarea.org/sites/default/files/2017-07/PBA_2040_033017%20web%20print.pdf">http://2040.planbayarea.org/sites/default/files/2017-07/PBA_2040_033017%20web%20print.pdf</a> 4) City of San Jose – Climate Smart San Jose. 2017. <b>Found at:</b> <a href="https://www.sanjoseca.gov/your-government/environment/climate-smart-san-jos">https://www.sanjoseca.gov/your-government/environment/climate-smart-san-jos</a>	Reading Memo for Oct. 21, 28 & Nov. 4 readings
Nov. 18, 2021	Sustainability in Everyday Planning	1) Rees, William “What’s Blocking Sustainability? Human nature, cognition, and denial.” in <i>Sustainability: Science, Practice &amp; Policy</i> . Volume 6/2. 2010. <b>Found at:</b> <a href="http://www.gci.org.uk/Documents/BlockingSustainability(Final0910).pdf">http://www.gci.org.uk/Documents/BlockingSustainability(Final0910).pdf</a> Groups provide a 15-minute presentation (using PowerPoint, overheads, or other necessary aids).	Assignment 3 (group summary by 4:30 p.m. and in-class presentation)
Dec. 2, 2021	Student Presentations	Students provide a 5-minute informal presentation on their term paper (no visual aids necessary).	Term Paper and Presentation

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Note: Any modification to this syllabus will be announced via Canvas, e-mail or in class.

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