

# Cover Sheet: Request 10038

## DCP 4xxx Developing Sustainable Projects

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Carr,Margaret H mcarr@ufl.edu
Created	2/17/2015 12:48:40 PM
Updated	2/17/2015 12:49:20 PM
Description	Students are provided an analytical framework and practical tools for implementing sustainability in the built environment through focus on a central question: how do "sustainable" development projects move from concept to reality? To answer, real-world strategies, tools, systems and processes that shape the built environment are presented.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	DCP - Design, Construction and Planning 011501000	Carr, Margaret H		2/17/2015
College	Approved	DCP - College of Design, Construction and Planning	Carr, Margaret H		2/17/2015
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/17/2015
Statewide Course Numbering System					
Office of the Registrar					
Student Academic Support System					
Catalog					
College Notified					

## Recommended SCNS Course Identification

1. Prefix DCP      2. Level 4      3. Number XXX      4. Lab Code Select

5. Course Title Developing Sustainable Projects

6. Transcript Title (21 character maximum) Sustainable Projects

7. Effective Term Fall

8. Effective Year 2015

9. Rotating Topic? No

10. Amount of Credit 3

11. If variable, # minimum and # maximum credits per semester.

12. Repeatable credit? No

13. If yes, total repeatable credit allowed #

14. S/U Only? No

15. Contact Type Regularly Scheduled [base hr]

16. Degree Type Baccalaureate

17. If other, please specify: [Click here to enter text.](#)

18. Category of Instruction Advanced

## 19. Course Description

Students are provided an analytical framework and practical tools for implementing sustainability in the built environment, through focus on a central question: how do “sustainable” development projects move from concept to reality? To answer, real-world strategies, tools, systems and processes that shape the built environment are presented.

## 20. Prerequisites

Junior standing

## 21. Co-requisites

[Click here to enter text.](#)

## 22. Rationale and Placement in Curriculum

[Click here to enter text.](#)

23. Complete the syllabus checklist on the next page of this form.

### Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:

[http://www.a.a.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.a.a.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☒ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- ☒ List of all required and recommended textbooks
- ☐ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."*
- ☒ A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- ☒ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*

It is **recommended** that the syllabus contain the following:

- ☐ Critical dates for exams or other work
- ☐ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☒ The university's honesty policy regarding cheating, plagiarism, etc.

*Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.*

- ☐ Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

## University of Florida School of Design, Construction & Planning

### Developing Sustainable Projects DCP 4000-Level, Section 032F, 3.0 Credits

*"In the battle of big public ideas, sustainability has won: the task of the coming years is simply to work out the details, and to narrow the gap between its theory and practice."<sup>1</sup>*

Semester:	Spring 2016
Class Location:	TBD
Meeting times:	Monday (2 periods) and Wednesday (1 period)
Instructor:	Katherine K. Henderson, AICP, LEED-AP Adjunct Assistant Professor, Department of Urban & Regional Planning Owner & Principal, <a href="#">KKH Consulting</a> Email (preferred): <a href="mailto:kkhenderson@ufl.edu">kkhenderson@ufl.edu</a> Phone: (919) 682-6365
Office hours:	By appointment
Required text:	<u>Sustainable Development Projects: Integrating Design, Development, and Regulation</u> . David R. Godschalk, Emil E. Malizia. APA Planners Press, 2013. "This nuts-and-bolts guide urges planners, developers, and designers to break out of their silos and join forces to build more sustainable communities." ISBN: 978-1-611901-20-7 Available for purchase at <a href="#">this link</a> . (Other assigned readings will be made available on the course's Canvas site.)
Course website:	<a href="https://lss.at.ufl.edu/">https://lss.at.ufl.edu/</a> This course's Canvas site contains the majority of course materials, including additional assigned readings, lecture slides, assignment instructions, and grades. I post lecture slides after each lecture.
Communication:	Outside of class, email is the best and preferred method of communication. Please allow up to 24 hours for a reply. I will use the course listserv as needed to send email announcements to all enrolled students.
Prerequisites:	This course is intended primarily for upper-level undergraduates in the Bachelor of Science in Sustainability and the Built Environment program. It is also open to upper-level undergraduates and graduate students with related interests. There are no prerequisites for the course, though previous coursework in urban planning, sustainability, real estate, and/or public finance would be helpful.
Expectations:	Class preparation, attendance and participation are critical to the discussions and learning objectives and will be reflected in final grades.

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<sup>1</sup> Campbell, Scott. 1996. "Green Cities, Growing Cities, Just Cities?" *Journal of the American Planning Association*, 62(3): 296–312.



## COURSE DESCRIPTION

This course is designed to provide students with an analytical framework and practical tools for implementing sustainability in the built environment. The course is designed around a central question: **how do “sustainable” development projects move from concept to reality?** To answer this question, we focus on the real-world strategies, tools, systems and processes that shape the built environment.

“Developing Sustainable Projects” is conducted as a seminar with lectures, discussions, in-class exercises and assignments supported by readings and case studies. Guest lecturers and a local fieldtrip will provide additional perspectives and opportunities for students to interact with other professionals.

We begin by defining “sustainable development” in the context of this course. We then explore the current development system, focusing on the roles of the public sector, designers and real estate developers. With this foundation, we identify the numerous and varied barriers to implementing sustainable development projects along with strategies for overcoming these barriers. Next, we consider the financial aspects of development, providing a mini-introduction to both the public and private financing of the built environment. The course continues with an overview of sustainable infrastructure, including public-private partnerships. This is followed by an examination of the potential economic, social and environmental benefits of alternative development concepts. We then cover relevant local government policy and achievements, and the role of elected officials and the wider community in implementing sustainable development. The midterm exam includes all material presented to this point.

In the final weeks, the instructor and students apply the analytical framework developed in the course to a series of sustainable development case studies. Students present their final case study projects, which they have developed throughout the semester via a series of milestone assignments. At the conclusion of the course, students reflect on their own perspectives, interests and strengths, considering how they might advance the goals of sustainable development in their future career.

## KEY CONCEPTS AND THEMES

Implementation; strategy; public/private partnership; navigating the development process; project financing; stakeholders; interdependence of economic, environmental and equity goals; leadership

## COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Discuss the interrelated goals of “sustainable development” and associated trade-offs.
2. Name and explain some of the major barriers to implementation of sustainable projects.
3. Outline the development process and the roles of each set of actors in this process.
4. Discuss the evolving roles of the private, public and nonprofit sectors in financing development.
5. Understand key concepts associated with real estate and infrastructure finance.
6. Discuss the importance of new trends in project financing such as public-private partnerships.
7. Identify successful local government initiatives and typical regulatory/code changes needed to facilitate innovative and/or affordable projects.
8. Discuss the role of elected officials in shaping the built environment.
9. Suggest strategies for community engagement to help facilitate sustainable projects.
10. Present a detailed case study analysis (semester project) that identifies project champions and their motivations, agencies involved and their roles, implementation challenges, financing, and general scalability/applicability.

## **COURSE POLICIES**

### Attendance and Deadlines

Punctuality, both in terms of attendance and assignments, is an important component of professionalism and as such will be reinforced in this class. As we have only 13 class sessions in total, we will cover a lot of ground each week. The midterm exam will include ALL material presented in class to date, including notes on the board and in-class discussion, much of which will not be available online. I expect you to notify me by email beforehand if you have a conflict that will cause you to arrive late, leave early, or miss a session. Make-up quizzes or other graded in-class work MAY be allowed depending on the specific circumstances.

All assignments must be completed and submitted by the designated time. Written assignments must be uploaded to Canvas BEFORE class on the due date, and a hardcopy of each assignment must also be brought to class that day. If I do not hear from you beforehand by email, the assignment will receive a lower grade: 5 POINTS OFF FOR EVERY 24 HOURS LATE (100 point scale). After 4 days late, Canvas will no longer accept late assignments. Computer problems that arise during submission will not be accepted as an excuse for late work, though exceptions may be granted with LSS ticket documentation as described below under "University Assistance." Make-up options or other special exceptions will be considered individually and will be based on the date, time and nature of the event that delayed your work.

### Electronics

As we all know, electronic devices are both extremely useful and extremely distracting. Students will be allowed to use personal electronic devices (laptops and/or tablets) to take notes in class, and at times we will use these devices to conduct research for in-class group assignments. However, students are expected to direct their FULL ATTENTION to class activities and discussion AT ALL TIMES. Using electronic devices to do anything other than course-related activities is rude and a waste of everyone's time, and will reflect poorly on the course participation part of your grade. I further reserve the right to ask students to put away electronic devices at any time while class is in session, for any reason.

## **UNIVERSITY OF FLORIDA POLICIES**

### University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

### University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. Under the Student Honor Code, "on all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment'" (6C1-4.040(a)). There are also rules governing plagiarism. If you directly quote someone or use an idea from another source, you must attribute those words or that idea. Failure to follow the rules in the Student Honor Code will result in failure on that paper and consequently may result in a failure in this course. In addition, possible disciplinary action

may be brought under the Judicial Process for Academic Honesty Violations. If you are unclear about what constitutes plagiarism, please make an appointment with me to discuss this.

In written work, the format for all attributions should follow the format used by the *Journal of the American Planning Association* (JAPA) based upon the *Publication Manual of the American Psychological Association*, 6th Edition (2009). A helpful on-line resource for this format can be found on the Purdue Online Writing Lab website at <http://owl.english.purdue.edu/owl/section/2/10/>.

#### University Assistance

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at: [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu) (352) 392-HELP (option 2) <https://lss.at.ufl.edu/help.shtml>

Any requests for extensions or make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

### **GRADING POLICIES AND ASSIGNMENTS**

Your grade will be based on your class participation, performance on written assignments and presentations, mid-term exam, and case study project (report and presentation). In general, your chosen level of engagement and effort, along with your demonstrated ability to think and communicate logically and clearly about complex subjects, will determine your grade.

Grades will be determined using the following percentage weights:

<b>In-Class Participation</b>	<b>20%</b>
<b>In-Class Quizzes</b>	<b>20%</b>
<b>Mid-Term Exam</b>	<b>20%</b>
<b>Case Study: Milestone Assignments</b>	<b>20%</b>
<b>Case Study: Final Report and Presentation</b>	<b>20%</b>

#### In-Class Participation

This component of your grade reflects the overall quality and frequency of your contributions to in-class discussion and assignments, as well as your promptness (arriving to class on time). If you are uncomfortable speaking in class, please let me know and we can come up with alternative ways for you to contribute to discussion. Students will also be expected to provide brief commentary on their case study periodically throughout the semester, on the due date of milestone assignments.



### Quizzes

We will have a short quiz at the beginning of most class periods. These quizzes will cover reading assigned for that day as well as material covered during the previous class period. Missing a quiz due to unexcused absence (see “Attendance and Deadlines” above) will result in a score of “zero” for that quiz with no opportunity to retake. Students will be allowed to drop their single lowest quiz grade at the end of the semester; remaining scores will be averaged to determine the final quiz grade.

### Mid-Term Exam

The mid-term exam will be administered during a class session in late October. The exam incorporates material from lectures, in-class discussions, readings, and other course material presented to date. The instructor will confirm the exam date at least one month in advance, and will provide additional information about the format of the mid-term as part of class discussion prior to the exam.

### Case Study Project: Milestone Assignments and Final Report/Presentation

The semester-long case study project is intended to provide a hands-on learning opportunity that will complement the readings and lectures. Students will be expected to conduct research both online and in the library, as well as to conduct (with instructor approval and guidance) telephone interviews of key people involved in each case study.

Project milestone assignments will be due throughout the semester, as noted in the above syllabus. Milestone assignments provide a structure and schedule for completion of the final project, as well as a regular opportunity for instructor feedback on your work. Your milestone assignments, if done well, will provide the bulk of the material for your final project. Assembling the final case study report and presentation from the milestone assignments will require additional work to incorporate all of the pieces, make changes and additions in response to instructor comments, draw conclusions, and prepare presentation material.

### Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

## **COURSE SCHEDULE**

**\*\*This schedule will be refined as needed during the semester. I will finalize and announce changes to topics and readings as soon as possible, with additional notice for assignment deadlines.\*\***

### **Week One (8/25): Course Introduction and Context**

- Course Introduction
  - Student/teacher introductions and interest areas
  - Review syllabus and expectations
  - Introduce course project: case studies with interim “milestone” assignments, culminating in a final presentation and accompanying report.
  - **Assign Milestone 1: Case Study Options (due 9/8)**
- The Context—Defining Sustainable Development
  - In class exercise: How do YOU define sustainable development? How would you identify a sustainable project? Is one aspect of sustainability more important to you than the others? Keep your focus on the built environment (vs. products, organizations, etc).
  - Develop class sustainability definition on board, compare to HANDOUT.

- Lecture: Introduce framing concepts and example projects that demonstrate various “sustainable” attributes such as brownfields and other forms of infill/downtown redevelopment, green building, affordable housing, historic preservation, transit and transit-oriented development. Provide economic rationale for market interventions to promote sustainable development (HANDOUT).

Reading for next week:

- Read course syllabus in detail
- Intro/definitions: Creating Equitable, Healthy and Sustainable Communities: Strategies for Advancing Smart Growth, Environmental Justice and Equitable Development. EPA. February 2013. Pages 7-12.
- Intro/development process: Malizia and Godschalk chapters 1 and 2 (p. 1-17)
- Development feasibility: skim Malizia and Godschalk chapter 3 (p. 19-27) in preparation for in-class exercise

### **Week Two (9/8): The Development System / Real Estate Feasibility Analysis**

- Quiz #1 on reading for today, Week One lecture and course syllabus
- Lecture: The Development System. What are the processes and systems involved in developing real estate projects? Who are the key players in the built environment? How do developers decide whether a potential real estate development project appears feasible and profitable?
- HANDOUT: Development Process Overview (hardcopy)
- In class exercise:
  - Examine market vs cost-driven analysis (Malizia and Godschalk ch. 3)
  - Research and discuss Clipper Mill case study.
- Course project:
  - Discuss Milestone 1 and finalize case study options for each student during class.
  - **Assign Project Milestone 2: Project Overview (due 9/15)**

Reading for next week:

- Developing Sustainable Planned Communities (2007), Chapter 4: the Costs and Benefits of Sustainable Development.
- Business case: Smart Growth and Economic Success: Benefits for Real Estate Developers, Investors, Businesses and Local Governments. EPA, December 2012. **\*\*Prepare to discuss in class:** Consider the many "business case" assertions and case studies in this document. Which were the most compelling to you? Did any strike you as false or unconvincing?

### **Week Three (9/15): The Barriers to Sustainable Development**

- Quiz #2 on reading for today and Week Two lecture
- Lecture: Identifying and Moving Past the Barriers. What are the major barriers to building sustainable development projects?
  - Brainstorm list
  - Handout/In-class exercise: development system cause and effect
  - Lecture: barriers summary (development system, developer, local government, public)
- What are some specific arguments and strategies we can use to move past these barriers?
  - Discuss: arguments from EPA (2012) reading
  - Lecture (cont): business case concepts. [Spotlight: conservation subdivisions]
  - Lecture (cont): moving past the barriers
- Course project:
  - Students report on Milestone 2: Project Overview

- **Assign Project Milestone 3: Development Process and Barriers Analysis (due 9/29)**

Reading for next week:

- Breaking Ground: A Beginner's Guide for Nonprofit Developers.
- "Green Goes Mainstream in Low-Income Housing," Planning Magazine, November 2013.

#### **Week Four (9/22): Funding Community Development**

- Quiz #3 on reading for today and Week Three lecture
- Lecture: Funding Community Development. What is "community economic development" and how does it relate to sustainability? Once a project gets the "green light," where does the money come from to fund and finance it?
- Roadmap: "Sources of sustainable community development investment" HANDOUT

Reading for next week:

- "[Infrastructure Problems in U.S. Go Far Beyond Dollars](#)"
- All In Nation: An America That Works For All. Chapter 4 (pages 53-75): "Infrastructure: Supporting Communities So All Can Thrive". Book download available at [this link](#).
- NAHB booklet: "[Building for Tomorrow: Innovative Infrastructure Solutions](#)" Pages 1-7 (stop at "Leasing" heading); TIF case study page 9; and conclusion pages 29-30. \*\*Use as a reference to explain specific funding and financing strategies used in your case study project\*\*

#### **Week Five (9/29): Sustainable Infrastructure and Public-Private Partnerships**

- Quiz #4 on reading for today and Week Four lecture
- Lecture: Sustainable Infrastructure. How does infrastructure relate to sustainability? How are infrastructure projects paid for and implemented? How does this process differ from the real estate process? What are Public Private Partnerships? *Spotlight—transit system funding*.
- Video introduction to Public Private Partnerships: [http://ppp.gov.ph/?page\\_id=6375](http://ppp.gov.ph/?page_id=6375)
- Class project:
  - Students report on Milestone 3: Development Process and Barriers Analysis
  - Ask students to come next week with interview ideas
  - **Assign Project Milestone 4: Financing Summary (due 10/13)**

Reading for next week:

- Smart Growth and Economic Success: Investing in Infill Development. EPA, Office of Sustainable Communities. February 2014.
- Divide into two groups—either read Malizia and Godschalk Chapter 5 (Residential Subdivision Alternatives) or Chapter 7 (Infill Development Alternatives) in preparation for in-class group assignment next week.

#### **Week Six (10/6): Alternative Development Design**

- Quiz #5 on reading for today and Week Five lecture
- GUEST SPEAKER: Pierce Jones, Program for Resource Efficient Communities. Case study presentation on alternative/compact design and how sustainable features can reduce risk, save money and improve environmental outcomes.
- In-class group exercise: work through calculations in Malizia and Godschalk Chapters 5 and 7: Residential Subdivision Alternatives and Infill Development Alternatives.
- Class project:
  - Review ideas for project interviews (contact names and questions)

Reading for next week:

- Removing Market Barriers to Green Development, Northeast-Midwest Institute, 2008. p. 27-30 (incentives), p. 31-36 (codes)
- EcoNorthwest, 2009. Low Impact Development at the Local Level: Developers' Experiences and City and County Support. Pages 9-14 (changing codes to promote low-impact development)
- Excerpt from ULI panel discussion: proactive growth management (green/red flags)

#### **Week Seven (10/13): Local Government Policy**

- Quiz #6 on reading for today and Week Six lecture
- Lecture: How do local governments make financial decisions (OUTLINE/HANDOUT)? How can local government policy help enable sustainable community development?
- GUEST SPEAKER: Laura Dedenbach, PhD candidate in Dept of Urban & Regional Planning and Owner of [Dedenbach Planning Associates](#)
  - What are the key elements of the regulatory environment (plans and codes) that impact implementation of sustainable projects? What can local governments do to be more supportive of sustainable development?
- In-class activity: The Partnership for Sustainable Communities website hosts several short videos profiling communities that have been successfully implementing sustainability. Scroll down to the bottom of [this page](#) (look for "Featured Communities"). Watch one of these videos and report to the class on what that community has done to implement sustainability and any comments or questions you might have about their efforts.
- Class project:
  - Discuss Milestone 4: Financing Summary
  - **Assign Milestone 5: Local Regulations (due 10/20)**

Reading for next week:

- Fifth and Fourteenth Amendments to the U.S. Constitution [Hawkins guest lecture]
- Creating Inclusive Communities in Florida, Chapter Five: "How should neighbors be involved in the process?" (page 26-29 only)
- ["Facebook for cities: A social network for building better neighborhoods"](#)
- **Prepare questions for midterm Q&A**

#### **Week Eight (10/20): The Community / Midterm Exam Review**

- Quiz #7 on reading for today and Week Seven lecture
- GUEST SPEAKER: Gainesville City Commissioner Thomas Hawkins
  - What is the role of the formal political system (elected officials) in shaping the built environment? How can the wider community (citizens) become advocates and allies with those seeking to implement sustainable development?
- Lecture: The role of community stakeholders in promoting or blocking sustainable development. Explore new online community engagement tools like Neighborland and MindMixer.
- Class project:
  - Students report on Milestone 5: Local Regulations
  - **Assign Project Milestone 6: Community Analysis (due 11/10)**
  - **Assign Milestone 8: Interview Summary (due 11/24)**
- Last period—Midterm Q&A

#### **Week Nine (10/27): Midterm Exam and Case Study Progress**

- Class project:
  - **Assign Student Presentation Dates (12/1 or 12/8)**

- Assign Final Report (due 12/8)
- Reminder—Milestone 6 due 11/10, Milestone 8 due 11/24
- Logistics for CRA fieldtrip next week (9:00-11:00 am)
- MIDTERM EXAM (2 periods)

### **Week Ten (11/3): Fieldtrip—Gainesville Community Redevelopment Agency (CRA)**

Reading for next week: Plum Creek background (articles and videos)

### **\*\*Extra Credit: Visit the Pop-Up Park at the Downtown Gainesville Arts Festival November 8-9!\*\***

The Fall Arts Festival will include a Pop-Up Park constructed in three display booths. This example of “tactical urbanism” is a collaboration between local urban planners (including your instructor), a local landscape architecture firm and the Gainesville CRA. Check out the display showing how the park was designed and constructed. Take a picture of yourself at the Pop-Up Park, and come to class next week with observations about how visitors were interacting with the space.

### **Week Eleven (11/10): The Successes**

- Quiz #8 on CRA fieldtrip
- Lecture: Where has sustainable development been done right? What were the keys to success?
  - Case study: Stapleton
- Local case study (in progress): Plum Creek. In-class exercise outlining the issues. Central question: is this a sustainable development? Prepare to argue a case for or against the proposed project next class period (Envision Alachua vs Stand By Our Plan).
- Class project:
  - Students report on Milestone 6: Community Analysis
- Reading for next week:
  - WSJ article (pdf): Atlanta's Popular BeltLine Trail Still Has Miles to Go
  - Next City (pdf): The Subdividing of Pruitt-Igoe

### **Week Twelve (11/17): Works in Progress**

- Quiz #9 on Week Eleven discussion and reading for today
- Case studies (in progress):
  - Pruitt-Igoe
  - Atlanta BeltLine
- In-class group assignment (cont.): groups present their arguments for or against the proposed Plum Creek project.

Reading for next week:

- Eco-districts/Tactical urbanism
- Removing Market Barriers to Green Development, Northeast-Midwest Institute, 2008, p. 50-53 (Future Issues and Conclusions)
- Malizia and Godschalk Chapter 8 (Development Coordination Recommendations)

### **Week Thirteen (11/24): Current Topics**

- Quiz #10 on Week Twelve discussion and reading for today
- Discuss:
  - The power of a perspective shift: the economics of WalMart vs downtown mixed use (Malizia and Godschalk Chapter 8, p. 97)

- Remaining challenges to more widespread adoption of sustainable practices
- Lecture and Videos: What is next on the horizon for “sustainable development”? What are some emerging projects and concepts in this field (eco-districts, tactical urbanism)? Students share their examples of tactical urbanism.
- Class project:
  - Students report on Milestone 8: Interview Summary

#### **Weeks Fourteen (12/1) and Fifteen (12/8): Student Presentations and Course Wrap-Up**

- **Student Presentations: Case Study Projects**
- **Final Case Study Reports Due**
- Closing discussion: student perspectives/philosophy and intentions for future practice
- Course feedback

#### **DISCLAIMER**

This syllabus represents my current plans and objectives for the course. Changes to this syllabus, including required readings, assignments, scheduling and guest speakers, are not unusual and should be expected. When changes to the syllabus are made, I will post the new version on the course website and communicate the changes in class.

#### **PROFESSOR BIO**

Katherine K. Henderson, AICP, LEED-AP is an urban planner who specializes in advancing complex planning, transportation and sustainable development projects. Her experience covers a wide range of related disciplines, including land use planning, infrastructure finance, green building (LEED), brownfield redevelopment, environmental science and sustainability planning for institutions. Katherine is the Owner and Principal of [KKH Consulting](#), and is currently serving as a member of the Alachua County Board of Adjustment. Recent consulting assignments include strategic and financial planning work for the North Carolina and Florida Departments of Transportation on proposed commuter rail corridors, and development of a Sustainability Action Plan for Atlanta BeltLine, Inc.

All UCC1 forms and each UCC2 form that proposes a change in the course description or credit hours must include this checklist in addition to a complete syllabus. Check the box if the attached syllabus includes the indicated information.

**Syllabus MUST contain the following information:**

Instructor contact information (and TA if applicable)

Course objectives and/or goals

A weekly course schedule of topics and assignments

Required and recommended textbooks

Methods by which students will be evaluated and their grades determined

A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."

A statement related to accommodations for students with disabilities such as: "Students requesting classroom accommodation must first register with the Dean of Student Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation."

Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A statement informing students of the online course evaluation process such as: "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

**It is recommended that syllabi contain the following information:**

1. Critical dates for exams and other work
2. Class demeanor expected by the professor (e.g., tardiness, cell phone usage)
3. UF's honesty policy regarding cheating, plagiarism, etc. Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
4. Phone number and contact site for university counseling services and mental health services: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>  
University Police Department: 392-1111 or 9-1-1 for emergencies.

**The University's complete Syllabus Policy can be found at:** [http://www.ua.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.ua.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)