sustainableumd

ARCH 271/RDEV 250 - PEOPLE, PLANET AND PROFIT: BUILDING SUSTAINABLE PLACES
COURSE SYLLABUS

The land belongs to the future.
> - Willa Cather

Every man holds his property subject to the general right of the community to regulate its use to whatever degree the public welfare may require it.
> - Theodore Roosevelt

Our land is more valuable than your money. It will last forever. It will not even perish by the flames of fire. As long as the sun shines and the waters flow, this land will be here to give life to men and animals.
> - Chief of the Blackfeet

Land is the only thing in the world that amounts to anything, for it's the only thing in this world that lasts. It's the only thing worth working for, worth fighting for...
> - Margaret Mitchell, Gone With The Wind

The nation that destroys its soil, destroys itself.
- Franklin Delano Roosevelt

The difference between what we do and what we are capable of doing would suffice to solve most of the world's problems.
- Mahatma Gandhi

Let us put our minds together and see what life we can make for our children.
- Chief Sitting Bull of the Hunkpapa Lakota

FACULTY:	GRADUATE TEACHING ASSISTANT:	TEACHING ASSISTANTS:
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Faculty Office Hours:
Mondays and Wednesdays: 10:00am –12:00pm; before class; or by appointment. Please go to:
https://booknow.appointment-plus.com/73x1re90/ to schedule an appointment. If these times do not work, please email me with alternative days/times.

COURSE INFORMATION:

Catalogue Description: This course is designed to be an introduction to the 4 disciplines represented in the School of Architecture, Planning and Preservation: architecture and urban design, urban planning, historic preservation and real estate development. These disciplines work together to create a more sustainable environment for the future by using the School's interpretation of the quadruple bottom line: socio-cultural, economic, environmental, and design sustainability. The course will provide students with an understanding of the fundamental scholarship and processes of each of these disciplines and examine the intersection between them. Students will learn by applying the approaches of the 4 disciplines through a series of case studies.

Course Meeting Times and Location(s):
Tuesdays and Thursdays: 3:30pm – 4:45pm
ESJ – Room 1224

Course Description:
In December 2015, 195 world leaders agreed to the *Paris Climate Accord* – a landmark agreement to cut back planet-warming emissions of greenhouse gasses. *"Improving the efficiency of buildings, transportation and industries"* was identified as one of the most critical actions to fight climate change. These goals are central in ensuring sustainability in the built environment.

In early 2017, President Trump quickly took action to reverse many of the Obama-era pollution reducing policies and decided to withdraw the United States from the Paris Climate Accord, stating: "*I was elected to represent the citizens of Pittsburgh, not Paris*". Progress related to achieving greater efficiency in the building, transportation and industrial sectors, however, has already been well under way. American cities, states, and businesses have been at the forefront of climate change mitigation and the transition to clean energy for many years already.   Following the President's announcement, many of these government and business leaders quickly pledged to continue their work in these areas and to honor the commitments made by President Obama on behalf of the US in Paris.

This course introduces students to core concepts of sustainability in the built environment as well as to the key people, processes and techniques of real estate development. Students will examine sustainability principles as they relate to the built environment – from the economic, environmental and socio-equity perspectives – through assigned readings, individual fieldwork, collaborative work, guest speakers, lectures and film.

The class will begin with students examining the notion of "Placemaking" and then proceed to an overview of the fundamental principles of sustainability in the built environment found in the *1987 Brundtland Commission* report

and the *Hannover Principles.* Students will then review particular topics, such as urban design, tax policy, land use regulations, public-private partnerships and transportation and consider how they relate to sustainability. Students will learn how professionals in the planning, design, construction and historic preservation professions work together to assist government and the business world in building and maintaining sustainable communities. Finally, students will engage in a semester-long *Sustainable Placemaking* project that will require them to put the principles they learn in class into practice.

Course Goals/Learning Outcomes:
A student who successfully completes this class will be able to:

1. *Select, critically evaluate, and apply relevant areas of applied sustainable practice as it pertains to architecture, planning, preservation and real estate development.* Students will gain insight into sustainability strategies in the areas of design, planning, and public policy. Students will develop their own philosophies and visions of sustainability by analyzing and evaluating case studies from across the United States.

2. *Demonstrate an ability to collaborate in order to bring about a successful outcome.* Students will collaborate in small groups in class and in discussion forums to observe, analyze, and propose recommendations for assorted projects and begin to understand how professionals in architecture, planning, historic preservation, and real estate development can work together to promote the development of sustainable environments.

3. *Recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions.* Students will develop an understanding in how scholarship on sustainable development from different disciplines is applied to real-world situations. Students will also gain experience in negotiating the different political, cultural, and economic dimensions that various stakeholders bring to a community-based projects and how those positions in turn shape scholarship.

4. *Produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.* Students will create an urban self-portrait of their home, or a community that is disappearing/changing, which is important to them. This study will reflect the body of knowledge on sustainable practices of architecture and urban design, planning, preservation, and real estate development to which they will have been introduced during the course. The final product may be presented to the class using visual information to include images, drawings, video, and other media as appropriate.

5. *Demonstrate an understanding of the complexities involved in funding, implementing and maintaining sustainable projects at the local community level.* Students will develop a plan for funding, implementing and maintaining their community-based projects. This plan will be included in students' semester-long community-assessment projects.

Communication Policy:
The most efficient form of communication for this course is email. Email the TA assigned to your Working Group if you have questions about class or would like to be excused from class. The contact information for the TA assigned to your Working Group can be found on this syllabus or on the class ELMS page under: "Groups & TA Assignments".

Required Items for Class:
- **Turning Technologies Response Card RF-LCD ("Clicker") and a Turning Account that is properly set up and registered with ELMS.**
- **Additional Resources –** Lecture outlines, PowerPoint presentations and articles, and links to videos and websites that are needed for class will be provided on ELMS and/or through UMD Course Reserves.

Clickers
We will be using Clickers that record your answers to questions asked in class. I will not grade Clicker questions until the third week of class to give you time to purchase what you need and get properly set up and registered. Students will begin using their Clickers on **September 11, 2018** for points. **Expect Clicker questions every class.**

Detailed purchasing information explaining how to properly create a Turning Account, how to add a Clicker device to your Turning Account, and how to register your Turning Account with ELMS can be found on the **Clicker page on the ELMS course site** and at: https://clickers.umd.edu/students/getting-started-students.

> Make sure you use the same UMD email to register for your TurningPoint Account
> as you use for your ELMS account.
> *If ELMS is the terpmail email address, TurningPoint must be the terpmail email address*

Students who use Clickers in class, but who have not properly set up and registered will not get credit for their responses.

Student Clickers will be used for opinion/polling purposes. **To accommodate unforeseen absences or problems with your Clicker, your lowest 4 Clicker grades will be dropped.**

For questions about your **TurningPoint Account** - Contact Turning Technologies Support by phone (866.746.3015) or email (support@turningtechnologies.com), or visit their site to Submit a Request.

For questions about your **Clicker device** - Contact Turning Technologies OR contact the DIT Service Desk by Chat, phone (301.405.1500), or email (itsc@umd.edu), or visit the Help Desk on the first floor of McKeldin Library where they can test your Clicker for you.

Cell Phones
Cell phones must be silenced and put away. The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Use of Computers in Class
Students are encouraged to print off class outlines before class so that you can use them to take notes. Students may also use their computers or other electronic devices during class for note-taking or in-class-group work – NOT for visiting Facebook, Instagram, emails, etc.   Computers will be banned from the classroom if I receive complaints from students about other students engaging in distractive behavior on their computers.

Classroom Recordings
Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by the Office of Accessibility & Disability Service - https://www.counseling.umd.edu/ads/ do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

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SUMMARY OF KEY PARTS OF CLASS

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Instructional Method	Lecture, in-class group work, discussion forums, film, guest speakers and semester-long community project.
Attendance/Engagement	Attendance will not be taken, but students are expected to come to class and to contribute to class discussion. This grade will be determined by Clicker responses, in-class group work and class engagement.
Testing	Syllabus/ELMS Quiz – February 9, 2018 (30 points)

	Midterm **March 13, 2018 (40 points)** **Final Exam** **May 12, 2018 (60 points)** **Class Assessments** (clicker quizzes; short papers) – randomly given in class – not assigned (20 points)	
Assignments	**Your Assignments grade will be comprised of Online Reading Questions, Written Assignments, Online Discussion Forums and completion of the Student Code of Conduct and Class Survey.** **Student Code of Conduct** – February 9, 2018 (10 points) **Online Reading Questions (20 points each)** **February 5, 2018** **February 14, 2018** **February 26, 2018** **April 2, 2018** **April 25, 2018** **Written Assignments (20 points each)** **February 12, 2018** **March 28, 2018** **Online Discussion Forums (30 points each)** **Public-Private Partnerships – February 21-23, 2018** **Resilience/Eminent Domain – March 5-7, 2018** **Preserving What We Have – April 9-11, 2018** **How Did We Get Here? Fair Housing – April 18-20, 2018** **Understanding Brownfield Redevelopment – May 2-4, 2018** **Class Survey** – May 12, 2018 (10 points)	
Sustainable Placemaking **Project**	**Detailed directions are posted on ELMS.** **Part 1 – March 2, 2018 (20 points)** **Part 2 – March 16, 2018 (40 points)** **Part 3 – April 4, 2018 (40 points)** **Part 4 – Step 1: Blog URL – April 4, 2018** ** Step 2: Peer Reviews – April 16, 2018 (20 points)** **Part 5 – April 30, 2018 (75 points)**	

Attendance/Engagement:
I will not take attendance, however, if you are not in class, you will not get credit for any in-class work. I will start assigning points for in-class work beginning **Thursday, February 8, 2018.**

As with any professional business meeting, we will begin on time and I expect to see you on time. Late arrivals and/or early departures are disruptive and disrespectful to fellow students. Frequent late arrivals will impact your grade.

Students arriving late or departing early from a class session will not receive credit for anything he/she misses. Many materials will be presented in class that do not appear in the required readings. In addition, the material in this class cannot be easily understood or mastered if you do not attend class.

You are expected to come to class prepared, and to participate in whole-class and small-group discussions. Attendance is therefore expected and is required to satisfactorily complete this course. You cannot participate unless you are in class. Only students with **Excused Absences** will be able to make up any missed work.

Your **Attendance/Engagement grade** will be determined by a number of factors, including Clicker questions (discussed above), your engagement and in-class group work done in your Working Group. Bottom line: I expect you to participate in class.

Your Engagement -- There is no wrong answer to any question except: **"I don't know."** This is an active learning environment which requires all of us to be prepared and think about the information. Statements of opinion and respectful class discussions are encouraged. Furthermore, as a Maryland student you are well equipped to participate and you will want to challenge yourself. You should already be somewhat familiar with most of the material since homework assignments have been designed to prepare you for class. Also, you have also had a chance to discuss these topics with your classmates since I encourage collaboration on homework. The TA assigned to your Working Group will keep track of your engagement every class and provide you a report at the end of every month. At that time, you will also complete a self-assessment of your engagement based on the following rubric:

Engagement	Preparation (outside of class)	Participation (in class)
I am fully engaged	**Exemplary Preparation** I read carefully and research background information on the author/topic ahead of time. I research social, cultural, historic, economic, political connections to the text/topic. I consider the course's Essential Questions as I prepare.	**Animated Participation** I attend class and I speak daily. I try to advance the conversation by presenting evidence to support my ideas. I present related research, implications, or complexities in the text/situation/topic.
I am occasionally engaged	**Novice Preparation** I read assignments ahead of time. I do basic research to understand the material, but I do not go beyond the obvious. Sometimes I consider the course's Essential Questions as I prepare.	**Occasional Participation** I attend class daily. I speak occasionally—mainly when called upon by the professor. Sometimes I present general evidence to support my position.
I'm not sure how to be engaged; I need some direction	**Inadequate preparation** Sometimes I do the reading.	**Inadequate participation** My attendance is inconsistent.

	I don't research to understand the material, nor do I go beyond the obvious.	I participate only when prompted.
I am Disengaged	**No Preparation** I neither read nor research before class.	**No Participation** My attendance is inconsistent. I do not speak in class.

f you've got a question about the reading, something I said in class, or an observation that a classmate offered, and you couldn't quite find the courage to raise your hand, send your question or contribution to me electronically. You also can participate by posting on the course website. Maybe it will be a list of the three most important things you learned in class on a given day, a short paragraph that summarizes the discussion that ended class, or a set of study questions for an upcoming exam.

And everyone can participate in this course by listening and paying attention—especially when another student is speaking. Good listeners respond nonverbally with eye contact and facial expressions. They don't look close to comatose.

Extra Credit

Only students who participate regularly in class will be eligible for extra credit points at the end of the semester. At a minimum, this means that the student:

- Demonstrates good preparation for class: has clearly read and thought through the implications of the Class Materials.
- Offers interpretations and analysis of Class Materials (more than just facts) to class.
- Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.

The most extra credit points will be awarded to students who:

- Demonstrate excellent preparation: have analyzed the Class Materials exceptionally well, relating it to other materials (e.g., personal or work experiences, other classes etc.)
- Offers analysis, synthesis, and evaluation of Class Materials/class discussion, e.g., puts together pieces of the discussion to develop new approaches that take the class further.
- Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.

Unexcused Absences

If you have an *unexcused* absence from class you will not be able to make up any missed in-class work or any missed quizzes. The same rule will apply if you choose to arrive late or leave early and as a result, you miss an in-class activity. Students will be permitted to drop their lowest 4 Clicker grades (see above).

Excused Absences

If you are *excused* from class you can make up missed in-class work or quizzes and still get credit for being in class. You will not be able to make up missed Assignments if you have an excused absence.

If you know you cannot make it to class, and you want to be **excused**, **you must e-mail the TA assigned to your Working Group** *before class*. Students will be allowed 3 excused absences. Exceptions will be made for medical emergencies and other situations that are outside of your control. ***You will only get points for in-class work if you have less than 3 excused absences.***
Further information on the University's policies on excused absences can be found online at:
http://www.ugst.umd.edu/courserelatedpolicies.html.

In-class Discussions/Activities – Students will be randomly assigned to a Working Group comprised of 4 to 5 students by **Thursday, February 8, 2018** and will begin sitting with their group in class that day. Working Group assignments and a Class Seating Chart will be posted on ELMS. Students should expect short in-class activities and/or Clicker questions every class period – many of these will be completed in your Working Groups.

Assignments:
Assignment information and due dates can be found through the *"What to Expect"* link under each Module topic on ELMS. A list of Assignments that can be sorted by Date or Type is located under the *"Assignments"* navigation link on ELMS and all Assignments will also appear on your ELMS Calendar. **Unless noted, all Assignments must be completed and electronically submitted to ELMS by 11:55 pm on the due date. NO late Assignments will be accepted.**

If you know you are going to miss class, this is not an excuse for not submitting Assignments.

You are encouraged to study with other students, and to discuss questions on the homework assignments in general terms ("*do you understand what we're supposed to do with question 5*?"). However, **the work you turn in should be your own**—you should *not* divide up the work so that one student answers questions 1-5, the other 6-10, and then copy from each other. Copying another student's work is a violation of the University of Maryland Code of Academic Integrity.

Expectations – There will be Assignments due every week – generally on most Monday and/or Wednesday nights at 11:55pm.

2 Significant Assignments
1. Online Discussion Forums: Students will be expected to participate in 5 different Online Discussion Forums with other students in their Forum Group. Each Forum Group will consist of 2 to 3 Working Groups (approximately 8 to 14 students) that will engage in a discussion together. Information about how Online Discussion Forums function can be found on ELMS. For each Discussion Forum, students will either play the role of forum Participant or forum Leader – every student must act as a forum Leader at least once. The forum Leader will be responsible for that week's discussion – monitoring the forum activity of their Working Group and ensuring that group members complete their work. In addition, he/she will prepare a 2-3 page summary of his/her group members' contributions to the forum according to guidelines I will provide to him/her. Working Groups will select a forum Leader for each of the 5 Online Discussion Forums *in class* on **Tuesday, February 13, 2018. If you are not in class, you will be assigned a date to be the Leader. You will be responsible for finding out when you will be the Leader.**
  ▪ Please be sure to follow the following University's policy related to the acceptable use of information technology resources that can be found at: http://president.umd.edu/policies/x100a.html

2. *Sustainable Placemaking: Building Community* Project: Students will choose a public place and create a blog demonstrating how their chosen site fosters community and placemaking and becomes a more sustainable place. Students will document the completion of this 5-part project by posting materials to their blog throughout the semester including: 2 short "place" videos they will create; information gathered through field observations and research; images that represent their vision; marketing materials; and reflections on class topics and issues. All student work will be available for other members of the class to view and evaluate. A description of this assignment can be found on ELMS.

Quizzes and Exams:

Syllabus/ELMS Quiz – There is a comprehensive online quiz on the Course Syllabus and ELMS course site. You can access it through the *"Assignments"* or *"Modules"* navigation links on ELMS. The quiz will be available from **12:00am Thursday, January 25th to 11:55pm Friday, February 9th**. It is true/false and multiple-choice format. Since the quiz will be available for several weeks, there are no excuses for not completing it on time. You will have 1 hour to complete the quiz once you start. Remember, all grades are determined competitively so after you take the quiz, any information you share with other students who have yet to take it can result in you receiving a lower final grade. This quiz, along with your first Assignments, provide a great way to start the class on a high note.

Midterm and Final Exam – There will be a closed note/closed book midterm and final exam. These exams will primarily cover materials discussed in class, so it is imperative that you take good notes.

It is expected that each student will take the midterm and the final exam on the scheduled times and dates. The final exam will be given on the day scheduled for our final exam.

If an emergency makes it impossible for a student to do so, it is the student's responsibility to contact the instructor as soon as possible and provide appropriate documentation to validate the emergency. Further information on the University's policies on excused absences can be found online at: http://www.ugst.umd.edu/courserelatedpolicies.html

Obviously, any form of copying or cheating on quizzes is strictly forbidden. This includes, but is not limited to leaving the web page of the quiz in ELMS and visiting another web page or referring to another electronic device during the quiz. You will receive a "0" on a quiz if you engage in any such behavior. In general, you should abide by the **University of Maryland Code of Academic Integrity, which can be found at:**
http://www.ugst.umd.edu/courserelatedpolicies.html

GRADING INFORMATION:

LTR	Q.P.	CRITERIA
A+	4.0	**Denotes excellent mastery of the subject and outstanding scholarship.**
A	4.0	**Denotes excellent mastery of the subject and outstanding scholarship.**
A-	3.7	**Denotes excellent mastery of the subject and outstanding scholarship.**
B+	3.3	**Denotes good mastery of the subject and good scholarship.**
B	3.0	**Denotes good mastery of the subject and good scholarship.** *(Minimum GPA for Graduates in Major)*
B-	2.7	**Denotes good mastery of the subject and good scholarship.** *(Minimum grade for Graduate Credit)*
C+	2.3	**Denotes acceptable mastery of the subject.**
C	2.0	**Denotes acceptable mastery of the subject.** *(Minimum GPA for Undergraduates in Major)*
C-	1.7	**Denotes acceptable mastery of the subject.** *(Minimum grade for Undergraduate Credit)*
D+	1.3	**Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree.**
D	1.0	
D-	0.7	
F	0.0	**Denotes failure to understand the subject and unsatisfactory performance.**
I	INC	**Incomplete --** Due to illness or a family emergency. Incomplete Contract is to be signed by student and instructor.

FINAL GRADING COMPUTATION

Attendance/Participation	120 points
Testing	150 points
Assignments	310 points
Sustainable Placemaking Project	195 points
TOTAL	775 points

Grading will be *roughly** based on the following scale (your Total Points Earned/TOTAL points in class)

*If circumstances indicate the need to do so, grades will be adjusted on a curve relative to the overall class performance.

There are no extra credit points in this class.   I reserve the right to adjust grades upwards, however, as a discretionary reward for students who have (1) attended class regularly ***and*** (2) consistently participated throughout the semester. Students with more than 2 ***unexcused*** absences will not be considered to have attended class regularly, and will not be eligible for these extra credit points. ***Being tardy more than 15 minutes will count as an absence.***

You are should look up your grades frequently on ELMS.
The deadline for disputing a grade is <u>one week</u> after the grades for the Assignment in question have been released.
If you have a question about the grade you have received or believe your grade to be incorrectly entered in ELMS, please the TA assigned to your Working Group **immediately – not later than <u>one week</u> after the grades have been**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
96-100	93-95.99	90-92.99	88-89.99	83-87.99	80-82.99	78-79.99	73-77.99	70-72.99	68-69.99	63-67.99	60-62.99	≤60

posted.

COURSE POLICIES AND PROCEDURES

Refer to: http://www.ugst.umd.edu/courserelatedpolicies.html for University policies related to:
  o Religious Observances
  o Medically Necessary Absences
  o ADA Compliance
  o Academic Integrity
  o Authorship of Work
  o Ownership of Work
  o Sexual Harassment
  o Course Evaluations and other important University policies

Other Important Course Information

Campus Safety / Inclement Weather / School Closure Policy:
This course will not meet in the event of extreme weather or other emergency that causes the University of Maryland to close. University closure status can be monitored at: http://prepare.umd.edu
UMD Alerts is an alert system that allows the University of Maryland to contact you during an emergency by sending text messages to your e-mail, cell phone, or pager. When an emergency occurs, authorized senders will instantly notify

you using UMD Alerts, connecting you to real-time updates, instructions on where to go, what to do or not do, who to contact, and other important information. To register for UMD Alerts, please visit: http://alert.umd.edu/

IT Resources and Computer Lab Etiquette:
The IT Group Technology Solutions Center (TSC) is a valuable resource for computing related information and inquiry for all students and faculty of the school. Please direct questions and concerns for IT services and equipment and report any and all service problems/outages to the TSC either in person at their office space or via email at TSC@umd.edu. The Digital Media Lab (DML) upstairs and the Digital Research Lab (DRL) downstairs and the Document Output Center (DOC) are public IT facility areas available to all students that must be shared by all students across the school and maintained in a professional manner through appropriate student conduct for the beneficial use of all. The DOC is a facility provided for the support of academic mission of the school relating to student media input/output. The equipment provided is available for student use of the "pay-for-print" system. Students must prepay for all output in the facility. While quiet and constructive communication between students in the lab is encouraged, visits by other students outside the class during class time are not permitted. Students must respect the work and workspace of others at all times. NO FOOD OR DRINK is permitted in the computer labs or IT facilities at any time.

Sustainability:
The University of Maryland and the faculty of Architecture believe that sustainability is a big part of the built environment. We encourage you to adopt sustainable practices during this course. Consider the use of materials, printing/plotting efficiency and the energy consumption of your travel and actions on the broader environment and your personal impact on the built environment. For further information visit the Campus Sustainability at the University of Maryland: http://www.sustainability.umd.edu/