

ENVS 196: Green Cities (Senior Seminar)

Winter 2013

Tues/Thurs 8am-9.45am, ISB 486

Instructor

Prof. Adam Millard-Ball

E-mail: adammb@ucsc.edu

Office: ISB 459

Office Hours: Mondays 10.15am-12.15pm

Cell: (831) xxx-xxxx

For use on field visits only (e.g. if you get lost and can't find the group)

Course Description

Do cities provide the opportunity to address environmental problems, or are they simply an engine of pollution and environmental degradation? Is a truly 'green city' possible, and if so, what would it look like? This course will consider what it means for a city to be green, and how the concepts of urban environment and urban sustainability have evolved over time. Taking an international perspective, we will examine a range of tools to measure urban environmental performance, and discuss innovative urban policies in areas such as energy, transportation, buildings, waste management and water. We will also explore how cities are contributing to climate change goals in California and beyond.

Course Goals

After completing this course, you should be able to:

- Identify and analyze the potential of policies that can make cities greener
- Critically evaluate claims of urban environmental sustainability, and the merits of different approaches to quantifying a city's environmental impact
- Understand the opportunities and constraints that affect a city's ability to implement environmental policy

Readings

The primary text for this course will be Wheeler, Stephen and Beatley, Timothy (eds), *The Sustainable Urban Development Reader*, 2nd edition, London: Routledge, 2008. It is available in the Bay Tree Bookstore, and a copy is on reserve in the Science and Engineering Library. Make sure you get the 2nd edition.

Other required readings will be posted on eCommons.

Field Visits

Field visits are an integral component of the course. They will help you connect what you observe on the ground with the theories discussed in class, and help inform your own judgments about the theories and readings. The following field visits are mandatory. Do not take this course unless you can attend all of them.

1. In-class field visits to local sites (TBD). During some class periods, we may need to meet on campus or in downtown Santa Cruz at **7am or 7.30am**, rather than the normal class start time of 8am. This will ensure that you can get back to campus by 9.45am.
2. All-day field visits. You must attend an all-day field visit to San Francisco on **Sunday February 3**. *Please reserve Feb 10 as a "rain day" in case we are washed out on the 3rd.*
3. Attend ONE City Council, Planning Commission or similar meeting where a major environmental agenda item is to be discussed. Most of these meetings are held in the evenings in downtown Santa Cruz. (You can also go to another city such as Capitola or San Jose.) A list of suggested meetings will be made available on eCommons; you may also substitute your own subject to the approval of the instructor in advance.

Class Participation and Leadership

This is a small seminar, and your active participation is essential to making this course successful and enjoyable. For many of the classes and elements of field visits, two students will be responsible for leading the discussion. This entails:

- In advance of class, synthesizing discussion questions and comments posted by other students on eCommons
- Providing a 5-minute introduction to that day's topic based on the readings
- Initiating and helping to facilitate the discussion

Sign up for a slot during the first week of class.

In addition, before each class, all students should post to eCommons 1-2 brief discussion questions and/or comments on the readings for that class. These are due at 5PM two days before (i.e. Sunday at 5PM for a Tuesday class, or Tuesday at 5PM for a Thursday class). These posts might include a question that was sparked by one of the readings, a broad comment on or reaction to the readings, or an example that further illustrates a concept from the readings.

Course Schedule – SUBJECT TO CHANGE

- This is a guide to the content we will cover in class, rather than the sequencing that we will follow.
- The final schedule will depend on when we can be accommodated for field visits. Please check your UCSC e-mail regularly as there may be schedule changes.
- On some days, we may meet off-campus.
- In lieu of the all-day field trip, we will not hold class on 2-3 days. Use this time to work on your assignments.

Class	Date	Topic	Required Readings
1	Jan 8	Introduction	
2	Jan 10	Early ideas of green cities, and the evolution of urban environmental thought	Wheeler & Beatley, pp 8-22 and 38-43 SPUR 2012, Grand Reductions (focus on first four diagrams)
	Jan 15	No class – work on city case study	
3	Jan 17	Cities: environmental sinner or saint?	Wheeler & Beatley, pp 33-37 Glaeser 2012, Viewpoint: Triumph of the City Glaeser 2011, Triumph of the City Ch. 8 (and skim Chs 1 and 7)
4	Jan 22	Focus area: Transportation	Wheeler & Beatley, pp 113-136 Golub & Henderson 2011, The Greening of Mobility in San Francisco
	Jan 24	Field visit: La Bahia & Green Wharf	Sentinel news story: http://www.santacruzsentinel.com/ci_18661274
5	Jan 29	Focus area: Food and urban agriculture	Lovell 2010, Multifunctional Urban Agriculture Thibert 2012, Making Planning Work for Urban Agriculture Glaeser 2011, The Locavore's Dilemma SPUR 2012, Harvesting the City
6	Jan 31	San Francisco: a model of sustainability?	Hastrup, Battle for a Neighborhood EcoCenter at Heron's Head (news story) Roth 2010, Building a Farm
	Sun Feb 3	All-day field visit to San Francisco	
7	Feb 5	Focus area: Waste management	Wheeler & Beatley, pp 157-172 Sullivan 2011, Zero Waste on San Francisco's Horizon Yepsen 2009, U.S. Residential Food Waste Collection And Composting
	Feb 7	Field visit: Santa Cruz Resource Recovery Facility Meet at 8am, 605 Dimeo Lane (off Hwy 1 –15-20 mins from downtown)	
	Feb 12	Field visit: Sentinel Building (Ecology Action). Meet at 8.25am, 877 Cedar St (by the mailboxes).	Look through the web page with photos and a brief description: http://www.ecoact.org/Programs/Green_Building/index.htm
8	Feb 14	Focus area: Green buildings	Wheeler & Beatley, pp 255-278
9	Feb 19	Climate change and environmental planning Guest: Lacey Raak	Wheeler 2008, State and municipal climate change plans City of Santa Cruz Climate Action Plan (skim)
10	Feb 21	Peer review of op-eds Draft Op-Ed Due	
	Feb 26	No class – work on revising op-eds	
11	Feb 28	Focus area: Land use and regional planning	Wheeler & Beatley, pp 87-111 Barbour & Deakin 2012, Smart Growth Planning for Climate Protection AMBAG SB375 webpage

Class	Date	Topic	Required Readings
12	Mar 5	Measuring performance: ecological footprints and beyond Final Op-Ed Due	Wheeler & Beatley, pp 280-296 Glaeser & Kahn 2010, The Greenness of Cities Look at the ranking and methodology at http://ourgreencities.com
	Mar 7	TBD	
13	Mar 12	Poverty and green cities	Wheeler & Beatley, pp 183-189 and 197-208 Szazs & Meuser 2000, Unintended, inexorable McGranahan & Satterthwaite 2003, Urban centers.pdf
14	Mar 14	A race to the top or the bottom? Why are some cities greener than others?	Portney 2002, Taking Sustainable Cities Seriously Kahn & Morris 2009, Walking the Walk

Graded Assignments

All written assignments must be submitted in hard-copy form unless otherwise requested

Case study (written report)	30%	Due: various dates
Case study (oral presentation)	10%	Due: various dates
Op-ed	20%	Draft due: Thurs Feb 21, start of class Final due: Thurs Feb 28, start of class
Review of city plan	20%	Due: Thurs Mar 14, start of class
Class participation and field journal	20%	Due: Thurs Mar 14, start of class (journal)

Case Study

Due: Varies (sign up for a slot during Week 1 of class).

You will develop a case study of green initiatives in a specific city. You should address why this city is an interesting example. If it has a reputation for being green, to what extent is that justified? What are the specific practices, policies or projects that other cities can learn from and emulate? What are the most important lessons learned? You will submit a written report and also present your case study in class – in both cases your target audience is a mayor, city council member or similar policy maker.

You should hand in your written case study at the start of the class in which you present your case study. Some flexibility will be granted to students who present in the first half of the quarter, as long as this is agreed with Prof. Millard-Ball in advance.

Op-Ed

Draft due: Thursday February 21, start of class

Final due: Thursday February 28, start of class

You will write a 600-800 word opinion piece, suitable for submission to a newspaper, regarding an urban environmental issue. We'll have an in-class peer review session where you will give feedback on other students' drafts, and receive feedback on your own.

Review of City Plan

Due: Thursday March 14, start of class

You will critically review an environmental, sustainability, climate change or similar plan that is being considered or has been adopted by a city. Drawing on the readings and your experiences in class, evaluate the plan's goals and specific policies or projects. What would your recommendations be to improve the plan? Again, your target audience is a mayor, city council or similar policy maker.

Class Participation and Field Journal

Field journal due: Thursday March 14, start of class

~~You will need to keep a journal recording your reactions to and reflections on the in-class field visits, the all-day field visit, and the City Council, Planning Commission or similar meeting that you attend. A small notebook is ideal — make sure you have one specifically for this course. The journal should go beyond simply noting what was said, but reflect on what you learned and how it fits in with the readings and discussions in class. You can write in note form and include sketches, as long as it is legible.~~

Update: Instead of the field journal, submit a 1-2 page reflection paper on the City Council, Planning Commission or similar meeting that you attend. This will be 1/3 of your participation grade. You can still include sketches and unanswered questions. Due Thursday March 14, start of class

Your class participation grade will include attendance and active participation in class, and discussion leadership. Two absences will be allowed with no deduction, but repeated absences will reduce your participation grade.

Late Submission of Assignments

Students can make a formal request to the professor for special consideration for an extension to an assignment due date. This request should be received at least 48 hours in advance.

Otherwise, **ten percent** will be deducted for every 24-hour period an assignment is late. *Due at the start of class means 8am sharp, so an assignment handed in at 8.30am will incur a 10% deduction. Poor organization is not a valid reason for an extension of the due date.*

Academic Integrity

Students are expected to adhere to the UCSC policy on academic integrity - http://www.ucsc.edu/academics/academic_integrity/. All assignments should be written individually and be original works for this class. All academic integrity violations (e.g. plagiarism, cheating, multiple submissions, facilitating dishonesty) will be prosecuted if encountered. Please talk with Prof. Millard-Ball IN ADVANCE if you are unsure about citation styles or what may violate the academic integrity policy.

Accessibility and Disabilities

If you have any mobility or other limitation that may affect participation in field visits, please contact Prof. Millard-Ball before the quarter starts. This will help inform planning for transportation and field visit activities.

If you qualify for classroom accommodations because of a disability, please submit an Accommodation Authorization from the Disability Resource Center (DRC) to Prof. Millard-Ball **within the first two weeks of the quarter**. You may submit these outside of class (e.g., office hours) to ensure anonymity. Contact DRC at 831-459-2089 (voice), 831-459-4806 (TTY), or <http://drc.ucsc.edu> for more information on the requirements or process.