



GEO 333: Sustainable Cities

Fall 2021: Class Days and Times; Meeting Room

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Day 2
Day 3

COURSE DESCRIPTION:

With half of the world's population currently living in cities and the number of city dwellers expected to reach 5 billion by 2030, cities represent both an opportunity and a challenge for promoting sustainable development. This course will explore the economic, social, and environmental dimensions of sustainable development and how they have been applied to urban development in the quest to achieve the UN Sustainable Development Goal of making cities "inclusive, safe, resilient and sustainable." Roughly organized to explore the past, present, and future of sustainable cities, the course will explore the historical origins and evolution of the sustainable cities concept, the range of approaches cities are currently taking to achieving sustainable development goals.

Sustainable Cities is also an approved General Education **Speaking Emphasis (SE) course designed to develop oral communication skills.** Students will have multiple opportunities to develop and revise oral presentations on urban sustainability topics.

This course is also an approved course in the general education **Sustainability Pathway.**

Clear statement that the course is approved for the Pathway.

REQUIRED MATERIALS:

Books: No texts or other reading materials are required for purchase. All readings and other course materials will be posted to D2L.

Software/Hardware: Students are expected to have access to a computer or smartphone to participate in class activities and discussions via D2L. The Sustainability Statement assignment will require video capabilities – this can be accomplished via Kaltura Capture (available via D2L) or using a webcam or smartphone camera.

COURSE STUDENT LEARNING OUTCOMES:

After completing this course, students will be able to:



Articulate and critique the concept of sustainable development as it applies to cities



Identify opportunities and challenges of sustainable urban development



Evaluate the pros and cons of sustainability initiatives



Apply sustainable development concepts to propose strategies for addressing current urban challenges

Clear documentation that the course will contribute to at least 2 Learning Outcomes in each of at least 2 Pathway Goals

SUSTAINABILITY PATHWAY

As a course that fulfills the General Education Sustainability Pathway, this class will contribute to the following Sustainability Pathway learning goals and learning outcomes:

Goal 1: Envision and create positive futures



1C. Students will imagine, create, and express their own positive visions for the future and for socio-environmental change

This objective will be assessed through the sustainability statement and TED Talk assignments.



1D. Students will anticipate and construct plausible futures, and implement actions in the service of their individual and collective visions

This objective will be assessed through the TED Talk assignments and discussion board posts.

Each learning outcome references the assignment(s) that will be used to assess student progress on the outcome.

Goal 2: Cultivate a sustainability perspective



2A. Students will develop a perspective that recognizes and integrates multiple dimensions of sustainability

This objective will be assessed through the sustainability statement.



2D. Students will question norms, practices and opinions and formulate a position in the sustainability discourse

This objective will be assessed through the group presentation and discussion board posts.

Goal 4: Understand the dynamics and limits of natural and social systems



4A. Students will explain the origins and meanings of sustainability and living sustainably

This objective will be assessed through the discussion board posts.



4B. Students will explain characteristics of sustainable and unsustainable social, economic, and political systems

This objective will be assessed through the group presentation and discussion board posts.




Note the helpful icons, which will help students identify which assessments align with which learning outcomes. This iconography isn't required, but sure is a nice feature that helps economize words and space on the next page!

SUSTAINABILITY STATEMENT

At West Chester University, we promote the stewardship of an Earth on which life flourishes into a future of increasing prosperity and opportunity, without reducing the capacity of the environment to provide for future generations of humans and other life. Sustainability requires an understanding of the interconnected relationship of environmental, societal, and economic issues and resources at both the local and global levels. West Chester University graduates will be prepared to transform their understanding of those connections into a life-long commitment to environmental sustainability and responsible local and global citizenship.

Assessment descriptions are sufficiently detailed for students to see how the assessment assesses the relevant Pathway SLOs.

MEETING & ASSESSING STUDENT LEARNING OUTCOMES:

Assessment	SLOs assessed
Speaking Assessments	
<p><u><i>Sustainability Statement: What does urban sustainability mean to you?</i></u> After exploring the history of sustainable city concepts, students will be asked to draft and video record a statement about what urban sustainability means to them. These videos will be shared among small teams of peers who will provide feedback, as will the instructor. A second version will be created incorporating the feedback. This assignment focuses on mediated interactions and as such the videos can be edited to achieve the desired final product, meaning they may include shots from multiple “takes”.</p> <p>The sustainability statement videos will be suitable for uploading to your ePortfolio and will be worth 15% of the final grade.</p> <p><i>The icons tell students which Pathway SLO(s) the assessment addresses.</i></p>	
<p><u><i>Group presentation and discussion on a sustainability theme</i></u> In teams of 4-5, students will work together to develop class presentations on specific themes in urban sustainability. Based on a curated list of readings, each team will develop a 10-15 minute presentation on their theme that covers the challenges of urban sustainability related to the theme and some of approaches that have been developed or proposed to address those challenges. The team will then be asked to facilitate a class discussion about those approaches and alternate methods for dealing with urban sustainability challenges. Each team is expected to meet with the instructor during office hours within the week before the team presentation to discuss their plans (a subset of the group can do this provided that all members have agreed to this). This assignment focuses on both public speaking and interpersonal communication.</p> <p>The group presentations will be worth 20% of the final grade.</p>	
<p><u><i>TED talk: the future of urban sustainability</i></u> As a final visioning project, each student will prepare a 3-minute TED-like talk to share their ideas for a specific urban sustainability project. Each talk will identify one narrow challenge to achieving urban sustainability, propose a solution, and describe how that solution would be an improvement on the status quo. Students will be required to meet with the instructor to practice and receive feedback on their talks prior to the final presentation during final exam time. This assessment focuses on public speaking and can, if the student so desires, be recorded for inclusion in the ePortfolio.</p> <p>The TED Talk will be worth 25% of the final grade.</p>	
<p><u><i>Speaking assessments comprise 60% of the final grade</i></u></p>	

TENTATIVE COURSE OUTLINE: (SPEAKING TOPICS IN BLUE)

The outline of topics and readings helps students to see that the course will teach them content and skills relevant to their Sustainability SLOs, Goals, and Assessments.

Week	Topic/Activities	Readings (see bibliography for full citation)	Assignments
1	Course Intro including discussion of public speaking goals and objectives; Discussion of sustainability statements and public speaking tips; Early Green City Concepts	Olmstead, 1870 Howard, 1902 Public Speaking Project Chapter 1	Discussion post
2	Sustainable Development Concept – 3 Pillars of Sustainability;	Agyeman & Bullard, 2002; Campbell, 1996 Greenworks Philadelphia Executive Summary	Sustainability Statement draft
3	Themes in Urban Sustainability: Greening & Land Use; Instructor demonstration of group presentation structure and approach; discussion of sustainability statements	Greenworks Philadelphia: Equity Public Speaking Project Chapter 6 Chiesura, 2004	Discussion posts on sustainability statements
4	Debrief of presentation and discussion strategies; Presentation planning; group time to work on presentations	Public Speaking Project Chapters 8, 9, 13, and 18	
5	Themes in Urban Sustainability: Water	Greenworks Philadelphia: Equity Green City, Clean Waters	Sustainability Statement final Group 1 presentation & discussion Discussion post
6	Themes in Urban Sustainability: Transportation	Greenworks Philadelphia: Economy Sultana, Salon & Kuby, 2019	Group 2 presentation & discussion Discussion post
7	Themes in Urban Sustainability: Energy & Housing	Greenworks Philadelphia: Energy Kammen & Sunter, 2016	Group 3 presentation & discussion Discussion post
8	Themes in Urban Sustainability: Food	Greenworks Philadelphia: Equity Kremer and DeLiberty, 2011	Group 4 presentation & discussion Discussion post
9	Themes in Urban Sustainability: Climate Change	Greenworks Philadelphia: Environment Corburn, 2009	Group 5 presentation & discussion Discussion post
10	TED Talks; Review of speech organization, structure, and delivery; Overview of Future of Urban Sustainability topics	Public Speaking Project Chapter 16	Discussion post
11	The Future of Urban Sustainability: Legacy Cities	Burkholder, 2012	Discussion post
12	The Future of Urban Sustainability: World Cities	Sufiyan, 2013 Ilesanmi, 2010	Discussion post
13	The Future of Urban Sustainability: Developing Cities from Scratch	Soltani & Sharifi, 2012 Cugurullo, 2016	Discussion post
14	Consultations with Professor for individual talk feedback covering both content and delivery	Public Speaking Project Chapters 11 and 12	Draft TED talk
15	Consultations continued		Live TED talks during exam time