

Social and Cultural Aspects of Sustainability and the Built Environment

DCP 3220 – Section 2354 – Spring 2017

Tuesdays 9:35-11:30am and Thursdays 9:35-10:25am
Rinker 225

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Office by appointment

“The starting point...is not the environmental problems which are undermining the ability of the Earth to support human life, but instead the social, cultural and economic systems that gave rise to those problems... Critique by itself is not enough, however, and sustainability literacy also requires practical skills for engaging in the transition away from consumerist societies to strong, resilient communities capable of fulfilling human needs with minimal use of energy and resources.”

- *The Handbook of Sustainability Literacy*, p. 4.



Social and cultural aspects of sustainability and the built environment are diverse. Example topics include: social justice/equity, cultural heritage, appropriate technology, sustainable urbanism, sense of place, sense of community, health and well-being, community development, community engagement, community based social marketing, communication, leadership, interdisciplinary teamwork, design thinking, systems thinking, and resilience.

Course Learning Objectives

- Relate social, cultural, environmental, and economic aspects of sustainability and resilience.
- Explain why sustainability of the built environment requires attention to the social and cultural aspects - from knowledge, ethical, and strategic perspectives.
- Design sustainable solutions for the built environment that incorporate or prioritize social and cultural aspects.

- Apply sustainability literacy skills, such as effective communication and teamwork, which directly support sustainability in the built environment and increase sustainability literacy.
- Conduct social science research for the built environment.

Course Format

The course has a Canvas site that contains all course readings, presentations, assignments, grades, and additional resources.

The course subject matter is foundational, while also being contemporary, applied, creative, and socially constructed (within our class). The course format fits the subject matter and includes a mix of presentations, in-class small group activities, and outside-class assignments supported by assigned readings, research, and field trips. Daily class preparation, attendance, and participation are critical to the activities and learning.

You can stay abreast of campus and community sustainability events via the UF Office of Sustainability: <http://sustainable.ufl.edu/news-events/newsletter/> and <http://sustainable.ufl.edu/news-events/social-media/>

Assignments

Assignment	Description	% of Grade
<i>Attendance</i>	Come to class on time, be prepared, pay attention (no multi-tasking), and engage.	25%
<i>Module Quizzes</i>	Four in-class, closed book quizzes based on module readings and class presentations.	20% (5% each)
<i>Activities</i>	Three group activities, with in-class presentations	30% (10% each)
<i>Green Building Learning Collaborative</i>	Attend the Green Building Learning Collaborative board meeting. Write a short report reflecting on the information presented at the meeting.	10%
<i>Case study video</i>	4-5 minute video of case study of social-cultural sustainability	15%

Grading

The relationship between letter grades and numeric grades is: A is 93-100%, A- is 90-92%, B+ is 88-89%, B is 83-87%, B- is 80-82%, C+ is 78-79%, C is 73-77%, C- is 70-72%, D+ is 68-69%, D is 58-67%, D- is 55-57%, and E is below 55%. Where A=4.0, A-

=3.67, B+=3.33, B=3.0, B-=2.67, C+=2.33, C=2.0, C-=1.67, D+=1.33, D=1.0, D-=0.67, E=0.0.

Each assignment will have a grading rubric of specific criteria based on the assignment instructions. In general, an “A” grade requires demonstration of a solid understanding and application of the course readings, lectures, and class discussions, and other materials, insights and synthesis of topics that come from reflection, independent research (if assigned), and analysis, ability to work in small groups, clear and compelling writing/presentation, proper reference citations, and timely submittal. A “B” grade is basically sound, but has a deficiency in one of the categories above. A “C” or lower grade has significant deficiencies.

Late assignments will be marked down 10% of the total grade if they are not turned in by the deadline, and then an additional 10% for each week they are late (prorated, including weekends). Missed class and makeup work are only allowed with acceptable, *documented reasons*, and advance (or as soon as possible) notice, for absence as specified by UF policy:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. The terms of making up missed work will be determined by the instructor in discussion with the student.

Student Honor Code and Academic Honesty

Students must follow the University's Honor Code (, which includes issues of cheating, plagiarism, and honesty. I will screen all assignments for plagiarism using the text-matching Tools Turnitin (<http://turnitin.com/static/index.html>). Students must submit work that is original to this course, i.e., not the student's work from another course (unless it is used as a reference and properly cited). For guidance to avoid plagiarism and other Honor Code violations see:

<http://www.correspondencestudy.ufl.edu/students/handbook/Plagiarism/PlagiarismAlert.html>.

Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation and assistance with providing reasonable accommodation. UF Disability Resource Center:

<https://www.dso.ufl.edu/drc/>

Getting Help

U Matter We Care – UF's umbrella program provides students in distress with support and coordination of a wide variety of resources: <http://www.umatter.ufl.edu>

UF Counseling and Wellness Center – to speak to a counselor about a problem that you are having: <http://www.counseling.ufl.edu/cwc/>

Dean of Students Office – to resolve a conflict or access the student code of conduct:
<https://www.dso.ufl.edu/drc/>

About Professor Frank



I am an assistant professor in the Department of Urban and Regional Planning. I specialize in integrative and adaptive planning processes, especially for ecosystem/watershed management, regional sustainability, and rural stewardship. Recent research projects include evaluating collaborative planning for Everglades restoration, identifying state policies that influence regional transportation planning, and conducting sea level rise adaptation planning. I formerly worked as a planning consultant in the Pacific Northwest and as an environmental engineer for a large manufacturing company in North Carolina. I have a doctorate in City and Regional Planning from Georgia Tech in Atlanta and a master's degree in Community and Regional Planning from the University of Oregon. My undergraduate majors were chemical engineering and mathematics.

SCHEDULE

DATE	TOPICS	ASSIGNMENTS
Week 1 1/5	COURSE OVERVIEW	Begin readings for module 1.
MODULE 1: ETHICS AND PRINCIPLES		
<p>Readings</p> <ul style="list-style-type: none"> • Smith, Dianne, Marina Lommerse, and Priya Metcalfe, editors. 2014. <i>Perspectives on Social Sustainability and Interior Architecture: Life from the Inside</i>. New York: Springer <ul style="list-style-type: none"> ◦ Chapter 1 An Introduction to Social Sustainability and Interior Architecture, by Dianne Smith, Sarah Beeck, Marina Lommerse, and Priya Metcalfe • Hawkes, Jon. 2001. <i>The Fourth Pillar of Sustainability: Culture's Essential Role in Public Planning</i>. Australia: Common Ground Publishing <ul style="list-style-type: none"> ◦ Chapter 1 The Meaning of Culture ◦ Chapter 2 The Application of Culture • Brenman, Marc, and Thomas W. Sanchez. 2012. <i>Planning as if People Mattered: Governing for Social Equity</i>. Washington, DC: Island Press <ul style="list-style-type: none"> ◦ Chapter 2 Changing Demographics and Social Justice ◦ Chapter 8 Conclusions and Recommendations • Stibbe, Arran, editor. 2009. <i>Handbook of Sustainability Literacy: Skills for a Changing World</i> http://www.sustainability-literacy.org <ul style="list-style-type: none"> ◦ Emotional Wellbeing, by Morgan Phillips ◦ Appropriate Technology and Appropriate Design, by Mike Clifford 		
Week 2 1/10,12	21st CENTURY WORLD AND ETHICS	<ul style="list-style-type: none"> • Discuss: Smith et al. 2014; Hawkes 2001 • Receive Green Building Learning Collaborative assignment
Week 3 1/17,19	SUSTAINABILITY PRINCIPLES	<ul style="list-style-type: none"> • Discuss: Brenman and Sanchez 2012; Stibbe 2009 (i.e., Phillips, Clifford) • Module 1 quiz (Tue) • Receive case study assignment (Thu); begin search for case
MODULE 2: PROJECT DESIGN		
<p>Readings</p> <ul style="list-style-type: none"> • Godschalk, David R., and Emil E. Malizia. 2014. <i>Sustainable Development Projects: Integrating Design, Development, and Regulation</i>. Chicago: APA Planners Press. <ul style="list-style-type: none"> ◦ Chapter 1 Introduction: Challenges to Sustainable Urban Growth • Calkins, Meg. 2012. <i>The Sustainable Sites Handbook: A Complete Guide to the Principles, Strategies, and Best Practices for Sustainable Landscapes</i>. Hoboken, NJ: John Wiley & Sons. <ul style="list-style-type: none"> ◦ Chapter 7 Human Health and Well-Being for Sustainable Sites • Living Building Challenge 3.0: A Visionary Path to a Regenerative Future. International Living Future Institute http://living-future.org/lbc • Heerwagen, Judith, and Lea Zagreus. 2005. The Human Factors of Sustainable Building Design: Post Occupancy Evaluation of the Philip Merrill Environmental Center, Annapolis, MD. 		

U.S. Department of Energy.		
Week 4 1/24,26	SUSTAINABLE PROJECTS	Discuss: Godschalk and Malizia 2014
Week 5 1/31,2/2	DESIGN FOR QUALITY OF LIFE	<ul style="list-style-type: none"> Discuss: Calkins 2012; Living Building Challenge Begin activity 1 (Thu)
Week 6 2/7,9	DESIGN FOR JUSTICE/EQUITY	<ul style="list-style-type: none"> Discuss: Heerwagen and Zagreus 2005 Module 2 quiz (Tue)
Week 7 2/14,16	DESIGN FOR CULTURE	<ul style="list-style-type: none"> Activity 1 presentation (Tue)
MODULE 3: COMMUNITY DESIGN		
Readings <ul style="list-style-type: none"> Hester, Randolph T., 2010. <i>Design for Ecological Democracy</i>. Cambridge, MA: MIT Press. <ul style="list-style-type: none"> Introduction Fairness Green, Gary P., and Anna L. Haines. 2011. The Role of Assets in Community-Based Development (Ch. 1). In <i>Asset Building & Community Development</i>. SAGE Publications. Barton, Hugh. 1999. Neighborhood as Ecosystem. In <i>Sustainable Communities: The Potential for Eco-neighbourhoods</i>, Edited by Hugh Barton. London and New York: Earthscan. Randolph, John. 2012. Chapter 16 Design with Nature for People. <i>Environmental Land Use Planning and Management</i>. Washington, DC: Island Press. Herman Miller. 2005. Creating a Culture of Sustainability: How College Campuses are Taking the Lead. 		
Week 8 2/21,23	SUSTAINABLE AND RESILIENT COMMUNITIES	<ul style="list-style-type: none"> Discuss: Hester 2010; Green and Haines 2011 Begin Activity 2 (Tue)
Week 9 2/8,3/2	INTEGRATED COMMUNITY DESIGN	<ul style="list-style-type: none"> Discuss: Barton 1999; Randolph 2012; Herman Miller 2005 Module 3 quiz (Tue)
Week 10 3/7,9	SPRING BREAK	
Week 11 3/14,16	COMMUNITY- AND PLACE- MAKING	<ul style="list-style-type: none"> Activity 2 presentation (Tue)
MODULE 4: SKILLS AND TOOLS		
Readings <ul style="list-style-type: none"> Stibbe, Arran, editor. 2009. <i>Handbook of Sustainability Literacy: Skills for a Changing World</i> http://www.sustainability-literacy.org <ul style="list-style-type: none"> Interdisciplinary Literacy, by Roland Tormey, Mags Liddy, and Deirdre Hogan Myers, Dowell. 2007. Promoting the Community Future in the Contest with Present 		

<p>Individualism. <i>Engaging the Future: Forecasts, Scenarios, Plans, and Projects</i>, edited by L. Hopkins and M. Zapata. Cambridge, MA: Lincoln Institute for Land Policy</p> <ul style="list-style-type: none"> • Design Thinking for Educators Toolkit, 2nd Edition. IDEO. Riverdale. www.designthinkingforeducators.com • Goleman, Daniel. 2000. Leadership That Gets Results. <i>Harvard Business Review</i>. March-April. • Harré, Niki. 2011. <i>Psychology for a Better World: Strategies to Inspire Sustainability</i> <ul style="list-style-type: none"> ○ Chapter 1 Introduction ○ Chapter 3, Part 2 – Stories (pp. 52-57) • McKenzie-Mohr, Doug. Fostering Sustainable Behavior: Community-Based Social Marketing www.cbsm.com <ul style="list-style-type: none"> ○ Fostering Sustainable Behavior ○ Quick Reference: Community-Based Social Marketing 		
<p>Week 12 3/21,23</p>	<p>LEARNING, VISIONING, AND DESIGN THINKING</p>	<ul style="list-style-type: none"> • Discuss: Stibbe 2009 (i.e., Tormey et al.); Myers 2007; Design Thinking • Begin activity 3 (Tue) • Green Building Learning Collaborative report due (Tue)
<p>Week 13 3/28,30</p>	<p>LEADERSHIP AND COMMUNICATION</p>	<ul style="list-style-type: none"> • Discuss: Goleman 2000; Harré 2011; McKenzie-Mohr • Module 4 quiz (Tue)
<p>Week 14 4/4,6</p>	<p>ENGAGEMENT AND COLLABORATION</p>	<ul style="list-style-type: none"> • Activity 3 presentation (Tue)
<p>COURSE REVIEW</p>		
<p>Week 15 4/11,13</p>	<p>STUDENT CASE STUDIES</p>	<ul style="list-style-type: none"> • Case study video due (before midnight)
<p>Week 16 4/18</p>	<p>COURSE REVIEW</p>	
<p>Finals week</p>		<ul style="list-style-type: none"> • Complete any outstanding assignments