SUMMARY
This course will discuss dimensions of triple bottom line sustainability, and various approaches for achieving sustainability within the community. Its primary goal is to introduce students to the process of producing a sustainability plan for a neighborhood, city or region. Students will learn how to prepare a baseline sustainability analysis, generate community sustainability goals, formulate sustainability implementation tactics, and devise assessment measures. The course will examine best practices in planning for sustainability from around the country, but will use the City of St. Louis as a case study in studying current techniques and theories in planning for sustainability. **Regular student attendance and participation in class is expected.**

GRADING
Students will be required to do weekly Internet-based research, complete short assignments to demonstrate that the assigned readings have been completed, and create a final project. **Students are expected to participate in class and complete all readings and other assignments.** Grading will be as follows:

A+ = 100 and above; A = 99-95; A- = 94-90; B+ = 89-85; B = 84-80; B- = 79-75; C+ = 75-70; C = 69-65; C- = 64-60; D+ = 59-55; D = 54-50; F ≤ 49

REQUIRED COURSE TEXTS AND READING MATERIALS

**Required Textbooks:**
*People Habitat: 25 Ways to Think About Greener, Healthier Cities*
F. Kaid Benfield, People Habitat Communications (2014)

*Toward Sustainable Communities: Solutions for Citizens and Their Governments*

Additional reading materials will be handed out in class.
ENROLLMENT/DROP AND CREDIT: Please contact the University College in person or online.

CLASSROOM LOCATION: Eads 203

ATTENDANCE: Attendance at every class session is required unless unexpected personal or work circumstances prevent you from attending. In cases of excused absences, please contact me prior to the class meeting so that we can discuss the situation, including arrangements for making up work. Two or more unexcused absences will drop the final course grade by at least one full letter grade. Excessive unexcused absences may result in a failing grade. Students with four or more absences, excused or unexcused, are advised to withdraw from the course.

ACADEMIC INTEGRITY AND PLAGIARISM: It is dishonest and a violation of student academic integrity if you plagiarize, cheat on an examination, copy or collaborate on assignments without permission, fabricate or falsify data or records, or engage in other forms of deceit or dishonesty. Complete information about the University's Academic Integrity Policy may be found at http://artsci.wustl.edu/~college/Policies/, click on “Academic Integrity Policy.” Policies concerning academic integrity, intellectual property, and proper citation apply equally to electronic, online, and conventional print resources. All violations of standard rules of academic integrity will be reported to and investigated by the Dean of University College. If it is determined that you have acted dishonestly, or even if you have admitted the charges prior to a formal investigation or hearing, an appropriate sanction will be imposed, including automatic failure of the assignment or course, or in the case of serious or repeat violations, suspension or expulsion from the University. Withdrawing from a course will not prevent the Dean from imposing or recommending sanctions. If you observe another student violating this policy, you have a responsibility to confront the student, report the misconduct to the instructor, and/or seek advice from the appropriate dean or academic integrity officer. Please let me know if you have any questions or need additional resources about proper citation, attribution of sources, collaboration with other students, or any other related aspect of academic integrity and plagiarism.

RECORDING OF CLASSROOM LECTURES: The use of smart pens and recording devices during class is prohibited. No smart pens, mobile phones or other recording devices are permitted during class. Neither are photos of the lecture materials permitted without prior approval. Notwithstanding, if a student has a learning disability that requires the use of these types of technologies, the student should discuss the situation with me in advance so that we can make reasonable accommodations.

SPECIAL NEEDS AND DISABILITIES: If you require accommodations for taking exams or for lectures, please contact Cornerstone: the Center for Advanced Learning, located in Gregg Hall, 935-5970, www.cornerstone.wustl.edu. I will provide any accommodations for which you qualify as long as I receive the appropriate documentation from Cornerstone. Cornerstone serves as the official University resource for approving and arranging students' accommodations. All information is treated as confidential.
Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student, so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth
COURSE OUTLINE

Week 1/Tuesday, August 30: CLASS DOES NOT MEET IN PERSON
Context for Sustainable Communities and Sustainable Community Development
Readings: Roseland Chapters 1 and 2
Benfield Chapters 1 and 23
Assignment: None

For Week 2/Tuesday, September 6: Making Community Policy, Communities Integrating Sustainability and Governing Sustainable Communities
Readings: Roseland Chapters 3, 14 and 15
Benfield Chapter 25 and Epilogue
Assignment: Conducted in class

For Week 3/Tuesday, September 13: Tools for Community Sustainability
Readings: Roseland Chapter 16
Benfield Chapters 7, 8, 9, 17 and 18
Assignment: Roseland pp. 278-79: Which community assessment tool would you prefer to use and why?

For Week 4/ Tuesday, September 20: Land Use, Urban Form & Community Design
Readings: Roseland Chapter 9
Benfield Chapters 10, 11, 12 and 24
Assignment: Hamilton Heights materials: Summarize what you consider to be the most important points and explain why.

For Week 5/ Tuesday, September 27: Community Economic Development
Readings: Roseland Chapter 12
Benfield Chapters 4, 20, 22
Assignment: Specify how you intend to create a Neighborhood Sustainability Asset Inventory

For Week 6/ Tuesday, October 4: Housing and Community Development
Readings: Roseland Chapter 10
Benfield Chapters 5, 13 and 14
Assignment: Case study application to City of St. Louis / Hamilton Heights

For Week 7/ Tuesday, October 11: Cultivating Greener, Food Secure Communities
Readings: Roseland Chapter 4
Benfield Chapters 6 and 21
Assignment: Case study application to City of St. Louis / Hamilton Heights
Week 8/ Tuesday, October 18: NO CLASS – FALL BREAK

For Week 9/ Tuesday, October 25: MID-TERM PROJECT
Turn in/Present your Community Assessment, Implementation Steps, Measurement & Evaluation

For Week 10/ Tuesday, November 1: Climate Change, Energy Efficiency and Renewables
Readings: Roseland Chapters 7 and 13
Benfield Chapter 2
Assignment: Case study application to City of St. Louis / Hamilton Heights

For Week 11/ Tuesday, November 8: Green Building
Readings: Roseland Chapter 11
Benfield Chapter 3
Assignment: Case study application to City of St. Louis / Hamilton Heights

For Week 12/ Tuesday, November 15: Transportation Planning and Traffic Management
Readings: Roseland Chapter 8
Benfield Chapters 15 and 16
Assignment: Case study application to City of St. Louis / Hamilton Heights

For Week 13/ Tuesday, November 22: Waste Reduction and Recycling
Readings: Roseland Chapter 6
Assignment: Case study application to City of St. Louis / Hamilton Heights

For Week 14/ Tuesday, November 29: Water and Sewage
Readings: Roseland Chapter 5
Assignment: Case study application to City of St. Louis / Hamilton Heights

Week 15/ Tuesday, December 6: FINAL PROJECT part I

Week 16/ Tuesday, December 13: FINAL PROJECT part II

Week/17/ Tuesday, December 20: FINAL PROJECT part III