

## *Social and Cultural Aspects of Sustainability and the Built Environment*

**DCP 3220 – Section 2354 – Spring 2013**  
**Tuesdays 12:50-2:45pm and Thursdays 1:55-2:45, Rinker 210**

Dr. Kathryn Frank

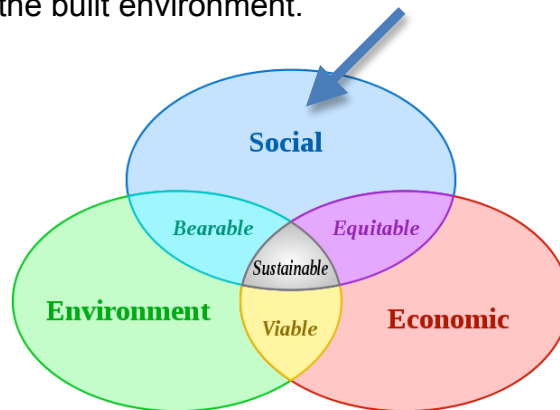
ARCH 452 (east end of building)

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Office Hours: Tue 10:40-11:30am and Thu 3:00-3:50 pm, or by appointment

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Often, sustainability is thought of in environmental terms, such as reducing the energy, water, or materials used. This course explores the *social* dimension when searching for sustainable solutions in the built environment.



“The starting point of the [course and] book 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.

### *Learning Objectives*

- Explain the goals of sustainability in terms of different conceptual models (such as the three intersecting circles above).
- Explain why sustainability requires attention to the social and cultural aspects (and vice versa), from ethical, pragmatic, and systems perspectives.
- Describe and apply various sustainability literacy skills that directly support sustainability in the built environment and increase sustainability literacy.
- Conduct social science research and integrated social-environmental-economic system design for the built environment.

### Course Format

The course is a seminar with lectures, discussions, in-class exercises, guest speakers, and writing assignments supported by assigned readings and case studies. The course has an eLearning site that will contain all materials and grades. Daily class attendance, preparation, and participation are critical to the discussions and learning. I also suggest that you sign up for the UF Office of Sustainability listserv to receive news of sustainability events (<http://www.sustainability.ufl.edu/> click on “sign up for our listserv” at top left in tiny green writing beneath the blank field).

### Assignments and Grading

<b>Assignment</b>	<b>Instructions</b>	<b>% of grade</b>	<b>Due</b>
<i>Reading</i>	See schedule below	See classroom exercises	By class, see schedule
<i>Classroom exercises</i>	Based on attendance and participation, the week’s readings, and class lectures. Allowed one miss, makeup one more.	50%	During class
<i>Case study report and video plan</i>	Choose a case for exploring the social dimension of sustainability and the built environment. In 3000 words describe the case, the social dimension explored, preliminary recommendations, and the video plan.	30%	Submit choice by Feb 14, 2pm.  Report due Mar 21, 2pm.
<i>Case study video</i>	10 minute video of case study and recommendations to address the social aspects.	20%	May 1, 2pm.

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 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 5% of the total grade if they are not turned in by the deadline, and then an additional 5% for each week they are late (including weekends). *Missed class* and *makeup work* are allowed with acceptable, documented, and prompt reasons for absence:

<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.

The relationship between letter grades and numeric grades is: A ( $\geq 92.5$ ), A- ( $\geq 90.0$ ), B+ ( $\geq 87.5$ ), B ( $\geq 82.5$ ), B- ( $\geq 80.0$ ), C+ ( $\geq 77.5$ ), C ( $\geq 72.5$ ), C- ( $\geq 70.0$ ), D+ ( $\geq 67.5$ ), D ( $\geq 62.5$ ), D- ( $\geq 60.0$ ), and E ( $< 60$ ). 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.

### 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.

### Student Honor Code and Academic Honesty

Students MUST follow the University's Honor Code, which includes issues of cheating, plagiarism, and honesty. Please see <http://www.correspondencestudy.ufl.edu/students/handbook/Plagiarism/PlagiarismAlert.html> for guidance to avoid plagiarism and other Honor Code violations. *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).

### About Professor Frank



I am an assistant professor in the Department of Urban and Regional Planning. I specialize in collaborative 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 in Florida. I formerly worked as a consultant, and as an environmental engineer for a large manufacturing company. 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	READING AND ASSIGNMENTS
<b>Week 1</b> 1/8 1/10	<b>COURSE OVERVIEW</b> <ul style="list-style-type: none"> <li>Role of the built environment, design, and planning in sustainability</li> <li>Guest speaker: DCP 3220 alumna</li> </ul>	Syllabus  <i>Handbook of Sustainability Literacy (HSL):</i> Introduction Problem Based Learning  Bogota: Building a Sustainable City <a href="http://www.pbs.org/e2/episodes/209_bogota_building_sustainable_city_trailer.html">http://www.pbs.org/e2/episodes/209_bogota_building_sustainable_city_trailer.html</a>  <b>1/10 Complete bio and interests sheet</b>
<b>CROSS-CUTTING CONCEPTS</b>		
<b>Week 2</b> 1/15 1/17	<b>SOCIAL AND CULTURAL ASPECTS</b> <ul style="list-style-type: none"> <li>Sustainability literacy skills</li> <li>Issues of scale (spatial-political and temporal)</li> <li>Social-ecological systems and change</li> </ul>	<i>HSL:</i> Ecological Intelligence  Agyeman, Julian, and Tom Evans. 2003. Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions. <i>Annals of the American Academy of Political and Social Science</i> , 590:35-53  Meadows, Donella. 2001. Dancing with Systems. <a href="http://www.sustainabilityinstitute.org/pubs/Dancing.html">http://www.sustainabilityinstitute.org/pubs/Dancing.html</a>  <b>Exercise 1</b>
<b>Week 3</b> 1/22 1/24	<b>CULTURE AND TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Consumption vs. conservation, technological vs. social solutions, individual vs. community values</li> <li>Relationship with place and built environment, resource limits, appropriate technology</li> </ul>	<i>HSL:</i> Optimisation Commons Thinking Cultural Literacy Appropriate Technology and Appropriate Design  <b>Exercise 2</b>
<b>Week 4</b> 1/29 1/31	<b>PROFESSIONS, INSTITUTIONS AND RULES</b> <ul style="list-style-type: none"> <li>Role of designers, planners, policy makers, and cultural leaders</li> <li>Interdisciplinary teamwork</li> </ul>	<i>HSL:</i> Transition Skills Futures Thinking Interdisciplinary Literacy Greening Business  <b>Exercise 3</b>
<b>Week 5</b> 2/5	<b>LEADERSHIP AND COMMUNICATION</b> <ul style="list-style-type: none"> <li>Leadership and demonstration</li> </ul>	<i>HSL:</i> New Media Literacy

2/7		<p>Harnessing Information Technology</p> <p>Want to fight climate change? Start by turning to your neighbors. Yes!  <a href="http://cms.yesmagazine.org/people-power/facing-off-against-fossil-fuels-and-frankenstorms-time-to-form-an-affinity-group">http://cms.yesmagazine.org/people-power/facing-off-against-fossil-fuels-and-frankenstorms-time-to-form-an-affinity-group</a></p> <p>One Billion Rising  <a href="http://cms.yesmagazine.org/peace-justice/one-billion-rising">http://cms.yesmagazine.org/peace-justice/one-billion-rising</a></p> <p><b>Exercise 4</b></p>
<p><b>Week 6</b> 2/12 2/14</p>	<p><b>ENGAGEMENT, INNOVATION AND LEARNING</b></p> <ul style="list-style-type: none"> <li>Analytic, design, and participatory approaches</li> <li>Social learning and social capital</li> </ul>	<p><i>HSL:</i> The Emerging Paradigm Social Engagement A Learning Society</p> <p><b>2/14 Submit case study choice for approval</b></p>
<p><b>INDIVIDUAL AND SITE SCALE</b></p>		
<p><b>Week 7</b> 2/19 2/21</p>	<p><b>DESIGNING QUALITY OF LIFE</b></p> <ul style="list-style-type: none"> <li>Health and safety</li> <li>Life stages</li> <li>Environmental behavior</li> <li>Demand for sustainability</li> </ul>	<p><i>HSL:</i> Emotional Wellbeing</p> <p>10 Things Science Taught Us About Happiness in 2012  <a href="http://cms.yesmagazine.org/happiness/10-things-science-taught-us-about-happiness-in-2012">http://cms.yesmagazine.org/happiness/10-things-science-taught-us-about-happiness-in-2012</a></p> <p>Louv, Richard. 2007. Leave No Child Inside. Orion Magazine.</p> <p><b>Exercise 5</b></p>
<p><b>Week 8</b> 2/26 2/28</p>	<p><b>PROMOTING RESPONSIBLE BEHAVIOR</b></p> <ul style="list-style-type: none"> <li>Community based social marketing</li> <li>Environmental and civic education</li> </ul>	<p>McKenzie-Mohr, Doug. 1999. Fostering Sustainable Behavior. Chapters 1 and 5. Gabriola Island, BC: New Society Publishers.</p> <p><b>Exercise 6</b></p>
<p><b>Week 9</b> 3/5 3/7</p>	<p><b>SPRING BREAK</b></p>	
<p><b>Week 10</b> 3/12 3/14</p>	<p><b>BUSINESS ETHICS</b></p> <ul style="list-style-type: none"> <li>Ethical product sourcing and construction</li> <li>Impacts of siting decisions</li> <li>LEED social; other systems</li> </ul>	<p>ICLEI – Local Governments for Sustainability. 2007. RESPIRO Guide to Socially Responsible Procurement of Building Construction Works. Freiburg, Germany, and Belgium.</p>

	<ul style="list-style-type: none"> <li>Sustainable investing</li> </ul>	<b>Exercise 7</b>
<b>Week 11</b> 3/19 3/21	<b>OCCUPANCY, MAINTENANCE AND REVISION</b> <ul style="list-style-type: none"> <li>Post occupancy evaluation</li> <li>Maintenance and sustaining action</li> <li>Adaptation</li> </ul>	<p>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.</p> <p>Hager, Mary Catherine. 2003. Low-Impact Development. Stormwater: The Journal for Surface Water Quality Professionals. January/February.</p> <p><b>3/21 Case study report and video plan due</b></p>
<b>NEIGHBORHOOD AND COMMUNITY SCALE</b>		
<b>Week 12</b> 3/26 3/28	<b>RESPONSIBLE DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Environmental justice</li> <li>Responsible development and redevelopment</li> <li>Reduce risk and conflict</li> </ul>	<p>Superstorm Sandy, by the numbers, U.S. News <a href="http://usnews.nbcnews.com/news/2012/10/29/14777524-superstorm-sandy-by-the-numbers?lite">http://usnews.nbcnews.com/news/2012/10/29/14777524-superstorm-sandy-by-the-numbers?lite</a></p> <p>Unnatural Causes videos at <a href="http://www.unnaturalcauses.org/video_clips.php">http://www.unnaturalcauses.org/video_clips.php</a></p> <ul style="list-style-type: none"> <li>Living in disadvantaged neighborhoods is bad for your health</li> <li>Louisville's Rubbertown neighborhood fights against toxic emissions</li> <li>Tohono O'odham Community Action (TOCA)</li> </ul> <p><b>Exercise 8</b></p>
<b>Week 13</b> 4/2 4/4	<b>SUSTAINABLE URBANISM</b> <ul style="list-style-type: none"> <li>New urbanism, transit-oriented development, human scale</li> <li>Urban green space</li> <li>Affordable housing</li> </ul>	<p>Gottlieb, Robert. 2007. Reinventing Los Angeles: Nature and Community in the Global City. Chapter 2 (Community in the City). MIT Press.</p> <p><b>Exercise 9</b></p>
<b>Week 14</b> 4/9 4/11	<b>NEIGHBORHOOD ACTIVISM AND PLANNING</b> <ul style="list-style-type: none"> <li>Community sustainability movements</li> <li>Campus sustainability</li> </ul>	<p>Here Comes the Neighborhood, <i>Planning</i>, March 2012</p> <p>The Story of the Cotton Club <a href="http://www.cce.ufl.edu/cottonclub/story.htm">www.cce.ufl.edu/cottonclub/story.htm</a></p> <p>UF Office of Sustainability <a href="http://www.sustainability.ufl.edu/about">www.sustainability.ufl.edu/about</a></p>

		Campus Controls, <i>Planning</i> , February 2011 <b>Exercise 10</b>
<b>CITY AND REGIONAL SCALE</b>		
<b>Week 15</b> 4/16 4/18	<b>SUSTAINABLE CITIES AND REGIONS</b> <ul style="list-style-type: none"> <li>• Urban and regional sustainability</li> <li>• Rural sustainability and bioregionalism</li> <li>• Ecosystem services and green infrastructure</li> <li>• Climate change adaptation</li> </ul>	LA Reimagined, <i>Planning</i> , January 2012  Curitiba, Brazil at <a href="http://www.youtube.com/watch?v=hRD3l3rIMpo">www.youtube.com/watch?v=hRD3l3rIMpo</a>  Costanza et al. 1997. The value of the world's ecosystem services and natural capital. <i>Nature</i> 387.  Climate Change Adaptation and Sea-Level Rise in the San Francisco Bay Area, <i>Planning</i> , January 2012  <b>Exercise 11</b>
<b>Week 16</b> 4/23	<b>COURSE REVIEW</b>	
<b>Week 17</b>	<b>FINALS</b>	<b>5/1 Case study video due</b>