

PPPM

Department of Planning, Public Policy and Management



UNIVERSITY
OF OREGON

**University of Oregon
College of Design
School of Planning, Public Policy, and Management**

*Urban nature is like living with mass conditions.
It sometimes feels like a myth & you are its scribe.*
-- Eileen Myles, poet (American)

PPPM 445 Green Cities (CRN #15163)

Fall 2019

4 Credit Hours

Class Hours: Monday & Wednesday, 4:00 – 5:20 pm, 140 Tykeson Hall

Instructor: John Arroyo, Ph.D., Assistant Professor in Engaging Diverse Communities

Office Location: 107 Hendricks Hall

Office Hours: Mondays and Wednesdays, 2-3:30 pm

Sign-up via YouCanBookMe: jarroyo.youcanbookme.com

Contact Information: jarroyo@uoregon.edu

Graduate Employee (GE): Kerry O'Connor (Master's in Nonprofit Management)

Office Location: Hendricks Hall Hearth (common area, main floor)

Office Hours: Thursdays, 10-11:30 am

Contact Information: kfo@uoregon.edu

*For any questions, directly send an email to the instructor or GE – rather than through Canvas – to ensure message delivery.

Course Website: canvas.uoregon.edu (log-in with your UO user name and password)

Course Folder: TD Client

Instructions for how to connect: <https://service.uoregon.edu/TDClient/KB/ArticleDet?ID=39184>

(The TD Client will *only* be used in the event of very large files or other materials related to course group that don't fit on Canvas. Canvas will remain *primary* source of course material. DO NOT PLACE ANY HOMEWORK IN THE TD CLIENT (it will not be graded).)

PURPOSE OF COURSE

Cities are ever-evolving organisms influenced by the interplay between physical and natural processes. On the one hand they are centers of innovation, economic growth, and a hub for social services. On the other cities are also sites of environmental contestation and inequities. What constitutes a “green” city can be either beneficial or consequential for shaping human habitats and our ideals about where and how we live. This course examines the history and future of the ecological city and the technological, social, cultural, and political forces that continue to shape a range of metropolitan scales (site, local, region, state, national, and international). Urban environmental transformation is explored in conjunction with the theories and policies that frame alternative transportation; agriculture and food systems; climate change; the design of parks,

waterfronts, community gardens, and infrastructure; urban and rural watershed management; and sustainable economies as the basis of an ecologically sound society. A key component of the course will be framing the political struggles and real-world possibilities for the next stage of human civilization through an environmental justice lens. Students will engage with critical perspectives and dialogue of these issues. Students will also learn how to write in varying formats (e.g. Op-Ed, policy brief) and give oral presentations to strengthen their communication skills. The overarching questions for the course are two-fold: 1) What does it mean to be a “green” city? And, 2) Are “green” cities truly possible and if so, what would they look like?

GOALS:

After completing this course, students should be able to:

- **Understand** the history of environmental thought and how ideas in the past shape present-day environment management at various urban scales (especially local)
- Critically **explore and evaluate** claims of “green” strategies and their influence on environmental impact and inclusion
- **Apply** basic principles of social sciences and humanities to understand environmental problems, argue for their solutions, and recognize their counter-arguments and constraints
- **Engage** thoughtfully, respectfully, and honestly with other students, community organizations, and local residents around issues of environmental sustainability
- **Demonstrate** self-reflexivity with regard to the ways in which issues of environmentalism and overall difference affect their own experiences, scholarship, and future career goals
- **Articulate** a vision of what an environmentally just city might look like and appropriate tools and that could be used to achieve this vision
- Learn how to **communicate** in varying formats (e.g., writing, orally) and for different audiences

TEXTS AND MATERIALS: There is no text book for the course. Required readings will be posted on Canvas. Readings for that day/week should be completed before the lecture.

TEACHING PHILOSOPHY AND EXPECTATIONS:

I value collaborative teaching, where the student-teacher relationship is one of mutual learning. I expect students to be engaged with the material, and I recognize that students learn in multiple ways. In classes, I use a combination of lectures, in-class activities, peer-learning, and critical discussions to facilitate group learning. I foster an open and inclusive classroom environment. While I welcome viewpoints from different perspectives or fact-based debates, I ask everyone to express these opinions respectfully. If there are changes in the schedule or assignments, I will let you know as soon as I know. If students have any changes in their schedules, I expect they will contact me as soon as they know. I also will respect your time and progress in the semester by returning assignments to you within a reasonable amount of time. I typically respond to e-mails within the day, if not within 24 hours.

EXPLANATION OF GRADING SYSTEM:

The course grade will be based on the following components:

Assignments	20%
<i>District Profile (10%)</i>	
<i>Op-Ed (10%)</i>	
Midterm Exam (take home)	25%
Attendance (10%), Discussion Questions and News Summaries (5%),	
Active Participation (5%)	20%
Final Group Project (25%) and Presentation (10%):	35%

EXPLANATION OF GRADING SYSTEM:

The course is Pass/No Pass. Letter grading is optional. Students can change “Grade Option” and Variable Credits directly via DuckWeb up to 7 weeks into the term.

100	A+	85-89	B+	70-74	C+	55-59	D+	<45	F
95-99	A	80-84	B	65-69	C	50-54	D		
90-94	A-	75-79	B-	60-64	C-	45-49	D-		

- **C+ and Lower (below 74): Unacceptable work for graduate level or professionals**
 - Significant deficiencies related to assignment criteria
 - Does not demonstrate sound research or higher level thinking
 - Factual errors or calculation errors
 - Graphics poor (inaccurate tables, poor titles, no data sources)
 - Poorly written (see writing criteria)
- **B- (75-79): Below acceptable standards for professionals**
 - Weak or incomplete response to assignment criteria
 - Limited demonstration of sound research or higher level thinking
 - Minor errors of fact or calculation
 - Poorly constructed text, unclear graphics
 - Rushed or lack of attention to overall product
 - Writing errors (see writing criteria)
- **B (80-84): Generally meets professional standards**
 - Acceptable response to assignment criteria
 - Uses research and analysis to draw out some key points or present insights
 - Factually and technically correct
 - Clear message to readers
 - May lack precision in language and presentation of data
 - Sound writing (see writing criteria)
- **B+ (85-89): Solid professional work**
 - Thorough response to assignment criteria
 - Uses research and analysis to draw out many key points or present insights
 - Factually and technically correct
 - Excellent tables and graphics
 - Falls short in some areas
 - Professional writing (see writing criteria)
- **A- (90-94): High quality professional work**
 - Thorough and detailed response to assignment criteria
 - Uses research and analysis to draw out many key points or present insights
 - Technically, methodologically, and factually 100% accurate
 - Fall short of highest quality work in organization, flow of text or presentation
 - Clearly conveys conclusions to audience
 - Professional writing (see writing criteria)
- **A (95-99): Outstanding professional work**
 - Thorough and detailed response to assignment criteria
 - Uses research and analysis to draw out many key points or present insights
 - Technically, methodologically, and factually 100% accurate
 - Efficient language and graphics presented with emphasis
 - Easy to navigate and follow
 - Clear about main points and evidence provided to support these points
 - All graphics are clear and titled, sources, labeled
 - Professional writing (see writing criteria)

*Note that I round at 0.5.

COURSE ASSIGNMENTS:

Assignment 1 (10%): District Profile: River Road (Due: Wednesday, 10/16 – Class #5)

Field visits are a key component of urban research. 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, readings, and news outlets.

Each student will do a field visit to the River Road Corridor (SCYP class project), **between Irving Road/Hunsaker Lane and the Northwest Expressway/Railroad Boulevard**. Students will write a maximum two-page paper (single space, 12-point font, 1-inch margins) on their observations and should take between 6 to 8 digital photos. Post on Canvas and bring a hard copy (this assignment is an exception to the no hard copy rule) of the assignment to class. This exercise (written and visual components) will lay the ground work for student groups to select a collective site and intervention strategy or the final project.

This two-page paper should address the following questions:

1. Briefly describe the neighborhoods' location within Eugene, its boundaries, and history. NOTE: LTD has service to the River Road Corridor from downtown Eugene.
2. What does the built environment look like (architecture; size/condition of buildings, open space/landscaping, street patterns, modes of transit, etc.)? How do people use the built environment?
3. What does the natural environment look like (parks, open space, community gardens, access to the river, etc.?) How do people engage with the natural environment?
4. What are the demographics of the area? What kind of people live, work, and visit the corridor? Are there indicators of socio-economic status (age, gender, race/ethnicity, and income)?
5. What evidence exists of the minority community culture (art, artifacts, signage, types of business, etc.)?
6. Did you have preconceived notions of the neighborhood? Were these assumptions confirmed or did they change?
7. Is there anything else you found fascinating about the area?
8. Include between 6 to 8 photos and use captions to describe the photos and the location of the photo. The two-page paper is for text (single space) and 12-point font; you can have additional pages for the photos. No more than 8 photos maximum.

DUE DATE: District Profile and photos due Monday, October 21 – Class #6 (by the beginning of class).

Midterm Exam (take-home) (25%)

The mid-term exam will require you to answer three short-answer questions (one that everyone will answer, and two others from a pool of questions). Mid-term will be posted one-week (Wednesday, October 23) in advance of the due date. Mid-terms may not be done with partners or as a group.

DUE DATE: Wednesday, October 30 – Class #9 (by the beginning of class) – upload to Canvas

Assignment 2 (10%): Op-Ed

Op-eds allow people to write succinct opinions based on fact. Each student will write an op-ed (opinion piece) that is about 600-800 words about a current “green cities”/urban environmental issue related to the River Road Corridor (SCYP class project). It can be related to topics you’ve selected in previous assignments, to your group topic, or to a new topic altogether. While most of an op-ed is asserting

an opinion, students will also need to include research or statistics (supporting materials) that support their opinion. Citations for an op-ed are not the same as you would have in a research paper or exam (e.g., midterm). These are not written in the same style as a parenthetical citation: (Smith, 2019). Instead, it's permissible to HYPERLINK a URL in within the text (this will also help preserve your word count limit). (FOOTNOTES or ENDNOTES are never acceptable citation form for op-eds). While this is not something you would do for newspaper, please list the links at the end of your op-ed. If you use other materials that don't have links, please use an APA-style Works Cited section at end of your op-ed. This will help us see the sources you cited. The instructor and/or GE will also provide more instructions on formatting and writing style. Please make sure your op-ed has a sustained connection to River Road throughout (not just one surface example). Students are encouraged to submit their assignment to a local newspaper (e.g. Eugene Register-Guard, Eugene Weekly, The Oregonian, Willamette Week, etc.). Pending time, the professor may schedule an in-class peer-review/exchange session to encourage mutual feedback. Please bring a hard copy to class on Monday, November 18.

DUE DATE: Monday, November 18 – Class #14 (by the beginning of class) – upload to Canvas

Assignment 3 (35%): Group Final Project Proposal and Presentation

Sustainable City Year Project:

Re-imagining River Road (R3): Ecological Equity on the River's Edge

The most coherent city, according to ecological city and regional planner, Patrick Geddes, will be a city region that has a coherent, bounded relationship to its own defined ecosystem.

This year Green Cities is partnering with the Lane Transit District, the 2019 client for UO's Sustainable City Year Program. Students will be assigned to work groups of 4 or 5 people to consider a tangible, equitable, and small-scale "green" intervention for the River Road district in Eugene, Oregon – an evolving, though often overlooked, area of Eugene. The objective is to research and present a project proposal in which the provision a communal ecological benefit (land use, water quality, solid and liquid waste recycling, energy costs, food production, transportation issues, etc.) is delivered to the highest degree possible.

Groups will be organized accordingly to maximize breadth of discipline and distribution of skill sets according to an initial survey. Students will need to meet outside of class time to visit the corridor, select a site, theme, and specific intervention. Please note that each group will need to return to their selected site on multiple occasions for further observation, data collection, and interaction with community members. In the interest of time, you do not need to execute your plan in 10 weeks. You only need to develop a proposal.

The environmental strategy your group selects may come in the form of a physical design intervention, proposal of new policy, the development of a community engagement plan, the formation of a community radio or newspaper, a wayfinding system to the river, a food security program, a public art piece, the plan for a festival or community arts component, commercial kitchen, or any other number of ways according to your interests and the equitable needs along River Road. Groups will explore the topic using primary and secondary source materials, including course readings. This is a chance for you to synthesize what the materials in this class have meant to you in terms of your own future practice, research, and/or personal and professional life by speaking to what your ideal green city or just urban green space looks like. Library research (books, journal articles, reference documents, etc.) is a required component. You have many resources based on the readings as well as the SCYP resources page on Canvas (policy documents, plans, etc.). Proposals that rely on "web dumps" will be down-graded accordingly.

Length of paper will be in the form of a five-page project proposal in **memo format* including eight key components:**

- **executive summary**
- **introduction**
- **justification** (need for your selected intervention along River Road)
- **approach** (your strategy including key nonprofits organizations, actors, and community groups—general name of organization rather than specific person is sufficient)
- **precedents** (any historical precedents or examples where the project has been executed effectively)
- **implications** for the community (how will this affect them)
- **policy recommendations** (between three to five potential concrete recommendations, either from a government, community-based, or research perspective)
- **conclusion**

Any citations should be written in footnotes, endnotes, or APA format. The assignment should be in 12-point font, with 1-inch margins. Given the end of the quarter and timing for the submission of final grades, late papers will not be accepted for unless other accommodations were made.

Use of visual materials are strongly encouraged (two additional pages are allowed for visual materials at the end). Effort for additional creative work (mini-doc, infographics/data visualization) will enhance grade. Peer reviews of group participation will be conducted by all group members to ensure full group participation.

***A separate guide for MEMO writing guidelines will be posted on Canvas.**

Presentation

I am a firm supporter of peer-learning as a tool to assist students to learn both about themselves and about each other. Students will present their findings to staff at the Lane Transit District and Sustainable City Year Program at the end of the quarter in an 8-minute group presentation, with a few minutes for a question or two (per group). In your presentation you should provide: **a brief overview of your site (in relation to River Road), justification for your strategy, approach, implications, and policy recommendations. You should spend most of your time talking about your approach and policy recommendations.**

While students may use PowerPoint/Keynote/Prezi software, it is not required (although it is the standard convention for a presentation such as this). You may also choose to use in-class activities or videos to present your material to your classmates. Students are encouraged to be creative about how to present and engage the class in various formats. While each group member should be on stage during the oral presentation, each student in your group does not have to have a speaking role *IF* the group decides the group member can contribute in other ways (e.g., creating the presentation, etc.). If you will not have a speaking role, please make sure all of your team members agree so that there is no confusion during peer evaluations. Your presentation should be well-rehearsed. This section will be assessed on overall organization (use of class time); content; oral delivery (eye contact, pace, pitch, projection, clarity, hand motions, enthusiasm, professionalism); and visual delivery (ease of reading, spelling, aesthetics). Please dress as if you were giving a formal presentation to a client.

Student with handouts should contact Kerry (GE) two days before the class session, and if needed Kerry can print out related materials. **PLEASE SUBMIT YOUR ON CANVAS by 9 am of your**

presentation day so that your slides are included in a master presentation deck (for smooth transitions).

The podium computer runs MacOS and only has PowerPoint, Keynote, or PDF available for presenting. If you are using non-standard fonts, make sure they are embedded in the file. It is always a good idea to try out your presentation on another computer than the one it was created on to make sure it works as expected. You should bring your presentation to class on a USB drive as a backup.

Paper = 25%
Presentation = 10%

DUE DATE: Site selection and proposed intervention for final group project and presentation (group leader to inform TA), Mon., 11/4

DUE DATE: Tuesday, December 10 (finals week) at 9:59 a.m. – upload paper and presentation to Canvas

TENTATIVE COUSE SCHEDULE

The course will be based on lectures, group presentations, and other activities such as guest speakers and/or panel discussions and class discussions. Readings and assignments should be completed by the corresponding date. All assignments are due at the beginning of class at 3:59 pm. **The syllabus is subject to change at the discretion of the professor (e.g. changes in guest speaker schedules).** If there are any changes, students will be notified in class and via message (Canvas).

PART I: The History and Evolution of Green Cities

Class #1: Course Overview & What is a “green” city? Wed., 10/2

Class syllabus: introductions, overview of course, purpose, responsibilities, grading, and assignments

Class #2: The Ecology of Cities Mon., 10/7

“The Ecological Origins of Cities” Colloqui Journal. pp. 3-8
Ecology and Ancient Civilizations. Hughes. pp. 29-42, 68-86, 99-140, 147-156

Class #3: Early Green City Plans: From Garden Cities to Greenbelt Towns Wed., 10/9

“Fredrick Law Olmsted, Green Infrastructure, and the Evolving City.” Eisenman.
Journal of Planning History, 2013, vol. 12, no. 4 pp. 287-311

The American Garden City and New Towns Movement.

“Ebenezer Howard and the Garden City Idea.” Christensen. pp. 117-122.
From Garden City to Green City

“Greenbelts in City and Regional Planning.” Freesome. pp. 67-98
and

“Green Cities and the Urban Future.” Young. pp. 201-221

The American Garden City and the New Towns Movement

“Radburn, New Jersey. A Town for the Motor Age.” pp. 55-69.

“A Vision of How People Should Live, From Desert Revelers to Urbanites.” Bernstein. NY Times. <https://www.nytimes.com/2011/08/29/arts/rod-garrett-the-urban-planner-behind-burning-man.html>

“Welcome to Black Rock City.” Sullivan. American Planning Association. <https://www.planning.org/planning/2016/apr/blackrockcity/>

OPTIONAL:

“Patrick Geddes: Sociologist, Environmentalist, and Town Planner.” Munshi. Economic and Political Weekly, Vol. 35, No. 6 (Feb. 5-11, 2000)

“Back to the Garden.” Jackson. Time Magazine. pp. 78-79

“The City in the Garden.” Hall. Cities of Tomorrow. Chapter 4 (pp. 86-41).

**Class #4: Early Green City Infrastructure: Energy, Built Environment, Transportation
Mon., 10/14**

Guest Speakers: Megan Banks, Program Director, Sustainable City Year Program
Jennifer Zankowski, Senior Development Planner, Lane Transit District
Thomas Shwetz, Director of Planning and Development, Lane Transit District

Energy and the Built Environment:

Solar Energy Planning pp. 1-9

A Golden Thread: 2500 Years of Solar Architecture and Technology. Butti and Perlin. Chapter 1, pp. 1-27, Chapter 4, pp. 158-195 (skim).

Transportation:

Wanderlust. Solnit. pp. 214-246

Metropolitan Corridor. Stilgoe. pp. 21-71, 285-310, 335-345

“American Ground Transport.” Snell. pp 319-342.

“Urban Planning in Curitiba. Rabinovitch and Leitman. Scientific American. pp. 46-53.

PART II: Contemporary “Green” Strategies and Debates

**CLASS #5: Pollution and Community Public Health
Weds, 10/16**

Guest Speaker: Ana Molina Trejo
Environmental Justice Campaign Liaison, Beyond Toxics (Eugene, OR)

Laura Pulido (UO Professor, Geography & Indigenous, Race, and Ethnic Studies)

Watch video defining environmental racism: <https://www.youtube.com/watch?v=reP7awDdeRk>

Bullard, R. D. (2000). “Environmentalism and Social Justice” (Chapter 1) and “Race, Class, and the Politics of Place” (Chapter 2). “People-of-Color Environmentalism” (Chapter 3). In *Dumping in Dixie: Race, Class, and Environmental Quality* (Third Edition). Boulder, CO: Westview Press.

Cutter, S. L. (1995). Race, Class and Environmental Justice. *Progress in Human Geography* 19: 1111-111.

Trounstine, J. (2016). How Racial Segregation and Political Mismanagement led to Flint's Shocking Water Crisis. February 8, 2016. *The Washington Post*.
<https://www.washingtonpost.com/news/monkey-cage/wp/2016/02/08/heres-the-political-history-that-led-to-flints-shocking-water-crisis/>

"Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions." Agyeman & Evans. (2003). *Annals of Political and Social Science* Vol 590, pp. 35-53.

SKIM:

"Environmental Justice in West Eugene: Families, Health, and Air Pollution." Grant Report for the US EPA Environmental Justice Small Grant Program. Beyond Toxics and Centro Latino Americano. 2011-2012.

https://www.beyondtoxics.org/wp-content/uploads/2013/07/EnvJusticeWestEugene-FamiliesHealthAirPollution_FULLreport_7-9-13-BESTwebres.pdf

Related Video (12 mins): https://www.youtube.com/watch?v=Rqr5AaI0U_o

CLASS #6: Environmental Justice, Food/Agriculture, and Migration (#1)

Mon, 10/21

***** Class will meet at EMU Ballroom at 4 pm (event is same time-frame as class) for 2019 UO Common Reading Public Talk by Helen María Viramontes. Please locate Kerry O'Connor (GE) so she may check you off the attendance list. *****

UO Public Lecture: Helen María Viramontes
Author (American Fiction, Chicano/a/x and Latino/a/x narratives)
Goldwin Smith Professor of English, Cornell University
Under the Feet of Jesus (2019 UO Common Reading Book)
& *Their Dogs Came with Them*

<https://commonreading.uoregon.edu/>
<https://english.cornell.edu/helena-mar%C3%ADa-viramontes>

DUE: Assignment 1 (10%) – Neighborhood Profile

Readings:

Under the Feet of Jesus. 2009 UO Common Reading book. Viramontes. Chapters 2 & 3 (pages 49-130)

CLASS #7: Environmental Justice, Food/Agriculture, and Migration (#2)

Wed., 10/23

Guest Speaker (in class): Helen María Viramontes

In-class discussion about *Under the Feet of Jesus* (2019 UO Common Reading Book) & *Their Dogs Came with Them* and environmental narrative

Mid-term posted at the beginning of class. You have one-week to submit.

Their Dogs Came with Them. Viramontes. Excerpt.

SKIM:

"The Story of the PCUN and the Farmworker Movement in Oregon." Stephen.
<https://clas.uoregon.edu/wp-content/uploads/2010/06/PCUN-booklet-original1.pdf>

“Food Deserts and Migrant Farmworkers: Assessing Food Access in Oregon's Willamette Valley.”
Graul and Chambers.

OPTIONAL:

“The Greening of the ‘Barrios’: Urban Agriculture for Food Security in Cuba.” Borque and Nichols.
Agriculture for Human Values.

CLASS #8: Green Economies / Ecological Economics Mon., 10/28

“Economics in a Full World.” Daly. (2005). Scientific American, pp. 100-107.

“Reconciling the Economics of Social Equity and Environmental Sustainability.” Daly. (2002).
Population and Environment 24:1, pp. 47-53.

“The Economic System and Natural Environments,” Pearce & Barbier (2000), pp. 212-216.

“A Road Map for Natural Capitalism.” Hawken, Lovins, and Lovins. (2000), pp. 217-225.

“The Oregon Way: Planning a Sustainable Economy in the American West.” Young. Journal of
Planning Education and Research, published on-line, July 23, 2015: 1-14.

SKIM:

“Defining the Green Economy: A Primer on Green Economic Development.” Chapple. Web:

House Resolution 106: Green New Deal

<https://www.congress.gov/116/bills/hres109/BILLS-116hres109ih.pdf>

<https://www.nytimes.com/2019/02/21/climate/green-new-deal-questions-answers.html>

Genuine Progress Indicator: Web: <http://www.dnr.maryland.gov/mdgpi/> ;

http://rprogress.org/sustainability_indicators/genuine_progress_indicator.htm;

CLASS #9: Climate Change / Climate Justice / Indigenous Peoples and Land Rights Wed., 10/30
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Guest Speaker: Haley Case-Scott (UO '18 Political Science and Native American Studies)
Research Assistant, Tribal Climate Change Project
Intern, USDA Forest Service Resource Assistant Program

DUE: Mid-term (take home) due at 4 pm (25%)

“State and Municipal Climate Change Plans,” Wheeler. Journal of American Planning Association.
74(4): 481-496.

“Growing Cooler. Evidence on Urban Development and Climate Change.” Urban Land Institute.
Chapter 1, Web: <http://www.smartgrowthamerica.org/documents/growingcoolerCH1.pdf>

PB 4.0: Mobilizing to Save Civilization. Brown. Chapter 3, pp 55-75. Web: http://www.earth-policy.org/images/uploads/book_files/pb4book.pdf (skim)

“Environmental Genocide: Native Americans and Toxic Waste.” Brook. *American Journal of Economics and Sociology*, 57(1), 105-113.

“From Environmental to Climate Justice: Climate Change and the Discourse of Environmental Justice.” Schlosberg and Colins. *Climate Change*.

SKIM:

“Climate Change and Indigenous Peoples: A Synthesis of Current Impacts and Experiences.” Norton-Smith, et. al.

https://www.fs.fed.us/pnw/pubs/pnw_gtr944.pdf

“Planning Climate Resilient Cities: Early Lessons from Early Adapters.” World Bank.

OPTIONAL:

“Environmental Migrants and the Future of the Willamette Valley.” Portland State University.

“Something Borrowed, Everything New: Innovation and Institutionalization in Urban Climate Governance.” Anguelovski and Carmin.

CLASS #10: Rights of Nature, Ecological Governance, and Energy

Mon., 11/4

Guest Speaker: Michelle Holman

Founder, Community Rights Lane County

DUE: Site selection and proposed intervention for final group project and presentation (group leader to inform TA)

Readings:

“Environmental and Energy Planning.” *Contemporary Urban Planning*. Levy. Chapter 15 (pp. 307-340).

“Community Rights Papers #1: The Spirit of 73.” Community Rights Lane County.

<https://communityrightslanecounty.org/wp-content/uploads/2015/05/COMMUNITY-RIGHTS-PAPER-1.pdf>

Constitution of the Republic of Ecuador. Title II Rights, Chapter 7: Rights of Nature.

Universal Declaration of Rights of Mother Earth.

Report from the Centre of the Earth. Earth Law Alliance.

<http://earthlawyers.org/rights-nature-tribunal-ecuador/>

**CLASS #11: Landscape Design and Green Gentrification
(parks, community gardens, waterfronts, landscape urbanism)**

Wed., Nov 6

Guest Speaker: Jerolim Mladinov
Professor of Practice, Architecture

The Granite Garden. Spirn. Chapter 1 (pp. 9-40).

“Making and Supporting Community Gardens as Informal Urban Landscapes.” Hou.

“Landscape Ecological Urbanism: Origins and Trajectories.” Steiner. Landscape and Urban Planning.

“Landscape Urbanism in Europe: From Brownfields to Sustainable Urban Development.” Donadieu.

“Assessing Green Gentrification in Historically Disenfranchised Neighborhoods: A Longitudinal and Spatial Analysis of Barcelona.” Anguelovski et al. Urban Geography.

Toronto’s Ecology Park. Gordon. pp. 72-95.

OPTIONAL:

“Nature in the Metropolis” McHarg. Design with Nature. pp 55-77.

**CLASS #12: Defining and Measuring Performance: Sustainability vs. Resilience
Mon, Nov 11.**

Rio Declaration (1992) Millennium Development Goals (2000) Excerpts. SUDR. pp. 72-80.

Brundtland Commission (1987) “Towards Sustainable Development.” SUDR. pp. 59-63

“Resilience: The Emergence of a Perspective for Social–ecological Systems Analyses.” Folke et al (2006). Global Environmental Change 16, pp 253-267.

“Forget Sustainability. It’s all About Resilience.” Zolli. NY Times.

What Makes Regions Resilient? Foster (2007)

A Guide to Community Sustainability Indicators.” Valentin et al (2000). Environmental Impact Assessment Review, pp. 381-392.

“LEED-ND: What the Skeptics Say” Knack (2010). Planning 76:10 (Dec 2010): 18-21.

“The Maturation of the Green Building Industry.” Spivak (2012). Urban Land.

SKIM:

APA Policy Guide on Planning for Sustainability (Revised Sustainability Policy Framework).
<https://planning-org-uploaded-media.s3.amazonaws.com/document/Sustainability-Policy-Framework.pdf>

Sustainable Seattle: Indicators of Sustainable Community (1998).

<https://communityindicators.net/wp-content/uploads/2018/01/33732840.pdf>

PlanNYC 2030: Long-Term Sustainability Plan

OPTIONAL:

“Sustainable by Design? Insights from US LEED-ND Pilot Projects.” Garde. *JAPA* 75(4): 424- 440.

“Developing Statewide Indices of Environmental, Economic and Social Sustainability: a look at Oregon and the Oregon Benchmarks.” Schlossberg & Zimmerman (2003). *Local Environment* 8(6): 641-660

CLASS #13: National and International Sustainability Practice and Policy Wed., Nov. 13.
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UN Sustainable Development Agenda 21. (Skim).

<http://sustainabledevelopment.un.org/content/documents/Agenda21.pdf>

Local Agenda 21: Substance or Spin? Selman. *Journal of Environmental Planning and Management*.

“The Agenda 21 Conspiracy” Goffman (2012). *E Magazine*.

Global Sustainable Development Report 2019: Read Chapter 1 (The Transformative Power of Sustainable Development). Skim Chapter 2 (Transformations).

<https://sustainabledevelopment.un.org/globalsdreport/2019>

SKIM:

HUD: Sustainable Communities Initiative (2011-2015).

<https://www.hudexchange.info/programs/sci/program-information/#sci-programs>

Federal Sustainability: Web: <https://www.fedcenter.gov/programs/sustainability/>

Office of Federal Sustainability, Council on Environmental Quality.

<https://www.sustainability.gov/performance.html>

CLASS #14: Regional, State, Local Sustainability Practice and Policy Mon, 11/18
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DUE: Assignment 2 – Op-Ed (10%)
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“Imperative of Growth, Rhetoric of Sustainability.” Campbell (2009) in Ross (ed.) *Megaregions: Planning for Global Competitiveness* 127-139.

“Megaregions and Sustainability.” Wheeler (2009). *Regional Studies* 43(6): 863-876.

“Land Use Planning Challenges: Coping With Conflicts in Visions of Sustainable Development and Livable Communities.” Godschalk (2004). *JAPA* 70(1) 5-13.

“Are we Planning for Sustainable Development? An Evaluation of 30 Comprehensive Plans.” Berke and Conroy (2000). *JAPA* 66(1): 21-33.

“State and Municipal Climate Change Plans.” Wheeler (2008). *JAPA* 74(4): 481-496.

SKIM:

State Certification: <http://www.sustainablejersey.com>; <http://www.sustainablemaryland.com>

ICLEI: Sustainability: <http://icleiusa.org/>

City of Portland Bureau of Planning and Sustainability: <http://www.portlandoregon.gov/bps>

OPTIONAL:

“Does Sustainable Development Offer a New Direction for Planning? Challenges for the Twenty-First Century” Berke (2002). JPL 17(1): 21-36.

CLASS #15: Urban Growth Management: Land Use and Transportation

Wed., 11/20

Guest Speaker: Rebecca Lewis, PhD

Associate Professor, PPPM

Co-Director, Institute for Policy Engagement and Research (IPER)

Contemporary Urban Planning. Levy. Chapter 14: Growth Management, Smart Growth, and Sustainable Development (pp. 280-306).

“Smart Growth: A New American Approach to Regional Planning.” Daniels. Planning Practice and Research.

“The Contribution of Transportation and Land Use to Citizen Perceptions of Livability in Oregon MPOs.” Lewis and Parker. Transportation Research and Education Center.

“Framing Livability: A Strategic and Creative Communication Approach to Improving Support for Public Transportation in Oregon.” Morrison et al. Transportation Research and Education Center.

SKIM:

“Assessing State Efforts to Integrate Transportation, Land Use, and Climate Change.” Lewis and Zako. National Institute for Transportation and Communities.

<https://rosap.ntl.bts.gov/view/dot/32143>

PART III: Case Studies (Student Presentations)

CLASS #16: Workday (in-class)

Mon., 11/25

CLASS #17: Towards a Just and Green Urban Future + Workday (time-permitting)

Wed., 11/27

“Is there Anything Greener than Blacktop?” Glaeser. Triumph of the City: How Our Greatest Invention makes us Smarter, Greener, Healthier, and Happier. Chapter 8 (pp 199-220).

“Green Cities, Growing Cities, Just Cities?: Urban Planning and the Contradictions of Sustainable Development.” Campbell (1996). JAPA.

CLASS #18: Final Presentations, Day #2 (student-led) (7)

Mon., 12/2 (class ending 5:35 pm)

CLASS #19: Final Presentations, Day #3 (student-led) (7)

Wed., 12/4 (class ending 5:35 pm)

Final Exam Week
Tues, Dec. 10

DUE: Assignment 3 (35%) – Final Group Paper and Presentation

COURSE POLICIES:

Grading System. Pass/No Pass/Incomplete. Students are expected to complete all requirements. An incomplete grade will only be given to students with documented medical emergencies.

Incomplete Policy Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Late Submission of Assignments

All assignments will be submitted electronically on Canvas. No hard copies are requested (unless specifically noted). When applicable, assignments turned in late with no documentation will be marked down ten percent for every day (24-hour period) they are late. No late assignment will be accepted three (3) days after the due date. **Assignments submitted one minute past the deadline will be graded as late (Canvas has no way of accounting for a grace period).** *Due at the start of class means 4 pm sharp, so an assignment handed in at 4:30pm will incur a 10% deduction. Poor organization is not a valid reason for an extension of the due date.* If you have technical issues submitting your assignment, take a screen-shot of your computer screen displaying the error, email GE immediately and attach the screen-shot and assignment to the email.

Extensions will only be granted in severe hardship (death in immediate family, illness or injury requiring bed confinement) or extenuating circumstances (fire, earthquake, etc.). Competing pressures from other courses, job requirements, or problems with your computer do not qualify as extenuating circumstances. Extensions must be requested before the assignment is due. In all circumstances, students are responsible for providing the instructor with official documentation of explanation prior to accommodation.

Attendance. Students are explicitly expected to be in class each day for the entire duration. Only certain absences will count as excused. Attendance is extremely important. You are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class(es.) Please consult with classmates for class notes. You are allowed two unexcused absence in this course. For each unexcused absence beyond the second one, students will lose 1 point off their final course grade. Excused absences require official documentation. There will be an unannounced, random day of my choosing where any student present will earn a full 1% applied on their final grade percentage.

Class Participation. Each individual is expected to contribute ideas, experiences, and opinions during several class sessions. Classes will begin with group presentations where student participation is required. We are all responsible for creating a respectful, safe environment to share and learn. Full participation by all students is critical to develop a student-centered learning environment. Students will work on individual and group activities, which provides an opportunity for group learning. Participation means arriving to class on time, contributing ideas/experiences/opinions during class, collaborating in class exercises or discussion, and in-class presentations. Students who are consistently late will lose participation points. If you must miss class due to an emergency, let me know via email prior to class. A quarter-system class

moves quickly. Each week, we will cover a lot of material and it is critical that you attend all classes when possible.

Discussion Question Posting

Class sessions will usually include a mixture of lecture, discussion, and guest speakers. Your active participation and preparedness is essential to making this course successful and enjoyable. To help launch the discussion, all students should post to Canvas 1-2 brief discussion questions and/or comments on the readings for that class. These are due at 8 a.m. the morning of 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.

Link to News Media

Making a connection between learning achieved in class and its relationship to current affairs is another way to ensure retention of lecture material. At the beginning of each class I will make space for four to five students (for each session) to each take two minutes to discuss a news piece found that day or week. The news bite may be obtained from print, online, radio, television, video, social media, or any other type of media. While it would be ideal for the news bite to focus on the primary session topic for that day, you are free to select any fitting green cities theme. Please notify the professor if you would have any audio/visual needs (but do keep in mind you will only have two minutes in total). Come to class prepared to answer the following questions in quick succession:

- 1) What is the news media outlet?
- 2) Briefly summarize the story, including location, key actors, main argument, and any counter-arguments.
- 3) How does it relate to green cities?
- 4) Does this story resonate with particular class reading, session, discussion, or activity?

Students must volunteer to present one news bite over the course of the term. If volunteering proves difficult, students will be assigned to specific dates.

Classroom Environment

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases. It is important that we create an atmosphere of debate and discussion, but you should be respectful of others at all times. As both a student and a professional you should recognize that your language and actions should be inclusive of all people regardless of their country of origin, religion, race, ethnicity, gender, sexual orientation, and even their political views. Language or action that is abusive or discriminatory will not be tolerated and is against the University Student Code of Conduct policies.

Classroom Behavior and Discussion *(Written by Maure Smith-Benanti, used with permission)*

In this course, class discussions, readings, projects/activities, and assignments will challenge students to think critically about and be sensitive to the impact of identity. Students will be encouraged to develop or expand their respect and understanding of difference. Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, homophobic, xenophobic, chauvinistic, patriarchal, or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other's comments.

NOTE: The instructors may randomly call on students to engage them in conversation about course readings and topics, particularly students who have a laptop, tablet, or mobile phone out.

Professional Practice.

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling. You should address and treat your classmates and the instructor with respect.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines may be asked to leave for the remainder of the class session and will lose participation points for that day. If you arrive more than 5 minutes late without advance notice, you will lose half of your attendance points for that day.
- All course assignments will be completed and submitted electronically.
- **No** cell phone use. Please turn your cell phone completely off and stow it **out of sight**.
- I ask that you **refrain from using laptops for work other than for class**, as computers tend to distract students from engaging in discussion. Laptop use is only permissible for note-taking and referencing readings. Please do not check email, connect to a web browser or work on other classwork, work, or projects during class, especially during guest speakers. If you are using a laptop, please sit behind other students. Using a laptop is considered a privilege and the instructor retains the right to revoke this privilege if laptops become distracting to course discussion.
- You may be required to use presentation software (PowerPoint, Keynote, or Prezi) for a presentation at the end of the term on your final project

Course Workload. A general rule of thumb for the expected workload for a undergraduate level class is approximately 3-4 hrs/week per credit hour. A 4 credit course will require approximately 12-16 hrs of effort per week. This class meets 2.4 hrs each week, so students should expect to spend an additional ~14 hrs/week for this course.

Group Work. A significant portion of your grade for this course will be based upon your participation and contribution to group work. When working in groups, students are expected to work collaboratively to develop shared goals, objectives, methods, and analysis. While dividing up work makes sense at some points, groups must coordinate and communicate on a regular basis to make sure that they are moving towards a shared product.

Writing Lab

This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must come to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

Academic Misconduct and Ethics. You are expected at all times to do your own work. Misrepresenting someone else's work or ideas as one's own, or in any way contributing to such a misrepresentation, will be taken seriously and may result in severe disciplinary action as required, including failing the course and expulsion. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students

should not give or receive (or attempt to give or receive) unauthorized help on assignments without express permission from the instructor.

Plagiarism. Plagiarism includes using the ideas or words of another and not giving them credit, even if it is not verbatim. Any work that is not your own should be attributed or will count as violating the University Student Conduct Code. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, data, analyses). If there is any reasonable question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: <https://researchguides.uoregon.edu/citing-plagiarism/plagiarism> Please talk with Prof. Arroyo IN ADVANCE if you are unsure about citation styles or what may violate academic integrity.

How to Avoid Plagiarizing

When directly quoting another author, the writer must:

- Accurately quote the original author's words.
- Enclose the quotation within quotation marks.
- Follow quotation with in-text citation [e.g., (p. 276)], the format of an in-text citation varies by citation style.
- Introduce the quotation with a 'signal phrase' (whether you are required to use a signal phrase or not varies by citation style).
- A list of references with full citation information is also required at the end of the paper. For more information on humanities or social sciences citation manuals see: <http://libweb.uoregon.edu/guides/citing/index.html>

When paraphrasing another author, the writer must:

- Use words or have a sentence structure different from the original work, while maintaining the gist of the original author's idea. Paraphrasing or summarizing doesn't mean just changing a couple of words from the original work.
- Acknowledge the source through in-text citations immediately following the paraphrase.

Students with Disabilities / Reasonable Accommodation Policy / Accessibility Support.

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your full participation and academic success. If you have a documented disability and anticipate needing accommodations in this course please make arrangements to meet with your professor during the first week of class. You may also contact Accessible Education Center (formerly Disability Services) in 360 Oregon Hall at 541-346-1155 or at uoacc@uoregon.edu, or <https://aec.uoregon.edu> for more information on the requirements or process. Additionally, please request that the Counselor for Students with Disabilities send a formal letter outlining your disability to your professor.

Additional Support for Learning. In this course, students will be expected to work on how to effectively communicate through oral and written communication. I encourage students to use the UO Tutoring and Academic Engagement Center to seek feedback from their writing consultants during free, drop-in hours: <https://engage.uoregon.edu/subjects/writing/>

When needed for assignments, APA format resources are widely available online (e.g. <https://researchguides.uoregon.edu/citing-plagiarism/apa> https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html). While there are automatic citation generators online, use them at your own risk. They do not

consistently cite sources accurately, and it is your responsibility to double check them for accuracy. Points will be deducted for assignments where APA format is incorrect.

Fieldwork, Travel, and Safety. For the District Profile and Final Group assignment, you are required to visit your site in person. However, you are strongly encouraged to think about personal safety while visiting conducting fieldwork and otherwise traveling for this course. It is important for students to exercise caution while walking crossing streets—crossing only at marked crosswalks with the signal, and not stopping in the street to take pictures. Avoid taking pictures of people during site visits. Pay close attention to your surroundings and leave the area immediately if you feel unsafe.

Inclusion Statement (College of Design). The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, immigration status, parenting status, and cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

Diversity Statement (PPPM) *(Written by the Department of Education, used with permission)*
PPPM strives to promote diversity along all dimensions, including and not limited to, those of race, ethnicity, culture, nationality, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, veteran status, family status, geographic location, and political beliefs. We are dedicated to fostering an inclusive, respectful, and supportive environment that ensures fair treatment, access, opportunity, and advancement for all students, faculty, and staff; as well as striving to identify and eliminate barriers that have prevented the full participation of historically underrepresented groups.

Equity and Inclusion Statement. As part of the PPPM Equity Initiative, instructors are encouraged to describe how a course relates to issues of equity and inclusion. Equity and inclusion are topics that cut across issues of planning, public policy and management. The content of this course relates to equity and inclusion in discussing issues of diversity, difference, and design. Topics related to inclusive urbanism raise questions about who benefits and who loses when underrepresented members of society are given less access to urban resources in civic life.

Trigger Warning Statement. This course includes several readings that include language and concepts on topics related to race, class and culture. Many readings in this course are historical and include pronouns, terms and ideas that some may find offensive and/or traumatizing. The statement is to forewarn students about potentially disturbing subjects and readings and requests that students maintain an atmosphere of mutual respect and sensitivity. This classroom provides an open space for the critical and civil exchange of ideas. If you are concerned about our engagement with a particular topic, issue or source, please come see me and we can determine an appropriate route forward. If you ever wish to discuss your personal reactions to such material with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework. (See: <https://prezi.com/tiaov36pkftp/trigger-warning-a-new-best-practice/> and <http://tah.oah.org/may-2015/trauma-and-trigger-warnings-in-the-history-classroom/>)

Sexual Violence, Harassment and Survivor Support *(provided by UO Faculty Senate, used with permission)* The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based

stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options or visit safe.uoregon.edu. There are mandatory reporters on campus, meaning that if they hear about an issue related to sexual violence or harassment they must report it to the Title IX office. In the School of PPPM, the only mandatory reporter in faculty and staff is the School Head, Richard Margerum.

Diversity and Respect Statement that includes the Bias Response Team *(Written by the Department of Education, used with permission)*

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the university community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at <http://bias.uoregon.edu> or brt@uoregon.edu

Religious Observances. Students who need to be absent from a class for religious obligation or observance reasons must make arrangements with instructors in advance using the [Student Religious Accommodation Request Form](#). Completed forms must be submitted directly to the professor by the end of the second week of the term. One form is required for each requested observance and for each course. The University of Oregon is committed to compliance with all applicable state and federal laws and regulations relating to religious accommodations of its stakeholders and respects the right of all students and employees to observe their religious holidays, and will make reasonable accommodations, upon request, for such observances.

Course Evaluations. Course evaluations are an important component of higher education. I take course evaluations very seriously utilizing the information to assist me in improving teaching methods, revising curriculum, and planning new courses. It is the responsibility of every student to provide objective critical feedback at the conclusion of every quarter. This year mid-evaluations will be a formal element of all classes at UO.

Email and Communication. Email is the best way to get in touch with me. I encourage you to email me with questions on the syllabus, assignments, readings, etc. If you would like to meet with me in person, please visit during my office hours. I am generally very prompt in replying to emails, so if you have not heard from me within 24 hours, I encourage you to re-send the email. Please send emails from your "uoregon" email and ensure your name is clearly visible in the "from:" header so

that your email can be distinguished from spam. Course announcements will be sent to your “uoregon: email addresses or will be placed on Canvas.

Grading Rubric Example (will vary by specific assignment)

Criteria	Unacceptable professional quality	Minimally acceptable professional quality	Adequate professional quality	Very good professional quality	Highest professional quality
EVALUATION					
Addressing each portion of assignment <ul style="list-style-type: none"> Will vary 					
Providing adequate justification <ul style="list-style-type: none"> Use of literature to present issues and arguments Development of a coherent argument or reasoned position Exhibition of higher-level thinking, synthesis and argumentation 					
Writing (see below) <ul style="list-style-type: none"> Clearly structured and organized Professional tone Grammar, referencing & presentation 					

WRITING: Detailed Feedback	Weaknesses or Deficiencies
Logical structure: <i>Can your reader follow presentation of information?</i> <ul style="list-style-type: none"> Introductory section to orient the reader to the purpose of the document Clear sequence of sections: logical order for writing task Clear structure to sections Uses subheadings effectively—reader can easily find key information Uses paragraphs to support structure Clear topic sentences Links between paragraphs Links within sections 	
Professional approach: <i>May not apply for each assignment.</i> <ul style="list-style-type: none"> Objective paper avoids bias and prejudice Assertions supported by evidence (references, clear information, citations) and not just opinion Uses a range of high quality sources Appropriate use of active and passive voice Awareness of audience: avoids slang, jargon and informal language Coherence 	
Grammar: <i>Errors can raise questions about sloppiness</i> <ul style="list-style-type: none"> Noun verb agreement Correct use of tense Complete sentences Appropriate punctuation No run on sentences No spelling errors or typos Other grammar issues 	
Referencing: <i>Provide support for assertions in accepted referencing style.</i> <ul style="list-style-type: none"> In text references (author date, page) or footnotes Reference list (or footnotes) using proper citation format 	
Professional Presentation <ul style="list-style-type: none"> Don't overuse bullets Professional format (page #s, clear print + graphics) Free of handwritten edits Use graphics to support text, but not replace it Proofreading 	

