

# GREEN CITIES

PPPM @ U of O  
Prof. Andrew Russo  
Winter 2024



# DESCRIPTION

This course explores the complex relationship between urban policy, politics, and climate change, examining how cities can transition towards a more sustainable future. Through a project-based learning approach, students will collaborate with a partner organization to investigate and address a pressing environmental challenge.

# MATERIALS

The course will utilize both an open-source book "Urban Literacy: Learning to Read the City Around You" and free resources to support our in-class discussions. Additionally, guest speakers will join us to present real-world perspectives from city and environmental planners around Oregon.



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## *Welcome Message*

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On behalf of the School of Planning, Public Policy, & Management, welcome to another academic year. As your professor this quarter, I want to convey that it is my goal to facilitate your learning in a welcoming and collegial environment.

As an educator, I firmly adhere to the idea that education goes beyond the mere transmission of facts and figures; it is a dynamic process aimed at empowering students to become critical thinkers with a profound grasp of the world. My educational approach is deeply rooted in open-mindedness and critical theory, recognizing the diversity of learning styles and backgrounds among students. Within my classroom, I strive to cultivate an environment that promotes candid discourse, encourages the interrogation of assumptions, and invites the exploration of diverse viewpoints. My primary objective is to facilitate learning rather than obstruct it, recognizing that each student has unique needs and preferences.

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## *Important Items to Remember*

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- Textbooks and Readings: There are no required textbooks; all course materials are accessible journal articles or open-source content.
- Preparation: Please complete all readings before class begins.
- Class Timeliness: I acknowledge different cultural perceptions of timeliness. Please aim to arrive within the first 10 minutes of the class start time.
- Support: If you encounter difficulties in the course, don't hesitate to discuss them with me. I'm here to help ensure your success.
- Freedom to Step Out: Feel free to step out of the classroom if needed.
- Class Attendance: If you need to miss a class, a simple email notification is sufficient. No justification is required; I just want to ensure your well-being.
- Health Considerations: If you're unwell or exposed to illness, follow healthcare recommendations. Whether it's the flu, COVID, or a common cold, take precautions.
- My Role: I'm here to facilitate your learning and provide a foundation for you to build upon.
- Diverse Perspectives: Embrace the diversity of experiences among each person. Class participation is an excellent way to benefit from this diversity.
- Assignments: Undergraduates and graduates sometimes have different assignments, which will be clearly indicated.
- Openness to Learning: It's okay not to know everything. Knowing how to find answers and solve problems is vital in our field and contributes to your success and reputation.
- Assignment Details: Detailed assignment prompts, templates, rubrics, and descriptions are on the Canvas page.

- Working in Groups: You are encouraged, but not mandated, to find like-minded colleagues to collaborate with throughout the course.

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### *What will you gain from this course?*

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- Develop knowledge of and skills in culturally responsive city planning and presentation.
- Work with stakeholders to frame dilemmas and address conflict.
- Help a municipality align its mission and goals with those of its constituency.
- Design clear and useful data collection instruments.
- Design user-oriented reports to convey findings.
- Work in small teams towards a larger mission.

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### *Course Details and Schedule*

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This course will provide a solid foundation for students to build upon as they navigate a pressing contemporary issue facing cities around the globe. Starting with a comprehensive overview of the discipline, the course will gradually guide students toward the practical application of their knowledge by empowering them to consider and address real-world programs. Throughout the journey, students will develop the critical skills needed to assess the impact and effectiveness of various initiatives effectively. Ultimately, this course will equip students to not with the tools to understand sustainable infrastructure, but also to confidently present their work, ensuring that they emerge from the class well-prepared to contribute meaningfully to their communities and careers.

Each class period is divided into passive learning and active learning portions. You will receive the requisite knowledge to complete your in-class and out-of-class work, benefit from small group discussions and workshops, and gain useful skills that will benefit your academic and professional work. Generally, the class is 30% passive learning (lecture, powerpoint, the professor talking) and 70% active (small group discussions, small group work, individual work, etc.)

## CLASS SCHEDULE FOR WINTER 2024

DAY	Description	Associated Reading & Assignment
<b>JAN 11TH</b>	Introduction, Overview, and discussion of our roles here	Be Prepared to Discuss: Textbook Introduction <a href="#">Skills Workshop: Where to find Sources of Information</a> <a href="#">Complete Essay: What's a city? NLT JAN 17th<sup>th</sup> @ 2359</a>
<b>JAN 18TH</b>	Urban literacy and history	Be Prepared to Discuss: Textbook Section 1 Be Prepared to Discuss: Solar Partnership Agreement <a href="#">Skills Workshop: The Good, The Bad, and the Ugly of AI Tools</a>
<b>JAN 25TH</b>	Partner introduction and problem identification. What is sustainable policy?	Be Prepared to Discuss: Textbook Sections 2 & 3 Be Prepared to Discuss: The Beautiful Future of Solar <a href="#">Complete Project Assignment: Initial Ideas NLT JAN 31<sup>st</sup> @ 2359</a> <a href="#">Guest Speakers – City of Salem Partners</a>
<b>FEB 1ST</b>	Research and data collection	Be Prepared to Discuss: Stanford City Design Tool <a href="#">Skills Workshop: Mysterious Data and Where to Find It</a> <a href="#">Complete Project Assignment: Data Collection NLT FEB 7<sup>th</sup> @ 2359</a> <a href="#">Guest Speaker – Jocelyn Blake   City of Beaverton</a>
<b>FEB 8TH</b>	Policy and politics: Challenges and triumphs	Be Prepared to Discuss: Climate Policy in EU Politics
<b>FEB 15TH</b>	Sustainable urban solutions, sustainable policy issues, and sustainable city initiatives around the world	Be Prepared to Discuss: UN University <a href="#">Complete Assignment: Peer Review NLT Feb 21<sup>st</sup> @ 2359</a> <a href="#">Guest Speaker – Dr. Samantha Hartzell   Portland State University</a>
<b>FEB 22ND</b>	Community engagement and stakeholders	Be Prepared to Discuss: Textbook Sections 4 & 5 <a href="#">Skills Workshop: What's In a Presentation or Report?</a> <a href="#">Complete Project Assignment: Stakeholders and Beneficiaries NLT FEB 28<sup>th</sup> @ 2359</a>

**FEB  
29TH**

Mock Community Town  
Hall

**MAR  
7TH**

Critical perspectives and  
final thoughts

Be Prepared to Discuss: Textbook Section 6  
**Skills Workshop: Critical Analysis**

**MAR  
14TH**

Presentations and final  
recommendations

**Complete Final: Group Recommendations NLT MAR 14<sup>th</sup> @  
2359PM**

**Guest Speakers – City of Salem Partners**

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## *Assignments, Expectations, and Grading*

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Detailed assignment prompts, grading expectations, and instructions are found in the Canvas Assignments Tab. For all assignments in class, I expect you to provide high-quality, well-constructed work. Poor quality writing and poor-quality presentations will limit your academic and career success. So let us use this time to improve both. It is also easy to misinterpret evaluation findings, so clear and precise writing is essential. Extensions are only granted on a case-by-case basis and must also be cleared up with your group.

**Grading Components:** Utilizing contract grading within a 400-level course is described on the Canvas page.

### **Documented Disabilities**

Students who have a documented disability and anticipate needing accommodation in this course should make arrangements with me as soon as possible. Feel free to stop by my office, speak with me before/after class, or email me.

### **Academic Misconduct**

You are always expected to do your own work. Copying content from other students or other authors and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from me. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing the act. Additional information about a common form of academic misconduct, plagiarism, is available at: [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).

### **Class Artificial Intelligence Use Policy**

In this mixed graduate and undergraduate class, the use of Artificial Intelligence (AI) tools and technologies is not only permitted but actively encouraged to enhance your learning and research experiences. AI can be a valuable resource for your assignments, projects, and research endeavors within the scope of this course. However, to ensure transparency and maintain academic integrity, we must establish some guidelines for the responsible use of AI in this learning environment.

You are required to submit the prompts or input data you used when using AI-generated content. This step is crucial to maintaining transparency in your work. By providing the prompts, you allow me to assess your understanding of the assignment and the AI's role in completing it. It also ensures that your use of AI aligns with the course's learning objectives. When submitting prompts, please

ensure they are clear, relevant to the task, and adequately document any modifications made during the AI generation process. We value your creativity and innovation but also seek to evaluate your proficiency in setting up AI tools effectively.

As the instructor, I am here to support your exploration of AI technologies. Though we will not discuss AI until the final week, I will provide guidance on the appropriate use of AI tools and technologies to help you maximize their benefits. I will also evaluate your AI-generated content based on the provided prompts and offer feedback on both the output and the quality of the prompts. These prompts, if AI is used, will be part of your assignment grade.

Misuse of AI, including failure to submit prompts or using AI for academic misconduct, will have consequences in line with the university's policies on academic integrity. However, in cases of unintentional misuse or a lack of understanding, I am committed to providing education and guidance to help you use AI tools ethically and responsibly.

### **Inclusion & Duty to Report Sexual Assault**

The School of Architecture and Allied Arts, the administrative home of the PPPM department, is a community that values inclusion. We are committed to equal opportunities for all students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, 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 let me know. If you are reluctant to speak to someone in person, please know that 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.

In addition, we are also committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender based stalking. If this happens to you or a student you know, I will counsel you/and or the student to seek confidential assistance at the University Health Center and the University Counseling Center. I am required by the University to report this to the PPPM Department Head and the Office of Affirmative Action and Equal Opportunity so that the incident can be investigated and appropriate action taken.

### **Overall**

Respect and understand each other's shared humanity; our challenges; our backgrounds; our dreams; and our desire to lead rich and fulfilling lives.