

Environmental Management

SUST 201

Fall 2018

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Some course materials will be posted on my website:

<http://sun.louisville.edu>

Class Meeting:

We will meet every Friday from 9:00 am – 11:45 am. We will meet at the School of Urban and Public Affairs (Standard Oil Building), Room 117 at 426 W. Bloom Street. Semester begins August 24th and ends December 11th. First class will be on August 24th.

Office Hours:

The best times to schedule meetings are right after class Friday's noon to 2:00 pm or Saturdays from noon to 1 pm. Please call to schedule appointments in advance or approach the Professor immediately following class to set a time to meet.

A Short note on the Professor:

I was lucky to grow up six miles south of San Francisco City limits and about 12 miles from the heart of San Francisco's North Beach of Chinatown, Little Italy, Beats, and Fisherman's Wharf My home was on the edge of a large nature preserve called Crystal Springs Lake. Unlike so many urban areas where drinking water comes from rivers and lakes filled with human waste, farm chemicals and industrial waste our water supply came from the Sierra Nevada. You don't really appreciate these things until you live in places like Green Bay, Houston, New Jersey, Havana or Louisville. My backyard had acres of dense bushes, Bay, Pine and Eucalyptus trees, springs, creeks, caves, large boulders and lots of mystery: How did a 1934 year old sedan find its way into the Creek bed? There I would spend some of my happiest days exploring and imagining: following deer trails, looking for old Indian Artifacts, collecting rocks, snakes, banana slugs, lizards, rabbits, or tracking a deer. There was danger too: the attack of swarming bees and multiple spider bites which could have caused me to get allergic and sick. Richard Louv's award winning book, *Last Child in the Woods*, argues that most modern children are taken away from nature and spend too much time in their homes playing video games. The consequences of children not being connected to nature can have major negative impacts with regards to mental health. As Louv notes with some irony, our Mother's always knew best when they exhorted, "Go out and play."

Two miles down the road was a train station (Burlingame) where my Grandfather Lauder helped build an early new urbanist community of dense 8 story apartments and nearby businesses. It was idyllic, calm, and sublime. Besides nature of right outside in my backyard, San Francisco was there as well, which is one of the densely populated cities in America and in many ways is the most "European like city" in the USA. San Francisco made city living attractive: a walkable historic city with great architecture and preservation. It was a great model for a "green city with commuter trains, subways, carpooling, and dense living. San Francisco was a magnet for what Richard Florida called the "creative class" of talent, technology and tolerance mixed in together explained the boom in economic wealth.

While in high school, I participated in the first national environmental awareness day in the spring of 1970. Also, during my high school years Mark Dowie was a frequent Sunday dinner guest. Dowie was a founder of Mother Jones Magazine (later I was appointed a fellow there) and wrote several important environmental books while teaching at MIT and working as a consultant to 60 Minutes. Several years later I went to the University of California Santa Barbara where they had an active environmental movement that led to protection of beaches, pollution controls and limiting oil drilling. As a graduate student, I worked as a research and teaching assistant with Harvey Molotch who co-founded Environmental Sociology. Molotch wrote an extensive analysis of the Santa Barbara oil spill just a few years before I joined him as a research assistant. Many believe that the “hinge of the environmental movement” started with the oil spill in Santa Barbara. I also worked with Dr. Richard Appelbaum who, along with Harvey Molotch, did research on the impact of growth on communities who ended up writing several award-winning books. The data from this research was used for my dissertation and later my book with Professor Appelbaum entitled *Rethinking Rental Housing and several other books and articles with him*.

During the Clinton administration, I received numerous federal grants to renew an abandoned neighborhood in West Louisville. These programs were met with enough success that I was invited to Washington, D.C. to do consulting with the Clinton administration. I was asked to be a part of several meetings on environmental issues at the White House.

Since 1995, I have run the Center for Sustainable Urban Neighborhoods (SUN) at U of L (www.louisville.edu/org/sun), which is a program of the Kentucky Institute for the Environment and Sustainable Development (KIESD). My university/community partnership work in West Louisville resulted in a Sierra Club Award. I am currently an associate editor of Sustain, and I have edited a special edition of the journal which is given to each of my students as part of this course. I should add that directing SUN has resulted in a major shift in my paradigm from to green urbanism. Many of the guest speakers and books have played a major role in my embrace of green thinking.

While my research has concentrated on community development, housing, and comparative urbanism, I see these themes as having strong connections with environmentalism. Moreover, my research on Holland provides an environmental model of how cities should make policy. **I want to put the “urban” back into environmental management.** Please also understand that this is not an “Al Gore love fest.” We will develop a critical analysis of the portion of his recommended policy which focuses on techno solutions instead of changes in how we live and where we live. We will also cover the views of other great political leaders such as Ronald Reagan and George Bush Sr. which should prove to be a lively debate.

The Course

Course Description:

This course examines environmental management from a variety of viewpoints: sociological, psychological, economic, political, historical, design and planning perspectives.

Goals and Objectives:

- Examine local, state, national, and international policy pertaining to environmental and sustainability issues
- Examine the relationship between Environmental Management and Quality of Life
- Study competing perspectives on controversial environmental issues
- Case studies of environmental policy on the global, national, state, city and neighborhood level—with an emphasis on urban issues
- Examining the relationship between environmental crisis from economic, sociological, historical and biological views.
- Learn what kinds of changes are needed in cities to fight global warming.

- Learn how LEED (Leadership, Engineering, and Environmental Design) operates compared to Green Policies of preservation of historic buildings.

Grading

The four areas below are of equal weight and will be averaged out with a letter grade assigned to each area. The assignments will each be assigned a letter grade and a weighted average (using the weights listed above), which will be used to calculate a final grade. The letter grades will be translated into numerical equivalents for the purposes of calculating the final grade: A+ = 4.3, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, etc. These grades will be consolidated and averaged for a final letter grade:

The four areas below are of equal weight and will be averaged out for a final grade:

Class Participation (20%):

Since the course is designed as a seminar, it is expected that students come prepared to discuss the assigned readings of the week and if possible introduce relevant current events into class discussion. The first part of class will generally be in a lecture format, followed by a class discussion during the second half of class. We want you to come to all classes. All classes are interesting, important and thought provoking. This grade will be based on your attendance which we take at the beginning and end of class. Second, to keep you on your toes, we will give an occasional pop quiz. We ask that you play by New York City subway rules: no smoking, cussing, and spitting. Please be polite and respectful to people whose views are different than yours. If you attend recommended environmental events, you get bonus points. Treasure hunt for data, we will give an assignment to find data related to environmental management. Assignment for data analysis.

Midterm Take home exam (20%): This book is traditional true and false, multiple choice, and short answer taken in class. September 28. Midterm Exam this Friday September 28:

You will need to bring a blue book or ten pages of 8 1/2 by 11 white notebook paper.

The midterm covers all lectures, videos, and assigned readings listed in the course outline. We want to make sure you are doing the readings which compliment the course lectures. Most of the questions will be True or False, multiple choice, and short essay. You must write clearly and neatly. Its OK to edit or cross out in ink your words or sentences or paragraphs in search of a better word, sentence, or paragraph. We will encourage you to cite readings from the two assigned books: Al Gore's Inconvenient Truth and Dannenberg et. al., Making Healthy Places: Designing and Building for Health, Well-being, and Sustainability.

Second part of the exam involves reimagining a neglected neighborhood to make it dignified, sustainable and healthy A major principle of Environmental Management is not allowing our older houses and buildings to go into a landfill. To do this assignment we will provided you with a drawing of a 100 year old "sad" and abandoned shotgun house that was hit by a Hurricane: your assignment is to bring in a variety of crayons and felt markers---and create a sustainable neighborhood that is dignified and sustainable. What kinds of things are needed to make this a sustainable house and on page two put the house in a context of a sustainable neighborhood? What is essential and needed to make it long lasting but respectful of being good earth stewards? How do we design and build a healthy place that is sustainable? We will then ask you about you to evaluate this exercise. The best drawings will be presented and made available at the Sustainability Summit.

We also need you to sign up for the October 19 Sustainability Summit which has been moved on campus at the UofL Student Activities Center. It is required attendance and it is free but you need to signup on the following website:

<http://louisvillesustainabilitycouncil.org/2018-sustainability-summit/>

Lunch is optional at \$7 or you eat at the cafeteria. You also need to sign up for the tours as well—some are already filled.

Critical Book Essay (20%):

You must choose one of the ten books for two short critical essays reviewing one of the recommended books book: one is due before the midterm and the before the Thanksgiving Break.. We are looking for around 800 words—13 paragraphs or so. If you want to write extra essays you are welcome, especially if you miss a class! You must turn in the essays on hard whitepaper and not by email. Do not write the paper the night before, take your time and enjoy.

Final Exam—(40%) part A (20%): This book is traditional true and false, multiple choice, and short answer taken in class. Part B (20%) of your grade: We will pose a question which is something like: what kind of policies will improve the environment at the local, state, federal and international level? What is the role of government, citizen groups, scientists and companies in environmental management limit of 800 words. It must be typed up during the final period, printed off and returned to the professor five hours after getting the exam.

Books and Related Materials

The following books and reports are required reading:

Required:

1. Inconvenient Truth by Al Gore
2. Making Healthy Places by Andrew L. Dannenberg, Howard Frumkin, and Richard J. Jackson

Recommended for book review 800 words.

3. Big Coal - Jeff Goodell - Mariner Books
4. Green Metropolis by David Owen Riverhead Books.
5. City Cycling edited by John Pucher and Ralph Buehler
6. Walkable City: How Downtown Can Save America, One Step at a Time by Jeff Speck
7. Last Child In The Woods - Richard Louv
8. Homeowners Guide by Daniel Chiras
9. McLaren D. and Agyeman J. Sharing Cities: A Case for Truly Smart and Sustainable Cities. The MIT Press. ISBN 9780262029728
10. Inconvenient Truth: a Sequel: Truth to Power by Al Gore
11. John I. Gilderbloom Chromatic Homes Book
12. Richard Jackson, Designing Healthy Communities

13. Hot, Flat, and Crowded: Why We Need a Green Revolution and How it Can Renew America by Thomas L Friedman
14. Happy City by Charles Montgomery

Course Outline

****Note: This is a preliminary draft of the syllabus. Dates may change due to events that we cannot confirm at this time.***

Session One – August 24th

Introduction to the Course, Assign readings, Questions/Review of Syllabus, Group Exercise

Session Two– August 31st

Big Picture: Inconvenient Truth and Inconvenient Truth Sequel---written and narrated by Nobel Prize Winner Vice President Al Gore

Session Three – September 07th

The Poverty of Marxism and the Promise of Green Urbanism

Energy Crisis/Peak Oil

Mountain Top Removal or

The Failure of Socialism

Required Readings:

Making Healthy Places: Preface Chapter 1

Session Four – September 14th

Pollution Issues: Water, Air and Soil: The Impact on Health and Wealth

Required Readings:

Making Healthy Places: Chapters 3,4,5, 6, 7

Session Five –September 21nd

Cities Without Cars: Walking, Biking and Transit

Required Readings:

Making Healthy Places: Chapters 10,

<http://sun.louisville.edu> read the report on bike riding

Flow:

Session Six – September 28th

Midterm: short answer, true or false and short answer

Extra Credit Exercise: Color My World with Paint—how chromatic colors lifts the spirits of a poor neighborhood and preserves community. You will be given felt markers, crayons and other instruments to turn a abandoned house by floods into a bright cheerful one.

Session Seven: October 05th

Water Politics

Raj Chetty the impact of place on Health—You Tube Video

Trouble the Water Readings: Making Healthy Places Chapter 6

HOPE VI Success Story: Go to Making Healthy Places: Chapters 11, 12, 13,

**City Cycling:
Discussing
Last Child in the Woods and importance of nature**

Session Eight October 12th

Bernheim Forest! Meet at 426 West Bloom by 9:15 a.m.

Bernheim Forest Trip with Claude Stevens Director of Education 502-955-8512

Making Healthy Places: Chapter 15

Readings: Last Child in the Woods - Richard Louv—pages 7 to 114; 291- 316

We will be car pooling and to save on gas and environment please car pool. Meet at 8:30 a.m. to catch a ride in front of the building. Program starts at 9 :00 a.m. at the Visitors Center. I am paying for this out of my own personal funds at \$10 a person or around \$270, so if you can't make it let me know.

Session Nine— October 19th

Mayors Sustainability Conference at Kentucky Center for African American History.

With great speakers including: Professor David Orr, our wonderful President Neeli Bhatnagar of the University of Louisville, Mayor Greg Fischer and Director of Envirome Institute Aruni Bhatnagar.

We will be car pooling and to save on gas and environment please car pool. Meet at 8:45 a.m. to catch a ride in front of the building. Program starts at 9 :00 a.m. at the Visitors Center. I am paying for this out of my own personal funds at \$XXX a person or around \$270, so if you can't make it let me know. If you have missed a class, you can make it up by staying for the afternoon session.

Session Ten October 26

Environmental Justice Tour: West Louisville with Russ Barnett Director of KIESD.

Meet at 8:45 a.m. to catch a ride in front of the building where I have rented a school bus to do a tour of danger zones including: Air and Water and Soil pollution that hurts health, housing and community. Bus returns at 11:45 a.m

Session Eleven—November 02nd

Strategies for Healthy Places: A Tool Box: Chapter 17 to 20

Thinking about Renewable Energy Sources

Power Point Presentations: Turkey Foot Middle School, New York Times demand for Solar

Making Healthy Places: Chapter 14

Session Twelve--- November 09th

Good Examples of Environmental: Management: Portland

Disasters: Making Healthy Places: Chapter 16

Preservation Practices: Russell Neighborhood Renewal Without Removal

Diagnosing and Healing Our Built Environments Chapters 11, 12, 13

Session Thirteen---- November 16th

Renewing Neighborhoods: Highlands Green Model

Making Healthy Places: Chapter 21, 22, 23, 24

Recommended: Chromatic Homes: The Joy of Color in Historic Places

Due on or Before: November 16: Critical Book Essay (20% of your grade:

You must choose one of the ten books for two short critical essays reviewing one of the recommended books book: one is due before the midterm and the before the Thanksgiving Break.. We are looking for around 800 words—13 paragraphs or so. If you want to write extra

essays you are welcome, especially if you miss a class! You must turn in the essays on hard whitepaper and not by email. Do not write the paper the night before, take your time and enjoy.

Thanksgiving Break 21-25 November

Session Fourteen—November 30th Amsterdam Story
Making Healthy Places: Chapter 11, 12, 13, 15
Amsterdam video and slide show

Session Fifteen: December 6
Final Exam
Self-Evaluations are due

Additional Information

Etiquette:

As a courtesy to the instructors and other members of the class, please no smoking. Spouses and significant others are invited to go on walking tours as long as they “go along with the program” no yawning while the Professor is talking! As instructors, we reserve the right to make changes in the organization of the course in consultation with class members; this allows the class to be flexible and responsive to the needs of the students. Often speakers, events and conferences suddenly appear and we want to have the flexibility to seize these opportunities. Please turnoff beepers and cell phones during class sessions.

IMPORTANT:

Please note that there are penalties for late assignments or non-attendance, and that the instructor has the right to apply these penalties to the final grade. Students are encouraged to discuss any circumstances that might affect their performance before it may affect the course grade, including physical or intellectual challenges, illness, or any events of which the instructor should be aware. Specific needs will be addressed on a case-by-case basis between the student and the instructor. As the instructor, I note here the right I have to make changes in the syllabus when necessary to meet learning objectives, compensate for missed classes, or for similar reasons. In the event of any modifications or adjustments, I will be clear in the communication of any changes.

University policies and notes:

University Closure

"If the University of Louisville is closed due to a holiday, weather-related conditions or other unusual circumstances, planned real-time activities in online classes will not be held and no form of coursework will be due. Real-time activities include scheduled class chats, virtual classroom meetings, or any other activity that requires students to access the course management system (i.e., Blackboard) at a scheduled time."

University Delay

"If the University of Louisville is on a delayed schedule, on-campus classes are canceled up until a certain time, and classes that begin at or after the delayed time meet at their regular time and include the full instruction period." Call 502-852-5555 or login to <http://www.louisville.edu>

Sexual Harassment

Statement provided by PEACC

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems.

Students and Instructors are protected from Sexual Harassment according to the [Affirmative Action policy](#), the [Student Code of Conduct](#), and the [UofL Computer Account Usage Agreement](#).

Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service.

Anyone who would like to receive more information or provide training to a classroom can contact a PEACC representative at 852.2663 and may use the educational modules provided by the [PEACC Program](#).

Students with Disabilities

Statement provided by the Disability Resource Center

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Robbins Hall, 852.6938) for verification of eligibility and determination of specific accommodations.

For more information, visit the [Disability Resource Center](#).

Academic Dishonesty

Statement found in the Code of Student Rights and Responsibilities

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

For more information, visit the [Code of Student Rights and Responsibilities](#) (Sections 5 and 6).

Religious Holy Days and Observances

Statement on Calendar and Policy on Religious Holy Days and Observance

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

For more information, view the [Calendar and Policy on Religious Holy Days and Observances](#).

Statement on Diversity

Statement provided by Office of the Vice Provost for Diversity and Equal Opportunity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

For more information, visit the [Office of Diversity](#).