

Course Information	<p style="text-align: center;">90-789 and 90-489: Resilient and Sustainable Communities</p> <p style="text-align: center;">Spring 2024</p> <p style="text-align: center;">H. John Heinz III School of Public Policy and Management</p> <p style="text-align: center;">Carnegie Mellon University</p>
	<p>Location: HBH 1004 (Section A) in Pittsburgh</p>
	<p>Meeting Day: Wednesday (Section A)</p> <p>Meeting Time: 6:30 – 9:20 PM (Section A)</p>
	<p>Faculty Instructor: Matthew M. Mehalik, Ph.D. Adjunct Professor of Environmental Policy (412) 445-0411 Email: mmehalik@andrew.cmu.edu Office Hours: by appointment</p>
Prerequisites	<p>90-780: Graduate Level Enrollment or Permission of Instructor 90-489: Undergraduate Level Enrollment or Permission of Instructor</p>
Description	<p>90-789 and 90-489: This course examines past and current community development topics and trends associated with creating and/or maintaining resilient and sustainable communities. Such topics include sustainable development, community equity, creative capitalism, regional planning and visioning, environmental justice, governance, regional equitable development, sustainable business practices, green/clean tech, smart growth and smart transportation, carbon management, resource conservation, local living economies, energy systems and strategies, dynamics of neighborhoods, among other topics. Emphasis will fall on how these various dimensions need to strategically align to promote sustainable communities amidst their complexities.</p> <p>The class will also delve into a variety of community development practices to provide frameworks for integrating just, equitable, and fair community development practices with sustainable development practices. The class takes lessons from the past (both what has worked and what did not work) as well as appropriate, current practices and explores how to apply them to a variety of community situations and conditions.</p> <p>The focus is on urban communities in the U.S and worldwide, both large and small. The course includes experiential, hands-on learning (projects, case studies, analyses, presentations, field trips, and guest lectures) as well as reflective components (readings, discussion, and papers).</p> <p>By the end of the course, each student will be able to:</p> <ul style="list-style-type: none"> • Learn and deploy equitable, fair, just, resilient, sustainable, and green development practices and how to integrate these techniques into community development strategies; • Evaluate and design various public planning and policy initiatives on the formation of places; and

	<ul style="list-style-type: none">Engage with communities with appropriate processes and strategies to align with their resilient capacities as they face equity-informed, environmental, economic, and social challenges.																								
Required Course Materials	<p>Farr, Douglas. (2012). <i>Sustainable Urbanism: Urban Design with Nature</i>. John Wiley and Sons, Inc. Publishers, Washington, DC.</p> <p>Most readings will be available online through Canvas</p>																								
Evaluation Method	<p>Your final grade will be based on:</p> <ul style="list-style-type: none">Case Assignments/Homework: 30%Midterm 20%Group Final Report 25%Group Final Presentation 10%Final Reflection 15% <p>In addition, your final grade will incorporate a multiplier (from 0.7 to 1.1) based upon interim and final peer evaluations based upon a peer evaluation rubric and from instructor observations.</p>																								
Learning/Course Objectives	<p>Skills and knowledge to gain and how you will be assessed</p> <table><tr><th>Learning Objective</th><th>How Assessed</th></tr><tr><td>Learn and deploy a systems-based approach towards structuring and analyzing a sustainable community-related design/needs-based challenge</td><td>Cases, Midterm, Final Project</td></tr><tr><td>Learn and deploy sustainable and green development practices and how to integrate these techniques into community development strategies</td><td>Cases, Homework, Midterm, Final Project</td></tr><tr><td>Evaluate and design various public planning and policy initiatives on the formation of places</td><td>Cases, Midterm, Final Project</td></tr><tr><td>Engage with communities with appropriate processes and strategies to enhance their resilient capacities as they face environmental, economic, and social challenges</td><td>Final Project</td></tr><tr><td>Assess how the courses tools relate to career goals and objectives</td><td>Final Reflection</td></tr></table>	Learning Objective	How Assessed	Learn and deploy a systems-based approach towards structuring and analyzing a sustainable community-related design/needs-based challenge	Cases, Midterm, Final Project	Learn and deploy sustainable and green development practices and how to integrate these techniques into community development strategies	Cases, Homework, Midterm, Final Project	Evaluate and design various public planning and policy initiatives on the formation of places	Cases, Midterm, Final Project	Engage with communities with appropriate processes and strategies to enhance their resilient capacities as they face environmental, economic, and social challenges	Final Project	Assess how the courses tools relate to career goals and objectives	Final Reflection												
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Grading Scale (90-789)	<table><tr><td>A+</td><td>99.0-100%</td><td>B+</td><td>88.0-90.9%</td><td>C+</td><td>78.0-80.9%</td></tr><tr><td>A</td><td>94.0-98.9%</td><td>B</td><td>84.0-87.9%</td><td>C</td><td>74.0-77.9%</td></tr><tr><td>A-</td><td>91.0-93.9%</td><td>B-</td><td>81.0-83.9%</td><td>C-</td><td>71.0-73.9%</td></tr><tr><td></td><td></td><td></td><td></td><td>D, R</td><td>70.9% and below</td></tr></table>	A+	99.0-100%	B+	88.0-90.9%	C+	78.0-80.9%	A	94.0-98.9%	B	84.0-87.9%	C	74.0-77.9%	A-	91.0-93.9%	B-	81.0-83.9%	C-	71.0-73.9%					D, R	70.9% and below
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Grading Rubrics	Cases, Presentations, Midterm, Peer Assessment, and Final Project Rubrics will be provided throughout the semester.																								

Plagiarism and cheating notice	<ul style="list-style-type: none"> • Plagiarism: All work in this class must be your own. It is unprofessional to copy or use another person's materials or ideas without proper attribution to that person. Plagiarism ruins the careers of professionals and is in violation of university policy. If you have questions about proper attribution, do not hesitate to contact me for help. • Plagiarism and other forms of academic misrepresentation are taken extremely seriously. Misrepresentation of another's work as one's own is widely recognized as among the most serious violations. The violation is clearly flagrant when it occurs as plagiarism on a required paper or assignment or as cheating on an examination, regardless of whether it is a take-home or in-class examination. The punishment for such offenses can involve expulsion from the program. There are many other ways in which a violation can occur. • <i>Academic Dishonesty:</i> Students are expected to maintain the highest ethical standards inside and outside the classroom. Cheating on exams and term papers (i.e., plagiarism and unauthorized collaboration) is obviously discouraged and will be treated appropriately. The usual penalty for violations is a failing grade for the assignment in question; however, in some instances, such actions may result in a failing grade for the course. • Academic integrity governs the way in which classwork, writing, and research are done at a university. It is founded on the principles of respect for knowledge, truth, scholarship, and acting with honesty. These principles and values are the foundation of academia and are especially important to Carnegie Mellon with its mission of providing public and private sector education for professionals. Academic integrity is essential for all students, and it is the responsibility of all faculty members to provide learning environments that foster and enforce academic integrity. As per university rules, faculty must report all incidents to the appropriate associate dean in which there is sufficient evidence that a student or students have breached academic integrity by cheating or plagiarism. • 90-789 Students: Please visit the <i>Heinz College Student Handbook</i>, CHAPTER 16, "ETHICS AND DISCIPLINE," for guidance on issues related to academic integrity, as these policies are in effect in this course: https://www.heinz.cmu.edu/heinz-shared/files/img/student-handbooks/heinz-college-student-handbook.pdf • 88-489 Students: Please visit the <i>Carnegie Mellon University Policy on Academic Integrity</i> for guidance on issues related to academic integrity, as these policies are in effect in this course: https://www.cmu.edu/policies/student-and-student-life/academic-integrity.html
Use of Generative AI Programs	<p>You are welcome to use generative AI programs (ChatGPT, DALL-E, etc.) in this class for case assignments and for supporting your research project. These tools are forbidden to be used for the midterm exam.</p> <p>These programs can be powerful tools for learning and other productive pursuits, including completion of some assignments in less time, helping you generate new ideas, or serving as a personalized learning tool.</p> <p>However, your responsibilities as a student remain the same. You must follow the academic integrity guidelines of the university and of this class. If you use one of these generative AI tools to develop content for an assignment, you are required to cite the tool's contribution to your work. In practice, cutting and pasting content from any source without citation is</p>

	<p>plagiarism. Likewise, paraphrasing content from a generative AI without citation is plagiarism. Similarly, using any generative AI tool without appropriate acknowledgement will be treated as plagiarism. The university's policy on plagiarism applies to all uncited or improperly cited use of work, whether that work is created by human beings alone or in collaboration with a generative AI.</p> <p>In this class, you may use generative AI programs to:</p> <ul style="list-style-type: none"> ○ Brainstorm new ideas ○ Develop example outlines or approaches to your work ○ Research topics, or generate different ways to talk about a problem <p>You may not use generative AI programs to:</p> <ul style="list-style-type: none"> ○ Generate content that you cut and paste into an assignment with a written component without quotations and a citation ○ Generate content that is not adequately paraphrased without a citation ○ Generate bibliographies for topics that you haven't researched yourself ○ Generate other content (images, video, others) unless expressly permitted and following provided guidance ○ Otherwise use or present generative AI content that you pass off as your own work, when really it is not <p>Finally, it is important that you recognize that large language models frequently provide users with incorrect information, create professional-looking citations that are not real, generate contradictory statements, incorporate copyrighted material without appropriate attribution, and can sometimes integrate biased concepts. Code generation models may produce inaccurate outputs. Image generation models may create misleading or offensive content.</p> <p>While you may use these tools in the work you create for this class, it is important to note that you understand you are ultimately responsible for the content that you submit. Work that is inaccurate, biased, unethical, offensive, plagiarized, or incorrect will be penalized.</p>
<p>Course Policies & Expectations</p>	<ul style="list-style-type: none"> ● Professionalism: Your entire experience is geared toward helping you develop skills necessary to participate in the world as a qualified professional. This means taking responsibility for the work that you produce and for your conduct among your student colleagues and other members of the university community. Quality work in developing knowledge, skills, and wisdom are the most important goals to keep in mind. Quantity of product and number of hours spent working are secondary to overall quality. ● Attendance: Students are expected to attend all sessions. Students may be excused from two classes for professional, health, or personal reasons when the instructor is notified of the pending absence. Attendance performance is used as a multiplying factor in the final grade. ● Participation: It is essential for all students to participate fully in class in their case evaluation teams. Students will complete a peer evaluation of their team's performance. The instructor will note class participation observations. The results of the evaluation scores are used as a multiplying factor in the final grade, using a statistical distribution of the scores with mean and cut point performance thresholds based on standard deviations from mean performance.

	<ul style="list-style-type: none"> • Recording of Class: Some students find it helpful to record class sessions. Because there may be times when recording of class may be inappropriate, students must request the instructor's permission prior to recording classes. All such recordings are for personal use. Copies of these recordings may not be distributed to anyone else in any format or fashion. • Contacting me for help: Send me an e-mail to set up an appointment. Email is the best way to get in contact with me.
Student Well-Being	<ul style="list-style-type: none"> • We are all under a lot of stress. Make sure to move regularly, eat well, and reach out to your support system or me (mmehalik@andrew.cmu.edu) if you need to. We can all benefit from support in times of stress, and this semester is no exception. • The CMU Community Health and Well Being website provides information and resources for all members of the CMU community: https://www.cmu.edu/wellbeing/index.html • Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at http://www.cmu.edu/counseling/. Consider reaching out to a friend, faculty, or family member you trust for help getting connected to the support that can help. If you or someone you know is feeling suicidal or in danger of self-harm, call someone immediately, day or night: CaPS: 412-268-2922 Re:solve Crisis Network: 888-796-8226 <p>If the situation is life threatening, call the police: On campus: CMU Police: 412-268-2323 Off campus: 911</p> <p>If you have questions about this or your coursework, please let me know.</p> <ul style="list-style-type: none"> • Food Insecurity: If you are worried about affording food or feeling insecure about food, there are resources on campus who can help. Email the CMU Food Pantry Coordinator to schedule an appointment: Pantry Coordinator cmu-pantry@andrew.cmu.edu 412-268-8704 (SLICE office)
Transferring to fully remote during the semester	<ul style="list-style-type: none"> • If the class needs to go fully remote, you will receive an email from me, and an announcement will be published on our course website on Canvas.

Use of technology during class	<ul style="list-style-type: none"> This class involves regular use of technology– both for in-person and remote students. Research has shown that divided attention is detrimental to learning, so I encourage you to close any windows not directly related to what we are doing while you are in class. Please turn off your phone notifications and limit other likely sources of technology disruption, so you can fully engage with the material, each other, and me. Also, if applicable, people in remote mode should have their video turned on during the entire class time. This will create a better learning environment for everyone. A laptop will be needed for our in-person classes, so if you do not have access to one, please email me (mmehalik@andrew.cmu.edu) as soon as possible so we can find a solution.
Accommodations for students with disabilities	<ul style="list-style-type: none"> If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.
Diversity statement	<ul style="list-style-type: none"> We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at CMU, will work to promote diversity, equity, and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values. Each of us is responsible for creating a safer, more inclusive environment. Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the university. Therefore, the university encourages anyone who experiences or observes unfair or hostile treatment based on identity to speak out for justice and support, within the moment of the incident or after the incident has passed. Anyone can share these experiences using the following resources: <ul style="list-style-type: none"> Center for Student Diversity and Inclusion: csdi@andrew.cmu.edu, (412) 268-2150 Report-It online anonymous reporting platform: reportit.net username: <i>tartans</i> password: <i>plaid</i> All reports will be documented and deliberated to determine if there should be any following actions. Regardless of incident type, the university will use all shared experiences to transform our campus climate to be more equitable and just.
Recording of class sessions	<ul style="list-style-type: none"> For this course, I will be recording class sessions and making them available to you for your personal, educational use. Recordings of class sessions are covered under the Family Educational Rights and Privacy Act (FERPA) and must <i>not</i> be shared with anyone outside your course-section. The purpose of these recordings is so students in this course (and only students in this course) can watch or re-watch past class sessions. Feel free to use the recordings if you would like to review something

	<p>we discussed in class or if you are temporarily unable to attend class. The links to the recorded sessions will be available on Canvas.</p> <ul style="list-style-type: none"> • If the situation presents itself where we will need to transition to remote learning, please make sure that your Internet connection and equipment are set up to use Zoom and able to share audio and video during class meetings. (See this page from Computing Resources for information on the technology you are likely to need: https://www.cmu.edu/computing/start/students.html) • Let me know if there is a gap in your technology set-up (mmehalik@andrew.cmu.edu) as soon as possible, and we can see about finding solutions. • Sharing video: In this course, being able to see one another helps to facilitate a better learning environment and promote more engaging discussions. Therefore, if we are in remote learning mode, our default will be to expect students to have their cameras on during lectures and discussions. However, I also completely understand there may be reasons students would not want to have their cameras on. If you have any concerns about sharing your video, please email me as soon as possible (mmehalik@andrew.cmu.edu) and we can discuss possible adjustments. Note: You may use a background image in your video if you wish; just check in advance that this works with your device(s) and internet bandwidth. • If you are logged in remotely during our class meetings, please keep your mic muted unless you are sharing with the class or your breakout group. • If you have a question or want to answer a question, please use the chat or the "raise hand" feature. I will be monitoring these channels to call on students to contribute. • Our synchronous meetings may involve breakout room discussions, and those will work better if everyone in your small group has their camera turned on. During large group debriefs, you may keep your video off.
Grading policies and late assignments	<ul style="list-style-type: none"> • All assignments have due dates indicated on the syllabus. In general, submitting assignments on time lets me provide feedback in a more timely and efficient manner. Assignments build on each other, so timely submissions are crucial to your progress in the class. However, sometimes life happens. If you cannot submit an assignment on time, the default will be that you will be eligible for 90% of the grade the first 48 hours that the assignment is late. If you must submit beyond 48 hours past the due date, please contact me (mmehalik@andrew.cmu.edu) as soon as possible so we can plan.
Student Academic Success Center (SASC)	<p><u>Student Academic Success Center (SASC)</u></p> <p>SASC focuses on creating spaces for students to engage in their coursework and approach learning through a variety of group and individual tutoring options. We offer many opportunities for students to deepen their understanding of who they are as learners, communicators, and scholars. Our workshops are free to the CMU community and meet the needs of all disciplines and levels of study. SASC programs to support student learning include the following (program titles link to webpages):</p> <ul style="list-style-type: none"> • <u>Academic Coaching</u>--This program provides holistic, one-on-one peer support and group workshops to help undergraduate and graduate students implement habits for success. Request an initial consultation here. • <u>Peer Tutoring</u>--Peer Tutoring is offered in two formats for students seeking support related to their coursework. Visit the webpage to see courses currently being supported by Peer Tutoring. • <u>Communication Support</u>--Communication Support offers free one-on-one communication consulting as well as group workshops to support strong written, oral, and visual communication in texts including IMRaD and thesis-driven essays, data-

	<p>driven reports, oral presentations, posters and visual design, advanced research, application materials, grant proposals, business and public policy documents, data visualization, and team projects. Schedule an appointment on our website (in-person, zoom synchronous, or recorded video), attend a workshop, or consult handouts or videos to strengthen communication skills.</p> <ul style="list-style-type: none"> • Language and Cross-Cultural Support--This program supports students seeking help with language and cross-cultural skills for academic and professional success through individual and group sessions. Make an appointment with a Language Development Specialist to get individualized coaching. • Supplemental Instruction (SI)--This program offers a non-remedial approach to learning in historically difficult courses at CMU. Visit the website to see courses with SI available here.
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Schedule and Specific Learning Objectives

Times and dates are listed for Section A (Pittsburgh).

Week	Date	Assignment
1	1/17	<ul style="list-style-type: none"> • Course Introduction & Overview • Discussion/Exercise: What is sustainable community development?
2	1/24	<ul style="list-style-type: none"> • Explore course project topics • Strategy Theme <ul style="list-style-type: none"> ○ Making the case for sustainable communities (posted on Canvas) <ul style="list-style-type: none"> ○ Farr, Chs. 1 & 2 ○ UN Sustainable Development Knowledge Platform: https://sdgs.un.org ○ USEPA Sustainability Practices www.epa.gov/sustainability/ <ul style="list-style-type: none"> ▪ Browse “What is Sustainability,” and other areas on this page that interest you ○ Current Executive Orders and Initiatives: <ul style="list-style-type: none"> ○ https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-protecting-public-health-and-environment-and-restoring-science-to-tackle-climate-crisis/ ○ https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/27/executive-order-on-tackling-the-climate-crisis-at-home-and-abroad/ ○ https://www.whitehouse.gov/briefing-room/presidential-actions/2021/05/20/executive-order-on-climate-related-financial-risk/ ○ https://www.whitehouse.gov/briefing-room/statements-releases/2022/11/08/fact-sheet-biden-%E2%81%A0harris-administration-announces-roadmap-for-nature-based-solutions-to-fight-climate-change-strengthen-communities-and-support-local-economies/ • Dimensional Theme <ul style="list-style-type: none"> ○ Resource scarcity and Urbanism <ul style="list-style-type: none"> ○ Brown, Chs. 1, 2 (posted on Canvas) ○ http://www.citylab.com ○ https://casestudies.uli.org • Skill Development <ul style="list-style-type: none"> ○ https://www.footprintcalculator.org and https://davidsuzuki.org/take-action/ and https://www.drawdown.org

		Be sure to turn in your presentation of results from your footprint analysis and be prepared to discuss the presentation in class.
3	1/31	<ul style="list-style-type: none"> • Course project teams finalized • Strategy Theme <ul style="list-style-type: none"> ○ Leadership and communication <ul style="list-style-type: none"> ○ Farr, Ch. 3 ○ Strategies for accelerating system change <ul style="list-style-type: none"> ○ D. Meadows, <i>Leverage Points - Places to Intervene in a System</i> • Dimensional Theme <ul style="list-style-type: none"> ○ Design for Urbanism <ul style="list-style-type: none"> ○ Calthorpe, Chs. 1 – 3 (posted on Canvas) • Skill Development/Case <ul style="list-style-type: none"> ○ Layzer, Ch. 5 <i>Community Activism</i>
4	2/7	<ul style="list-style-type: none"> • Strategy Themes <ul style="list-style-type: none"> ○ Process management and process tools <ul style="list-style-type: none"> ○ Farr, Ch. 4 ○ Smart Growth, Mixed use development and Characteristics of sustainable communities <ul style="list-style-type: none"> ○ Calthorpe, Ch. 4 & 5 ○ Sustainable Pittsburgh, <i>Sustainability Assessment Tool for Southwestern Pennsylvania and Resource Sheets</i> • Dimensional Theme <ul style="list-style-type: none"> ○ Brownfield Site Devt. • Skill Development/Case <ul style="list-style-type: none"> ○ Choose a case from the W. Pa Brownfields Center http://www.cmu.edu/steinbrenner/brownfields/Case%20Studies/index.html
5	2/14	<ul style="list-style-type: none"> • Preliminary Needs Assessment Scope Document Due • Strategy Theme <ul style="list-style-type: none"> ○ Importance of density, corridors <ul style="list-style-type: none"> ○ Farr, Chs. 5, 6 • Dimensional Theme <ul style="list-style-type: none"> ○ Housing + Transit = New Metric for Sustainable Community ○ Walkability and Walk Score <ul style="list-style-type: none"> ○ Calthorpe, Chs. 6, 7 • Skill Development/Case (choose one) <ul style="list-style-type: none"> ○ Farr, <i>Holiday Neighborhood, Boulder, CO</i> ○ Farr, <i>Christie Walk, Adelaide, Australia</i> ○ Civano, <i>Tucson, AZ</i> ○ Farr, <i>Kronsberg, Hannover, Germany</i>
6	2/21	<ul style="list-style-type: none"> • Strategy Theme <ul style="list-style-type: none"> ○ From Corridors to Neighborhoods <ul style="list-style-type: none"> ○ Farr, Ch. 7 • Dimensional Theme <ul style="list-style-type: none"> ○ Choices for Future Scenarios: Transit Oriented Development (TOD) <ul style="list-style-type: none"> ○ Calthorpe, Chs. 8, 9 ○ Sustainable Business Renaissance <ul style="list-style-type: none"> ○ Sloan/MIT report, <i>"The Business of Sustainability"</i> ○ KPMG report, <i>"Building Business Value"</i> ○ M. Porter and M. Kramer

		<ul style="list-style-type: none"> ○ P. Engardio, <i>Beyond the Green Corporation</i> ○ A. Moore Odell, <i>Yearbook Presents Sustainability Trends and Leaders</i> • Midterm Review • Skill Development/Case (choose one) <ul style="list-style-type: none"> ○ Farr, <i>Dockside Green Victoria, BC</i> ○ Farr, <i>Lloyd Crossing, Portland, OR</i> ○ Farr, <i>Glenwood Park, Atlanta, GA</i> ○ Farr, <i>BedZED, South London</i>
7	2/28	<ul style="list-style-type: none"> • Final Needs Assessment Scope Document Due • Strategy Theme <ul style="list-style-type: none"> ○ Regional equitable development ○ Stopping gentrification and homogenization ○ Addressing communities ethically <ul style="list-style-type: none"> ○ A. Blackwell and S. Truhaft, Sarah, <i>Regional Equity and the Quest for Full Inclusion</i> ○ A. Ehrenhalt, <i>Trading Places - The Demographic Inversion of the American City</i> ○ Sustainable Pittsburgh, <i>The Employment Priority - Inclusion in the Workforce: Positioning Our Region to Prosper and Compete</i> ○ Sustainable Pittsburgh <i>Vacant Property Report</i> • Mid-Semester Briefing Due 11:59 pm
8	3/6	Mid Semester Break (No Class)
9	3/13	<ul style="list-style-type: none"> • Strategy Theme: Sustainable Communities: International Perspectives 1 <ul style="list-style-type: none"> ○ Farr, Ch. 8 • Skill Development <ul style="list-style-type: none"> ○ <i>Work on your community projects!</i>
10	3/20	<ul style="list-style-type: none"> • Strategy Theme: Green Infrastructure <ul style="list-style-type: none"> ○ Farr, Ch. 9 ○ Farr, <i>Dongtan, Shanghai, China</i> ○ Readings on Canvas • Dimensional Theme <ul style="list-style-type: none"> ○ Stormwater management and waste stream systems • Skill Development <ul style="list-style-type: none"> ○ <i>Work on your community projects!</i>
11	3/27	<ul style="list-style-type: none"> • Strategy Theme: International Perspectives 2 and Climate Change • Midterm Review • Dimensional Theme <ul style="list-style-type: none"> ○ Climate change – adaptation plans, regional governance & business ○ Calthorpe, Chs. 8, 9 ○ ICLEI Climate Action Plans ○ <i>Pittsburgh Climate Action Plan</i> ○ Pepper Hamilton LLP, <i>State and Local Governments Forge Ahead with Climate Change Legislation</i> ○ T. Friedman, chapters of interest ○ Sustainable Pittsburgh, <i>MPOs and Climate Change</i> ○ Morgan, Apt Readings • Skill Development/Case <ul style="list-style-type: none"> ○ <i>Work on your community projects!</i>
12	4/3	<ul style="list-style-type: none"> • Preliminary Draft of Analysis and Recommendations Due on Canvas • Preparations for final presentations

		<ul style="list-style-type: none"> • Strategy Theme <ul style="list-style-type: none"> ○ Latest and greatest TBD from class list ○ Readings on Canvas • Dimensional Theme <ul style="list-style-type: none"> ○ Determined from Class List • Skill Development/Case <i>Work on your community projects!</i>
13	4/10	<ul style="list-style-type: none"> • Strategy Theme <ul style="list-style-type: none"> ○ Latest and greatest TBD from class list ○ Readings on Canvas • Dimensional Theme <ul style="list-style-type: none"> ○ Determined from Class List • Skill Development/Case <i>Work on your community projects!</i>
14	4/17	Final Project Presentations (if needed; otherwise <i>Work on your community projects!</i>)
15	4/24	• Final Project Presentations
	5/3	• 11:59 pm: Final Project, Final Reflection, and Peer Reviews Due