School of Architecture, Planning, and Preservation
University of Maryland
Architecture Program
Spring 2017

ARCH 271/RDEV 250 - PEOPLE, PLANET AND PROFIT: BUILDING SUSTAINABLE PLACES
COURSE SYLLABUS

The land belongs to the future.
> - Willa Cather

Every man holds his property subject to the general right of the community to regulate its use to whatever degree the public welfare may require it.
> - Theodore Roosevelt

Our land is more valuable than your money. It will last forever. It will not even perish by the flames of fire. As long as the sun shines and the waters flow, this land will be here to give life to men and animals.
> - Chief of the Blackfeet

Land is the only thing in the world that amounts to anything, for it's the only thing in this world that lasts. It's the only thing worth working for, worth fighting for...
> - Margaret Mitchell, Gone With The Wind

The nation that destroys its soil, destroys itself.
> - Franklin Delano Roosevelt

The difference between what we do and what we are capable of doing would suffice to solve most of the world's problems.
> - Mahatma Gandhi

Let us put our minds together and see what life we can make for our children.
> - Chief Sitting Bull of the Hunkpapa Lakota

FACULTY:	**GRADUATE TEACHING ASSISTANTS:**	**TEACHING ASSISTANTS:**
Professor Heidi Bulich	**Jen Salazar**	**Lillia Damalouji**
hbulich@umd.edu	jsalaza@umd.edu	ldamalou@terpmail.umd.edu

Faculty Office Hours:
Tuesdays and Thursdays: 10:00am – 12:00pm; before class; or by appointment. Please email me if you would like to see me.

COURSE INFORMATION:

Catalogue Description: This course is designed to be an introduction to the 4 disciplines represented in the School of Architecture, Planning and Preservation: architecture and urban design, urban planning, historic preservation and real estate development. These disciplines work together to create a more sustainable environment for the future by using the School's interpretation of the quadruple bottom line: socio-cultural, economic, environmental, and design sustainability. The course will provide students with an understanding of the fundamental scholarship and processes of each of these disciplines and examine the intersection between them. Students will learn by applying the approaches of the 4 disciplines through a series of case studies.

Course Meeting Times and Location(s):
Mondays and Wednesdays: 10:00am – 11:15am
ARC – Room 0204

Course Description:
In December 2015, 195 world leaders agreed to the *Paris Climate Accord* – a landmark agreement to cut back planet-warming emissions of greenhouse gas. *"Improving the efficiency of buildings, transportation and industries"* has been identified as one of the most critical actions to fight climate change. State and local government officials have already been at the forefront of this challenge – imagining and then establishing a new way to look at the built environment – one that emphasizes sustainability.

This course introduces students to core concepts of sustainability in the built environment as well as to the key people, processes and techniques of real estate development. Students will examine sustainability principles as they relate to the built environment – from the economic, environmental and socio-equity perspectives – through assigned readings, individual fieldwork, collaborative work, guest speakers, lectures and film.

The class will begin with students examining the notion of "Placemaking" and then proceed to an overview of the fundamental principles of sustainability in the built environment found in the *1987 Brundtland Commission* report and the *Hannover Principles.* Students will then review particular topics, such as urban design, tax policy, land use regulations, public-private partnerships and transportation and consider how they relate to sustainability. Students will learn how professionals in the planning, design, construction and historic preservation professions work together to assist government and the business world in building and maintaining sustainable communities. Finally, students will engage in a semester-long *Sustainable Placemaking* Project that will require them to put the principles they learn in class into practice.

Course Goals/Learning Outcomes:
A student who successfully completes this class will be able to:

1. *Select, critically evaluate, and apply relevant areas of applied sustainable practice as it pertains to architecture, planning, preservation and real estate development.* Students will gain insight into sustainability strategies in the areas of design, planning, and public policy. Students will develop their own philosophies and visions of sustainability by analyzing and evaluating case studies from across the United States.

2. *Demonstrate an ability to collaborate in order to bring about a successful outcome.* Students will collaborate in small groups in class and in discussion forums to observe, analyze, and propose recommendations for assorted

projects and begin to understand how professionals in architecture, planning, historic preservation, and real estate development can work together to promote the development of sustainable environments.

3. *Recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions.* Students will develop an understanding in how scholarship on sustainable development from different disciplines is applied to real-world situations. Students will also gain experience in negotiating the different political, cultural, and economic dimensions that various stakeholders bring to a community-based projects and how those positions in turn shape scholarship.

4. *Produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.* Students will create an urban self-portrait of their home, or a community that is disappearing/changing, which is important to them. This study will reflect the body of knowledge on sustainable practices of architecture and urban design, planning, preservation, and real estate development to which they will have been introduced during the course. The final product may be presented to the class using visual information to include images, drawings, video, and other media as appropriate.

5. *Demonstrate an understanding of the complexities involved in funding, implementing and maintaining sustainable projects at the local community level.* Students will develop a plan for funding, implementing and maintaining their community-based projects. This plan will be included in students' semester-long community-assessment projects.

Communication Policy:
The most efficient form of communication for this course is email.
<u>Absences</u> – If you know you will not be able to attend class, please email either Chris or Lillia *before* class if you want credit for points earned during class.
<u>Other class questions</u> – If you have a question about the class, please email the Professor or any of the TAs at the email addresses noted above. Emails submitted after 5:30pm on Fridays through 8:30am on Mondays will be answered on Monday mornings, unless an emergency arises. All assignments, course syllabus materials, and readings will be posted to ELMS.

Required Items for Class:
- **Turning Technologies Response Card RF-LCD ("Clicker") <u>OR</u> a phone, tablet, or computer set up to use ResponseWare; Turning Technologies License; and Turning Account that is properly set up and registered with ELMS.**
- **Additional Resources –** Lecture outlines, PowerPoint presentations and articles, and links to videos and websites that are needed for class will be provided on ELMS and/or through UMD Course Reserves.

Clickers/ResponseWare:
We will be using response devices that record your answers to questions asked in class. Students can choose to use a Clicker <u>OR</u> use ResponseWare on their phone, tablet or computer to respond during class. We will not grade Clicker questions until the third week of class to give you time to purchase what you need and get properly set up and registered. Students will begin using their Clickers or ResponseWare on **February 13, 2017** for points. **Expect Clicker questions every class.**

Detailed purchasing information and videos explaining how to properly create a Turning Account, how to add a License and Clicker device to your Turning Account, and how to register your Turning Account with ELMS can be found on the **Clickers/ResponseWare page on the ELMS course site** and at: https://clickers.umd.edu/students/getting-started-students.

You will be required to complete all of the steps listed below *before* class on **Monday, February 13, 2017** if you want to receive points for your responses in class.

1. Create a Turning Account using your UMD email.
2. Purchase a Turning Technologies License and add it to your Turning Account.
3. Purchase a Clicker device and add it to your Turning Account OR set up your phone, tablet or computer to use ResponseWare.
4. Register your Turning Account with ELMS.
5. Verify that your Turning Account is properly set up and registered - if you have successfully completed all of the steps, when you sign in to your account your Dashboard should look like the image below (if you are using ResponseWare, your Device will not have a green check mark).

Students who use Clickers/ResponseWare in class, but who have not properly set up and registered will not get credit for their responses.

Student Clickers/ResponseWare will be used for the following purposes:
- In-class quizzes. Student responses to simple questions based on the readings due that day for class or on topics discussed that day in class will be graded. Well-prepared students should have no problems with these.
- Opinion/Polling. Sometimes Clickers will be graded only for completion or to assess student learning.

To accommodate unforeseen absences or problems with your Clicker or ResponseWare, your lowest 4 Clicker grades will be dropped.

Any technical issues with Clickers or ResponseWare should be resolved directly through Turning Technologies at: http://www.turningtechnologies.com/technical-support/contact-technical-support.

Assisting another student who is not in class with Clicker questions constitutes academic dishonesty and a violation of the Student Honor Code.

SUMMARY OF KEY PARTS OF CLASS

Instructional Method	**Lecture, in-class group work, discussion forums, film, guest speakers and semester-long community project.**
Attendance/Participation	**Attendance will not be taken, but students are expected to come to class and to contribute to class discussion. This grade will be determined by Clicker responses, in-class group work and class participation.**
Testing	**Syllabus/ELMS Quiz – February 10, 2017 (30 points)**

	3 In-class Quizzes **March 1, 2017 (25 points)** **April 5, 2017 (25 points)** **May 10, 2017 (40 points)**
Assignments	**Your Assignments grade will be comprised of Online Reading Questions, Online Discussion Forums and completion of the Student Code of Conduct and Class Survey.** **Student Code of Conduct – February 10, 2017 (10 points)** **Online Reading Questions (20 points each)** **January 31, 2017** **February 7, 2017** **February 14, 2017** **March 5, 2017** **March 26, 2017** **April 16, 2017** **Online Discussion Forums (30 points each)** **Public-Private Partnerships – February 19-21, 2017** **Resilience/Eminent Domain – March 12-14, 2017** **How Did We Get Here? Fair Housing – April 9-11, 2017** **Preserving What We Have – April 23-25, 2017** **Understanding Brownfield Redevelopment – April 30 - May 2, 2017** **Class Survey – May 14, 2017 (10 points)**
Sustainable Placemaking **Project**	**Detailed directions are posted on ELMS.** **Part 1 – February 26, 2017 (20 points)** **Part 2 – March 7, 2017 (40 points)** **Part 3 – April 2, 2017 (40 points)** **Part 4 – Step 1: Submission – April 4, 2017 &** **Step 2: Peer Reviews – April 18, 2017 (20 points)** **Part 5 – May 7, 2017 (75 points)**

Attendance/Participation:
I will not take attendance, however, if you are not in class, you will not get credit for any in-class work. I will start assigning points for in-class work beginning **Monday, February 13, 2017.**

As with any professional business meeting, we will begin on time and I expect to see you on time. Late arrivals and/or early departures are disruptive and disrespectful to fellow students. Frequent late arrivals will impact your grade. **Students arriving late or departing early from a class session will not receive credit for anything he/she misses.**

Many materials will be presented in classes that do not appear in the required readings. In addition, the material in this class cannot be easily understood or mastered if you do not attend class. **You are expected to come to class prepared, and to participate in whole-class and small-group discussions.** Attendance is therefore expected and is required to satisfactorily complete this course. You cannot participate unless you are in class. Only students with **Excused Absences** will be able to make up any missed work or quizzes.

Your **Attendance/Participation grade** will be determined by a number of factors, including Clicker questions and in-class group work. Bottom line: I expect you to participate in class. There is no wrong answer to any question except: **"I don't know."** This is an active learning environment which requires all of us to be prepared and think about the information. Statements of opinion and respectful class discussions are encouraged. Further, as a Maryland student you are well equipped to participate and you will want to challenge yourself. Since this is the 2nd time seeing the material, you will have the comfort to know that you have a valid question so please ask if you do not understand something. You will be helping the class and yourself at the same time.

Unexcused Absences

If you have an *unexcused* absence from class you will not be able to make up any missed in-class work or any missed quizzes. The same rule will apply if you choose to arrive late or leave early and as a result, you miss an in-class activity. Students will be permitted to drop their lowest 4 Clicker grades (see above).

Excused Absences

If you are *excused* from class you can make up missed in-class work or quizzes and still get credit for being in class. If you know you cannot make it to class, and you want to be **excused**, **you must e-mail either Chris or Lillia** *before class*. Further information on the University's policies on excused absences can be found online at: http://www.ugst.umd.edu/courserelatedpolicies.html.

In-class Discussions/Activities – Students will be randomly assigned to a Working Group comprised of 4 to 5 students by **Monday, February 13, 2017** and will begin sitting with their group in class that day. Working Group assignments and a Class Seating Chart will be posted on ELMS. Students should expect short in-class activities and/or Clicker questions every class period – many of these will be completed in your Working Groups.

Assignments:

Assignment information and due dates can be found through the *"What to Expect"* link under each Module topic on ELMS. A list of Assignments that can be sorted by Date or Type is located under the *"Assignments"* navigation link on ELMS and all Assignments will also appear on your ELMS Calendar. **Unless noted, all Assignments must be completed and electronically submitted to ELMS by 11:55 pm on the due date. NO late Assignments will be accepted.**

Expectations – There will be Assignments due every week – generally on most Sunday and/or Tuesday nights at 11:55pm.

2 Significant Assignments

1. Online Discussion Forums: Students will be expected to participate in 5 different Online Discussion Forums with other students in their Forum Group. Each Forum Group will consist of 2 to 3 Working Groups (approximately 8 to 14 students) that will engage in a discussion together. Information about how Online Discussion Forums function can be found on ELMS. For each Discussion Forum, students will either play the role of forum Participant or forum Leader – every student must act as a forum Leader at least once. The forum Leader will be responsible for that week's discussion – monitoring the forum activity of their Working Group and ensuring that group members complete their work. In addition, he/she will prepare a 2-3 page summary of his/her group members' contributions to the forum according to guidelines I will provide to him/her. Working Groups will select a forum Leader for each of the 5 Online Discussion Forums *in class* on **Monday, February 13, 2017.**
- Please be sure to follow the following University's policy related to the acceptable use of information technology resources that can be found at: http://president.umd.edu/policies/x100a.html

2. *Sustainable Placemaking: Building Community* Project: Students will choose a public place and create a blog demonstrating how their chosen site could become a better and more sustainable place. Students will document the completion of this 5-part project by posting materials to their blog throughout the semester including: 2 short "place" videos they will create; information gathered through field observations and research; images that represent their vision; marketing materials; and reflections on class topics and issues. All student work will be available for other members of the class to view and evaluate. A description of this assignment can be found on ELMS.

Quizzes and Exams:

Syllabus/ELMS Quiz – There is a comprehensive online quiz on the Course Syllabus and ELMS course site. You can access it through the *"Assignments"* or *"Modules"* navigation links on ELMS. The quiz will be available from **12:00am Wednesday, January 25 to 11:55pm Friday, February 10, 2017**. It is true/false and multiple-choice format. Since the quiz will be available for several weeks, there are no excuses for not completing it on time. You will have 30 minutes to complete the quiz once you start and you are allowed 2 attempts – your highest grade will be kept. Remember, all grades are determined competitively so after you take the quiz, any information you share with other students who have yet to take it can result in you receiving a lower final grade. This quiz, along with your first Assignments, provides a great way to start the class on a high note.

In-class Quizzes – There will be 3 closed book/closed note quizzes related to the readings, lectures and guest speakers that will be given in class. It is expected that each student will take the In-class Quizzes on the scheduled times and dates. If an emergency makes it impossible for a student to do so, it is the student's responsibility to contact the instructor as soon as possible and provide appropriate documentation to validate the emergency. Further information on the University's policies on excused absences can be found online at:
http://www.ugst.umd.edu/courserelatedpolicies.html

Obviously, any form of copying or cheating on quizzes is strictly forbidden. In general, you should abide by the **University of Maryland Code of Academic Integrity, which can be found at: http://www.ugst.umd.edu/courserelatedpolicies.html**

GRADING INFORMATION:

LTR	Q.P.	CRITERIA
A+	4.0	**Denotes excellent mastery of the subject and outstanding scholarship.**
A	4.0	**Denotes excellent mastery of the subject and outstanding scholarship.**
A-	3.7	**Denotes excellent mastery of the subject and outstanding scholarship.**
B+	3.3	**Denotes good mastery of the subject and good scholarship.**
B	3.0	**Denotes good mastery of the subject and good scholarship.** *(Minimum GPA for Graduates in Major)*
B-	2.7	**Denotes good mastery of the subject and good scholarship.** *(Minimum grade for Graduate Credit)*
C+	2.3	**Denotes acceptable mastery of the subject.**
C	2.0	**Denotes acceptable mastery of the subject.** *(Minimum GPA for Undergraduates in Major)*
C-	1.7	**Denotes acceptable mastery of the subject.** *(Minimum grade for Undergraduate Credit)*
D+	1.3	
D	1.0	**Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree.**
D-	0.7	
F	0.0	**Denotes failure to understand the subject and unsatisfactory performance.**
I	INC	**Incomplete** -- Due to illness or a family emergency. Incomplete Contract is to be signed by student and instructor.

FINAL GRADING COMPUTATION

Attendance/Participation	**120 points**
Quizzes	**120 points**
Assignments	**290 points**

Sustainable Placemaking Project	195 points
TOTAL	**725 points**

Grading will be *roughly** based on the following scale (your Total Points Earned/TOTAL points in class):

*If circumstances indicate the need to do so, grades will be adjusted on a curve relative to the overall class performance.

I reserve the right to adjust grades upwards, as a discretionary reward for students who have (1) attended class regularly *and* (2) consistently participated throughout the semester. Students with more than 2 *unexcused* absences will not be considered to have attended class regularly, and will not be eligible for these extra credit points. *Being tardy more than 15 minutes will count as an absence.*

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
97-100	93-96.99	90-92.99	88-89.99	83-87.99	80-82.99	78-79.99	73-77.99	70-72.99	68-69.99	63-67.99	60-62.99	≤60

COURSE POLICIES AND PROCEDURES

Refer to: http://www.ugst.umd.edu/courserelatedpolicies.html for University policies related to:
- o Religious Observances
- o Medically Necessary Absences
- o ADA Compliance
- o Academic Integrity
- o Authorship of Work
- o Ownership of Work
- o Sexual Harassment
- o Course Evaluations and other important University policies

Other Important Course Information

Campus Safety / Inclement Weather / School Closure Policy:
This course will not meet in the event of extreme weather or other emergency that causes the University of Maryland to close. University closure status can be monitored at: http://prepare.umd.edu
UMD Alerts is an alert system that allows the University of Maryland to contact you during an emergency by sending text messages to your e-mail, cell phone, or pager. When an emergency occurs, authorized senders will instantly notify you using UMD Alerts, connecting you to real-time updates, instructions on where to go, what to do or not do, who to contact, and other important information. To register for UMD Alerts, please visit: http://alert.umd.edu/

Academic / Studio Culture Policy:
Information on the policy can be found online at:
http://www.arch.umd.edu/sites/arch.umd.edu/files/attached_files/AStudioCulturePolicy_0.pdf

IT Resources and Computer Lab Etiquette:

The IT Group Technology Solutions Center (TSC) is a valuable resource for computing related information and inquiry for all students and faculty of the school. Please direct questions and concerns for IT services and equipment and report any and all service problems/outages to the TSC either in person at their office space or via email at TSC@umd.edu. The Digital Media Lab (DML) upstairs and the Digital Research Lab (DRL) downstairs and the Document Output Center (DOC) are public IT facility areas available to all students that must be shared by all students across the school and maintained in a professional manner through appropriate student conduct for the beneficial use of all. The DOC is a facility provided for the support of academic mission of the school relating to student media input/output. The equipment provided is available for student use of the "pay-for-print" system. Students must prepay for all output in the facility. While quiet and constructive communication between students in the lab is encouraged, visits by other students outside the class during class time are not permitted. Students must respect the work and workspace of others at all times. NO FOOD OR DRINK is permitted in the computer labs or IT facilities at any time.

Sustainability:
The University of Maryland and the faculty of Architecture believe that sustainability is a big part of the built environment. We encourage you to adopt sustainable practices during this course. Consider the use of materials, printing/plotting efficiency and the energy consumption of your travel and actions on the broader environment and your personal impact on the built environment. For further information visit the Campus Sustainability at the University of Maryland: http://www.sustainability.umd.edu/

Architecture Student Handbook:
Please also find other important and complementary information you need to familiarize with in the Student Handbook at: http://www.arch.umd.edu/sites/arch.umd.edu/files/attached_files/2016-17_ARCH_Student_Handbook-081516%20%281%29.pdf

COURSE CALENDAR

Please note that this schedule is subject to change. It is your responsibility to keep current on upcoming Assignments and readings – these will be posted under the corresponding topics found in the Modules on ELMS and will be announced in class.

DATE	SUBJECT SEE MODULES ON ELMS FOR READINGS	IMPORTANT DUE DATES
Jan. 25	*Introduction to Class and Placemaking*	
30	*Placemaking: Why Place Matters*	
Feb. 1	*Sustainability for the Built Environment*	
6		
8		
10		Syllabus/ELMS Quiz and Code of Conduct – due on 2/10 at 11:55pm
13		Begin sitting with Working Group; begin using Clickers for points; select leaders for Online Discussion Forums in class on 2/13
15	*Introduction to Law and Real Estate Development*	Guest Speakers in class on 2/15 for part of class: Mark Stewart, Senior Project Manager, Office of Sustainability Andrew MacKenzie Fellows, Director, Campus Community Connection Pilot (C3 Pilot), and former Mayor of College Park
19 **21**	Posts Replies	Online Discussion Forum 1: Public-Private Partnerships
20 **22**	*Public-Private Partnerships* No reading	
26		Sustainable Placemaking Project Part 1 – due on 2/26 at 11:55pm
27	*Designing Places for People and Sustainable Placemaking Project*	Guest Speaker in class on 2/27: Jen Salazar
Mar. 1	Begin *The Planner's Role in Sustainability* Quiz #1 in class on 3/1	Guest Speaker in class on 3/1: Koray Aysin
6	*The Planner's Role in Sustainability*	
7		Sustainable Placemaking Project Part 2 – due on 3/7 at 11:55pm
8		
12 **14**	Posts Replies	Online Discussion Forum 2: Resilience/Eminent Domain

13	*Eminent Domain/Resiliency* No reading	
15	Complete *Eminent Domain/Resiliency and Local Resources for Getting Your Project Done* No reading	
19-26	*Spring Break*	
27 **29**	*The Paris Climate Agreement and the Clean Power Plan*	
Apr. 2		Sustainable Placemaking Project Part 3 – due on 4/2 at 11:55pm
3 **4** **5**	*Innovative Planning Techniques* Complete *Innovative Planning Techniques* Quiz #2 in class on 3/5	Sustainable Placemaking Project Part 4 – Step 1: Submission – due 4/4 at 11:55pm
9 **11**	Posts Replies	Online Discussion Forum 3: How Did We Get Here? Fair Housing
10 **12**	*Fair Housing: Place and the Displaced* No reading	
17	*Transportation's Role in Building Sustainable Communities*	
18 **19**		Sustainable Placemaking Project Part 4 – Step 2: Peer Reviews – due 4/18 at 11:55pm
23 **25**	Posts Replies	Online Discussion Forum 4: Preserving What We Have
24 **26**	*Historic Preservation and Adaptive Reuse* No reading	
30 **May 2**	Posts Replies	Online Discussion Forum 5: Understanding Brownfield Redevelopment
1	*Fundamental Tax Considerations related to Rehabilitation and Brownfield Redevelopment* No reading	
3 **7**	*Brownfield Redevelopment* No reading	Sustainable Placemaking Project Part 5 – due 5/7

8		at 11:55pm
10	Complete *Brownfield Redevelopment* Quiz #3 in class on 3/10 LAST CLASS	
14		Class Survey – due 5/14 at 11:55pm