

Tufts University, Department of Urban + Environmental Policy + Planning

**Developing Sustainable Communities
UEP 284 (Spring 2020)**

Thursdays: 1.30pm –4.00pm in Brown House, 97 Talbot Ave

Professor Julian Agyeman, 617-627-4017, julian.agyeman@tufts.edu

Office hours: Wednesday and Thursday 10:00 am–1.30pm by appointment

Teaching Assistant Lily Linke, Lily.Linke@tufts.edu

Course Description

This course explores the many challenges of achieving ‘*just sustainabilities*’ through a critical, coherent and thought provoking overview of moves towards developing sustainable communities.

The course focuses on: improving our quality of life and wellbeing; meeting the needs of both present and future generations (intra-generational and intergenerational equity); justice and equity in terms of recognition, process, procedure, and outcome; living within ecosystem limits (also called ‘one planet living’).

It investigates the theories of sustainable development and the tools and techniques and in what contexts we can move towards the ecological integrity, economic security, empowerment, responsibility and social well-being characteristic of sustainable communities. Case studies are drawn from around the world.

Course Objectives

- To begin to understand the content, processes, and implications of the just sustainabilities agenda
- To begin to understand the principles, tools, and techniques available for developing sustainable communities

Course Book and Readings

The course book is:

Agyeman, J (2013) *Introducing just sustainabilities: policy, planning and practice* (Zed Books). It is available from the campus bookstore.

Please note: The *Required Readings* in this syllabus are *either* in the Course Book, or are available as PDFs in the relevant class folder on Canvas, in boxes that fit each class 1-12. Where the relevant reading/video is a web-based resource, simply click on the URL in the syllabus.

Clearly, to cover the ground of this syllabus will require that students complete all the Required Readings before each class and come to class ready to discuss these readings. I have also added Additional Readings for some classes.

The course is *reading-intensive, discussion-driven and hands-on*.

Assessment

Class Participation 20%

Active class participation is a crucial part of this seminar and makes 20% of your final grade. Think of it as an *intellectual potluck*: the more that is brought to the table by students, the more we all learn. To achieve full marks in class participation, you will need to make useful and insightful comments *in each class*. Remember however that we respect all opinions and positions and that we treat every class member and his/her opinions with grace and dignity.

Assignment 1: Weekly Forum contribution 20%

Beginning after Class 1 (January 16) I'd like you to submit to our Canvas Forum *by Sunday at 5.00pm each week*, a 500-750 word 'thought piece' on your reflections on the week's readings/speakers including your own thoughts (challenges, conflicts, agreements, disagreements) about how you as an intending policy/planning professional relate to the readings and class discussion. If you wish, your contribution can be a comment on someone else's thoughts.

Assignment 2: The 'aha' reading (10%)

For any chapter in the course book, resource or URL based reading write a 2 page, single space 'aha' piece on a) why the reading has excited you and b) how it might inform your professional practice (I know you don't know what job you may be doing!). *Due Class 10 (April 2)*

Assignment 3: Semester long case study project (50%)

Case Study: A sustainability or sustainable communities-related organization

Choose an existing sustainability or sustainable communities-related organization according to your interests (it could be local, regional, national, international) and undertake a Case Study on it. You should incorporate as many data sources as possible including policy documents, web materials, leaflets, media outputs, and interviews.

Your case study of roughly 10 pages (and a 10 minute PowerPoint) should attempt to address the following:

- 1) What is the history, mission and scope of the organization?
- 2) What sources of funding does the organization use?
- 3) Who are the Board/Staff members?
- 4) What is the organization's definition of sustainability?
- 5) What can you say about the demographics of the populations served by the organization?
- 6) How does the organization do outreach?
- 7) Does the organization have a policy on DEI (Diversity, Equity and Inclusion)?
- 8) What are the Strengths, Weaknesses, Opportunities and Threats in the organization's work?
- 9) Using whatever criteria you deem useful, assess whether the organization is 'successful' in achieving its mission
- 10) If you were to recommend 5 key readings from class that you think would help the organization both strategically and organizationally, which would they be, and why?

Due Class 13, April 30th as both a PowerPoint presentation and a Case Study report.

Grades are based on the following points:

Grading

99-100	A+
93-99	A
90-93	A-
88-90	B+
83-88	B
80-83	B-
78-80	C+
73-78	C
70-73	C-
68-70	D+
63-68	D
60-63	D-
below 60	F

Tufts Academic Integrity and Code of Conduct

You will be responsible for following Tufts Academic Integrity Policy and the Student Code of Conduct. Both of these are found on the [Student Affairs - Publications web site](#). **Please read these carefully!** Note this site also describes the *Student Judicial Process* that describes your rights as a student at Tufts and the process to follow if you feel these have been violated.

Plagiarism will not be tolerated. Tufts faculty are *required* to report any instance of plagiarism to the Dean's office - at that point, we have no control over the situation. Please read and review [Preventing Plagiarism](#) in the section on 'Writing Support' on the Tufts Academic Resources Center site to understand the various types of plagiarism, including those you may not be aware of. **If you have ANY questions, please contact me early in the semester before you write any assignments. Otherwise I will assume you clearly understand the plagiarism guidelines.**

Style Guidelines

All written work must be consistent with the style guidelines of one of the two major style guides used at UEP - the *Chicago Manual of Style* (MLA) or the *Publication Manual of the American Psychological Association* (APA). Both provide clear guidelines for referencing and citing other works. You may buy either of these - they will be a useful long-term reference. The [Purdue Online Writing Lab](#) also has extremely good guidance to both styles.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the [Tufts Accessibility Services](#) office.

Preferred Pronouns

You can now make a note of your preferred name on SIS. If you have any specific pronoun preferences, please let me know on the first day of class. My personal preferred pronouns are 'he, him and his.'

Tentative schedule

Class	Date	Topic	Other notes
1	Jan 16	Introduction to the class	
2	Jan 23	Introducing just sustainabilities I	
3	Jan 30	Introducing just sustainabilities II	
4	Feb 6	What are sustainable communities?	
5	Feb 13	Towards sustainable communities: tools and techniques I: Overview	
		NO CLASS FEBRUARY 20	

6	Feb 27	Sustainable Development in Planning and Policymaking	
7	Mar 5	Tools and techniques II: Communication tools and Sustainability Indicators	
8	Mar 12	Food and sustainable communities	
		NO CLASS MARCH 19	
9	Mar 26	Place-making and sustainable communities	
10	April 2	Culture, Space, Place and Sustainability	Aha! Chapter Due by 12pm
		NO CLASS APRIL 9	
11	April 16	Green Cities, Sustainable Cities = Gentrified Cities?	
12	April 23	From the Sharing Economy to the Sharing City?	
13	April 30	Case Study Presentations	

Part I: What is Sustainability?

Class I (January 16): Introduction to the class

In the first part of class, I'll outline the aims and scope of each class, assessment, and my expectations of you. In the second half, there will be a presentation/discussion around a critically important topic:

Readings

PLEASE MAKE SURE YOU READ THIS BEFORE OUR FIRST CLASS!!

Tellus Institute, Boston (2010) *Global Scenarios for the Century Ahead: Searching for Sustainability* (PDF)

Class 2 (January 23): Introducing just sustainabilities I

Does 'green' = 'sustainability'? In this class I'll argue for what I call *just sustainabilities*: "Sustainability cannot be simply a 'green', or 'environmental' concern, important though 'environmental' aspects of sustainability are. A truly sustainable society is one where wider questions of social needs and welfare, and economic opportunity are integrally related to environmental limits imposed by supporting ecosystems" (Agyeman et al. 2002, 78). The class will focus on the first two conditions of the move towards *just sustainabilities*:

-improving our quality of life and wellbeing;

-meeting the needs of both present and future generations (intra-generational and intergenerational equity);

Required Readings

Agyeman, J (2013) *Introducing just sustainabilities: Policy, planning and practice* (Zed Books) pp 4-37.

Marks, N (2012) *Happy Planet Index*
<https://www.youtube.com/watch?v=sZPYI8BfnBs>

Marks, N et al (2016) *The Happy Planet Index: 2016 Report: A global index of sustainable wellbeing*. (PDF)

The Guardian (2015) Sustainable development goals: all you need to know
<http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations>

Sustainable development goals - United Nations (2015)
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Sample, I (2014) *Anthropocene: is this the new epoch of humans?*
[http://www.theguardian.com/science/2014/oct/16/-sp-scientists-gather-talks-
rename-human-age-anthropocene-holocene](http://www.theguardian.com/science/2014/oct/16/-sp-scientists-gather-talks-rename-human-age-anthropocene-holocene)

Additional Readings

Cobb, C., T. Halstead, and J. Rowe. (1995). If GDP is Up, Why is America Down? *Atlantic Monthly*. October 276. (PDF)

Class 3 (January 30) - Introducing just sustainabilities II

In this class we'll continue our exploration of *just sustainabilities* by looking at two other requisite conditions:

- justice and equity in terms of recognition, process, procedure, and outcome;*
- living within ecosystem limits (also called 'one planet living')*

Required Readings

Agyeman, J (2013) *Introducing just sustainabilities: Policy, planning and practice* (Zed Books) pp38-58.

Rockström, J et al (2009) A safe operating space for humanity *Nature* 461, 472-475 (24 September) (PDF)

Raworth, K (2012) *Introducing 'The Doughnut' of social and planetary boundaries for development*
<https://www.youtube.com/watch?v=PCAx3TG8LkI>

Oxfam (2012) *A safe and just space for humanity: Can we live within the doughnut?* (PDF)

Additional Readings

Sen, A (1999) Excerpt from *Development as Freedom*
<https://www.nytimes.com/books/first/s/sen-development.html>

Class 4 (February 6) - What are sustainable communities?

There is a broad, general agreement on the principles or characteristics of sustainable communities, although to date, no community has all of them. This class will investigate these key principles and look critically at how we might move towards *practice* that is more reflective of the *theory of just sustainabilities*

Required Readings:

Hempel, L. (1999) Conceptual and analytical challenges in building sustainable communities. In D Mazmanian and M Kraft (eds) '*Toward Sustainable Communities*'. Cambridge. MIT Press, pp43-74. (PDF)

Vanesa Castán Broto & Linda Westman (2016): Just sustainabilities and local action: evidence from 400 flagship initiatives, *Local Environment*, <http://dx.doi.org/10.1080/13549839.2016.1248379> (PDF)

Curitiba: How a Brazilian City Has Revolutionized Urban Planning
<https://www.youtube.com/watch?v=hRD3I3rIMpo>

Melbourne Principles on Sustainable Cities (2007):
http://en.wikipedia.org/wiki/Melbourne_Principles

Institute for Sustainable Communities
<https://sustain.org/about/what-is-a-sustainable-community/>

Borough of Stafford (UK) (2014) *Characteristics of a Sustainable Community*
<http://www.staffordbc.gov.uk/characteristics-of-a-sustainable-community>

Additional Readings

Griffiths, J., (2009) The Transition Initiative: The Head, Heart, & Hands of Energy Descent, *Orion Magazine*
<https://www.commondreams.org/views/2009/07/25/transition-initiative-head-heart-hands-energy-descent>

The Ahwahnee Principles for Resource Efficient Communities:
http://www.lgc.org/wordpress/docs/ahwahnee/ahwahnee_principles.pdf

Part 2: How do we get there?

Class 5 (February 13) Towards sustainable communities: tools and techniques I: *Overview*

This class will attempt to give a broad overview of the various tools and techniques (community, planning and economic), strategies and innovations required to develop sustainable communities.

Required Readings:

Roseland, M (2012). 'Making Community Policy' pp 33-48, and 'Tools for Community Sustainability' pp 275-288. In Mark Roseland '*Toward Sustainable Communities*'. Gabriola Island. New Society Publishers (PDF)

Levett, R (1997) Tools, Techniques and Processes for Municipal Environmental Management *Local Environment*. Vol 2 No 2 p189-202 (PDF)

Camponeschi, C (2010) *The Enabling City: Place-Based Creative Problem-Solving and the Power of the Everyday* (PDF)

NO CLASS FEBRUARY 20 - MONDAY SCHEDULE

Class 6 (February 27) - Sustainable Development in Planning and Policymaking

Field trip to Cambridge Redevelopment Authority: Tom Evans,
Executive Director

Many planning authorities are not yet using policies for sustainability in planning, despite the guidance available. In this class, we will look at the

opportunities to bring sustainability to the Boston Metro area, focusing especially on Kendall Square Cambridge.

Required readings:

Kendall Square Report, Goals and Recs. (PDF)

Kendall Square Final Report (PDF)

American Planning Association (2000) '*Policy Guide on Planning for Sustainability*' (PDF)

Gunder, M (2006) Sustainability: Planning's Saving Grace or Road to Perdition? *Journal of Planning Education and Research* 26 pp208-221 (PDF)

Class 7 (March 5) - Tools and techniques II: *Communication tools and Sustainability Indicators*

We're convinced about sustainability and sustainable communities, right? But how do we get people to 'buy into' sustainability (if you'll excuse a consumerist phrase!). Just giving people lots of information has been shown not to work for people other than those already converted, so how do we reach the undecideds and the others who haven't even heard of sustainability?

In the second half of the class we'll look at sustainability indicators which range from welfare-based, to environmental, from economic to social, because, in order to know where you're going (sustainable communities), you've got to know where you are now (unsustainable communities)..

Required Readings:

Communication tools

Kollmuss, A and Agyeman, J (2002) Mind the Gap: why do people act environmentally and what are the barriers to pro-environmental behavior? *Environmental Education Research* Vol 8 pp239-260

<https://www.tandfonline.com/doi/abs/10.1080/13504620220145401>

Dolan, P, Hallsworth, M., Halpern, D., King, D., Vlaev, I (2010). *MindSpace: Influencing behaviour through public policy*. Institute for Government, London, UK. (PDF)

De Decker (2019) We Can't Do It Ourselves
<https://www.counterpunch.org/2019/12/12/we-cant-do-it-ourselves/>

Thaler, R (2008) Nudge: improving decisions about wealth, health and happiness https://www.youtube.com/watch?v=p9IPBqvN_u4

Indicators

Brugmann, J (1997) Is there method in our measurement? The use of indicators in local sustainable development planning *Local Environment* Vol 2 No 1 p59-72. (PDF)

Michael Green (2014) [TED The Social Progress Index](#).

Gahin, R, Veleva, V and Hart, M (2003) Do Indicators help create sustainable communities? *Local Environment* Vol 8 No 6 pp661-666 (PDF)

The Boston Indicators Project <http://www.bostonindicators.org> (familiarize yourself with the 10 categories and 'crosscut' topics)

STAR communities <http://www.starcommunities.org>

Additional Readings

Social Progress Index 2018 (PDF)

Science for Environment Policy (2015) *Indicators for sustainable cities*. In-depth Report 12. Produced for the European Commission DG Environment by the Science Communication Unit, UWE, Bristol, UK (PDF).

Part 3: Shifting the paradigm

Class 8 (March 12) - Food and sustainable communities.

What role does (or could?) food and urban agriculture play in developing sustainable communities? In this class we critically analyze concepts like who gets to define 'the local' on local produce, planners 'imposing' urban agriculture on communities; immigrants and 'new agricultures' in the US, the city of Belo Horizonte, Brazil's revolutionary food policies, food policy councils city food plans/strategies and an emerging local food economy in Boston.

Required readings:

Agyeman, J (2013) *Introducing just sustainabilities: Policy, planning and practice* (Zed Books) pp59-95 'Food'.

Groundbreaking food policy: Belo Horizonte!

<https://www.youtube.com/watch?v=fegBrwfHZ80>

Agyeman J, and Alkon A (2014) "Silence is Not Consent": Plantation, Poison and the Politics of Planning for Urban Agriculture in Boston.

<http://julianagyeman.com/2014/12/silence-not-consent-pesticides-poison-politics-planning-boston/>

Loh, P and Agyeman J (2018) 'Urban Food Sharing and the Emerging Boston Food Solidarity Economy' *Geoforum*

<https://doi.org/10.1016/j.geoforum.2018.08.017> (PDF)

Toronto Food Policy Council (2012) "*Grow Toronto Action Plan*" (PDF)

City of Seattle (2012) "*Food Action Plan*" (PDF)

Class Exercise

We will undertake a SWOT Analysis of Seattle and Toronto Food Action Plans in terms of their contributions toward creating sustainable communities

NO CLASS (March 19) - Spring Break

Class 9 (March 26) - Place-making and sustainable communities.

A dominant narrative in urban planning and sustainable communities is *place-making* whereby, so the theory goes, local communities help shape the spaces and places they inhabit be they streets, parks and open spaces, or as we saw last class, spaces for growing food. Do all people have equal access to space and place? Who gets to define 'place'? Are 'Complete Streets' always complete? This class will look at the possibilities and contradictions inherent in place-making.

Required Readings:

Agyeman, J (2013) Introducing just sustainabilities: Policy, planning and practice (Zed Books) pp96-135 'Space and Place'.

Kent, F. (2008) Place making around the world. Urban Land, August: 58–65. (PDF)

PlacemakingX website: <https://www.placemakingx.org/about>

Project for Public Spaces What is Placemaking?

http://www.pps.org/reference/what_is_placemaking/

Bedoya, R. (2013). Placemaking and the Politics of Belonging and Dis-belonging.

<https://www.giarts.org/article/placemaking-and-politics-belonging-and-dis-belonging> (Links to an external site.) GIA Reader, Vol 24, No 1 (Winter 2013)

Immonen, E. (2018). Native American Creative Placemaking. Housing Assistance Council Washington, DC (PDF (Links to an external site.))

Class 10 (April 2) - Culture, Space, Place and Sustainability.

As our US and other 'western' cities become more diverse, more different and more heterogenous, how do we think about and act upon this in terms of planning for sustainability and the development of sustainable communities? We need to move towards 'intercultural' communities and

societies where difference and diversity are seen as advantages, not problems.

Class Video

Attili and Sandercock (2006) *Where strangers become neighbors*. Watch the trailers at <https://vimeo.com/17408287>

Required Readings:

Agyeman, J (2013) *Introducing just sustainabilities: Policy, planning and practice* (Zed Books) pp136-158 'Culture'

Lanfer, A and Taylor, M (2004) *Immigrant Engagement in Public Open Space: Strategies for the New Boston*. The Barr Foundation. Boston. (PDF)

Saitta, D (2014) *Manifesto for an Intercultural Urbanism*
<http://www.planetizen.com/node/70311>

Agyeman, J., and Erickson, J. (2012) 'Culture, recognition and the negotiation of difference: some thoughts on cultural competency in planning education'. *Journal of Planning Education and Research* 32(3): 358–66. (PDF)

Anderson, E (2004) The Cosmopolitan Canopy *ANNALS, AAPSS*, 595, pp14-31 (PDF)

Additional Readings

Shinew, K. J., Glover, T. D., and Parry, D. C. (2004) 'Leisure spaces as potential sites for interracial interaction: community gardens in urban areas'. *Journal of Leisure Research* 36(3): 336–55 (PDF)

The Office of Environment and Heritage, Council of NSW, Australia (2011) *Building sustainable communities – Ideas for inclusive projects* (PDF)

Sofoulis, Z., Armstrong, H., Bounds, M., Lopes, A., and Andrews, T. (2008) *Out and About in Penrith: Universal Design and cultural context:*

Accessibility, diversity and recreational space in Penrith. Sydney: University of Western Sydney, Centre for Cultural Research. (PDF)

NO CLASS (April 9) - Julian at Conference

Class 11 (April 16) - Green Cities, Sustainable Cities = Gentrified Cities?

While we all want green cities and sustainable cities, how do we as planners and policymakers contend with the seemingly inevitable gentrification and displacement that is associated? How can we decouple greening/sustainable neighborhoods from gentrification and displacement?

Required Readings:

Anguelovski, I et al (2019) Why green “climate gentrification” threatens poor and vulnerable populations. *Proceedings of the National Academy of Sciences* | December 26, 2019 | vol. 116 | no. 52 | 26139–26143 (PDF)

Trudeau, D (2018). Integrating social equity in sustainable development practice: Institutional commitments and patient capital. *Sustainable Cities and Society* 41 p 601–610 (PDF)

Curran, W & Hamilton, T (2012). Just green enough: contesting environmental gentrification in Greenpoint, Brooklyn, *Local Environment: The International Journal of Justice and Sustainability*, 17:9, p1027-1042 (PDF)

D. Immergluck, T. Balan, (2018) Sustainable for whom? Green urban development, environmental gentrification, and the Atlanta Beltline. *Urban Geography*. 39, p546–562 (PDF)

[Anguelovski, I, Irazábal-Zurita, C and James J.T. Connolly](https://onlinelibrary.wiley.com/doi/full/10.1111/1468-2427.12725?af=R) (2018) Grabbed Urban Landscapes: Socio-spatial Tensions in Green Infrastructure Planning in Medellín *International Journal of Urban and Regional Research*
<https://onlinelibrary.wiley.com/doi/full/10.1111/1468-2427.12725?af=R>

Class 12 (April 23) - From the Sharing Economy to the Sharing City?

A reinvention and revival of sharing in our cities could enhance equity, rebuild community and dramatically cut resource use. With modern technologies the intersection of urban space and cyber-space provides an unsurpassed platform for a more inclusive and environmentally efficient sharing economy and ultimately, more sustainable communities

Required Readings:

Please watch these two short videos *before class*:

Amsterdam: Exploring the Sharing City

<http://www.shareable.net/blog/new-documentary-celebrates-amsterdam-as-a-sharing-city>

Rachel Botsman: The case for collaborative consumption

<https://www.youtube.com/watch?v=AQa3kUJPEko>

McLaren, D and Agyeman, J (2015) *Sharing Cities: A Case for Truly Smart and Sustainable Cities* (MIT Press) Introduction p 1-20. (PDF)

Trebor Schulz (2016) *Platform Co-operativism: Challenging the Corporate Sharing Economy*

http://www.rosalux-nyc.org/wp-content/files_mf/scholz_platformcoop_5.9.2016.pdf

Latitude, (2013) *The new Sharing Economy: a study by Latitude in collaboration with Shareable magazine*. (PDF)

Orsi, J, Y Eskandari-Qajar, E Weissman, M Hall, A Mann, and M Luna, (2013). *Policies for Shareable Cities: A sharing economy policy primer for urban leaders*. Shareable and the Sustainable Economies Law Center (PDF)

Class 13 (April 30) - Case Study Presentations!