Tufts University, Department of Urban + Environmental Policy + Planning

**Developing Sustainable Communities**

**UEP 284 (Spring 2021)**

# **Thursdays: 1.30pm – 4.00pm on Zoom**

# **Recurring Link:**

# <https://tufts.zoom.us/j/95433040685?pwd=OHJWSmxyNnphbThuRzFydWpMMlIyQT09>

**Password:** 284

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

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

 **Teaching Assistant Shaivi Herur**, shaivi.herur@tufts.edu

Office hours: Friday 10:00am-11:00am or by appointment

## Course Description

This course explores the many challenges of achieving ‘ j​ust 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) *I​ntroducing just sustainabilities: policy, planning and practice​*  (Zed Books). It is available from the campus bookstore.

**Please note:** The Required Readings​ in this syllabus are e​ither​ 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 r​eading-intensive, discussion-driven​ and h​ands-on​.

**Synchronous Online Learning:**

We are all adapting to new ways of learning, communicating, and building community in an online, distance learning environment. Creating a space where students can take risks, share their ideas, and think out loud is essential to meaningful learning and intellectual growth. How we do this online will take patience, and we will monitor how this is going throughout the course. To create this environment, video participation is helpful, as seeing each other provides important cues about how to respond to others. We will talk about the different ways we can use to engage in discussions, including large and small group conversations, use of the chat function, and responses to open-ended discussions or forums.

**Learning and Teaching in a Racial and Health Pandemic:**

We are living in a time of great uncertainty and attention to racism and other inequalities. Recent movements stemming from the unjust murders of innocent Black people have demanded Americans to actively confront and dismantle racism and other forms of systemic oppression. We need to acknowledge and address the ways in which racism and white supremacy operate in our university, our schools, our classroom, and our everyday lives and work to actively dismantle these and other forms of oppression. Likewise, the impact of COVID-19 has been experienced disproportionately in different communities, and it is important that we acknowledge this and interact with each other with empathy and sensitivity. The pain of this pandemic touches all of us, though we may experience strains, stresses, and losses differently and respond to these in different ways. In the event of student illness, unexpected responsibilities, or an event that impacts the student’s ability to complete course work, please be in communication with the instructor as much as possible. Similarly, the instructor may need additional time to respond to messages or to provide feedback on assignments. In the event of instructor illness, the course may be significantly modified or altered.

**Land Acknowledgement:**

The campus of Tufts University sits on the land of the Wampanoag People and was, at one me, the grounds for a slave-holding estate called Ten Hills Plantation. The legacy of settler-colonialism, of genocide, and of white supremacy is interwoven into the fabric of American history, of our university, our schools, and, of our everyday lives--seeking to erase the ingenuity, creativity and strength of Black, Latinx, Asian, Indigenous, poor, and otherwise marginalized people. Yet the strength, vitality, and creativity of these communities endure.

**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 educational 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 i​n each class.​ Remember however that we respect all opinions and positions and that we treat every class member and his/her/their opinions with grace and dignity.

Below are our guidelines for our class discussion, please read them and feel free to let either Shaivi or Julian know if you’d like to add anything to them:

* Criticize or challenge ideas — not individuals
* Speak from the “I” perspective
* Avoid assumptions about others, especially based on their perceived or identified social group
* Allow everyone the chance to speak (Rule of thumb — wait for 3 others to speak after you before you speak again)
* Call people in (Ex: “I like how in your discussion post, Shaivi, you made reference to the intersection between justice and sustainability.”) This allows someone the opportunity to participate but does not force them to if they are uncomfortable.
* Know and respect that everyone is not static as individuals and learners, the classroom is a space to learn and grow — give your peers the opportunity to do so.
* Oops and Ouch
* Someone might say something that makes an incorrect assumption, might be offensive or uses language that is hurtful. Saying, ‘Ouch, that affected me in X way” or “Ouch, what you said is a bit problematic in this way,” allows them to learn and say “Oops, I am sorry” and improve/grow.
* If something personal is shared, it stays in the classroom.

# **Assignment 1: Weekly Forum contribution 20%**

Beginning after Class 1 (February 4th) I’d like you to submit to our Canvas Forum b​y 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!). D​ue Class 11 (April 15th)

# **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 29th 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.](https://students.tufts.edu/student-affairs/student-code-conduct/academic-integrity-resources)[.](http://uss.tufts.edu/studentAffairs/publications/)​ **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 ​r​equired ​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 Plagiaris](http://uss.tufts.edu/arc/writingresources/plagiarism.asp)​[m](http://uss.tufts.edu/arc/writingresources/plagiarism.asp) 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 C​hicago Manual of Style​ (MLA) or the P​ublication 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 La](https://owl.english.purdue.edu/owl/section/2/)​[b](https://owl.english.purdue.edu/owl/section/2/) 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 Accessibilit](http://uss.tufts.edu/arc/disability/)​[y Services](http://uss.tufts.edu/arc/disability/) 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  | Feb 4  | Introduction to the class  |   |
| 2  | Feb 11 | Introducing just sustainabilities I  |   |
| 3  | Feb 18 | Introducing just sustainabilities II  |   |
| 4  | Feb 25  | What are sustainable communities?  |   |
| 5  | March 4 | Towards sustainable communities: tools and techniques I: Overview  |   |
| 6  | March 11 | Tools and techniques II: Communication tools and Sustainability Indicators  |   |
| 7  | March 18 | Sustainable Development in Planning and Policymaking  |   |
| 8  | March 25 | Food and sustainable communities  |   |
| 9  | April 1 | Place-making and sustainable communities  |   |
| 10  | April 8 | Culture, Space, Place and Sustainability  |   |
| 11  | April 15  | Green Cities, Sustainable Cities = Gentrified Cities?  | Aha! Chapter Due by 12pm  |
| 12  | April 22  | From the Sharing Economy to the Sharing City?  |   |
| 13  | April 29  | Case Study Presentations  |   |

**Part 1: What is Sustainability?**

## Class 1 (February 4th): 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) G​lobal Scenarios for the Century Ahead: Searching for Sustainability ​(PDF)

## Class 2 (February 11th): Introducing just sustainabilities I

Does ‘green’ = ‘sustainability’? In this class I’ll argue for what I call j​ust 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 j​ust

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) I​ntroducing just sustainabilities: Policy, planning and practice​ (Zed Books) pp 4-37.

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

# Marks, N et al (2016) T​he 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-de velopment-goals-united-nations](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) A​nthropocene: is this the new epoch of humans? [http://www.theguardian.com/science/2014/oct/16/-sp-scientists-gather-talksrename-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? A​ tlantic Monthly.​ October 276. (PDF)

## Class 3 (February 18th) - Introducing just sustainabilities II

In this class we’ll continue our exploration of j​ust 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) I​ntroducing 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 25th) - 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 p​ractice​ that is more reflective of the t​heory​ of j​ust sustainabilities

**Required Readings:**

Hempel, L. (1999) Conceptual and analytical challenges in building sustainable communities. In D Mazmanian and M Kraft (eds) ‘T​oward

# Sustainable Communities’. Cambridge​. MIT Press, pp43-74. (PDF)

Vanesa Castán Broto & Linda Westman (2016): Just sustainabilities and local action: evidence from 400 flagship initiatives, L​ocal 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=hRD3l3rlMpo>

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) C​haracteristics 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](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 (March 4th) Towards sustainable communities: tools and techniques I: O​verview

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 ‘T​oward 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) T​he Enabling City: Place-Based Creative Problem-Solving and the Power of the Everyday​ (PDF)

## Class 6 (March 11th) - Tools and techniques II: C​ommunication 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). M​indspace:

# 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=p9lPBqvN\_u4​

# Indicators

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

Michael Green (2014) [TED The Social Progress Inde](http://www.ted.com/talks/michael_green_what_the_social_progress_index_can_reveal_about_your_country#t-488173)​ [x](http://www.ted.com/talks/michael_green_what_the_social_progress_index_can_reveal_about_your_country#t-488173).​

Gahin, R, Veleva, V and Hart, M (2003) Do Indicators help create sustainable communities? L​ocal 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.or](http://www.starcommunities.org/)​ [g](http://www.starcommunities.org/)

## Additional Readings

Social Progress Index 2018 (PDF)

Science for Environment Policy (2015) I​ndicators for sustainable cities.

In-depth Report 12. Produced for the European Commission DG

Environment by the Science Communication Unit, UWE, Bristol, UK (PDF).

## Class 7 (March 18th) - Sustainable Development in Planning and Policymaking

Virtual 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? J​ournal of Planning Education and Research​ 26 pp208-221 (PDF)

**Part 3: Shifting the paradigm**

**Class 8 (March 25th) - 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) I​ntroducing just sustainabilities: Policy, planning and practice​ (Zed Books) pp59-95 ‘​Food’​.

Groundbreaking food policy: Belo Horizonte! ​

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

Wu, Michelle (2020) Food Justice Agenda for a Resilient Boston <https://www.michelleforboston.com/plans/food-justice>

Loh, P and Agyeman J (2018) ‘Urban Food Sharing and the Emerging Boston

Food Solidarity Economy’ G​eoforum https://doi.org/10.1016/j.geoforum.2018.08.017 (PDF)

City of Seattle (2012) “​ Food Action Plan”​ (PDF)

## Class Exercise

We will undertake a SWOT Analysis of Seattle and Boston Plans in terms of their contributions toward creating just and sustainable communities

**Class 9 (April 1st) - 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) I​ntroducing just sustainabilities: Policy, planning and practice​ (Zed Books) pp96-135 ‘S​ pace and Place’​.

Kent, F. (2008) Place making around the world. U​rban Land​, August: 58–65. [(PD](https://canvas.tufts.edu/courses/6690/files/600304/download?wrap=1)​ [F](https://canvas.tufts.edu/courses/6690/files/600304/download?wrap=1))

PlacemakingX website:​ [https://www.placemakingx.org/abou](https://www.placemakingx.org/about)​ [t](https://www.placemakingx.org/about)  Project for Public Spaces W​hat is Placemaking? <http://www.pps.org/reference/what_is_placemaking/>Placemaking for Peacemaking in Beirut

[https://thecityateyelevel.files.wordpress.com/2017/06/placemaking-for-peace making-rony.pdf](https://thecityateyelevel.files.wordpress.com/2017/06/placemaking-for-peacemaking-rony.pdf)

Placemaking for Peacemaking <https://www.socialconnectedness.org/placemaking-for-peacemaking/>

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

[https://www.giarts.org/article/placemaking-and-politics-belonging-and-dis-bel onging](https://www.giarts.org/article/placemaking-and-politics-belonging-and-dis-belonging) ​ GIA Reader, Vol 24, No 1 (Winter 2013)

# Immonen, E. (2018). N​ ative American Creative Placemaking.​ Housing

Assistance Council Washington, DC ([PD](https://canvas.tufts.edu/courses/16484/files/folder/Class%209?preview=1342144)​ [F)](https://canvas.tufts.edu/courses/16484/files/folder/Class%209?preview=1342144)​

**Class 10 (April 8th) - 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) W​ here strangers become neighbors. ​Watch the trailers at [https://vimeo.com/1740828](https://vimeo.com/17408287)​ [7](https://vimeo.com/17408287)

**Required Readings:**

# Agyeman, J (2013) I​ntroducing just sustainabilities: Policy, planning and practice​ (Zed Books) pp136-158 ‘​Culture’

Lanfer, A and Taylor, M (2004) I​mmigrant 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’. J​ournal of Planning Education and Research​ 32(3): 358–66. (PDF)

Anderson, E (2004) The Cosmopolitan Canopy A​ NNALS, 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’. J​ournal 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)

## Class 11 (April 15th) - 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. P​roceedings 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. S​ustainable Cities

and Society​ 41 p 601–610 (PDF)

Curran, W & Hamilton, T (2012). Just green enough: contesting environmental gentrification in Greenpoint, Brooklyn, L​ocal 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,](https://onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Anguelovski%2C+Isabelle)​ I, [Irazába](https://onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Iraz%C3%A1bal-Zurita%2C+Clara)​ [l-](https://onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Iraz%C3%A1bal-Zurita%2C+Clara)​ [Zurit](https://onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Iraz%C3%A1bal-Zurita%2C+Clara)​ [a](https://onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Iraz%C3%A1bal-Zurita%2C+Clara), C and ​ [James J.T. Connoll](https://onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Connolly%2C+James+JT)​ [y](https://onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Connolly%2C+James+JT) (2018) Grabbed​ Urban Landscapes: Socio-​ ​spatial Tensions in Green Infrastructure Planning in Medellín I​nternational Journal of Urban and Regional Research <https://onlinelibrary.wiley.com/doi/full/10.1111/1468-2427.12725?af=R>

### Class 12 (April 22nd) - 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 b​efore class​:

Amsterdam: Exploring the Sharing City ​ [http://www.shareable.net/blog/new-documentary-celebrates-amsterdam-asa-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 Citie](https://trunk.tufts.edu/access/content/group/1d72032e-a659-4e66-a5d9-ee6641009821/Selected%20readings/agyeman_sharing_cities.pdf)​ [s](https://trunk.tufts.edu/access/content/group/1d72032e-a659-4e66-a5d9-ee6641009821/Selected%20readings/agyeman_sharing_cities.pdf):​ A Case for Truly Smart and Sustainable Cities (MIT Press) Introduction p 1-20. (PDF)

Trebor Schulz (2016) P​ latform Co-operativism: Challenging the Corporate Sharing Economy [http://www.rosalux-nyc.org/wp-content/files\_mf/scholz\_platformcoop\_5.9.2 016.pdf](http://www.rosalux-nyc.org/wp-content/files_mf/scholz_platformcoop_5.9.2016.pdf)

# Latitude, (2013) T​ he 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). P​ olicies for Shareable Cities: A sharing economy policy primer for urban leaders​. Shareable and the Sustainable Economies Law Center (PDF)

**Class 13 (April 29th) - Case Study Presentations!**