



restorative commons
 envd 3300-100 · spring 2013
 9.30-10.45 am
 three credit seminar
 Program in Environmental Design

Instructor: Dr. Tori Derr
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Office Hours: T/Th 10:45-noon
 or by appointment
 Office Location: ENVD 145

Il faut cultiver notre jardin. {We must tend our garden.}
 - Voltaire, *Candide ou l'Optimisme*, 1759

"I ain't gonna eat no egg that came outta no chicken's butt."
 - West Haven Youth, 1996

"Partnership – the tendency to associate, establish links, cooperate, and maintain symbiotic relationships – is one of the hallmarks of life."
 – Fritjof Capra, *Speaking Nature's Language: Principles for Sustainability*, 2011

The idea of Restorative Commons represents both a new and ancient approach to the human environment. Ancient in that people have long turned to nature for sustenance, materials, and renewal. New in that its application in urban environments draws from recent research and practice that supports i) human experiences with the natural environment, ii) urban ecological restoration, and iii) equitable access to both food and nature in inner cities. Restorative Commons frequently focus on community gardens and urban agriculture, but can also include the greening of public housing, land stewardship, brownfield reclamation, vertical gardens, green infrastructure, and parks and open space. In support of the Westwood urban agriculture praxis studio, this course will build on the theory of biophilia – which suggests that humans have an inherent need to affiliate with nature and that these affiliations are important in facilitating people's physical and mental health and well-being – as well as biophilic design, which draws on the principles and processes of nature. Students will deepen their understanding of restorative commons and other applications of biophilic design as an integral part of the urban fabric through case studies, critiques, and design applications.

Learning objectives

- Understand the concept of biophilia and why it is important to the well-being of people and the planet
- Understand research that supports the benefits of biophilic design in different contexts and with different populations
- Understand the principles of biophilic design at building, neighborhood and city scales
- Understand the concept of restorative commons as a component of biophilic design
- Understand related principles including ecological design, biomimicry, permaculture, restorative commons, natural building, ecological art, and organic structures

Required Texts

(Required) Campbell, Lindsay and Anne Wiesen, 2009 *Restorative Commons: Creating Health and Well-being through Urban Landscapes*. USDA General Technical Report NRS-P-39. PDF available for free download on-line (or hard copy can be purchased from same site). <http://www.nrs.fs.fed.us/pubs/8810>

(Optional) Van der Ryn and Cowan. 1996. *Ecological Design*. Used copies are available through ABE Books and other used book dealers for less than \$5.



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Course Requirements and Assessments

- Attendance and Participation (10%)
- Restorative Roundtable Discussions (10%)
- Case Studies: Focused on landscape design, organic structures, ecological art, permaculture, other relevant precedents (20%)
- Film questions (15%)
- Reading Commentaries (15%)
- Lexicon of Sustainability: Graphic Representation of words and ideas to explain Restorative Commons (10%)
- Recommendations for Westwood (20%)

Class Schedule & Deadlines

Week	Date	Topic	Class work/ Assignments	Readings RC = Restorative Commons Text
1	Tues, Jan 15	Introduction		
1	Thurs, Jan 17	Biophilic Design “Design with nature”	Film: Biophilic Design	Kellert Chapter 1 (D2L)
2	Tues, Jan 22	Biophilic Treasure Hunt	Meet at the Boulder Public Library	
2	Thurs, Jan 24	Biophilic Cities “Make nature visible”	Film: The Nature of Cities	Tim Beatley’s Biophilic Cities (D2L)
3	Tues, Jan 29	Restorative Commons	Restorative Roundtable 1 Case Study Topics Due	van der Ryn and Cowan, “Sustainability and Design” on D2L Heerwagen, “Biophilia, Health & Well-Being” (RC)
3	Thurs, Jan 31	Restorative Commons	Short Film: Akira Kurosawa’s Dreams Reading Commentary 1 Due	Seitz, “Urban Gardens” (RC)
4	Tues, Feb 5	Eco Art & Biomimicry	Case Study 1	Biomimicry (D2L)
4	Thurs, Feb 7	Eco Art & Biomimicry	Case Study 2 Reading Commentary 2 Due	Pp 103-145 and 160-172 in Ecological Design (D2L)
5	Tues, Feb 12	Urban Farms	Film: Urban Roots	Svendsen, “Cultivating Resilience” (RC)
5	Thurs, Feb 14	Urban Farms	Finish Urban Roots Case Study 3 & 4	Stone, “Benefits of Community-Managed Open Space” (RC)



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6	Tues, Feb 19		Restorative Roundtable 2	
6	Thurs, Feb 21	Community Gardens	Guest Speaker: Michael Szuberla	Revitalizing African American Communities (D2L)
7	Tues, Feb 26	Community & Backyard Garden Programs	Case Study 5 & 6	Food and the City (D2L)
7	Thurs, Feb 28	Urban Farms Programs & Benefits	Film: Truck Farm Reading Commentary 3 Due via D2L	
8	Tues, Mar 5	Ecological Design	Mannahatta	Mannahatta (D2L)
8	Thurs, Mar 7	Permaculture	Case Study 6 & 7	Principles of Permaculture
9	Tues, Mar 12	Permaculture	Guest Speaker: Kelly Simmons	Essence of Permaculture
9	Thurs, Mar 14	Ecological Design “Designs come from place”	Film: Uncompromising Architecture	
10	Tues, Mar 19	Ecological Design	Case Study 8 & 9	“Nature and Human Nature”
10	Thurs, Mar 21		Restorative Roundtable 3 Reading Commentary 4 Due	
11	Tues, Mar 25	Spring Break		
11	Thurs, Mar 27	Spring Break		
12	Tues, Apr 2	Brownfields	Case Study 10 & 11	Read Sugarman, “Environmental and Community Health” (RC)
12	Thurs, Apr 4	Stewardship	Case Study 12	Murphy-Dunning: “From Front Yards to Street Corners” (RC)
13	Tues, Apr 9	Ecological Accounting “Ecological accounting informs design”	Restorative Roundtable 4 Reading Commentary 5 Due	Ecological Design (D2L)
13	Thurs, Apr 11	The Lexicon of Sustainability		
14	Tues, Apr 16	The Lexicon of Sustainability		
14	Thurs, Apr 18			



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15	Tues, Apr 23	"Everyone is a Designer"	Guest Speaker	
15	Thurs, Apr 25		Restorative Roundtable	
16	Tues, Apr 30		Recommendations for Westwood presentations	
16	Thurs, May 2		Recommendations for Westwood presentations	
17	Final Exam Week			

COURSE ASSIGNMENTS & POLICIES

Participation & Attendance (10%)

EVERYONE is expected to complete the required readings and participate in the discussions. Students should bring their own critical evaluation and views to the discussion. On-going active involvement in all discussions and class activities will comprise ½ the participation grade. Attendance will be taken and will constitute ½ of the participation grade. Students are allowed 3 unexcused absences per semester.

Reading Commentaries (15%)

Five reading commentaries will be due throughout the semester. In 2-3 pages, students will respond to specific questions, provide a critique of the reading, and will relate the readings and concepts to a design application (in most cases, the Westwood urban agriculture praxis). Each assignment must be typed with 1.5 spacing, one inch margins and 12-point font. Assignments may bring in additional cases or precedents that support the commentary. Points will be deducted for spelling and grammatical errors. The purpose of the commentaries is to (i) think critically and practically about the readings and concepts we explore throughout the course, and (ii) prepare for Restorative Roundtable discussions. Reading commentaries are to be posted on D2L and a paper copy turned in at the beginning of class.

Restorative Roundtables (10%)

We will use the World Café method of group discussion to discuss readings and concepts from specific sections of the course. Students are expected to have completed their commentaries at the start of class as part of their contribution to the roundtable. In addition, students should bring their reflections, ideas, questions, and challenges to the roundtables. Roundtables run in a series of mixed group dialogues with a final all-group synthesis of the ideas and questions raised in small groups.

Film Questions (15%)

Film questions will be posted on D2L prior to the film showing. Students are responsible for bringing questions to class (either digitally or printed copies) in order to take notes as they watch each film. Neatly typed and proof read answers to each set of questions are **due one week from the date of the film showing**.



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Case Studies (20%)

Each student will prepare a case study that helps further our understanding of biophilic design and restorative commons. This case study will be presented to the class in a professional presentation format using visual aids (power point, prezi, or other format).

Lexicon of Sustainability (10%)

Each student will be involved in developing visual representation and iconography for an exhibit of the lexicon of sustainability. This exhibit will be displayed in the community of Westwood and/or presented to Westwood project partners and will be used to facilitate a dialogue about restorative commons as they pertain to the urban agriculture praxis.

Applications to Westwood (20%)

Students will generate relevant applications and recommendations for how to further urban agriculture and restorative commons concepts into the fabric of the Westwood community. These recommendations will be in the form of a graphic presentation (poster or power point-like presentation) and a short 2 page paper that summarizes concepts, theories, and images so that an outsider can easily digest the recommendations.

Class Conduct

Students are expected to behave in a professional and respectful manner in class. No use of electronic devices (cell phones, tablets, laptops, etc.) is permitted during the class period. See university policies for further information on class conduct (page 6)

Deadlines

All assignments are due at the beginning of class. Bring a hard copy to class and submit an electronic copy prior to the start of class. Due dates are posted in this syllabus and will be posted on D2L in 2-week increments. Film questions are due one week from the date of the film showing. NO LATE ASSIGNMENTS ARE ACCEPTED IN THIS COURSE without written documentation from a doctor or other authority that you were incapable of meeting the deadline.

Final Grade Calculation

Students are responsible for monitoring the posting of grades for assignments that they have handed in and should notify the professor immediately of missing grades. The deadline for bringing missing grades to the professor's attention is May 3, 2013.

Grades will be based on the following scale:

A	95-100%	C	74-76%
A-	90-94%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	F	59% or lower



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University Policies

Disabilities – If you qualify for accommodations because of a disability, please submit a letter to the instructor from Disability Services in a timely manner (for exam accommodation, provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at [303-492-8671](tel:303-492-8671) or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

Religious Observance – Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please inform your professor in a timely manner so that any necessary alternative arrangements may be made. See policy details at http://www.colorado.edu/policies/fac_relig.html.

Learning environment – Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

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Academic honesty & plagiarism – All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; [303-735-2273](tel:303-735-2273)). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>