

Program in Environmental Design
University of Colorado at Boulder

ENVD 4022 Planning Capstone
Course Syllabus, Spring 2016
Fridays 9:00 am – 12:00 noon
ENVD Room 213

Instructor

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Office Hours: Tues and Thurs 11:30-1 pm or by appointment; ENVD 146

Course Overview

The capstone course represents the culmination of your educational experience: the opportunity to apply and synthesize skills and knowledge gained in previous semesters to a project of personal and professional interest, and to work on a project that can be considered your “crowning achievement” within the Program in Environmental Design.

This course will support the development and integration of resilience planning into multiple planning processes primarily within the City of Boulder. As defined by the Rockefeller Foundation, resilient cities are those that can “survive, adapt, and grow no matter what kinds of chronic stresses and acute shocks they experience.” By exploring current planning and engagement processes, we will explore how people think of resilience, and how it relates to planning for health, well-being, and resiliency. We will begin by hearing from a range of residents in the City of Boulder as well as in Mexico City, and then deepening our knowledge through focused engagement with other constituency groups. Each student, or self-identified groups of students, will explore and develop in depth a project that will meaningfully contribute to policy and planning for health and resilience through development of a “passion project,” in which they develop in greater depth, a specific area of analysis and recommendation. Potential planning areas include:

- Boulder Comprehensive Housing Strategy, including but not limited to conceptualization of the 15 minute neighborhood
- Boulder transportation planning, including but not limited to the 15 minute neighborhood
- Boulder city-wide analysis and mapping of public housing, parks, greenways, green infrastructure, walkability, and accessibility
- Boulder Comprehensive Plan Update
- Boulder Human Services Plan Update
- Mexico City resilience planning/evaluation

The course will also include discussions of current planning issues, approaches, methods, and values, to develop an explicit language of the ethics of the planning profession.

Student Learning Outcomes

- i) Students will reflect upon global issues of significance to planning and will draw upon their knowledge and research of a particular applied planning issue to weigh and select various data leading to a solution that is workable and intellectually defensible.
- ii) Students will reflect upon their roles as individual members of society with the capacity to create change and impact society through broad planning practices. Students' approach to and decisions made for the capstone will reflect attitudes, values, feelings and beliefs characteristic of the discipline and the profession.
- iii) Students will articulate through written, verbal and graphic forms, the relevance and significance of the capstone project.
- iv) Students will practice professional skills such as interpersonal communication, critical thinking, resource and asset identification, organization, research, creative communication, and collaboration.

Required Materials

Students are expected to have materials standard to ENVD studios and courses, including access to a laptop during class hours. Specific materials and software requirements will vary based on specific capstone projects. There is one required text and one optional text, available at the CU Bookstore. Additional readings will be posted on D2L.

REQUIRED: *Urban Alchemy: Restoring Joy in America's Sorted-Out Cities*. Mindy Thompson Fullilove, M.D. New Village Press. [This text is one that reflects some of the issues Boulder is facing, and strategies to address it that tie into both urban planning and health.]

OPTIONAL: *Handmade Urbanism: From Community Initiatives to Participatory Models*. Marcos L. Rosa and Ute E. Weiland (Eds.). [This is an excellent resource for considering *how* to engage in resilience planning and how to embed this into practices in multiple sectors of government and partnerships, with examples from around the world. Plus great handmade maps as food for thought about graphic representation of ideas.]

Schedule

While a tentative schedule is set in the syllabus, students are asked to check for any changes to specific readings or other assignments on the “news” page of D2L every week. Students may need to develop and conduct additional research with people and interest groups outside of class time in order to complete their capstone projects.

Week	Date	Topics & Activities	Assignments [Readings to be added]
1	F. 1.15	Introduction to Course Community meeting at ENVD to hear Resilience Perspectives from Boulder High	Read “jottings” from <i>Writing Ethnographic Fieldnotes</i> Take notes for your field summary
2	F. 1.22	Greg Guibert, Chief Resilience Officer presentation Discussion Urban Alchemy	Take notes for your field summary Resumes due Read Urban Alchemy (pages 1-97) Read Resilience plans and documents from GUB website Review Plans and Rockefeller website from D2L links
3	M. 1.25	Mexico City ENVD Lecture at 5:47 pm	Required Attendance Take notes for your field summary
3	F. 1.29	15 minute neighborhood and Comp Plan panel: Angela Kreutz (Burke Park research); Lori Carlucci (Manhattan Assessment); DK (GO Boulder); Jean Gatza or Lesli Ellis (Comprehensive Housing Strategy)	Field Summary 1 Due Read Urban Alchemy (pages 99-138) Take notes for your field summary Document review on Growing Up Boulder for 3 reports on 15 minute neighborhoods
4	F. 2.5	Place Attachment, Health, and Resilience: Lecture and Field Analysis	Topic and TOC Due Field Summary 2 Due
5	F 2.12	Present Precedent Research; Discuss Urban Alchemy	Read Urban Alchemy (pages 141-191) Precedent Research Due
6	F. 2.19	Present Precedent Research; Discuss Urban Alchemy	Read Urban Alchemy (pages 193-223 + 255-273) Field Summary 3 Due
7	F. 2.26	Present, Critique Proposals	Proposal Due

8	F. 3.4	Present, Critique Proposals	
9	M. 3.7	Resilience Performance: Tim Z. Hernandez at 5:47 pm.	Lecture Series, Required Attendance
10	F. 3.11	Studio format	Field Summary 4 Due
11	F. 3.18	Studio format	
12	F. 3.25	Spring Break	
13	F. 4.1	Crits for those not at conference	APA Conference
14	F. 4.8	Present to partners for feedback	
15	F. 4.15	Final Crits	
16	F. 4.22	Final Crits	
17	F. 4.29		Final Poster Open House

Course Assignments and Requirements. NO LATE WORK will be accepted.

Attendance and Participation 20%

(Includes course attendance, respectful participation, mandatory attendance at Mexico City and Tim Z. Hernandez talks, and resume)

Assignments 30%

(Topic/TOC 5%, Precedents 10%, Project Proposal 15%)

Field Reports 10%

Final Project 40%

(Final Draft Products, Presentations)

Course Conduct and Expectations

- **Environment of Respect:** Disagreement and diversity of opinions and ideas are encouraged. Discussions will be respectful as we try to understand differences.
- **Cooperative Learning:** For this course, learning is a collective process in which we have an opportunity to help each other generate meaning throughout the term. As instructor and students, we are partners in this learning experience and feedback is welcome, adding to the collective process.
- **Personal Responsibility:** Students are expected to engage fully in the class and to take action when help is needed. Please communicate concerns about concepts, assignments, deadlines, or classroom activities. This course is also a gateway to the professional world. Students are expected to take ownership of their work, use time productively, and meet deadlines and benchmarks necessary to create a professional product.
- **Flexibility and responsiveness:** Students whose personal, medical, mental, or financial situations may impede their class participation should contact the instructor to strategize for successful completion of this course. Students with disabilities should follow university guidelines to document their need for accommodations and obtain support services. I will work with you to arrange the support you need in this class.
- **Readiness to learn without computers or cell phones:** Students and instructor will come to class ready to focus. Please turn off cell phones or other electronic devices prior to entrance and keep them off for the duration of class. Computers may only be used for approved activities, such as group work, studio format, or presentations.
- **Academic Integrity:** You are expected to adhere to university policies as noted below and in the CU Honor Code.
- **Office hours and support:** If your academic, personal, medical, mental, or financial situations may interfere with class, please contact me to strategize for successful completion of the course. I invite all students to schedule appointments with me as needed to seek advice, ask questions, share concerns, and brainstorm ideas for assignments.

University Policies

1. **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.
2. **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.
3. **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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4. 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/>