



SDNY URBS/GEOG 3350
RESILIENT CITIES
CAPA SYDNEY PROGRAM
Spring 2020

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Contact: Email via CANVAS
Classes: tba

Course Description

This course is an introductory course on urban resilience and concepts in sustainability and its principles and the sustainable development of cities in the global, regional, and local contexts. The course will cover the environmental, socio-economic, and structural problems of contemporary cities and their consequences on natural systems and built communities. It provides a framework to examine the challenges of urbanism, issues facing cities and an opportunity to evaluate and explore “solutions”.

Course Aims

- To provide students with an introduction to the concepts of urban resilience and sustainability.
- To outline current environmental debates in relation to urbanism, locally and in the region and relate that to the global context.
- To enable students to understand how cities approach issues connected with modern sustainability.

Requirements and Prerequisites

Students who have completed university level units in subjects that require academic research and writing will be able to engage fully with the course. No prior understanding of the concepts of urban resilience and sustainability is required.

Learning and Development Outcomes

At the end of the course students should be able to:

- a. Demonstrate knowledge of major concepts of sustainability and urban resilience.
- b. Demonstrate knowledge of the methodology and approach of cities to issues related to sustainability.
- c. Apply critical thinking skills in order to intellectually engage with the challenges of urbanism and possible solutions to contemporary environmental issues facing cities.

- d. Demonstrate effective written communication skills in sustainability for the purpose of informing and debating.

Class methodology

Classes will comprise lectures and seminar-style discussion with periodic quizzes. Students will be required to prepare for class by reading ahead and completing the online quizzes.

Field Component(s)

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity for this course is required. You will actively explore the Global City you are currently living in. Guidance on each of these components will be offered in class.

Students are strongly encouraged to participate in co-curricular *My Global Cities* activities.

Assessment and Grading

| Assessment Task | Weighting | Learning outcomes assessed |
|--------------------------|-----------|----------------------------|
| 1. Participation | 10% | a, b, c. |
| 2. Seminar presentations | 30% | a, b, c, d. |
| 3. Essay | 30% | a, b, c, d. |
| 4. Final exam | 30% | a, b, c. |

| DESCRIPTOR | ALPHA | NUMERIC | GPA | REQUIREMENT/EXPECTATION |
|-----------------------------------|-------|---------|-----|--|
| Outstanding (High Distinction) | A | 93+ | 4.0 | Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner. |
| Excellent (Distinction) | A- | 90 - 92 | 3.7 | Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation. |
| Very good (High Credit) | B+ | 87 - 89 | 3.3 | Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives. |

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| Good (Credit) | B | 83 – 86 | 3.0 | The work is well organised and contains coherent or logical argumentation and presentation. |
| Good (Credit) | B- | 80 – 82 | 2.7 | Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading. |
| Average (Good Pass) | C+ | 77-79 | 2.3 | The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading. |
| Adequate (Pass) | C | 73 – 76 | 2.0 | Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter. |

Class Participation and Attendance

Participation is a vital part of the grade given for the course. CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must complete required reading and the online quiz BEFORE the class and come in on time. They should refer to the CSP Student Handbook for the procedure and rules regarding class absence.

Assignments

Seminar Presentations (30%)

Students either, solo or as a group of two or more, are required to undertake two (worth 15% each) 10-15 minute class presentations (followed by questions/discussion) based on one of the discussion questions listed for each seminar as outlined in CANVAS. The presenters are to submit a summary of the presentation argument (up to two pages - not including any bibliography).

Short Essay (30%)

Students are required to submit an essay (1,500 words - not including the bibliography). Details are available on CANVAS. Students must choose a different topic from those chosen for the seminar presentation summaries. At least 6 academic sources should be used.

Final Examination (30%)

Choose three questions from the list and write short essay-style answers. The exam will cover course material including lectures and readings.

Participation. 10%

The following table provides a guide to expectations in respect of participation:

| Grade | Discussion | Reading |
|---------|--|--|
| A range | Excellent: consistent contributor; offers original analysis and comments; always has | Obviously has completed all readings; intelligently uses resultant understanding |

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| | ideas on topics of the readings; takes care not to dominate discussion. | to formulate comments and questions for the discussion. |
| B+ | Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings. | Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately. |
| B / B- | Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature. | Displays familiarity with some readings and related concepts, but tends not to analyse them. |
| C range | Poor: sporadic contributor; comments/questions portray lack of understanding of key concepts; often digresses in unhelpful ways. | Displays familiarity with few readings; rarely demonstrates analytical thought. |
| D / F | Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others. | Little to no apparent familiarity with assigned material or application to relevant discussion. |

Required Reading and Recommended Resources

Students should purchase the course text: Bjoern Hage and K. David Pijawaka, *Sustainability for the 21st Century: Pathways, Programs and Policies*, Kendall Hunt, 2017, second edition.

Other readings will be available through CANVAS.

Weekly Schedule

| Seminar | Topic | Activity |
|---------|---|--|
| 1 | <p>Course Overview. Attitudes and Approaches. Introduction to Resilient Cities.</p> <p><i>Required Reading:</i></p> <p>Hagen and Pijawaka. Chapter 1, pp 5-15.</p> | <p>Class</p> <p>Introduction to course.</p> <p>Review of assessment tasks.</p> <p>Allocation of topics for in-class presentations in the subsequent weeks.</p> |
| 2 | <p>A History of Sustainability</p> <p><i>Required Reading:</i></p> <p>Hagen and Pijawaka, Chapter 2</p> | <p>Class</p> <p>Lecture/Discussion</p> <p>Online Quiz</p> |
| 3 | <p>Urban Resilience</p> <p><i>Required Reading:</i></p> <p>Hagen and Pijawaka, Chapter 7.</p> | <p>Class</p> <p>Lecture/Discussion</p> <p>Online Quiz</p> |

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| 4 | <p>Social Resilience: building urban communities</p> <p><i>Required Reading:</i> Somwrita Sarkar, Peter Phibbs, Roderick Simpson, Sachin Wasnikm, “The scaling of income distribution in Australia: Possible relationships between urban allometry, city size, and economic inequality”, <i>Environment and Planning</i>, November 15, 2016.</p> | <p>Class Lecture/Discussion</p> <p>Student Presentation</p> <p>Online Quiz</p> |
| 5 | <p>Climate and cities: mitigation, adaption, resilience</p> <p><i>Required Reading:</i> Hagen and Pijawaka, Chapter 8.</p> | <p>Class Lecture/Discussion</p> <p>Online Quiz</p> |
| 6 | <p>Sustainable Agriculture for Cities</p> <p><i>Required Reading:</i> Hagen and Pijawaka, Chapter 9.</p> | <p>Class Lecture/Discussion</p> <p>Student Presentation</p> <p>Online Quiz</p> |
| 7 | <p>Managing Water and Energy in the City</p> <p><i>Required Reading:</i> Hagen and Pijawaka, Chapters 11 and 13.</p> | <p>Class Lecture/Discussion</p> <p>Online Quiz</p> |
| 8 | <p>Field Class: Sustainable House</p> <p>Visit to sustainability campaigner Michael Mobbs’ off-grid 19th century terrace house in the inner city.</p> | <p>Field Class</p> |
| 9 | <p>Sustainable Transportation</p> <p><i>Required Reading:</i> Hagen and Pijawaka, Chapter 12.</p> | <p>Class Lecture/Discussion</p> <p>Student Presentation</p> <p>Online Quiz</p> |
| 10 | <p>Nature in the City: Garden and Biophilic Cities</p> <p><i>Required Reading:</i> Hagen and Pijawaka, Chapter 10.</p> | <p>Class Lecture/Discussion</p> <p>Online Quiz</p> |
| 11 | <p>Resilient Sydney</p> <p><i>Required Reading:</i> Abby Lopez, et al, “Cooling the Commons” Western Sydney University, October 2016, https://www.westernsydney.edu.au/_data/assets/pdf_file/0020/1161470/cooling-the-commons-report.pdf</p> | <p>Class Lecture/Discussion</p> <p>Online Quiz</p> |

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| 12 | Final Examination Conclusion/Evaluation. | Class Final Exam. |

Attendance, Participation & Student Responsibilities

Attendance

All attendances should be recorded by faculty in CANVAS for every class. Students are given one “sick day” per course per semester without penalty. Each unauthorised absence thereafter will incur a one third grade penalty. For example, an A- will be reduced to a B+. Students are sent email reminders about the attendance policy after each absence. Staff (not faculty) will calculate any grade reduction at the end of the semester.

Missing classes for medical reasons

Students are granted one sick day per course. If a student needs to miss additional class time for medical reasons, for a family emergency or for a religious holiday, the student must provide evidence of the reason for his/her absence, otherwise the student will receive a grade reduction. In case of serious illness, students should see a doctor on the day of the absence and bring back a medical statement to CAPA staff. It is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honour in his or her scholastic work and class behaviour. Plagiarism and cheating, including duplication of work, will result in the failure of the assignment concerned and possible dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class

All devices such as laptops, iPods, iPads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

Use of Electronic Translators

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to

the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action