

# URBAN FORM AND DESIGN

## PLAN 4003

As the consequences of the 2008 economic meltdown and its impact on urban regions in the United States and on cities around the world unfolded, we were able to witness more acutely the difficult decisions that urban areas face with regard to their future development and growth. Yet, challenges around the direction and patterns of urban growth have long played out among communities, and it is within this context that urban design is often located. Urban design concepts and principles are tools that guide planners, architects, and designers to create urban living environments. At the same time, the debates, processes, and decisions over urban growth shape urban form as communities decide how, where, and in what form development will occur. In this regard, urban form and design is the spatial consequence and reflection of the social, economic, political, and environmental concerns that exist within communities.

This course will explore the current conversations around urban design by examining the theoretical and conceptual debates in the field, such as the debates between, and the experiences of, Suburban versus New Urbanism forms of urban growth models. Through lectures, discussions, readings, and video presentations, the course will focus on some of the significant themes in urban form and design, such as the historical roots of urban design, criticisms of modern planning and design, concepts of space and place, urban sustainability issues, and urban design practice. While doing so, the course will bring into the classroom, an international perspective through global examples of urban design, as a way to learn from and inform our own views on this subject.

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### COURSE OBJECTIVES

The purpose of this course is to craft a global and broad understanding of issues in urban design. We will investigate and debate topics such as:

- What is urban design and why is it relevant for urban planners?
- How has urban design been defined and pursued over time and with what results?
- What are some of the criticisms of modern planning and design?
- How do we understand the signature moments and movements in the history of urban design?
- What does it mean to create sustainable urban living environments in suburban America?
- What are the physical elements of urban form and design?
- How can we use urban design as a lens to examine the theoretical concepts of space and place?

The course will expose you to the history, theory, concepts, form and practice of urban design in a variety of urban settings. At the end of this course, students will be able to independently assess and evaluate the dynamic processes that are associated with urban design, and have the critical analytical skills to pursue sustainable urban design solutions for urban growth and development as future planners and designers.

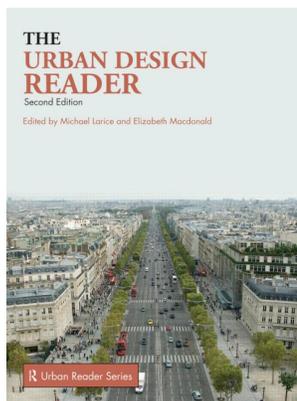
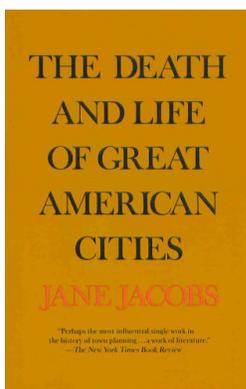
## COURSE FORMAT AND REQUIREMENTS

This class is scheduled twice a week for 1.25 hours each and is organized around lectures, readings, video presentations, written assignments, and in-class activity, each of which complement and reinforce each other in meeting the course's learning objectives. Required readings establish the overall theme for each class and introduce key concepts, issues and/or arguments. Class lectures and activities expand upon the readings, clarify key terms or issues, and present case study material to provide additional background. The online blog writing assignments provide the opportunity to deepen knowledge and understanding of key issues and concepts introduced in class readings and lectures.

### REQUIRED TEXTS AND READINGS

There are two required texts for this course:

1. Jacobs, Jane. 1992. *The Death and Life of Great American Cities*. New York: The Modern Library. (Price: \$11.64)
2. Larice, Michael & Macdonald, Elizabeth. (Eds.). 2012. *The Urban Design Reader*. New York: Routledge (2<sup>nd</sup> Ed). (Price: \$80.95)



**IMP Note:** An e-book is available for The Urban Design Reader through ECU library at:

<http://eastcarolina.ebib.com.jproxy.lib.ecu.edu/patron/FullRecord.aspx?p=1180994>

The link for the e-book is also available on Blackboard. You will need this text starting second week of class.

Other course readings are based on book chapters and journal articles and are posted on Blackboard. Readings can be found under section titled 'Course Documents', organized according to weekly themes.

### ATTENDANCE & PARTICIPATION (15% OF FINAL GRADE)

You are expected to attend classes regularly, read all assigned materials, and come prepared to participate in the discussion of readings. Attendance will be 10% of final grade and class participation through discussions and completion of in-class exercises will be 5% of final grade.

***Absences will be counted from the first class meeting and there will be no more than TWO excused absences, barring exceptional circumstances. One-half percent point will be deducted for each consecutive absence.***

***Two percent points will be deducted for students engaging in excessive texting and internet surfing during class throughout the semester.***

## ONLINE BLOG (40% OF FINAL GRADE)

The objective of this assignment is to allow students to reflect on the readings each week and post a response on their blog that expresses their own thoughts on the readings. The cumulative set of your blog posts will become an online journal that reflects your learning process in this course through the semester.

Your blog page is available through the course Blackboard site. Select the button titled 'Blogs' from the Menu tabs. Click on the appropriate weekly blog topic listed there and post your response under that week. Each week you will be asked to post a reading response of at least **300 to 500 words** in length on the blog. **DO NOT ATTACH MS WORD DOCUMENT** to your blog entry. Your blog text should be typed into the space provided on the 'Create Blog Entry' page.

Your blog write-up should respond to the **framing question of the week** on the syllabus. You can post pictures, articles, and other links as part of your response. Make sure to give credit for material that is not your own. Some pointers to writing a good response – blog posts that score highly usually do several of the following:

- Discusses the themes/issues/arguments that caught one's attention
- Provides own insight into the readings (not unsubstantiated opinion) backed with evidence
- Is specific and clear about their arguments and backs it up with logical reason
- Illustrates their points with examples from current or previous readings from class or elsewhere

DO NOT WRITE A SUMMARY OF THE READINGS.

***The deadline for posting your weekly response will be Tuesday by 9:00 am.***

Each online blog response is 10 points. Total response points will be weighted to 40% of final course grade. Your response will be evaluated based upon:

- Clarity of writing (succinct with no spelling errors)
- Ability to argue logically
- Articulation of your thoughts and insights (i.e. able to make a strong case/point through examples)

## MID-TERM – PROJECT ANALYSIS (15% OF FINAL GRADE)

This assignment asks you to choose a real world project from the American Planning Association's PLANNING magazine. Analyze the project based on Jane Jacob's concepts of pedestrian experience in public spaces from 'The Death and Life of Great American Cities'.

Your analysis should include images, maps and plans of the project of your choice and must not exceed **5 pages** (1.5 spaced, 11 point font, at least 1 inch margins, page numbers bottom right). Citations and illustrations are included in the page limit. Make sure that the project analysis paper has your name on it.

Your project analysis should include:

1. Brief explanation of the project you have selected.
2. Explain why have you selected this project.
3. How do you apply Jane Jacob's concepts to the project.
4. Does the project reflect Jane Jacob's ideas and principles? Why or Why not?

***This assignment is due at the beginning of class at 2:00pm on Thursday, October 13, 2016.*** Please bring a hard copy to class.

Project analysis will be evaluated based upon the clarity of writing (succinct with no spelling errors), ability to present arguments logically, ability to make a strong case/point through examples, images, and illustrations. The East Carolina University's University Writing Center is a wonderful resource. Staff at the University Writing Center can assist you to write a clear, concise project analysis (NOT to edit your project paper).

**FINAL PROJECT – URBAN DESIGN CARDS<sup>1</sup> (30% OF FINAL GRADE)**

The objective of this assignment is to challenge you to synthesize material from this course and categorize it in a way that is meaningful to you.

A deck of cards has 52 individual cards divided into diamonds, spades, hearts, and clubs. The four suits are color-coded. Spades and clubs are black. Diamonds and hearts are red. Please use all the information that you cull from this class (lectures, discussions, readings, and video presentations) to create **52 Urban Design Cards**. Each card must measure 3 inch X 5 inch. Each card can be two-sided and may contain text and/or images. You must be selective as you won't be able to create a card for every topic. Be creative!

You must be able to ***explain the logic of your categorization system in one – two pages***, and ***present it to the class***. The creativity and logic of how you categorize pieces of information will constitute 20% of your project grade; the content of the cards (accuracy, synthesis) will be 60% of your project grade; and the care in the creation and composition of your urban design cards will constitute the final 20% of your project grade.

Sample projects from previous semester will be shown in class. Please use this assignment as an opportunity for creativity and critical thinking. ***The assignment is due in class at 2:00pm on Tuesday, December 13, 2016. There are no exceptions to this deadline.***

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## COURSE POLICIES

**Grading:** Your final grade will be based on a combination of activities and assignments explained above. A total of 100 points is possible. Each point = 1% of grade. Grade breakdown and scale is given below.

### *Grade Breakdown*

<b>Activities</b>	<b>Percentage</b>
Attendance	15%
Online Blog	40%
Mid-Term – Project Analysis	15%
Final Project – Urban Design Cards	30%

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<sup>1</sup> This assignment has been inspired by Prof. Larissa Larsen's syllabus for the course *Theories of Urban Design* (UP519/ARCH 519/UD 719) as taught at the University of Michigan, Ann Arbor (Fall 2008), and is being used with her permission.

### Grade Scale

Letter Grade	Point Range	Description	Elaboration
A	94 - 100	Excellent	Student work shows: integration of course readings, lectures, discussions, and video presentations; clear articulation of the thoughts of the writer; and are free of errors (written work). For students who go the extra mile.
A-	90 - 93		
B+	87 - 89	Above average	Much better than just good. Very good quality of work in terms of thoroughness and presentation.
B	83 - 86		
B-	80 - 82		
C+	77 - 79	Average	Work is sufficient and acceptable. Could have done better.
C	73 - 76		
C-	70 - 72		
D+	67 - 69	Poor	Sub-par on all levels. Bare or minimal effort.
D	63 - 66		
D-	60 - 62		
F	<60	Failure	

“A” students demonstrate a mastery of the material covered and provide insightful thought and reflection on assigned readings, papers, and class discussions. Grammatically correct writing is expected. “A” students are concise in their arguments, presentation formats, and writing, with an outstanding degree of organization. Numerous grammatical errors, misspellings, vagueness, unsubstantiated arguments, and conflicting language are likely to receive a “C” or lower grade. Students are not graded up or down based on their philosophy or personal/professional/political viewpoints. Students are encouraged to argue persuasively their views without fear that the instructor may or may not agree with them<sup>2</sup>.

***Students are expected to keep track of assignment deadlines and grades on Blackboard. If you are missing a grade, it is your responsibility to bring it to the attention of the instructor immediately.***

**Incomplete Grade:** Incomplete grade is at the discretion of the instructor. This is possible when a student is otherwise passing but has not, due to circumstances beyond his/her control, completed all the work in the course.

**Attendance:** Your presence and participation is fundamental to meeting the objectives of this course. Absences will be counted from the first class meeting and there will be no more than TWO excused absence, barring exceptional circumstances. Students who register late or miss a class are expected to make up all missed assignments as determined by the instructor. This course will follow the Faculty Senate approved student attendance policy.

**Late Works and Missed Assignments:** Late work in general will not be tolerated. If you plan to miss a class, please post your online reading response within 24 hours of the missed class. Alternative arrangement can be made, but only with prior approval.

**Academic Integrity:** Academic integrity is a fundamental value of higher education. The ECU student handbook ([http://www.ecu.edu/cs-studentlife/policyhub/academic\\_integrity.cfm](http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm)) outlines the student code of conduct and academic integrity policy and procedures. As an instructor, I will not tolerate *acts of*

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<sup>2</sup> Weitz, Jerry. Syllabus for PLAN 4096, East Carolina University

*cheating, plagiarism, falsification or attempts to cheat.* The copying of any work in whole or in part and/or quoting verbatim without citation is considered plagiarism and will not be tolerated. Students, whose work has been confirmed as plagiarized: a) will not receive any points for the plagiarized assignment, and/or b) in the case of more serious violation will be reported to the Office of Students Rights and Responsibilities and receive a Fail (F) grade for the entire course.

**Inclement Weather and Emergencies:** In the event of inclement weather or other emergency, information about the status of classes at ECU is available by calling the ECU emergency information hotline (252-328-0062) and on the ECU emergency alert website (<http://www.ecu.edu/alert>).

**Students with Disabilities:** East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to Disability Support Services, located in Slay 138, to verify the disability before any accommodations can occur. The telephone number is 252-737-1016.

**Class Conduct:** It is important that we have a classroom atmosphere that optimizes teaching and learning, and we all share the responsibility for creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Behavior that disrupts the learning process may lead to disciplinary action and/or removal from class as specified in University policies.

Below are some of my PET PEEVES – these are common sense respectful behavior that I expect in class.

- Be on time to class. If you need to leave early, please do so without disrupting the rest of the class.
- Do not begin ‘end of class activities’-shuffling papers, putting away things-before class actually ends.
- Turn your cell phones and other audible devices off or put them on vibrate mode while in class. Do not answer phones or text during class.
- Use computers (if you have to) only for class-related activities. Believe me, instructors can tell when you are surfing the net. Computer use for non-class related activity is disrespectful and distracting.
- Read the syllabus closely to check for assignments deadlines and course information. Do not ask for information that is already on the syllabus. I am happy to clarify something you did not understand.
- Do not sleep in class.

**ECU Retention Policy**

GPA Hours at ECU (identified in Transcript in Banner Self Service) <b>plus</b> transferred credit hours	“Old” Retention Requirement All courses taken at ECU	<b>New Retention Requirements Effective with Fall 2011 grades</b> All courses taken at ECU
1-29 semester hours	1.6 GPA	1.8
30-59 semester hours	1.8 GPA	1.9
60-74 semester hours	1.9 GPA	2.0
75 or more semester hours	2.0 GPA	2.0

**Office Hours and Email Protocol:** Office hours will be held in Brewster A-211 on Mondays and Wednesdays from 2:00pm to 4:30pm. Questions about the course, readings, and assignments can be addressed through email as well: [mukherjia@ecu.edu](mailto:mukherjia@ecu.edu). Please give 48 hours for a response. Refer to the course (PLAN 4003) in the subject line.

**Final Note:** This course syllabus is subject to change with reasonable notice. Changes will be communicated via e-mail and/or verbally in class.

## COURSE THEMES AND READINGS

### WEEK 1 (Aug 23 & 25, Tuesday & Thursday): Introductions & Syllabus

#### IN CLASS

##### Introduction, Syllabus & Reading Response

**Video:** *The City* (1939), by Ralph Steiner, Willard van Dyke, Angel Gil-Ordonez, Joseph Horowitz. Produced by: American Documentary Films, Inc., 31 Minutes

**Minute Paper:** What was the most important thing you learned in the video?  
What important question remains unanswered?

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### WEEK 2 (Aug 30 & Sep 1, Tuesday & Thursday): Key Concepts and Historical Precedents

**Question:** What do you think of your role as a designer based on the Edmund Bacon article? What do you think about the social commentary on modern life in Marshall Berman's article?

Larice, M. & Macdonald, E. (Eds.). 2013. *The Urban Design Reader*. New York: Routledge

- Edmund N. Bacon, "Upsurge of the Renaissance", pp. 5-12
- Marshall Berman, "The Family of Eyes", pp. 25-29 **Only**
- Camillo Sitte, "The Meager and Unimaginative Character of Modern City Plans and Artistic Limitations of Modern City Planning", pp. 45-52

#### IN CLASS

**Muddiest Point:** What was the muddiest point in today's discussion?

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### WEEK 3 (Sep 6 & 8, Tuesday & Thursday): Public Parks in Urban Design

**Question:** What are some of the similarities and/or divergences among planning approaches and ideas put forward by Olmsted and Howard?

Larice, M. & Macdonald, E. (Eds.). 2013. *The Urban Design Reader*. New York: Routledge

- Frederick Law Olmsted, "Public Parks and the Enlargement of Towns", pp. 36-44
- Ebenezer Howard, "Author's Introduction" and "The Town-Country Magnet", pp. 53-61

#### IN CLASS

**Case Study:** Buffalo, NY

**Video:** *Frederick Law Olmsted: Designing Western New York* (2015). Produced by: PBS, 26:40 Minutes

**Park Activity:** Create a map indicating the parks (name & acreage) in your hometown on Google maps, analyze park space per 1000 residents. Blog the result on Blackboard. Session will include introduction to Google maps, setting up account, learning mash-up, creating screenshots.

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## WEEK 4 (Sep 13 & 15, Tuesday & Thursday): Debating The American City

**Question:** How does Corbusier critique Camillo Sitte through his argument about *The Pack-Donkey's Way*? How does Robert Moses use Corbusier's ideas for urban renewal in New York?

Larice, M. & Macdonald, E. (Eds.). 2013. *The Urban Design Reader*. New York: Routledge

- Clarence Perry, "The Neighborhood Unit", pp. 78-89
- Le Corbusier, "The Pack-Donkey's Way and Man's Way" and "A Contemporary City", pp. 90-99

On Blackboard:

- **Watch:** *New York: A documentary film, The City and the World (1945-Present)*, PBS Series: *American Experience* (1999), by Ric Burns. Produced by: Steeplechase Films, 141 Minutes

### IN CLASS

**Visualizing Activity:** Use Google maps to visualize the pedestrian experience of public space in one of the 'Planned Cities' (link on Blackboard). Blog the results with screenshots.

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## WEEK 5 (Sep 20 & 22, Tuesday & Thursday): Criticisms of Modern Planning & Design

### MID-TERM PROJECT INTRODUCTION

**Question:** How is Jane Jacob's critique of modern planning relevant/applicable today?

Jane Jacobs. 1993. *The Death and Life of Great American Cities*. New York: Modern Library

**Read Sections:**

- |                                   |   |
|-----------------------------------|---|
| 1. Introduction                   | 4. The uses of sidewalks: assimilating children |
| 2. The uses of sidewalks: safety  | 5. The uses of neighborhood parks               |
| 3. The uses of sidewalks: contact | 6. The uses of city neighborhoods               |

### IN CLASS

**Mid-Term Project:** Choose project. Begin background research. Write up draft analysis.

**Guest Talk** (10<sup>th</sup> Street Connector Project): *Mr. Don Cavellini*, Vice Chairman  
Greenville Housing Authority  
Board of Commissioners  
*Mr. Frank Morgan*, City of Greenville Resident

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## WEEK 6 (Sep 27 & 29, Tuesday & Thursday): Sprawl & Density

**Question:** Based on Gilham's description how do we understand sprawl in Greenville?

Larice, M. & Macdonald, E. (Eds.). 2013. *The Urban Design Reader*. New York: Routledge

- Oliver Gilham, "What is Sprawl", pp. 378-398
- Eduardo Lozano, "Density in Communities, or the Most Important Factor in Building Urbanity", pp. 399-414

On Blackboard:

- **Watch:** *America The Ugly: Searching For a Better Way to Live*

### IN CLASS

**Leapfrog Mapping:** Create a map in Google maps indicating FIVE examples of leapfrog growth in your hometown. Blog with screenshot and explain why they represent leapfrog development.

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## WEEK 7 (Oct 4 & 6, Tuesday & Thursday): New Urbanism

**Question:** Is New Urbanism the answer to achieving dense, compact, sustainable cities? Why?

Larice, M. & Macdonald, E. (Eds.). 2013. *The Urban Design Reader*. New York: Routledge

- Congress for the New Urbanism, "Charter of the New Urbanism", pp. 328-331

On Blackboard:

- Dan Trudeau. 2013. New Urbanism as Sustainable Development? *Geography Compass*. 7/6: 435-448

### IN CLASS

**Video:** *Retrofitting Suburbia* (2010), by Ellen Dunham-Jones. TEDx Atlanta, 20 Minutes

**Visualizing Density:** Take the visualizing density quiz (link on Blackboard) and explain on your blog how your perception of density has changed since prior to taking this course.

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**OCT 11, TUESDAY: FALL BREAK, NO CLASS**

## WEEK 8 (Oct 13, Thursday): Image of the City

### MID-TERM PROJECT DUE

**Question:** How do people envision cities according to Lynch? Draw up a 'MENTAL MAP' **not** a general map of your hometown using Lynch's five elements and post it on your blog response with an explanation.

Larice, M. & Macdonald, E. (Eds.). 2013. *The Urban Design Reader*. New York: Routledge

- Kevin Lynch, “The Image of the Environment” and “The City Image and Its Elements”, pp. 125-138

On Blackboard:

- Kevin Lynch, “Three Cities” in *The Image of the City*

### IN CLASS

**Video:** *Portland: A Sense of Place* (2008), by Tad Fettig. Produced for PBS - E<sup>2</sup> Series (Transport, Episode 5) by: Kontent Real LLC, 25 Minutes

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## WEEK 9 (Oct 18 & 20, Tuesday & Thursday): Concepts of Space and Place

### FINAL PROJECT INTRODUCTION & PREVIOUS EXAMPLES

**Question:** How is ‘place’ different from ‘space’? What are some of the common and/or key themes among Relph, Norberg-Schulz, and Oldenburg in their approach to the concepts of space and place?

Larice, M. & Macdonald, E. (Eds.). 2013. *The Urban Design Reader*. New York: Routledge

- Edward Relph, “Prospects for Places”, pp. 266-271
- Christian Norberg-Schulz, “The Phenomenon of Place”, pp. 272-284
- Ray Oldenburg, “The Problem of Place in America”, pp. 285-295

### IN CLASS

**Video:** *Amanda Burden: How Public Spaces Make Cities Work* (2014), TED 2014, 18 Minutes

**Sense of Place:** Select a project you like from ‘Project for Public Spaces’ (link on Blackboard) and explain how do it incorporates the idea of ‘place’.

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## WEEK 10 (Oct 25 & 27, Tuesday & Thursday): Elements of Urban Design – Public Space

**Question:** What are some of the similarities and/or divergences between Whyte and Gehl’s ideas regarding human behavior in public spaces?

Larice, M. & Macdonald, E. (Eds.). 2013. *The Urban Design Reader*. New York: Routledge

- William H. Whyte, “Introduction,” “The Life of Plazas,” “Sitting Space,” and, “Sun, Wind, Trees, and Water”, pp. 198-213

On Blackboard:

Jan Gehl, “Three Types of Outdoor Activities and Life Between Buildings”

### IN CLASS

**Video:** *The Social Life of Small Urban Spaces* (1990), by William H. Whyte. Produced by: The Municipal Art Society of New York, 58 Minutes

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## WEEK 11 (Nov 1 & 3, Tuesday & Thursday): Elements of Urban Design – Streets

**Question:** Based on Jacobs and Sucher’s ideas on streets, explain how we should understand the relationship between cities, people, and streets.

On Blackboard:

- David Sucher, “Getting Around”
- Allan B. Jacobs, “Great Streets”

### IN CLASS

**Video:** *Bogota: Building a Sustainable City* (2007), by Tad Fettig. Produced for PBS - E<sup>2</sup> Series (Design, Season 2, Episode 3) by: Kontent Real LLC, 25 Minutes

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*Seoul: The Stream of Consciousness* (2008), by Tad Fettig. Produced for PBS - E<sup>2</sup> Series (Transport, Episode 4) by: Kontent Real LLC, 25 Minutes

**Streetmix Design:** Select a specific street in the City of Greenville, NC. First, create the ‘Street’ as it currently exists in ‘Streetmix’ application and save it. Create another ‘Street’ in order to redesign your selected street to make it more pedestrian friendly using the same application. Attach a screen shot of the original street and the redesigned street you created using Streetmix on your blog. Explain why you selected this particular street and how has the relationship between people and the street changed through your redesign.

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## WEEK 12 (Nov 8 & 10, Tuesday & Thursday): Urban Design Outside Euro-American Contexts

**Question:** (*Optional – Can substitute for another response*) What kinds of similarities and differences do you see in urban design issues between the United States and those outside the Euro-American context?

Larice, M. & Macdonald, E. (Eds.). 2013. *The Urban Design Reader*. New York: Routledge

- Yasser Elsheshtawy, “Urban Dualities in the Arab World: From a Narrative of Loss to New-Liberal Urbanism”, pp. 475-496
- Thomas J. Campanella, “The Urbanism of Ambition” and “China Reinvents the City”, pp. 497-514

### IN CLASS

**Video:** *A Garden in Cairo* (2008), by Tad Fettig. Produced for PBS - E<sup>2</sup> Series (Design, Season 3, Episode 1) by: Kontent Real LLC, 25 Minutes

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**WEEK 13 (Nov 15 & 17, Tuesday & Thursday): Urban Sustainability & Resilience**

**Question** (*Optional – Can substitute for another response*): According to Beatley and Newman how are the concepts of urban sustainability and resilience intertwined? As a planner, architect, or interior designer how would you pursue urban sustainability in your profession?

Larice, M. & Macdonald, E. (Eds.). 2013. *The Urban Design Reader*. New York: Routledge

- Timothy Beatley, “Planning for Sustainability in European Cities: A Review of Practice in Leading Cities”, pp. 558-568
- Peter Newman, “Urban Resilience: Cities of Fear and Home”, pp. 569-579

**IN CLASS**

**Video:** *Adaptive Reuse in the Netherlands* (2007), by Tad Fettig. Produced for PBS - E<sup>2</sup> Series (Design, Season 2, Episode 5) by: Kontent Real LLC, 25 Minutes

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*How to Build a Cooler City* (2012) PBS Newshour, 10 Minutes

**Sustainability Rating Systems:** Examine the divergent criteria and imprecise concepts incorporated into sustainability solutions and operationalized into practical programs.

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**WEEK 14 (Nov 22, Tuesday): Final Project First Draft**

**FINAL PROJECT DRAFT DISCUSSION WEEK – MEET WITH INSTRUCTOR**

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**WEEK 15 (Nov 29 & Dec 1, Tuesday & Thursday): The History & Planning of Greenville Greenway**

**Guest Talk: TBD**

**Final Project Samples & Course Review**

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**WEEK 16 (Dec 13, Tuesday @ 2:00pm): FINAL PROJECT PRESENTATIONS**

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