UP 532: SUSTAINABLE DEVELOPMENT
Winter 2002
Room 2210 Art & Architecture Building

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Description
The terms “sustainability” and “sustainable development” have become prominent in popular, policy-making, planning, and academic debates over the past decade. A good case can be made that we are not living currently in “sustainable” ways, suggesting that we need to find ways to change our lifestyles that will be sustainable into the future—that is, sustainable lifestyles we prefer to live—else natural and social forces out of our control compel us to become more “sustainable” in not-so-pleasant ways. But does the notion of “sustainable development” itself offer any useful content or guidance for making public policy and planning decisions, or is it merely an attractive oxymoron that different interests can agree on only at an abstract level? The goal of this class will be to explore this question in depth. The focus of the class will be on evaluating and promoting sustainability at the local and regional level through public policy making and planning.

Content / Method
The course will begin by considering the variety of ways in which our current lifestyles, locally and globally, are not sustainable and then asking why—How did we get here? In that context, we will work through the concepts of sustainability and sustainable development from different vantage points, thinking in terms of, for example, fundamental principles, scale (from global to local), and institutions, policies, and laws. Working in teams, students will create summary materials that characterize the problems we face, the concept of sustainability as an antidote, criteria for evaluating sustainability, and principles for promoting sustainability. Using those materials, we will attempt to evaluate one or several communities in coastal Michigan and suggest practical and reasonable policies that those communities might adopt to promote their sustainability.

Course Requirements
This course will be conducted as a graduate seminar with a strong emphasis on in-class participation and collaborative teamwork. The readings for this course will be extensive and students will be expected to come prepared to participate actively in class discussions.
Grading for the course will be based on the following:

Course participation (instructor): 10%
Individual short paper (midterm): 15%
Individual short paper (end of term): 15%
Group project (midterm):
  Overall grade (instructor): 15%
  Participation (teammates): 10%
Group project (end of term):
  Overall grade (instructor): 20%
  Participation (teammates): 15%

More guidance will be given about paper and group assignments at the appropriate time. There will be no midterm or final exam for this course.

Readings
We will read all or most of the following books, all of which are available at the North Campus bookstore:


In case you do not want to purchase any of these books, a set has been placed on reserve at the Media Union for student use. In addition, articles and book chapters will be assigned periodically throughout the term. As much as possible, these materials will be made available electronically through course tools. Materials that are not available electronically will be handed out in class or put on reserve at the Media Union for students to read and/or copy. Finally, students will be expected to do independent (team) research.

Initial Assignments
7 Jan (M): Introduction
9 Jan (W): Team building exercise
14 Jan (M): Dean Bierbaum lecture (video)
16 Jan (W): Durning (How Much?) and Hawken (Ecology of Commerce)
18 Jan (F): Webcast: What’s Health Got to Do With It? (A&AB Aud., 2-3 pm)
21 Jan (M): No class (MLK day)
23 Jan (W): Wackernagel & Rees (Ecological Footprint)
Some Key Web Sites
Take advantage of the following web sites:

Coursetools site:  https://coursetools.ummu.umich.edu/2002/winter/up/532/001.nsf

Web sites that will prove useful (not an exhaustive list):
http://www.secondnature.org/
http://www.sustainablemeasures.com/
http://www.nemo.uconn.edu/
http://www.sustainable.org/

Initial Thoughts for Group Project Work

Bottom line questions:

- What kinds of policies, initiatives, regulations, or other actions might a local government (and/or a state government) take to become more sustainable?
- To what extent can those actions be generalized (or, conversely, to what extent must they be tailored to a given locality)?

Types of information to collect and present:

- Ways in which we are living unsustainably
- Indicators of sustainability (or unsustainability)
- Causes of unsustainability
- Definitions of sustainability
- Criteria for evaluating sustainability
- Principles for moving toward sustainability

Aspects of the problem to consider:

- Amenability to government action:
  - Social characteristics (not very amenable)
  - Federal policies (somewhat more amenable, but not much)
  - State policies
  - Local policies

- Scale:
  - Global
  - National
  - State/regional
  - Local
  - Subregional/neighborhood
  - Buildings

- Other???
Overview of Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>7 Jan (M)</td>
<td>Introduction / Course Overview / Bierbaum Lecture</td>
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<tr>
<td>9 Jan (W)</td>
<td>Cascade Team Building Exercise</td>
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<tr>
<td>14 Jan (M)</td>
<td>Bierbaum lecture (video)</td>
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<tr>
<td>16 Jan (W)</td>
<td>Consumption and Production</td>
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<td>18 Jan (T)</td>
<td><em>Urban Sprawl Webcast: What’s Health Got to Do With It – 2-3 pm</em></td>
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<tr>
<td>21 Jan (M)</td>
<td>NO CLASS (MLK Day)</td>
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<tr>
<td>23 Jan (W)</td>
<td>Ecological Footprints</td>
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<td>28 Jan (M)</td>
<td>Sustainability in Theory</td>
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<td>30 Jan (W)</td>
<td>Guest Lecturer: Todd Leopold, Leopold Bros. Brewery</td>
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<td>2 Feb (Sat)</td>
<td><em>FIELD TRIP: Leopold Bros. Brewery, 523 S. Main, 3 – 5 pm</em></td>
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<tr>
<td>4 Feb (M)</td>
<td>Sustainable Indicators (Web Research)</td>
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<tr>
<td>6 Feb (W)</td>
<td>Sustainable Indicators (continued) / Case Study Data Needs</td>
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<td>11 Feb (M)</td>
<td>Economics of Sustainability / Environmental Dimension</td>
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<td>13 Feb (W)</td>
<td>Economics of Sustainability / Social Dimension</td>
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<td>18 Feb (M)</td>
<td>Ecological Economics: Taming the Corporation</td>
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<td>20 Feb (W)</td>
<td>Ecological Economics: Local and National Strategies</td>
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<tr>
<td>25 Feb (M)</td>
<td>SPRING BREAK</td>
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<tr>
<td>27 Feb (W)</td>
<td>SPRING BREAK</td>
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<tr>
<td>4 Mar (M)</td>
<td>Guest Lecturers: Coastal MI – Read (MI Sea Grant), Pebbles (GLC)</td>
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<tr>
<td>6 Mar (W)</td>
<td>Guest Lecturers: Design Panel – Bricken, Synnes, Williamson</td>
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<tr>
<td>11 Mar (M)</td>
<td>Guest Lecturer: Dean Kelbaugh</td>
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<tr>
<td>13 Mar (W)</td>
<td>Institutions, Civic Participation, and the Politics of Sustainability</td>
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<td>18 Mar (M)</td>
<td>(continued)</td>
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<tr>
<td>20 Mar (W)</td>
<td>Ecology of Place</td>
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<td>25 Mar (M)</td>
<td>Planning for Sustainable Development</td>
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<td>27 Mar (W)</td>
<td>Sustainable Development and Gateway Communities</td>
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<td>1 Apr (M)</td>
<td>Principles of Sustainable Communities</td>
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<td>4 Apr (W)</td>
<td>(continued)</td>
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<td>8 Apr (M)</td>
<td>Open</td>
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<td>10 Apr (W)</td>
<td>Presentations</td>
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<tr>
<td>15 Apr (M)</td>
<td>Presentations</td>
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<td>17 Apr (W)</td>
<td>Course Wrap Up / Review</td>
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<td>25 Apr (Th)</td>
<td>Final Group Project Materials Due by 5 p.m.</td>
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Readings

January 16 (Wednesday)

Read:
- Durning, *How Much is Enough?*
- Hawken, *The Ecology of Commerce*

January 21 (Monday): No class

January 23 (Wednesday)

Read:
- Wackernagel & Rees, *Ecological Footprint*

January 28 (Monday)

Read:
- Roseland, *Toward Sustainable Communities* (Chapters 1 and 2)
- Campbell (on coursetools site in Readings folder)
- Lele (on coursetools site in Readings folder)

Skim (All of these are on reserve for the course at the Media Union):
- Brundtland Commission Report, *Our Common Future*
- Reid, *Sustainable Development* (Part I)
- Conca and Dabelko, *Green Planet Blues* (Part I)
- Orr, *Ecological Literacy* (Chapters 1 and 2)

January 30 (Wednesday): Guest lecture (no readings)

February 4 (Monday) February 6 (Wednesday)

Conduct independent research on sustainability indicators and identify key data needs for case study assessments.

Good web site to start with: [http://www.sustainablemeasures.com/](http://www.sustainablemeasures.com/)

February 11 (Monday)

Read:
- Harris, et al., *Survey of Sustainable Development* (Forward (Sen) and Part I: The Economics of Sustainability – Environmental Dimension)

February 13 (Wednesday)

Read:
- Harris, et al., *Survey of Sustainable Development* (Part II: The Economics of Sustainability – Social Dimension)
February 18 (Monday)
Read:
• Harris, et al., *Survey of Sustainable Development* (Part VIII: Taming the Corporation)

February 20 (Wednesday)
Read:
• Harris, et al., *Survey of Sustainable Development* (Part IX: Local and National Strategies)

March 4 (Monday)
Review materials on the web for the Michigan Sea Grant Program (http://www.miseagrant.org) and the Great Lakes Commission (http://www.glc.org), particularly with regard to their sustainability initiatives.

March 6 (Wednesday) and March 11 (Monday)
Read:
• Kelbaugh, *Common Place* (Chapters 1, 2, 4, 10)

March 13 (Wednesday) and March 18 (Monday)
Read:
• Ostrom, *Governing the Commons* (Chapter 1, Skim Chapters 2 and 6)
• Shutkin, *The Land that Could Be* (Chapters 1, 2, 3, and 8)
• Prugh et al., *Local Politics of Global Sustainability* (TBA)

March 20 (Wednesday)
Read:
• Beatley and Manning, *Ecology of Place* (Chapters 3 and 4)

March 25 (Monday)
Read:
• Berke and Conroy, Planning for Sustainable Development (on coursetools site in Readings folder)
• Conroy and Berke, What Makes a Good Sustainable Development Plan? (on coursetools site in Readings folder)

March 27 (Wednesday)
• Howe et al., *Balancing Nature and Commerce in Gateway Communities* (Chapters 1, 2, 3, and 5)

April 1 (Monday) and April 3 (Wednesday)
Read:
• Roseland, *Toward Sustainable Communities*
Group Project Assignment

Who:
You are a team that has been asked by your client city to evaluate the city in terms of its long-term sustainability and to prepare a presentation that provides the results of your assessment and your recommendations.

What:
Ultimately, you will produce a presentation in one of two formats: A 30-minute slide presentation or a workshop presentation. For the slide presentation, you need to produce slides and an accompanying script (or talking points). For the workshop, you need to produce a short introductory talk and then a series of presentation boards and accompanying talking points. For either format, you need to produce a short summary “white paper” that provides somewhat more detail and justification for the materials and recommendations made in your presentation.

When:
A preliminary presentation and report outline will be due the Wednesday immediately before spring break (20 February). The final presentation and report will be due on the final-exam date for this class.

Where:
Materials should be turned in at class. Electronic materials will be posted for the class to review. In addition, pending student (and client city) interest, we may make short presentations to clients.

How:
Approach this like a professional project, taking into consideration the following:
- Think about your target audience (intelligent and savvy, but not likely well-informed about concepts of sustainability or the debates surrounding it).
- You need to be comfortable that you understand and can document your assertions, but then be selective in terms of what and how much information you try to convey. Use the white paper to provide justification and detail that you cannot provide in the presentation itself.
- Do not proselytize for sustainable development for this exercise; act as analysts attempting to make as even-keeled an assessment as possible.
- Be sure to characterize the problem as fully as possible before you try to fashion recommendations. Also—characterize the problem fully for your presentation, but note aspects of it that are beyond the direct purview of the city itself.
- Look for likely points of criticism and address them head-on before someone else can raise them. Also—try to conduct sensitivity analyses for the key assumptions and/or characterizations of your assessment.