

Transforming Cities: Cities and Sustainability
Carnegie Mellon University and the University of Pittsburgh

Instructors:

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Class Sessions:

Friday, February 5, 2021 – 5:00PM – 8:00PM

Saturday, February 6, 2021 – 8:30AM – 6:30PM

Sunday, February 7, 2021 – 8:30AM – 1:00PM

Class Location:

Synchronous Zoom Sessions (Links Posted on Canvas)

Due to economic development and globalization, cities continue to grow with predictions that 70 of the world's population will live in urban areas by the year 2050. This course, then, will view cities as hubs where patterns, connections, discussions, and the processes shape such issues as social justice, economic development, technology, migration, the environment among others. By examining cities as a lens, this sequence of weekend courses encourages students to examine cities as a system for discussing social processes being built and rebuilt. With an interdisciplinary focus, the course invites experts from the University of Pittsburgh, Carnegie Mellon, and relevant fields more broadly. This iteration of the course will explore such topics as: the role cities can have on climate change, low-emission growth and clean energy; the importance of access to resources; the need for sustainable transportation; the practices of sustainable consumption; among others.

Added note: The course will occur on Friday, February 5th, Saturday, February 6th, and Sunday, February 7th. Engagement in the course should be synchronous; accommodations for those in significant time zone differences will be provided to allow enrollment and completion of all elements of the weekend.

One-credit for PITT students / 3 units for CMU students is provided for the completion of each iteration of the mini-course.

Objectives: By the end of the course, students will be able to:

- Identify and define the characteristics of cities and sustainable practices; (Worksheets)
- Identify and compare dimensions of the benefits and risks associated with cities and sustainable practices; (Worksheets)
- Compare disciplinary approaches and perspectives on sustainability and cities; (Comparison Worksheet)

- Evaluate how sustainability practices impacts various socio-political issues occurring within cities; (Worksheets and Global City Analysis assignments)
- Use key concepts articulated in the course to identify a global city to analyze its relationship to social issues related to sustainability practices (Worksheets and Global City Analysis assignments).

Course Policies:

Course Materials: The course will use Canvas to provide announcements, assignments, session links, and readings to students. All assignments will be turned in via Canvas and all grading will be provided via rubrics in Canvas. You should be sure to enable notifications to ensure that you receive all course announcements and updates.

Late Assignments: The pre- and post-course survey will need to be completed before its due date to gain credit. There will be NO extensions and a strict no late policy applied to the course survey assignment. This is a completion assignment that when completed in good faith will receive full credit; those that do not complete components or do not complete the survey in good faith will not receive any credit.

The *Planning a Global City Analysis Paper* and *Global City Analysis Paper* assignments will face a penalty of 10% for each day (a 24-hour period beyond the deadline) the assignment is late. This means that if your assignment is an hour late (or even 23 hours and 59 minutes late) it will face a 10% deduction. A new penalty will occur at 8AM (EDT) for the *planning the global city analysis assignment* and midnight (EDT) for the *global city analysis paper assignment* of each day it is late, i.e. if the assignment is 25 hours late then it will face a 20% deduction, 49 hours will face a 30% deduction, etc.

Every session worksheet will need to be completed before the end of the day (before midnight EDT) it was assigned or face a penalty of 10% as outlined above. This means that the Session 1 and 2 worksheets are due before midnight (EDT) on Friday, Feb. 5th; the Session 3-8 worksheets are due before midnight (EDT) on Saturday, Feb. 6th; the Session 9, 10, and 11 worksheets are due before midnight (EDT) on Sunday, Feb. 7th.

Assignment Extension Requests: It is your responsibility to contact us regarding any special circumstances that may affect your ability to complete the assignments before the due date. If you are not going to complete the assignment on time, then you may request an extension without a late penalty. We will respond to requests for an extension on a case-by-case basis. Extensions, though, will only be considered a viable option *up to 24 hours before* the assignment is due. Once you are within 24 hours of the due date or past due, the assignment will face the penalty outlined above.

Academic Integrity: Any work that you submit should be your own work (i.e., not borrowed/copied from any other source, including our assigned readings, lectures from the presenters, and your classmates). When using other people's ideas to substantiate your own, please properly cite the original source, including use of quotations when necessary. We will review proper citation procedures in class, and you should ask for clarification whenever needed.

As the Chicago Manual of Style notes in Ch. 13: "The choice between quoting, on the one hand, and merely copying, on the other, can mean the difference between properly acknowledging and

crediting the ideas of others and falsely representing them as your own, thus making the conventions outlined in this chapter and in chapters 14 and 15 essential to modern scholarship.”¹

As a result, the course will apply this recommendation as the following: **any use of 4 or more words** from a report, journal article, webpage, lecture, or any reference material will need to **include the use of quotations** to indicate what you are crediting and will need to **include a proper footnote/endnote** following the Chicago style. In order to deter and detect plagiarism and cheating, *all assignments* will be submitted via Canvas with TurnItIn submissions enabled.

Any act of cheating or plagiarism will be treated in accordance with Carnegie Mellon’s Policy on Academic Integrity, which can be found here: <http://www.cmu.edu/policies/student-and-student-life/academic-integrity.html> as well as the University of Pittsburgh’s Academic Integrity Guidelines, which can be found here: <https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>. Depending upon the individual violation, students could face penalties ranging from a zero on the assignment to failing the class. Violations will be reported according to the processes applicable to the student’s university.

Grading: Assignments will be assigned a number grade. Discussions regarding grades must take place face-to-face, in person or via Zoom, during office hours or by appointment. *No discussions regarding grades will take place via email.* No grades will be discussed within 24 hours after the graded assignment is returned to the class; no grades will be discussed more than one week after the graded assignment is returned to the class.

Accommodations for Students with Disabilities: If you have a disability and have an accommodations letter from the Disability Resources office, we encourage you to discuss your accommodations and needs with us as early in the weekend (before the weekend starts is preferable) as possible. We will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered then we encourage you to contact Disability Resources (access@andrew.cmu.edu or drsrecep@pitt.edu). Please be aware that accommodations cannot be applied retroactively.

Mental Health: As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. CMU and Pitt services are available, and treatment does work. You can learn more about confidential mental health services available at CMU (<http://www.cmu.edu/counseling/>) and at Pitt (<https://www.studentaffairs.pitt.edu/cc/>). Support is always available (24/7) from Counseling and Psychological Services for CMU students at 412-268-2922 and from University Counseling Center for Pitt students at 412-648-7930.

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at CMU and Pitt, will work to promote diversity, equity and inclusion

¹ *The Chicago Manual of Style* (Chicago: The University of Chicago Press, 2017), 13.2.

not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

Each of us is responsible for creating a safer, more inclusive environment.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the universities. Therefore, our universities encourage anyone who experiences or observes unfair or hostile treatment on the basis of identity to speak out for justice and support, within the moment of the incident or after the incident has passed. Anyone can share these experiences using the following resources:

Carnegie Mellon

Center for Student Diversity and Inclusion: csdi@andrew.cmu.edu, (412) 268-2150

Report-It online anonymous reporting platform: reportit.net username: *tartans*
password: *plaid*

University of Pittsburgh

Office of Diversity and Inclusion: diversity@pitt.edu, (412) 648-7860

Make a Report: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report>

All reports will be documented and deliberated to determine if there should be any following actions. Regardless of incident type, our universities will use all shared experiences to transform our campus climates to be more equitable and just.

Technology: It is assumed that each student enrolled in this course owns or has access to a personal computer and high-speed access to the Internet. We all depend on machines to get our work done. We all know that machines break down or crash. When they do, it does not constitute an “excuse” or “emergency.” We expect that you will prepare your assignments far enough in advance so that when your computer or Canvas malfunctions you will be able to rectify the problem and turn in the assignment on time. If the issue is Canvas, you should email your assignment to your assigned instructor. Emailing is a last resort, not option A.

If you lose access to an internet connection or quality degrades and impacts your ability to participate in the course via Zoom, you will need to reach out to your instructor as soon as possible. This will allow us to help adapt based on circumstances and assist you in completing necessary coursework.

Finally, you should be sure to regularly check Canvas and your university email for any announcements or notifications related to the course.

Research to Improve the Course: For this course, we are conducting research on student learning. This research will involve your coursework. You will not be asked to do anything above and beyond the normal learning activities and assignments that are part of this course. You are free not to participate in this research, and your participation will have no influence on your grade for this course or your academic career at CMU or Pitt. If you choose not to participate in the research, you must still complete all required coursework, but your data will not be included in the research analyses. Participants will not receive any compensation. The data collected as part of

this research will include student grades. All analyses of data from participants' coursework will be conducted after the course is over and final grades are submitted. The Eberly Center may provide support on this research project regarding data analysis and interpretation. To minimize the risk of breach of confidentiality, the Eberly Center will never have access to data from this course containing your personal identifiers. All data will be analyzed in de-identified form and presented in the aggregate, without any personal identifiers. Please contact Dr. Chad Hershock (hershock@cmu.edu) or one of your instructors if you have questions or concerns about your participation.

Course Grading:

Final grades will be assigned based on the chart below.

A: 500-465		A-: 464-450
B+: 449-435	B: 434-415	B-: 414-400
C+: 399-385	C: 384-365	C-: 364-350
D+: 349-335	D: 334-315	D-: 314-300
F: 299 and lower		

Final Grades are based on multiple dimensions:

Course Pre- and Post-Survey (10% / 50 points) – Students will be required to complete the *pre-course survey* by **5PM (EDT) on Friday, Feb. 5th**. The *post-course survey* is due by **8AM (EDT) on Monday, March 15th**. Both surveys will be accessible via the Assignments tab in Canvas. They will open at 8AM (EDT) on the Monday prior to their due date (Feb. 1st and Mar. 8th respectively). Students will receive completion points for this component as long as they have provided a complete response following the survey directions. Student identification will be taken to allow for credit of completion, but the survey responses will not be evaluated until after course grades are submitted. A third party will provide your name and confirmation of completeness to keep anonymity in relation to responses. You only need to submit the pre-course survey once and post-course survey once.

Lecture Worksheets (18% / 90 points) – After each lecture, you are required to answer a set of questions about the lecture and their application to course objectives. Each worksheet is worth 15 points.

Worksheets for session 1 and 2 due before midnight (EDT) on Friday, Feb. 5th. Worksheets for sessions 4, 5, and 6 are due before midnight (EDT) on Saturday, Feb. 6th. Worksheet for session 9 is due before midnight (EDT) on Sunday, Feb. 7th.

Activity Worksheets (30% / 150 points) – There will be five activity sessions over the course of the weekend with each worth 30 points. These activity sessions will focus on dimensions of the policy memo assignment and applying course concepts to various case studies. You will need to be logged into the Zoom session at the start of the activity periods to participate. Students will need to be present for the entire discussion to adequately complete the worksheet. *Note: Students arriving late will not be able to complete the assignment sheets associated with these activities. Please arrive on time to be assigned a breakout group.*

Worksheets for session 3, 7, and 8 will be due before midnight (EDT) on Saturday, Feb. 6th.
Worksheets for session 10 and 11 will be due before midnight (EDT) on Sunday, Feb. 7th.

Planning a Global City Analysis Paper (12% / 60 points) – Due Monday, Feb. 15th by 8AM

(EDT) – Each student will select a global city from the list provided on Canvas. Students will use the feedback from the session 8 worksheet to continue planning their global city analysis paper by completing the posted worksheet on Canvas. *Feedback on this assignment will be returned by Monday, Feb. 22nd.*

Global City Analysis Paper (30% / 150 points) – Due Monday, March 15th by 8AM (EDT) - Each student will use the global city that they identified in their Planning of a Global City Analysis Paper assignment. This assignment will ask students to write a paper (1600-2000 words) aimed at policymakers with a clear purpose to analyze the key sustainability issues facing the global city selected. The more in-depth assignment description, rubric, and sample paper will be posted on Canvas.

Schedule

Friday, Feb. 5th

- **5:00PM-5:15PM:** Welcome Remarks and Overview of Course
- **Session 1 – 5:15PM-6:30PM:** [Mark Chambers](#), Director of Mayor's Office of Sustainability, New York City and [Alexandra Hiniker](#), Executive Fellow of Sustainability Initiatives, Office of the Provost, Carnegie Mellon University
- **Session 2 – 6:45PM-8:00PM:** Global City Analysis Assignment Overview

Pre-Reads: Prior to class, students should review the entire syllabus and its policies, the global city analysis paper assignment and rubric, and all of the posted student global city analysis paper examples.

Pre-Class Brainstorm: Prior to class, students should brainstorm various sustainability issues surrounding one of the cities in the list provided on Canvas. Students should do a small amount of research on the selected city and sustainability issues they've brainstormed.

Saturday, Feb. 6th

- **Session 3 – 8:30AM-9:45AM:** Group Activity Analyzing Singapore and SDG 11: Sustainability Leader?

Note: Students arriving more than 5 minutes late will not be assigned to a breakout group nor be able to complete the assignment sheet associated with this activity. Please arrive on time to be assigned a group and case study.
- **Session 4 – 10:00AM-11:15AM:** [Roberta Mendonça De Carvalho](#), Lecturer of Urban Studies, University of Pittsburgh
- **Session 5 – 11:30AM-12:45PM:** [Nina Baird](#), Assistant Teaching Professor in the School of Architecture and Co-Chair of Carnegie Mellon's [Green Practices Committee](#), Carnegie Mellon University

LUNCH 1:00PM-2:15PM

- **Session 6 – 2:15PM-3:30PM:** [Melissa Bilec](#), Associate Professor, Department of Civil and Environmental Engineering and Roberta A. Luxbacher Faculty Fellow, University of Pittsburgh
- **Session 7 – 3:45PM-5:00PM:** Group Activity: Comparing Analyses of Singapore and SDG 11: Greening the Garden City?

Note: Students arriving more than 5 minutes late will not be assigned to a breakout group nor be able to complete the assignment sheet associated with this activity. Please arrive on time to be assigned a group and case study.

- **Session 8 – 5:15PM-6:30PM:** Workshopping Your Global City Analysis Paper

Pre-Class Work: Prior to the Saturday afternoon session, students should have selected a city from the provided list and brainstormed a sustainability issue related to the SDG11 targets. This brainstorm should be developing further in the Part 3 portion of the Speaker Session worksheets. Students will need to do a small amount of research on the selected city and sustainability issues they've brainstormed. Without this work, this assignment is going to be very difficult to complete.

Sunday, Feb. 7th

- **Session 9 – 8:30AM-9:45AM:** [Tuba Inal-Cekic](#), Associate Professor and Einstein Fellow, Department of Social Sciences, Humboldt University of Berlin
- **Session 10 – 10:00AM-12:00PM:** Practicing Community Discussions on Sustainability Approaches: A Case Study Activity

Note: Students arriving more than 5 minutes late will not be assigned to a breakout group nor be able to complete the assignment sheet associated with this activity. Please arrive on time to be assigned a group and case study.

- **Session 11 – 12:15PM-1:00PM:** Comparing Disciplines and Perspectives

Pre-Session Work: Prior to this session, you should have finalized your city and SDG11 target. If you haven't, this worksheet will be very difficult to complete. You should be using the Part 2 sessions of the speaker worksheets to complete this as well.