Environmental Policy  
UPA 679, PADM 627, PLAN 620, POLS 627  
Fall 2009  
Revised: September 4, 2009

Professor John I. Gilderbloom  
School of Urban and Public Affairs  
College of Arts and Sciences  
University of Louisville  
Phone: (502) 852-8557  
E-mail: jigild01@louisville.edu / jigilde02@sprynet.com  
Graduate Research Assistant: Zachary Kenitzer  
E-mail: zkenitzer@gmail.com  
This course outline will be posted and updated on my website:  
http://sun.louisville.edu

Class Meeting:  
We will meet every Friday from 3:00pm to 5:45pm. We will meet at the School of Urban and Public Affairs (Standard Oil Building), Room 117 at 426 W. Bloom Street.

Office Hours:  
The best times are right after class Fridays 5:45 p.m. to 6:45p.m. and Saturdays 11:45 p.m. to 1:00 p.m. or by arrangement. We normally have office hours in the classroom.

A Short note on the Professor:  
While in high school, I participated in the first environmental awareness day. As a graduate student, I worked as a research assistant and teaching assistant with Harvey Molotch who founded Environmental Sociology. I also worked with Dr. Richard Appelbaum who, along with Harvey Molotch, did research on the impact of growth on communities. This data for this research was used for my dissertation and later my book with Professor Appelbaum entitled Rethinking Rental Housing.

During the Clinton administration, I received numerous federal grants to renew abandoned an abandoned neighbourhood in West Louisville. These programs were met with enough success that I was brought up to Washington, D.C. to do consulting with the Clinton administration. I was invited to sit in at several meetings on environmental manners at the White House which was pretty amazing. Since 1995, I have run the Centre for Sustainable Urban Neighbourhoods (SUN) at U of L (www.louisville.edu/org/sun), which is a program of the Kentucky Institute for the Environment and Sustainable Development (KIESD). My university—community partnership work in West Louisville resulted in a Sierra Club Award. I am currently an associate editor of Sustain and have edited a special edition of the journal which will be given to each of you for free. While my research has concentrated on community development, housing, and comparative urbanism, I see these themes as having strong connections with environmentalism. Moreover, my research on Holland provides an environmental model of how cities should make policy. I want to put the “urban” back into environmentalism. Please also understand that this is not an “Al Gore love fest” we will develop a critical analysis of some of his policy recommendations that seem to focus on techno solutions instead of changes in how we live and where we live. You will also here the views of other great political leaders such as Ronald Reagan and George Bush. This should prove to be a lively debate.

The Course  

Course Description:  
Environmental Policy examines environmental policy from a variety of viewpoints: sociological, psychological, economical, political, historical, design and planning perspectives.
Goals and Objectives:
- Examine local, state, national, and international policy pertaining to environmental and sustainability issues
- Examine relationship between Environmental Policy and Quality of Life
- Study Competing perspectives on controversial environmental issues
- Case studies of environmental problems
- Case studies of environmental policy on the global, national, state, city and neighborhood level
- Examining the relationship between environmental crisis form economic, sociological, historical, and biological views.

Grading
The four areas below are of equal weight and will be averaged out with a letter grade assigned to each area. The assignments will each be assigned a letter grade and a weighted average (using the weights listed above) will be used to calculate a final grade. The letter grades will be translated into numerical equivalents for the purposes of calculating the final grade: A+ = 4.3, A = 4.0, A– = 3.7, B+ = 3.3, B = 3.0, B– = 2.7, etc. These grades will be consolidated and averaged for a final letter grade:

The four areas below are of equal weight and will be averaged out for a final grade:

Class Participation:
Since the course is designed as a seminar, it is expected that students come prepared to discuss the assigned readings of the week and if possible introduce relevant current events into class discussion. The first part of class will generally be in a lecture format, followed by a class discussion during the second half of class. We want you to come to all classes. All classes are interesting, important and thought provoking. If you are sick, have a family emergency, a boss that is making you work on a Saturday its OK to miss one session. This grade will be based on your (1) Attendance and ACTIVE PARTICIPATION (questions, comments, that reflect the readings etc…) (2) Assigned Readings Presentation (a letter grade will be issued based on the quality of your presentation)

Project Paper and Presentation:
You will undertake a project focusing on an area of your choice related to Environmental Policy. Great freedom is given in the choice of topic, which must be submitted to the Professor for pre approval September 26. This project can be an individual or 2 -student effort. You will give a formal presentation, using visual aids, to the class about your chosen research project. Class presentations will occur before your paper is due to allow you the opportunity to receive critique and ideas which can help to further strengthen the quality of your research paper.

Midterm—Students are asked to write an experiential journal which covers your observations concerning field trips, lectures, walking tours and so on. What is working and what is not? What inspires you or frustrates you?. It’s a good way to learn how to improve your writing and be creative. Although not required some students add in photographs and illustrations.

Final: Students are asked to write an experiential journal which covers your observations concerning field trips, lectures, walking tours and so on. What is working and what is not? What inspires you or frustrates you?. It’s a good way to learn how to improve your writing and be creative. Although not required some students add in photographs and illustrations.

Books and Related Materials
The following books are required reading, I urge you to use Amazon.com to get deep discounts on these books, I would be pleased if you read at least five of these books:


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7. Thomas Friedman, Hot, Flat, and Crowded ISBN 9780374166854

**Books we almost required, but now recommend:**


**Course Outline**

*Note: This is a preliminary draft of the syllabus. Dates may change due to events that we cannot confirm at this time.*

**Session One - August 28**
Introduction to the Course, Assign reading, Presentations, Questions/Review of Syllabus
Movie: *An Inconvenient Truth*, Part I

**Session Two - September 4**
(Student Presentation)
The Case for an Environmental Crisis
Movie: *An Inconvenient Truth*, Part II
Or Trouble the Water—“Academy Award Nominee
Readings:; Rio Declaration and the Brundtland Commission in Wheeler and Beatley: pp. 53-67
Dr. Stephen Roosa author of several books including the Environmental Handbook.
Recommended: Gore, *Earth in the Balance*, Part III

**Session Three - September 11**
(Student Presentation – Natasha DeJarnett)
What are the things about sprawl that might be bad? Design of buildings?
Introduction of Environmental Planning and Policy:
Readings: Planetizen: pp. 73-101; Wheeler and Beatley: pp. 179-199; 293-307;
Recommended: Gore, *Earth in the Balance*, Parts I and II

**Session Four - September 12 and 13 (bonus Session)**
*AIA House Tour* – symposium which will discuss with Architects green housing design and location issues at the Urban Design Studio located at 3rd and Muhammad Ali from 10:00 a.m. until noon. Followed by a house tour on September 13.
Bonus Session - September 17---What does a Green Neighborhood Look Like?
Original Highlands tour- You are welcome to join the University of Michigan Planning Students for a walk in the Original Highlands starting at my house 1405 Morton Ave and ending at O’Shea’s.

Bonus Session Five - September 18 You don’t have to go on this tour)
West Louisville Tour You are welcome to join the University of Michigan Planning Students for a walk - We will tour of West Louisville from “commodity to community.” Why is it important to rebuild neighborhoods.
Meet at “Expressions Of You” Coffee Shop @ 1800 W Muhammad Ali Boulevard. At 2:00 p.m.

Session Six - September 25
Urban Health Issues and Climate Change
Bernheim Forest—see what a LEED Building Looks like, solar panels, ecological networks
Readings: Frumkin, Frank, and Jackson: pp. 44-107; 137- 200; 201-233; Kunstler: pp. 147-184; Project proposals due!

No Class - October 2—moved to October 3

Session Seven and Eight - October 3
Solar Tour
Bus Tour will feature: Passive Solar Heating, Solar Water Heating &/or Photovoltaics and be new or old structures. Presentations on each site are featured with a free brunch from 10 - Noon, probably at GlassWorks. Bus Tours scheduled 10:00-4:30
More information: Cynthia Cooke 502.295.9005 or http://www.bashfordmanor.com
Russ Barnett rbarnet01@louisville.edu 852-1839
(Student Presentation)
Transportation Issues
Readings: Frumkin, Frank, and Jackson; pp. 109-123; Wheeler and Beatley: pp. 87-111; Planetizen: pp. 45-73; 161-165

Session Nine - October 9
Mountain Top Removal
Mountain Mourning: Portraits of the Human Spirit 3:00 p.m.
Thomas Fitzgerald, Natural Resources Council 502-451-2492 email: fitzkrc@aol.com
4:00 p.m. to 5:30 p.m.
Reading TBA

Session Ten - October 16
(Student Presentation – Abdi Dirie)
Transportation Issues
Readings: Frumkin, Frank, and Jackson; pp. 109-123; Wheeler and Beatley: pp. 87-111; Planetizen: pp. 45-73; 161-165
Environmental Justice Field Trip with Russ Barnett, Director, Kentucky Institute for the Environment and Sustainable Development (KIESD)...Meet at USI room 117 3:00 p.m. sharp. Come at 2:45 p.m. to board van.

Session Eleven- October 23
(Student Presentation - Brittany Fisher)
Case Studies of Green Urbanism in Europe & Presentation of Holland Travel
Sustain Magazine Special Issue
Special Class--Mountain Top Removal. Readings We are trying to arrange a field trip to Eastern Kentucky to see this first hand but need to get permission from the powers to be. This is a voluntary trip. We will go up either October 25 and/or October 26. Thank you.

Session Twelve- October 30
(Student Presentation – Sallie Carter)
Creating Food, Energy and Culture locally
Movie: “Flow” an amazing film done by

**Session Thirteen- November 6**
(Student Presentation – Joan Shanahan)
Energy Crisis/Peak Oil
Readings: Kunstler: pp. 1-60; 185-308; Wheeler and Beatley: pp. 123-140; Friedman TBA
Friedman TBA

**Session Fourteen- November 13**
(Student Presentation – Barbara O Clark)
Sprawl vs. Smart Growth
Readings: Frumkin, Frank, and Jackson: pp. 1-43; Planetizen: pp. 1-44; Wheeler and Beatley: pp. 301-307 and my latest research on energy cost with Matt Hanka and Josh Ambrosius

**Session Fifteen - November 20**
Social Change and the Environment: Readings from The Spirits Terrain: Creativity, Activism, and Transformation by Christopher Childs Introduction by Dalai Lama
Trouble the Water—Academy Award Nominee
Class Presentations
Readings: Thomas Friedman: Hot Flat and Crowded

**No Class - November 27 for Thanksgiving Break**

**Session Sixteen- December 4**
Class Presentations
Course Evaluations
Project Paper Due
Readings: Thomas Friedman: Hot, Flat and Crowded

**Session Seventeen—December 11—turn in final / experiential journal**

**Grades Posted December 15!**

**TAKE HOME EXAM WILL BE DUE IN DR. GILDERBLOOM’S MAILBOX (NO ELECTRONIC SUBMISSIONS WILL BE ACCEPTED) BY 5PM ON FRIDAY, DECEMBER 11.**

**Additional Information**

**Disabilities:**
Whether mental or physical, please notify the professor by email of needed accommodations and also contact the Disabilities Resource Center at (502) 852-6938.

**Etiquette:**
As a courtesy to the instructors and other members of the class, please no smoking. Spouses and significant others are invited to go on walking tours as long as they “go along with the program” no yawning while the Professor is talking! As instructor, we reserve the right to make changes in the organization of the course in consultation with class members; this allows the class to be flexible and responsive to the needs of the students. Often speakers, events and conferences suddenly appear and we want to have the flexibility to seize these opportunities. Please turnoff beepers and cell phones during class sessions.

**Academic Honesty:**
Please note that I will be enforcing the University of Louisville’s code of student rights and responsibilities. It can be found at [http://www.louisville.edu/student/services/registrar/GI-5-30%20.pdf](http://www.louisville.edu/student/services/registrar/GI-5-30%20.pdf) beginning on page 26. There is also
a student code listed at the following address, but it omits the information on academic dishonesty: http://campuslife.louisville.edu/coloffice/conduct/index.html

**Graduate Level Seminar: What is it?**

**I DO NOT DUMB DOWN MY SEMINARS:** Students are expected to make at least two short presentations to the class and to participate in the class discussions. I teach this as if I was at the best University in the country. I do not simply lecture and expect students to be passive. I believe in free speech in the classroom. To back me up are a few cases on the subject including the Supreme Court:

To see a decision on free speech in the classroom check out this case involving Jefferson Community College. Its in Westlaw 260 F3d 671, 144 Lab. CAs. P 59,418, 156 ED. Law Rep. 415, 17 IER Cases 1523, 2001 Fed. App. 0267P

Here are some excerpts:

As the Supreme Court proclaimed more than thirty years ago: our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers, concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom. The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools. (cited in Keyshian v. Board of Regents, 385 U.S. 589, 603, 87 Supreme Court 675, 17 L. ED.2d 629 (1967)

In other rulings: “the linchpin of the inquiry…for both public a concern and academic freedom is the extent to which the speech advances an idea transcending personal interest or opinion which impacts our social and/or political lives (Dambrot v. Cent Michigan University 55 F.3d 1177, 1189 (6th Cir. 1995). The court then cited with approval the Seventh Circuit’s determination in Swank versus Smart, 898 F2d 1247 (7th Cir.1990) that “the purpose of the free speech clause…is to protect the market of ideas, broadly understood as the public expression of the ideas, narratives, concepts, imagery, opinions-scientific, political, or aesthetic to an audience whom the speaker seeks to inform, edify, or entertain…Moreover, it is the advancement of knowledge, the transformation of taste, cultural change, cultural expression, and the other objectives, values, and consequences of the speech is protected by the First Amendment.”

**U of L Sexual Harassment Policy:**

All professors at U of L are required to take sexual harassment seminars and workshops. I follow these guidelines because I love my job and won’t do anything to compromise it. Sexual harassment is defined as unwanted sexual advances by another person. It is wrong. If a student is doing it to another student or Professor to student it hurts the class. If you feel a fellow student, staff person or Professor is acting contrary to U of L’s sexual harassment policy you should advise that person they are acting in a way that is contrary to the policy of U of L. And try to work it out informally with a warning. If it doesn’t stop after a verbal or written request, you can go to the department Chair to work something out or campus grievance officer. With that said, Professor prefers to meet students in the classroom after class instead of going upstairs to his office on a Friday night or Saturday afternoon—I want to be in public places when meeting with students. It is uncomfortable for the Professor. Professor will meet with two or more students at local coffee houses after class. With that said my classes do examine issues of race, gender, and class that challenges conventional wisdom. Classrooms are given the space to be provocative and raise uncomfortable questions. We are guaranteed that freedom by several Supreme Court decisions. Sometimes the issues at hand of how one becomes poor or violent can make some students uncomfortable. If you have any issues or concerns on how the course is being taught, please advise the Professor immediately so they can be addressed. With that said, the seminar is run as a traditional seminar where students are expected to do the readings and participate. All students are expected to participate and will be called upon.