



# GSE 830

## Sustainable Urban Regions

S2 Evening 2014

*Dept of Environment & Geography*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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E7A 607

by appointment. Send me an email or call to arrange

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Off Site

by appointment. Send me an email to arrange.

Credit points

4

Prerequisites

Admission to MEnvEd or PGDipEnvEd or PGCertEnvEd or MEngMgt or MEnvMgt or PGCertEnvMgt or MEnvStud or PGDipEnvStud or MEnvPlan or MEnvSc or MSusDev or PGDipSusDev or PGCertSusDev or MWldMgt or PGDipWldMgt or PGCertWldMgt or MEnv or PGDipEnv or PGCertEnv or MClmCh or MSc in Remote Sensing and GIS or PGDipSc in Remote Sensing and GIS or PGCertSc in Remote Sensing and GIS

Corequisites

Co-badged status

Unit description

This unit examines the social, economic and environmental challenges associated with developing sustainable cities and urban regions internationally. Opportunities and barriers to implementing more sustainable urban management and planning practices are explored. Students undertake their own case study; critically assessing response strategies and developing their own sustainability plans.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- To provide a foundation in planning with a focus on strategic issues;
- Understand the diversity and be able to critically evaluate the interpretations of sustainability;
- Understand the differences and similarities of processes and governance that shape change in diverse urban regions;
- Be able to critically evaluate the effectiveness of strategies for managing and developing urban regions;
- Be able to interpret and apply a range of tools and approaches to assist in the development and implementation of planning strategies and policies for sustainability;
- Design a framework for the development and implementation of a planning strategy for the delivery of sustainable outcomes;
- Effectively work in practical planning teams.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Interpretations of sustainable</u></a>	30%	8 September 2014
<a href="#"><u>Team presentation</u></a>	35%	3 November 2014
<a href="#"><u>Individual Reflection</u></a>	35%	10 November 2014

### Interpretations of sustainable

Due: **8 September 2014**

Weighting: **30%**

***The goal here is to allow you to explore the concept of sustainable development and how it relates to planning.***

***You will produce a written report of 2000-2500 words plus references.***

Sustainable development can be interpreted in a number of different ways by different sectors of society and by individuals and/or groups with different values, perceptions and aspirations. These interpretations impact on the nature and quality of sustainable urban development strategies and outcomes.

By referring to example/s analyse how different interpretations of sustainable urban development have impacted on a sustainable urban development strategies. You will have to draw on the literature to first map and meaning of sustainable development and then refer to policies, plans and / or initiatives for your examples.

Then, evaluate the effectiveness of your example and discuss if sustainable outcomes have been delivered or not. You will have to make an argument for whether a sustainable outcome was achieved. If it wasn't in what way was it compromised?

You should refer to examples from cities / urban regions. You might want to draw your examples from publishing government policies and plans, reports on programs of sustainable activities or media news items about relevant initiatives. You will need to justify your argument with reference to the literature on sustainable development.

### **Tips for assignment 1:**

- Read widely and refer to a range of appropriate literature to build your argument.
- Include an introduction, a body (main argument) and a conclusion (answer the question).
- Consider the use of tables and diagrams to summarise your information.
- Comply with the work count and condense your work to present a concise argument.
- Cite literature and reference correctly.
- Use a mixture of academic literature and examples.

Ensure your work meets the marking criteria distributed to class on 11 August 2014.

On successful completion you will be able to:

- To provide a foundation in planning with a focus on strategic issues;
- Understand the diversity and be able to critically evaluate the interpretations of sustainability;
- Understand the differences and similarities of processes and governance that shape change in diverse urban regions;
- Be able to critically evaluate the effectiveness of strategies for managing and developing urban regions;
- Be able to interpret and apply a range of tools and approaches to assist in the development and implementation of planning strategies and policies for sustainability;

## **Team presentation**

Due: **3 November 2014**

Weighting: **35%**

***The goal here to develop and practice the skills of formulating a sustainable plan. The***

***plan will address a particular challenge in strategic planning.***

Planning is a practical activity and involves the engagement of many different technical experts, communities and stakeholders, each with their own values, knowledge and agendas. Working successfully in teams of diverse expertise and interests is a common challenge for those charged with the responsibility of planning for sustainability. This assignment is designed to help you understand and develop the skills required to more effectively deliver sustainable outcomes through strategic planning for urban regions.

Teams of 3-4 people will choose an urban regional planning problem to research and report on. Groups will provide suggestions of what to research and report on based on the lectures and in consultation with Karen on 15 September 2014.

A practical planning day is set aside in the class schedule to undertake this team assignment, although it is expected that team members will consult with each other prior to this time and undertake preparatory research for the day. Teams are expected to define and allocate individual or team tasks and facilitate and participate in their own workshop sessions. The individual's contribution to the activity will be assessed by monitoring the work on the practical planning day and through an assessment of individual contribution.

Assessment will be based on:

**A team presentation (15 mins – 25%).** This does not mean the whole team has to present, but marks will be given to the whole team. In the presentation you will:

- briefly define the scenario / problem being addressed;
- summarise and critically assess the current framework and processes adopted to deal with this; and
- identify and discuss possibilities for improvement based on your understanding of the course.

**Your individual contribution to the team (10%)** is based on the other team members assessment and moderated by Karen's observations of the group activities. The presentation will be assessed during class. Marks for individual contribution will be calculated as an average of the marks given by other group members.

On successful completion you will be able to:

- To provide a foundation in planning with a focus on strategic issues;
- Understand the differences and similarities of processes and governance that shape change in diverse urban regions;
- Be able to critically evaluate the effectiveness of strategies for managing and developing urban regions;

- Be able to interpret and apply a range of tools and approaches to assist in the development and implementation of planning strategies and policies for sustainability;
- Design a framework for the development and implementation of a planning strategy for the delivery of sustainable outcomes;
- Effectively work in practical planning teams.

## Individual Reflection

Due: **10 November 2014**

Weighting: **35%**

***Critical reflection challenges values, knowledge and behaviour. The process of critical reflection involves considered thought in changes and improvements to practice, knowledge and meanings made from learning. Don't underestimate how much values can influence the way in which we approach our work.***

Finally, you will write an individual critical reflection on the sustainable planning framework that your group has proposed.

On successful completion you will be able to:

- To provide a foundation in planning with a focus on strategic issues;
- Understand the diversity and be able to critically evaluate the interpretations of sustainability;
- Understand the differences and similarities of processes and governance that shape change in diverse urban regions;
- Be able to critically evaluate the effectiveness of strategies for managing and developing urban regions;

## Delivery and Resources

### Teaching and Learning Strategy

GSE830 - Sustainable Urban Regions is a core unit for the Masters of Environmental Planning and is currently approved for inclusion in several study programs, including the Masters in Environmental Management and the Environmental Studies program. Knowledge gained in this unit is useful for students who wish to pursue any career related to strategic and sustainable planning.

GSE830 - Sustainable Urban Regions offers a perspective on global urban management drawing on case studies from urban regions around the world. The diversity in interpretations of sustainable development for urban environments are critically examined. The drivers of unsustainable behaviour in urban regions are explored to develop an understanding of the social, economic and environmental management challenges for these regions. The unit

unpacks the strategic ways in which these challenges can be addressed.

The strategic and practical focus of GSE830 aligns with the complementary unit GSE816 *Local Government Approval Process* and GSE818 *Environmental Planning* which provides a basic understanding of the history of theory of environmental planning. This unit outline will assist you in all aspects of your study in this unit.

### Classes

Classes are held on Mondays commencing at 6:30pm and concluding at 9:30pm. In order to maximise learning outcomes, students are expected to attend at least 80% of classes. If you miss more than 3 sessions you will be required to show cause.

### Assessment Summary

Assessment of your performance is based on 3 assignments. Two of these are individual written pieces and one is a group presentation. All assignments must be completed to receive a passing grade.

1. Written Report (30%): 2000 – 2500 words due Monday 8 September 2014
2. Group Presentation (35%): due Monday 3 November 2014
3. Individual Report and Reflection (35%): due Monday 10 November 2014

Assignments 1 and 3 must be submitted using [www.turnitin.com](http://www.turnitin.com) prior to the due date and a hard copy must be submitted at 6:30pm in class on the due date listed. Your assignments must be submitted with a Cover Sheet. Students must complete all the details on the Cover Sheet and sign the declaration regarding academic honesty that is part of the Cover Sheet.

Assignment 2 is the group presentation and will be submitted in class.

Please note that the penalty for late submission of assignment is 5% per day or part thereof, calculated from the due date and time listed. Please talk (or email) Karen about any circumstances that affect your assignments before the due date.

### Workload Expectation

It is generally expected that students will commit at least 3 hours per week per credit point in their studies. Thus, in addition to attending weekly classes for 3 hours, students are expected to complete appropriate reading, research and other activities equivalent to at least 9 hours per week. Thus the total workload for this unit should be considered as a minimum of 12 hours per week throughout the semester. If you are unable to make this commitment to your study, then you should reconsider your decision to enrol or reassess your priorities. For many students in this class, this unit is a core element of your studies and you should be aiming to secure as high a grade as possible. If you consider you face impediments in committing to this unit, please

discuss your situation with Karen.

### Technology

GSE830 makes extensive use of Blackboard for posting readings, slides and additional material that will be useful for assignments. Marks and feedback will also be delivered via Blackboard. Turnitin will be used for submitted assignments. Access to the internet and regular access to the unit's website is essential for GSE830.

### Other Material

The following is a list of recommended references relating to the unit generally. This is not an exhaustive list and students are encouraged to read beyond these references, especially for assignment work. The readings below are all accessible in the library. Reading lists associated with individual sessions and workshops will be made available during class. Some workshop sessions will require preparatory reading which will be provided before the session. It is important to read widely.

Cervero, R. 1998. *The transit Metropolis: a global inquiry*. Island Press, Washington DC.

Campbell, S. 1996. *Green cities, growing cities or just cities, Urban Planning and the Contradictions of Sustainable Development*. Journal of the American Planning Association, 62:3, 296-312.

CSIRO. 2004. *In Search of Sustainability*. CSIRO Publishing.

Diesendorf, M and Hamilton, C. 1997. *Human Ecology, Human Economy*. Allen & Unwin. Sydney.

Finco, A and Nijkamp, P. 2001. *Pathway to Urban Sustainability*. Journal of Environmental Policy and Planning Vol. 3. 289-302.

Forman, R.T.T. 2008. *Urban Regions: Ecology and Planning Beyond the City*.

Geddes, R. 1997. *Cities in our Future: growth & form, environmental health & equity*. Island Press.

Girardet, H. 1992. *Gaia Atlas of Cities: new directions of sustainable urban living*. Gaia Books, London.

Girardet, H. 1999. *Creating Sustainable Cities*. Green Books, Dartington England.

Hall, P and Ulrich, P. 2000. *Urban Future 21: a global agenda for twenty-first century cities*. E&FN Spon, New York.

Hamilton, C and Dennis, R. 2005. *Affluenza: when too much is never enough*. Allen & Unwin, Crows Nest. Sydney.

Hamm, B and Muttagi, PK. 1998. *Sustainable Development & the Future of Cities*. Intermediate Technology Publications, London.



- Hardy, D. 2008. *Cities that don't cost the earth*. Town and Country Planning Association.
- House of Representative Standing Committee of Environment and Heritage. 2005. *Sustainable Cities*. Canberra, Commonwealth of Australia.
- Huber, J. 2000. *Towards Industrial Ecology: sustainable development as a concept of ecological modernisation*. Journal of Environmental Policy and Planning Vol 2 269-285.
- Inoguchi, T; Newman, E and Paoletto G. 1999. *Cities and the environment: new approaches for eco-societies*. United Nations University Press, Tokyo, New York.
- Jackson, T. 2012. *Prosperity without growth*. Sustainable Development Commission refer [http://www.edcommission.org.uk/publications/downloads/prosperity\\_withoutgrowthreport.pdf](http://www.edcommission.org.uk/publications/downloads/prosperity_withoutgrowthreport.pdf)
- Jenks, M and Dempsey, N. 2005. *Future forms and design for sustainable cities*. Architectural Press, Oxford.
- Keli, R; Wekerlw, G and Bell, D. 1996. *Local Places in the Age of the Global City* Black Rose Books Ltd, Canada.
- Leitmann, J. 1999. *Sustaining Cities: environmental planning and management in urban design*. McGraw Hill.
- Low, N et al. 2000. *Consuming Cities: the urban environment in the global economy after the Rio Declaration*. Routledge, New York.
- Mees, P. 2000. *A very public solution: transport in the dispersed city*. Melbourne University Press.
- McManus, P. 2005. *Vortex cities to sustainable cities: Australia's urban challenge*. University of New South Wales Press, Sydney.
- Newman, P and Kenworthy, J. 1999. *Sustainability and Cities: overcoming automobile dependence*. Island Press.
- Noble, AG and Costa, FJ. 1999. *Preserving the Legacy: concepts in support of sustainability*. Lexington Books.
- Pennington, M. 2006. *Sustainable development and British land use planning*. Town Planning Review 77(1) 75.
- Pugh, C. 2000. *Sustainable Cities in Developing Countries*. Earthscan, London.
- Ravetz, J. 2000. *City Region: Integrated planning for a sustainable environment*. Earthscan, London.
- Roseland, M. 1997. *Ecocity dimensions: healthy communities, healthy planet*. New Society Publishers.
- Satterthwaite, D. 1999. *Sustainable Cities: an Earthscale Reader*. Earthscan, London.
- United Nations Centre for Human Settlements. 1996. *An Urbanising World: global report on human settlement*. Oxford University Press, New York.
- Vanderbilt, T. 2008. *Traffic why we drive the way we do (and what this says about us)*. Allen

Lane, New York.

Wheeler, S. 2004. *Planning for sustainability*. London Routledge.

Wheeler, S and Beatley, T. 2004. *The sustainable urban development reader*. London Routledge.

## Unit Schedule

The Unit entails face to face lecture sessions; workshop and practical sessions; written assignments and a presentation.

Week	Date	Topic
1	4 August	<i>Introduction and Orientation</i> <i>Basis of sustainable planning</i>
2	11 August	<i>Regional Planning in NSW</i> <i>Workshop: Alternate meanings of sustainability</i> <i>Introduction to Assignment 1</i>
3	18 August	<i>Environmental Considerations</i> <i>Workshop: Sustainability Tools</i>
4	25 August	<i>Transport Planning</i> <i>Workshop: Global Transport Options</i>
5	1 September	<i>Social Planning</i> <i>Workshop: Planning for Dynamic Communities</i>
6	8 September	<i>Public Domain and Urban Design</i> <i>Workshop: Public Spaces</i> <i>Assignment 1 Due</i>
7	15 September	<i>Planning Economics</i> <i>Workshop: Economic Assessments</i>
8	13 October	<i>Resource Planning</i> <i>Workshop: Competing Land Use Evaluation</i>
9	20 October	<i>Mega Regions</i> <i>Workshop: International Case Studies</i>

10	27 October	Planning Practice Workshop: Community Consultation
10.5	2 November	All Day Workshop
11	3 November	Group Presentations
12	10 November	Reflections and Evaluations

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)

- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- To provide a foundation in planning with a focus on strategic issues;
- Understand the diversity and be able to critically evaluate the interpretations of sustainability;
- Understand the differences and similarities of processes and governance that shape change in diverse urban regions;
- Be able to critically evaluate the effectiveness of strategies for managing and developing urban regions;
- Be able to interpret and apply a range of tools and approaches to assist in the development and implementation of planning strategies and policies for sustainability;
- Design a framework for the development and implementation of a planning strategy for the delivery of sustainable outcomes;
- Effectively work in practical planning teams.

## Assessment tasks

- Interpretations of sustainable
- Team presentation
- Individual Reflection

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- To provide a foundation in planning with a focus on strategic issues;
- Understand the diversity and be able to critically evaluate the interpretations of sustainability;
- Understand the differences and similarities of processes and governance that shape change in diverse urban regions;
- Be able to critically evaluate the effectiveness of strategies for managing and developing urban regions;
- Be able to interpret and apply a range of tools and approaches to assist in the development and implementation of planning strategies and policies for sustainability;
- Design a framework for the development and implementation of a planning strategy for the delivery of sustainable outcomes;
- Effectively work in practical planning teams.

## Assessment tasks

- Interpretations of sustainable
- Team presentation
- Individual Reflection

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- To provide a foundation in planning with a focus on strategic issues;
- Understand the diversity and be able to critically evaluate the interpretations of sustainability;
- Understand the differences and similarities of processes and governance that shape change in diverse urban regions;
- Be able to critically evaluate the effectiveness of strategies for managing and developing urban regions;
- Be able to interpret and apply a range of tools and approaches to assist in the development and implementation of planning strategies and policies for sustainability;
- Design a framework for the development and implementation of a planning strategy for the delivery of sustainable outcomes;
- Effectively work in practical planning teams.

## Assessment tasks

- Interpretations of sustainable
- Team presentation
- Individual Reflection

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- Be able to critically evaluate the effectiveness of strategies for managing and developing urban regions;
- Be able to interpret and apply a range of tools and approaches to assist in the development and implementation of planning strategies and policies for sustainability;
- Design a framework for the development and implementation of a planning strategy for the delivery of sustainable outcomes;
- Effectively work in practical planning teams.

## Assessment tasks

- Interpretations of sustainable

- Team presentation
- Individual Reflection

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Understand the differences and similarities of processes and governance that shape change in diverse urban regions;
- Be able to critically evaluate the effectiveness of strategies for managing and developing urban regions;
- Be able to interpret and apply a range of tools and approaches to assist in the development and implementation of planning strategies and policies for sustainability;
- Design a framework for the development and implementation of a planning strategy for the delivery of sustainable outcomes;
- Effectively work in practical planning teams.

### Assessment task

- Team presentation

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- To provide a foundation in planning with a focus on strategic issues;
- Understand the diversity and be able to critically evaluate the interpretations of sustainability;
- Understand the differences and similarities of processes and governance that shape change in diverse urban regions;
- Be able to critically evaluate the effectiveness of strategies for managing and developing

urban regions;

- Be able to interpret and apply a range of tools and approaches to assist in the development and implementation of planning strategies and policies for sustainability;
- Design a framework for the development and implementation of a planning strategy for the delivery of sustainable outcomes;
- Effectively work in practical planning teams.

## **Assessment tasks**

- Interpretations of sustainable
- Team presentation
- Individual Reflection