GEOG 3550/5550 (01): Site & Resource Analysis

Course ID# 154241/153597
Fall 2014, MWF 14:00 – 14:50, Hagg-Sauer 245

Updated Wednesday, 8 October:

Practice answers here.
Last lecture remainder here.

THIS COURSE IS NOT ON D2L AND POWERPOINT SLIDES WILL NOT BE MADE AVAILABLE ONLINE.

Mark Lawrence, Ph.D.
A town is saved, not more by the righteous men in it than by the woods and swamps that surround it.

– Henry David Thoreau.

Description and Rationale:

This course focuses attention on the location, analysis, evaluation, and design of sites. Some of these include sites for preservation, some for conservation, but most typically are sites for “development”, though precisely what this term means turns out to be entirely a matter of context, often troublingly so. Indeed, frequently “development” is pursued vigorously without the slightest consideration for the biophysical limits presented by the site, thus requiring us to perceptively engage in resource analysis both in advance of as well as after development.

Importantly, this semester’s course represents a necessary departure from previous versions. While previously it seemed possible to distinguish urban from recreational site analysis, contemporary planning emphasizes sustainable land planning and site design that recognizes the need to avoid such clumsy categories. Therefore, this course targets “green planning” with respect to multiple forms of land use at multiple scales, from individual building sites and multi-unit developments to metropolitan and peri-urban recreational and other greenspace areas. This is because built landscapes evolve, so they must be creatively planned and designed to meet both social and ecological goals.

Indeed, it is crucial to accept that more people live in cities today than at any other point in human history. Reviled for centuries as crowded, noisy, dirty, and dangerous, cities and what passes for life in them have been considered wholly unnatural. Nature, that is, has for a very long time been considered everything else, the zone beyond the city, and environmentalist efforts accordingly have been shaped by this outlook. Generally, this has amounted to taking a series of fallback positions; that is, having to defend Nature against Society. But however startling to some, cities are in fact entirely natural, and insofar as more and more of us live within urban areas (and the rest of us are impacted by urban economies), it becomes necessary to rethink site and resource analysis within that context. Therefore, our focus this semester is on “green planning”, an optimistic rather than pessimistic set of approaches to the interaction of human creativity and dynamism with today's pressing environmental matters of consequence for planners and the communities they design.

The grading scale for the course is as follows:

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A = 88\% \text{ or greater} \\
B = 78 - 87\%
\]
C = 68 – 77%
D = 58 – 67%
F = 57% or less
REQUIREMENTS

§ 4 exams (the first three are worth 8% each, the final (comprehensive) is worth 16%; 40% total)
§ 4 assignments (44% total)
§ 4 Extended Reading Reactions (4% each, 16% total)

An important note about extra credit: There is no opportunity for extra credit in this course. This is an upper-division course intended for majors in the discipline, primarily those pursuing the B. Sci. degree in Planning. As such, it is assumed that having registered to undertake this course of study, you intend to do so with appropriate seriousness of purpose. You are university students, no longer pupils at school, a distinction which frankly should not need my elucidation. Thus, the point here is simply this: don’t ask for extra credit as none will be offered.

An equally important (and unnecessary) note about deadlines: All assignments are due at the start of the class period for which they are scheduled. I will not accept anything handed in after 14:00 on a due date. You may email me assignments, but again, I will not accept anything delivered after 14:00 on a due date.

A third obvious (but surprisingly necessary) note: All assignments are expected to be typed (i.e., not handwritten), original work, and professionally formatted. Untyped and/or unoriginal work will receive a failing grade. Unprofessionally formatted work will have its entire score halved. Formatting options are identified below in discussion about the Extended Reading Reactions requirement.

Each exam will be comprised of matching, true-false, multiple-choice, fill-in-the-blank, and (possibly) short answer items. Exams will cover lectures, assigned readings, and any videos shown. The first three exams are not deliberately comprehensive, though some overlap and scaffolding of concepts is unavoidable. You should certainly expect at least some portion of each exam to include questions requiring calculations. The last exam is comprehensive. Study guides will be offered in advance of each exam.

Assignments will give you a glimpse at some of the practical aspects of site and resource analysis. These assignments may be worked on in teams, with one finished product turned in for the team. The first assignment is worth 6% of the course grade, the second 16%, the third 10%, and the fourth 12%. Necessary for Assignment #2, a series of PDF documents related to the original 1920 Plan and Report: Lake Calumet Harbor and the three ASLA Award of Honor-winning alternative plans by the City of Chicago at the start of the 21st Century are available via links in your syllabus schedule below, with the sample demographic spreadsheet referenced in that assignment’s instructions available here.

Extended Reading Reactions: In addition to textbook coverage of general information, you are required to read additional materials (five articles and chapters of the Beatley book) examining specific issues regarding site and resources analysis in depth. For each of these, you are expected to produce {a} a minimally 3-page reaction, as well as {b} three questions. The reaction {a} is expected to demonstrate connection of the articles and chapters you have read to another example of similar content elsewhere in the professional literature, which will therefore require {c} cited evidence of research on your part. Especially considering the third note above, note all of the following carefully:
The reaction is expected to be at least 3 FULL pages in length.
The questions do NOT count toward the page-length requirement of the reaction.
The questions are expected to go beyond the articles and chapters; i.e., they are NOT supposed to be of the type that can be answered by reading the articles and chapters.
Citation of evidence presumes production of a bibliography which does NOT count toward the page-length requirement of the reaction.
Citation of evidence presumes production of a bibliography which is correctly formatted (again, see the third shaded note before the dashed line above).
As noted above, citation of evidence requires researching “professional literature” for an example of content similar to that which you’ve read in the assigned articles and chapters. Professional literature does NOT include newspapers, trade magazines, encyclopediae, etc. Use of unprofessional literature will be penalized.

It’s absolutely, hopelessly, entirely pointless to simply “cut-and-paste” an Internet address, and such citations will not be counted toward the requirements of your Extended Reading Reactions. Instead, pick a standard citation format and follow through with it logically, listing sources alphabetically by first author, etc. Keep in mind that “citations” refers to two things: both [a] your bibliography, and {b} your notes. Notes can be “in-line” (citations at the end of a sentence in parentheses before a period; e.g. (Lawrence 2007, p.14)), in “footnote” form (at the bottom of the page on which the citation occurs), or in “endnote” form (as with footnotes, listed numerically, but on one or more separate pages after the end of your essay and before the bibliography. Use one of the following formats, please:


MLA, available at http://faculty.bemidjistate.edu/mlawrence/44MLA.pdf

READINGS: The Beatley and LaGro books need to be purchased.


London, B. (1932) Ending the Depression through planned obsolescence, Madison: University of Wisconsin Press. – online at your course website.


Course Schedule
(Subject to change)

Suitability
(25 August – 19 September)

A. Environmental psychology and the question of agency.

B. Contingent valuation and life cycle analysis.

LaGro, chapters 1, 2, & 3.
London.

Beatley, chapters 1 & 2.

Video:
Gray to Green

Monday, 1 September: NO BSU CLASSES (Labor Day)
Friday, 12 September: NO BSU CLASSES BEFORE 16:00
Monday, 8 September: Extended Reading Reaction (London & Beatley) due
Wednesday 17 September: Assignment #1 due
Friday, 19 September: EXAM #1
### Sustainability
(22 September – 10 October)

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<td>B. Cultural and political landscapes.</td>
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For Assignment #2:

- [Chicago rivers](#)
- Calumet region, 1881
- Calumet region, 1902
- Calumet region, 1911
- Calumet region, proposed 1920
- [1920 Plan and Report: Lake Calumet Harbor](#)
- [2001 Calumet Area Land Use Plan](#)
- [2004 Calumet Design Guidelines](#)
- [2005 Calumet Open Space Reserve Plan](#)

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**Friday, 3 October:** Extended Reading Reaction (Beatley) due  
**Wednesday, 8 October:** Assignment #2 due  
**Friday, 10 October:** EXAM #2

### Development
(13 October – 10 November)

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<td>B. Exterior considerations.</td>
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Friday, 24 October through Monday, 3 November: No class
Wednesday, 5 November: Extended Reading Reaction (Beatley and Reztlauf and Svec et alia) due
Friday, 7 November: Assignment #3 due
Monday, 10 November: EXAM #3

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**Design**  
*(12 November – 8 December)*

| B. Circulation systems and critiques of New Urbanism. | |
| C. Agency and determinism in architecture: Beyond green buildings. | |

Video:  
Green for All

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Monday through Friday, 24 – 28 November: NO BSU CLASSES (Thanksgiving Break)  
Friday, 21 November: Extended Reading Reaction (Faulconbridge and Heiskanen & Lovio) due  
Friday, 5 December: Assignment #4 due
13:00-15:00 Friday, 12 December: EXAM #4