## Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is this unit of study about?</td>
<td>3</td>
</tr>
<tr>
<td>Class times</td>
<td>3</td>
</tr>
<tr>
<td>Lecture dates and titles</td>
<td>4</td>
</tr>
<tr>
<td>Assessment</td>
<td>5</td>
</tr>
<tr>
<td>Required texts</td>
<td>5</td>
</tr>
<tr>
<td>Essay questions and suggested readings</td>
<td>6</td>
</tr>
<tr>
<td>Tutorials</td>
<td>9</td>
</tr>
<tr>
<td>Practicals</td>
<td>13</td>
</tr>
<tr>
<td>Learning objectives and outcomes</td>
<td>15</td>
</tr>
<tr>
<td>Response to 2006 student feedback</td>
<td>16</td>
</tr>
<tr>
<td>Recommended readings associated with each lecture</td>
<td>17</td>
</tr>
</tbody>
</table>

**Prescribed Readings:**


The following pages contain the prescribed reading for each tutorial, as set out on pp.8-12 of this course reader. If the prescribed reading is not in this text, it is a chapter in McManus, P., (2005) *Vortex Cities to Sustainable Cities: Australia’s Urban Challenge*. UNSW Press, Sydney.
What is this unit of study about?

This unit of study introduces a range of theoretical and methodological issues pertinent to the spatial analysis of human activity, with particular reference to the experiences of urban Australia. It focuses on ecological cities and regions. Lectures commence with the ideas of sustainability and sustainable development, and other key concepts to be debated and applied in this half of the semester. The lectures address actual and desired changes in cities, hinterlands and the distant regions that sustain cities.

This unit is divided into 6 themes in 2007. These are

- Concepts (Sustainable development and environmental history),
- Cities and the Environment,
- Urban Form,
- Bioregionalism and Ecological Footprints,
- Issues for Australian Cities and Sustainability, and
- Achieving Sustainable Cities?

Environmental history, urban form, ecological footprints and bioregionalism are used as frameworks to address spatial and temporal issues. The course includes material on events in Sydney such as the Olympic Games and post-Olympic planning. Lessons from these lectures are then used to explore the sustainability of cities. These lessons are consolidated in case studies of two other Australian cities.

As with other courses in Geography, GEOG 3521 contains a practicals component. In this semester, key skills will be introduced relating to how to conduct consultancy research. These skills include communication, developing a CV, working in teams and critical thinking. In 2007 the project is practical, topical and relates to the lectures.

Class times

Lectures will be held at 1pm on Tuesday (Carslaw 373) and Wednesday (Carslaw 373). There is a one-hour tutorial and practical classes (scheduled for two hours) during most weeks of the semester.

There are three tutorial times. Students are expected to attend one of these three sessions each week. The times and rooms are;

- 11.00 am Wednesday (Madsen 410) – Tutor: Phil McManus
- 2.00pm Wednesday (Madsen 410) – Tutor: Phil McManus
- 11.00 am Thursday (Madsen 410) – Tutor: Nathan Wales

Practical classes will be held 2.00pm to 4.00 pm Tuesday in Madsen 414, and 2.00pm to 4.00pm Thursday in Madsen 414. Students are expected to attend one of these two sessions each week.
Lecture Dates and Titles

Theme One: Concepts – Sustainable Development and Environmental History
24 July  Introduction to the subject
25 July  Sustainable Development
31 July  Measuring Sustainability
1 Aug  Environmental History

Theme Two: Cities and the Environment
7 Aug  The ecological impacts of ancient cities
8 Aug  The ecological impacts of Australian cities
14 Aug  Nature in the city
15 Aug  The Urban Forest

Theme Three: Urban Form
21 Aug  Ideal models
22 Aug  Less than ideal practice
28 Aug  New Urbanism and Smart Growth
29 Aug  Population change and Australian cities

Theme Four: Bioregionalism and Ecological Footprints
4 Sept  Introduction to bioregionalism and potential and limits of bioregionalism
5 Sept  Case Study: Cascadia
11 Sept  Introduction to Ecological Footprint analysis
12 Sept  Footprints and sustainable cities

Theme Five: Issues for Australian Cities and Sustainability
18 Sept  Air
19 Sept  Water

Week free from class contact (AVCC Common Week)

2 Oct  Waste/Industrial ecology and eco-industrial parks
3 Oct  Transport

Theme Six: Achieving Sustainable Cities?
9 Oct  A sustainable legacy? Mega-events
10 Oct  Processes facilitating sustainable cities in Australia
16 Oct  Scale - body, dwelling, neighbourhood, village, city, region
17 Oct  Scale – cities that contribute to sustainable development?
23 Oct  Case study: Perth
24 Oct  Case study: Newcastle
Assessment

GEOG3521 is a semester course. The assessment for the whole semester is:

Essay 30%
Tutorial papers (3) 12%
Practicals Assignments 18%
Final exam (2 hours) (based on lecture and tutorial material of Dr McManus) 40%
TOTAL 100%

Required texts:

There are two required texts for GEOG3521 in 2007. These are;

GEOG3521 Course Reader.

The former text is available from the Coop Bookshop for approximately $44.95. The latter text is available from the copy centre at cost price (approximately $15-20). A copy of each of these texts will be placed in the Closed Reserve of the Madsen Library in case anybody is having financial difficulties, leaves their texts at home, and so on. The idea of these texts is to provide students with accessible resources to save lots of time and effort locating and photocopying material.
Essay:

Answer one of the following 3 questions. The essay is due Thursday 4th October, 2007 at 4.30pm.
Word length: 2,500 words. A penalty of 5% per day will be deducted for lateness.

All “suggested readings” are kept in Special Reserve in the Geosciences Library. Students are expected to research beyond the set readings. Essay marks will be awarded for evidence of understanding the material, the ability to answer the question as set, critical thinking skills, correct spelling and grammar, correct referencing and your ability to work within the word limit.

1. “The Toronto narrative stresses the need for a vision of smart growth that moves beyond the simplistic opposition between compact development and sprawl. In this perspective, in order to reduce substantially the environmental impact of cities, density increments must be tied with the presence of quality public transit services. In fact, in the absence of such a connection, it is likely that the presence of high residential density will cause further road congestion and thereby provide additional ammunition to NIMBY movements.” (Filion and McSpurren, 2007, 516).

Discuss the above statement using your knowledge of sprawl, new urbanism and smart growth. In light of the above discussion, explain why you would recommend or oppose adopting new urbanism and/or smart growth in Sydney? If so, how would you recommend it be implemented? If not, what alternatives do you suggest for the future development of Sydney?

Suggested readings:
2. “...Kings Park at least reminds us that great natural urban spaces can become part of the very definition of a city, and can remind us of our own innate natural qualities”. (Low et al, 2005, 77) Discuss this statement with particular reference to the constructions of nature, human beings and cities employed by various authors writing about nature in the city. What might this mean for urban policy and planning Australian cities?

Suggested readings:
3. Use your knowledge of planning history and utopian thought to argue how urban planners should attempt to plan Australian cities for sustainability and to deal with issues of climate change. What have we learned about planning processes in moving towards sustainable cities?

Suggested readings:
Tutorials

Tutorial attendance and participation is expected in this unit. This handbook contains all the readings for the tutorial program. Students must hand in three 500 word reports that each summarise the main argument of a specified reading (i.e., three readings out of the twelve tutorial classes for the semester). Students may choose which three tutorial papers they wish to submit (and may submit additional tutorial papers, if they receive a low mark on a paper, so that the highest three marks count in the assessment). This process is designed to enhance your time management skills, enable you to choose topics of interest to you, and to ease pressure on students when they may have other assignments due in this or other units of study. The feedback on the tutorial papers is also designed to improve your critical thinking and written communication skills before you submit your semester essay. Tutorial reports are to be handed in at the start of the tutorial class in which they are discussed.

Tutorials


QUESTION:
According to McManus (2005, 84), “what is considered sustainable or unsustainable may vary depending upon context, and the processes of achieving sustainability are also specific to the cultural, economic and political contexts of a city”. What are the likely implications of this statement for defining and implementing sustainable cities in Australia?

Tutorial Prompts:
• How do Diesendorf (2000) and McManus (1996) distinguish between sustainable development and sustainability? (see p.72)
• What other ways are there to distinguish between these terms?
• What is ESD?
• How may sustainability be relevant to cities?
• What are the advantages and disadvantages of using sustainability indicators?
• Is sustainability another function to be added to urban planning?


QUESTION:
“An environmental history that simply chronicles failure – a ‘green armband view’ is insufficient.” (p.14) Discuss this statement in relation to Australian cities.

Tutorial Prompts:
• What is environmental history?
• How does it differ from other histories?
• How may environmental history be useful when considering the sustainability of Australian cities and regions?
• How would you write an environmental history of Sydney?

**QUESTION:**
How have the environmental and health agendas intersected in planning Australian cities?

**Tutorial Prompts:**
- What is nature?
- Why may biodiversity be important in cities?
- Do human beings have landscape preferences?
- What may be the implications of landscape preferences in Australian cities?
- Is restoration ecology possible in urban environments?
- When attempting to restore degraded urban environments, is it possible to return to an early form of nature?
- Is urban nature an important part of sustainable cities?


**QUESTION:**
What were the reasons motivating utopian designs for settlements, and what has been the impact of these utopias in Australian cities?

**Tutorial Prompts:**
- What were the key ideas in Howard’s Garden Cities planning?
- Is Howard’s work similar to or different than Le Corbusier’s work?
- What would Australian cities look like if the various ideas in this reading had been applied over a long period of time?
- Do these ideas have any merit in planning for sustainability?


**QUESTION:**
Compare and contrast the perspectives of Goldie (2005) and McManus (2005, ch.5, pp.91-108) on population.

**Tutorial Prompts:**
- Why does Goldie call population “the great multiplier”?
- What is carrying capacity?
- How is inequality understood by various commentators in population debates?
- Should Australian cities have population limits imposed upon them?


**QUESTION:**
What, if anything, may bioregionalism have to offer in the planning of Australia’s large cities and rural areas? Why?

Tutorial prompts:
- What is bioregionalism?
- How does bioregionalism differ from other forms of regionalism that you’ve encountered in geography?
- How does the idea of revitalizing small places fit with a bioregional perspective? What does this say or imply about large cities?


**QUESTION:**
Explain the advantages and disadvantages of using the Ecological Footprint approach to measuring the sustainability of cities?

Tutorial prompts:
- Why is transport important in planning sustainable cities?
- How does the Ecological Footprint perform in relation to the measuring, predicting, educating and policy formation aspects of sustainability?
- Is the Ecological Footprint a useful concept for sustainable living?
- Explain the difference between applying and representing the Ecological Footprint.


**NOT IN THE COURSE READER**

**QUESTION:**
Explain the various relationships between climate change and water supply (quantity and quality) in Australian cities. How does environmental history influence both air and water relationships in Australian cities?

Tutorial prompts:
- What is the difference between climate change and ozone depletion?
- What is smog, and why are some Australian cities more susceptible to different types of smog than other cities?
- What is the Cities for Climate Protection program? Is your local government involved in this program? What stage are they at?
- What is water sensitive urban design?
- How does the provision of infrastructure influence the ability of urban residents to live sustainable lifestyles, particularly in relation to water?


**Tutorial question:**
Can the motor car be “reshaped” to become part of a sustainable city?

Tutorial prompts:
• Explain the history of transport in Australian cities.
• What are the advantages and disadvantages of the private automobile?
• Why do some cities have more efficient public transport systems than others?
• If cars can shape people’s identities, can other forms of traffic form the identity of a city?


Tutorial question:
Can mega-events become part of a sustainable city or are these concepts irrevocably in conflict?

Tutorial prompts:
• How does McManus’ description of the Sydney 2000 Olympic Games accord with your memories?
• How does the process of bidding described by McManus fit with your understanding of the process of bidding for the 2012 Olympic Games won by London?
• What types of mega-events, if any, may be more suitable for being part of a sustainable city?
• What other strategies could be used to gain the environmental benefits of mega-events but to avoid the environmental costs?


Tutorial question:
Is the approach of McGranahan and Satterthwaite suitable for Australia, or is it a product of other experiences of urban development and cannot be applied here?

Tutorial prompts:
• Summarise their main argument about sustainable cities.
• Explain how this may impact on planning and policy making for Australian cities in the Twenty First century.
• Do you agree with this argument? Why or why not?
• How may the ideas of McGranahan and Satterthwaite fit with ecological footprints, bioregionalism and green architecture?


Tutorial question:
Are some processes more likely than others to lead to sustainable cities – what can we learn from various examples around the world?

Tutorial prompts:
• What possible processes could be used to facilitate sustainable cities?
• How important are issues of democracy, cultural sensitivity and justice in relation to ecological imperatives of becoming more sustainable?
• What should decision makers do if the above issues are in conflict?
• How do sustainable cities relate to the idea of a sustainable society?
• Why is the notion of regeneration important when considering sustainable cities?
Practicals

Practical classes in this course are based on developing skills for consultancy research. Many of these skills are transferable and would be advantageous for students who are seeking work in federal, state and local government or continuing with higher education. Practical classes involve team-based tasks, and emphasise presentation skills. During the semester you will be required to complete two team projects, worth a combined 18%. This is a change from 2004 and earlier, where 15% was allocated and students undertook three practical tasks for assessment. Note that in allocating 18% to these tasks, I have attempted to balance differing feedback from previous years. Many students do not like having high marks associated with group work exercises, but the two tasks nevertheless represent a quantity of work that needs to be recognised in the overall assessment.

Teams should consist of 4 members. All students in the team will receive the same mark, although the unit lecturer reserves the right to vary marks within a team if it is apparent that workloads have been distributed unevenly. Students unhappy with the performance or contribution of a team member are encouraged to discuss the issue with Dr McManus, who will treat any approach in confidence.

Team-based assessment is used in this unit for the following reasons: (i) it builds cooperative skills, which are essential in many workplaces; (ii) the act of working together is educational in itself, because it encourages discussion and debate, and (iii) through teamwork, students can develop larger-scale projects than would be possible if students worked individually. Teamwork, however, requires effort and consideration. The following rules should be applied:

- Respect others’ opinions;
- Make sure you make a contribution, but also ensure you do not dominate your team;
- Think through issues relating to the division of labour: is it best to separate tasks individually and then come together; or to work on tasks in pairs or in a group?
- Be diligent with commitments. Exchange phone numbers and emails and, if you cannot attend an agreed meeting, ensure that your team members are advised of this. If you cannot attend a team meeting, make up for your non-attendance in another way that is acceptable to other members of your group.

Practical classes overview:

<table>
<thead>
<tr>
<th>Week</th>
<th>Practical</th>
<th>Assessment tasks due</th>
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<tbody>
<tr>
<td>Week 1 (23 July)</td>
<td>No class</td>
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<tr>
<td>Week 2 (30 July)</td>
<td>Prac 1: Intro/ team formation</td>
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<tr>
<td>Week 3 (6 August)</td>
<td>Prac 2: working on Task 1</td>
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<tr>
<td>Week 4 (13 August)</td>
<td>Prac 3: working on Task 1</td>
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<tr>
<td>Week 5 (20 August)</td>
<td>Prac 4: Presentations</td>
<td>Task 1 due</td>
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<tr>
<td>Week 6 (27 August)</td>
<td>Prac 5: Intro to Task 2</td>
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<tr>
<td>Week 7 (3 September)</td>
<td>Prac 6: working on Task 2</td>
<td></td>
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<tr>
<td>Week 8 (10 September)</td>
<td>Prac 7: working on Task 2</td>
<td></td>
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<tr>
<td>Week 9 (17 September)</td>
<td>Prac 8: working on Task 2</td>
<td></td>
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<tr>
<td>AVCC week</td>
<td>No class</td>
<td></td>
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<tr>
<td>Week 10 (1 October)</td>
<td>Prac 9: working on Task 2</td>
<td></td>
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<tr>
<td>Week 11 (8 October)</td>
<td>Prac 10: working on Task 2</td>
<td></td>
</tr>
<tr>
<td>Week 12 (15 October)</td>
<td>Prac 11: Presentations</td>
<td>Task 2 due</td>
</tr>
<tr>
<td>Week 13 (22 October)</td>
<td>No class</td>
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Task 1: (due in Week 5, 20-24 August)

Details of this Practical assessment component will be given at the start of your practical class in week 2 of the semester. As part of this task each student will have to prepare a curriculum vitae and each group will be required to write a business letter.

During the week of 20-24 August, groups are required to make 10 minute presentations and submit a report of 1,000 words. Task 1 will be worth 8% of the semester mark. Grades will be determined as a combination of written material and class presentations.

Practicals classes in this course are based on developing skills for consultancy research. Many of these skills are transferable and would be advantageous for students who are seeking work in federal, state and local government or continuing with higher education. Practical classes involve team-based tasks, and emphasise presentation skills.

Task 2: (due in Week 12, 15-19 October)

Details of this task will be provided later in the semester. Task 2 will be worth 10% of the semester mark. Grades will be determined as a combination of written material and class presentations.
Learning Objectives and Outcomes:

Through the conduit of GEOG3521 we aim to create a safe space for students to develop their ideas, knowledge and critical thinking skills while learning about important topics for contemporary Australia and developing useful generic skills for their future employment and life.

Students should use the list below to self-monitor their progress in GEOG3521. By the end of this unit of study students should be able to;

- understand the history of sustainable development.
- Recognise various approaches to sustainability.
- Be capable of conversing with government officials, activists and business interests about the topic of sustainability.
- Articulate their own preferred concept of sustainability and be able to justify their position.
- Understand the origins of Australian city planning and to explain the changes in ideas over time.
- Understand and discuss the opportunities and limitations of newer ideas about bioregionalism and ecological footprints.
- Discuss the sustainability of other Australian cities and to relate this to the planning of Sydney.

By the end of the Practicals component, students should be able to;

- appreciate the importance of group work.
- Work effectively in groups, and to understand why a group is working well or is not working well.
- Have developed their time management skills and have knowledge of ways to communicate this learning.
- Present a suitable Curriculum Vitae which can be developed once they leave the University of Sydney.
- Write a business letter.
- Present their work, using powerpoint, to government officials, etc.
- Write a Report (rather than just an essay).
- Link this particular topic with the lecture material on sustainability.
- Be capable of undertaking work on similar sustainability issues in the future.
- Be capable of preparing a covering letter, CV and performing well in a job interview once they graduate from the University of Sydney.

In 2006 33 students responded to the Unit of Study questionnaire produced by the Institute for Teaching and Learning at The University of Sydney (a 77% response rate). The response was very positive and it is clear that most students learned a lot, appreciated the course and were pleased with the efforts to make the course relevant and interesting. Significant changes between 2005 and 2006 included a choice of three essay topics rather than the previous two essay topics, a reduction in the number of tutorial papers from 6 to 3 and greater involvement by Phil McManus in tutorial teaching (this necessitated rearranging of other teaching commitments).

100% of students expressed satisfaction with the unit of study in 2006. 91% of students agreed or strongly agreed that they could “see the relevance of this unit of study to my degree”. These and other statistics were supported by personal comments on the back of the questionnaire and are consistent with surveys from previous years. One comment that occurred a few times was the enthusiasm for this topic and the desire to do something along these lines as Honours research.

In relation to feedback on all essays, tutorial papers and practical assignments in GEOG3521, detailed feedback that is given to students as quickly as possible after a student has completed a piece of work for assessment is probably the most important part of the learning process. “Feedback from the assessment was useful in helping me to learn” was supported by 84% of students, up from 71% of students in 2005. 82% of students believed that the assessment also enabled students to demonstrate what they had understood, and no student disagreed or strongly disagreed with this statement. In 2007 we will continue to meet high standards in this area and endeavour to ensure that all feedback is returned to students without unnecessary delays, and that the feedback encourages student learning.

One area for attention was the workload in the unit in 2005 and how this was modified in 2006. 2005 was the first year that the unit was run as a 6 credit point unit. While staff were seen as being responsive to student feedback (92% agreeing or strongly agreeing in 2005), it was only at the end of the semester that the workload issue was raised. It was not raised in the Student-Staff Liaison Committee during the semester. There was polarisation of opinion among students (the standard deviation was 1.134) on this issue. The issue was addressed in 2006 by reducing the number of tutorial papers from 6 to 3, thereby representing 1500 less words to be submitted during the semester. In 2006 there was again a division among students about the workload, although only 26% of students thought that the workload was too high and the standard deviation was still high at .92, but reduced from the 2005 figure. The written comments indicate that this was mostly to do with the Practicals project, which may indicate that some groups were not working as effectively as they should have been.

The feedback over many years has been encouraging, and changes to the unit of study in 2007 as a result of student feedback should further improve this unit. There will be a new practicals exercise, a slight restructuring of the material in Theme 2 to give greater emphasis to urban forestry, and updating of readings. I am also very pleased to have Nathan Wales involved in tutoring in 2007.

Finally, if students have suggestions for improvements we are happy to discuss them during the semester. It is desirable that where possible improvements happen this year rather than waiting until 2008.
Recommended readings associated with each lecture. Those readings marked with an asterisk are the most useful readings.

**Theme One: Concepts – Sustainable Development and Environmental History**

**24 July Introduction to the subject**


**25 July Sustainable Development**


**1 Aug Measuring Sustainability**


Astleithner F.; Hamedinger A.; Holman N.; Rydin Y.,(2004) Institutions and indicators – the discourse about indicators in the context of sustainability”. *Journal of Housing and the Built Environment* 19, 1 , pp 7-24


2 Aug  Environmental History

Theme Two: Cities and the Environment
8 Aug  The ecological impacts of ancient cities

9 Aug  The ecological impacts of Australian cities
City Exhibition Space (2001) Mobile Metropolis – Transport by Design, City Of Sydney, Sydney (available from Geosciences Library reserve)

15 Aug  Nature in the city

16 Aug The Urban Forest


Theme Three: Urban Form

22 Aug Ideal models


23 Aug Less than ideal practice


29 Aug New Urbanism and Smart Growth

30 Aug Population change and Australian cities

Theme Four: Bioregionalism and Ecological Footprints
5 Sept Introducing bioregionalism and the potential and limits of bioregionalism


* See also a special issue of *Futures* (May, 2006)38, 4, pp.379-518.

6 Sept  **Case Study: Cascadia**


Mazza, P. (1996) “Vision across the landscape: Toward ecocentric governance in Cascadia” in *Cascadia Planet* (cascadia@tnews.com and a copy is held in the Geosciences Library)

12 Sept  ** Ecological Footprint analysis**


13 Sept  ** Ecological Footprints and Sustainable Cities**


**Theme Five: Issues for Australian Cities and Sustainability**

19 Sept  **Air**


20 Sept  

Water

Week free from class contact (AVCC Common Week)

3 Oct  

Waste/Industrial ecology and eco-industrial parks

4 Oct  

Transport

Theme Six: Achieving Sustainable Cities?

10 Oct  

A sustainable legacy?  Mega-events (case study of the Olympic Games)
Dunn KM and McGuirk PM (1999) A competition between places: hallmark events, globalisation & Sydney in R Cashman and A Hughes (eds) Staging the Games: the Olympics, the Event and its Impacts, Centre for Olympic Studies, UNSW Press, pp. 18-34

11 Oct  

Processes facilitating sustainable cities in Australia

17 Oct  

Scale - body, dwelling, neighbourhood, village, city, region


18 Oct Scale – cities that contribute to sustainable development?


24 Oct Case Study – Perth


25 Oct Case Study - Newcastle
