**Designing Healthy Cities**  
Fall 2017  
Wednesday  BRR 5085  Livingston Campus  
10:20 to 1:20  
Professor: Anton C. Nelessen

**Office/Contacts**  
Professor Nelessen  
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**Teaching Assistant/Grader:**  
Teaching Assistant:  
Aretousa Bloom  
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The learning goals for this course are the following:  
- Expose students to a wide range of cities that through their actions have implemented a more healthy, sustainable, resilient life style. [Expand general planning knowledge]  
- Expose students to a wide range of good city form, mobility and nature integration options, including, pedestrianism and transit, mixed-use housing and other building typologies, parks, plazas and gardens. [Expand general planning knowledge]  
- Prepare students to understand the planning procedures, policies and design implementation that will make cities more healthy and sustainable. [Expand general planning knowledge]  
- Prepare student to understand the challenges and parallel opportunities generated by climate change, changes in demography, politics of decisions and psychological media programming [Values and ethics]  
- Prepare students to develop their specific vision for the cities in the future.  
- Prepare students to understand the current impediments to implementing healthy sustainable cities in the future.  
- Prepare students to make convincing and graphically interesting presentations. [Expand planning skills]  
- Create a class environment that encourages personal interactions and expands personal contacts.

**COURSE OVERVIEW**  
The future will be more urban with more people living in or dependant upon cities. How do we regenerate cities to make them more livable, safe, enjoyable, physically and mentally healthy? If you are excited by cities, if you enjoy being in cities and discovering new and interesting city places and might want to live in one, than this course will appeal to you. This course has been designed for those students who wish to have a base exposure to current successes and challenges of cities— informed as to what is possible, exposed to processes and standards that are feasible and reaching
into the future. This course is about setting the goals, exploring the opportunities and formulating policies to create a healthy, interesting, competitive, safe, walking and transit dependent, green, low CO2, affordable and sustainable future for the cities and towns. This course is a required for the new Urban Planning and Design Major.

The opportunities in designing healthy cities will be confronted with the new realities of political partisanship, resource depletion, population increases, climate changes, toxic migration, energy transformations, public and mental health issues and the growing disparity between rich and poor. This course will deal with the reality that in America we have the highest quantity of life but not the quality, this course will generate planning and design visions for the regeneration of cities. The course will start with an exploration of larger cities and end with specific characteristics of cities that make them places people want to live and work.

The course will focus on plans and policies, current and historic, that have applied to make cities more mobility balanced, sustainable and livable to meet the challenges economically and perceptually of the near and longer term future. The course will exposing you to a wide range of city and urban development types, infrastructure and civic places, internationally and nationally, that reflect the positive and some times negative planning, design, public policy and public health applications of urban environments. The course has been specifically designed as an in-class pedagogical experience to prepare you to formulate your own millennial vision for the evolution and growth of cities. Your vision will be expressed in your final presentation.

To prepare this final presentation, each week there will be focused lectures based on the theme of the week. The lectures will incorporate videos, reading, case studies, response discussions and short papers. For eight of the weekly presentations and topics, eight short individual response papers are required. These papers will be critical to formulate your final presentation and to help me understand what you understand and how your thought process is evolving.

Most of you are part of the Millennial generation who are between 17 and 34 years old. There are approximately 80 million of you now in the United States. By 2020 you will be the deciding voters. The baby boomers, born between 1946 to 1964, now 51 to 69 years old, were the generation which determined much of the urban form and policies we live with today and will continue to lose power and control.

Your visions for the future will become the reality of the future. That is why is it so critical that this urban future be explored now while you are in your formative years. The goal is to help you set you own personal vision as to what the city will be in the future.

During the course, there here will be discussions of readings, with responses selected a random from the class, number of focus groups, a final presentation focusing on one or more design and/or policy recommendations exposed to in the class. You will have the opportunity to present your ideas, policies and approaches to making cities more healthy, sustainable, environmentally responsible and livable. The final presentation will require images of good urban areas and/or new sustainable applications that will be developed and researched during the semester. This can be an individual presentation
or a team of **not more than four people**. There will be one final take home exam issued on the 12\textsuperscript{th} of December at 12:00 (noon) and due on the December 12th at 12:00 (noon).

**CONTACT**

Email the grader for the class first aretousa.bloom@rutgers.edu, then Professor Nelessen nelessen@rutgers.edu with any questions or clarifications. Appointment between 3 and 4 on Wednesday.

**ATTENDANCE/Absences** Per Rutgers University policy, all students are required to attend all classes during the semester, including those where other students are making presentations. According to new university regulations, students missing a class for any reason are required to notify the instructor in advance and to report the date and specific reason for their absence on the new university attendance website: [https://sims.rutgers.edu/ssra/](https://sims.rutgers.edu/ssra/). The Rutgers reporting system then automatically sends an Email to me. Rutgers University now requires us to include this absence reporting requirement on all course syllabi.

2 points from your average final grade will be deducted for each class missed without permission of professor which must be requested two days (Wednesday by 1:00 pm) before the class and granted one day before the class.

**GRADES** Your grade for this course will be based on the following distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>10%</td>
</tr>
<tr>
<td>Response Papers and Assignments</td>
<td>40% eight response papers at 5% each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>25%</td>
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</tbody>
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Assignments and exams will be graded from 0 to 100 points. The final grade will be the **average of all grades by proportion**.

- 92 to 100  A Exceptional
- 85 to 91.9  B+ Very Good
- 80 to 84.9  B Good
- 75 to 79.9  C+ Above Average
- 70 to 74.9  C Average
- 65 to 69.9  D Poor
- 64.9 or lower  F Failure

I will not give incompletes for the course unless there is an extraordinary documented excuse. If you receive a low grade on any assignment, you can resubmit it up to two weeks after it is returned. The final grade will be an average of the two grades. No T grades will be given.

**SUBMISSIONS** All assignments must be submitted in PDF format on SAKAI and follow this name convention: *Surname_ Assignment*. For the response papers, I will be looking for clean short answers to the questions; an understanding of the concept; understanding of the potential impact on the future design of cities and your personal interpretation of any future change. Because your academic and professional careers will rely on effective communication skills, writing will be graded on clarity,
effectiveness, spelling, grammar. Presentation will be graded on oral delivery, mastery of material and visual content.

**Lateness** All assignments are due at deadline posted. It is absolutely imperative that assignments be handed in on time. No excuses unless approved by Professor at the time of assignment or in an Email to nelessen@rutgers.edu on Tuesday prior to class day describing the circumstances.

The assigned short response papers are due and must be posted on Sakai on the Tuesday before the class by 1:01pm. A typed hard copy must be brought to class. Late submission of assignments will be penalized unless the student is able to document extraordinary circumstances (hospitalization, death, etc.)

Late penalties will be applied as follows:
- Up to one hour: 10-point deduction
- One hour to one week: 20-point deduction
- One week to two weeks: 50-point deduction
- More than two weeks: no credit

**PARTICIPATION** Students will be evaluated on leading the discussions and their contribution to class discussion and their part in building and maintaining an atmosphere of support, openness and encouragement. Anti-social behavior, such as bullying sleeping, distracting use of technology (texting is forbidden during class), or side discussions will results in penalties against participation grades and may result in removal from the classroom.

**The future will not wait** for you, nor can you waste the money spent for this course- my time and energy or yours. We need every person we can to focus on this critical and exciting problem and prospect.

**Academic Integrity** Please review the University’s Academic Integrity Policy http://academicinterfirtty.rutgers.edu/integrity.shtml
You cannot use someone else’s intellectual property without proper attribution. Plagiarism will not be tolerated and will result in breach of academic integrity and potential dismissal from the university.

Please Note: My policy for missed exams is to provide the opportunity to take the same exam outside of class time as soon as possible after the initial exam is administered. Because of the likelihood that the questions on the exam will be discussed with those students that have taken the exam, there will be a 7 point penalty which still allows a student to receive an A on the exam.

**Course Evaluation** It is important that you complete the on-line course evaluation. In the same way you expect a grade after the course, we expect all of you to evaluate the course. There will be a question on the final exam regarding this and you will have points reduced if you did not complete the course evaluation.
Reading for the Course: All students are required to read, digest and question all assigned readings. They will be a primary focus of the final exam. Readings are assigned with each week and are specially selected for that week’s assignment.

Highly Recommended
The Post Carbon Reader- Managing the 21st Century’s Sustainable Crisis edited by Richard Heinberg and Daniel Lerch
The Death and Life of the Great American Cities 1961 by Jane Jacobs
Millenial Make Over by Richard Winograd and Michael D. Hais
Generations: The History of America’s Future, 1584 to 2069 by William Strauss and Neil Howe
Green Urbanism: Learning from European Cities, Timothy Beatley
Ecocities: Rebuilding Cities in Balance with Nature by Roger Register
The End of Growth: Adapting to Our New Economic Realities, by Richard Heinberg

Videos: Review of any video seen can be reviewed by going to the Bloustein Faculty Page, Anton Nelessen, Videos

Meeting with Professor: You and your team members will be required to set up one meeting with Professor Nelessen during the course of the semester. Ideally this should happen after week five thereby allowing you to respond to the course material and discuss your thought on your final presentation. See the TA and Sakai for specific times

Equipment for Course
Final presentation in Powerpoint
1 Flash drive USB
1 digital and or video camera

Course Structure (Subject to change based on class discussion, reviews, time overruns etc.)

WEEK ONE September 6 “We got to be starting something” ‘Man in the Mirror” MJ
Projection: Images of Healthy Sustainable Cities

Beginning the Search for the Healthy Urban Future
Why Professional Focus on Visioning, Healthy Urban Design and City Planning
+ Introduction to each other
+ Background of Professor. PtP
+ Introduction and course overview
+ Review of student’s backgrounds and previous courses related to topic.

In-class Assignment: Completion of Place Exposure Form – Return in class next week

LECTURE/Presentations:
The Extraordinary Potential and Vision of the Millennials
+ Visioning -Bristol
+ The Millennial Vision
+ “The Millennial Byrne Vision from the Class of 2015” [Video] ...class response
+ How did we evolve to where we are? Urban evolution and how it is understood through Architectural History

+ Human/Urban Evolution: Life -600 million years age PpT
  - Fossil record 3.5 million years ago
  - Stonehenge – 2.6 million years age
  - Egypt 7,000 BC” [Video clip]
  - The Beginnings 35,000 years ago Lascaux, Dordogne, France Lascaux
  - Archeological Architectural structure 17,000 years ago
  - The Urban Evolutionary Spiral [Ppt].

+ Cave to Chapel – video clip
+ The Beginnings – video clip
+ The Urban Evolutionary Spiral [Ppt].

In-class
+ Focus group (time permitting)

Reading Assignment for this Week On Sakai on Resource Tab

The Past Determines the Future-Intro
Introduction to Visioning
Influences, Challenges and Opportunities - Historic Evolutionary Influences

ASSIGNMENT: Response Paper ONE due next week Tuesday by 1:01pm.

WEEK TWO September 13

“Heal the world”
In Search of Sustainable World Urbanism – Practices and Policies

IN-CLASS DISCUSSION
+ Responses from Readings
+ Place Exposure Form. (bring copy of your response paper to class)
+ Three to five word “tweet response” to image

LECTURE/Presentations:
+ Dutch clock - World Clock [Video]
+ Domaine (Tomorrow)
  “Housing and Village Plans for Mozambique” [video]
+ Testing Ten Policies for World Urbanism [video]

IN-CLASS DISCUSSION - Responses from the World Urbanism Policies Questionnaire (return completed form at end of class)

+ The Six Unassailable Urban Design Characteristics of World Cities – Lessons for American Cities:” [Ppt]

IN-CLASS - Response and discussion (time permitting)

Reading Assignment for this Week Resources-download Sakai, F17-202

“The Influence of World and National Population Growth and Shrinkage
“The Influence of Generations
“The Influence of Media

ASSIGNMENT: Response Paper TWO due next week Tuesday by 1:01pm.
WEEK THREE  September 20
IN-CLASS DISCUSSION – summary and response to assigned readings

ASSIGNMENT/DISCUSSION OF FINAL PRESENTATIONS  “Recommendations to make Cities more healthy and livable in the Future” The first part of this assignment is due at week seven of this course. See handout.

Plans for Revitalization in Light of Global Climate Change - Making Cities Safer and More Livable
Lecture/Presentations:
+ Glaciers Calving;
Impact of Global Climate Change in the Arctic - Barrow, Alaska
+ The Odyssey: Accommodating Climate Change in Guatemala
+ “Only Time will Tell” How Three New Jersey Towns Are Preparing for the Next Sandy;

+ Coastal Defense - Flood and Surge Protection Proposal for Hoboken / Jersey City,

Reading Assignment for this Week: Resources-download Sakai, F17-202
“The Influences of Climate Change
“Vision results for Cities Susceptible to Flooding

Assignment- Response Paper Three - due next week Tuesday by 1:01pm.

WEEK FOUR  September 27
IN-CLASS DISCUSSION – summary and response to assigned readings

Suburbia - the American Growth Pattern- is continuation possible and rational?
Lecture/Presentation
+ End of Suburbia
In class focus group
+ What American Wants
+ Redevelopment/Revitalization in a suburban setting. Case study – Overland Park, Kansas
+ The 25% Recommendations for a Healthier, Prosperous and Sustainable Future

Reading Assignment for this Week: Resources-download Sakai, F17-202
“Visions for Suburbia”
“Influences of Brands and Franchising”
“Influences of Suburban and Urban Form”
“Perceived character of Existing Places and Spaces - why are so many places perceived as negative, ugly and unhealthy

Assignment- Response Paper Four - due next week Tuesday by 1:01pm.

WEEK FIVE  October 4
IN-CLASS DISCUSSION – summary and response to assigned readings
Implementing the Future: Starting with Small Urbanizations - Form-based Building and Site Planning and Design Principles, Policies and Codes
Lectures/Presentation:
+ The Seven Land use Transects - Diagram and Visuals
+ Agricultural Urbanism
+ The 10 Principles to Plan and Design Small Communities
+ Components of City Form- Ideal Example: The Historic City: Stade Germany
+ New Town Center/Neighborhood Robinsville, NJ

In-class visual exam: The Transect Test
READING ASSIGNMENT for this Week: Resources-download Sakai, F17-202
“Visions for Small Towns, their Cores and Neighborhoods”
“The Influence of Political Power
“Measuring Feelings and Aspirations”

ASSIGNMENT- Response Paper Five - due next week Tuesday by 1:01pm.

WEEK SIX October 11
Discussion of readings (summary and discussion )
Set up meetings with professor for your final presentation
Streets and Transit How Great Streets, Transit and Bicycles transform the character of the city and can improve public health.

LECTURE/ Presentations: Urban Design- mobility and urbanism
+ “Transit Dependent Development- the three Transit transects and criteria for implementation”
+ “The Transit Based City” - video
+ “Considered Normal- The Bicycle Based City” - video
+ “City of Shared Streets”
+ “One Day in Brussels” (time permitting)
+ GROUP PRESENTATION FROM LAST YEARS CLASS
- “The Problem is Now”

Introduction to Street Sections

READING ASSIGNMENT for this Week : Resources-download Sakai, F17-202
“Visions for Mobility – Transit Dependent Development
“The Influences of the Car
“The Influences of Parking
“The Influences of Thoroughfares”

ASSIGNMENT- Response Paper Six - due next week Tuesday by 1:01pm.

ASSIGNMENT- Basic content and outline of our team’s final presentation - due in one week

WEEK SEVEN October 18
IN-CLASS DISCUSSION – Responses from readings (summary and discussions)
Submit outline of your team presentation
Pedestrians are the Heat Beat of the City.
Parks and Public Places: Positive People Interacting improving mental and physical health

LECTURE/PRESENTATION
+Social Life of Small Urban Spaces- video
+ Public Spaces:
  Highline,
  Broadway Transformation
+ Parking to Parks in New Brunswick
+ Lessons from Venice – Enhancing the Pedestrian Experience or One Day in Brussels”
+ Holocaust Memorial Park
+ GROUP PRESENTATION FROM LAST YEARS CLASS
- Green Streets in Manhattan

READING ASSIGNMENT:
No reading assignment- focus on your outline of your presentation
ASSIGNMENT: Response Paper Seven - revise order due next week Tuesday by 1:01pm.

WEEK EIGHT  October 25
IN-CLASS DISCUSSION – Responses from readings (summary and discussions)
Urban Revitalization, Regeneration, Redevelopment and Infill: Neighborhood and Small Town Redevelopment
Due: Outline of final presentation
LECTURE/Presentations:
+ The Differences between Redevelopment, Rehabilitation and Revitalization
Examples and Case Studies in Neighborhood Redevelopment
  + East Trenton infill and Rehabilitation Plan
  + Modular Housing
  + Bayside, Jersey City ;
  + 2-30 Montgomery - Mixed use High Rise

READING ASSIGNMENT:
Resources-download Sakai, F17-202
“Places Evolve in the Progression of Phases”
ASSIGNMENT- Response Paper Eight - due in one week Tuesday at 1:00 pm

WEEK NINE  November 1
IN-CLASS DISCUSSION – Responses from readings (summary and discussions)
Plans for Revitalization, Regeneration, Redevelopment and Infill: Urban Centers
LECTURE/Presentations: Case Studies of Urban Redevelopment:
Infill
  + Journal Square Final Movie
  + Journal Square, Jersey City, The Vision Part 3
  + Camden Downtown Plan + Final movie of model
  + Hudson Place, Hoboken or No Ho Redevelopment, Jersey City

READING ASSIGNMENT:
Resources-download Sakai, F16-201
“Visions for Urban Cores”

Assignment: Response Paper Nine – due next week Tuesday by 1:01pm.

WEEK TEN  November 8
IN-CLASS DISCUSSION – Responses from readings (summary and discussions)
Lottery for Presentations
Plans for Large Scale Revitalization

LECTURE/Presentation: Case Studies of Urban Redevelopment:
  + Roswell East
  + Oshkosh Redevelopment Vision Plan
READING ASSIGNMENT:
No reading assignment. Prep for Presentations

WEEK ELEVEN  November 15  Presentations - Group One  “Recommendations to Improve Cities: Making them more Healthy and Livable in the Future”

October 22 No class

WEEK TWELVE  November 29  Presentations Group Two  “Recommendations to Improve Cities: Making them more Healthy and Livable in the Future”

WEEK THIRTEEN  -  December 6  Presentations Group Three  “Recommendations to Improve Cities: Making them more Healthy and Livable in the Future”

WEEK FOURTEEN  December 13  -  Take Home Final Exam will be issued at 12:00 on Monday December 11 and will be due Wednesday December 13th 12:01 pm  This is a solo final. Anyone found copying, collaborating or plagiarizing on this exam will fail the class, regardless of previous grades. I want to know what you know and think not what someone else knows or thinks. Much of the final will focus on the readings and the response questions and final presentations.