University Studies Cluster Proposal Cover Sheet
For Academic Year 2009-2010

Cluster Proposed for: Environmental Sustainability

Title of course: International Green Building and Development

Course Number: INTL 399U

Proposing Faculty: Louisa Jenkins Brown

Cluster Coordinator: Joe Maser

Proposal Type:
___ Cluster Course to New Cluster
X ___ New Course to Cluster
___ Removal

Other clusters this course is assigned to:

Proposals are due to the University Studies office (CH 117) with 12 duplicate copies by Friday, November 9, 2007 so that they may be reviewed and forwarded to the UCC Committee for final approval.
OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S) ____________________________

DATE: 10/17/08

DATE: 10/17/08

CLUSTER COORDINATOR ____________________________

DATE: 10/24/08

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

THE ORIGINAL + 3 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 117) BY NOVEMBER 7 2008.

Proposals submitted by this due date will be reviewed for inclusions in clusters beginning in AY 2009 - 2010.

Signature ____________________________

Date 1/28/08

Signature ____________________________

Date 12/3/08
University Studies New Cluster Course Addition
PROPOSING FACULTY

Louisa Jenkins (Louie) Brown
School of Urban Studies and Planning

PROPOSED CLUSTER: Environmental Sustainability

1. THE COURSE

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION
International Green Building and Development, USP 399U

The term “green building” encompasses many facets of sustainable development from the use (or re-use) of sustainable materials in the construction of a building to ensuring access to transportation other than the automobile to the provisions for the reuse and recycling of materials when the building is occupied. The ideas surrounding green building have their roots in the international community, as evidenced by the many European and Asian examples of buildings and cities developed in a sustainable fashion. Thinking about green building does not stop with the completion of the building’s construction; it extends through the lifecycle of the building and considers its future redevelopment potential, as well as the effect it may have on buildings around it. This course surveys the green building movement from its roots in Europe to its dissemination worldwide and highlights its multi-cultural background. This class will take into account aspects of architecture and planning, urban design, transportation, and economics to gain a better understanding of the terms green building and sustainable development. The class will draw on worldwide examples of green practices to illustrate the concepts and local examples under construction to show these practices in action.

B. DEVELOPMENT
This is a new course under development.

C. AVAILABILITY
This course will be offered Winter and Spring Terms beginning in 2009 and will be a companion course to International Sustainability, Urban Design, and Human Health Connections: Implementing Health Impact Assessments for Smart Growth in the 21st Century.

D. PREREQUISITES
UNST 224 is the only prerequisite for this class.
2. COURSE OUTLINE

A. PRELIMINARY READING LIST:
A reader composed of current journal articles and chapters from the following books and websites:

- Kelbaugh, D. Common Place Toward Neighborhood and Regional Design
- McHarg, I. Design With Nature


- Week 1: Introduction and Formation of Groups for Group Project
- Week 3: Lecture and Site Visit to Portland’s Office of Sustainable Development
- Week 4: Readings and Lecture on the Principles of Green Building and a comparison of European, Asian, and US Standards
- Week 5: Lecture and Site Visit to developer’s office
- Week 6: Readings and Lecture on Implementation of Green Development Principles
- Week 7: Lecture and site visit to architect’s office
- Week 8: Readings and Lecture on Critiques of Current Approaches to Green Building and Green Development – Who is the Greenest Country?
- Week 9: Lecture and Site visits to Building under construction
- Week 10: Site visit to South Waterfront and Class Presentations
- Finals Week: Class Presentations

3. GENERAL EDUCATION GOALS

A. COURSE CONTENT & SUITABILITY FOR CLUSTER
The built environment presents a set of complex challenges in terms of its impact on our environment. With its roots in European and Asian models, green building practices are lessening the built environment’s overall impact and are changing the way that we think about new development here in the US. Sustainable development and green building practices have taken a more main stream role in US cities, so much so that they are becoming the norm rather than the exception; even with this surge in
interest, though, US cities are still lagging behind their European and Asian counterparts. Understanding the concepts and practices of sustainable development and green building is key component to environmental sustainability world wide.

B. UNST GOALS

Inquiry and Critical Thinking: The site visits and the group project will address this goal through the application of principles into a real-life situation.

Communication: The group project and its final presentation will include both a written component and a graphic presentation. In addition, gaining an understanding of the language of design and construction will enhance not only the understanding of sustainable development, but also the broader picture of the impacts that we have on our environment.

Diversity of Human Experience: Because green building is rooted in a European model and has a greater presence in current Asian development, understanding the different levels of integration will help to understand its successes and failures both nationally and internationally. In addition, exposure to an understanding that the many different roles, from the concrete truck driver to the banker, and their individual impacts that are critical to a project under construction will is universal will provide real-life experience.

Ethical Issues and Social Responsibility: Understanding the amount of resources it takes to construct and operate a building, from the architect’s original sketch on the back of a napkin to the way that tenants use the structure is a step towards understanding the finite-ness of our resources, from our land and water to our fossil fuels and land-fill space. With this understanding, students will be able to make informed choices about how they want to live their lives.

C. CLASSROOM ENVIRONMENT

This class seeks to combine both lecture and field trips for students with time spent understanding the principles and practice of green building; visits to developers’ and architects’ offices, sustainable material suppliers, and construction sites will enable students to see the principles of green building in different stages of building projects. In addition, student participation in a community project will endeavor to give them experience in tracing the use of materials and their impact on the surrounding environs.