

FR3.40.12 Zoning and (un)Sustainability in the St. Louis Region: A Critical Pedagogical Approach

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The perfection of the 'new urbanism' was the original urbanism for many urban centers and older, inner ring suburbs across the US. These communities contained many of the features the new calls for sustainable communities are claiming as necessary. As full-service neighborhoods, these locations provided a range of housing choices for a range of income levels, including live/work options. They additionally accommodated green/recreation space and population density to support local retail and a public transportation network, in addition to providing an appropriately scaled, walkable environment. White flight, fueled by federal, state, and local land use planning and policy, created starkly segregated populations by race, ethnicity, and class, often resulting in the depopulation of city centers, unsustainable sprawls, and stark differences in the "geography of opportunity." Colin Gordon and others have documented how land use practices have further exacerbated this rate of decline in many post-industrial cities and regions, specifically St. Louis. This paper presents a critical pedagogical approach to these failures of planning. How does one approach the practice of zoning through the lens of sustainable, equitable development? This question was posed, separately, to a class of graduate social work students and an entry-level graduate planning class. Using carefully selected municipalities in St. Louis County, students were asked to examine the land use patterns and zoning practices and determine the extent to which these communities functioned in an equitable/sustainable manner. This paper reports on the process and products of this learning activity, and presents a framework for a "zoning report card" that scores the land use practices of communities for sustainable, equitable development in an attempt to establish a set of best practices for communities.

FR3.40.12 Sustainable Community-Based Learning: Engaging Undergraduates across a Four-Year Sustainability Curriculum

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This paper describes how to scaffold student community engagement in sustainability-related courses across a 4-year curriculum. With environmental justice at the heart of sustainability-related curricula, combining sustainability education with community-based learning in itself creates powerful transformational learning opportunities for students. When students experience those opportunities each year, the potential impact for transformation grows exponentially. However, community-based learning opportunities are frequently relegated to Capstone courses in the senior year. I argue that the role of community engagement in a course should parallel both developing student understanding of complex sustainability issues and student capacity to apply that knowledge to multiple contexts throughout their education. When scaffolded, community-engagement projects provide a supportive and structured platform where students develop and then integrate their abilities to analyze sustainability-related issues, assess the implications of action for diverse stakeholders, and communicate across differences in values and cultures. Through these transformative projects, students develop a deeper understanding of course content, build a better understanding of the complexities of meaningful

and responsible community engagement at local and global levels while gaining transferable knowledge and skills. An emphasis on community engagement and civic agency provides students the opportunity to apply their knowledge to any area or problem utilizing a sustainability lens. This paper describes the 20-year development of a sustainability curriculum rich in community-based learning opportunities in the University Studies general education program at Portland State University. It is of interest to educators looking for a place to begin within their own curriculum as well as Chairs and Deans looking to integrate sustainability and community-based learning into their programs.

FR3.40.12 Go Green For Longer Lifespan and Improved Quality of Life

Presenter: William Riggs, Cal Poly-San Luis Obispo (wriggs@calpoly.edu)

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Can a green multi-modal transportation policy improve health in cities? Auto-dependent American cities are ruining lives. Not only are people living in multi-modal green cities more likely to live longer; their quality of life has been shown to be significantly better, with lower rates of obesity, and better overall health. We found this by adopting and updating Harvey Molotch and Richard Appelbaum's ground-breaking, award-winning methodology based on a comparative analysis of 148 semi-autonomous medium-sized cities in the U.S. Using both bivariate and multivariate analysis we found powerful statistical evidence that increasing multi-modal transportation options improves health more than any other sociological, geographical, and economic control variables, including race, density, and income. The most consistent indicator of urban health of all the variables controlled for was automobile use. All five health indicators show a strong positive relationship between carbon-reducing multi-modal transportation: Gallup/Healthway's Overall Health and Healthy Behaviors scores; the Center for Disease Control's Year Potential Life Lost, and percent obesity; and EPA emissions. We find that cities with greater mobility options means less air pollution; more walking to bus and rail service; and more personal social networks that improve health. We also find cities with improved multi-modal transportation options are also ranked as having better quality of life in terms of leisure and life evaluation. Seventy five percent of our green cities are located in states that voted for President Obama. Political candidates run on radical platforms that would eliminate the local, state and environmental protections. Perhaps candidates should accept the fact that environmental protection rules improve life and make cities desirable, rather than waste time selling bad ideas that hurt workers, neighborhoods, and our overheated Earth.