

## **Sunset Golf Course: A Case Study about Planning for Resiliency in North America**

*Negotiating development pressures and environmental sensitivity in Southeast Florida*

Case Study Teaching Plan

MIT School of Architecture + Planning

STL Lab Case Study Initiative

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### **OVERVIEW**

#### **Principal Investigators**

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#### **Case Study Production**

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#### **Case Synopsis**

This case details the real story of a golf course redevelopment project in Hollywood, Florida, USA. The Sunset Golf Course owner wants to develop the property, and a developer has proposed three schemes. Community residents are concerned about overdevelopment in the neighborhood. Regional considerations, especially climate change and other environmental impacts, complicate matters. The story of Sunset Golf Course is used to showcase the issues of land use planning and real estate development in a highly environmentally sensitive area of southeastern coastal Florida, which is experiencing intensive and increasing flooding, saltwater intrusion, and other environmental impacts related to climate change. In addition to the environmental pressure, Broward County, which encompasses the city of Hollywood, is experiencing development pressure as population continues to rise in the area. The case's first half describes the local controversy surrounding the Sunset Golf Course, and the second half focuses more broadly on the regional context of climate change - related impacts. The case examines the proposal from several different stakeholders' points of view, including residents, developers, the City government, and several regional actors.

### **Target Group**

This case is appropriate for graduate students in urban planning, environmental planning, real estate development, and architecture.

### **Learning Objectives**

After completing the case and participating in the group discussions, students should understand that effective resiliency planning should be regional, cross-disciplinary, and long-term, and that local / discipline-specific decisions should take into consideration all stakeholder needs and impact beyond the project site.

## **USING THE CASE STUDY**

The case study is only available online, presented in a new interactive multimedia format being pioneered by the MIT Case Study Initiative. The case study is designed to be accessed through the Google Chrome browser only. Chrome can be downloaded free of charge [here](#).<sup>1</sup>

The case study should take students an average of 60 minutes to complete. It is suggested that professors/instructors assign the case as pre-work to be completed in advance of an in-class discussion and workshop.

### **Navigation Instructions:**

After a brief user tutorial, students should click “Begin” to start. A short video, taken from local news, will begin playing automatically. Students will then move through the case using the main navigation buttons at the bottom center of the window. Clicking “Next” will move students to the following chapter, while clicking “Prev” will take them to the previous chapter. Each chapter contains a piece of “core” media, which is full screen, and a series of pieces of supplemental, or “tiered” media, which can be accessed by clicking on the icons on the top right hand of the window. Each chapter contains different pieces of “core” and “tiered” media as outlined below.

Clicking on the button between “Prev” and “Next” will show a menu of the Chapters in order, and when hovering over each piece of core media, the tiers associated with each of them will appear.

Since the case study is in beta version, several functions are still being developed - including Closed Captioning, the “All Media” button, and a few others.

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<sup>1</sup> <https://www.google.com/chrome/browser/>

## Case Outline

Chapter	Core Media	Tiered Media
1	Local 10 News Segment <i>Video - 2:39</i>	
2	Case Introduction <i>Text</i>	
3	The Neighborhood <i>Video - 2:23</i>	Satellite Map
		Yelp Review
4	The Property <i>Interactive</i>	Property Fact Sheet <i>PDF</i>
		Score Card <i>PDF</i>
5	CD Development's Three Design Proposal Options <i>Interactive</i>	CD Development Building <i>Renderings</i> <i>Photo Gallery</i>
		Proposal Specifications Sheet
6	Beyond the Property <i>Text</i>	Neighborhood Housing Stock <i>Data</i>
		Demographics <i>Data</i>
		North Central Economics <i>Data</i>
		Section 8 & 202 Housing in North Central <i>Data</i>
7	Activity 1	
8	Response to the Proposal - Stakeholder Reactions <i>Video - 6:20</i>	

9	Flooding and Water Management <i>Text</i>	Sunset Golf Course and Water Management <i>Video - 2:00</i>
		Controlling Water <i>Text</i>
10	Water Management in Broward County <i>Video - 4:12</i>	
11	Regional Climate Change <i>Text</i>	Sea Level Rise Viewer <i>Interactive</i>
		Climate Change Observations <i>1:07</i>
		Images of Flooding <i>Photo Gallery</i>
		Ground Water & Salt Water Intrusion <i>Map</i>
		Storm Surge Flood Extents <i>Map</i>
		FEMA Flood Hazard Areas <i>Map</i>
		1964 Vintage Florida Atlas <i>Map</i>
12	Broward County <i>Video - 1:30</i>	
13	South Florida & Broward County - Regional Characteristics <i>Text</i>	Everglades Restoration <i>Primary Source Document</i>
14	Response to Climate Change <i>Text</i>	Real Estate Developer's Response <i>Video - 2:45</i>
15	Options for Sunset Golf	Residents' video - Options for

	Course Development <i>Video - 3:30</i>	Sunset <i>Video - 1:09</i>
16	Activity 2	
17	Planning, Decision-Making, and Resiliency <i>Text</i>	

## TEACHING PLAN

A 45 - 70 minute class could be structured in the following way:

1. Class discussion (suggested discussion questions below): 20 - 40 minutes
2. Small Group Workshop: 10 - 20 minutes
3. Culminating Discussion: 10 - 20 minutes
4. Wrap-Up and Summary: 5 minutes

### Questions for Class Discussion

1. Who are the stakeholders in the development of the Sunset Golf Course? Of those stakeholders, whose voices are included in the case? Based on your experience with and knowledge of urban development, whose are missing?
  - a. Draw out local – City of Hollywood – versus regional – Broward County, and beyond.
  - b. Some key missing voices:
    - i. Affordable housing advocates
    - ii. Community developers / community –based organizations
    - iii. Community leaders that are representative of other ethnic, age, and other demographics in the neighborhood
    - iv. Politicians – Local, Regional, State, Federal
    - v. Environmental advocates
2. What underlying forces, pressures, and influences are each of those stakeholders responding to?
  - a. For example:
    - i. Save Sunset Golf Course resident activists – densification pressures
    - ii. Other Hollywood residents – we don't know, but what might we guess?
    - iii. City of Hollywood planners: budgetary constraints
    - iv. Broward County
    - v. Developers: \$\$
    - vi. Politics
3. What are some tools and trends currently used by planners and developers to make decisions about the best use for a developable parcel? Define them for the class as they come up.

- a. Land use zoning
  - b. Insurance rates
  - c. Approval process for the city
  - d. Transit-oriented development
  - e. Smart growth
  - f. New urbanism
  - g. What else?
4. If you were charged with recommending processes for deciding how to develop Sunset Golf Course, would you use any of the above mechanisms? Why or why not?

### **Workshop Agenda**

The case authors suggest that currently available and en vogue planning tools and trends do not take into account the environmental forces at play in Broward County (or in other environmentally sensitive areas). Given that reality, what new ideas can we brainstorm that might be better suited for making decisions about what to do with Sunset Golf Course?

1. Break students into groups of 4-5 people.
2. Ask students to begin brainstorming together – working collaboratively – how they might re-write policy, develop a community organizing strategy, design a new structure, or develop another strategy that would help the City of Hollywood figure out how to plan for a good use for the Sunset Golf Course parcel.
3. Professors may want to print or point students to some additional resources to have on hand, but only if necessary (and if it will not distract students from working on their own ideas) - such as the Broward Next Plan or documents from the Regional Climate Compact.

### **Questions for Culminating Class Discussion**

1. What conditions would you build off of to implement some of your ideas?  
In addition to the students' ideas, instructors might suggest: Some things to bring up:
  - i. Progressive county government
  - ii. Climate change mandate
  
2. What would need to change in order to implement some of your ideas?  
In addition to the students' ideas, instructors might suggest:
  - i. Anti-climate change politics

- ii. Insurance policies
  - iii. Regulations on developers
  - iv. Regional coordination
3. What are some of the key challenges here?
4. What is the ideal course of action for the parcel and what's standing in the way of implementing that approach? In addition to the students' ideas, instructors might note:
- a. Disciplinary boundaries – the siloed nature of environmental planning vs. economic analyses.
  - b. Environmental systems don't adhere to property lines. Planners need new tools and protocols for developing with this reality in mind.
5. What can you take away for your own future practice as planners?

#### **NOTES FROM PREVIOUS USERS**

Previous users have found it confusing that students change their answers between Activities 1 and 2. However, this is precisely the point. A key learning objective for the case is to show students that their recommendations may change when they take broader issues--such as regional impact--into consideration.

The case study team is aware that all voices of residents and other stakeholders are not represented in the case, and students are encouraged to think more broadly, and consider any missing constituencies and why they may not be involved in the development of the Golf Course. As practitioners and experts know, those who are involved in community meetings in a neighborhood are often not fully representative of all residents. Students are encouraged to think of ways the City of Hollywood - and other municipalities - might overcome this unevenness.

## BACKGROUND READING

### Primary Documents

The Southeast Regional Climate Change Compact documents:

Accessed October 2017 <http://www.southeastfloridaclimatecompact.org/compact-documents/>

Broward Next, Broward County's Land Use Planning Process: Accessed October 2017 at

<http://www.broward.org/BrowardNext/AboutBrowardNext/Pages/default.aspx>

### Articles

Goodell, Jeff. "Miami: How Rising Sea Levels Endanger South Florida," *Rolling Stone*, June 30, 2013. Accessed October 2017 at <http://www.rollingstone.com/politics/news/why-the-city-of-miami-is-doomed-to-drown-20130620>

Corum, Jonathan. "A Sharp Increase in 'Sunny Day' Flooding," *The New York Times*, September 3, 2016.

Interactive piece: Accessed October 2017

<http://www.nytimes.com/2016/09/04/science/flooding-of-coast-caused-by-global-warming-has-already-begun.html?smprod=nytcore-iphone&smid=nytcore-iphone-share>

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Reid, Andy. "Florida's Building Boom Should Put More Homes on Less Land, Study Says," *The Sun Sentinel*, September 15 2016. Accessed October 2017 at

<http://www.sun-sentinel.com/news/florida/fl-development-warning-for-florida-20160914-story.html>

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