

COURSE OUTLINE

Introduction

This course explores the connections and interactions between people in community, and the built environments and ecological bioregions in which they live. Students will examine how these connections and relationships shape and influence their relationships with others, their sense of identity, their ethical frameworks, and their lifestyles.

The course will introduce students to the rich body of place-focused work from a host of disciplines, including design, social work, geography, anthropology and eco-psychology. In the light of emerging and critical issues such as peak oil, climate change, and social and economic injustice, citizens in cities and towns around the world are coming together to create exciting new processes to chart a transition to more sustainable communities, economies, and lifestyles. These processes integrate design, governance, economic development, spirituality, leadership and capacity building, and our relationship to nature. This course will explore these evolving relationships of people to the places they inhabit, locally and globally.

Students will be exposed to a number of theoretical, experiential and practice-oriented ideas, concepts and resources that facilitate their understanding of the relationships between people and place, including sustainability, complexity, social economy, biophilia or “love of life”, bioregionalism, generational environmental amnesia, and social economy.

Objectives

- Students will learn to deepen their understanding of place and sharpen their skills in becoming a more reflective citizen and professional through writing, reading, sharing in reflection groups, experiential practices, field exposures, and class exercises.
- The course will facilitate students to explore the connections between their own personal narrative, their community relationships, and their bioregional location around environmental themes and turning points.
- Participants will also explore how these ideas may be helpful in developing a framework for application in their specific area of practice, whether it is environmental management, architecture, industrial design, community planning and design, clinical or organizational social work and leadership.

Teaching Approach

The course incorporates a variety of teaching and learning approaches and includes lectures, group and individual reflection, and field-trips. The course is co-taught by EVDS and Social Work instructors. Sessions will be lead by one faculty member and normally the other faculty member will participate in each session. The course is designed to facilitate diverse learning styles. Reflective learning whereby students apply critical and creative thinking to the topics in the course will be encouraged. Field assignments will provide a hands-on and experiential element to the course.

Content: Topic Areas

Monday

- Introduction to People and Place
- Reflective Exercise – Our Home Place; Place and Personal Identity
- The Big Picture – The Crisis of Our Time and What’s Place Got To Offer
- TVO-Jeremy Rifkin – The Empathic Society; PBS – Geography of Hope with Chris Turner

Tuesday

- Our Place in Nature – Biophilia and Nature Deficit
- Book Club
- Field Trip – East Village, Fort Calgary, Inglewood

Wednesday

- Wendell Berry and Resilient Communities
- Richard Heinberg – Peak Everything and the Transition
- Sustainable Cities – Curitiba, Brazil
- The Cuban Transition – Lessons for North America?

Thursday

- The Social Economy – A Palce-Based Alternative Economic Model
- Place Theory – from Geopolitics to Belonging
- Book Club
- Sustainable Cities – The Portland Experiment

Friday

- Transition Movements – Calgary’s Experience
- Wade Davis and Tomas Berry – Spirituality and Place
- Book Club
- Place in My Research and Career: One Students Story
- Learning Moments & Course Evaluation

Means of Evaluation

The course evaluation will be based on three written assignments. Assignment 1 is a review of a book chosen from the suggested reading list. Assignment 2 is a discussion paper based one of a number of potential field experiences. Assignment 3 is a reflective paper based on journal entries kept during the course. Students must achieve a passing grade in all assignments to complete the course successfully.¹ The EVDS standard grading scale will be used in all evaluations for this course.

Book Discussion	30%
Field Experience Discussion Paper	30%
Reflective Paper – People and Place and My Professional Practice	30%
Class Participation	10%
Total	100%

Assignment 1: Included in this Course Outline is a set of Recommended Readings. The list includes both fiction and no-fiction. For assignment 1 chose one of the readings and write a 1000 word discussion of the book and its relation to how people shape places and how places shape people. Books can be obtained from the library, you

can purchase a copy for yourself or they can be borrowed from the instructors. Please confirm your choice with the instructor. You will be discussing your book during the course so **please have the book read by May 14**. You do not have to complete the written assignment until the following week.

Assignment 2: There will be a number of field assignments available for this course. Something Old and Something New: Glenbow Museum Blackfeet and Maverick Exhibits, Inglewood and East Village is a field trip all students will be expected to experience. Students can choose to write on this field experience for assignment two or take part in other opportunities available in the city in the Spring course time period. Other eligible field experience options will be made available to students before the start of the course.

Assignment 3: All students will be asked to keep a journal during the course. Assignment three will be a 1000 word reflection on your professional practice in light of what you have learned in this course. It should include discussion of 'sparkling moments' or 'Ah-Ha' moments experienced in the course.

Class participation will be evaluated on the basis of class attendance, engagement in class discussions and review of assigned readings.

Readings

See attached Book Reading List

Other articles, reports, papers presentations and supplementary readings lists relevant to specific topics in the class will be posted on Blackboard.

Notes:

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor.
2. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. (<http://www.ucalgary.ca/drc/node/46>) Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)

7. Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/su-structure/contact-info>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).

Distribution of Grades

A+ 4.0 Outstanding

A 4.0 Excellent – superior performance showing comprehensive understanding of the subject matter

A- 3.7 Very good performance

B+ 3.3 Good performance

B 3.0 Satisfactory performance

B- 2.7 Minimum passing performance

C+ 2.3 Unsatisfactory performance

The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program.

A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade.

All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.