

EVDS 601/ARST 483 Conceptual Bases in Environmental Design

Fall 2015 (Half course)

Wednesdays 18:00-20:50
Room PF 2160
Breakout Rooms: PF 3177, PF 2110, PF 2140, PF 3176, PF 4140

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TAs: TBD

Introduction

Environmental design is an interdisciplinary approach to the analysis, conceptualization, design and execution of interventions in human and natural environments at a variety of scales – from object to the globe. These interventions affect policy, process, practice, and physical space. The course will focus attention on the underlying processes by which social, ecological, and spatial systems are shaped and evolve through human intervention in environments. This course will first introduce students to key conceptual bases and ways of thinking for an interdisciplinary environmental design. Then, students will be asked to explore and apply those conceptual bases by researching, analyzing, identifying problems, and proposing environmental design solutions at different scales for select global cities.

Objectives

1. Students will be able to critically discuss and articulate a range of conceptual bases for environmental design.
2. Students will be able to articulate their own understanding of the conceptual bases for environmental design, and position their understandings in relation to prominent positions and debates within the field, and practices within their current and future professions.
3. Students will develop analytic skills and be able to examine and propose design interventions, articulating the nature of the intervention, key elements of the intervention, and its critical design issues.
4. Students will improve their critical, creative and professional communications skills, including written, oral and visual communication.

Teaching Approach

This course will introduce students to a range of theoretical and professional perspectives on environmental design represented within the Faculty and beyond. This material will be introduced, discussed and debated through lectures and discussion, videos, readings, small group work and discussion, and environmental design exercises. Typically, a lecture will be followed by small group discussions on the lecture and the week's assigned readings. A variety of assignments will help students develop their own concepts and approach to environmental design. The course will introduce students to examples and case studies of research and design interventions at a variety of scales. The course will be assessed through equal amounts of individual and group work. Group work will be oriented to analysis and design solutions for select global cities; individual work will be reflective on the conceptual bases for environmental design and their application in the course.

CACB Student Performance Criteria (for architecture courses only):

The following CACB Student Performance Criteria will be covered in this course at a primary level: A1.Critical Thinking Skills; A2.Research Skills; A4.Verbal and Writing Skills; A5.Collaborative Skills; A7.Cultural Diversity; D2.Ethics and Professional Judgment. Other criteria will be covered at a secondary level.

Course Expectations and Means of Evaluation

Students will be expected to attend all lectures, discussion sessions, and group meetings. Students will also be expected to read assigned readings and come to class prepared to discuss the issues and concepts raised in the readings. Discussions will be respectful of all opinions. All papers are to be properly referenced using the *Chicago Manual of Style* format (see www.chicagomanualofstyle.org). If you are unsure about citations, please refer to Plagiarism section at the end of this syllabus. Students who have difficulties with writing are referred to the University of Calgary's Writing Centre (<http://www.ucalgary.ca/ssc/writing-support>).

Students must complete each of the course assignments in order to pass this course. There will be no final exam. Quality of writing (spelling, grammar, clarity) or other forms of communication will be a component of the assessment of all assignments. Refer to handouts in class for further details. The grade breakdown and assignments are as follows:

1. Participation 20%

This includes participation in lectures and discussions, as well as group meetings. A portion of this grade will be influenced by peer assessment of group work, discussions, and essay peer review.

2. Conceptual Bases Reflection 15%

This 4-5 page (1000 word) essay reflects on the first five weeks of lectures and discussions on the conceptual bases of environmental design. Draft Due October 5; Peer Review Meeting, October 7; Final Essay Due: October 12

3. City Analysis 15%

This first part of the group project involves using different approaches to understanding the urban space of the group's assigned global city. Each city will be analyzed according to the conceptual bases explored in the first half of the course, though research in the social, cultural, economic, ecologic (etc.) factors that characterize the particular city. Each group's findings will be presented to the entire class in a ten-minute presentation. Presentations will identify at least three potential environmental design issues for the team to tackle in the second presentation. Presentations will be graded on content, clarity, continuity, and visual communications. Presentations: October 28

4. City Solutions Presentation 25%

Continuing in the same groups, students will develop further analysis one or more environmental design issues present in their global city, and propose environmental design solutions for those issues. Solutions will address the implications of design decisions across scales. Presentations will be graded on content, clarity, continuity, and visual communications, in addition to the care, thoughtfulness, viability, and sense of the proposed design solutions. Presentations: November 18 or 25, depending on group.

5. Final Paper 25%

This 8-10 page (2500 words) individual essay reflects on the conceptual bases of environmental design in relation to their application in the group projects. Students will be asked to take at least one idea or design proposal from the group presentations (their own, or others) on global cities, reflect on its relationship with conceptual bases discussed earlier in the course, and consider it through one of two possible lenses: how it could be applied in your home city today? or, how it will be a crucial basis for your own environmental design practice over the trajectory of your career, with a focus on the year 2040.

Course Readings

Readings are TBD. There will be readings each week that must be completed by the time of class. All readings will be made available through the course D2L site.

LECTURE AND DISCUSSION SCHEDULE

Note:

Class meetings are typically divided into a lecture portion (6-7:30 pm) and a discussion group portion (7:30 -9 pm)

Week 1, September 9

Introduction to the Course

Lecture: Environment (Noel and Dave)

Discussion Groups: Introductions; global city choice

Week 2, September 16

Lecture: Design (Barry and Josh)

Discussion Groups: relevance of “environment” and “design” to global cities

Week 3, September 23

Lecture: Design Matters Speaker Series

Week 4, September 30

Lecture: City (Bev and Greg)

Discussion Groups: relevance of “city” to global cities

Week 5, October 7

Lecture: Region (Mary-Ellen and Paul)

Discussion Groups: Peer review of Conceptual Bases Reflection Paper

BLOCK WEEK—NO CLASSES on October 15 (Design Matters lecture with David Gissen)

Week 6, October 21

Lecture: Pre-Carbon and Post-Carbon Cities (Dave and Noel)

Discussion Groups: Workshop on solutions for global cities

Week 7, October 28

Presentations: city analysis of global cities

Week 8, November 4

Lecture: Design Matter Lecture TBD

Discussion Groups: relevance of “equity” to global cities

Week 9, November 11

NO CLASS DUE TO REMEMBRANCE DAY

Week 10, November 18

Practice presentations and crits

Week 11, November 25

First week of final presentations and reviews

Week 12, December 2:

Second week of final presentations and reviews

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. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
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>).
8. At the discretion of the instructor, assignments submitted after the deadline **may** be penalized with the loss of a grade (e.g.: A- to B+) for each day late. The following equivalencies (the University of Calgary has no official percentage scale system) will be used in calculating grades:

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

9. A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript. Final grades will be reported as letter grades, with the final grade calculated according to a 4-point range. Assignments will be evaluated by percentage grades with their letter grade equivalents as shown.