

COURSE OUTLINE

Introduction

This course explores the connections and interactions between people in community, and the built environments and 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.

Students will be exposed to a number of theoretical, experiential and practice-oriented approaches 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.

Overarching Themes of the course are:

Our Place in Nature
Sense of Place and the Built Environment
Advocacy and Action for the Places we Want

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’ exploration of the connections between their own personal narrative, their community relationships, and their bioregional location.
- Students will also explore how these ideas may be helpful in developing approaches to 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, case studies 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.

Daily Schedule

Monday

- Introduction to course
- Reflective Exercise: Home place, place and identity
- Portland model of urban sustainability
-
- Making Calgary: Field Trips Inglewood and NE Calgary 36th Street Corridor

Tuesday

- Place theory: the crisis of our time and what place has to offer
-
- Curitiba, Brazil and Cuba – Two Latin American experiences of Place-making

Wednesday

- Economic Democracy and The Social Economy
- The Mondragon Model
-
- The Politics of Place – Advocacy Strategies
- The Abolitionists
- Tzepora Bermann and Environmental Action
- Bill McKibben and 350.org
- Naomi Klein: This Changes Everything

Thursday

- Our Place in Nature, Biophilia; Environmental Amnesia; Child's Play; Nature Deficit Disorder
- Biophilia & Educational Approaches for Building Citizen Engagement
-
- The Shifting Energy of Place: The transition to a post-carbon world
- The German Transition
- Alberta's Awakening

Friday

- Mark Jacobson. Is 100% Renewable Energy Achievable
- Spirituality & Place; ancient cultures' & "land"; community in Bali, Indonesia or Ethnosphere with Wade Davis (Sacred Balance). Wendell Berry and Resilient Communities
-
- Place & Personal Identity: Reflecting Processes
- Learning Moments & Course Evaluation

Means of Evaluation

The course evaluation will be based on three written assignments. Assignment 1 and 2 are reviews of assigned books. Assignment 3 is a reflective paper whereby students make a personal and professional commitment to Place.

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.

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| Book Discussion 1: Becoming Animal | 30% |
| Book Discussion 2: Oil and Honey | 30% |
| My Commitment to Place | 30% |
| Class Participation | 10% |
| Total | 100% |

Assignment 1: Becoming Animal: For assignment 1 chose one theory and one fiction-non-fiction readings and write a 2000 word discussion of the books and its relation to how people shape places and how places shape people.

Assignment 2: Oil and Honey: Remaking Calgary. 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. 2000 words

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

Two Assigned course books.

Other articles, reports, papers presentations and supplementary readings lists relevant to specific topics in the class will be posted on D2L.

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

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 will be used in determining grades: A+ (92-100); A (87-91.9); A- (82-86.9); B+ (77-81.9); B (72-76.9); B- (67-71.9); C+ (62-66.9); C (57-61.9); C- (52-56.9); D+ (47-51.9); D (42-46.9); F (0-41.9).

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.