



COURSE OUTLINE
SUSTAINABLE CITIES

Lectures: Wednesdays, 14:30-17:20, in room ELL 160

Office Hours: Thursdays, 15:00-17:00, in DTB B210

Contact: camo@uvic.ca

COURSE DESCRIPTION

This course grapples with the daunting challenges facing contemporary cities and opportunities for promoting more “sustainable” -more healthy, inclusive, equitable and resilient - paths forward. Blending theoretical reflection and practical case analysis of innovative local and international sustainability projects, we explore how we might create vibrant places that would allow us to live, get around, build, work, and engage with others in socio-culturally, economically, and ecologically responsible and regenerative ways. In the midst of great pessimism, the course takes a critically optimistic tone, focusing on creative visioning and marking out promising pathways to a brighter future while recognizing the significant barriers in the way. The three-hour format lends itself to a variety of pedagogical approaches. Along with lectures and group discussions, the course will feature field excursions, guest speakers, and workshops.

KEY THEMES: sustainability, community, urban development, (urban) political ecology, mixed-use, green building, active transportation, urban ecology, climate resilience, local food, sustainability indicators, sustainability education, governance

REQUIRED AND / OR RECOMMENDED TEXT(S)

The following text is required and is available to UVic students (for free) as an [Open Access](#) read (through Cambridge University Press).

Elmqvist, T., Watkins, M., Bai, X., Frantzeskaki, N., Griffith, C., Maddox, D., McPhearson, T., Parnell, S., Romero-Lankao, P., and Simon, D. (Ed.s). 2018. *Urban Planet: Knowledge Towards Sustainable Cities*. Cambridge, UK: Cambridge University Press

Other required readings (journal articles, book chapters, and other sources) will be available online (for example through the UVic Library or posted on [CourseSpaces](#)) and should be read thoroughly and brought to your class.

Reading effectively is absolutely essential for success in this course. Along with lecture material, assigned readings will be tested on the midterm and final. Be mindful that simply reading without engaging with the material is essentially useless in that the material has no chance of moving from short to long term memory. It is critical to mark up, highlight, take notes and critically reflect while reading. Invest time and effort and you will be rewarded. Canadian football player Pinball Clemons counsels that: “We all must suffer one of two pains in life: either the pain of [focus and] discipline or the pain of regret.” Commit this term to discipline and focus.

EVALUATION

You will be evaluated on the following required elements:

Jan 29	Assignment #1 – group written assignment involving the analysis, synthesis, and development of frameworks for unpacking sustainable urbanism	15%
Apr 1	Assignment #2 – group research and / or outreach project involving a written component and presentation	35%
Ongoing	Participation – involving positive contribution to class learning environment and periodic written reflections on readings or other course materials	15%
Apr 8	Final Take-Home Exam - written answer exam to be introduced on April 1 and due a week later (April 8)	35%

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

LEARNING OUTCOMES

This course presents an opportunity to learn about environmental management, but more importantly an opportunity to develop certain skills and cultivate good habits. Specifically, disciplined and focused students will leave this course...

1. ...with the ability to ask - and tools to better answer - more qualified, capacious, and conditional questions about the socio-ecological state of the (urban) planet and promising pathways towards and insidious barriers in the way of creating healthy, inclusive, equitable and resilient cities
2. ...with a deeper understanding of the web of interconnections associated with urban development including the intimate connections between their own lives and processes of (un)sustainability.
3. ...motivated to take action in their own communities to bring about positive change and ideas, inspiring stories, knowledge of good practices and connections to help inform such action
4. ... better habits in terms of discipline, focus, intentionality, consistency, organization, confidence, courage, conscientiousness, empathy, and dedication.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

COURSESPACES

You will access the [CourseSpaces](#) site to access readings and also for important announcements, instructor notes, your grades, and additional information. If you are not familiar with CourseSpaces please come see me.

EXPECTATIONS OF STUDENT BEHAVIOUR

UVic Geography prides itself on being one of the top programs in the country. You are expected to take seriously your time as a scholar in our program. Do your part to ensure an engaging classroom. Be punctual, respectful, compassionate, and attentive.

POLICY ON LATE ASSIGNMENTS

Assignments will be accepted up to 3 days late with a 5% penalty per day applied.

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on [academic integrity](#), including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

If you have any questions or doubts, talk to me, your course instructor. For more information, see: uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the [Centre for Accessible Learning](#) (CAL) as soon as possible. The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: uvic.ca/svp

NOTES ON SELF-CARE:

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. uvic.ca/services/counselling/*

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. uvic.ca/services/health/*

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations uvic.ca/services/cal/. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (LACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. uvic.ca/services/indigenous/students/programming/elders/index.php*