Geography 491
Space, Place and Urban Design
University of Victoria
Winter 2022
This syllabus draws from some work by Dr. Reuben Rose-Redwood for a different class, with all course content here (assignments, readings and schedule) by Dr. Laura Tate

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor: Laura Tate, Ph.D.
Office: David Turpin Building, Room B214
Email: lauratate1@uvic.ca
Office hours: By appointment either via Zoom or in-person
Course time: Thursdays, 9:00am-11:50pm PST
Course location: Until January 24th via Zoom (see Brightspace); after that: Clearihue Building, Room A313

ETHICS OF CARE IN THE TIME OF COVID-19
I appreciate that this remains a difficult time for everyone with a global health crisis, economic hardship, and social inequities unevenly affecting people around the world, including students at UVic. Your education is important, but your health and well-being come first. If there are any health, economic, or related issues that are hurting your ability to take this course throughout the semester, please feel free to let me know, and I'll do my best to find a reasonable accommodation when possible. Please feel free to e-mail or text me, and be sure to include your full name (especially when texting). I am also available to talk after class and by appointment via Zoom.

COURSE DESCRIPTION
Welcome to GEOG 491 – Space, Place, and Urban Design. In this course, you will reflect on some of the details that make cities comfortable and exciting places to live. Depending on your personal interests and career goals, you can either focus on the broader relationships between design and sense of place, including different philosophical aspects of these relationships, or delve into some of the more specific planning aspects of the design process. Perhaps you will choose to emphasize both of these things! Regardless of your career goals, the hope is that this course will inspire you to reflect more deeply on the places you spend time in, whether as a resident or traveller.

Urban design involves a combination of design techniques, land use guidance, infrastructure provision, and programming. It aims to ensure physical environments and experiences that allow people and ecosystems to flourish. This introduction to urban design will take an integrated approach which considers design as more than just the sum of its parts. It also involves a lot of learning by doing: you will explore specific sites, and present your ideas about what works (and what does not) in a supportive environment.

You do not need to have drawing skills to well in this course, as the assignments will involve photos, writing, and incorporation of maps from other sources. Still, you are always welcome to bring in
drawing if you are comfortable doing so. We will also be doing journal assignments, which you
could consider completing in hard copy (via an actual paper journal), electronic copy, or a
combination of both.

Course Objectives:
During the course, you will:

- Reflect on theory and evidence-based research on place and urban design to develop your own
design vision
- Analyze cities and neighborhoods, in order to unpack which design principles have contributed to
local assets and challenges
- Take and use photographs to illustrate a range of design concepts
- Create and give presentations on urban design concepts
- Use basic urban design thinking to identify desired interventions to the built environment
- Create their own design brief for a specific area comprised of photographs and text, as a
precursor to more detailed design guidelines

LEARNING OUTCOMES
- Gain general familiarity with, and an ability to explain effectively to others, some major concepts
and approaches in urban design
- Understand, in-depth, the complex ways that lived experience, evolving material conditions,
ideas about cities, and actual planning interventions interweave together in shaping urban life
- Understand the link between sense of place and basic urban design concepts. You will use these
concepts in creating your own urban design vision and broad goals for a particular area, through
an urban design brief. This vision and goals will be suitable for informing broad planning
policies, and as a precursor to developing urban design guidelines.
- You will feel comfortable using photographs and urban design terminology to articulate this
vision.
- You will also demonstrate basic competency in identifying broad urban design implementation
approaches.

CLASS FORMAT

READINGS
Required Course Texts

- All reading materials will be available on the Brightspace page for this class.
  (https://bright.uvic.ca). You will not have to buy any texts.
- Detailed list of readings also appears at the end of this syllabus.

ASSIGNMENTS & GRADING SCHEME
Your final mark will be based on the following calculation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Journaling homework and in-class assignments</td>
<td>25%</td>
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<tr>
<td>Group / Individual Presentations (Two)</td>
<td>30%</td>
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Individual design brief, of which: 45%
Analysis of Study Area Context 10%
Final design brief 35%

TOTAL: 100%

See next page for marking scale

Marking Scale:

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<tr>
<th>Mark</th>
<th>Grade point value</th>
<th>Grade scale</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100%</td>
<td><strong>Exceptional, outstanding</strong> and excellent performance. Normally achieved by a minority of students. These marks indicate a student who is self-initiating, <em>exceeds expectation</em> and has an insightful grasp of the subject matter.</td>
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<td>A</td>
<td>8</td>
<td>85-89%</td>
<td>* procession. Normally achieved by the largest number of students. These marks indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
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<td>A-</td>
<td>7</td>
<td>80-84%</td>
<td>* performance. Normally achieved by the largest number of students. These marks indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
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<td>B+</td>
<td>6</td>
<td>77-79%</td>
<td><strong>Very good, good and solid performance.</strong> Normally achieved by the largest number of students. These marks indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
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<td>B</td>
<td>5</td>
<td>73-76%</td>
<td>* performance. Normally achieved by the largest number of students. These marks indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
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<td>B-</td>
<td>4</td>
<td>70-72%</td>
<td>* performance. Normally achieved by the largest number of students. These marks indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
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<td>C+</td>
<td>3</td>
<td>65-69%</td>
<td><strong>Satisfactory, or minimally satisfactory.</strong> These marks indicate a satisfactory performance and knowledge of the subject matter.</td>
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<td>C</td>
<td>2</td>
<td>60-64%</td>
<td>* performance. Normally achieved by the largest number of students. These marks indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
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<td>D</td>
<td>1</td>
<td>50-59%</td>
<td><strong>Marginal</strong> performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
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<tr>
<td>F</td>
<td>0</td>
<td>0-49%</td>
<td><strong>Unsatisfactory</strong> performance. Wrote final examination and completed course requirements; no supplemental.</td>
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<tr>
<td>N</td>
<td>0</td>
<td>0-49%</td>
<td>Did not complete course requirements by the end of term or session; no supplemental.</td>
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For more detail on what it means to exceed expectation, please see separate handout

ASSIGNMENTS: All assignments will be submitted through Bright Space.

Journaling homework and in-class assignments.
Because this class involves learning-by-doing, you will need to prepare for your presentations and design brief assignments through regular journaling and in-class work. Journaling will require you to reflect critically on these short assignments will help you apply what you are learning in lectures and
from readings, and to build core knowledge and skills to help you with your final design brief. Unless
specified otherwise, each journaling assignment is due one hour before the start of class on the day it
is due. An in-class assignment is due midnight on the same day. Anything later than that will receive
an automatic 5% deduction for the first 23 hours. 24 hours to six days late will receive a 10% late
deduction. Any assignment that is more than one week late will receive a 20% late deduction. That
said, if you are unwell, please let me know. Also, note that for the 2022 term, students are not
required to provide medical documentation to support their request for academic concession. Finally,
remember that these deadlines are aimed at helping you avoid last minute stress, and to build skills
for coping with deadlines in professional settings.

**Group / Individual presentations.** You will be required to complete presentations in response to
two design prompts. The first of these must be a group presentation; the second can either be group-
based or individual (your choice). I appreciate that group projects can have their challenge, but they
do provide very good learning experiences, and so that is why you need to try at least one. More
detail on the design prompt will be provided on Brightspace. I will also show an example of a past
design prompt from a prior class, so you will get a sense in the first class of what level of effort
might be expected.

**Design brief**
This semester, 40% of your mark for the course will be based on a design brief for a specific site in
the Capital Region. The reason we are having this project-based assignment, and no mid-term or
final exam, is because learning by doing can often have a longer lasting effect. The lectures,
readings, and short assignments are all designed to help you build skills and knowledge for the
project. You can use some of this content directly in your final brief (up to a third); but you will also
need to do some extra work specific to your project. By 5pm on Wednesday January 19th (the day
before class on Thursday January 20th), you must choose which of two study areas appeals most to
you. More detail on expectations will be forthcoming.

**COURSE SCHEDULE:**
See separate 11 X 17 inch handout for the full course schedule (also attached to the end of the printed
version).

**EMAIL**
Send all email to me using this email address: lauratate1@uvic.ca. Please include the course number
(GEOG 491) in the email subject title. I will do my best to respond promptly to your questions.

**UVIC’S ACADEMIC INTEGRITY POLICY**
Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and
responsibility. It is expected that students, faculty members, and staff at the University of Victoria, as
members of an intellectual community, will adhere to these ethical values in all activities related to
learning, teaching, research, and service. Any action that contravenes this standard, including
misrepresentation, falsification, or deception, undermines the intention and worth of scholarly work
and violates the fundamental academic rights of members of our community. This policy is designed
to ensure that the university’s standards are upheld in a fair and transparent fashion
(https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V).
PLAGIARISM
All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else’s work as your own without the use of proper citation or (b) paraphrasing another’s ideas without acknowledging the author’s work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link: http://www.uvic.ca/library/research/citation/plagiarism/index.php

UVIC’S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/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 are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations (https://www.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.

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

UVIC POLICIES ON ADDING AND DROPPING COURSES
For more detail on these policies, please refer to the course calendar, available on this link: https://uvic.ca/calendar/dates. If you are waitlisted, please be sure that you are on the official list. I have taken steps to ensure all waitlisted students have access to the course on BrightSpace. Please ensure that the e-mail you use most is applied to the waitlist, as you have 24 hours once a position becomes available to register in the course. The last day for adding a course is January 26th.

COURSE POLICY ON RECORDING OF LECTURES AND USE OF COURSE MATERIALS
According to the university’s Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own copyright in these materials. Occasionally, students enrolled in a course may ask to record lectures because they would like to review the material at a future date. A lecture constitutes an instructor’s intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor’s permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions please contact the Copyright Office.

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

COURSE EXPERIENCE SURVEYS (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.

STUDENT WELLNESS
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.
https://www.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. https://www.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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. https://www.uvic.ca/services/cal/

Elders’ Voices
The Office of Indigenous Academic and Community Engagement (IACE) 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.
https://www.uvic.ca/services/indigenous/students/programming/elders/index.php
COURSE READINGS (all available on Brightspace):

All readings are mandatory, except:

%% An reading marked with this symbol at the beginning is one of two choices for a given class.

### Any reading marked with this symbol at the beginning is an optional extra which may help you expand on a compelling idea in either your journal/homework or your design brief. Unless otherwise noted, a link will be posted to this resource at the library on Brightspace. No text is needed.


Cushing, D. and E. Miller. (2021). *Creating Great Places*. London and New York: Routledge. Excerpts include Ch. 1 (Affordances); Ch. 7 (Salutogenic Design); and one other TBD.


Additional readings to be posted via Brightspace
# GEOG 491 Class Schedule, Spring 2022

Class meets Thursdays, 10am to 12:50 pm, Clearihue Building, A313

**Readings will be posted to Brightspace and are also listed in your Syllabus**

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<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
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<td>1</td>
<td>Intro</td>
<td>Jan 10th</td>
<td>Jan 11th/12th</td>
<td>Jan 13th</td>
<td>Jan 14th</td>
<td>Jan 15/16th</td>
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<td>Introduction to Urban Design. Attend lecture. See if class is for you! Complete short survey (one pass/fail point), and sign up for specific reading</td>
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<td>Do Monday’s readings (see reading list/ Brightspace)</td>
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<td>• Evidence-based design to meet specific needs</td>
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<td>2</td>
<td>Module 1: Hybridity, Connectivity, and Affordance Theory</td>
<td>Jan 17th</td>
<td>Jan 18th/19th</td>
<td>Jan 20th</td>
<td>Jan 21st</td>
<td>Jan 22/23rd</td>
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<td>Complete readings (excerpts from Ellin and choice of either Moore or Kouha and Seitamaa-Hakkaraivanen). Complete journal assignment based on readings.</td>
<td>Complete weekly journal assignment on both readings one hour before class</td>
<td><strong>Lecture:</strong></td>
<td><strong>Work on your reading for Jan 27th and start work on your first group presentation - possibly your site visit.</strong> (due Thurs Feb 3rd)</td>
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<td>3</td>
<td>Module 1 Continued: Hybridity, Connectivity, and Affordance Theory</td>
<td>Jan 24th</td>
<td>Jan 25th/26th</td>
<td>Jan 27th</td>
<td>Jan 28th</td>
<td>Jan 29/30th</td>
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<td>Work on your reading (Cushing and Miller - required; Hadavi et al is optional) plus journal assignment for Jan 27th</td>
<td>Work on your reading and journal assignment for Jan 27th</td>
<td><strong>Lecture:</strong></td>
<td><strong>Work on your first group presentation for Feb 3rd</strong></td>
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<td>4</td>
<td>Module 1: Hybridity, Connectivity, and Affordance Theory</td>
<td>Jan 31st</td>
<td>Feb 1st/2nd</td>
<td>Feb 3rd</td>
<td>Feb 4th</td>
<td>Feb 5/6th</td>
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<td>Work on your first group presentation for Feb 3rd</td>
<td>Work on your first group presentation for Feb 3rd</td>
<td><strong>Lecture:</strong></td>
<td><strong>Complete required readings for next Thursday’s class</strong></td>
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<td>5</td>
<td>Green Design and Porosity</td>
<td>Feb 7th</td>
<td>Feb 8th/9th</td>
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<td>Feb 12/13th</td>
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<td>Work on reading: excerpt from Green Shores for Shoreline Development</td>
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<td><strong>Lecture:</strong></td>
<td><strong>Complete required reading for next Thursday’s class</strong></td>
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<td>Design and Human Needs</td>
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<td>Complete readings for Feb 17th: Gifford and McCunn (Ch11); plus Cushing &amp; Miller, Chapter 7</td>
<td>Design and Human needs</td>
<td><strong>Lecture:</strong></td>
<td><strong>Final Reading Break!</strong></td>
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<td><strong>Lecture:</strong></td>
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<td>• Psychology and design</td>
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<td>• Epigenetics and design</td>
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<td>• Evidence-based design to meet specific needs</td>
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<td>7</td>
<td>Reading Break</td>
<td>Feb 21st</td>
<td>Feb 22nd/23rd</td>
<td>Feb 24th</td>
<td>Feb 25th</td>
<td>Feb 26/27th</td>
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<td>8</td>
<td>Design and Joy</td>
<td>Feb 28th</td>
<td>March 1st/2nd</td>
<td>March 3rd</td>
<td>March 4th</td>
<td>March 5/6th</td>
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<td>Work on March 3rd assign.</td>
<td>Virtual and Asynchronous class, topic and assignment TBD</td>
<td><strong>Lecture:</strong></td>
<td><strong>Do Mar 10 homework</strong></td>
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Syllabus_Geography 491_Tate_Jan3rd_final.docx 20 December 2021
**GEOG 491 Class Schedule, Spring 2022 Class meets Thursdays, 10am to 12:50 pm, Clearihue Building, A313**

**Readings will be posted to Brightspace and are also listed in your Syllabus**

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
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</thead>
</table>
| 9 Theme: Design end products | March 7<sup>th</sup>  
Complete Annie Murphie Paul reading, and Prepare to present your site analysis for your individual design brief | March 8<sup>th</sup>  
Complete assigned prep homework Thursday | March 10<sup>th</sup>  
- Students present study area context analysis  
- Design-briefs- analysis, tips and tricks | March 11<sup>th</sup>  
Work on your 2<sup>nd</sup> Group or individual presentation | |
| 10 Theme: Porosity, Human Needs and Joy | March 12<sup>th</sup>  
March 15<sup>th</sup>  
March 16<sup>th</sup>  
March 17<sup>th</sup>  
Group Presentations: Design for Porosity, Human Needs, and Joy  
No reading, but you are presenting and must watch/ take notes on other groups’ presentations. You will also complete short assignment - during and after class  
- Sign up to do one of three readings for next week’s class | March 18<sup>th</sup>  
March 19/20<sup>th</sup>  
Work on reading for March 24<sup>th</sup> class | |
| 11 Theme: Authenticity | March 21<sup>st</sup>  
Students to choose from one of three readings and complete reading to prepare for Thursday class impromptu presentations | March 22<sup>nd</sup>  
March 23<sup>rd</sup>  
Complete assigned reading for Thursday class | March 24<sup>th</sup>  
In-class assignment, impromptu student group presentations on readings (topic given in class) | March 25<sup>th</sup>March 26/27<sup>th</sup>  
Work on final design brief | |
| 12 Theme: Putting things together: Design Case Studies | March 28<sup>th</sup>  
No reading or homework - just work on your final design brief | March 29<sup>th</sup>  
March 30<sup>th</sup>  
Complete assigned reading for Thursday class | March 31<sup>st</sup>  
- Design case studies  
Combination lecture and in-class exercises | April 1<sup>st</sup> April 2<sup>nd</sup> /3<sup>rd</sup>  
Work on final design brief | |
| 13 Putting things together: Design Case Studies, Continued | April 4<sup>th</sup>  
No reading or homework - just work on your final design brief | April 5<sup>th</sup>  
April 7<sup>th</sup>  
Last day of class. Includes project Q & A  
Your individual design briefs are due at midnight Friday April 8<sup>th</sup> | April 8<sup>th</sup> | April 9/10<sup>th</sup> |