

Tentative course outline subject to change. See CourseSpaces site for updates.

## Course readings

There are two mandatory textbooks for this course as well as mandatory CourseSpaces readings, around all of which the course is has been designed. Reading ó and engaging with the readings (highlighting, underlining, taking good notes etc.) ó is essential for your enjoyment of and success in this course.

### **Mandatory texts (you need to buy these by the time the course begins):**

1. Schwarz, M. & Krabbendam, D. 2014. *D* *G*
2. Montgomery, C. 2013. *D* *D* *D* .

## Course Policies

1. Late policy ó 10% penalty per day late for 3 days (for assignment). Contact instructor before field trips if you must miss (for legitimate, documented reason). Zero tolerance for missing your seminar presentation or for late final exams.
2. Plagiarism ó |gtq"vqngtcpeg"\*ugg"WXkeøu"[academic integrity policy](#))
3. Accessibility ó please meet with me and the [Centre for Accessible Learning](#) early if you may need accommodation.
4. Do your part to ensure a safe, kind, engaging classroom. Be punctual, respectful,

ô We will meet together twice a week (Mondays and Thursdays). Classes may include lectures, guest speakers, field trips, film clips, presentations, student-lead segments and discussion of materials. I may bring visitors to class occasionally when their research work is relevant to our learning and I think you might enjoy meeting them and hearing about the kinds of work they do. Your participation grade will reflect your willingness to engage in both your own questions and reflections in class, as well as those of your colleagues.

I will put any supporting learning resources for the course (from me or other colleagues in the course) on the CourseSpaces site.

## Undergraduate Grading Standards

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	49% or Less

Note on marks: A level marks (80%+) reflect exceptional (beyond expectations), outstanding, or at least highly competent efforts. B+/B level marks (73-79%) reflect good or at least acceptable efforts (usually above the class average). B-/C+ level marks (65-72%) represent average efforts, showing some understanding but deficient in some way. C/D level marks (50-64%) represent passable but largely insufficient efforts, while F marks (<50%) represent failing the course.

## Notes on learning expectations

1. Think deeply about why you are here and what you want to get out of your experience at UVic in vjg"ujqtv"vk o g"{qwønn"dg" jgtg0"Use this time wisely to develop skills and good habits around critical thinking\*, effective written and visual communication, working with others, problem solving, empathic listening, organization, perseverance, and initiative.
- 2.

\*Note: critical thinking is often misrepresented as cynical, pessimistic. In this class it should rather be understood in terms of:

- healthy skepticism with received wisdom, recognizing the things that could /should be otherwise
- ceaseless, piercing questioning
- trying to make important linkages and connections
- recognizing and evaluating multiple perspectives and the values and assumptions underlying each (including our own)
- evaluating evidence and arguments (while recognizing power relations in knowledge claims)
- arriving at defensible positions on issues and working towards a more respectful, inclusive, just and fair world.

## Notes on Assignments

For all assignments use 12 pt Serif font, 1-inch margins, number pages, and a list of references. DO NOT include a title page (save paper!), but DO include your title, your name, my name, the course number, and the date at the top of the first page. Staple your paper in the top left corner (NO FANCY BINDERS!!!). Please follow the word length requirement.

Students are required to follow a standard referencing style, using in text citations and bibliography (usually Chicago Style: AUTHOR-DATE in human geography). Exact formatting can be of your own choice, but please examine and follow a geography

Week	Topic	Due Dates
<b>Jan 7, 10</b>	Intro A journey to sustainability	
<b>Jan 14, 17</b>	What is the history of modern cities? How can Indigenous perspectives help?	ō[ qwt'Cecf go le" Lqwtpg{ō'cuuki po gpv' due
<b>Jan 21, 24</b>	Modernism to Sustainism Sustainist design	
<b>Jan 28, 31</b>	Sustainist design <b>FIELD TRIP:</b> meet with Councillor Ben Isitt, downtown	
<b>Feb 4, 7</b>	Happy City 1 Happy City 2 & 3	
<b>Feb 11, 14</b>	Political Ecology & sustainable agriculture <b>FIELD TRIP</b> to Gorge Park Community Gardens	
<b>Feb 18, 21</b>	<b>NO CLASS: READING BREAK</b>	
<b>Feb 25, 28</b>	Urban natural areas & prep for Cuthbert Holmes Field Trip Sustainist Design Case study debrief	Case study due Tues. Feb 26, Midnight
<b>Mar 4, 7</b>	<b>FIELD TRIP:</b> Cuthbert Holmes Park Happy City 4 & 5	
<b>Mar 11, 14</b>	Case studies Happy City 6 & 7	
<b>Mar 18, 21</b>	Happy City 8 & 9 <b>FIELD TRIP</b>	
<b>Mar 25, 28</b>	Happy City 10 & 11 Happy City 12 & 13	