

COURSE OUTLINE: GEOG 4771 –Sustainable Communities Fall 2018

Required Text: Roseland M. (2012). *Toward Sustainable Communities: Solutions for Citizens and their Governments*, 4th Edition. New Society Publishers. 363pp. ISBN 978-0-86571-711-4

Supplementary: Wheeler S. T. Beatley. 2014. *Sustainable Urban Development Reader* (London; New York : Routledge).

Stephen Wheeler and Timothy Beatley, eds. 2014. *The Sustainable Urban Development Reader*. 3rd ed. (New York: Routledge).

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Office Hours: Office location: RC 2006E Thunder Bay Campus. Office hours are by appointment because the course is offered on-line. Hopefully most questions or issues can be resolved through correspondence. However, I am happy to meet with you at a time that works for both of us.

Communication: Please use the email address above for all digital communications. I will not monitor the D2L communication option because there is no need for two independent addresses. Please consult the reference materials before emailing me with a question. The Course Outline may be updated periodically, so please check it periodically. Questions are welcome, but please be patient. I will reply as soon as I can.

Introduction: My BSc and MSc are from the Department of Biology at Kansas State University. My PhD. is from the Department of Ecology at University of Minnesota. I did post-doctoral work and lectured at the Faculty of Forestry at University of British Columbia. I then joined the faculty at the Fisheries and Wildlife Department of Michigan State, but left that job to work as polar bear biologist for the Northwest Territories Department of Renewable Resources. That position transferred to Nunavut when the NW Territories divided. I was Manager of Nunavut's Wildlife Research Section with for my last few years in the north and moved to the Thunder Bay area in 2008. I am an adjunct professor with Geography and I am teaching this course as contract lecturer.

Course Context:

What is a Sustainable Community? Using the traditional meaning of “sustainable”, this would be a community that could continue to persist without decline indefinitely under current policies and practices. However in today’s progressive vernacular, “Sustainability” as applied to rural, municipal, regional, national, and international planning has a broader and more purposeful connotation as an urgently needed goal and transformational human value. The three pillars of sustainability are: environmental policy, economic development and social equity. The purpose of sustainability as a practice is to facilitate the environmental and socioeconomic change necessary to accommodate the current and increasing number of people that dwell upon the earth. Like any value-based enterprise, “sustainability” is at least partly political. Like any political movement, the proponents of “sustainability” encourage acceptance and change by suggesting that there is no reasonable or just alternative. However, not everyone agrees on the urgency or the process or even the rationale.

Because of this diversity, I chose a text (Roseland’s *Toward Sustainable Communities*) that is fully committed to the ideals and practice of sustainability. We will learn the rationale, terminology, and practice of sustainability from one of the fields most experienced proponents. Most of the readings are in support of sustainability as a concept and a practice for everything from rural communities to international institutions. We will discover the core principles and practices identified by advocates of sustainable communities. Our primary focus will be achieving sustainability for communities through participative engagement and application of sustainable principles and methods.

Communities can take many forms. We will focus on communities that occupy particular places (have spatial structure), and that involve some degree of shared experience (place), commitment and capacity. We will view sustainability as progress towards a lasting and positive outcome in our currently declining and complex world. Communities of all types exist and interact in dynamic social-cultural-economic-environmental systems that vary in scale from the molecular to the global. Progress towards sustainability must ultimately integrate and harmonize the three pillars of any community (i.e., social, economic and environmental) at all relevant scales. Lasting sustainability requires that these systems are not only functional but also resilient to perturbations and unanticipated changes. Participatory engagement not only encourages the necessary changes in governance but also serves to inform the public about ways they can improve conditions for themselves and for future generations. Most of our focus will be on the local to regional scale in Canada; however we will also consider the history and geographic distribution of sustainability issues as they relate to us.

That said, you should read the text and the papers critically. As Leonardo DaVinci famously said “Everything is connected to everything else”. The corollary statement “there ain’t no such thing as a free lunch” has been used by authors as diverse as Robert Heinlein and Milton Friedman. Sustainability is not about increasing personal freedom or living large. There are costs and consequences for every decision, and it is always wise to read and think critically.

Pedagogy and Evaluation:

The material for this course will be provided as assigned readings from the text and selected articles from the published literature. The assigned papers are archived on D2L under the folder “Resources”. There will be weekly timed quizzes over the material assigned to date. These exams will be proctored and scored by the “Quizzes” Tab on D2L. All quizzes are to be written **independently** and all quizzes are comprehensive because the course will build upon the concepts and terminology already covered as we progress through the term. However the quizzes will emphasize the material that has been assigned since the last quiz. D2L will scramble the order of quiz questions and the order of the answers for individual questions. The questions for any given quiz can also be varied randomly by selection from a test bank, and not all questions from the test bank will occur on all quizzes. However, the main feature to promote adherence to the Lakehead code of ethics (test independently) is that the questions will be timed (~1 minute per question). Quizzes will be open book and open notes. You may highlight and outline your text and assigned papers. You may create and use a digital key-word search index. You may share your study archive with other students. You may use a calculator. Quizzes will be “open” for a 6 hour window beginning 0600 and ending at 12:00 on Mondays of each week except Study Week (Oct 8-12) . If more than one quiz is scheduled, you may take a break between quizzes. The length of each quiz will vary, but each quiz question is counted as the same value for the quiz portion of your final mark. By convention there is no quiz during Reading Week. Missed quizzes may not be made up without documentation or prior approval in writing (email message). Those traveling for sports or other purposes are responsible to make arrangements for internet access while they are away. I will re-schedule quizzes missed for medical reasons within the week the quiz was due unless the documentation identifies longer time frame for recovery. After that time interval, the window for make-ups will have expired.

The final exam will be a regular (i.e., come to a Lakehead campus or a suitable test site as arranged by the Registrar and write a proctored scantron-scored exam). The final examination will be a no notes, no books, and no memory aids exam. You may bring a non-programmable calculator for any math problems.

The schedule of material is provided by the course outline listed below.

The on-line format offers considerable flexibility for students to complete the course in a manner that is complimentary to their other priorities. However, successful completion of this course requires discipline, diligence and consistency. The term system puts pressure on both students and professors to defer what can be deferred to accommodate other scheduled priorities. I have tried to provide sufficient structure to make this course a successful competitor for your time this term. If you keep up with the readings and appreciate that the quizzes are identifying what I consider to be the core material for the course ... you should do well. If you procrastinate or schedule too many conflicting priorities ... your mark will reflect these choices. So if you need a particular mark to meet your professional goals, make sure you budget the time and do the work necessary

to get the mark you need. Please do not come to me after the course is over and ask for special dispensation.

There is no mid-term. In addition to the quizzes, a short (5 page) Practicum paper is required. Course marks are determined as 15% for the review paper, 35% from the total percent correct on the quizzes and 50% from the total percent correct on the final exam.

The Course Schedule below provides a time table for assigned readings, quizzes, and assignments.

The scheduled times for completion of quizzes, exams, and assignments are firm, and will be modified only in accordance with Lakehead policy (documented illness and family emergencies). Please contact me if you have any special circumstances or questions.

Sustainable Communities Practicum (15% Course Mark):

You may choose a sustainability issue at the municipal, provincial/territorial, or national level within Canada. You may choose to develop the issue and propose a practical and solution that considers the three pillars of community sustainability. Or you may choose to criticize some sustainability initiative that is (your opinion) not sustainable or practical.

Please use the following format:

Title Page with your name and student #

Introduction: Describe and document the sustainability issue and summarize/support the rationale for the program that was adopted to address it. If possible, evaluate the program's success at addressing the issue. Alternatively, question the validity of the issue and/or criticize the policies and programs that were identified to address it.

Considerations: This is the main body of the paper. Use subheadings to identify the topics being discussed. Do not forget to consider all the 3 pillars of sustainability. If possible, evaluate the program's success or failure to addressing the issue. You may include tables, figures, and maps to support the text.

Abstract/Conclusions: Summarize the main points of your paper. This section should be no more than 2 paragraphs in length.

Literature Cited: Follow the usual protocol for crediting your sources. Online agency or journal references are fine. Advocacy websites are unlikely to provide balanced and neutral information, and may even exaggerate a bit. The best sources for reliable information are academic journals and books. However, be critical of everything you read. Is the information consistent with your experience, supported by data or by logical argument; or is it just opinion or conjecture or propaganda?

The length of your paper should be about 5 pages plus the title page plus any figures, tables, or maps that you include. Please use normal fonts and pitch. This is a 4th year class so I am assuming everyone is familiar with how to write an academic paper and use the library. However, the library staff can provide assistance if necessary and there is a Lakehead resource for assistance with academic writing @: <http://writingcentre.lakeheadu.ca> .

Practicum papers are due 23 November, but they can be turned in any time before that date. Please submit them as email attached IBM PC MS WORD documents. If I can't download them or I can't read them, they will not be considered "received". I will confirm receipt by return message.

You should select a Sustainability Issue by the second week of class. Your outline must be submitted by the end of the third week of class to confirm (my review) that your approach will be successful. The outline should be consistent with the above format. A description of what constitutes an outline is contained in the Resources directory, and that style is required. Please keep the scope of your paper to something that is manageable for our time frame (one term) and our page limit (5 pages maximum).

Grading Protocol:

Weekly Quizzes	35%
Practicum Paper (outline 3%, paper 12%)	15%
Final Exam	50%
Total	100%

Deferred Examinations and Assignments:

Please regard the scheduled quizzes as a series of appointments that have been arranged to facilitate teaching and evaluation for Environmental Impact Assessment. Assignments are accepted on or before the day that they are due. Late assignments will be counted as zero credit unless prior approval is provided (email message or hard copy) or appropriate documentation for University approved absence is provided. Approved absence includes illness (medical practitioner certificate), varsity sports (letter or email message from coach), or personal/family emergency (documentation of circumstance). Scheduling conflicts with other courses are not considered an approved absence. Absence due to participation in scientific meetings or field trips associated with other courses will be considered on a case by case basis.

Special Circumstances or Disabilities:

Students with special circumstances or disabilities are encouraged to contact the Learning Assistance Center right away so that appropriate accommodations can be arranged. It is not necessary to get my permission or support. The Learning Assistance Center will

notify me of any accommodations that are required, and this information will be kept confidential.

Academic Honesty:

The Guidelines for Academic Conduct from Lakehead University (Code of Student Behaviour and Disciplinary Procedures) may be found at:

><http://vpacademic.lakeheadu.ca/?display=page&pageid=46><

Honesty and integrity are expected in class participation, examinations, assignments, and other academic work. Expectations include:

- Perform your own work unless specifically instructed otherwise;
- Use your own work to complete assignments and exams;
- Cite the source when quoting or paraphrasing someone else's work;
- Follow examination rules;
- Be truthful on all university forms;
- Discuss with your professor if you are using the same material for assignments in two different courses;
- Discuss with your professor if you have any questions about whether sources require citation;
- Use the same standard of honesty with fellow students, lab instructors, teaching assistants, sessional instructors and administrative staff as you do with faculty.

Hints to doing well in this course:

To reiterate: quizzes are comprehensive, but mainly cover the previous week's material and emphasize the material in the lecture slides. If you are not already familiar with the Desire to Learn (D2L) software you should go to the site and read the introductory material. Your quizzes will be automatically scored, and your marks will be available to you as soon as everyone has completed the quiz. After the quiz window has closed, the questions and correct answers will be posted under the "Submission Views" tab of each quiz. It is OK to construct a memory aid for your quizzes. Some students have constructed searchable data bases on their computers. Others have created an indexed reference system using key words and acronyms. Anything goes except having someone help you do the quizzes. No additional materials are allowed for the final exam (calculator only) ... so not learning the material during the term will only set you up for failure when you take the final. I use the quizzes to indicate what I consider to be the core material for the course. This course rewards preparation and consistency. Good luck.

Course Schedule for Sustainable Communities GEOG 4471

Dates	Quizzes* (40%)	Chapters	Topic Area	Assigned Readings
Sep 03-07	no quiz	Part 1 Chapters. 1, 2	The rationale and goals that define Sustainable Development	Lecture 1: Our Current Context.PPT; Review: the information at the url below: https://www.un.org/sustainabledevelopment/sustainable-development-goals/
Sep 10-14	quiz 1	Chapt. 3	Making Sustainable Policies	UN Agenda 21 for Sustainable Development, Precautionary Principle 2003
Sep 17-21	quiz 2	Part 2 Chapt. 4	Food Security	Acknowledgements, Preface, Forward, Organization, Pando I (p.309) Review Pando I website.
Sep 24-28	quiz 3	Chapters. 5, 6	Water, Sewer, Waste	Sustainable Community Tool Kit (Introduction)
Oct 01-05	quiz 4	Chapt. 7	Energy Efficiency & Renewables	Sustainable Community Tool Kit (Energy)
Oct 08-12	study break	Chapt. 8	Transportation	Condon Review (2010), Sustainable Community Tool Kit (Transportation)
Oct 15-19	quiz 5, 6	Chapt. 9	Land Use and Design	Jepson and Haines (2014)
Oct 22-26	quiz 7	Chapt. 10, 11	Housing, Green Building	Sustainable Community Tool Kit (Buildings)
Oct 29-Nov 02	quiz 8	Chapt. 12	Economic Development	Sustainable Community Tool Kit (Investments)
Nov 05-16	quiz 9	Chapt. 13	Climate Change	Lecture 2: The Scourge of the Sceptics.PPT
Nov 19-23	quiz 10	Chapt. 14	Integrate & Monitor Sustainability	Star Rating System (2018), Dale et al. 2010
Nov 26-30	quiz 11	Part 3 Chapters. 15-18	Citizens & Governments	Nolan Chart, Sustainable Community Tool Kit (Human Resources)
Dec 03	quiz 12	Last Quiz		
TBA	Final Exam is On Campus ,			
	Course Marks due 21 Dec			

* Quizzes are online (D2L) from 0600 to 1200 Monday mornings only. Quizzes are comprehensive, but emphasize the assigned readings from the previous week. For example, quiz 1 covers Part 1, and Chapters 1 and 2 from the text plus the assigned readings; and quiz 2 mainly covers Chapter 3 plus the assigned readings. Please let me know if any of this is unclear.