GEOG 4771: Sustainable Communities
Department of Geography and the Environment
Winter 2022

Instructor Information
Instructor: Miho Lowan-Trudeau (she/her)
Office Location: Web-based course, e-mail for online meeting via Zoom
E-mail: kmtrude@lakeheadu.ca *Please use this e-mail to correspond with me. I will try to respond within 24-48 hours, not inclusive of weekends and holidays.

Course Identification
Course Number: GEOG 4771
Course Name: Sustainable Communities
Course Location and Times: Asynchronous web-based course

Course Description/Overview - A review of current literature and practical applications relating to the concept of sustainable community planning, with specific reference to neighbourhood design, transportation systems, land use zoning, water and energy usage, and agriculture. The measurement of urban sustainability and the sustainability of human activities at regional and city scales are also considered.

Course Learning Objectives
By the end of this course, students will be able to:
- Demonstrate an understanding of sustainable community planning concepts, methods, and applications;
- Identify and critically examine examples of sustainable communities and sustainable community interventions;
- Analyze critical complexities related to sustainable community planning, including environmental and social justice issues related to equity, diversity, and inclusion; and
- Evaluate community contexts for sustainable planning concepts.

Course Format
This is an asynchronous web-based course and as such students are able and expected to actively manage their own time independently and participate in course activities. The course will generally follow the content themes of the required course textbook; however, other course materials, such as journal articles, links to media, and lectures, will supplement topics and be posted on the course website. Each week, students will be responsible for going through the weekly thematic course content, reviewing all lectures/materials posted, and checking for any newly posted information. Students will be responsible for completing all assessments, which include discussion board postings, quizzes, and a final term project.

Course Resources
- GEOG 4771: Sustainable Communities course website on myCourseLink
- Required course text: Roseland, M. (2012). *Toward sustainable communities: Solutions for citizens and their governments, 4th edition*. New Society Publishers. ISBN: 13: 978-0-86571-7114 (paperback)
- Various other readings and multi-media (e.g. videos, websites, podcasts) posted on course website

Assignments and Evaluations

Learning Assessment	Date(s)	Value
Discussion Board Responses		20%
Quizzes		15% x 3 = 45%
Term Project		35%
Total		100%

Late Assignments
Late assignments will be penalized 5% per day to a maximum of five days, after which they will not be accepted. Please consult with me as soon as possible regarding any extenuating circumstances.

Assessment
There are three types of assessment for this course:
1) Discussion board postings
2) Quizzes
3) Term project

Discussion Board Postings (20% of final grade)
Discussion board postings will be due throughout the semester. These discussion board postings will be staggered with the quizzes to ensure adequate time for preparation. Specific prompts and expectations for these postings will be posted at least one week prior to their due date, however, postings will typically involve writing approximately 200-300 words on a given class topic. The rubric found at the end of this syllabus will be used to mark the discussion board postings. To achieve full marks, students must engage meaningfully with the task, apply critical perspectives, discuss content pertinent to the course, and express themselves coherently (spelling, grammar, and overall written expression will be assessed). There will be no tolerance for comments that are disrespectful, abusive, or harassing of any kind.

Quizzes (45% of final grade)
Three quizzes worth 15% each will be written via the D2L course webpage. These quizzes will consist of multiple choice, true or false, and short answer questions. These will be accessed through the 'Quizzes' tab on the D2L course webpage. Quizzes will emphasize texts/materials that have been assigned since the last quiz. Questions for any given quiz will be varied

randomly by D2L. All quizzes are to be written independently and will be timed. Quizzes will be open book and open notes. Quizzes will have a time limit and will be accessible for a 9-hour window beginning at 8:00 am and ending at 5:00 pm (Eastern Standard Time) on the Friday of each week that quizzes are assigned. If you require an accommodation to the assigned date and times of the quizzes, please let me know as soon as possible.

Term Project: Sustainable Community Intervention (35% of Final Grade)
Either a final paper **or** presentation (of the student's choice) will be due on the last day of classes (April 8th). This assessment is an opportunity to assess your local community for sustainability, and then propose a series of interventions. This also provides an opportunity to further research and explore topics related to the course content that interest you.

The paper or presentation should answer the following inquiry:
How could your local community or neighbourhood be made more sustainable? Describe one or more problematic issues in relation to sustainability within your community or neighbourhood. Describe specific sustainable community intervention(s) or method(s) that could help address these problematic issues.

You may choose the scale (e.g. building, neighbourhood, community) that you would like to examine for this project. You can submit either a written paper **or** video/audio presentation with slides – the choice is yours.

Both options should include or meet the following objectives and guidelines:
- Detailed overview of the problematic issue(s) within your context that you seek to address
- Detailed overview and rationale of the intervention(s) that you propose
- Inclusion of figures that illustrate your context and intervention(s). Examples of this could include images you have created (e.g. photos, sketches, etc…) and/or figures created by others that illustrate the intervention or problem. Ensure all figures are labelled and referenced. If you have created the image, indicate this below the figure.
- Engagement with relevant themes and literature from both assigned readings and reputable outside sources. Include a minimum of 5 credible sources – more than 5 are recommended, although quality over quantity matters most.
- Accurate referencing of all sources (APA or Chicago style), including figures. This applies whether you choose a presentation or paper, there should be accurate referencing for all data and specific claims.
- Sufficient length: approximately 2,250-2,500 words for a paper (not including references) or 12-15 minutes for a presentation.

There are many possible interventions to consider for a community. Some to consider include: community gardening/urban agriculture, green building technologies, alternative energy sources, sustainable waste management, green space development, public transit policy, and complete streets. If you would like to discuss possible options or outlines for your paper or presentation, please contact me for further discussion.

Course Policies
Students are required to act ethically and with integrity in academic matters and demonstrate behaviours that support the university's academic values. Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:
- Completing one's own original work;
- Knowing and following the appropriate citation and punctuation methods for referencing sources of information when quoting, summarizing, and paraphrasing;
- Asking for clarification of expectations as necessary;
- Adhering to the principles of Academic Integrity when conducting and reporting research, and;
- Following published examination regulations and protocols.

Students are responsible for their behaviour and may face penalties under this Academic Integrity Code, if they are found to be in violation of breaching academic integrity. Example of academic integrity violations include: plagiarism, unauthorized collaboration or communication, and unprofessional or inappropriate behaviour.

Academic Integrity
A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should view the [Student Code of Conduct - Academic Integrity](#) for a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

Copyright
Students should be aware that all instructional, reference, and administrative materials prepared for this course are protected in their entirety by copyright. Students are expected to comply with this copyright by only accessing and using the course materials for personal educational use related to the course, and that the materials cannot be shared in any way, without the written authorization of the course instructor. If this copyright is infringed in anyway, students may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

Regulations
It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies and conditions in the Lakehead University [Academic Calendar](#). This includes, but is not limited to, Academic Program Requirements, Academic Schedule of Dates, University and Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules (Lakehead University Regulations webpage, 2020-21).

Supports for Students – there are many resources available to support students. These include but are not limited to:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Lakehead International](#)
- [Indigenous Initiatives](#)

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact [Student Accessibility Services](#) (SC0003, 343-8047 or sas@lakeheadu.ca)

Course Schedule/Outline Preview

Date & Topic	Course Materials	Assessment Task

Week 1
Context of sustainable communities
	Read: -Roseland Textbook Chapter 1 & 2
	View: -Lecture 1
	    -Ecological footprint website & calculator
	    https://www.footprintnetwork.org/our-work/ecological-footprint/
	    https://www.footprintcalculator.org/home/en	

Week 2 Mobilizing change & sustainability indicators	Read: -Roseland Textbook Chapter 3 View: -Lecture 2 Scan: -Calgary's State of our City Report https://static1.squarespace.com/static/5ab716b9ee1759b04ca2703e/t/5ecd551002f4af1d18d76785/1590514966826/SustainableCalgary_SOOC2020.pdf	**Discussion board posting #1** *Due Jan. 21 midnight

Week 3
Green space
	Read: -Roseland Textbook Chapter 4
	    -Wolch, J. R., Byrne, J., & Newell, J. P. (2014). Urban green space, public health, and environmental justice: The challenge of making cities 'just green enough.' *Landscape and Urban Planning*, *125*, 234–244. https://www-sciencedirect-com.ezproxy.lakeheadu.ca/science/article/pii/S0169204614000310?via%3Dihub
	View: -Lecture 3
	    -Trees and poverty video https://www.youtube.com/watch?v=ZQ6fSHr5TJg
		Quiz #1
		*Jan. 28th 8am – 5pm

Week 4
Food
	Read: -Agyeman, J. (2013). Food. In *Introducing just sustainabilities: Policy, planning and practice*. (pp. 59-73). Zed books. *I will post a pdf to the course website
	    -Levkoe, C. Z., McLaughlin, J., & Strutt, C. (2021). Mobilizing networks and relationships through Indigenous food sovereignty: The Indigenous food circle's response to the COVID-19 pandemic in Northwestern Ontario. *Frontiers in Communication, 6, 1-7.* https://doi.org/10.3389/fcomm.2021.672458
	View: -Lecture 4
	    -Devita Davison on Detroit and urban agriculture
	    https://www.ted.com/talks/devita_davison_how_urban_agriculture_is_transforming_detroit?language=en	

Week 5 Water and sewage	Read: -Roseland Textbook Chapter 5 -Description of Sechelt wastewater treatment plant	**Discussion board posting #2**

	https://www.fcm.ca/en/resources/gmf/case-study-2016-fcm-sustainable-communities-awards-water-project View: -Lecture 5 -Sechelt wastewater treatment plant https://www.youtube.com/watch?v=FLzwFVG5K3U -LU rain garden video https://www.youtube.com/watch?v=lZuqafytI5w	*Due Feb. 11th midnight
Week 6 Waste	Read: -Roseland Chapter 6 View: -Lecture 6 -San Francisco waste management video https://www.youtube.com/watch?v=Cg3OA1s8-SI&list=PL6C0BDD897A497CF6&t=1s Listen: -Food waste podcast https://www.youtube.com/watch?v=PbiBGI2-TQ0	
Week 7	**Winter Break: February 21-25**	
Week 8 Energy	Read: -Roseland Chapter 7 View: -Lecture 7 -Video of Samsø island https://www.pbs.org/newshour/show/to-run-completely-on-clean-energy-denmark-harnesses-wind-power	**Quiz #2** *March 4th 8am – 5pm
Week 9 Transportation	Read: -Roseland Chapter 8 View: -Lecture 8 Listen: -Podcast on 15 minute city https://city-space.simplecast.com/episodes/should-all-canadian-cities-be-15-minute-cities Scan: -Case study examples of complete streets transformations https://www.tcat.ca/wp-content/uploads/2016/04/CompleteStreetTransformations_web-1.pdf	
Week 10 Land use and housing	Read: -Roseland Chapter 9 & 10 View: -Lecture 9 -Portland, urban growth boundary, and zoning https://www.youtube.com/watch?v=2J0j3YiCOGk&t=3s	**-Discussion board posting #3** *Due March 18th midnight
Week 11 Green and sustainable building	Read: -Roseland Chapter 11 -Orr, David. (2002). Architecture and education. In *The nature of design.* (pp.127-134). Oxford University Press. https://books-scholarsportal-info.ezproxy.lakeheadu.ca/en/read?id=/ebooks/ebooks0/oxford/2011-06-22/1/56049#page=145 View: -Lecture 10 -Bedzed https://www.youtube.com/watch?v=MCLehargbA4	
Week 12	Read: -Roseland Chapter 12	**Quiz #3**

Economic development	-Nelson, C. H., et al. (2019). Understanding social economy through a complexity lens: Four case studies in Northwestern Ontario. *Canadian Food Studies / La Revue Canadienne des Études sur l'alimentation 6*(3), 33-59. https://canadianfoodstudies.uwaterloo.ca/index.php/cfs/article/view/357/331		*April 1st 8am – 5pm
	View: -Lecture 11		
Week 13 Governance and participatory processes	Read: -Roseland Chapter 15		**Discussion board posting #4**
	-Hester, R. T. (2001). What makes participation exemplary? *Places*, *14*(1), 34–37. https://web-s-ebscohost-com.ezproxy.lakeheadu.ca/ehost/pdfviewer/pdfviewer?vid=1&sid=69c1c0e5-004f-48a3-b7a9-520d9aadab4f%40redis		*Due April 6 (midnight)
	View: -Lecture 12		**Term Project** *Due April 8 (midnight)

Rubrics for assessment

Discussion Board Postings Rubric

	85% to 100% (A- to A+) Indicates work that:	70% to 84% (B- to B+) Indicates work that:	55% to 69% (C- to C+) Indicates work that:	45% to 54% (D- to D+) Indicates work that:	Below 45% (F) Indicates work that:
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written Expression	Demonstrates exceptional ability to express ideas persuasively and fluently; exceptional clarity in written language.	Demonstrates strong ability to express ideas; strong clarity in written language.	Demonstrates weak ability to express ideas; weak written language.	Demonstrates limited ability to express ideas; marginal written language.	Demonstrates insufficient ability to express ideas; unsatisfactory written language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations.	Demonstrates strong personal engagement and initiative, and meets expectations.	Demonstrates weak personal engagement that does not meet expectations.	Demonstrates limited engagement that does not meet expectations.	Demonstrates insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong –an acceptable standard met by many students at this level.	Is weak- an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.

Term Project Rubric

	85% to 100% (A- to A+) Indicates work that:	70% to 84% (B- to B+) Indicates work that:	55% to 69% (C- to C+) Indicates work that:	45% to 54% (D- to D+) Indicates work that:	Below 45% (F) Indicates work that:
Understanding	Demonstrates exceptional understanding of content and research.	Demonstrates a strong understanding of content and research.	Demonstrates a weak understanding of content and research.	Demonstrates limited understanding of the content and research.	Demonstrates incomplete understanding of content and research.
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language.	Demonstrates strong ability to integrate and articulate ideas through strong written language.	Demonstrates weak ability to integrate and express ideas; weak written language.	Demonstrates limited ability to integrate and express ideas; marginal written language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations.	Demonstrates strong personal engagement and initiative, and meets expectations.	Demonstrates weak personal engagement that does not meet expectations.	Demonstrates limited engagement that does not meet expectations.	Demonstrates insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong – an acceptable standard met by many students at this level.	Is weak- an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.