

Tuesdays 18:00-20:50
Room PF 2140

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Office hours by appointment

Introduction

Environmental design is an interdisciplinary approach to the analysis, conceptualization, and execution of interventions in human and natural environments at a variety of scales – from the object to the globe. These interventions affect policy, process, practice, and physical space. They affect things and people. Introducing key concepts and ways of thinking across interdisciplinary environmental design fields, the course will focus attention on the underlying processes by which social, spatial, and ecological systems are shaped and evolve, both naturally and through design.

Objectives

1. Students will be able to critically discuss and articulate a range of theoretical perspectives on key conceptual bases of environmental design.
2. Students will be able to articulate their own understanding of key concepts in environmental design, and position their understanding in relation to prominent approaches within the field, and practices within their current and future professions.
3. Students will develop analytic skills to examine and assess design interventions and critical design issues.
4. Students will improve their critical, creative and professional communications skills, including written, oral and visual communication, and they will demonstrate that their communication skills are commensurate with study at a graduate level in Canada.

Teaching Approach

Through a seminar format, this course will introduce students to a range of the conceptual bases of environmental design. These concepts will be introduced, discussed and debated through readings, mini-lectures, small group discussion, and student presentations. Typically, weekly readings will be analyzed in student presentations, small group discussions or activities, and full-group discussions. A variety of assignments will help students develop their own thinking and approach to conceptual bases in environmental design. Readings will cover a range of approaches and topics in environmental design, including nature and sustainability, human and political ecology, modernity and technology, design thinking, and others brought forward by the students in the course according to their own research interests.

Content: Topic Areas

History and Culture of Environmental Design
Case Studies of Research in Environmental Design
Approaches to Environmental Design
Key Concepts/Definitions
Interdisciplinarity
Book Length Study in Interdisciplinary Environmental Design Research
Classics or Cutting Edge Readings

Course Expectations and Means of Evaluation

Students will be expected to attend all seminar meetings. Students will also be expected to read assigned readings and come to class prepared to discuss the issues and concepts raised in the readings. Discussions will be respectful of all opinions.

Students must complete each of the course assignments in order to pass this course. There will be no final exam. Quality of writing (spelling, grammar, clarity) or other forms of communication will be a component of the assessment of all assignments.

The grade breakdown and assignments are as follows:

1. Participation	20%
2. Reading Responses	10%
3. First discussion lead of readings	10%
4. Book review of the course book. Due November 21	20%
5. Second discussion lead of readings (including reading selection)	10%
6. Term Essay	30%

Course Readings

Weekly readings will be available on the course D2L site as PDFs or permanent web links, except for the Book Length Study in Interdisciplinary Environmental Design Research that we will read in Weeks 7, 8, and 9. That book must be purchased by students from the Press' web site, amazon, etc.

Grading Scale:

Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range. Assignments will be evaluated by percentage grades, with their letter grade equivalents as shown.

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

Notes:

- A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Notes:

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<https://www.su.ucalgary.ca/contact/>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.ucalgary.ca/ombuds/>).