

COURSE OUTLINE

Introduction

This course explores the connections and interactions between people in community, and the built environments and ecological bioregions in which they live. Students will examine how these connections and relationships shape and influence their relationships with others, their sense of identity, their ethical frameworks, and their lifestyles.

The course will introduce students to the rich body of place-focused work from a host of disciplines, including design, social work, geography, anthropology and eco-psychology. In the light of emerging and critical issues such as peak oil, climate change, and social and economic injustice, citizens in cities and towns around the world are coming together to create exciting new processes to chart a transition to more sustainable communities, economies, and lifestyles. These processes integrate design, governance, economic development, spirituality, leadership and capacity building, and our relationship to nature. This course will explore these evolving relationships of people to the places they inhabit, locally and globally.

Students will be exposed to a number of theoretical, experiential and practice-oriented ideas, concepts and resources that facilitate their understanding of the relationships between people and place, including sustainability, complexity, social economy, biophilia or “love of life”, bioregionalism, generational environmental amnesia, and social economy.

Objectives

- Students will learn to deepen their understanding of place and sharpen their skills in becoming a more reflective citizen and professional through writing, reading, sharing in reflection groups, experiential practices, field exposures, and class exercises.
- The course will facilitate students to explore the connections between their own personal narrative, their community relationships, and their bioregional location around environmental themes and turning points.
- Participants will also explore how these ideas may be helpful in developing a framework for application in their specific area of practice, whether it is environmental management, architecture, industrial design, community planning and design, clinical or organizational social work and leadership.

Teaching Approach

The course incorporates a variety of teaching and learning approaches and includes lectures, group and individual reflection, and field-trips. The course is co-taught by EVDS and Social Work instructors. Sessions will be lead by one faculty member and normally the other faculty member will participate in each session. The course is designed to facilitate diverse learning styles. Reflective learning whereby students apply critical and creative thinking to the topics in the course will be encouraged. Field assignments will provide a hands-on and experiential element to the course.

Content: Topic Areas

Monday

- Introduction to course
- Overview of place, habitus & design (selected sections of 11th Hour – Di Caprio) (N)
- Reflective Exercise: Home place, place and identity
- Portland model of urban sustainability: 1 & 2 (N)
- Place theory 1: Place theory: crisis of our time and what place has to offer (N)

Tuesday

- Green Energy, Local Economies; “Gospel of Green” or RE video on German RE (M)
- Wendell Berry & resilient communities: elements of sustainable community: film (M)
- Germany and 100% renewable energy (interview with Dr Harry Lehmann), best practices in 100% RE: (Interviews with Hon Bertram Fleck + 100% RE staff) local economic development, climate protection, and social justice (M)
- Alberta and RE – Starland video (M)

Wednesday

- Advocacy as protecting place: key strategic elements from Abolition movement etc (M)
- Film interviews with Berman & doc with McKibben/Klein etc (M)
- Field Trip: Inglewood: Hosted by Gian-Carlo Carra and Glenbow Exhibits: Blackfeet and Mavericks
- The Cuban Transition – Lessons Learned (N)

Thursday

- Our Place in Nature, Biophilia; Environmental Amnesia; Children & Built Environment; Nature Deficit Disorder (M)
- Biophilia & Educational Approaches for Building Citizen Engagement (M)
- Curitiba: The World's Most Sustainable City (N)

Friday

- Resilient and sustainable communities: interview with Mark Jacobson re 100% RE (M)
- Place theory 2; Social capital (Mike Lewis reading), phone tele-conference with Mike (TBA) (N)
- Spirituality & Place; ancient cultures' & “land”; community in Bali, Indonesia or Ethnosphere with Wade Davis (Sacred Balance) (M)
- Place & Personal Identity: Reflecting Processes
- Learning Moments & Course Evaluation

Means of Evaluation

The course evaluation will be based on three written assignments. Assignment 1 is a review of a book chosen from the suggested reading list. Assignment 2 is a discussion paper based on field experiences. Assignment 3 is a reflective paper based on journal entries kept during the course. Students must achieve a passing grade in all assignments to complete the course successfully.¹ The EVDS standard grading scale will be used in all evaluations for this course.

Book Discussion	30%
Field Experience Discussion Paper	30%
Reflective Paper – People and Place and My Professional Practice	30%
Class Participation	10%
Total	100%

Assignment 1: Included in this Course Outline is a set of Recommended Readings. The list includes both fiction and no-fiction. For assignment 1 chose one theory and one fiction-non-fiction readings and write a 2000 word discussion of the books and its relation to how people shape places and how places shape people. Books can be obtained from the library, you can purchase a copy for yourself or they can be borrowed from the instructors. Please confirm your choice with the instructor. You will be discussing your book during the course so **please have the book read by May 26**. You do not have to complete the written assignment until the following week. Book options list will be provided.

Assignment 2: There will be a number of field assignments available for this course. Something Old and Something New: Glenbow Museum Blackfeet and Maverick Exhibits, Inglewood and East Village is a field trip all students will be expected to experience. Students can choose to write on this field experience for assignment two or take part in other opportunities available in the city in the Spring course time period. Other eligible field experience options will be made available to students before the start of the course.

Assignment 3: All students will be asked to keep a journal during the course. Assignment three will be a 1000 word reflection on your professional practice in light of what you have learned in this course. It should include discussion of ‘sparkling moments’ or ‘Ah-Ha’ moments experienced in the course.

Class participation will be evaluated on the basis of class attendance, engagement in class discussions and review of assigned readings.

Readings

A Book Reading List will be supplied

Other articles, reports, papers presentations and supplementary readings lists relevant to specific topics in the class will be posted on Blackboard.

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.
2. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. (<http://www.ucalgary.ca/drc/node/46>) Students who have not registered

with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

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 (<http://www.su.ucalgary.ca/page/affordability-accessibility/su-structure/contact-info>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).

Distribution of Grades

At the discretion of the instructor, assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late. The following equivalencies will be used in determining grades: A+ (92-100); A (87-91.9); A- (82-86.9); B+ (77-81.9); B (72-76.9); B- (67-71.9); C+ (62-66.9); C (57-61.9); C- (52-56.9); D+ (47-51.9); D (42-46.9); F (0-41.9).

A+ 4.0 Outstanding

A 4.0 Excellent – superior performance showing comprehensive understanding of the subject matter

A- 3.7 Very good performance

B+ 3.3 Good performance

B 3.0 Satisfactory performance

B- 2.7 Minimum passing performance

C+ 2.3 Unsatisfactory performance

The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program.

A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade.

All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.

People and Place Reading List (Non-Fiction/Theory)

Abram, D. (1996). *The spell of the sensuous: Perception and language in a more-than-human world*. New York: Random House.

Abram, D. (2011). *Becoming Animal: An Earthly Cosmology*. New York: Vintage.

Escobar, Arturo (2008) *Territories of Difference: Place Movements, Life, Redes*. Duke University Press.

Harvey, David (1996) *Justice, Nature and the Geography of Difference*. Blackwell, Oxford, UK.

Hillier, Jean and Emma Rooksby (2005) *Habitus: A Sense of Place*. Ashby, Burlington, VT.

Korten, David. (2006) *The Great Turning: From Empire To Earth Community*. Kumarian.

Levin, Simon (1999) *Fragile Dominion: Complexity and the Commons*. Perseus Publishing, Cambridge, Mass.

Low, Setha (2003) *The Anthropology of Space and Place: locating culture*. Blackwell, Oxford.

Manzo, Lynne and Patrick Devine-Wright (2013) *Place Attachment: Advances in Theory, Methods and Applications*. Routledge.

Nabhan, Gary Paul. (1997). *Culture of Habitat: On Nature, Culture and Story*. Counterpoint, Washington, D.C.

Ostrom, Elinor (1990) *Governing The Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press, UK.

Restakis, John (2010) *Humanizing the Economy: Cooperatives in the Age of Capital*. New Society Publishers, Gabriola Island, BC, Canada.

Soja, Edward (1996) *Thirdspace: Journeys To Los Angeles and Other Real-And-Imagined Places*. Blackwell, Oxford, UK.

Tuan, Yi-Fu (1977) *Space and Place: The Perspective of Experience*. University of Minnesota Press, Minneapolis.

Urry, John (2007) *Mobilities*. Polity Press, Cambridge, UK.

Wright, Erik Olin (2010) *Envisioning Real Utopias*. Verso, London.

Fiction, Travel and Environmental Writing on Place

Andric, Ivo (1977) *Bridge on the Drina*. University of Chicago Press. (Bosnia- Herzegovina)

Atwood, Margaret (1998) *Surfacing*. Anchor Publishing

Boyden, Joseph. (2013) *The Orenda*. Hamish Hamilton. Canada.

Di Cintio Marcello (2012) *Walls: Travels Along the Barricades*. Goose Lane Editions.

Crummey, Michael. (2001). *River Thieves*. Canada: Doubleday. (Newfoundland)

Gray, Alasdair (1982) *Lanarck*. Cannongate (Glasgow)

Johnston Wayne (1999) *Colony of Unrequited Dreams*, Vintage.

Kingsolver, Barbara. (2007). *Animal Vegetable, Miracle: A Year of Food Life*. New York: Harper Collins.

Kroetsch, Robert (1978) *What Crow Said*. The University of Alberta Press.

Laxness, Haldor (1946) *Independent People*. Vintage. (Iceland)

MacLeod, Alistair (2001) *No Get Mischief*. Vintage, Toronto.

Meek, James (2006) *The People's Act of Love: A Novel*. Cannongate, USA. (Ukraine)

Morrison, Toni, (1977) *Song of Solomon* . Vintage. (United States)

Mistry, Rohinton (2008) *Such a Long Journey*. MacLelland and Stewart, Toronto. (India)

Pamuk, Orhan (2006) *Istanbul: Memories of the City* (2006) ; *Silent House* (2013); *The Innocence of Objects* (2012)

Pollen, Michael (2008) *A Place of My Own: The Architecture of Daydreams*. Penguin, New York.

Robb, Graham (2008) *The Discovery of France: A Historical Geography*. W. W. Norton and Company.

Ross, Sinclair (2008) *As For Me and Me House* New Canadian Library.

Said, Edward (2000) *Out of Place: a Memoir*, Vintage. (Palestine-Egypt)

Saul, John Ralston (1997) *Reflections of a Siamese Twin: Canada at the end of the twentieth century* Viking, TO.

Thomson, Ian (2011) *The Dead Yard*, Nation Books.(Jamaica)