



<b>Course Number</b>	<b>PLAN 671.2 L01</b>	<b>Classroom</b>	3176
<b>Course Name</b>	<b>Sustainable &amp; Healthy Communities Reimagined</b>		
<b>Pre/Co-Requisites</b>			
<b>Instructor</b>	Dr. Sasha Tsenkova	<b>Office Hours/Location</b>	Online by appointment
	<b>Email: <a href="mailto:tsenkova@ucalgary.ca">tsenkova@ucalgary.ca</a></b>		<b>Phone: N/A</b>
<b>Class Dates</b>	Mandatory classes & real-time Zoom sessions: Monday, February 12 – 15, 2024 9:00am to 12:30pm Friday, February 16, 2024 9:00am-4:00pm Includes face to face, synchronous & asynchronous learning with assignments due on specified dates		
<b>Instructor Email Policy</b>	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.		
<b>Name and Email of Teaching Assistant(s)</b>	N/A		

## Course Description

### Introduction and Rationale

The overall objective of this course is to introduce students to the principles and practice of sustainable community planning that promotes health and well-being. Covid-19 has been a catalyst for lifestyle changes in how we work, play, live, learn, worship, shop, and govern. It has exacerbated urban inequalities and patterns of social exclusion emphasizing the need to reimagine our built environment to accommodate new routines as well as to enhance social cohesion and community resilience.

Planners across Canada have made an explicit commitment to creating and fostering healthy communities through better urban design, active transportation, green rebuilding, and collaborative engagement for social justice. This course will examine a variety of innovative planning and design strategies that have emerged to improve people's health – post-pandemic residential design, affordable housing, tactical urbanism in public spaces, liveable streets, and community health initiatives. The block course uses design thinking pedagogy and blended learning strategies to enhance independent student learning. <https://www.ucalgary.ca/pubs/calendar/current/sapl-1.html>

## Objectives

The course provides a conceptual framework for the planning and design of healthy communities and its importance for people and places in the city. It has the following objectives:

1. To develop an understanding of the principles for sustainable and healthy cities;
2. To develop knowledge of design and planning strategies for urban regeneration based on innovative approaches and best practices;
3. To implement these innovative ideas in a team project using the design thinking approach.

## Teaching Approach

The course is taught using blended learning methodologies including face-to-face & online presentations using a combination of lectures, case studies, independent research/readings and design/planning work. It is delivered synchronously. Course assignments provide students with experience in the evaluation of potential opportunities for urban regeneration, intervention in historic places, and the development of strategies for creation of healthy and sustainable housing opportunities for people from different 'walks of life'.

A team project applies the pedagogy of experiential learning through planning and design strategies for adaptive transformation. Students will work as a team to reimagine Parade Square in Currie as a model community where health, well-being and social inclusion matter. The vision for Parade Square will diverge from the prescribed norm in the current heritage plan, encourage higher density residential uses, community health, walkability and a sense of belonging. It will be used for a re-zoning application that respects the integrity of the historic place, but emphasizes sustainable adaptive reuse, social inclusion and affordability. The project will be presented in poster format and will be based on:

- Research of available materials to understand the potential of the site/area focusing on community and heritage resources;
- Proposal for a healthy and inclusive place including a vision statement, principles and schematic concept, illustrating ideas with images from best practices and/or other appropriate precedents.

Students can start reviewing project materials, assignments and readings lists posted on D2L since mid January, 2024. Project materials include Statements of Significance, Currie Community Plan, Parade Square master plan, papers and presentations by planners and developers. This will be very helpful to start the team work in a productive and effective manner. If students are not familiar with the site, they can organise an individual visit. Students can use online resources to complement visual materials available through Google Earth and Google Streetview platforms.

The teaching approach of this course acknowledges the value of peer-reviewed research contributions in shaping and advancing the knowledge in the interdisciplinary field of urban

regeneration. Students, depending on their particular role and tasks in the team project, will complement the research with publications from international journals, books, and research reports.

The course requires students to contribute to critical discussion of precedents/best practices presentations to develop common knowledge and understanding of approaches for sustainable and healthy communities. This will be a strategic direction for architects, designers, planners and policy-makers in Canadian cities in the next decade. During the block week students will be given some class time to work on the team project and to present their vision to a review panel. *SAPL requires work to be completed by the end of the block week, so students need to make arrangements to attend all scheduled classes and commit time to work collaboratively during the design charrette during block week.* Please make sure that you are available to explore research questions, readings and other tasks assigned after class.

**Course Hours: 1.5 units; (0.5-1 Tutorial/Project work)**

### **Required Readings:**

Barton, H.; Grant, M.; Guise, R. (2003) *Shaping Neighbourhoods for Local Health & Global Sustainability*. London: Routledge.

Government of Canada (2010) Standards and Guidelines for the Conservation of Historic Places in Canada. Ottawa: Her Majesty the Queen in Right of Canada, <https://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf>

### **Recommended Readings:**

Condon, P. (2010) *Seven Rules for Sustainable Communities. Design Strategies for the Post-Carbon World*. Washington DC: Island Press

Gehl, J. (2010) *Cities for People*. Washington DC: Island Press

## **Online Delivery**

This course will take place in person & online via Zoom and Desire2Learn (D2L). Students are required to participate in the face-to-face sessions, asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity (e.g., watch recordings/video, submit a brief reflection, and actively contribute to the follow-up online discussion).

### **Schedule (subject to change)**

Monday (9-12:30): Introduction: Objectives, Approach, Key Themes

Planning Sustainable and Healthy Communities: Challenges & Opportunities in Canadian Cities

Tuesday (9-12:30): Fundamentals of Planning Cities for Healthy Living  
Five Ds for Healthy & Sustainable Communities: People, Prosperity & Planet

Wednesday (9-12:30): Planning Innovation for Health and Inclusive Housing  
Innovation in the Post-pandemic City: Ideas for Socially Inclusive Transformation (presentations)

Thursday (9-12:30): Design Charrette Parade Square Reimagined

Friday (9-12:00): Design Charrette

1:00-3:30: Team Presentations

4:00-5:00: Focus Group – reflection on the course

## Course Learning Outcomes

At the end of this course, students will:

1. Gain critical knowledge of the design principles for sustainable and healthy cities;
2. Develop knowledge of design and planning strategies for urban regeneration based on innovative approaches and best practices;
3. Implement these innovative ideas in a team project through a design charrette.

## Technology requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

## Additional Classroom Conduct and Related Information

### Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

Assessment Components			
Assessment Method	Description	Weight	Aligned Course Learning Outcome
Presentation	Best practices: Urban Regeneration	20%	1, and 3
Poster Team project written & design components	Re-Imagining Parade Square	60%	1, 2 and 3
Class participation	Engagement in classes, reflection on video lectures & independent research/readings	20%	1,2 and 3

## Assessment and Evaluation Information

Effective research, writing and presentation are major factors in the evaluation of student work. The course evaluation will be based on the assignments completed during block week, which includes written assignments, presentation of work, design solution and final team project poster submission. Students must achieve a passing grade in all assignments to complete the course successfully. Students are expected to attend all classes during the scheduled time. The sessions will be dedicated to synchronous lectures, with time reserved for tutorials, group activity, independent design work according to team responsibilities, reading of course materials or viewing of video recordings.

Grades will be deducted for work submitted later than the deadline specified in the assignment. Effective engagement is also expected as a requirement for progress in planning and design, and is characterized by active involvement in class discussions, team work, and effective presentation of research. Class participation will be evaluated on the basis of attendance of sessions ( in person and online), engagement in class discussions, peer review tasks, brainstorming sessions and review of assigned readings.

Assignments should be submitted using D2L, and are due on the day listed in the class assignments unless otherwise directed by the instructor. Quality of design work (visualization of proposed solutions), quality of writing (spelling, grammar, clarity) or other forms of communication (visual, oral, etc.) will be a component of the assessment of all assignments. Writing skills are important to academic study across all disciplines and particularly important in professional heritage conservation. Please refer to 'Writing Across the Curriculum' policy statement in the course calendar:

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

There will be no final examination.

## Grading Scale

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	

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.

## Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## Media and Recording in Learning Environments

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

The instructor may use media recordings to capture the delivery of a lecture. The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Any video-recording would be intended to only capture the instructor; students/other participants would not necessarily be visible on video recordings.

# University of Calgary Policies and Supports

## **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>. Students needing 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 (contact information on first page above).

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

## **ACADEMIC MISCONDUCT**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

## **COPYRIGHT LEGISLATION:**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

## **INSTRUCTOR INTELLECTUAL PROPERTY**



Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL AND GENDER-BASED VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy> .

### **UNIVERSITY STUDENT APPEALS OFFICE**

If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk