

New Course

Proposal Reference Number : 9118
 PRN Alias : 14-15#341
 Version No : 4
 Submitted By : Dr Julia Freeman
 Edited By : Dr Julia Freeman

New Data					
Program Affected?	N				
Program Change Form Submitted?					
Subject/Course/Term	ENVR 421 <ul style="list-style-type: none"> one term 				
Credit Weight or CEU's	3 credits				
Course Activities	<table border="1"> <thead> <tr> <th>Schedule Type</th> <th>Hours per week</th> </tr> </thead> <tbody> <tr> <td>E - Research Course</td> <td>10</td> </tr> </tbody> </table>	Schedule Type	Hours per week	E - Research Course	10
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	E - Research Course	10			
Total Hours per Week : 10 Total Number of Weeks : 4					
Course Title	<table border="1"> <tbody> <tr> <td>Official Course Title :</td> <td>Mtl Envr Hist & Sustainability</td> </tr> <tr> <td>Course Title in Calendar :</td> <td>Montreal: Environmental History and Sustainability</td> </tr> </tbody> </table>	Official Course Title :	Mtl Envr Hist & Sustainability	Course Title in Calendar :	Montreal: Environmental History and Sustainability
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Course Title in Calendar :	Montreal: Environmental History and Sustainability				
Rationale	<p> Unearthing Montreal focuses on the study of urban sustainability through the reconstruction of historic, ecological and social landscapes, an approach that has not previously been offered by the School of Environment. It also meets the growing demand for applied research and experience-based learning opportunities at McGill. The course is at the core of MUSE (Montreal Urban Sustainability Experience) as it is being developed and vetted for approval. Moreover, being set in Montreal, this course complements the current field courses that require travel abroad. </p>				
Responsible Instructor	Sylvie de Blois				
Course Description	<p> This course will focus on the role of place and history in the cities in which we live and in our understanding of sustainability. Each year, students will work to develop a historical reconstruction of the natural environment of Montreal and of its links to the cultural landscape, building on the work of previous cohorts of students. </p>				
Teaching Dept.	0408 : McGill School of Environment				
Administering Faculty/Unit	SC : Faculty of Science				
Prerequisites	ENVR 301 or equivalent, or permission from the instructor. Web Registration Blocked? : N				
Corequisites	ENVR 422 Montreal Urban Sustainability Analysis Web Registration Blocked? : Y				

Restrictions	
Supplementary Calendar Info	1. Each year focuses on making a specific and unique contribution to The Hochelaga Project; topics vary as required.
Additional Course Charges	
Campus	Downtown
Projected Enrollment	20
Requires Resources Not Currently Available	N
Explanation for Required Resources	
Required Text/Resources Sent To Library?	Y
Library Consulted About Availability of Resources?	Y
Consultation Reports Attached?	Y <ul style="list-style-type: none"> • Consultation - ANTH - Complete.pdf • Consultation - GEOG - Complete.pdf • Consultation - HIST - Complete.pdf • Consultation - URBP - Complete.pdf
Effective Term of Implementation	201505
File Attachments	<ul style="list-style-type: none"> • ENVR 421 Syllabus Montreal ENV HIST 2015.docx
To be completed by the Faculty	
For Continuing Studies Use	

Approvals Summary

Show all comments

Version No.	Departmental Curriculum Committee	Departmental Meeting	Departmental Chair	Other Faculty	Curric/Academic Committee	Faculty	SCTP	Version Status
4					Approved Geralda Bacaj Meeting Date: Apr 28 2015 Approval Date: Apr 30 2015			Approved by Curric/Academic Committee Edited by: Julia Freeman on: Apr 29 2015

					View Comments		
3							Approved by Departmental Chair Edited by: Josie D'Amico on: Apr 9 2015
2							Approved by Departmental Chair Edited by: Julia Freeman on: Apr 5 2015
1	Approved George McCourt Meeting Date: Jan 23 2015 Approval Date: Jan 26 2015 View Comments		Approved Sylvie de Blois Meeting Date: Feb 23 2015 Approval Date: Feb 11 2015 View Comments				Approved by Departmental Chair Created on: Jan 26 2015

ENVR 480 (421)
Unearthing Montreal: Reconstructing the Ecological and Social Landscapes of the City
Burnside 308 (AM), Burnside 511 (PM)
10am – 3pm

Elena Bennett
Elena.bennett@mcgill.ca
Office hours: by appointment

Sylvie de Blois
Sylvie.deblois@mcgill.ca
Office hours: by appointment

Course Description:

This course will focus on the role of place and history in the creation of the environment in which we currently live. Students will develop a strong understanding of the repercussions of human activity on the environment and how the environment affects our own activities. Montreal's history, and the natural history of the Island, will be heavily emphasized as the case study for the students' research project. Students will become versed in Montreal's history and that of the aboriginal people who were on the island before European settlers; they will develop a strong understanding of how Montreal came to be as they know it.

Each year, students will work to develop a historical reconstruction of Montreal; this will be part of a project to be completed over the course of several years. Students will achieve their projects through the exploration of different methods and approaches for reconstructing past environments and tracing environmental, cultural, and geographical changes. Presentation, critique and group organization skills will be developed as well as an understanding of the benefits of skill and knowledge sharing amongst fellow peers. They will develop an appreciation for mapping both history and place in order to inform their present and future.

Learning Objectives:

By the end of this course, students will be able to:

1. Understand and appreciate the interconnectivity between history, place, and its social, political, and natural components and processes.
2. Be able to identify and use creative methods of obtaining and sharing information, drawing from diverse perspectives in order to attain a more comprehensive/diverse base of knowledge.
3. Be aware of the underlying historical processes that have led to current situations and circumstances in Montreal; both our activities and constructs influencing nature, and nature influencing us.
4. Learn through undertaking a substantial project about the historical ecology of Montreal.

Evaluation and Grading:

This course is designed to be an intensely participatory, student led experience. Your professors are here to guide you, but not to 'teach' in the sense of standing in front of you

telling you facts. You will learn in proportion to the energy and attention you put into the class.

- 10% Field journal
- 15% In-class assignments and presentations
- 25% Final project presentation
- 30% Final project write-up
- 10% Road map for future class participants
- 10% Class participation

There will not be a final examination in this course, but strict adherence to submission deadlines will be enforced. **Late assignments will not be accepted and will receive a grade of zero.** Unless stated otherwise, assignments are due at the start of class (10am) on the day that they are due.

Required readings/books

Eric Sanderson. Mannahatta.

Tentative Schedule (Subject to Change)

Date	Activity	Readings - comments	Assignments
Week 1	<i>At the end of week 1, students should: be familiar with the Mannahatta project; be familiar with the natural history of New York, know about sources of information for historical reconstruction; be familiar with the evolution of the Hochelaga project and begin to develop ideas about a long-term Mannahatta-like project in Montreal, along with key resources for such a project.</i>		
4	Introduction to MUSE	Sanderson, "Conservation City", 2011	
5	Mountain to River Walk with Les Amis de la Montagne		Come prepared for a long walk
6	AM: <i>Mannahatta</i> : Introduction, objectives, outcomes; challenges and opportunities http://blog.ted.com/2009/10/12/new_york_citys/ PM: Lost Rivers movie (and app)	Mannahatta: Chapters 1, 2, 3	Students reports on their readings
7			

8	<p>AM: <i>Mannahatta</i>: Approach to environmental history; inspiration. Identifying and accessing resources about historical landscapes, a case study near Montreal</p> <p>PM: Towards Hochelaga: Getting familiar with past projects, discuss what we've done and key gaps remaining.</p>	<p>Mannahatta: Chapters 4, 5, 6</p> <p>Bouchard 1989, Bouchard 1996.</p>	<p>Students report on their readings</p> <p>Review past projects, in pairs/small groups, prepare a presentation synthesizing key findings</p> <p>Field Journal due</p>
Week 2	<p><i>At the end of week 2, students should: be familiar with some aspects of the history of Montreal; develop short-term objectives for the primary project for this class; identify key resources for completing the project</i></p>		
11	<p>AM: Historical timeline of Montreal</p> <p>PM: Towards '<i>Hochelaga</i>': Coming up with a vision for Montreal (Concept map of our long-term project; identify components/structure of this project; plan for this year)</p>		<p>Identify ~10 events or moments to mark on our historical timeline of Montreal</p> <p>Bring the citation for at least one source of info about Montreal's history</p>
13	<p>AM: Developing your project plan</p> <p>PM: In class activities (Presentations from all groups)</p>		<p>Prepare a brief, informal presentation about your project ideas</p> <p>Field journal due</p>
15	Bioblitz with the Redpath Museum		Come prepared for a day outside
Week 3	<p><i>At the end of week 3, students should: locate useful sources of information for their projects, and be underway with the final project for the class</i></p>		
18	<i>Holiday: Journée nationale des patriotes</i>		
20	AM-PM: In class activities		Prepare a brief presentation about your progress

			Field Journal due
Week 4	<i>At the end of week 4, students should: have completed their final project; be able to explain how their project will be of use to the long-term Hochelaga project; be able to explain the role of history in current urban sustainability.</i>		
25	AM-PM: In class activities		Prepare a brief presentation about your progress
27	AM-PM: In class activities		Road map for future classes Field journal due
29	Final presentation symposium		Final presentations

Other Readings

On Montreal

- Bryan Demchinsky and Elaine Kalman Naves. *Storied Streets: Montreal in the Literary Imagination*.
- Bryan Demchinsky. *Montreal: Then and Now: the photographic record of a changing city*
- Simon, Sherry. *Translating Montreal*, MQUP, 2006.
- Sherry Olson. *Peopling the North American City*, 2012.
- Stéphane Castonguay and Michèle Dagenais. *Environmental Histories of Montreal*.

On Environmental/Ecological History

- Eric Sanderson. *The Mannahatta Project: a natural history of New York City*.
- Dave Egan. *The Historical Ecology Handbook*
- Tom Wessels . *Reading the Forested Landscape: the Natural History of New England*
- Oliver Rackham. *The Illustrated History of the Countryside*
- Gary Paul Nabhan. *Cultures of Habitat: On Nature, Culture, and Story*
- William Cronon. *Nature’s metropolis: Chicago and the Great West*.
- William Cronon. *Changes in the Land*.
- D. Foster and J. Aber. 2006. *Forests in time: the environmental consequences of 1,000 years of change in New England*. New Haven: Yale University Press.
- D Foster, F Swanson, J Aber, I Burke, N Brokaw, D Tilman, and A Knapp. 2003. *The importance of land-use legacies to ecology and conservation*. *BioScience*, 53:77-88, 2003.

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code

of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

More on Evaluation and Grading:

Field journal – integrating knowledge and experience

During the week, each student will keep a journal documenting their progress, learning experience, findings, ideas, etc. in sufficient detail to reflect their level of engagement with the two courses in the program. This is not meant to be your notes from the course; instead, it should contain your deeper thinking and pondering about the course and reflect your ability to integrate information, to synthesize ideas, to go beyond the course material, to formulate insights about broader issues related to sustainability, etc. We encourage you to think deeply and to write freely. We are not looking for perfect grammar and technical writing or simple reports of events. The journal will be handed in at the end of each week. You will also be required to keep a journal for ENVR490 -- keep them together in a single document/book for easy reference and cross pollination. We hope that this will help you see connections between the two courses and encourage you to reflect on this as you write.

In-class assignments and presentations

During the course, the students will have to identify and share sources of information. These could be maps, historical documents, artwork, books, articles, databases, websites, people, etc. Teams will be given in class assignments and evaluated on their efforts to locate, organize, and interpret these sources. Students will also be asked to present this information in class.

Final project presentation

Teams of 4-5 students are expected to present their overall findings in the last week of class. The presentations will be done in front of a diverse audience at a symposium organised by the MSE. Details about the presentations will be provided in class and the rubric used for assessment of the presentation will be posted to My Courses.

Final project write-up

A final document integrating all the findings will be prepared by the different teams. While the topics investigated by different groups will vary from year to year, the final report should present the objectives, the methodology, and the findings for different components of the project. Additional details will be provided in class.

Road map for future class participants

A very important assignment for this course will be to prepare a road map for future class participants so that the project will build on knowledge from previous years. The students as a group will need to identify ways in which information will be not only collected and organized but also transmitted in the most efficient way possible to future cohorts.

Class participation

Students are expected to be pro-active in this course and learn from each other. Individual participation in all class activities will be assessed by the instructors. In addition, project team members will contribute an assessment of their own and their peers' contributions (this evaluation form will be made available on My Courses)

MUSE Presentation Rubric:									
Presentation Component	Unacceptable	Acceptable	Good	Excellent					
	0-4 Points	5-6 Points	7-8 Points	9-10 Points					
Style: use effective verbal and nonverbal communication skills (e.g., voice volume, inflection, eye contact, etc.)	poor style (long pauses, reading speech, "Umm..." and other mannerisms, poor eye contact, monotone, etc.)	Either fluent delivery but reading, or awkward delivery but spontaneous	generally good delivery and spontaneity but could improve	Excellent style involving matching verbal and nonverbal style, good projection with inflection, spontaneous speaking					
Overview: introduction of presenters, topic and background described, agenda described	no introduction or overview, background or agenda described	introduction of presenters but awkward, sketchy or unclear overview/agenda and background	confident and fluent introduction; clear overview/agenda and background, but could be more complete or polished	confident introduction of roles and contribution; clear purpose, overview, and agenda; relevant & clear background					
Context: appropriate background for the research	little or no context for the provided	limited scientific context for the work. May result from incomplete sourcing of other related work	Good context for research, explaining how this study fits into related work	Excellent context for research. Introduces the topic in a way that provides clear new information to those to the topic, while advancing the knowledge who already had that information.					
Vocabulary: appropriate and fluent use of terms and concepts	little or no attempt to include terms, concepts, authors	use of terms but not well related, sporadic, misused or mispronounced	good use of terms but still uses jargon, or is awkward or uncertain of the proper use of terms	confident and clear use of relevant vocabulary, in the context of the course					
Research Design: appropriate and insightful application of procedures	little or no discussion of techniques and their application	inaccurate or incomplete explanation of techniques	Good but missing something that extends our knowledge, for example a contrast with other designs.	clear explanation with good fit, rationale, fluency, and originality. Substantially extends or deepens our understanding of research design. Contrasts the chosen research design with others in the course or with others that may have been possible for the study in question					
Sampling and data collection	little or no explanation of sampling choices and data collection	correct summary of sampling/data but with little reflection	correct summary of sampling/data with some reflection on choices made	contrast of sampling/data collection choices with other approaches that might have been used. Explanation that deepens our understanding					
Coverage: thorough and balanced in treatment of topic	very incomplete, significant gaps, or biased treatment of topic	either thorough but biased, or incomplete and balanced	generally well balanced and planned, but perhaps incorrect at some point	thorough coverage of topic per assignment with balanced treatment of important facts, approaches, and themes					
Graphics: attractive & balanced layout, legible font	no graphics (may be appropriate in some cases)	graphics present but poor quality (illegible, inconsistent, , etc.)	well done graphics	well-designed and attractive graphics that simplify or summarize key ideas; original graphics rather than fuzzy scans					
Team Roles: team members have equally weighted roles	unclear team roles	clear team roles but unequal contribution	clear roles, equal contribution	clear roles, balanced contribution, practiced transitions between presenters, cross reference each other					
Discussion: team is prepared to facilitate discussion and is receptive to feedback	little or no discussion	discussion but without clear organization or purpose	Prepared discussion questions. Members not fully prepared for necessary depth of discussion.	prepared questions on key areas, and responsive to and elicit participant reaction and questions					

Course Participation Rubric

Adapted from L. Herzl 2009 Class Participation Rubric at Slideshare.com

	VERY GOOD (1 mark each)	ADEQUATE - with room for improvement (0.5)	DEFICIENT - Needs much improvement (0)
LISTENING	Actively and respectfully listens to peers and instructors.	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
PREPARATION	Arrives fully prepared with all assignments completed, and notes on reading, observations, or with questions.	Sometimes arrives unprepared or with only superficial preparation.	Exhibits little evidence of having read or thought a bout assigned material.
QUALITY OF CONTRIBUTIONS	Comments are relevant and reflect understanding of assigned text(s); previous remarks of other students and insights about assigned material.	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students.	Comments reflect little understanding of either the assignment or previous remarks in class.
IMPACT ON CLASS	Comments frequently help move class discussion forward	Comments sometimes advance the conversation, but sometimes do little to move it forward.	Comments do not advance the conversation or are actively harmful to it
FREQUENCY OF PARTICIPATION	Actively participates at appropriate times	Sometimes participates but at other times is "tuned out".	Seldom participates and is generally not engaged
TOTAL: (out of 5)			

ENVR 421 & 422 GROUP MEMBER EVALUATION FORM (Modified from Felder, R. (2004). *Journal of Student-centered Learning*, 2(1), p.29-30) and from PARA 410, taught by M. Scott).

Your NAME: _____

Group: _____

The following evaluation of yourself and of your team members allows you to reflect on who in your group has been active and cooperative and also to identify who did not participate in the various group activities throughout the course. Please be consistent and fair when evaluating each group member's performance, using the guidelines below.

1 – never 2 – rarely 3 – sometimes 4 – usually 5 – always

Insert Student Names across TOP:					
ASSESSMENT OF ACTIVITIES:					
Made serious effort at assigned work before meeting (1-5)					
Attempted to make contributions during meetings (1-5)					
Listens to ideas respectfully (1-5)					
Cooperates with group effort (1-5)					
Overall Rating; Select a word from rubric below					
Few Comments:					

- RUBRIC**
- Excellent: Consistently carried more than his/her fair share of workload
 - Very good: Consistently did what he/she was supposed to do; very well prepared and cooperative
 - Satisfactory: Usually did what he/she was supposed to do; acceptably prepared and cooperative
 - Adequate: Often did what was supposed to do; minimally prepared and cooperative
 - Marginal: Sometimes failed to show up or complete assignments; rarely prepared
 - Deficient: Often failed to show up or complete assignments; rarely prepared
 - Unsatisfactory: Consistently failed to show up or complete assignments; rarely prepared

Subject: RE: MUSE new course proposal consultation
Date: Tuesday, March 17, 2015 at 6:27:31 PM GMT-04:00
From: James Savelle, Prof.
To: Julia Freeman, Dr.
CC: Daniela Caucci, Ms., John Galaty, Prof.

Dear Julia;

I have read through the course proposals and see no objections from Anthropology.

Regards,
James Savelle

From: Julia Freeman, Dr.
Sent: Monday, March 16, 2015 11:53 AM
To: James Savelle, Prof.
Cc: Daniela Caucci, Ms.; John Galaty, Prof.
Subject: Re: MUSE new course proposal consultation

Dear James Savelle,

I am writing to follow up on the Anthropology Department's response to the MUSE course proposal I circulated last Fall. John Galaty informed me at that time that the anthro website information is incorrect, and in fact you're the current Department Chair, so I'd like to ask for your assistance with this. Our course number application is due this Friday, and I need a formal response from your Dept in order to demonstrate that there aren't any possible conflicts with the courses.

I will be in my office this afternoon or available by email, if you have any questions. Otherwise, if you could return the attached forms to me as soon as possible, it would be much appreciated.

Thanks!

Julia

Julia Freeman
Faculty Lecturer, McGill School of Environment
& Montreal Urban Sustainability Experience
(MUSE) Coordinator
Room 34, 3534 University St.
Montreal, Quebec, H3A 2A7
Tel: (514) 398-6997
<http://www.mcgill.ca/mse/>

From: "<John Galaty>", "Prof." <john.galaty@mcgill.ca>
Date: Sunday, August 31, 2014 at 8:59 PM
To: "James Savelle, Prof." <james.savelle@mcgill.ca>, Julia Freeman <julia.freeman@mcgill.ca>
Subject: FW: MUSE new course proposal consultation

This message has been archived. [View the original item](#)

Dear Julia,

What a pleasure to hear from you. I'm glad to hear about your further studies at UBC and your post here at McGill. I'll look forward to catching up at some point soon.

I'm copying

Attachments:

[new_course_proposal_form_ENVR421.pdf](#)

(153 KB)

[new_course_proposal_form_ENVR422.pdf](#)

(157 KB)

[Consultation with ANTH Report Form.docx](#)

(61 KB)

**CONSULTATION REPORT FORM
RE COURSE PROPOSALS**

DATE: August 31, 2014

TO: Nigel Roulet, Chair, Department of Geography

FROM: Sylvie de Blois, Interim Director, McGill School of Environment

The attached proposal has been submitted to the Curriculum/Academic Committee, and it has been decided that your department should be consulted.

ENVR 421: Unearthing Montreal, 3 credits

ENVR 422: Montreal Urban Sustainability Analysis, 3 credits

Would you be good enough to review these proposals and let me know as soon as possible, on this form, whether or not your department has any objections to, or comments regarding, the proposals. If we do not hear from you by September 22nd, 2014, we will assume that you have no objections. Thank you.

 X **NO OBJECTIONS** **SOME OBJECTIONS**

COMMENTS: I have circulated the proposal for these two courses around the faculty in our department who are involved in our BA in Urban Studies and our Urban Studies minor. As part of these programs we also offer an urban studies field course but the faculty feel the courses are complementary rather than competitive with each other. They are sufficiently different in content, approach, and methods that it would be beneficial to students in the MSE and Geography. One of the individuals who has worked with the principal instructors of the MUSE courses is a joint appointment with Geography and he is also currently teaching our urban field course. This is a good way to keep the courses complementary with little significant overlap. Some of our Urban Studies majors have taken these courses as special topics and it appears to help them with their program.

Signature:  _____ **Nigel Roulet, Chair Department of Geography**

Date: **September 7, 2014**

**CONSULTATION REPORT FORM
RE COURSE PROPOSALS**

DATE: August 31, 2014

TO: Raphaël Fischler, Director, School of Urban Planning

FROM: Sylvie de Blois, Interim Director, McGill School of Environment

The attached proposal has been submitted to the Curriculum/Academic Committee, and it has been decided that your department should be consulted.

ENVR 421: Unearthing Montreal, 3 credits

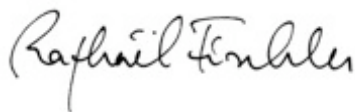
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Would you be good enough to review these proposals and let me know as soon as possible, on this form, whether or not your department has any objections to, or comments regarding, the proposals. If we do not hear from you by September 22nd, 2014, we will assume that you have no objections. Thank you.

 X **NO OBJECTIONS** _____ **SOME OBJECTIONS**

COMMENTS:

We trust that we will be able to discuss the general evolution of urban (sustainability) studies at McGill with our colleagues in Environment as part of our urban studies working group.



Signature: _____

Date: March 19, 2015

Subject: RE: Montreal Urban Sustainability Analysis course fee \$117
Date: Friday, October 3, 2014 at 1:17:54 PM GMT-04:00
From: Mary Jo McCullogh
To: Julia Freeman, Dr.

Hello Julia,

Thanks for this. Based on the fact that this is an elective course, the committee was willing to approve the new amount of \$117.

Note that I cannot implement this until the new course number has been approved and set up in the student records system.

Please let me know when the approvals are done so that we can continue the work to set up this new charge.

The description that was originally on your request said “A fee of \$117 supports the costs of field trips for this class and a research symposium that concludes the Montreal Urban Sustainability Experience (MUSE).”

Can you please provide the French version of this in preparation for posting on our website?

The foapal to be credited will be: 151601 00408 500101 1000 009972 000000

The detail code associated with this new fee will be: ENV4 – the short description (we are limited to 30 characters) is presently ENVB 422 MUSE Fee. If you wish to change that, please feel free to suggest, but we should keep the ENVB 422 at the beginning (assuming that the course number doesn't change).

Thank you.

Mary Jo

Mary Jo McCullogh | Director | Student Accounts | McGill University | 3415 McTavish St. McLennan Library Bldg. |
mary.mccullogh@mcgill.ca
Tel: (514) 398-2315 | Fax: (514) 398-2656 | <http://www.mcgill.ca/student-accounts/>

From: Julia Freeman, Dr.
Sent: Friday, October 03, 2014 11:15 AM
To: Mary Jo McCullogh
Subject: Re: Montreal Urban Sustainability Analysis course fee \$117