

New Course

Proposal Reference Number : 9119
 PRN Alias : 14-15#342
 Version No : 2
 Submitted By : Dr Julia Freeman
 Edited By : Dr Julia Freeman

New Data									
Program Affected?	N								
Program Change Form Submitted?									
Subject/Course/Term	ENVR 422 <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>A - Lecture</td> <td>3</td> </tr> <tr> <td>M - Seminar</td> <td>3</td> </tr> <tr> <td>DF - Field Course (DEPT)</td> <td>4</td> </tr> </tbody> </table>	Schedule Type	Hours per week	A - Lecture	3	M - Seminar	3	DF - Field Course (DEPT)	4
	Schedule Type	Hours per week							
	A - Lecture	3							
	M - Seminar	3							
	DF - Field Course (DEPT)	4							
Total Hours per Week : 10 Total Number of Weeks : 4									
Course Title	<table border="1"> <tr> <td>Official Course Title :</td> <td>Mtl Urban Sustainability Anal</td> </tr> <tr> <td>Course Title in Calendar :</td> <td>Montreal Urban Sustainability Analysis</td> </tr> </table>	Official Course Title :	Mtl Urban Sustainability Anal	Course Title in Calendar :	Montreal Urban Sustainability Analysis				
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Rationale	<p>Opportunities for experiential learning in non-traditional settings have been identified as a priority for McGill undergraduates. Specifically, this field study based course offers experiential learning with a focus on urban environment, which has not previously been offered by the MSE. The course is a core component of MUSE (Montreal Urban Sustainability Experience) as it is being developed and vetted for approval. Moreover, being based in Montreal, this course complements the current set of field based courses that require travel abroad.</p>								
Responsible Instructor	Julia Freeman								
Course Description	<p>Applied and experience-based learning opportunities are employed to critically assess Montreal as a sustainable city through research, discussion, and field trips. The urban environment is considered through various specific dimensions, ranging from: waste, energy, urban agriculture, green spaces and design, or transportation.</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 421 Unearthing Montreal Web Registration Blocked? : Y	
Restrictions		
Supplementary Calendar Info		
Additional Course Charges	Description	Field trips & MUSE symposium
	Amount	\$117
Campus	Downtown	
Projected Enrollment	20	
Requires Resources Not Currently Available	N	
Explanation for Required Resources	Please see the attached letter of explanation regarding a new course fee (to cover field trip and some symposium expenses) and the additional costs associated with this course.	
Required Text/Resources Sent To Library?	N	
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 422 Course Fee Approval Email copy.pdf 	
To be completed by the Faculty		
For Continuing Studies Use		

Approvals Summary

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Version No.	Departmental Curriculum Committee	Departmental Meeting	Departmental Chair	Other Faculty	Curric/Academic Committee	Faculty	SCTP	Version Status
2					Approved Geralda Bacaj Meeting Date: Apr 28			Approved by Curric/Academic Committee

				2015 Approval Date: Apr 30 2015 View Comments		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: Jan 23 2015 Approval Date: Feb 11 2015 View Comments			Approved by Departmental Chair Created on: Jan 26 2015

ENVR 490 (422)
Montreal Urban Sustainability Analysis
May 4th to 29th, 2015
Burnside 308

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(Dr. Freeman's mobile)

Course Description

This course focuses on critically assessing Montreal as a sustainable city through research, discussions, and field trips. Topics such as waste, urban agriculture, and transportation will be addressed as part of our assessment of how Montreal is progressing towards its goal of becoming a sustainable city. Local experts and practitioners will share their insights on working towards sustainability, and highlight the ups and downs of initiating sustainable urban projects. Students will gain hands-on experience analyzing urban sustainability and develop skills required for investigating local sustainability challenges in Montreal.

Learning Objectives:

By the end of this course, students will:

1. Be able to define and investigate key concepts regarding socio-economic and environmental sustainability. Be adaptive in their definition of urban sustainability.
2. Develop foundational knowledge of sustainable initiatives in Montreal (particularly those related to waste management, urban agriculture, and transportation).
3. Critically assess the city's efforts towards sustainability, recognizing the complexity behind what leads to (un)successful initiatives.
4. Identify and articulate sustainability challenges in Montreal, using written and verbal modes of expression.
5. Apply course concepts and generate a clear, coherent research question.

Evaluation and Grading:

A variety of learning assessments will be used to evaluate students, under both collective and independent working conditions. These are described in detail below, under "Course Requirements/Assignment Guidelines". There will not be a final examination for 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 beginning of class on the day that they are due.

Sustainability Field Journal	20%
Policy Memo	30%
Debate Outline and Annotated Bibliography	20%
Town Hall Debate	20%
Active Course Participation	10%

Required readings/books:

A collection of readings will be made available to students.

Course Requirements/Assignment Guidelines:

Sustainability Field Journal

Each week students will keep a journal documenting their progress, learning experience, findings, ideas, etc. in sufficient detail to reflect their level of engagement with the two MUSE courses. It can contain your free-form thoughts about the class, drawings, maps, collages, what you are learning, and doodles. (Please use titles, dates, etc., so we can understand what we're reading when we review your journal). We encourage you to think deeply and to write freely. We are not looking for perfect grammar and technical writing. Rather, we want to see you reflect on the course and your role in it. You might think about taking 15 minutes at the end of each day for this sort of reflection. The journal will be handed in at the end of each week. You will also be required to keep a journal for ENVR 480 -- 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.

Policy Memo

This is an independent research and writing assignment due halfway through the course. Students will identify one of the organizing topics of the course (waste management, urban agriculture or transportation) as a point of departure to investigate a specific intervention for the city of Montreal. Research will demonstrate the need for such an intervention and argue for this option over others. The assignment will be structured as a policy memo intended to inform and guide municipal decision-making. Additional details will be provided in class.

Debate Outline and Annotated Bibliography

For this assignment students will form small teams organized by the broad topics of their policy memo research (two teams for waste, urban agriculture and transportation, respectively). This assignment is intended to get you working as a group, to get you thinking about the debate, and to have you bring together the relevant literatures required for the debate. The outline and annotated bibliography should accomplish the following:

- The assignment should begin with a concise and clear one page statement that sketches the current context of your debate topic. The associated academic disciplines and/or fields of literature should be noted. Explain the rationale behind your "curation" of the sources that will be included in the bibliography.
- You will provide a paragraph of annotation for each reference. Approximately 4 to 5 sentences that,
 - Explain the content and core argument of the text (1 to 2 sentences max!)

- Describe the evidence and/or methods that are employed.
- Include an evaluative assessment of the text. This might include considering: how does the text fit in its field of literature? (e.g. Is it supporting widely held claims? Debunking standard assertions, etc?) Is the text likely to be a key resource for the project? Why/not? Are you persuaded by the claims made? Why/not? In other words, how/will this reference be of use to your debate?

Town Hall Debate

For the debate, you will work in the small teams that formed from the policy memo research and created a debate outline and bibliography together. These teams will present and formally debate their proposed intervention for improving sustainability in Montreal. Successful debaters will not just provide a compelling case for their suggestion, but also acknowledge the limits of their plan, and consider the strengths and weaknesses of competing ideas. Thoughtful and critical scrutiny should be employed, and the debate will be held before our McGill and Montreal communities at the MUSE symposium in Redpath Hall on May 29th, 2015. The rubric used to assess this debate will be posted to My Courses.

Active Course Participation

The success of this course hinges on student participation. This experience will be - quite literally - what you make it. Coming to class on time and well prepared is critical for the richest experience. This means students must do their readings ahead of time, and contribute to class discussion with thoughtful comments. (Quality is more impressive than quantity here!) There are also a number of field trips and other activities planned for this course, and it is equally important that students are prepared for these. Formulating questions for guest speakers or presenters we visit will be expected (and should be recorded in the field journals. In addition, debate team members will contribute an assessment of their own and their peers' contributions (this evaluation form will be made available on My Courses). Lastly, because of the condensed nature of this course, missing more than two days of class can be expected to significantly impact this component of the course grade.

Course Schedule (subject to change):

Date	Activity	Readings	Assignments
Week 1 Introduction to Urban Sustainability Analysis	<i>At the end of week 1, students should begin defining and thinking about concepts central to urban sustainability analysis, and choose a topic for the policy memo research.</i>		
May 4	Introduction to MUSE		
5	Mountain to River Walk with Les Amis de la Montagne		Come prepared for a long walk
6			
7	AM: Principles of urban sustainability PM: Tools for Analysis	David Maddox - http://www.thenatureofcities.com/2013/05/08/the-cities-we-want-resilient-sustainable-and-livable/ David Owen, "More Like Manhattan", in Green Metropolis, 2009 "Driving Green Progress using indicators" in the <i>The Guide to Greening Cities</i>	
8			
Week 2 Urban Agriculture and Green Spaces	<i>By the end of week 2 students should be able to identify issues and challenges regarding urban agriculture and the protection of green spaces for sustainable cities. They should also be making progress on their policy research.</i>		
11			
12	AM: Urban agriculture and green spaces – problems and possibilities PM: Lufa Farms excursion	Eric Duchemin, "Montreal's Urban Agriculture" J. Wolch <i>et al.</i> , "The forgotten and the future: reclaiming back alleys for a sustainable city", 2010. http://urbansustainability.sre.umich.edu/wp-content/uploads/2011/03/Wolch-Newell-et-al-Alleys-	Come with a question prepared for Lufa.

		for-a-Sustainable-City.pdf	
13			
14	AM: Montreal, agriculture and food security PM: In class activities	Montreal Policy on Food Security	
15	Bioblitz! With the Redpath Museum.		Come prepared for a day outside Course Journals Due
Date	Activity	Readings	Assignments
Week 3 Waste Management	<i>At the end of week 3 student should be able to use the topic of waste management as means to think through sustainability challenges in Montreal and urban environments more broadly; and complete and submit their policy memo.</i>		
18			
19	AM: Urbanism, waste and social capital. PM: In class activities	Dale “United We Can: A Street Charity That Makes a Difference” (2012)	Policy Memo Due
20			
21	AM: Waste at McGill and in Montreal: from the ground up PM: Guest speaker and Q&A	Montreal Community Sustainable Plan 2010-2015 (http://ville.montreal.qc.ca/pls/portal/docs/PAGE/PES_PUBLICATIONS_EN/PUBLICATIONS/VERSION_SYNTHESE_EN.PDF)	
22	Field excursion to the St Michel Environmental Complex and Montreal’s sorting center for recyclable materials.		Come with a question prepared for SMEC
Date	Activity	Readings	Assignments
Week 4 Transportation	<i>At the end of week 4, students should: have completed their research proposal; approach transportation as a means for thinking through urban sustainability challenges; develop a research question and operationalize its analysis in a research proposal; be able to identify and explain concepts from the course that they employed in their group sustainability maps and research proposals.</i>		
25			
26	Transportation and social justice in Montreal	Poitras, C “A City on the Move: The Surprising Consequences of Highways” 2001, in <i>Metropolitain</i>	Debate outline and annotated bibliography due

		<i>Natures: Environmental Histories of Montreal</i> .p 168-183.	
27			
28	In class activities		
29	MUSE Symposium		Course Journals Due Town Hall Debate

Academic Integrity

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, which can be found at <http://www.mcgill.ca/integrity/>.

Right to Submit in English or French Work That Is to Be Graded

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

Debate Presentation Rubric

Presentation Component	Unacceptable 0-4	Acceptable 5-6	Good 7-8	Excellent 9-10
Style: use effective verbal and nonverbal communication skills (e.g., voice volume, inflection, eye contact, etc.)	Poor style	Either fluent delivery but eading, or awkward delivery but spontaneous	Generally good delivery and spontaneity but could improve	Excellent style involving matching verbal and nonverbal style
Overview: introduction of presenters, topic and background described, agenda described	no introduction or overview,background or agenda	introduction of presenters but awkward, sketchy or unclear overview/agenda and background	Fluent introduction, clear overview, but could be more polished	Confident introduction, clear purpose, agenda, relevant and clear
Context: appropriate background for the research	Little or no context provided	Limited context provided	Good context for the intervention provided, explaining how the work fits in a larger field	Excellent – Introduces the topic in a way that provides clear new and advances knowledge
Vocabulary: appropriate and fluent use of concepts and terms	little or no attempt to include terms, concepts, authors	Terms not well related, sporadic or misused	Good use of terms, but still uses jargon or is awkward/uncertain for some usages	Confident and clear use of relevant vocab drawing from the course.
Policy Intervention: appropriate and insightful application of procedures	Little or no discussion of technique	Inaccurate or incomplete explanation or techniques.	Good but missing something that extends out knowledge	Clear explanation with good fit, rationale, fluency and originality. Substantially extends or deepens our understanding of a policy problem and how to address it
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 and some point	Thorough coverage of the topic with balanced treatment of key facts, approaches and concerns
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 contributions	Clear roles, balanced contributions, practiced transitions between presenters and cross reference each other
Discussion: team is prepared to facilitate discussion and in receptive to feedback	little or no discussion	discussion but without clear organization or purpose	Prepped discussion questions. Members not fully prepared for necessary depth of discussion	Prepared questions or key areas and responsive to and elicit participant reactions and questions.

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