

UNIVERSITY OF CALGARY
Faculty of Environmental Design

EVDP 683.44 (0-3)
Sustainable & Healthy Communities
Winter 2014, PF 2165
Tuesday: 18:00-20:50
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COURSE OUTLINE

Context

During the 1950s, the movement of people away from urban centres led to the evolution of the suburban residential neighbourhood, and ultimately to strip commercial and office development. Continuing demand for lower density housing resulted in consumption of large tracts of land at the expense of the environment and the increasing economic and social costs. In recent years, there have been concerted efforts in North America to deal with the urban sprawl that resulted from unchecked development and laissez-faire attitudes. Sustainable communities are viewed as systems including transportation, housing, employment, retail, open spaces and infrastructure. These systems and their interrelationships affect the quality of life and the health and well-being of residents.

Planners across Canada have made an explicit commitment to creating and fostering healthy communities through better urban design, active transportation, green infrastructure, and collaborative strategies. While healthy communities remain the focus of planning and design practice, it is also clear that a much more robust policy framework is needed to implement this vision, as well as to advance better land-use planning and design to improve people's health. This course will examine a variety of planning and design strategies integral to the development of healthy communities – transit oriented development, livable streets, mixed income communities, affordable housing, walkability and placemaking.

Objectives

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.

Specific objectives are:

- To provide an introduction to good practices of healthy community planning;
- To provide an opportunity to apply planning and design approaches for healthy communities to a concept community plan;
- To enhance learning through a framework for efficient collaboration among students dealing with specific issues – housing, employment, transportation, community facilities.

Teaching Approach

The course incorporates a variety of teaching techniques -- lectures, seminar presentations, project work, and field visits. Students will explore different aspects of the community planning process through research and evaluation of good practices of

sustainable and healthy communities, as well as the development of a vision and planning concept for a study area. Depending on specific interests, students might be able to work individually or in teams. The course will consist of a series of lectures and two assignments that will gradually build towards the completion of a concept plan for a healthy community. Students will learn by doing in a collaborative environment, so it is important to bring material showcasing progress to the desk critiques during class time to obtain feedback as well as consolidate the design concept.

Content

Lectures, seminars and assignments will explore a wide range of topics central to the planning of sustainable and healthy communities. Some of these thematic clusters include:

1. Planning of sustainable neighbourhoods
2. The impact of community design on health
3. Transportation, land use and healthy homes
4. Health and community well-being: design for social inclusion
5. Planning strategies for healthy communities.

Skills

The course is designed to assist students in the development of essential professional skills:

- Critical analysis of data and planning documents;
- Ability to document major research findings and recommendations in a professional manner;
- Planning and design skills;
- Presentation skills, consensus building skills, team work management.

Evaluation

The course evaluation will be based on the assignments completed during the term, which includes written assignments, presentation of work, and team planning and design project. There will be no final examination. Students must achieve a passing grade in all assignments to complete the course successfully. The EVDS standard grading scale will be used in all evaluations for this course.

Case Study Review	30%
Final Design and Planning Project	50%
Poster Presentation	10%
Class Participation	10%
Total	100%

Assessment will be based on the quality and content of each assignment/project. Because the project work is evaluated during the interim and final review, individual contributions must be completed on time, and all students must take part in the

presentations and reviews. Grades will be deducted for work submitted later than the deadline specified in the assignment. Students will receive a common grade for work done in pairs or groups, unless it is clear to the instructor that an unequal share of the work occurred. Attendance is expected. Engagement is also expected as a requirement for progress in planning and design, and is characterized by active involvement in the work and discussions. Class participation will be evaluated on the basis of class attendance, engagement in class discussions and review of assigned readings.

Readings

Articles, reports and papers relevant to specific topics in the class will be posted on Blackboard. The following publications are suggested readings for the course.

Dannenberg, A.; Frumkin, H. and Jackson, R. (eds) (2011) *Making Healthy Places. Designing and Building for Health, Well-being, and Sustainability*. Washington DC: Island Press

SmartGrowthBC (2009) *Creating Healthy Communities Guide*. Vancouver: SmartGrowthBC

Ontario Professional Planners Institute (2009) *Planning by Design. A Healthy Communities Handbook*. Toronto: Ontario Professional Planners Institute

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 in the table below.

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	92.5-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	85-92.49	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	80-84.99	Very good performance
B+	3.30	3.15-3.49	76-79.99	Good performance
B	3.00	2.85-3.14	73-75.99	Satisfactory performance
B-	2.70	2.50-2.84	70-72.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	66-69.99	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	63-65.99	
C-	1.70	1.50-1.84	60-62.99	
D+	1.30	1.15-1.49	56-59.99	
D	1.00	0.50-1.14	50-55.99	
F	0.00	0-0.49	0-49.99	

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.

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. 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/contact>); 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>).