



	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		


				2015 Approval Date: Apr 30 2015 <a href="#">View Comments</a>		Edited by: Julia Freeman on: Apr 5 2015
1	Approved George McCourt Meeting Date: Jan 23 2015 Approval Date: Jan 26 2015 <a href="#">View Comments</a>		Approved Sylvie de Blois Meeting Date: Jan 23 2015 Approval Date: Feb 11 2015 <a href="#">View Comments</a>			Approved by Departmental Chair Created on: Jan 26 2015

ENVR490(422)  
Montreal Urban Sustainability Analysis  
May 4<sup>th</sup> to 29<sup>th</sup>, 2015  
Burnside308

Dr. Julia Freeman Urban Tt Tcof 000a1ng / Sustainable Urban projects "PD ,0f % ÊÅ 0PÐÀ 0– for if you c  
ll gain hands on experience analyzing urban sustainability and develop skills  
investigating local sustainability challenges in Montreal.

SustainabilityFieldJournal	20%
PolicyMemo	30%
DebateOutlineandAnnotatedBibliography	20%
TownHallDebate	20%
ActiveCourseParticipation	10%

Requiredreadings/books:

A collection



Date	Activity	Readings	Assignments
Week 1 Introduction to Urban Sustainability Analysis	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.		
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 <a href="http://www.thenatureofcities.com/2013/05/08/the-cities-we-want-resilient-sustainable-and-livable/">http://www.thenatureofcities.com/2013/05/08/the-cities-we-want-resilient-sustainable-and-livable/</a>  David Owen, "More Like Manhattan", in Green Metropolis, 2009  "Driving Green Progress using indicators" in The Guide to Greening Cities	
8			
Week 2 Urban Agriculture and Green Spaces	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.		
11			
12	AM: Urban agriculture and green spaces- problems and possibilities  PM: Lufa Farm excursion	Eric Duchemin, "Montreal's Urban Agriculture"  J. Wolch et al., "The forgotten and the future: reclaiming back alleys for a sustainable city", 2010. <a href="http://urbansustainability.sre.umich.edu/wpr-content/uploads/2011/03/WolchNewell_et_al_Alleys">http://urbansustainability.sre.umich.edu/wpr-content/uploads/2011/03/WolchNewell et al. Alleys</a>	Come with a question prepared for Lufa.

		<a href="#">for a Sustainable City.pdf</a>	
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  
At the end of week 3 students should be able to use the topic of waste management as a means to think through sustainability challenges



		Natures:Environmental Historiesof Montreal.p 168 r 183.	
27			
28	In classactivities		
29	MUSESymposium		CourseJournalsDue TownHallDebate

### 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 accordance 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	Acceptable 5	Good 7	Excellent 9
Style: use effective verbal and nonverbal communication skills (e.g., voice volume, inflection, eye contact, etc.)	Poor style	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
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 advanced knowledge
Vocabulary: appropriate and fluent use of concepts	Little or no explanation	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		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 is receptive to feedback	little or no			

# ENVR 421 & 422 GROUP MEMBER EVALUATION FORM (Modified)

of your team members allows you to reflect on who in your group has  
 to identify who did not participate in the various group activities throughout the course. Please be consistent

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 ACTIVITIES: Made serious effort at assigned work before meeting (1 5)		to make contributions during meetings (1 5)			
Listen to ideas respectfully (1 5)					