#

# Introduction

Green cities are essential for managing global environmental change. For many cities, the path toward greening is one of lower greenhouse gases; protection from ecological hazards; higher quality of life; and economic growth. Green cities value ecosystem functions and seek to harmonize development with nature. They also provide ways of adapting to and mitigating climate change. However, the rollout of green cities generates social and ecological feedbacks with unintended consequences. As a result, it may simultaneously remove and expose (if not expand) barriers to a healthier connection between humans and the ecosystem.

# Course Information: PLAN 351 (3 Credits)

Academic Calendar Description: Examination of the key social and technological challenges, contradictions, and opportunities in planning for ecologically sound urbanization.

Prerequisites: None

Corequisites: None

Other Requirements: Third-year standing or above in any program. Second year students may be admitted with permission of instructor.

**Instructional Schedule:**

**Location:** Leon and Thea Koerner University Centre, 101

**Meeting Time:** MWF, 11am – 12pm

# Acknowledgement

UBC’s Point Grey Campus, where this course is taught, is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

# About your Instructors

**James Connolly**

I am trained as an urban planner and, as a result, tend to focus on applied issues in contemporary cities. I have always forcused my work on the intersection of social and environmental challenges. I am sometimes a critical voice when it comes to urban environmental planning and have been asked several times, “are you against urban greening?”. The answer to this question is an emphatic no. I am passionately commited to building greener cities and reducing the negative ecological impacts of urban development. However, I am just as passionately convinced that the transformative measures needed to achieve climate and resilience goals are impossible unless the social implications of environmental interventions are taken into account. When greening cities is seen as counter to the interests of those seeking social equity, urban environmental inititiatives, at a minimum, lose necessary political allies and are thus stopped in their tracks. So, for me, the pursuit of the green city embraces social-ecological complexity.

In terms of the learning process for this course, my hope is to build on my teaching and learning experiences and training to provide a course that meets your primary goals as learners. I seek to balance theoretical and applied learning and infuse an understanding of the technological, political, institutional, and social opportunities and barriers with efforts to create green cities.

**Contact Details:** My preferred mode of contact is email (james.connolly@ubc.ca). I only check emails Monday through Friday between 9am and 5pm. I will do my best to respond to queries received during those hours on the same day, or within 24 hours. During exceptionally busy times, it may take up to 48 hours for a response. Students will also have access to peer and instructor feedback on the Canvas site.

**Office Location:**  West Mall Annex 225

**Office Hours:** Mondays, 1-2pm, or by appointment

**Keisha Maloney**

Please add a photo and bit about yourself

**Contact Details:**

# Course Description

This course will examine green cities as a planning problematic: simultaneously essential for addressing global environmental degradation and part of urbanization processes that have fueled that degradation. We will examine the key historical, conceptual, and applied aspects of urban greening in cities throughout the world, with an emphasis on North America. As we develop our understanding of how, why, and under what conditions green cities take shape, we will examine both process and outcome – questioning overly-simple descriptions of the urban greening agenda. We will uncover what we mean by green cities; why we need green cities; and how we make green cities, given the challenges and opportunities.

# Course Structure

The course will meet three times per week for a total of three hours (1 hour per session). Two days per week (normally Monday and Friday) will proceed in a lecture format and one day per week (normally Wednesday) will involve an interactive workshop session. The course will also involve a community-engaged project wherein we use Vancouver as a laboratory to interact with one of the key contenders to be the world’s “greenest city”. The community-enagged project will involve a partnership with [CityStudio Vancouver](https://citystudiovancouver.com/) wherein city staff present students with actual challenges that are trying to be resolved and students will undertake a guided community-engaged process of addressing that challenge within a bounded scope.

The course has two parts. The first part of the course covers the history, theory, and general context needed to conceptualize green cities. The lectures and interactive workshops in this part of the course are generally focused on giving students an introduction to some of the key areas of thought shaping the practice and scholarly thinking on nature in the city. Students will conclude this section of the course by writing a brief and theoretically informed urban environmental history. The second part of the course is all about engaging with real-world examples of contemporary green cities. For lectures, each week will focus on a different topic and set of interventions in contemporary green cities (e.g. water management through green infrastructure or biodiversity preservation through nature preserves and greenbelts). Generally, on Wednesdays of the second part of the course, students will work in groups to develop their community-engaged CityStudio project, working in a guided fashion through several phases with the goal of a final presentation at the end of the term.

# Learning Outcomes

At the successful completion of this course, students will be able to:

* Critically assess the possibilities and limitations of urban green planning as a tool for simulataneously addressing the ecological and social equity implications of global environmental change.
* Interpret the extent to which major historical trends within green urbanism shape contemporary strategies in cities.
* Apply key concepts from urban ecology and social science to the analysis of specific cases of green urbanism.
* Analyze how social and political dynamics shape the effects of urban greening in case studies of cities throughout the world.
* Generate proposals for urban green plans that integrate social and ecological goals by drawing on historical and conceptual frameworks for greening cities.
* Interpret the historical, conceptual and practical trends within urban greening through a community-engaged project rooted in the Vancouver urban planning context.

# Student Expectations

Students are expected to attend all lectures having done the necessary preparatory work and reflected on the material. Attendance and contribution to class discussions will be reflected in the participation component of the course grade. Students are also expected to submit assignments on time (see below). Finally, and most importantly, students are expected to adhere to the statements of academic integrity and respectful environment found below.

# Schedule of Topics

The course will meet three times per week, for 50 minutes each session. Generally, Monday and Friday will be lecture-oriented and Wednesday will be an interactive workshop. On Friday, time will be left for discussion of that week’s topic.

**Week 1. Planning for the City and Nature**

 Definition of urban greening; priorities for green planning; structure and purpose of the course; Historical relationship between urbanization and natural ecosystems; Environmental imapcts of urbanization

 *Workshop: My urban metabolism*

Examines how your individual ecological footprint expresses the metabolism of the city in which you live.

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| **Required Readings** |
| Short Title | # of Pages | Citation |
| Cities as Solutions | 3 | “A Rapidly Urbanizing World: Cities as Solutions”, in *An Urbanizing Planet* by UN Habitat (1996), pp. 417-420 |
| Granite Garden | 5 | Whiston Spirn, Anne (1984) “City and Nature” from *The Granite Garden* by Anne, in The Sustainable Development Reader, pp. 61-65 |
| Vancouver Eco Footprint | 8 | Moore, Sussman, and Reese (2019) “Sustainability and Resilience in Metro Vancouver’s Urban Systems”, pp. 77-85 in Planning on the Edge, UBC Press. |
| **Optional Recommended Materials** |
| Short Title | # of Pages | Citation |
| Nature’s Metropolis | 31 | Cronon, William.  *Nature's metropolis: Chicago and the Great West*. WW Norton & Company, 2009. CHAPTER 1, pp. 23-54. |
| Vancouver, Greenest City | 5 Minute Video | Vancouver, Greenest City: <https://climateatlas.ca/canadian-cities-and-climate-change> |
| Urbanization-Environment | 31 | Benton-Short, Lisa and John Short (2008) “Contemporary Urbanization and Environmental Dynamics”, pp. 65-96 in *Cities and Nature*, Routledge.  |

**Week 2. The Twentieth Century Green City**

Garden Cities, Parks Movements, and other Utopias; Suburbia; Postwar Highways and Design with Nature; Smart, Sustainable, and Resilient Cities; Urban Climate Mitigation and Adaptation

 *Workshop: Green City Mental Mapping and Introduction to Community Engaged Project*

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| **Required Readings** |
| Short Title | # of Pages | Citation |
| Urban Utopias | 31 | Fishman, R. (2016) ‘Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright and Le Corbusier’ ch. 1 in Susan S. Fainstein and James DeFilippis. Eds. Readings in Planning Theory, 4th edition (2016), pp. 19-50 |
| Green Trajectories | 25 | Barcelona Lab for Urban Environmental Justice and Sustainability (2019) “Introduction”, *Green Trajectories*, pp. 5-30 |
| *Optional Recommended Materials* |
| *Short Title* | *# of Pages* | *Citation* |
| Garden CIties | 7 | *“The Three Magnet” and “The Town-Country Magnet” from To-Morrow: A peaceful path to real reform by Ebenezer Howard in The Sustainable Urban Development Reader, pp. 11-18* |
| Design with Nature Now | Video | Watch *Design with Nature Now (*[*https://vimeo.com/343065111*](https://vimeo.com/343065111)*)* and scan the 2100 Project (<https://mcharg.upenn.edu/2100-project-atlas-green-new-deal>) |
| *Design with Nature* | *5* | *“Plight and Prospect” from Design with Nature by Ian McHarg in The Sustainable Development Reader, pp. 39-44* |

**Week 3. The Early Twent-first Century Green City**

 Smart, Sustainable, and Resilient Cities; Urban Climate Mitigation and Adaptation

 *Workshop: Community-engaged project, Introduction to Citystudio project*

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| **Required Readings** |
| Short Title | # of Pages | Citation |
| Green Trajectories | 25 | Barcelona Lab for Urban Environmental Justice and Sustainability (2019) “Introduction”, *Green Trajectories*, pp. 5-30 |
| Urbanization of Climate Change | 9 | “The Urbanization of Climate Change: Responding to a new global challenge” by Solecki et al. in *The Sustainable Urban Development Reader, pp. 107-116* |
| **Optional Recommended Materials** |
| Short Title | # of Pages | Citation |
| Urban Adaptation | 12 | “Adapting Urban Areas” in IPCC Climate 2014, pp. 563-575 |
| Climate Emergency | video | watch Climate Emergency 101: <https://www.youtube.com/watch?v=6WQYKkbdhCM> |

**Week 4. Toward a New Green City: Confronting the Conflicts and Contradictions**

 Urban Environmental Justice; Green Gentrification; Urban Climate Justice

 *Workshop: Guest Speaker: Community-engaged project, Green Gentrification in Vancouver*

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| **Required Readings** |
| Short Title | # of Pages | Citation |
| Green Gentrification | 19 | Gould , K. and T. Lewis (2016) Green Gentrification, Chapter 2: Concpetualizing Green Gentrification. Routledge |
| Green Planning Orthodoxy | 7 | Connolly, James JT. "From Jacobs to the Just City: A foundation for challenging the green planning orthodoxy." Cities 91 (2019): 64-70. |
| **Optional Recommended Materials** |
| Short Title | # of Pages | Citation |
| Contradictions Germany | 10 | CHAPTER 5, *Best Practices: Contradictions of the Green City in Germany,* in Metzger, Jonathan, and Jenny Lindblad, eds. *Dilemmas of Sustainable Urban Development: A View from Practice*. Routledge, 2020, pp. 75-85. |
| Dialectics of Change | 30 | Harvey, David (1996) “The Dialectics of Social and Environmental Change”, in *Justice, Nature, and the Geography of Difference,* pp. 176-206. |

**Week 5. Contemporary Ecological Concepts Shaping the Green CIty**

 Urban Ecosystem Services, Social-ecolological systems

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| **Required Readings** |
| Short Title | # of Pages | Citation |
| Urban Ecosystem Services | 25 | Gómez-Baggethun, Erik, Åsa Gren, David N. Barton, Johannes Langemeyer, Timon McPhearson, Patrick O’farrell, Erik Andersson, Zoé Hamstead, and Peleg Kremer. "Urban ecosystem services." In *Urbanization, biodiversity and ecosystem services: Challenges and opportunities*, pp. 175-205. Springer, Dordrecht, 2013. |
| Urban Social-Ecological Systems | 9 | Vogt, Jess & Cortez, Camila. (2020). Urban Social-Ecological Systems. 10.1016/B978-0-12-409548-9.12458-3, pp. 35-46. |
| **Optional Recommended Materials** |
| Short Title | # of Pages | Citation |
| Ecosystem Services Air and Climate | 12 | Baró, F., Chaparro, L., Gómez-Baggethun, E., Langemeyer, J., Nowak, D. J., & Terradas, J. (2014). Contribution of ecosystem services to air quality and climate change mitigation policies: the case of urban forests in Barcelona, Spain. Ambio, 43(4), 466-479. |
| Social-Ecological Stockholm | 12 | Elmqvist, T., Colding, J., Barthel, S., Borgström, S., Duit, A., Lundberg, J., ... & Bengtsson, J. (2004). The dynamics of Social‐Ecological systems in urban landscapes: Stockholm and the national urban park, sweden. Annals of the New York Academy of Sciences, 1023(1), 308-322. |

*Workshop: Guest Speaker: Green Gentrification in Vancouver*

**Week 6. Contemporary Social Concepts Shaping the Green City**

 Urban Environmental Justice; Just Sustainabilities; Urban Political Ecology

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| **Required Readings** |
| Short Title | # of Pages | Citation |
| Urban Environmental Justice | 6 | “People of Color Environmentalism” by Robert Bullard in The Sustainable Urban Development Reader, pp. 235-241 |
| Green City Justice | 23 | The Green City and Social Injustice, Introduction |
| **Optional Recommended Materials** |
| Short Title | # of Pages | Citation |
| Reconfiguring Urban Political Ecology | 14 | Gandy, M. (2021). Urban political ecology: a critical reconfiguration. Progress in Human Geography, 03091325211040553. |
| Just Sustainabilities | 51 | Agyeman, J. (2013). Introducing just sustainabilities: Policy, planning, and practice. Chapter 1. Zed Books Ltd... |

*Workshop: Community-Engaged Project*

**Week 7. PARKS AND GARDENS**

**Focus Topic 1: A Walk in Urban Parks**

 Possibilities and challenges for planning new parks in cities; Key lessons about parks from Barcelona and New York

\*Readings:

 1. Read the [High Line Effect](https://www.theglobeandmail.com/life/home-and-garden/architecture/the-high-line-effect-why-cities-around-the-world-including-toronto-are-building-parks-in-the-sky/article20877673/#:~:text=The%20High%20Line%20attracts%20five,over%20the%20next%20two%20decades.)

 2. Watch “To Green or Not to Green?” at: [Video | Barcelona Lab for Urban Environmental Justice and Sustainability (bcnuej.org)](http://www.bcnuej.org/video/)

**Focus Topic 2: City Farms -- Community Gardens and Agriculture**

 Possibilities and challenges for planning new gardens and farms in cities; Key lessons about urban agriculture from Milwaukee and Toronto cases

\*Readings (9 pages):

1. Watch: [Emmanuel Pratt, There Grows the Neighborhood.](https://www.youtube.com/watch?v=5JeKaIXPg-k) (2020)

2. Read Wakefield, Sarah, Fiona Yeudall, Carolin Taron, Jennifer Reynolds, and Ana Skinner. "Growing urban health: community gardening in South-East Toronto." *Health promotion international* 22, no. 2 (2007): 92-101.

*Workshop: Community-Engaged Project*

**Week 8. GREEN MOBILITY**

**Focus Topic 3: Transportation -- Reining in the Car through Planning**

 Possibilities and challenges for planning to reduce the presence of the car in cities; Key lessons about reducing the presence of the car from Bogota and Barcelona

\*Readings:

1. Watch [Barcelona Superblocks](https://www.youtube.com/watch?v=ZORzsubQA_M)

2. Ardila, Arturo, and Gerhard Menckhoff. "Transportation policies in Bogota, Colombia: Building a transportation system for the people." *Transportation Research Record* 1817, no. 1 (2002): 130-136.

*Workshop: 2-class workshop on midterm check-in for community-engaged project*

**Week 9. AIR AND WATER**

**Focus Topic 4: Toxic Neighborhoods -- Urban Pollution Cleanup and Reduction**

 Possibilities and challenges for planning for pollution reduction in cities; Key lessons about pollution reduction from San Francisco and Mexico City

\*Readings:

1. Read San Francisco Chapter in *Urban Greening and Social Inequality*

2. Watch: [Mexico City: Eco Solutions for Air Pollution](https://www.youtube.com/watch?v=OH-qMlzho7Q)

**Focus Topic 5: Water -- Urban Green Buildings and Infrastructure**

 Possibilities and challenges for planning new green infrastructure and buildings in cities; Key lessons about green infrastructure and buildings from Philadelphia and Freiburg

\*Readings:

1. Watch [City of Sun](https://www.youtube.com/watch?v=Kxq7iBslOkg)

2. Watch [Green Cities, Clean Waters](https://waterbucket.ca/gi/2014/05/25/green-city-clean-waters-video-philadelphia-manages-rainwater-green-infrastructure/)

3. Read [Green Building Standards and Certification Systems](https://www.wbdg.org/resources/green-building-standards-and-certification-systems)

*Workshop: Community-Engaged Project*

**Week 10. PRESERVES AND GREENBELTS**

**Focus Topic 6: Biodiversity -- Urban Nature Preserves and Greenbelts**

 Possibilities and challenges for planning for biodiversity in cities; Key lessons about biodiversity planning from Stockholm and Montreal

\*Readings:

1. Read CHAPTER 2, Politics in Metzger, Jonathan, and Jenny Lindblad, eds. Dilemmas of Sustainable Urban Development: A View from Practice. Routledge, 2020.

2. Read ICLEI Canada City of Montréal 21 Biodiversity as a Key Function of the Municipality, pp. 21-24.

**Focus Topic 7: Urban Greenbelts**

 Possibilities and challenges for planning new greenbelts in cities; Key lessons about greenbelts from Medellin and Atlanta

\*Readings:

1. Anguelovski, Isabelle, Clara Irazábal‐Zurita, and James JT Connolly. "Grabbed urban landscapes: Socio‐spatial tensions in green infrastructure planning in Medellín." International journal of urban and regional research 43, no. 1 (2019): 133-156.

2. Read and watch: [Latin America’s New Superstar](https://nextcity.org/features/view/medellins-eternal-spring-social-urbanism-transforms-latin-america)

*Workshop: Community-Engaged Project*

**Week 11. GREEN NEIGHBORHOODS**

**Focus Topic 8: Land -- Urban Densification**

 Possibilities and challenges for planning new density in cities; Key lessons about compact urbanism from Austin and Vienna

\*Readings:

1. Read Austin Chapter in *Urban Greening and Social Inequality*

2. Read Vienna Chapter: Vienna’s urban green space planning: great stability amid global change

**Focus Topic 9: Community -- Urban Eco Districts**

 Possibilities and challenges for planning new ecodistricts in cities; Key lessons about ecodistricts from Paris and Portland

\*Readings:

1. Read CHAPTER 7, Complexities in Metzger, Jonathan, and Jenny Lindblad, eds. Dilemmas of Sustainable Urban Development: A View from Practice. Routledge, 2020.

2. Watch [Portland Eco Districts](https://youtu.be/gmpRAWGZn0E)

*Workshop: Community-Engaged Project*

**Week 12. Course Wrap Up and CityStudio Presentations**

# Learning Activities

This course will include lecture, small group and large group discussions, and applied learning activities. Students are expected to complete all required pre-class work prior to each class so that classes can focus on application and advancement of the lessons learned in the pre-class work. Pre-class work will include readings, videos, and written assignments.

Each Monday class will generally begin in the same manner: a prompt based on the preparatory materials will be posted and all students will have 5 minutes to write a brief response to the prompt. It will ask students to make connections between the work to be addressed in class and prior work. We will also make use of real time surveys and other interactive techniques.

# Learning Materials

This course is delivered face to face and online and requires participation through Canvas, UBC’s learning management system: <https://community.canvaslms.com/>. Articles, videos, and other learning materials will be assigned in advance of relevant classes. Please make use of Internet search engines and the UBC library e-Resources to access supplementary readings. All required readings will be provided through the course website.

# Assessments of Learning

Students will be assessed according to:

1. **Participation: 10%**

You will be asked to complete a 5 minute reflection at the start of one class per week. This reflection plus attendance will comprise your participation grade.

1. **Workshop Reports: 10%**

There will be brief assignments completed in class during the first four weeks of workshops. These assignments will be self-contained and reflect the outcomes for each workshop. Each will be graded and collectively they will make up the workshop reports grade.

1. **CityStudio Project Final Report: 20%**

 Topic: Addressing Green Gentrification in the Context of Vancouver’s Climate Emergency

 **STAGE 1)** Student groups will first develop their own background and problem statement in a 3- page brief that is presented in 3 minutes to the class. They will address the question, “What is green gentrification and why does it matter in Vancouver?”. They will do so by triangulating across (a) City of Vancouver documents including the Equity Framework, The Greenest City Action Plan and Big Move 6 (b) wider academic and grey literature on green gentrification (c) their personal research and experience. The presentation and 3-page brief will receive formative assessment from the instructors.

 **STAGE 2)** Student groups will complete a green gentrification site analysis using one of the sites provided. The site analysis will follow a standard format wherein students interrogate numerous aspects of the green gentrification potential and dynamic in each site. Students will present a site summary in class and will receive formative assessment from the instructors and their peers.

 **STAGE 3)** Student groups will propose interventions for their site based on their stage 1 and stage 2 work. They will particularly need to defend why these interventions reflect their background work. The interventions will be of three types: (a) a suite of policy tools based on a library of possible tools listed [here](http://www.bcnuej.org/wp-content/uploads/2021/04/Toolkit-Urban-Green-Justice.pdf) and on current tools in the City of Vancouver that will particularly be effective at their site (b) a proposed pilot project that is implementable, small scale and responds to their site conditions (c) and outside the box, no limitations, utopian suggestion for intervention. Students will receive formative feedback on these elements from instructors.

 **STAGE 4)** Students will present their interventions in brief format and receive formative feedback. As a class, we will develop a shared statement on addressing green gentrification during in the context of the climate emergency in Vancouver. Students will submit the final 1-page brief and 10-page detailed report the following week and will receive summative evaluation from the instructors.

1. **Brief Urban Environmental History OR Green Trajectory: 20%**

Option 1- Urban Environmental History: Students will develop a 5-8 page (double spaced) history of the social and ecological processes that created an urban condition or an aspect of the built environment that they propose. Choosing this option requires submission of a 1-paragraph proposal at least 3 weeks before the final due date. The proposal must be approved by an instructor.

Option 2- Green Trajectory: For this paper, students will develop a Green Trajectory of a selected city. The trajectory will include a 5-8 page (double spaced) report plus a visual timeline and source citations that describe the greening trajectory of a city not already included in the class library. The report follows a set structure that will allow for the class library of green trajectories to serve as a reference tool. This structure asks students to develop the background, history, key dimensions and an assessment of the relationship between greening in this city and overall trends in urban greening.

1. **Final Project – develop your own framework for a Climate Emergency Green City Plan: 40%**

For this final project, students will be given a fictional case outline and asked to develop a full framework (not specific interventions) for a new green city plan for that city. Students will be expected to incorporate the lessons from all sections of the class into the final plan proposal. There will also be a narrative component with question prompts wherein students will explain how their plan mobilizes the literature and discussions from class.

***Course Learning Outcomes***  ***Assignments***

 **1 2 3 4 5**

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| --- | --- | --- | --- | --- | --- |
| Critically assess the possibilities and limitations of urban green planning as a tool for simulataneously addressing the ecological and social equity implications of global environmental change.  | √ | √ | √ | √ | √ |
| Interpret the extent to which major historical trends within green urbanism shape contemporary strategies in cities.  | √ | √ |  | √ |  |
| Apply key concepts from urban ecology and social science to the analysis of specific cases of green urbanism.  | √ |  |  | √ | √ |
| Analyze how social and political dynamics shape the effects of urban greening in case studies of cities throughout the world. | √ | √ |  | √ | √ |
| Generate proposals for urban green plans that integrate social and ecological goals by drawing on historical and conceptual frameworks for greening cities. |  |  |  |  | √ |
| Interpret the historical, conceptual and practical trends within urban greening through a community-engaged project rooted in the Vancouver urban planning context. |  |  | √ |  |  |

Points will be taken off for late assignments (Table 1). Students with extenuating circumstances should notify the instructor as soon as possible.

 **Table 1.** Penalty for Late Assignments

|  |  |
| --- | --- |
| **Days past due** | **Points deducted (/100)** |
|  1 day 2-7 days | 5 points10 points |
|  8-14 days | 20 points |
|  >14 days | assignment will not be graded |

# University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available at [the Policies and Resources section of the UBC Senate website.](https://senate.ubc.ca/policies-resources-support-student-success)

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the [Discipline for Academic Misconduct](http://calendar.ubc.ca/vancouver/index.cfm?tree=3%2C54%2C111%2C0) section of the UBC Academic Calendar.

UBC Statement on Respectful Environment
UBC envisions a climate in which students, faculty, and staff are provided with the best possible conditions for learning, researching, and working, including an environment that is dedicated to excellence, equity and mutual respect. Excellence in learning, research and work in the university community is fostered by promoting the freest possible exchange of information, ideas, beliefs and opinions in diverse forms, and it necessarily includes dissemination and discussion of controversial topics and unpopular points of view. Respect for the value of freedom of expression and promotion of free inquiry are central to the University’s mission.

However, these freedoms cannot exist without an equally vigorous commitment to recognition of and respect for the freedoms of others, and concern for the well-being of every member of the university community. Excellence in scholarship, teaching and employment activities flows from active concern and respect for others, including their ability to participate meaningfully in the exchange of information, ideas, beliefs and opinions.

Therefore, freedom of expression and freedom of inquiry must be exercised responsibly, in ways that recognize and respect the dignity of others, having careful regard to the dynamics of different relationships within the university environment, such as between professor and student, or supervisor and employee. A respectful environment is a climate in which the human dignity of each individual is valued, and the diverse perspectives, ideas and experiences of all members of the community are able to flourish.

A more detailed description of UBC’s Statement on Respectful Environment for Students, Faculty, and Staff may be found at [UBC Statement on Respectful Environment](https://hr.ubc.ca/sites/default/files/wp-content/blogs.dir/14/files/UBC-Statement-on-Respectful-Environment-2014.pdf).

# UBC Grading Standards

Grading in this course is aligned to the UBC Graduate Level Grading Scale.

| Percentage (%) | Letter Grade |
| --- | --- |
| 90-100 | A+ |
| 85-89 | A |
| 80-84 | A- |
| 76-79 | B+ |
| 72-75 | B |
| 68-71 | B- |
| 64-67 | C+ |
| 60-63 | C |
| 0-59 | F |

# Other Course Policies

## Learning Analytics

 Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas, WordPress, edX, iPeer, Piazza….]. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

 View overall class progress

 Review statistics on course content being accessed to support improvements in the course

 Track participation in discussion forums

## Copyright

 All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.