

ERS 253: Communities and Sustainability

Winter 2021

Meetings: Tuesdays 1:00–2:20 pm, online: Learn virtual classroom

Instructor: Bob Gibson, rbgibson@uwaterloo.ca [contact for answers or to schedule a meeting]

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Course organization

- 12 sessions (weekly except for Reading Week and the Class Break days in March)
- this syllabus with the key information on the course agenda, assignments, schedule, readings, etc.
- the ERS 253 course Learn site –login via <http://learn.uwaterloo.ca/>, using your WatIAM/Quest username and password.
- session guidance reminders posted at the beginning of each session
- lectures posted on the course Learn site (under the “content” tab) early Monday for each week there is a course session
- readings for sessions 2-12 posted on Learn (also under the “content” tab)
- online class meetings for each session, using the Learn virtual classroom (in Learn under the “connect” tab), 1:00-2:20 pm (Waterloo time) on Tuesdays (except Reading Week and the Class Break in March) for questions, conversations with guest experts, exchange of ideas, and individual contributions on key issues and illustrative applications – participation is encouraged, but voluntary, and recordings of all meetings will be posted
- no exams, tests or quizzes
- assignments centred on (i) notes on the session issue topics, (ii) application of the ideas in four components of an individual self-selected project, and (iii) modest engagement in a tutorial discussion group
- informal tutorial discussion groups (usually 5-8 members each, to be established after session 2 on the basis of rough similarity of project characteristics) – each group will have an online course discussion forum (in Learn, click “discussions” under the “connect” tab) for exchanges of issues of course substance, approaches to assignments, and other course-related matters – some postings are required and further contributions are expected
- dropboxes (in Learn, under the “submit” tab) for each of the assignments
- course Questions and Answers (Q&A) forum in Learn (as a “discussion” under the “connect” tab) all term for questions, and responses to questions, of potentially general interest about the substance of the course or about assignments and other course matters that are not addressed in the discussion sessions
- course Recommendations forum (also a “discussion”) all term for suggested course adjustments and proposed other readings, videos, websites
- online announcements, reminders, etc.

- email access to the instructor and TA for individual issues and questions

Roles and purposes of the course

ERS 253 course explores communities and sustainability as a useful pairing of ideas and practices. The emphasis will be on building understandings for practical application. This will involve

- applying a broad and critically advanced approach to community and sustainability (plus a few closely related concepts, including complexity and engagement in governance and decision making, as key factors for attention); and
- aiming to identify the practical implications, including for particular undertakings that aim to contribute the lasting wellbeing at the community scale.

The course begins with community as the focal venue, sustainability as the objective and participative engagement as a major tool.

Communities are human collectivities that can take many forms. Not all communities are defined spatially (e.g., as a neighbourhood or village). There are cultural, occupational, ideological and interest-based communities, among others. For the purposes of this course, however, we will focus on communities that are of particular places, and that involve some degree of shared experience, commitment and capacity.

Sustainability is lasting wellbeing or, more realistically, progress towards the conditions for and characteristics of lasting wellbeing in a complex world. The generic requirements for progress towards sustainability cover the usual social, economic and ecological pillars, but recognize these to be interacting and often inseparable. Communities are participants in complex and dynamic socio-ecological systems that are entwined through all scales from the individual to the planet. Accordingly, progress towards sustainability involves building resilience to protect desirable systems and system qualities, and guiding transitions and transformations from undesirable systems and system qualities to more sustainable ones.

Participative engagement in governance represents the approach to deliberation and decision making most easily linked to sustainability and community goals. In this course, the emphasis is on the local to regional scale but with recognition that local and regional decision making interacts with decision making at many other scales from the individual to the planet and involves an enormous diversity of participants, issues, opportunities, structures and uncertainties, among other considerations.

The course work will include development and application of capacities to build an integrated understanding of communities, sustainability and engagement and to expand this understanding in discussions about issues and actions in a variety of particular areas of concern and opportunity (food systems, growth, decline, economic greening, ecosystems, etc.).

Perhaps most importantly, each participant will integrate the broad insights, specify them for the particular context of a community of her or his choice, and apply the results in the conception and evaluation of a sustainability-enhancing undertaking in that community.

Summary of the course schedule

The basic schedule of sessions is summarized below. The full schedule with details about big issues, readings and matters to be addressed in the class meetings for each session is set out in the long final section of this syllabus.

The first five sessions provide an overview and background to the main big issues of community, sustainability and engagement and their interactions and the initial steps in the participants' projects. The next seven sessions consider a suite of big issue areas in which innovative initiatives are needed and underway at the community level.

Session 1. January 11-17: Introduction to the course: scope, aims, participants, activities, plans for the rest of the course, especially the course projects

course meeting Tuesday, January 12

Session 2. January 18-24: Community, with a focus on place-based communities

course meeting Tuesday, January 19

Session 3. January 25-31: Sustainability taken seriously and implications for the community scale

course meeting Tuesday, January 26

Session 4. February 1-7: Frameworks for designing and/or evaluating projects

course meeting Tuesday, February 2

Session 5. February 8-12: Engagement: building understanding and making good decisions

course meeting Tuesday, February 9

Family Day and Reading Week February 13-21

Session 6. February 22-28: Community prospects: facing growth and decline

course meeting Tuesday, February 23

Session 7. March 1-7: Economy, diversity, opportunity and equity

course meeting Tuesday, March 2

Session 8. March 8-14: Food systems

course meeting Tuesday, March 9

Class Break March 15-16

Session 9. March 17-23: Green spaces and ecosystems

Session 10. March 24-30: Energy, transport and community design

Session 11. March 31-April 6: Climate change

Session 12. April 7-13: Motives, tools and structures for change

Course structure

Each session of the course will have an *online lecture*, *readings* (except for session 1) and a *class meeting*. In addition, each participant in the course will be assigned to a *tutorial group* for exchange of ideas and suggestions throughout the course.

Online lectures

The lectures for each session will be typically in multiple, reasonably short parts, as narrated slide decks. On Monday of the relevant session week, the lecture will be posted on Learn (under the “content” tab) as MP4 versions for viewing and Powerpoint versions for downloading.

The readings

The course will rely heavily on individual readings that are or will be posted on Learn (under the “content” tab). For some sessions there will also be materials available on the internet. The lists of readings are included in the detailed schedule of events and readings below.

In more ordinary times we recommended walking over to the UW Bookstore for one terrific book – Shaun Loney with Will Braun, *An Army of Problem Solvers* (2016), on creative ways of finding solutions to big community sustainability challenges, especially with Indigenous communities. It’s short, readable and admirably positive. Most chapters of the book are included in the list of readings for the various sessions. You can order it from <https://www.encompass.coop/books>. Apparently, shipping is free.

For every session there are more readings than you are likely to read. Focus on the ones that address matters you know least about. Skim the long reports and the documents on more familiar matters to get or renew a sense of the substance.

The class meetings

The course has a scheduled class meeting time on Thursdays, 1-2:20 pm Waterloo time. The class meetings are established

- to respond to questions related to the lecture, the readings, the assignments and other course matters;
- to provide a platform for various other components including conversations with guest experts, exchanges of ideas, and/or consideration of illustrative applications,
- to share stories about the including the individual application projects that each participant will be developing.

The class meetings will use the Virtual Classroom in Learn (under the “connect” tab). *Participation in the class meetings is voluntary.* Attendance will not be taken and no participation marks will be awarded. Each of the class meetings will be recorded and the recordings of all meetings will be posted on Learn.

In ordinary, in-person circumstances, the final course session would be devoted to a conference, where the participants would have presented the findings of their case projects and the rest of the class would have opportunities for comments, questions, standing ovations, etc. This course will instead cover a few more issue areas. But the project assignments will still include preparation for a now largely imaginary conference, including submission of draft presentation materials to your tutorial discussion group, and exchange of comments with others in your group (details below). Also, we may be able to devote some of the final class meetings to project discussions and exchanges – all in

aid of strengthening the individual project reports that are the final assignment for the course (see the assignments and evaluation section below).

The tutorial groups and discussion forums

Tutorial discussion groups (usually 5-8 members each) will be established after session 2. Each group will have an online course discussion forum in Learn (click “discussions” under the “connect” tab). Membership in the tutorials will be determined on the basis of roughly similar project and/or community characteristics as outlined in submissions on the initial community project assignment.

The tutorial discussion forums are meant to facilitate a little community sociability in an online course about communities. The forums are to be used for exchanges of ideas about the individual project assignments, and other course-related matters. Some postings are required and further contributions are expected. Details are provided below in the section on assignments and evaluations.

Questions, answers and recommendations

A *questions and answers discussion forum* has been established in Learn (under the “connect” tab). If you have any questions throughout this course, you can ask them in the Tuesday discussion sessions for an immediate response. However, you may also post questions on the questions and answers discussion forum and the professor or TA will respond. If you have a personal question, please contact the professor or TA by email.

A *recommendations discussion forum* has also been established in Learn (under the “connect” tab). Like many other newly online offerings, this version of ERS 253 is an experiment. We have attempted to design the course to deliver the same quality content and some opportunity for sharing ideas at a distance, without adding burdensome but minimally useful components. If you have any recommendations on how to make this course more successful, please provide suggestions in this forum. It is important for us to know what is working well and what needs improvement. Anonymous posts are allowed, as are comments on the recommendations of others.

Assignments and evaluations

Summary

Each student’s graded work in the course will centre on three basic components:

- the case project:
 - initial community/project description: 5%, due Tuesday, January 19
 - initial framework for design/evaluation of your project: 10%, due Friday, February 5
 - presentation pitch script: 10%, final version due Tuesday, April 13 (but draft to be posted on tutorial discussion site by Friday, April 2)
 - final report 30%, due Tuesday, April 20
- session synthesis and implications notes:
 - notes covering sessions 2, 3 & 5, due February 22: 15%
 - notes covering sessions 6-12, due April 16: 20%
- participation in tutorial discussion groups, sessions 3-12: 10%

More specific information is provided below.

Lateness penalties

In the interests of equity, late penalties will be assessed for written assignments received after the due dates set out below, except in cases of documented illness or other extraordinary inability. The standard penalty is 0.25% per day (8/10 one day late becomes 7.75/10). Deadlines for dropbox submissions are 11:59 pm on the due date.

Details on the case project assignments

Each participant in the course finds or develops the concept of a case project centred on the design and decision making surrounding a sustainability-enhancing community-based initiative of some sort that will be the project for the assignment.

The community involved must be real and at least to some significant extent place-based at a local scale (to be discussed in class). Individual participants can choose any place-based community they wish, but it is best to choose one that you know well.

The community-based project that is the focus of the assignment is also open to selection by the individual participant. The project may be based on an actual current or recent initiative or be largely an invention that the participant conceives, designs and proposes. In any event the project must be realistic. (plausibly doable by residents of the actual community, perhaps including you). As well, the undertaking must have objectives and involve deliberations and decision making that should contribute broadly to sustainability at the community scale and beyond (also to be discussed in class).

For project ideas, see the document, “Communities and Sustainability Project Examples,” on course Learn site, in the “project ideas” file under the “content” tab. Also, there is a list of projects from previous versions of the course.

The objective of the exercise is to integrate an understanding of community, sustainability and appropriate engagement in decision making in a way that is likely to deliver multiple lasting, mutually reinforcing and fairly distributed gains for the community while avoiding significant adverse effects and risks.

For the purposes of the course, the core of the project assignment consists of the following five logical steps, each of which should be addressed in the final project reports):

- identify the essential sustainability-related characteristics of the selected community and the main sustainability-related issues (concerns and opportunities) that the community faces;
- outline the basic nature and core purposes of the selected project to address sustainability-related issues in the community, recognizing that the project may have an immediate focus on one or more particular issue but should to the extent feasible contribute to meeting other sustainability objectives including means of enhancing community and strengthening public engagement (remembering that the sustainability objective is to deliver multiple lasting, mutually reinforcing and

- fairly distributed gains for the community while avoiding significant adverse effects and risks);
- develop a sustainability-based framework that is specified for the selected community and appropriate for application to the selected project;
 - apply the framework in the design of your proposed new undertaking (or your critique of and proposals for alternative approaches to an existing undertaking) and in the description of a suitable decision-making process (or processes) that should be (or should have been) used in developing the project, implementing it and managing it through its lifetime;
 - conclude with an assessment of the strengths and limitations of the project in light of the sustainability- and community-building objectives outlined above and using the framework specified for the case.

The graded components of the project assignment centre on four components that overlap with the logical steps above:

Project assignment 1 – the community/project proposal: 5%

Submit an initial brief description of the community, important sustainability-related issues it faces, and the general nature of the community-based to be proposed or evaluated. For ideas, see the project ideas file in Learn under the “context” tab.

The expected level of detail is modest and you are not tied to what you propose initially. You will be free to revise the project through the term. If you wish, you can shift to a quite different project, even a different community. This initial assignment is to get you started on the project assignment right away.

The proposal is to be a maximum of 200 words. It is due Tuesday, January 19. Post as pdf to the relevant Learn dropbox by 11:59 pm.

Project assignment 2 – the draft framework: 10%

Submit an initial version of the sustainability-based framework, specified for the case and community context, to be used in designing and evaluating your project. For guidance, see the session 4 framework guide lecture and the examples file in Learn under the “content” tab. Framework matters will be discussed in the class meeting on Tuesday, February 2.

The framework submission is to be a maximum of 400 words, excluding the bibliography. It can be largely in the form of a table, but with explanations and rationales for the framework components provided in footnotes. The submission is due Friday, February 5. Post as a pdf to the relevant Learn dropbox by 11:59 pm.

Project assignment 3 – the pitch: 10%

Submit the script for a brief public presentation on your community sustainability project. This is the pitch that you would have made at the end of course conference if the pandemic had not intervened.

The pitch submission should introduce the community and project, and set out the project's main actual or anticipated contributions to sustainability as revealed by application of your framework. If possible, within the time (and word count) constraints, mention any limitations (important sustainability-in-community matters not addressed, risks of adverse effects, potential opposition, funding concerns, etc.) and any future possibilities for expansion of benefits (additional activities and participants, links with complementary initiatives, and potential for scaling up and out to apply more broadly, including in different places).

The pitch submission is to be a maximum of 400 words (presuming about a 3-minute presentation), excluding the bibliography. Post a draft of script on your tutorial discussion forum by 11:59 pm, Friday April 2 for possible comments by others. Submit a final pdf version by 11:59 pm on Tuesday, April 13 to the relevant Learn dropbox.

Project assignment 4 – the final project report: 30%

See specific requirements in the “guide to preparing the final project report” in Learn under the “content” tab.

The final report submission is to be a maximum of maximum 2000 words, excluding the bibliography. It is due Tuesday, April 20. Submit as a pdf to the relevant Learn dropbox by 11:59 pm on Tuesday, April 20.

Rubric

The grading of the final report will be based on the following rubric:

- attention to the purposes and particulars of the assignment (see the core components set out above) and familiarity (though not necessarily agreement) with the relevant key points raised in the readings, lectures and class meeting discussions (though you are also expected to incorporate reliable material from other sources, especially concerning your community and the particulars of your project) [40%];
- integrated understanding of the significance and practical implications and interactions of these points, while recognizing uncertainties, diverse interests and competing perspectives, in the presentation and application of a well-conceived and supported sustainability-based framework for the design and/or critique of the undertaking discussed in the report [40%]; and
- clarity (or elegance) of writing, taking into consideration the structure and organization of thoughts and analyses, effective linking of broad ideas to special illustrations or examples, proper grammar and syntax, concise presentation, and ease of understanding, and appropriate credit to sources [20%].

Note the lateness penalties discussed above.

Details on the session synthesis and implications notes assignment

Each participant must submit two short synthesis and implications notes – one covering sessions 2, 3 and 5 and one covering at least four of sessions 6-12. Both submissions are expected to

- summarize the big issues and insights addressed in each of the sessions covered, focusing on matters of significance for making contributions to sustainability at the community level;
- conclude with a synthesis, considering the interconnections (and/or conflicts) among the key insights and their overall implications for practical sustainability-enhancing initiatives at the community level;
- be based roughly equally on key insights from the lecture (and class meeting discussions) for the sessions and from the course readings for those sessions (and any additional readings or other research that the student may choose to consult);
- demonstrate familiarity with at least two of each session's readings;
- through successive notes increasingly take into account information and understandings from preceding sessions;
- be concise and select intelligently among the many matters that could be addressed;
- be literate and comprehensible to others but may present information in point form where suitable; and
- include proper references to all sources used (not just to ones from which quotations are taken), applying a recognized referencing style;

Session synthesis and implications notes assignment 1: 15%

The first notes submission covers sessions 2, 3 and 5. It should not exceed 1200 words (not including the bibliography) and must be submitted to the course dropbox for session notes 1 by 11:59 pm on Monday, February 22.

Session synthesis and implications notes assignment 2: 20%

The second notes submission covers at least four of sessions 6-12. It should not exceed 1500 words (not including the bibliography) and must be submitted to the course dropbox for session notes 2 by 11:59 pm on Friday, April 16.

Rubric

The grading of the synthesis and implications notes will be based on the following rubric:

- attention to the purposes and particulars of the assignment and familiarity (though not necessarily agreement) with the key points raised in the readings, lectures and class meeting discussions (though you are also encouraged to incorporate reliable material from other sources) [40%];
- integrated understanding of the significance and practical implications and interactions of these points, while recognizing uncertainties, diverse interests and competing perspectives [40%]; and
- clarity (or elegance) of writing, taking into consideration the structure and organization of thoughts and analyses, effective linking of broad ideas to special illustrations or examples, proper grammar and syntax, concise presentation, and ease of understanding, and appropriate credit to sources [20%].

Note the lateness penalties discussed above.

Participation in tutorial discussion groups

Participation in tutorial discussion groups is the final graded component of the course, worth 10% of the final grade.

Shortly after the initial community project descriptions have been submitted on January 19) and reviewed, the class will be divided into tutorial groups in Learn (click “groups” under the “connect tab”). Each tutorial group will have its own discussion forum (click “discussions” under the “connect” tab).

The tutorial group forums are provided for collaboration and mutual learning – an opportunity for a little community building in an online course about community. Particularly activities will involve sharing of ideas about community project ideas and other project assignment steps and for discussing other course-related matters;

Each tutorial group will have 5-8 members, chosen in light of the similarity or complementarity of the participants’ communities and/or projects.

Initially planned tutorial activities include the following requirements for each participant:

- after the tutorial groups have been established and announced
 - post a very brief autobiography to introduce yourself to the other tutorial group members; and
 - post a copy of your community/project proposal to your tutorial group forum at the as soon as your tutorial is created;
- post comments and suggestions on at least two other tutorial members’ proposals, by 11:59 pm on Monday, February 1;
- post your draft sustainability-based project design and evaluation framework in your tutorial group forum for comments and suggestions on Monday, February 8;
- post comments and suggestions on at least one other tutorial member’s draft framework by 11:59 pm on Friday, February 26;
- post your draft project pitch by Friday, April 2, for comments and suggestions; and
- post comments/suggestions on at least one other tutorial member’s draft pitch by 11:59 pm on Friday, April 9.

Further uses of the tutorial groups will be discussed in the class meeting on Tuesday, January 19. Those unable to attend are asked to email any suggestions to the instructor before the meeting, so they can be raised there. Possibilities include the following:

- discussion of issues surrounding the ideas raised in the lectures and readings and the implications for the case projects – anticipated discussion topics are noted below in the details about each session;
- information sharing, such as posting of material on projects of the kinds that are being done by tutorial group members, or associated issues; and
- ...

Rubric

Evaluation of tutorial group participation will be based on the quality as well as the extent of contributions. The grading of the synthesis and implications notes will be based on the following rubric:

- understanding of the course concepts and issues introduced and insight into their practical implications, with particular attention to drawing connections between and among the immediate and larger scale issues and options [40%];
- constructive suggestions to others [40%];
- communication skills (clear, concise, etc.), including accuracy and creativity in illustrative implications [20%].

General note on grading and rubrics

Particular rubrics for the project reports, session notes and tutorial group contributions are set out above in the relevant sections.

In general, all written submissions are expected to

- respect the purposes and particulars of the assignment;
- draw from the lectures, readings and class meeting discussions, as appropriate, as well as from any material you dig up that is relevant to your community and undertaking;
- be concise and focus on what is most significant for community sustainability and for communicating your ideas clearly;
- adopt a scholarly and professional approach to writing; and
- incorporate proper bibliographic references to written materials or other sources you've used (bibliographies are not included in the word limit for any written assignments in this course).

As noted above, the standard penalty for overdue submissions (in the absence of documented illness or other extraordinary inability) is 0.25% per day. Deadlines for dropbox submissions are 11:59 pm on the due date.

Finally, and despite the usual stuffiness of professional and scholarly writing, in this course there are bonus points for notable contributions of wit and humour.

Important UW policies and services on key course-related topics

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges – physical and/or emotional. *Help is available.* Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services is an inclusive, non-judgmental, and confidential space for anyone to seek support (<http://www.uwaterloo.ca/counselling-services>). They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Disabilities: AccessAbility Services (<https://uwaterloo.ca/accessability-services/>), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange

appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See <http://www.uwaterloo.ca/academicintegrity/>. Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his or her actions. Please review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating), should visit the on-line tutorial at <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>, and seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean.

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 (Student Discipline). For information on categories of offences and types of penalties, students should refer to Policy 71 (Student Discipline): <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>.

Within the Faculty of Environment, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties that may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

Grievances: Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy 70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>.

Appeals: A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) on matters other than a petition, or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he or she has a ground for an appeal should refer to Policy 72 (Student Appeals): www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Religious observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via Learn. Students who email the instructor or TA from a personal account will be requested to resend the email using their personal University of Waterloo email account.

Intellectual Property: Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as: lecture content, spoken and written (and any audio/video recording thereof); lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides); questions or solution sets from various types of assessments (e.g., assignments); and work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the

copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Unclaimed assignments: Unclaimed assignments will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Details on the course sessions, issues, readings, etc.

Session 1. January 11-17: Introduction to the course

big issue:

- What is at the intersection of community, sustainability and participative engagement, and what is to be done there?

class meeting: Tuesday, January 12

- introductions by the instructor, teaching assistant and each participant able to attend: what to mention:
 - name and program/specialization(s);
 - major interest related to this course (e.g., sustainability, communities, participative engagement, ecology, social change, economy, decision making);
 - spatial community (neighbourhood, village, etc.) that you know best.
- review of the syllabus, agenda and assignments
 - questions about the plans for the rest of the course
 - question about future Tuesday class meetings
 - questions about the tutorial discussion groups
- discussion of the projects: matters to consider in choosing a good project
 - what is your main place-based community?
 - what is one significant sustainability-related issue in your community?
 - who is affected?
 - what kinds of responses might be useful (at least one project idea)?

- what other lasting benefits could such a project deliver?
- who is/should be involved in developing responses?

Session 2. January 18-24: Community

big issues:

- what is community?
- what are the characteristics of a desirable and sustainable or sustainability-enhancing community (community vitality, social capital, resilience and innovation/transition, economic and ecological dimensions, various indicators of community wellbeing, etc.)?

class meeting: Tuesday, January 19

- general discussion of chosen communities and possible community sustainability projects
- participants may outline possible community projects that they are considering – identifying the selected community and a sustainability-related undertaking (past, current, prospective) that might be worth examining and pursuing, and outlining how that undertaking might contribute to sustainability and community.
- further discussion possibility: take some initial project ideas and consider the ways in which they might serve the community objectives outlined on the lecture slide on community needs and roles)

readings on community:

Ann Dale, Chris Ling, Lenore Newman, “Community vitality: the role of community-level resilience, adaptation and innovation in sustainable development,” *Sustainability* 2 (2010), pp.215-231, on course UW Learn site.

Alternatives Journal 42:3 (2016), special issue on “Belonging,” available at <http://www.alternativesjournal.ca/sites/default/files/AJ42n3BelongingDigiFreeV2sm.pdf>, on course UW Learn site.

Ann Dale, Rebecca Foon, Yuill Herbert and Rob Newell, *Community Vitality: from adaptation to transformation* (Tatamagouche: Fernweh Press, 2014), available at <https://dspace.royalroads.ca/handle/10170/925?show=full>, see especially chapter 1, chapter 4 and the coda at the end (pp.85-91), on course UW Learn site.

See also, “Community-centred sustainability criteria” in the “generic sustainability, community and engagement criteria sets” file on the course UW Learn site, under the “content” tab.

readings on community indicators:

The Community Foundations of Canada website on community Vita Signs reports, <https://communityfoundations.ca/initiatives/vital-signs/>

Kitchener and Waterloo Community Foundation, *Waterloo Region’s Vital Signs Priority Report* (2016), available at https://www.kwcf.ca/vital_signs

Ann Dale, et al., *Community Vitality: from adaptation to transformation* (see above), especially chapter 2.

project idea sources:

See “project ideas” in the Content section of the course UW Learn site.

Session 3. January 25-31 Sustainability

big issues:

- what does sustainability taken seriously mean for communities?
- what generic sustainability criteria apply to decisions in all communities, and how can these criteria be specified for particular communities and community undertakings?

class meeting: Tuesday, January 26

- how to go about identifying key sustainability-related issues in your community

readings on sustainability:

Robert B. Gibson, “Foundations: sustainability and the requirements for getting there,” in Robert B. Gibson, editor, *Sustainability Assessment: Applications and Opportunities* (London: Routledge/Earthscan, 2017), pp. 1-15, on course UW Learn site.

Robert B. Gibson, "Criteria," in *Sustainability Assessment: Criteria and Processes* (London: Earthscan, 2005), chapter 5, pp.88-121, on course UW Learn site.

ICLEI – Local Governments for Sustainability, “Our pathways, our approach,” available at https://iclei.org/en/our_approach.html.

See also, “Generic sustainability decision criteria & tradeoff rules” in the “generic sustainability, community and engagement criteria sets” file on the course UW Learn site, under the “content” tab.

Session 4. February 1-7: Frameworks for designing and/or evaluating projects

big issues:

- what are the best ways of combining attention to broad sustainability and community requirements and objectives with recognition of the particular needs and aspirations of specific communities?
- what are the best ways to build a framework for considering sustainability issues and options so that it covers all the key generic requirements for progress towards sustainability, but also gives due attention to the particular conditions and dynamics, capacities and limitations, fears and aspirations, issues and opportunities, etc. that characterize the community involved and the sustainability-enhancing undertaking that is being developed?

class meeting Tuesday, February 2

- how to build frameworks for designing and/or evaluating sustainability-and-community enhancing projects in particular places, with particular issues, concerns and opportunities, capacities and limitations, social and ecological relationships, resources and stresses, ...
- how to fit frameworks to particular project or project possibilities

readings on how to specify sustainability assessment frameworks for particular cases and contexts:

Robert B. Gibson, “Applications: from generic criteria to assessments in particular places and cases,” in *Sustainability Assessment: Applications and Opportunities*, pp. 16-41, on course UW Learn site.

See also the “framework guide and examples” file and the “generic sustainability, community and engagement criteria sets” file, both in Learn under the “content” tab

Session 5. February 8-12: Engagement: building understanding and making good decisions

big issues:

- how do communities build the understandings and capacities for sustainability-based action?
- how are socio-ecological understanding, awareness and commitment fostered and developed?
- how do people gain capacities for effective engagement with others in collective decision making?
- how are decisions made in and by communities and how should they be made for contributions to sustainability?
- what interests do and do not have power and influence?
- which sustainability requirements get effective attention and which ones do not?
- what can be done at the community scale (and what can't)?
- what qualifies as “democratic” or “meaningful public engagement”?
- how do the concepts of social and ecological understanding and commitment, sense of place, and conviviality fit into community level sustainability?
- what do they look like in practice?

class meeting Tuesday, February 9

- what are the main ways of building social capital and ecological understanding and commitment into a sustainable community initiative?
- how could we incorporate social capital and ecological understanding into an evaluation framework for application to undertakings being developed in this course?
- ideally, who should participate in the development and implementation of sustainability and community undertakings?
- what major influences beyond the community scale may be involved in community sustainability undertakings?

readings:

Ann Dale, et al., *Community Vitality: from adaptation to transformation* (see week 2), chapters 4 and 9, on course UW Learn site.

Jane Jacobs “Why cities need ‘holes in the wall’,” excerpt from Samuel Zipp and Nathan Storrington, editors, *Vital Little Plans: The Short Works of Jane Jacobs* (Toronto: Random House Canada, 2016), available at

<https://www.thestar.com/news/insight/2016/09/23/jane-jacobs-on-preserving-a-citys-holes-in-the-wall.html>, and on course UW Learn site.

Shaun Loney with Will Braun, *An Army of Problem Solvers* (2016), chaps. 1, 2 and conclusion.

Christopher Ling, Kevin Hanna and Ann Dale, “A template for integrated community sustainability planning,” *Environmental Management* 44 (2009), pp.228-242, DOI 10.1007/s00267-009-9315-7, on course UW Learn site

Ann Dale, Lenore Newman and Rob Newell, “Patterns of our footsteps: topophilia, rhythm and diversity in urban landscapes,” *Spaces and Flows: An International Journal of Urban and ExtraUrban Studies* 4:2 (2014), 11pp., available at Available at SSRN: <https://ssrn.com/abstract=2479755>, on course UW Learn site.

Timothy D. Sisk et al. (2001) *Democracy at the Local Level: The International IDEA Handbook on Participation, Representation, Conflict Management and Governance* (Stockholm: International Institute for Democracy and Electoral Assistance, 2001), chapter 1 “Concepts, challenges and trends” (also chapter 5 “Expanding participatory democracy”), available at <http://www.idea.int/sites/default/files/publications/democracy-at-the-local-level-handbook.pdf>, on course UW Learn site.

Arun Agrawal and Maria Carmen Lemos, “A greener revolution in the making? environmental governance in the 21st century,” *Environment* 49:5 (June 2007), pp.36-45, on course UW Learn site.

René Kemp, Saeed Parto and Robert B. Gibson, “Governance for sustainable development: moving from theory to practice,” *International Journal for Sustainable Development* 8:1/2 (2005), pp.12-30, on course UW Learn site.

See also, “Community engagement criteria for sustainability” in the “generic sustainability, community and engagement criteria sets” file on the course UW Learn site, under the “content” tab.

useful background sources:

Jay Makarenko, “Local government in Canada: organization and basic institutions,” (2007), available at <http://www.mapleleafweb.com/features/local-government-canada-organization-amp-basic-institutions>

Session 6. February 22-28: Community prospects: facing growth and decline

big issue:

Some big cities are growing unsustainably; some smaller communities are declining unsustainably.

- what are their options and which of these issues and options can be addressed effectively at the community scale?
- for example, what may be the role of economic greening initiatives?

class meeting Tuesday, February 23

discussion of framework issues, including

- the practicalities of specifying frameworks for particular communities and activities;
- alternative ways of categorizing the main issues.

video:

watch one episode (two if you must) of *Still Standing*, <https://gem.cbc.ca/season/still-standing/season-5/8ce2c191-cd01-4520-af15-1b48e8c79b39>

readings:

David Crombie, et al., *Planning for Health, Prosperity and Growth: Expert Panel Report* (2015), on course UW Learn site.

Robert B. Gibson, “Sustainability and the Greenbelt,” *Plan Canada* 51:3 (2011), pp.38-41, on course UW Learn site.

Shaun Loney with Will Braun, *An Army of Problem Solvers* (2016), chap. 5.

Federation of Canadian Municipalities, “Rural Challenges, National Opportunity,” (Ottawa: FCM, 2018), available at <https://fcm.ca/en/resources/rural-challenges-national-opportunity>

Laverne Booth and Heather Keam, “Case study: reimagining rural communities using asset-based community development,” (Tamarack Institute, 2019), <https://www.tamarackcommunity.ca/hubfs/Resources/Case%20Studies/Reimagining%20Rural%20Communities%20Using%20ABCD%20by%20Laverne%20Booth%20&%20Heather%20Keam.pdf?hsCtaTracking=84247bce-9121-426f-86ba-ca5e2e2dde1b%7C0fd4ef12-05e5-4f8b-8d77-f31815b452cb>

Pamela Blais, *Perverse Cities: hidden subsidies, wonky policy and urban sprawl* (Vancouver: UBC Press, 2010), chapter 13 “Perverse subsidies, perverse cities,” pp. 221-237, on course UW Learn site.

Session 7. March 1-7: Economy, diversity, opportunity and equity

big issues:

- how can local economic opportunities and resilience be strengthened in ways that also contribute to the full suite of sustainability requirements?
- how can we green the economy while also increasing social justice (ensure positive equity effects – including intra- and inter-generational equity)?
- or should that be how can we increase social justice as a means of greening the economy?

class meeting Tuesday, March 2

- what should we consider in an evaluation of the equity effects of a sustainable community initiative?
- how should we build an equity effects evaluation framework for application to undertakings being developed in this course?

readings:

Shaun Loney with Will Braun, *An Army of Problem Solvers* (2016), chap. 7 and 9.

Tim Jackson and Peter Victor, “Green economy at community scale (Toronto: Metcalf Foundation, November 2013), 68pp., on course UW Learn site.

Cheryl Teelucksingh and Laura Zeglen, “Building Toronto: achieving social inclusion in Toronto’s emerging green economy,” (Toronto: Metcalf Foundation, 2016), on course UW Learn site.

Smart Prosperity Institute, “Circular Economy Global Sector Best Practices Series: Introduction: background materials for circular economy sectoral roadmaps,” (Ottawa: smart Prosperity Institute, November 2020), available at <https://institute.smartprosperity.ca/BestPractices>, on course UW Learn site.

Adriana Beemans, “Resilient Neighbourhood Economies: A Foundation’s strategic learning from a three-year investment in local economies” (Toronto: Metcalf Foundation, 2016), on course UW Learn site.

Adrien Labaeye, “Sharing Cities and Commoning: An alternative narrative for just and sustainable cities,” *Sustainability* 11 (2019) 4358; doi:10.3390/su11164358, on course UW Learn site.

“Cities of the future,” *Globe and Mail*, 8 May 2019, <https://www.theglobeandmail.com/life/adv/article-cities-of-the-future/>

other sources

The Working Centre’s website re the Waterloo School for Community Development <https://www.theworkingcentre.org/waterloo-school-community-development/187>

Session 8. March 8-14: Food systems

big issues:

- what is the role of regional food systems and community food initiatives in building sustainability?
- what are their most direct contributions and how do (or can) they contribute to other sustainability objectives?
- what can be done at the community level and how can communities play roles in addressing influences beyond the community?

course meeting Tuesday, March 9

Food is a central issue and realm of opportunity for every community. It is also an area in which economy, ecology and society necessarily merge, as do rural and urban, hand-made and mass produced, and local and global. Also, the loose movement (if that is what it is) that favours local/regional food production, cuisine/culture and food security, has drawn support from an extraordinary diversity of contrasting interests and organizations in communities around the world.

- what major lessons for successful community-based sustainability initiatives can be drawn from the example of local and regional food initiatives?
- how can the lessons from the class discussion be applied in individual cases, including ones that may not be centred on food systems?

possible guest expert: Adam Kramer, The Working Centre and the Hacienda Sarria Community Garden

readings:

- Waterloo Region Food Charter (Waterloo Region Food System Roundtable, 2013), available at <http://www.wrfoodsystem.ca/food-charter>
- Shaun Loney with Will Braun, *An Army of Problem Solvers* (2016), chap. 4 and 6.
- Metcalf Foundation, “Food connects us all,” (Toronto: Metcalf Foundation, February 2008), available at <http://www.metcalffoundation.com/.../Food Connects Us All.pdf>, and on course UW Learn site.
- Knezevic, Irena, Karen Landman, Alison Blay-Palmer and Erin Nelson, *Models and Best Practices for Building Sustainable Food Systems in Ontario and Beyond* (Guelph: Ontario Ministry of Agriculture, Food and Rural Affairs, 2013), 263pp. plus appendices, on course UW Learn site.
- Nyéleni Declaration, “The Six Pillars of Food Sovereignty,” (2007), on course UW Learn site.
- Chantal Blouin et al., “Local food systems and public policy: a review of the literature,” (Montréal: Equiterre and The Centre for Trade Policy and Law, September 2009), on course UW Learn site.
- Miller, Sally, “Places to Farm: alternative practices and policies for Ontario’s changing agricultural landscape,” (Toronto: Metcalf Foundation, July 2013), 64pp., on course UW Learn site.
- C. Clare Hinrichs, “The practice and politics of food system localization,” *Journal of Rural Studies* 19 (2003), pp.33-45, on course UW Learn site

other sources:

Waterloo Region Food System Roundtable, website www.wrfoodsystem.ca

Session 9. March 22-28: Green spaces and ecosystems

big issues:

- how can an ecosystem-based approach to community sustainability issues and opportunities contribute new considerations and alternative options to community sustainability initiatives?
- how can communities go beyond providing greenspace to integrate ecosystem understanding and restoration?
- what are the core objectives and tools for ecosystem-sensitive approaches and activities?

class meeting Tuesday, March 23

- what is the range of openings for projects to address effects on (or from interactions with) the community ecosystem(s)?
- what are the main categories of interactions, implications and responses in the cases discussed?
- what are the most promising means of ensuring effective attention to ecosystem-related issues in community sustainability initiatives?
- are there different options for public and private lands?
- what tools have greatest potential?

readings:

Ann Dale, et al., *Community Vitality: from adaptation to transformation* (see week 2), chapter 8.

Richard J. Hobbs, Eric Higgs, Carol M. Hall, Peter Bridgewater, F. Stuart Chapin III, et al., “Managing the whole landscape: historical, hybrid, and novel ecosystems,” *Frontiers in Ecology and the Environment* 12 (2014), pp.557–564, on course UW Learn site.

Matthew Van Dongen, “Ecopark,” *Hamilton Spectator*, 6 April 2016, available at <http://www.thespec.com/news-story/6441784-vision-of-massive-hamilton-burlington-eco-park-is-coming-to-life/> and on course UW Learn site; also Cootes to Escarpment Ecopark map available at http://media.zuza.com/8/a/8ac6a9e7-f1c5-40de-b9e1-0a7aff1fb7f4/ECOPARK_MAP.pdf, on course UW Learn site.

Christoph Rupprecht and Jason Bryne, “Informal urban green space as anti-gentrification strategy?,” chapter 14 in Winifred Curran and Trina Hamilton, eds., *Just Green Enough* (Abingdon: Routledge, 2017), available at https://www.researchgate.net/publication/322593792_Informal_urban_green_space_as_anti-gentrification_strategy, on course Learn site.

Robert B. Gibson, “Avoiding sustainability trade-offs in environmental assessment,” *Impact Assessment and Project Appraisal* 31:1 (2013), pp.1-12 especially pp.6-8 re Laurel Creek improvement, on course UW Learn site.

other sources:

Delphi Group, *An Economic Impact Assessment of the Green Infrastructure Sector in Ontario* (Green Infrastructure Ontario Coalition April 2020), available at https://www.greenbelt.ca/gio_report

Anika, Terton, “How Can Nature Play a Leading Role in Adapting to Climate Change?” (IISD, December 16, 2020), available at <https://www.iisd.org/articles/how-can-nature-play-leading-role-adapting-climate-change>

Session 10. March 29-April 4: Energy, transport and community design

big issue:

Many big urban centres are already working on a long-term transition in the basics of urban form (from sprawl and cars to density and transit) that has been motivated mostly by financial issues and commuting frustrations. At the same time, many rural and remote community also face big questions about how to re-establish themselves for viability in the long run, including through re-purposing or redesigning energy, transportation and other infrastructure. These shifts affect most other aspects of community wellbeing. They also demand long term vision. Among the big questions involved are the following:

- what kinds of alternative energy, transportation and community design systems are most desirable for sustainability and community?
- what far-sighted understandings, approaches and tools are needed?
- how can particular initiatives can help us get there?

class meeting Tuesday, March 30

Especially in growing urban areas, there has been plenty of discussion of a long-term transition in urban design and associated transportation systems to move from cars and sprawl to transit and density. Because of climate change mitigation needs, we are also now (belatedly) seeing more attention to transition from fossil fuels to low-to-no GHG alternatives.

- what other big long-term transitions that are needed in the next 30 years could be linked with efforts to encourage the urban design/transportation transition and the energy/GHG transition in ways that would make all of the transition efforts compatible and mutually supporting?
- what kinds of specific projects could be involved?

possible guest expert: Kyrke Gaudreau, Green Municipal Fund, Canadian Federation of Municipalities [by video link]

readings:

Federation of Canadian Municipalities, Green Municipal Fund, “Five Year Plan, 2018-2023,” <https://fcm.ca/sites/default/files/documents/resources/strategic-plan/five-year-plan-2018-2023-gmf.pdf>, on course Learn site

Federation of Canadian Municipalities, Green Municipal Fund project case studies (mostly infrastructure or infrastructure-related projects), <https://fcm.ca/en/programs/green-municipal-fund> (scroll down about half way), not on course UW Learn site – must go to the FCM website

Patricia Romero-Lankao, et al., “Urban transformative potential in a changing climate,” *Nature Climate Change* 8 (August 2018), pp.754-756.

Julie Curti, Farrah Andersen and Kathryn Wright, “A Guidebook on Equitable Clean Energy Program Design for Local Governments and Partners” (Urban Sustainability Directors Network, September 2018), <https://static1.squarespace.com/static/59be75accd0f681dbe2d4d12/t/5bb505961905f4207c244b64/1538590137774/USDN+Equitable+Clean+Energy+Guidebook+Compressed.pdf>

Session 11. April 5-11: Climate change

big issues:

Climate change is the most fully global of the many threats to lasting wellbeing, but potentially effective efforts to move to net zero GHG emissions and build permanent carbon sinks will depend heavily on community scale initiatives.

- what is the range of possible community-level contributions?
- how can climate change mitigation (and adaptation) contributions be incorporated in initiatives that are also, or chiefly, undertaken for other purposes (e.g., ecological restoration, conversion to renewable energy sources, rebuilding urban infrastructure, and enhancing the sustainability of food systems)

class meeting Tuesday, April 6

Especially in growing urban areas, there has been plenty of discussion of a long-term transition in urban design and associated transportation systems to move from cars and sprawl to transit and density. Because of climate change mitigation needs, we are also

now (belatedly) seeing more attention to transition from fossil fuels to low-to-no GHG alternatives.

- what other big long-term transitions are needed in the next 30 years?
- how can climate change and other transitions be compatible and mutually supporting?
- what are the best illustrative examples of projects that could help the urban design/transportation transition and the energy/GHG transition and at least two others that you have identified?

readings:

David Miller, *Solved: how the world's great cities are fixing the climate crisis* (Toronto, University of Toronto Press, 2020), 9781487534905, EISBN [e-book available at UW library]

Sarah Burch, Alison Shaw, Ann Dale and John Robinson, "Triggering transformative change: a development path approach to climate change response in communities," *Climate Policy* 14:4 (2014), pp. 467-487 on course Learn site.

Daniel Rosenbloom, James Meadowcroft, Stephen Sheppard, Sarah Burch, Stephen Williams, "Transition Experiments: Opening Up Low-Carbon Transition Pathways for Canada through Innovation and Learning," *Canadian Public Policy*, 44:4, (December 2018), pp. 368-383, available at

https://www.researchgate.net/publication/326210986_Transition_Experiments_Opening_Up_Low-Carbon_Transition_Pathways_for_Canada_through_Innovation_and_Learning, on course Learn site.

Ian McVey, Karen Farbridge and Kirby Calvert, *On the path to net-zero communities: integrating land use and energy planning in Ontario municipalities* (Toronto: Community Energy Knowledge Action Partnership, March 2017), available at https://www.cekap.ca/resources/research-report-OCC_Full%20Report.pdf

Session 12. April 12-14: Motives, tools and structures for change

big issues: How is community built, and how does that fit with building community commitment to sustainability initiatives? What motivations, tools and strategies are available to initiators of community sustainability projects (neighbourhood organizations, governments, big and small industry/commerce, public interest groups, social entrepreneurs, and others)? What are the best means of engaging potential participants, including often marginalized or excluded communities and community members/interests, in sustainability-enhancing initiatives? What structures and players/participants do best in addressing integrated sustainability-oriented challenges?

class meeting Tuesday, April 13

- what motives drive the engagement and particular efforts of the key participants in the development and implementation of community sustainability projects?
- how do those motivations affect how their engagement is organized – if there are some evident formal or informal organizations or other structures?

- how do these motivations affect what tools they prefer (e.g., economic incentives, voluntary community participation, changes to municipal by-laws)?

possible guest experts: Steve Singer, Beechwood Park Homes Association and, especially, its Wednesday community food market. **Steve has provided additional materials that will be posted on the course website**

readings:

Charles Dobson, “Social movements: a summary of what works,” from *The Citizen's Handbook: A Guide to Building Community in Vancouver* (Vancouver: Vancouver Community Network, 2001), available at www.vcn.bc.ca/citizens-handbook/movements.pdf and on course Learn site.

Shaun Loney with Will Braun, *An Army of Problem Solvers* (2016), chap. 8.

Stephanie Cairns, Pomme Arros and Sara Jane O’Neill, *Incenting the Nature of Cities: Using Financial Approaches to Support Green Infrastructure in Ontario* (Toronto: Metcalf Foundation, May 2016), 34pp., on course UW Learn site [see also Blais from week 5 readings]

Doug McKenzie-Mohr, *Fostering Sustainable Behaviour: Community-Based Social Marketing*, available at <http://www.cbsm.com/pages/guide/preface/>, see especially the introductory summary at <http://www.cbsm.com/pages/guide/fostering-sustainable-behavior/>, on course UW Learn site.

Caledon Institute, *Collaboration on Policy: a manual developed by the community-government collaboration on policy* (Ottawa: Caledon Institute, 2009); http://atwork.settlement.org/sys/atwork_library_print.asp?doc_id=1004865, on course UW Learn site.

Troy Glover, “Our need for do-it-yourself city building,” *Waterloo Region Record*, 16 November 2015), available at: <http://www.therecord.com/opinion-story/6116888-opinion-our-need-for-do-it-yourself-city-building/>, on course UW Learn site.

bonus readings from our guest speakers (see the posted note to 253 re S. Singer docs):

1. the BPHA fall 2014 newsletter – especially the story on pp.5-6 about Bob Dorney’s influence on the ecological preservation aspects of the neighbourhood’s initial design (also relevant to the March 10 class).
2. the BPHA fall 2015 newsletter – especially the story on page 7 about the produce stand and the story on page 8 on the initial planning of the neighbourhood in the 1960s (note: paper copies of the newsletter are distributed through volunteer street reps 2-3 times a year to 400 homes in the area, to reach not only the 120 members of the BPHA but to all the neighbourhood).
- 3a and 3b. copies of 2 update notes from the neighbourhood produce stand organizers.
4. a copy of a letter Steve wrote to the City of Waterloo Council back in 2010 concerning possible amalgamation of Waterloo and Kitchener (it provides some insights into Steve’s views on community and governance, but also provides a concise introduction into the city and regional scales of governance, at least in this region).