

THE REGENERATION IMPERATIVE: Liveable Cities Revitalization of Built and Natural Assets

SEP 4X03/6X03

Winter 2021/2022

Instructor: Gail Krantzberg

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Class Timings and Place: Tuesdays 9:30 – 12:30 ETB 535

<https://mcmaster.zoom.us/j/99219054075?from=addon> (remote if and when needed)

Office Hours: Please, make an appointment to meet me.

Course Pre-requisites: Sustain 3S03 or Instructor Approval

COURSE DESCRIPTION

We are nearing a tipping point that will result in either a resilient and wonderful or downward spiraling future. The magic of a freer market is bringing millions of people out of poverty and is increasingly aligned with untold entrepreneurial opportunities. More bleakly the ravages of a changing climate with its impact on water supplies, unanticipated severe weather events and bio-diversity decline foretell a world of unpredictability and conflict. The future will likely contain a mixture of both and it is within this framework that the regeneration imperative operates.

The concept of sustainability has been one tool for attempting to buffer the impacts of increased affluence and indifference on the associated stresses placed on limited resources and waste generation. Sustainability's character however is that it increasingly appears to be an approach that seeks to enhance and maintain acceptable conditions and so meets the ethical criteria of protecting resources and opportunities for future generations. It is less successful in addressing the likelihood of increasing urbanization, a rising population, and more people throughout the world able to consume with extravagance common in the developed world. Regeneration recognizes the need for a deep sustainability agenda but one in which there is a deliberate addition to the stock of eco system services. It includes bringing life back to forlorn living places and reversing the natural realm's decline in both the traditional countryside and the existing built environment. In thinking about regeneration, the first thing that comes to mind is rebuilding old-infrastructure or redressing environmental degradation. However, regeneration is not just about re-building old infrastructure and re-building based on past experiences. Just as environment encompasses both natural and built environment, regeneration is also about rehabilitating, revitalizing and restoring eco-system function as well as urban excellence. In developing a practical understanding of these advanced concepts, emphasis will be placed on interdisciplinary collaboration.

LEARNING OBJECTIVES

INTENDED COURSE LEARNING OBJECTIVES

At the end of the course students will be able to:

1. **Understand the historical perspective** of urban decline and need for urban renewal.
2. **Understand the concepts** of natural and built environment and establish linkages between built and natural environment renewal
3. **Understand the role, both implicit and explicit, of businesses and entrepreneurs** in urban renewal policy
4. **Identify** various dimensions of urban renewal (economic, social, physical and environmental)
5. **Apply** various tools for urban renewal (daylight streaming, brownfield development, green buildings etc)
6. **Interpret, explain and evaluate** the role of legislations in urban renewal
7. **Evaluate** the best practices in urban renewal and **apply to a real case study**

Finally, the course is designed to apply a deep understanding of various perspectives and concepts of regeneration through written assignments, class discussions, and practical project application. Students are also expected to interact and collaborate with stakeholders to consider regenerative solutions to local or global challenges. Students will also be able to evaluate outcomes by using and interpreting appropriate metrics and tools.

REQUIRED COURSE MATERIAL

The Regeneration Imperative: Revitalization of Built and Natural Assets.
CRC Press. 2015. Velma I Grover, William Humber and Gail Krantzberg

Other readings will be uploaded on the avenue to learn.

FORMAT

This course is made up of readings, lectures, class discussions and debates, quizzes, class activities, group work, and tutorials, all of which are mandatory.

- Readings must be completed prior to each class to prepare for engaged discussions.
- Classes will be used to help guide students through the readings and will expand upon key ideas in the curriculum by exploring connections to real world case studies.
- Tutorial time will be used to for guidance and support for class assignments, guest lecturer, and can be used for group project research.

ASSESSMENT

Issue Papers	45% (3@15%)	
Group Project	45%	
• Project outline	10%	DUE ON January 25
• Project paper	25%	DUE ON April 6
• Project presentation	10%	Last week of class
Critical Class Contributions	10%	

All the assignments are expected to be submitted via drop box by 5 pm on the due date. Any extensions should be discussed directly with the instructor at least one week before the due date. Penalty for late submission will be 3% each working day.

Issue Papers: Three issue papers will be based on the concepts discussed in the class. Issue papers are expected to depict understanding of the linkages between various concepts. Issue paper should be between 600 – 800 words.

Group Project: Students will be provided with a variety of opportunities for interdisciplinary discussion group projects (maximum of 4 students per group). Team work is critical, the group's success will be associated in part with how well you learn to function as a team.

- In the project outline students are required to identify the problem area in Hamilton (or elsewhere), summarize the central issues and propose how they will address it. In addition the group is required to state which group member will contribute what part to the assignment (understanding that all will participate in research, writing, presentations, and field work etc).
- The main paper should be 5000 words. It will consist of an Abstract, Background or Introduction, Methods, Results, Discussion, and Policy Recommendations. Scholarly literature must be cited to demonstrate the rigour of the research. References will follow APA style citations¹. The paper should be analytical in nature and based on a real problem. The instructor will facilitate through Booth School's Innovation Studio.

Critical Class Contributions

Given the course format, it is anticipated that students will actively participate in the discussions each week. Students should complete the assigned readings before class and be prepared to contribute meaningfully to in class discussions. Students will be assessed on their ability to make original points, express their own thoughts on the topic, ask meaningful questions, engage other students' comments and incorporate the readings into their own comments. One of the following acts of participation will demonstrate that you have actually read the material assigned each week and participated in a meaningful fashion:

1. Ask a question.
2. Introduce a topic.

¹<https://library.concordia.ca/help/howto/apa.php> for example

3. Use examples to illustrate a point.
4. Agree with or debate what you read or hear in debate or discussion.
5. Offer your own interpretation of the material.

Requirements for 600 level students:

Issue Papers	45% (3@15%)
Group Project	35%
• Project outline	10%
• Project paper	20%
• Project presentation	5%
White Paper	10%
 Critical Class Contributions	 10%

A stand-alone white paper describing the policy recommendations contained in your group paper is an additional requirement. This paper will lay out the options considered, their pros and cons, and the basis for selecting the recommended option. This paper should be up to 1500 words in length and contain appropriate references from the scholarly and grey literature.

If you are having trouble interpreting the material, it is a good idea to see the instructor for extra help early in the semester. Telling the instructor at the end of the seminar that you either have difficulty interpreting the material and/or that you are too timid to speak is not an acceptable reason for failing to participate. You need to be proactive about the need to complete this task effectively in order to receive a good mark.

WEEKLY COURSE SCHEDULE

Week 1.	Jan 11	Course introduction, course outline, grading rubric
Week 2.	Jan 18	The Neighborhood’s Role in Realizing the Regeneration Imperative
Week 3.	Jan 25	Sustainable Brownfields Redevelopment.
Week 4.	Feb 1	Innovations in Urban Environmental Stewardship. Chris McLaughlin
Week 5.	Feb. 8	8 80 cities initiative. Fostering Sustainable communities Amanda O’rourke (ED 8 80 arourke@880cities.org)
Week 6.	Feb 15	Collaborative Problem Solving.
Week 7.	Feb 22	Winter Break
Week 8.	Mar 1	Liveable Street and active transportation: Alyssa Krantzberg
Week 9.	Mar 8	Remedial Action Plans for Great Lakes Regeneration.
Week 10.	Mar 15:	Innovations in Sustainable Initiatives: Craig Macdonald, McMaster Facilities Services
Week 11.	Mar 22	Monitoring and Measuring Urban Regeneration. Velma Grover

Week 12. Mar 29 Regeneration Role Play

Week 13. April 5 Group project presentations

POLICIES

Please read the following carefully:

Academic Dishonesty

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Inclusivity

The Booth School of Engineering Practise is committed to creating an equitable environment and encourage openness to multiple perspectives and points of view. Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please feel free to approach one of the instructors and/or Student Accessibility Services (<http://sas.mcmaster.ca/>) as soon as possible.

A Note About The Use Of Avenue To Learn

This course uses Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with a course instructor.

Course Modifications

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.