

ENST 4022. Regenerative Design & Development  
“Environmentally Harmonious Lifestyles”  
January – April 2020

**Instructor:** John Milton  
**Office:** Room A-239, Loeb Bldg.  
**Phone:** 613-520-2600 ext. 6290  
**E-mail:** [JohnMilton@cunet.carleton.ca](mailto:JohnMilton@cunet.carleton.ca)  
**Office Hours:** Wednesdays, 8:35 – 11:25 or by appointment

**Course Timetable:** Tuesdays, 8:35 am – 11:25 am  
**Room:** A-220, Loeb Bldg.

### Course Description

Let's face it: few discussions concerning our relationship with the environment have happy endings. It seems that every day there are hurricanes and tornadoes, landslides and earthquakes, dreaded “Arctic vortexes” and suffocating heat waves, droughts and floods, disease outbreaks, and other calamities. We have cities in crisis and countries in crisis. We have rising sea levels, mass extinctions, dead zones in our oceans, melting ice sheets, expanding areas that are simply becoming uninhabitable. We are constantly being bombarded by images of environmental disasters. It's not surprising that many people simply throw up their arms in despair. What can we do?

While these concerns are well-founded, and it is true that our actions are certainly triggering environmental catastrophes and potentially collapse, it is not all doom and gloom. The Earth is resilient; it can mend itself if given the chance. Furthermore, people are adaptable; we can adapt our ways and, with our creativity, help the Earth mend itself.

This is the backdrop for what we will look at in this course. *Sustainability, itself, is not good enough*; we must do more if we are to help the Earth repair itself. For the next three months we are going to look at regenerative design and development. Regenerative design and development demands that we all take an active part in this healing process, and not simply minimize the impacts of our actions. As a fourth-year seminar, you will be asked to research and present case studies of such positive initiatives in design. Through these it is hoped that you will learn that all is not doom and gloom; that there is a pathway to a positive and thriving world for all life.

### Course Text:

Hes, D. and C. du Plessis. 2015. *Designing for Hope: Pathways to Regenerative Sustainability*. New York: Earthscan (Routledge). (A copy has been placed on reserve in the library.)

Course Outline  
Week

Topic

January 7	<i>Introducing the Course and Expectations.</i> Landscapes, Humanscapes and Mindscales: From Sustainability to Regeneration. <i>Reading:</i> Chapter 1. Why do we need Regenerative Sustainability? Chapter 2. An Ecological Worldview
January 14	<i>The Ethos – I: Rediscovering Nature’s Place</i> <i>Reading:</i> Chapter 3. Reconnecting with Nature. Chapter 4. Working with Nature
January 21	<i>The Ethos – II: Positive Development</i> <i>Reading:</i> Chapter 5. Positive Development. Chapter 6. Regenerative Design and Development.
January 28	<i>Expressions of Harmony I – The Building and Garden</i> <i>Readings:</i> See cuLearn course site
February 4	<i>Expressions of Harmony II – The Community</i> <i>Readings:</i> See cuLearn course site
February 11	<i>Expressions of Harmony III – The City to Region</i> <i>Readings:</i> See cuLearn course site
February 18	<i>Reading Week. No classes.</i>
February 25	<i>Action – I: Regenerative Design and Development</i> <i>Reading:</i> Chapter 7. Tools to Support Regenerative Practice. Chapter 8. The Living Building Design Challenge.
March 3	<i>Action – II: Story of Place</i> <i>Readings:</i> See cuLearn course site
March 10	<i>Action – III: Inserting Technology into RDD</i> <i>Readings:</i> See cuLearn course site
March 17	<i>Petal Presentation – I</i> <i>Readings:</i> See cuLearn course site
March 24	<i>Petal Presentation – II</i> <i>Readings:</i> See cuLearn course site
March 31	<i>Petal Presentation – III</i> <i>Readings:</i> See cuLearn course site
April 7	<i>Becoming a Regenerative Design and Development Practitioner</i> <i>Readings:</i> Chapter 9. Lessons for the Reflective Practitioner. Chapter 10. On being a Hummingbird.

## Learning Objectives

Students will be challenged to examine their personal goals and lifestyles, current 'accepted' lifestyles. Then you will be required to critically assess modern lifestyles and come up with alternatives that are more environmentally sustainable. Through the readings, lectures and the project, it is hoped that every student will acquire the ability to approach difficult questions in an objective and critical fashion, and to learn how to think "outside the box" when seeking solutions to these questions.

## Petal Research Teams

Students will be assigned to one of seven (and possibly nine) teams. Depending upon the number of students who enroll in the course, these 'teams' may consist of only one person or several. Each team will select one of the petals that make up the Regenerative Design and Development approach. There are seven such petals: site, water, energy, health, materials, equity and beauty. Should the numbers warrant, these topics can be further expanded to include specific dimensions of Regenerative Design and Development, such as the Living Food Challenge and Biophilic Design. We'll see how this goes.

## Deliverables

The deliverables for this course focus on stimulating discussion and developing the skills associated with a professional career in the environmental field. Course grading is based upon three elements:

1. Weekly Reflections/Participation;
2. Petal Presentations; and
3. A Term Paper.

Students are also expected to participate in every class, and this will also be taken into account in the final grading. *To be eligible to pass the course, you are required to complete all of the deliverables listed below.*

Deadlines are absolute. I am approaching this course as I always do for a fourth-year level seminar: as a professional firm in which I am the boss and you are my employees. I want you to learn to pay strict attention to deadlines because that is what will be expected of you in the real world. When your boss tells you to have something done by a specific day (and even time), he/she expects you to meet that deadline. That's the same in this course. Get use to it now!

### *Deliverable 1: Weekly Reflections/Participation*

As a fourth-year seminar course, I want this course to be about discussion, reflection and creativity. For that reason each student will be required to seek out one interesting article related to the weekly topic every week. Each student will be asked to contribute to the weekly discussions by presenting their article. That way we will be introduced to as broad a range of case studies and viewpoints as possible – without being overwhelmed with stacks of articles to read.

Participation constitutes both presence and contribution. Attendance is important. While not taking formal attendance, your attendance and absence will be noted. While I know that circumstances occur where you may have to miss a class. I expect you to inform me before missing a class should such circumstance arise. Furthermore, just being there doesn't count as participating. I want everyone to get involved every week.

### *Deliverable 2: Petal Presentations*

As a fourth-year seminar course I want you all to get more involved in teaching the class. To do so, research teams will research and present one of the petals that make up Regenerative Design and Development. I think that this will be a lot of fun. This is conceived to allow you all to explore real-world practices, drawing on real world case studies – existing or proposed – that champion a regenerative approach to living. I will provide more guidance on this each week. These presentations will last an hour each. You will be expected to provide the class with one or two academic/professional articles to accompany your presentation and a five-page summary of the petal.

*NOTE: In determining the presentation marks, half will be based on your involvement in the presentation by me and the other half by the class.*

### *Deliverable 3: Term Paper*

Along with the group presentation, which will be graded as a group, each team member will submit their own individual reflection paper on the topic ideally related to the petal they are a member of. You will be expected to submit critical papers on the topics and not simply descriptive papers. This will be due on the final day of classes.

### **Grading**

The grading of these components is as follows:

<i>Weekly Reflection/Participation</i>	<b>25%</b>
<i>Petal Presentation</i>	<b>25%</b>
<i>Term Paper</i>	<b>50%</b>
<b>Total</b>	<b>100%</b>

### **Grades**

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Less than 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

FND (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.

Final grades are subject to the Dean's approval.

### *Deferred Assignments/Grades*

Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a final paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrarial Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

### *Submission of Written Assignments and Late Penalties*

All assignments must be submitted through the course cuLearn site in Word format. If you use a Mac, please test your converted submission before submitting. If I cannot open your file, it will be considered late. (If you are uncertain and wish to cover your mark, send me a pdf version as well to my e-mail address.)

Assignments are due at the *beginning* of class on the indicated due dates. Assignments handed in during or after class will be considered late. Late assignments will be subject to a reduction of the overall assignment mark at the rate of 2% for each calendar day past the due date unless accompanied by *adequate* written documentation for a *legitimate* reason. Assignment extensions will be considered *only* for *documented* illnesses or *immediate* family emergencies. Late penalties will be enforced to ensure fairness in grading among students. Assignments will *not* be accepted more than five days past the due date and the uploading function on cuLearn will be programmed accordingly.

Written assignments must represent individual work completed on an independent basis. They must be typed using 11 or 12-point font, contain appropriate academic referencing and adhere to the instructions for written assignments distributed in class and posted on cuLearn. Students are asked to retain a hard copy (with electronic backup) of submitted assignments in the event of loss. Plagiarism will be monitored and treated as an instructional offence in accordance with university policy (see below). Requests for a review of an assigned grade must take place in written form (e.g. by e-mail) *within* 7 days of the grade being posted on cuLearn.

### *Written Assignments*

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch early in the term with the Writing Tutorial Service (located in Room 229, Patterson Hall, <http://www.carleton.ca/wts/>). I strongly encourage you to take advantage of this service as effective writing is an invaluable in the workplace.

### *Some Common and not-so-Common Courtesies*

1. ***Communications:*** Students should use their Carleton email account for all course-related correspondence, placing “ENST 4022” in the subject heading. Please note that I may not respond to emails over the weekend. Email is an acceptable medium for responding to simple inquiries, but not complex questions (e.g. “I was ill for class. What did I miss?”).
2. ***Laptop/smartphone-free environment:*** As this is a seminar, I am taking the rather extreme approach of banning laptops and smartphones from the classroom (at least for the lecture portion of the class). Only those who require a laptop for taking notes will be permitted to use one. Otherwise, this course is going old school – pen and paper for note-taking.
3. ***Preparation:*** Knowledge of the content of the syllabus and the cuLearn course site is the responsibility of each student. I expect everyone to have read the required readings before the course so we can engage in real discussion.
4. ***No Oscars Please:*** Audio or video recording of lectures is *not* permitted.
5. ***Be on time:*** Students entering the room during the course of the class is highly disruptive. Err on the side of caution and take an earlier bus in order to be on time, especially on those stormy Monday mornings.

### **Requests for Academic Accommodations**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

#### ***Pregnancy obligation***

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

#### ***Religious obligation***

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

#### ***Academic Accommodations for Students with Disabilities***

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation.

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the exam.

#### ***Academic Standing and Conduct***

Students must familiarize themselves with the regulations concerning academic standing and conduct in the 2019-2020 Carleton University Undergraduate Calendar.

#### ***Drop/Withdrawal Date***

Please refer to the 2019-2020 Undergraduate Calendar for the final day that one is permitted to withdraw from a fall term course.

#### ***Retain Copies of Work Submitted***

Students are strongly advised to retain a hard copy (and electronic backup) of all assignments and term papers in the event of loss for whatever reason.

#### ***Student Life Services***

Student Life Services, located in Room 501 of the Unicentre, offers a wide range of programs and services to assist students in adjusting to academic life, in improving their learning skills, and in making academic and career decisions

### University Regulations Regarding Cheating and Plagiarism

University regulations stipulate that any allegation of plagiarism, cheating or violations of examination conduct rules will be thoroughly reviewed. Each case must be reported to the Dean, who investigates each allegation. If there is no resolution following this investigation at the Dean's level, a tribunal will be appointed by the Senate to review the case and make a final decision.

[A Note on Plagiarism:](#) Webster's Dictionary defines plagiarism as stealing. Plagiarism is the submission of someone else's writing/ideas/work as your own. All ideas presented which are not your own must be properly referenced. While forms of plagiarism may vary, each involves verbatim or near verbatim presentation of the writings or ideas of others' as one's own without adequately acknowledging the original source. Plagiarism includes (but is not limited to) copying from a book, article or another student, downloading material or ideas from the Internet, or otherwise submitting someone else's work or ideas as your own.

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