

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> GEOG 260		<b>Number of Credits:</b> 3 <u>Course credit policy (105)</u>															
<b>Course Full Title:</b> Global Goals Studio: Sustainable Communities by Design <b>Course Short Title:</b> Sustainable Community Design <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Science		<b>Department:</b> School of Land Use and Environmental Change															
<b>Calendar Description:</b> <p>Introduction to the critical issues of our times including food security, climate change, biodiversity loss, sea-level rise, and sustainable land use. Exploration of land-based planning policies, scientific data, and concepts of spatial justice required to address global challenges. Applying the lens of UN Sustainable Development Goals, and specifically SDG 11 and Human Rights legislation as a global challenge statement where students work with community partners to design a response to secure more sustainable, equitable, and resilient communities.</p> <p>Note: Field trips outside of class time will be required. Please refer to the department website for scheduling information.</p>																	
<b>Prerequisites (or NONE):</b>		15 university-level credits.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>5</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td>15</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	25	Tutorials/workshops	5	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)	15	Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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<b>Total hours</b>	<b>45</b>																
		<b>Maximum enrolment (for information only):</b> 36 <b>Expected Frequency of Course Offerings:</b> Every Semester <i>(Every semester, Fall only, annually, etc.)</i>															
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes																	
<b>Department / Program Head or Director:</b> Jonathan Hughes		<b>Date approved:</b> April 2021															
<b>Faculty Council approval</b>		<b>Date approved:</b> May 28, 2021															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 28, 2022															

**Learning Outcomes:**

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

1. Acknowledge and integrate Indigenous ways of knowing into assessing sustainable development and monitoring UN-Sustainable Development Goals (SDGs) with a focus on climate change, food security, and spatial justice.
2. Identify the key elements of Agenda 2030 and SDGs from a theoretical and practical perspective, and discuss their relevance to the community level.
3. Describe what "sustainability" and "sustainable development" mean in the context of community development and planning, as well as the challenges employing and operationalizing these terms through a social justice lens.
4. Examine local and regional sustainability challenges, policies, and strategies in a manner that recognizes the relationships between social, economic, cultural, political, and environmental systems.
5. Examine sustainability issues and actions at the local level, and recognize their relationships to regional, national, and global scales.
6. Identify, synthesize, and apply key theories and practices that inform the field of sustainable and resilient community development through an equity and diversity lens.
7. Engage in critical thinking on sustainability issues by reflecting on expert presentations (i.e. Indigenous elders, UN officials, local and regional practitioners, seminal researchers, and scholars).
8. Identify the skills, techniques and roles important to addressing global sustainable development challenges at local scales.
9. Work collaboratively with community or civic partners to engage in an innovative partnership to address a sustainable development challenge.
10. Assess one's own ethics and future career goals in relation to UN SDGs and sustainability frameworks.

**Prior Learning Assessment and Recognition (PLAR)**

☐ Yes ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

This interactive and participatory course provides opportunities for discussion, problem-solving, debate, and sharing ideas with the involvement of the instructor, special guests, SLUEC faculty, community partners and all students in the class. Each module will include readings and other learning materials, discussed in a seminar format. Preparation for weekly seminars is critical to successful learning and therefore mandatory. Each class will also include dynamic learning activities where students will work with community partners to address a challenge of mutual interest with community partners. The scaffolding assignment outcome could include a local or global response to a sustainability challenge of value to the partners such as a film, website, campaign, policy brief, or report to share their recommendations for action. This course will typically be offered in a condensed semester format. Invitations to Indigenous leaders and community leaders to be given to present and/or propose a course challenge project.

Global experiential learning related to Climate Change Lab and SDG platform is to be integrated into the course as an assignment based on a partnership with world climate simulation lab.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Breidlid, A. & R. Krovel, ed.	Indigenous Knowledges and the Sustainable Development Agenda	<input checked="" type="checkbox"/>	Routledge	2020
2. Sachs, J.	The Age of Sustainable Development	<input checked="" type="checkbox"/>	Columbia University Press	2020
3. UN General Assembly	UN General Assembly. <i>Transforming our World: the 2030 Agenda for Sustainable Development.</i>	<input type="checkbox"/>	Report No. A/RES/70/1	2020
4. Dale, A.	Edging Forward: Achieving Sustainable Community Development	<input checked="" type="checkbox"/>	Fernweh Press	2018
5. Dale, A., Foon, R., Herbert, Y., & Newell, R	Community Vitality: From Adaptation to Transformation	<input checked="" type="checkbox"/>	Fernweh Press	2014

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	20%	Field experience:	20%	Portfolio:	%
Midterm exam:	20%	Project:	40%	Practicum:	%	Total:	100%

**Typical Course Content and Topics**

Module 1: Sustainable development: history of the concept, theory, and frameworks (SDGs) and movements for change  
 Module 2: Sustainable development and systems thinking (interconnected and multi-scalar challenges); introduction to human centered design  
 Modules 3-6: Critical challenges for sustainable community development (climate change, ecosystem health, food security, sense of place, community health, and livability); introduction to community challenge; sustainability challenge focus  
 Module 7: Strategies and approaches to sustainable community development (climate change mitigation and adaptation, green infrastructure, land-use planning, and policy)  
 Module 8: Social capital, empowerment, and participatory processes  
 Module 9-10: Critical community project: human centered design strategy  
 Module 11-13: Project presentations and reflection