

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 466		Number of Credits: 5 Course credit policy (105)													
Course Full Title: Community Planning and Development: International Studio															
Course Short Title: International Planning Studio															
Faculty: Faculty of Science		Department: School of Land Use and Environmental Change													
Calendar Description: <p>Introduction to planning practice, from problem definition to data collection, analysis, creating a design concept and participating in a client presentation to stakeholders. Through the application of planning theory and human-centered design methods, students will study urban precedents and critically consider design alternatives for an international planning challenge.</p> <p>Note: This course is offered as GEOG 466 and GD 466. Students may take only one of these for credit.</p> <p>Note: This course is an intensive 1-3-month session with a portion of the time based in an international locale.</p>															
Prerequisites (or NONE):		45 university-level credits.													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> <p>Former course code/number:</p> <p>Cross-listed with: GD 466</p> <p>Equivalent course(s): GD 466</p> <p><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></p>		Course Details <p>Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: No <i>(See policy 207 for more information.)</i></p> <p>Grading System: Letter grades</p> <p>Delivery Mode: May be offered in multiple delivery modes</p> <p>Expected frequency: Every other year</p> <p>Maximum enrolment (for information only): 28</p>													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Practicum</td> <td>140</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>160</td> </tr> </table>		Lecture/seminar	20	Practicum	140							Total hours	160	Prior Learning Assessment and Recognition (PLAR) <p>PLAR is available for this course.</p>	
Lecture/seminar	20														
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Scheduled Laboratory Hours <p>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes</p>		Transfer Credit <i>(See bctransferguide.ca.)</i> <p>Transfer credit already exists: No</p> <p>Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i></p>													
Department approval		Date of meeting: May 6, 2022													
Faculty Council approval		Date of meeting: May 13, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: October 28, 2022													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Apply human-centered design methods within a land use planning process.
2. Identify the needs of a particular population or community related to a specific design challenge or problem.
3. Discuss information from fieldwork and secondary sources related to the design challenge context.
4. Discuss the interaction among the economy, transportation, health and human services, and land-use regulation.
5. Describe the planning tools and the legal foundation for land use regulation.
6. Communicate the social and environmental impact of planning decisions on communities.
7. Compare alternative responses to address a planning challenge.
8. Assess implications of the planning response within a justice, equality, decolonization, diversity, inclusion, and Indigenization (JEDDII) lens.
9. Implement a multi-disciplinary planning project under tight deadlines.
10. Produce deliverables that meet professional standards of content, including clients and project stakeholders.
11. Critically reflect on his or her own values relative to those of the community stakeholders involved in the planning challenge.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Field evaluation:	25%	Quizzes/tests:	10%	Assignments:	15%
Project:	30%	Final exam:	10%	Practicum:	Participation in studio 10%

Details:

Course participants will work collectively as well as in smaller working groups on a particular project.

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

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Matthias Finger and Numan Yanar , ed.	The Elgar Companion to Urban Infrastructure Governance Innovation, Concepts and Cases	2022
2. Report	UN-Habitat	World Cities Report	2020
3. Textbook	Farvacque-Vitkovic, C. et al.	Urban Planning in Africa: Addressing, Mapping and Their Applications (Directions in Development)	2005
4. Textbook	Gestalten	The Ideal City: Exploring Urban Futures	2021
5. Textbook	Miraftab, F. and N. Kudva	Cities of the global South reader	2015

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Supplies required are specific to the research project. Due to the travel involved, additional fees and materials will be required. A packing list and field manual will be provided.

Course Content and Topics

A seminar on planning practice, context, human-centred design methods, and evaluation will be held multiple times a week. Examples of project themes include: the greening of an informal settlement in Dar es Salaam; rural economic development; child friendly community assessment; or urban food security strategies.

Seminar content will vary according to locale and project focus. In general, the course content will include:

- (Pre-term) Pre-trip orientation, ethics review, trip preparation, and project background
- Unit 1: Project preparation
 - Project context
 - Further community analysis with consideration for equality, diversity, and inclusion (EDI)
 - Devising the planning questions and identifying data collection strategies
 - Ethics review
- Unit 2: Data collection
 - "Reading" the community and its built landscape
 - Demographic and policy data collection
 - Assessment/stakeholder engagement
 - Identifying stakeholder interests
 - Integration of human-centred design methods
 - Planning vision
- Unit 3: Compilation and analysis
- Unit 4: Project presentation and feedback