

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

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| <b>Course Code and Number:</b> GEOG 260                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Global Goals Studio: Sustainable Communities by Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Sustainable Community Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><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> <p>Note: This course is offered as GEOG 260 and PLAN 260. Students may take only one of these for credit.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | 15 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with: <b>PLAN 260</b><br>Equivalent course(s):<br><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>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>5</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 25 | Tutorials/workshops | 5 | Experiential (work-integrated learning) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval:</b> Afia Raja                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> April 25, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> December 19, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |

**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.

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

|                        |     |                   |     |          |     |
|------------------------|-----|-------------------|-----|----------|-----|
| Final exam:            | 15% | Assignments:      | 20% | Project: | 25% |
| Quizzes/tests/midterm: | 20% | Field evaluation: | 20% |          |     |

**Details:**

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

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

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.

**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. Book    | Breidlid, A. & R. Krovel, ed.                | Indigenous Knowledges and the Sustainable Development Agenda / Routledge                                          | 2020 |
| 2. Book    | Sachs, J                                     | The Age of Sustainable Development / Columbia University Press                                                    | 2020 |
| 3. Article | UN General Assembly                          | UN General Assembly. Transforming our World: the 2030 Agenda for Sustainable Development. / Report No. A/RES/70/1 | 2020 |
| 4. Book    | Dale, A                                      | Edging Forward: Achieving Sustainable Community Development / Fernweh Press                                       | 2018 |
| 5. Book    | Dale, A., Foon, R., Herbert, Y., & Newell, R | Community Vitality: From Adaptation to Transformation / Fernweh Press                                             | 2014 |

**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                                                                                                                                                                                               |