



COURSE IMPLEMENTATION DATE: May 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: May 2019
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<u>GEOG 464</u>	<u>Geography</u>	<u>4</u>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
<u>Community Planning and Development Studio</u>		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This directed studies urban planning studio provides an introduction to planning practice based on real-world neighbourhood planning, from problem definition to data collection and analysis concluding with client presentation. Analyses and recommendations are presented in oral presentations and written reports. Under the supervision of faculty and community professionals, studio participants collaboratively develop planning solutions to real situations confronted by communities, local government, and public service organizations with limited technical assistance resources.

Field trips outside of class time are required. Refer to departmental website for information on dates and times of travel.

PREREQUISITES: One of GEOG 344, 360, 362, 364, or 440

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 80

STRUCTURE OF HOURS:

Lectures:	_____	Hrs
Seminar:	<u>10</u>	Hrs
Laboratory:	<u>20</u>	Hrs
Field experience:	<u>40</u>	Hrs
Student directed learning:	_____	Hrs
Other (specify): on-line semina	<u>10</u>	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 6
 Expected frequency of course offerings: Every other year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

Yes No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

Yes No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

Yes No

Course designer(s): Cherie Enns, MCIP

Department Head: Michelle Rhodes

Campus-Wide Consultation (CWC)

Curriculum Committee chair: Tetsuomi Anzai

Dean/Associate VP: Jacqueline Nolte

Undergraduate Education Committee (UEC) approval

Date approved: October 4, 2012

Date of meeting: November 16, 2012

Date approved: February 15, 2013

Date approved: _____

Date of meeting: April 26, 2013

LEARNING OUTCOMES:

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

1. Plan for the needs of a particular population or community in a specific geographic setting.
2. Collect, analyze, and synthesize information from fieldwork and secondary sources to discern trends in population, employment, and health in a community.
3. Critically analyze interaction among the economy, transportation, health and human services, and land-use regulation.
4. Describe the legal foundation for land use regulation.
5. Identify the social and environmental impact of planning decisions on communities.
6. Work with the public, and articulate planning issues to a wide variety of audiences.
7. Manage a large multi-disciplinary planning project under tight deadlines.
8. Produce a deliverable presentation that meets professional standards of content
9. Present a deliverable report to clients and project stakeholders.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

Planning is an integrated practice that incorporates many of the technical, theoretical, and analytical skills offered in geography, including GIS, landscape analysis, and regional and urban studies. In this applied, project-based studio course, students will apply these geographic skills and planning theory to an urban problem working with planning professionals to produce a community planning and development report on a particular issue. Examples of themes or planning problems include place making in underutilized public spaces; revitalization of downtown Abbotsford; affordable housing in the Fraser Valley Regional District; child-friendly community assessment; or devising an urban food security strategy for an Interior community. Course may be offered in either a term-long or condensed (e.g. 4-week) format, and as an Independent Studies. Field trips outside of class time are required

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment xInterview(s)
- Other (specify): PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Burdett, R. and Deyan Sudjiche (eds.) *Endless City. The Urban Age Project by the London School of Economics*. Phaidon Press, 2009.

Busquets, J. & Felipe Correa *Cities Ten Lines: A New Lens for the Urbanistic Project*. Barcelona: Actar D/ Nicolodi Editore, 2006.

Moor, Malcolm and Rowland, Jon (Eds.) *Urban Design Futures*. London: Routledge. Moor, Malcolm and Rowland, Jon (Eds.), 2006.

Shane, David Graham. *Recombinant Urbanism: Conceptual Modeling in Architecture, Urban Design and City Theory*. New York: John Wiley & Sons, 2005

Witty, David. *Professional Practice Manual: Code of Professional Conduct ; Ethics, Experience, Context, Theory*, Canadian Institute of Planners, 2002.

Zukin, Sharon, *The Death and Life of Authentic Urban Places*. London: Oxford University Press, 2010

SUPPLIES / MATERIALS:

Supplies required are specific to research project. If studio is held off-campus, additional fees and materials may be required. A packing list and field manual will be provided if this is the case.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Literature review	30%
Mid-term presentation	10%
Final Project	40%
Final Presentation	10%
Participation in studio/field work	10%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

The course content will vary according to project theme and case study.

If this course is held at UFV, the following components will be included:

- Unit 1 (Weeks 1-3): Project Preparation
 - Project Background
 - Community and Cultural Orientation
 - Devising the Planning Questions and Identifying Data Collection Strategies
 - Ethics Review
- Unit 2 (Weeks 4-9): Data Collection
 - “Reading” the Community and its Built Landscape
 - Demographic and Policy Data Collection
 - Assessment/Stakeholder Engagement
 - Identifying Stakeholder Interests
 - Planning Vision
- Unit 3 (Weeks 10-11): Compilation and Analysis
- Unit 4 (Weeks 12-14): Project Presentation and Feedback

If this course is held outside the Fraser Valley, the course could be more condensed but the following components will be still included:

- (pre-term) Pre-Trip Orientation and Trip Preparation
- Unit 1: Project Preparation
 - Project Background
 - Community and Cultural Orientation
 - 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
 - Planning Vision
- Unit 3: Compilation and Analysis
- Unit 4: Project Presentation and Feedback