



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

Table with 3 columns: COURSE NAME/NUMBER (GEOG 466), FACULTY/DEPARTMENT (Geography), UFV CREDITS (5). Includes International Community Planning and Development Studio as the course descriptive title.

CALENDAR DESCRIPTION:

This is an international project-based studio course presenting students with the opportunity to address a particular planning challenge at the community level. This studio course is held outside of Canada in a context where climate change, poverty, and uncontrolled development pose unique planning challenges.

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: 120

STRUCTURE OF HOURS: Table listing Lectures (10 Hrs), Seminar (10 Hrs), Laboratory, Field experience (90 Hrs), Student directed learning, and Other (specify): on-line semina (10 Hrs).

TRAINING DAY-BASED INSTRUCTION:

Length of course:
Hours per day:

OTHER:

Maximum enrolment: 6
Expected frequency of course offerings: Every 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 [X] No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: [] Yes [X] No

Approval table with columns for Course designer(s), Department Head, Campus-Wide Consultation (CWC), Curriculum Committee chair, Dean/Associate VP, Undergraduate Education Committee (UEC) approval, Date approved, and Date of meeting. Includes names like Cherie Enns, MCIP and dates like October 4, 2012.

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 trends 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. Engage the public through consultation 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.)

This course is offered as an intensive 3-4 week or 1-2 month session in an international locale. Course participants will work collectively as well as in smaller working groups on a particular project. Emphasis is placed on engaging the community through consultation and in computer lab use for compiling maps and other visual materials. A seminar on planning practice, context, 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.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(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:]

Anderson, T and Doig, A. (1991). "Community planning and management of energy supplies – International experience." In *Renewable Energy*. Vol. 19, Iss. 1-2. pp. 325 – 331. Oxford: Elsevier Publishing

Brugmann, J. (May 2009). *Welcome to the Urban Revolution: How Cities are Changing the World*. Bloomsbury Press:NY.

Farvacque-Vitkovic, C. et al. (2005) *Urban Planning in Africa: Addressing, Mapping and Their Applications (Directions in Development)*. Powell Books: World Bank Pub.

Green, G.P and Haines, A. Ed. (2012). *Asset Building & Community Development – 3rd Edition*. Los Angeles: Sage Publications.

Maathai, Wangari (2004) *The Green Belt Movement: Sharing the Approach & The Experience*. New York: Lantern Books.

McMichael, P., ed.(2010) *Contesting Development: Critical Struggles for Social Change*. New York: Routledge, Inc.

Myers, Bryant (1999) *Working with the Poor: New Insights and Learnings from Development Practitioners*. New York: Orbis Publications.

Novogratz, Jacqueline (2009). *The Blue Sweater - Bridging the Gap Between Rich and Poor in an Interconnected World*. Rodale Books: NY

UN Habitat (2009) *Planning Sustainable Cities — Global Report on Human Settlements*. London: Earthscan Publishing. Pp. 338. Retrieved from United Nations Human Settlements Program Website: <http://www.unhabitat.org/downloads/docs/GRHS2009/GRHS.2009.pdf>.

Wates, Nick Ed. (2002). *The Community Planning Handbook: How people can shape their cities, towns and villages in any part Of the world*. London: Earthscan Publishing.

Witty, David (2002) *Professional Practice Manual: Code of professional conduct*. Canadian Institute of Planners. Vancouver, B.C.

Yunus, Muhammad. (2007) *Creating a World Without Poverty: Social Business and the Future of Capitalism*. PublicAffairs-Perseus Book Group: USA.

SUPPLIES / MATERIALS:

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.

STUDENT EVALUATION:

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

Literature review/fieldwork	30%
Mid-term presentation	10%
Final project	40%
Final presentation	10%
Participation in studio	10%

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

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 (Weeks 1-4)
 - Project Context
 - Further Community and Cultural Orientation
 - Devising the Planning Questions and Identifying Data Collection Strategies
 - Ethics Review
- Unit 2: Data Collection(Weeks 4-9)
 - "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(Weeks 9-12)
- Unit 4: Project Presentation and Feedback(Weeks 12-13)