

Please submit your completed forms and supporting documents to wqb_cert@sfu.ca

**REQUEST FOR *CERTIFICATION*
AS A DESIGNATED BREADTH-SOCIAL SCIENCE COURSE**

Thank you for your interest in offering a designated breadth-social science (B-SOC) course. B-SOC courses will help to meet Simon Fraser University's commitment to General Education, which enhances undergraduate degrees by informing and complementing students' programs of study, encouraging students to develop understandings and skills that equip them for life-long learning, and preparing them to appreciate, critique and contribute ideas and values of diverse, complex, and interdependent local and global communities in an ethical and comprehensive manner.

Completing this form will provide information for assessment by a faculty committee regarding whether your course meets the criteria for B-SOC. Please contact the Director, University Curriculum and Institutional Liaison, at ucildir@sfu.ca if you have any questions about completing this form.

BREADTH CRITERIA

A **BREADTH** course provides the opportunity for students to enrich the subject matter knowledge in their program(s) of study by exposing them to new theoretical perspectives, forms of thought, and modes of inquiry. Breadth courses encourage students to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally interconnected society.

Additionally, a Breadth course must substantially fulfill AT LEAST ONE of the following conditions:

1. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.
2. Develops students' systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.

BREADTH SOCIAL SCIENCE PURPOSE

* To build cross-cultural understandings and knowledge of the complexities of social systems and diverse world views; to help students navigate and influence societal challenges in the world.

* To develop an understanding of how social scientists think, analyze issues, interpret evidence, and draw conclusions, enabling students to recognize and critique the issues that define contemporary society.

* To prepare students to make connections between their field of study and the broader contexts of human society. To equip students with transferable skills in social critique, evaluation, and the synthesis of knowledge and understanding.

EXAMPLES

Examples of B-SOC courses can be found on the General Education Curriculum page [here](#).

Please note, you can answer any of the following questions with screenshots, copying and pasting from canvas, or by attaching documents. The attached documents can be in any format (ie PDF, word document). A short paragraph is normally sufficient to answer the questions on this form.

COURSE TITLE, NUMBER AND DESCRIPTION:

Course #: Geog 161

Course Title: Urban Change: An Introduction to Dynamic Places

Frequency of offering (# / year) 1

Average enrollment per offering: 200

OTHER INFORMATION:

Please indicate if this course currently has or will have another WQB designation: B-HUM app in progress

Instructor(s) responsible for teaching the course: _Eugene McCann _____

**If multiple instructors are responsible for teaching this course, please list them all and include a course syllabus for each one.

List course pre-requisites: _NA_____

Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial, etc.) of the course (maximum 200 words).

The course is an introduction to geographical perspectives on urbanized and urbanizing places, spaces, landscapes, and environments. The course focuses on the dynamism that characterizes cities and urban regions. Using a geographical social science approach, it provides an overview of how cities are shaped by humans and how we are shaped by cities.

Format: 3-hours lecture. No prerequisites. Syllabus attached.

BREADTH RATIONALE:

1. A breadth course exposes students to new theoretical perspectives, forms of thought, and modes of inquiry, and encourages them to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally interconnected society. In approximately one paragraph, please explain how your course

does this.

Urbanized areas, the places in which most of the world's population resides, are dynamic social-spatial contexts, that both shape and are shaped by human life. They are places of possibility and danger, hope and disappointment, power and powerlessness, glamour and destitution, production and consumption, innovation and degradation. They can only be grasped via a range of theoretical perspectives, forms of thought, and modes of inquiry (from studies of urban economic, social, cultural processes and forces to studies of natural and built environments at scales from the local to the global). Studying cities and urban change provides a lens into society more generally—its contemporary character and how it changes and might be changed. This course provides this broad perspective and encourages students to reflect critically on their values, beliefs, and commitments and to be engaged citizens.

2. A breadth course must fulfill one of the two following conditions. Please explain how your course does this.
 - a. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.
 - b. Develops students' systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.

a. Human geography is defined by its approach: the study of all aspects of social, cultural, economic, political, and environmental life through the lens of spatial relations and the defining characteristics of place as a social product. The course provides a comprehensive survey of urban geography's social science approach to dynamic urban places. It centres critical analysis which not only questions the urban world but also interrogates how we understand and change that world (see syllabus).

b. "[T]he historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments" could be a direct description of the course (see above and syllabus).

BREADTH SOCIAL SCIENCE RATIONALE

1. A B-SOC course builds cross-cultural understandings and knowledge of the complexities of social systems and diverse world views; to help students navigate and influence societal challenges in the world. In approximately one paragraph, please explain how your course does this.

As a social science discipline, human geography is centred on the spatialities of complex social systems. This course builds on that legacy to emphasize (a) the social and cultural diversity of urban areas and (b) the relationship between individual cities and wider networks of social and environmental forces that change and are changed by urbanism. In doing so, it accounts for historical change and future possibilities for diverse cities.

2. A B-SOC course develops an understanding of how social scientists think, analyze issues, interpret evidence, and draw conclusions, enabling students to recognize and critique the issues that

define contemporary society. In approximately one paragraph, please explain how your course does this.

This course and its textbook, *Urban Geography: A Critical Introduction*, which the instructor co-authored, centres a critical perspective on cities, urban change, and the production of knowledge in and about cities. It is framed by discussion of conceptual and methodological approaches to cities and by an emphasis on thinking critically about cities and the discourses about them that are presented to us in academic and popular media.

3. A B-SOC course prepares students to make connections between their field of study and the broader contexts of human society. To equip students with transferable skills in social critique, evaluation, and the synthesis of knowledge and understanding.

Since cities reflect and shape almost all aspects of contemporary society, culture, policy, politics, economics, and environmental change, an urban geography course is an ideal candidate for a B-SOC designation. Indeed, urban geography is a core discipline within the multi-disciplinary field of urban studies. Therefore, by definition, geographical discussions of urban change necessitate a grasp of and tuning to the broader context of society.

4. Other ways in which this course meets the goals and criteria of a Breadth-Social Science course are:

A core goal of the class, stated in the first class and repeated through the semester, is to help student develop their critical thinking skills about cities, to become active and critical consumers of information about urban-social change, and to become engaged urban-global citizens.

**PLEASE SUBMIT A CURRENT OR RECENT COURSE SYLLABUS,
INCLUDING A CLASS SCHEDULE AND GRADING SCHEME WITH THIS FORM.**



Geography 161

Urban Change

An introduction to dynamic places

Dr. Eugene McCann

Office: RCB 6229

Email: emccann@sfu.ca

Office Hours: Wednesday 12:00-13:00

Canvas: This is the essential location for all materials for the course and it'll be where you'll submit assignments. <http://www.sfu.ca/canvas.html>

COURSE FORMAT

Lectures: Wednesday 14:30 - 17:20 AQ3182

COURSE DESCRIPTION

Cities—their bright lights, spectacular buildings, jarring contrasts, and changing landscapes—have sparked people's imaginations for centuries. They are places of possibility and danger, of hope and disappointment, of power and powerlessness, of glamour and destitution, of production and consumption. They are frequently places where new innovations emerge and places that epitomize new forms of social organization. If you are interested in cities, if you are excited about living in one and by the opportunity to learn more about them, if you are interested in urban change, then this course is for you.

The course is an introduction to geographical perspectives on urbanized and urbanizing places, spaces, landscapes, and environments. The course focuses on the dynamism that characterizes cities and urban regions. Using a geographical social science approach, it provides an overview of how cities are shaped by humans and how we are shaped by cities.

Educational Goals

When you complete the course, you will have a basic understanding of:

- (1) what urban change is and what it might be in the future
- (2) the relationship between society, space, and urbanization
- (3) how we can understand urban change using concepts from critical geographical scholarship
- (4) how governance, planning, activism, and other practices shape and mitigate urban change

REQUIRED TEXTS

Book: Andrew Jonas, Eugene McCann, & Mary Thomas (2015) *Urban Geography: A Critical Introduction*. Malden, Mass.: Wiley-Blackwell.

- Available as an e-book in SFU Library https://sfu-primo.hosted.exlibrisgroup.com/permalink/f/usv8m3/01SFUL_ALMA51439019950003611
- Available as an e-book in SFU Bookstore (\$53.54) [https://shop.sfu.ca/CourseSearch/?course\[\]=BUR,1241,GEOG,GEOG161,D100&](https://shop.sfu.ca/CourseSearch/?course[]=BUR,1241,GEOG,GEOG161,D100&)
- **Available as paperback or e-book** in all your favourite places for getting books

Other: Additional required readings, websites, videos, etc. will supplement the main textbook. These will be made available via Canvas as the semester goes on.

GRADING SCHEME

A+	=	90% and above	C+	=	67% - 69.99%
A	=	85% - 89.99%	C	=	63% - 66.99%
A-	=	80% - 84.99%	C-	=	60% - 62.99%
B+	=	77% - 79.99%	D	=	50% - 59.99%
B	=	73% - 76.99%	F (fail)	=	49.99% and below
B-	=	70% - 72.99%			

****Note:** the following performance standards guide the grading in this class:

Excellent = A; Good = B; Satisfactory = C; Marginal = D; Unacceptable = F.

These match the standards in the University Calendar:

<http://www.sfu.ca/students/calendar/2023/fall/fees-and-regulations/grading-policy/grading-systems-and-policies.html>

See also the note in the policies section below about what grades mean.

EVALUATION

Quizzes (25%)

- 11 quizzes—to help you consolidate your knowledge of readings, lectures, and discussions—assigned most weeks on Tuesdays on Canvas (see schedule below). Your lowest grade will be excluded when calculating your average. See policies section below re: missing these.

Short in-class writing assignments (5%)

- Some questions will be assigned during selected lectures. In total, they will count as 5% of your final grade. Dates will not be announced in advance (they are designed, in part, to encourage attendance). These assignments are to be completed in class, on paper (so always

bring paper and a pen with you, even if you take notes on a device!). Assignments will be graded: 0 = fail; 1=adequate; 2=satisfactory. See policies section below re: missing these.

Midterm exam (30%)

- Multiple choice and short answer questions on the lectures and required readings from the first half of the semester.

Final exam (40%)

- Multiple choice and short answer questions on the lectures and required readings from the second half of the semester.

GENERAL EXPECTATIONS

- ATTEND ALL CLASSES, take notes, and be a fully and active participant in all aspects of the course. Students who do not attend regularly and do not read carefully will do poorly.
- All assigned reading is REQUIRED, unless explicitly stated otherwise. Do not wait to the last minute to read the assigned readings.
- Arrive on time.
- Don't message, look at social media, unrelated web sites, etc. during class. Ideally, turn your phone off.
- Don't conduct unrelated conversations during class.
- When communicating with me on email, **make it clear who you are and what course you are in** (since we teach other courses too). You can normally expect a reply to your email within 48 hours (not including weekends, holidays, or other scheduled absences). Feel free to politely prompt me after the 48 hours has passed!

POLICIES & ADVICE

HEALTH: If you feel unwell, have Covid, cold, or flu symptoms, or a positive Covid test, **DO NOT ATTEND CLASS.**

MASKS IN CLASS: There's no masking requirement at SFU, but you should feel completely comfortable about wearing a mask in class. Masks both protect the wearer and those sitting close to them in a room. We have families and friends that we interact with outside of the classroom and beyond SFU. Some of them might be unvaccinated or immunocompromised. So, we should all do our best to respect each other's health and the health of a wider group of people who we don't know, but whose health is important.

EXCUSED ABSENCES & ELIGIBLE EXTENSIONS:

- **Short In-Class Writing Assignments:** If you are not in lecture when one of these is assigned, you will not be able to make it up. If you have contacted me BEFORE the class starts (not during) to tell me you are sick, you will be excused the assignment and you will be given the class average for that assignment. If you contact me more than once for a health reason during the semester, I will ask for doctor's notes for the second and subsequent times (<https://www.sfu.ca/students/health/see-a-doctor/misled-classes.html>).

- **Canvas quizzes:** If you do not complete a Canvas quiz during the 24 hours in which it is available, you will need to provide me with a doctor's note (see link above) or another acceptable reason (e.g., a religious exemption—<https://www.sfu.ca/humanrights/guides-and-protocols/religious-accommodation.html>). If you provide a one of these, you will be given a short written assignment, covering the same material as the quiz, to complete.
- **Exams:** If you are unable to write the Midterm or Final exams during their scheduled times, you will write a make-up exam if you provide me with a doctor's note (see link above) or another acceptable reason (e.g., a religious exemption—see link above).
- **Other:** Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, should discuss whether they can be accommodated with me as soon as possible in the semester.

CHEATING, PLAGIARISM, & ACADEMIC INTEGRITY: As commonly defined, plagiarism consists of passing off, as one's own, ideas, words, writing, etc. that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. You are also plagiarizing if you submit work that you have already submitted for another course at SFU or elsewhere and if you change a few words in a quote then use it in your paper without citation. Plagiarism is one of the worst academic sins, since the plagiarist destroys the trust among colleagues without which knowledge cannot be safely communicated.

- **You are responsible for reading and understanding SFU's plagiarism policy.** See this guide: <https://www.lib.sfu.ca/help/academic-integrity/plagiarism>
- You are expected to complete the online tutorial in the Canvas module by **midnight on Friday January 19.**

I will take strong action against anyone who cheats or plagiarizes. Not knowing what plagiarism is will not stand as a valid excuse. The context for this policy on plagiarism and cheating is the University's stance on Academic Integrity, described here: <http://www.sfu.ca/students/academicintegrity.html>.

STUDENTS WITH HIDDEN OR VISIBLE DISABILITIES who believe they may need classroom or exam accommodations must register with the SFU Centre for Accessible Learning (1500 Maggie Benston Centre www.sfu.ca/students/accessible-learning.html) as soon as possible to ensure that they are eligible and that approved accommodations and services are implemented in a timely fashion.

EMBRACE DIFFERENCE: Help make SFU campuses safe, welcoming, and respectful spaces for everyone, irrespective of differences. Discriminatory, offensive, or disrespectful behaviour of any type will not be tolerated.

LEARN MORE: If you are having problems with the class, please see me. If you are not having problems but feel like talking about the course or about becoming a geography major or minor or about opportunities for graduate work in geography (here or elsewhere), I will be happy to speak to you during office hours.

MAKE USE OF THE RESOURCES I PROVIDE:

- Lectures will be recorded and will be available after class, here: <https://lectures.its.sfu.ca/>.
- Lecture slides, in pdf form, will be available every week before class on Canvas. Use them to help with note-taking in class.
- Study guides will be available before the Midterm and Final exams.

SOME STUDENT SUPPORT RESOURCES AT SFU

SFU offers a wide range of support services for students. I encourage you to become familiar with these services by visiting the websites listed below.

- [Health and Counselling](#) - a full-service health and counseling centre offering both in person and virtual appointments for students. Services include supports for medical illness, alcohol and substance abuse, mental health, gender affirming care, sexual health, etc.
- [Sexual Violence Support & Prevention Office](#) - offers support to those affected by sexual violence (no matter when or where it took place)
- [Centre for Accessible Learning](#) - assists in the implementation of disability-related accommodations
- [Indigenous Student Centre](#) - provides culturally appropriate supports for Indigenous students
- [Interfaith Centre](#) - offers pastoral care and support to university community members
- [Financial Aid](#) - provides financial resources and support including information on availability of scholarships, awards, bursaries and other forms of financial aid
- [Campus Life](#) - student services overview page
- [International Services for Students](#) - provides information and supports for international students at SFU as well as access to study abroad, exchange and field school information
- [EAL Support](#) - offers programs and services for students learning English as an additional language
- [Student Learning Commons](#) - study skills, university transition, academic writing support, etc.
- [Student Services Support](#) - generalized resource page containing academic updates, policy changes, COVID-related updates, etc.
- [Students in Distress](#) - provides information to help you recognize signs and symptoms of students in distress and guidelines to communicate with and refer students to the appropriate resources
- [SFU Bullying & Harassment Central Hub](#) - provides support and services to anyone impacted by bullying and harassment at SFU
- **Emergency Situations** - In an emergency, you can call 911 from any phone. If you call from a campus phone, located in every classroom, SFU Campus Security will also be alerted. Urgent security/First aid is also available by calling 778.782.4500.

A LITTLE MORE ON WHAT GRADES MEAN

(from a memo to faculty, written by the Chair of the Geography Dept.):

“The A grade is the grade category reserved for a very small group of superior students whose work can be separated from the B+ category on the basis of quality of thought. These are the students with unusually well developed critical and synthetic abilities whose work is characterized by substantial originality and creativity. No amount of work, in the absence of these qualities, should

justify an A grade. The A+ category, in particular, should rarely be assigned; excellence of this order is rare by definition.

The B grade is reserved for those students who have gone beyond the normal expectations of the instructor. This higher level of performance might take the form of far exceeding the work requirements of the course, but more usually will be that of students clearly demonstrating an ability to critically assess the course work. Although some evidence of critical ability and a great amount of work beyond the course requirements might justify awarding a B-, it should not be sufficient to award a B+.

The C grade is applied when the performance is satisfactory in the sense that all work has been completed and meets the normal expectations of the instructor. In other words, the C grade is reserved for a sound performance indicating that the basic concepts and principles of the course have been understood. The C+, C, and C- divisions within this category simply are divisions across a continuum of the one performance type.

The D grade is assigned to student performances that fall between a clear fail (F) and a clear pass (C-). Students receiving a D grade will receive credit for the course, and in Geography may use the course as a prerequisite.

The F grade is assigned to those performances that clearly display a lack of understanding of important concepts. Failure to complete all of the course work is not a reason to award an F grade; a deferred grade (DE) or incomplete grade (N) should be awarded in such cases.”

TENTATIVE COURSE SCHEDULE

Class meeting **Topic, readings, & assignments (all readings are required unless otherwise stated)**
JMT = *Urban Geography* textbook

Week 1 **Introduction to the course**

Jan 10 **Reading:** None

Week 2 **Approaching the changing city**

Jan 17 **Reading:** • JMT Preface & Ch. 1.

Canvas quiz 1 available for 24 hours on Tuesday Jan 16

PLAGIARISM TUTORIAL DUE BY MIDNIGHT, FRI JAN 19 (See Policies section above)

Week 3 **Thinking critically about urban change**

Jan 24 **Reading:** • JMT Ch. 2

Canvas quiz 2 available for 24 hours on Tuesday Jan 23

Week 4 **A world of cities**

Jan 31 **Reading:** • JMT Ch. 4

Canvas quiz 3 available for 24 hours on Tuesday Jan 30

Week 5 **Urban economies: production & urban development**

Feb 7 **Reading:** • JMT Ch. 3

Canvas quiz 4 available for 24 hours on Tuesday Feb 6

Week 6 Feb 14	Urban economies: care work Reading: • JMT Ch. 6. <i>Canvas quiz 5 available for 24 hours on Tuesday Feb 13</i>
Reading Break	No class meeting
Week 7 Feb 28	Midterm Exam In our classroom during the regular class period.
Week 8 Mar 6	Governing & planning urban change: The purposes & history of urban planning Reading: • JMT Ch. 7 <i>Canvas quiz 6 available for 24 hours on Tuesday Mar 6</i>
Week 9 Mar 13	Governing & planning urban change: Contemporary challenges for urban planning Reading • Lang, A. (2018, updated 2023) Urban Green Infrastructure: An Introduction. WeAdapt website. https://www.weadapt.org/knowledge-base/cities-and-climate-change/urban-green-infrastructure-an-introduction • Matthews, T. & Byrne, J. (2016) If planners understand it's cool to green cities, what's stopping them? <i>The Conversation</i> . https://theconversation.com/if-planners-understand-its-cool-to-green-cities-whats-stopping-them-55753 <i>Canvas quiz 7 available for 24 hours on Tuesday Mar 12</i>
Week 10 Mar 20	Marketing & branding the city Reading: • JMT Ch. 9 <i>Canvas quiz 8 available for 24 hours on Tuesday Mar 19</i>
Week 11 Mar 27	Urban crises Reading: • JMT Ch. 13 <i>Canvas quiz 9 available for 24 hours on Tuesday 26</i>
Week 12 Apr 3	Nature, environment, & urban change Reading: • JMT Ch. 10 <i>Canvas quiz 10 available for 24 hours on Tuesday Apr 2</i>
Week 13 Apr 10	Urban change for the better Reading: • JMT Ch. 12 <i>Canvas quiz 11 available for 24 hours on Tuesday Apr 9</i>
Final Exam	To Be Arranged