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MEMORANDUM

ATTENTION Senate
FROM Wade Parkhouse, Chair
Senate Committee on
Undergraduate Studies
RE: New Course Proposals

DATE February 5, 2021
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For information:

Acting under delegated authority at its meeting of February 4, 2021, SCUS approved the following curriculum revisions effective Fall 2021.

a. Faculty of Environment (SCUS 21-06)**1. Department of Geography****(i) New Course Proposals:**

- GEOG 333-4, Climate Crisis: Understanding A World On Fire (Spring 2022)
- GEOG 340-4, Queer Geographies

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate DocuShare repository at <https://docuShare.sfu.ca/dsweb/View/Collection-12682>.

COURSE SUBJECT NUMBER **COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation**CAMPUS** where course will be normally taught: ☐ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus**COURSE DESCRIPTION** — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

An introduction to the fundamental social and human-geographical dimensions of climate change: the ideas, tools, and institutions through which human communities and institutions are responding (or not) to the challenges of a warming planet.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed Within a term? ☐ YES ☐ NO**LIBRARY RESOURCES**

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE

Climate change is a planetary phenomenon, but it is not experienced at the planetary scale. Humans cannot help but deal with the impacts of global warming grounded in their own communities. This means there is often a mismatch between the scale at which the problem is lived, and those at which it can or must be understood and addressed. This is just another way of saying that climate change is an inescapably geographical problem: it is made in a geographically differentiated context, unfolding at many different spatial and temporal scales, and it inevitably affects different places, spaces and people unevenly. We cannot hide from this complexity; we need to approach climate change as both one big global problem and as a vast array of local and regional problems at the same time. That kind of approach is Geography's bread and butter.

At present, despite the overwhelming significance of climate change in our lives and futures, SFU does not have an introductory social science course that introduces the fundamental political, economic and social issues raised by climate change. This course aims to fill that role both for geography students and for others across campus. It will also be a key course in the Climate and Society minor, a program currently in the development in the Faculty of Environment.



SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)

Term in which course will typically be offered ☒ Spring ☐ Summer ☐ Fall

Other (describe)

Will this be a required or elective course in the curriculum? ☒ Required ☐ Elective

What is the probable enrollment when offered? Estimate:

UNITS

Indicate number of units:

Indicate no. of contact hours: Lecture Seminar Tutorial Lab Other; explain below

OTHER

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE



EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)



RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

None

OTHER IMPLICATIONS

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Geoff Mann

COURSE SUBJECT NUMBER

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

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CAMPUS where course will be normally taught: ☒ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

What does sexuality have to do with spaces and places? This question is at the core of this course where we'll examine how sexual norms and queerness are defined and defied through different geographies. We will learn how Black, Indigenous, and queers of colour think about and build social movements at the intersection of sexuality, space, and place.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed Within a term? ☐ YES ☒ NO

LIBRARY RESOURCES

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RATIONALE FOR INTRODUCTION OF THIS COURSE

There is no existing course focused on delivering the content being proposed in this course.

Spaces and places are racialized, gendered, classed and sexualized in particular and different ways. Certain places in the city, like LGBTQ neighbourhoods, are associated with particular sexualities, while other places are imagined as solely racialized places. Certain places, like places in the Global South, are sometimes imagined as sexually backward or inherently patriarchal, while countries like Canada, are often celebrated for its liberal acceptance of queer identities and feminist politics. This course will queer, or put into question, the underlying assumptions and power relations that support how places and spaces are sexualized, racialized, and gendered. With a primary focus on how sexual subjectivities are formed, students will have the opportunity to understand how processes of racialization and gender intersect with sexualities. The course will move between local and global geographies, introducing the ways Black, Indigenous, and queers of colour are resisting heteronormativity and offering expansive and alternative geographies and futurities.



SCHEDULING AND ENROLLMENT INFORMATION

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WQB DESIGNATION

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PREREQUISITE AND / OR COREQUISITE

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

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Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

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COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

In taking this course, students will:

- Develop a nuanced understanding of how sexuality, power, and space are co-constituted.
- Articulate how spaces and sexualities are racialized and gendered.
- Be able to apply concepts from queer geographies to ongoing crises of social injustice as well as to their own lives, histories and relations.
- Have set a set of tools to critically analyze contemporary local and LGBTQ2S global issues.



RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS

Final exam required ☒ YES ☐ NO

Criminal Record Check required ☐ YES ☒ NO

OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

May Farrales