

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GDS 100		Number of Credits: 3 <u>Course credit policy (105)</u>																	
Course Full Title: A World of Development																			
Course Short Title (if title exceeds 30 characters):																			
Faculty: Faculty of Social Sciences		Department (or program if no department): Global Development Studies																	
Calendar Description: <p>An introduction to the processes and practices of development in global and local contexts. Examples from around the world are used to illustrate both "natural" and planned development activities and their consequences. Students will learn to critically assess and apply various development approaches and methods.</p> <p>Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information. Note: This course is offered as GDS 100 and GEOG 109. Students may take only one of these for credit.</p>																			
Prerequisites (or NONE):		None.																	
Corequisites (if applicable, or NONE):		NONE																	
Pre/corequisites (if applicable, or NONE):		NONE																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: GEOG 109 Equivalent course(s): GEOG 109 <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td>12</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>12</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td>9</td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td>12</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>45</td> </tr> </table>		Lecture hours	12	Seminars/tutorials/workshops	12	Laboratory hours		Field experience hours	9	Experiential (practicum, internship, etc.)		Online learning activities	12	Other contact hours:		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Total	45																		
		Maximum enrolment (for information only): 36 Expected frequency of course offerings (every semester, annually, every other year, etc.): Twice per year																	
Department / Program Head or Director: Stephen Piper		Date approved: November 2016																	
Faculty Council approval		Date approved: December 2016																	
Campus-Wide Consultation (CWC)		Date of posting: January 27, 2017																	
Dean/Associate VP: Jacqueline Nolte		Date approved: December 2016																	
Undergraduate Education Committee (UEC) approval		Date of meeting: February 24, 2017																	

Learning Outcomes

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

1. Describe the scope of the study and practice of global development.
2. Articulate basic explanations the processes and practices of global and local development and underdevelopment essential for further studies in global development.
3. Apply an interdisciplinary approach to current development issues.
4. Discuss and assess the nature and causes of major development problems and the measures that have been or should be taken to deal with them, giving special attention to colonization, culture, social structure, politics and economy.
5. Articulate the interconnectedness of global and local dimensions of development.
6. Evaluate their skills, shortcomings and values with regard to development practice and make well-considered choices about their future engagement.
7. Identify the needs of a community organization that is focused on global and/or local development.
8. Develop a tool, technique, or strategy to meet one of the needs of a community group.
9. Present the tool, technique, or strategy to a community group.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

The course employs a combination of lectures, seminars and active learning methods like simulation exercises, popular education techniques, developing and utilizing social media skills, and drafting grant proposals for local NGOs. Learning will be enhanced through presentations by GDS faculty, returning interns, and other experts, A-V materials and/or field trips. There may also be an online learning component where students have the opportunity to reflect and discuss readings and key concepts. The course may be team taught by faculty from the different departments involved in the GDS program.

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

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

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	GDS 100 Coursepack	<input type="checkbox"/>		
2. Desai, Vandana and Robert Potter	The Companion to Development Studies, 3 rd ed.	<input checked="" type="checkbox"/>	Routledge	2014
3. Jackson, Robert	Annual Editions: Global Issues 13/14, 29 th ed.	<input checked="" type="checkbox"/>	McGraw-Hill	2014
4. Willis, Katie	Theories and Practices of Development	<input checked="" type="checkbox"/>	Routledge	2011
5. Hopper, Paul	Understanding Development: Issues and Debates	<input checked="" type="checkbox"/>	Polity	2012

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

No extraordinary supplies or materials will be required. However, students will be responsible for all costs associated with any field trips and may have to spend a small amount on display or project materials.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	20%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	10%	Shop work:	%
Participation:	10%	Term Project and Report:	25%	Online Reflection/Discussion:	10%	Total:	100%

Details (if necessary): Learning outcomes 1-4 are to be evaluated through assignments, midterm, participation and field experience including a field trip to visit several non-governmental organizations. Learning outcomes 5 and 6 are to be evaluated through a term project and class participation. Projects could include developing a fundraising or education campaign for an organization such as Run for Water or Amnesty International. Students will have the opportunity to present a concept paper to the organization and benefit from the critique and evaluation of their proposals.

Typical Course Content and Topics

Unit 1: Introduction - Poverty and development
 Unit 2: History of colonialism, development and underdevelopment
 Unit 3: Theories of development and underdevelopment
 Unit 4: Global and local development issues – Housing and homelessness
 Unit 5: Poverty and pandemics – TB, AIDS, Ebola, Zika, etc.
 Unit 6: Environment and development

- Extractive industries – Mines and pipelines
- Climate change

Unit 7: Gender and development
 Unit 8: Food security - Rural livelihoods and urban agriculture
 Unit 9: Education and development

Unit 10: Child rights and development

Unit 11: Approaches to development

- Participatory development
- Free trade or fair trade?

Unit 12: Frameworks for development

- Governance
- Is there development without conflict?
- Globalization or global partnership?

Unit 13: Careers in development

Unit 14: Development in a changing world

Throughout the course, these content elements are balanced with experiential learning of development practice through engagement with a community partner organization.