

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 250		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> Sociology of Development – The Global South																			
<b>Course Short Title (if title exceeds 30 characters):</b> Soc of Develop: Global South																			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS																	
<b>Calendar Description:</b> <p>Examines the nature and development of the global South, its relationship to the global North, and major explanations of underdevelopment. Examples from around the world, particularly Latin America, are used to critically evaluate development issues (e.g. gender, environment, health, education, fair trade, etc.) and alternative development paths.</p> <p>Note: This course is offered as SOC 250 and GDS 250. Students may take only one of these for credit.</p>																			
<b>Prerequisites (or NONE):</b>		None. Recommended: SOC 101, GDS 100, or any lower-level LAS course.																	
<b>Corequisites (if applicable, or NONE):</b>		None																	
<b>Pre/corequisites (if applicable, or NONE):</b>		None																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: <b>GDS 250</b> Equivalent course(s): <b>GDS 250</b> <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>		<b>Transfer Credit</b> 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 <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1" data-bbox="105 1281 812 1564"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table>		Lecture hours	30	Seminars/tutorials/workshops	15	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		<b>Total</b>	<b>45</b>	<b>Special Topics</b> 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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Other contact hours:																			
<b>Total</b>	<b>45</b>																		
		<b>Maximum enrolment (for information only):</b> 36 <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Twice each year																	
<b>Department / Program Head or Director:</b> Martha Dow		<b>Date approved:</b> May 2016																	
<b>Faculty Council approval</b>		<b>Date approved:</b> May 2016																	
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> March 17, 2017																	
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date approved:</b> May 2016																	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> March 24, 2017																	

**Learning Outcomes**

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

- Discuss the major characteristics of the global south and the differences between various regions. Define development in various ways.
- Outline the historical construction and relationship of North and South.
- Explain the significance of Latin America in the origins and development of the North/South divide.
- Explain major theories of development and underdevelopment and be able to link these theories to the major sociological perspectives and traditions and to major development strategies.
- Outline the importance of the Latin American development experience for the construction of international theories and strategies.
- Identify and compare some major actors in global development and the work they do.
- Discuss some current controversies and issues in development policy. Assess Millennium and Sustainable Development Goal achievements in a particular developing country.
- Apply logical framework analyses (gender, environmental, appropriate technology) in the assessment of a development project.

**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)**

Class time is divided between lectures and seminar discussions. Videos and simulation exercises are used frequently to illustrate course content. Guest lecturers may be invited.

**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.	Haslam, Paul A., Jessica Schafer and Pierre Beaudet, eds.	Introduction to International Development: Approaches, Actors, and Issues.	<input checked="" type="checkbox"/>	Oxford	2012
2.	Hopper, Paul	Understanding Development: Issues and Debates	<input checked="" type="checkbox"/>	Polity Press	2012
3.	Roberts, J. Timmons and Amy Bellone Hite, eds.	The Globalization and Development Reader: Perspectives on Development and Global Change	<input checked="" type="checkbox"/>	Wiley-Blackwell	2007
4.	Robertson, A.F.	The Big Catch: A Practical Introduction to Development	<input checked="" type="checkbox"/>	Westview Press	1995
5.	Sernau, Scott	Global Problems: The Search for Equity, Peace and Sustainability	<input checked="" type="checkbox"/>	Pearson	2012

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)****Typical Evaluation Methods and Weighting**

Final exam:	30%	Assignments:	30%	Midterm exam:	30%	Practicum:	%
Quizzes/tests:	10%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	0%

**Details (if necessary):**

**Typical Course Content and Topics**

Unit 1: Defining development

Unit 2: A brief history of development

- o European Expansion, conquest, colonialism
- o Imperialism
- o The development era, de-colonization, neo-imperialism
- o The debt crisis and structural adjustment
- o Globalization
- o The MDGs and the financial crisis
- o The New South

Unit 3: Theorizing development

- o Modernization
- o Dependency (UDT/WST)
- o Neoliberalism
- o Basic human needs

- Neo-structuralism

Unit 4: Development actors and structures

- The state and national development agencies
- The IFIs and the UN
- The multinationals and civil society

Unit 5: Issues and institutions in development

- Gender
- Environment
- Appropriate technology
- Indigenous peoples
- Rural and urban development
- Health and education
- Free trade / fair trade
- Conflict and migration