

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GDS 260		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Gender and Global Development Course Short Title: Gender & Global Development															
Faculty: Faculty of Social Sciences		Department/School: School of Social Justice and Global Stewardship													
Calendar Description: Explores the gendered nature of development, drawing upon a wide variety of themes from several regions in the world. Examines the evolution and debates related to gender and development, as well as the diverse methods and approaches used by development practitioners to integrate intersectional gender issues into their work in global development organizations. Also focuses on the policies of global development actors, including Global Affairs Canada.															
Prerequisites (or NONE):		None.													
Corequisites (if applicable, or NONE):		None.													
Pre/corequisites (if applicable, or NONE):		None.													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45									Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	45														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: April 21, 2026													
Faculty Council approval		Date of meeting: June 5, 2026													
Undergraduate Education Committee (UEC) approval		Date of meeting: September 3, 2026													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Discuss the complexities of gender and development issues, barriers and approaches to achieving gender equitable outcomes, and implications of intersectional gender inequalities, globally.
2. Analyze the evolution of key concepts, theories, and perspectives related to gender and development, and intersectional gender inequalities.
3. Reflect on how gender intersects with other social identities and factors, such as race, ethnicity, Indigeneity, age, class, caste etc. to result in inequalities and marginalization.
4. Identify the diverse contributions and roles of development actors in the gender and development sector.
5. Apply gender analysis methods and approaches to contemporary development issues and responses.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	60%	Project:	20%		%
Holistic assessment:	20%		%		%

Details:

Assignments may include diverse written works and presentations. Holistic assessment may include journal writing and/or online discussion posts. Project may include individual or group case studies represented in the form of a digital poster or infographic.

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

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

This course will consist of lectures, presentations, and in-class group work.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Online resource	Global Affairs Canada	The Feminist International Assistance Policy and Gender Equality Toolkit for Projects	2017
2. Book	Harcourt, Wendy	The Palgrave Handbook of Gender and Development	2016
3. Book	Zakaria, Rafia	Against White Feminism: Notes on Disruption	2021
4. Book	Parpart, J., & S. Parashar	Rethinking Silence, Voice, and Agency in Contested Gendered Terrains	2019

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Introduction to study of gender and development
- Evolution of theories and concepts and debates
- Masculinities and engaging men and boys
- Gender, poverty, and the economy
- Gender, food security, the environment, and climate change
- Gender, education, and health
- Gender, politics, governance, and conflict
- Intersectional gender issues in Canada (e.g., Indigenous women and girls, racialized women newcomers, LGBTQI+ refugees)
- Gender and global development agendas and actors
- Gender transformative development
- Gender and development in practice: methods and approaches