OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: September 2011
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: January 2017
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GDS 400	Global Development Studies	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Global Development Seminar
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This is the capstone course for the Global Development Studies program. It brings together GDS students to present, analyze, and compare different field experiences and to see how various activities fit together in the pursuit of development. Student-selected development issues are subjected to critical discussion. Students work toward an understanding of their personal values in relation to the practice of development.

PREREQUISITES: GDS 310 or 311
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **60**

STRUCTURE OF HOURS:

Lectures:	**12**	Hrs
Seminar:	**24**	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:	**24**	Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **26**
Expected frequency of course offerings: Once each year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s): **Stephen Piper**

Department Head:	**GDS Curriculum Working Group**	Date approved:	**May 2010**
Supporting area consultation (Pre-UPAC)		Date of meeting:	**June 4, 2010**
Curriculum Committee chair:	**John Carroll**	Date approved:	**June 4 2010**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**June 4 2010**
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	**January 28, 2011**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
- clearly explain and justify their own value frameworks for development work
- critically discuss current issues in development studies
- analyze commonly experienced problems in development work
- demonstrate an understanding of the uniqueness of, and similarities between, different development experiences

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Principal emphasis will be on seminar discussion and student presentations. This may require participation in "innovative" learning methods such as those of popular education. There may be a limited amount of lecturing, particularly by guest lecturers.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s) ☒ Other (specify): Considered on a case-by-case basis.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

- Easterly, William (2007) The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good. Penguin.
- Green, Duncan (2008) From Poverty to Power: How Active Citizens and Effective States Can Change the World. Oxfam Publishing.
- Lewis, Stephen (2006) Race Against Time: Searching for Hope in AIDS-Ravaged Africa. 2nd ed. Toronto: House of Anansi Press.
- Sachs, Jeffrey D. (2006) The End of Poverty: Economic Possibilities for Our Time. Penguin Books.
- Sachs, Jeffrey D. (2009) Common Wealth: Economics for a Crowded Planet. Penguin Books.
- Sen, Amartya (2001) Development as Freedom. Oxford University Press.
- Smith, Michael H. (2009) Cents and Sustainability: Making Sense of How to Grow Economies, Build Communities and Revive the Environment in Our Lifetime. Earthscan Canada.
- Stiglitz, Joseph (2007) Making Globalization Work. W.W. Norton & Co.
- GDS 400 coursepack.

SUPPLIES / MATERIALS:

No special supplies or materials are required.

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Participation	20%
Reading notes	10%
Discussion papers (2)	20%
Research paper	30%
Presentations	20%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

This is a student-centred course. It is intended to help students who are nearing the end of a program of study in global development to explore issues that have arisen in prior studies or field practicum experiences. Consequently, the actual course content in any semester will largely be determined by the needs and interests of the students in the class. Topics covered might include:
- Assisted self-reliance
- Leadership in development projects
- Local organization and participation
- Management, planning, and implementation
- Technology and training
- Utilization of external assistance
- Dealing with government
- Sustainability
- Additive, multiplicative, and diffusive strategies
- Canadian and international development agencies