

ORIGINAL COURSE IMPLEMENTATION DATE:

September 2011

REVISED COURSE IMPLEMENTATION DATE:

January 2027

COURSE TO BE REVIEWED (six years after UEC approval):

December 2031

Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GDS 400	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Global Development Capstone Course Short Title: Global Development Capstone													
Faculty: Faculty of Social Sciences	Department/School: Social Justice and Global Stewardship												
Calendar Description: <p>In this capstone course, students explore and analyze their learnings and experiences during experiential learning courses, and critically reflect upon global development studies, practices, and professions.</p>													
Prerequisites (or NONE):	One of AIS 380, COOP 110, GDS 483, or SJGS 300.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses (Cannot be taken for additional credit.) 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 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%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Lecture/seminar</td> <td style="width: 40%;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: right;">45</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	25							Total hours	45
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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: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval	Date of meeting: March 31, 2025												
Faculty Council approval	Date of meeting: October 10, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

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. Articulate learnings and skills gained during the experiential learning placement.
2. Analyze how their personal values, ethics, and skills have been shaped by, and have shaped, the experiential placement.
3. Evaluate diverse opportunities to practice and study global development.
4. Identify valuable approaches and strategies for the practice of global development.
5. Articulate the importance of inclusion, equity, and intersectional and rights-based approaches for the practice of global development.
6. Reflect critically upon new directions in the decolonized study and practice of global development.
7. Develop personal professional goals and objectives related to the global development and/or social justice sector.

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

Assignments:	100%	%	%
	%	%	%

Details:

Assignments include presentation (25%), assessment report (20%), reflective blog article (20%), discussion posts (20%), and personal action plan (15%).

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.*)

Students will carry out readings, make presentations, engage in discussions, attend relevant online workshops/seminars, and hear from guest speakers who are global development practitioners to gain a deeper understanding of the global development sector, discipline, and careers.

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. Book	Milligan, S., & L. Wilson (eds)	Dear Development Practitioner: advice for the next generation. Routledge.	2024
2. Book	Paul, R., & I. Rabbat	The New Reason to Work: How to build a career that will change the world. Lioncrest.	2021
3. Book	Pickering-Saqlqa, Susannah (ed)	Researching Development NGOs: global and grassroots perspectives. Routledge.	2023
4. Book	Murrey, A., & P. Daley	Learning Disobedience: Decolonizing Development Studies.	2023
5. Book	Cloete, E., & G. Veda	Community-led Development in Practice: We power our own change. Routledge.	2025

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

Sample modules:

- Critical reflection on learnings, experiences, values, and ethics, as shaped by one's experiential learning
- Equity, diversity, and inclusion in the workplace and how these principles underpin global development and social justice professions and work
- Professional skills and strategies for global development and social justice work: research, evaluation, management, planning, analysis (including gender-based analysis plus), proposal writing, policy writing, advocacy, and communications
- Ethics and values related to global development and social justice work and sectors
- Emerging debates and discussions on racism, decolonization, and localization in the practice of global development, as well as alternatives to development aid