

COURSE IMPLEMENTATION DATE: May 2009  
 COURSE REVISED IMPLEMENTATION DATE: January 2011  
 COURSE TO BE REVIEWED: November 2013  
*(four 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

GEOG 340	GEOGRAPHY	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Geographies of Poverty and Development		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course uses a geographical approach to examine the spatial patterns of development and analyze the numerous models and programs that have been used to ameliorate poverty. In particular, the course demonstrates how questions of scale and multiple perspectives influence the design, implementation, and outcomes of sustainable development programs. Field trips outside of class time are required.

PREREQUISITES: One of GEOG 240, 241, 242, or SOC 250  
 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: 30 Hrs  
 Seminar: 22 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 8 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 28  
 Expected frequency of course offerings: every other 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): <u>Garry Fehr and Cherie Enns</u>	Date approved: <u>September 2008</u>
Department Head: <u>Ken Brealey</u>	Date of meeting: <u>September 26, 2008</u>
Supporting area consultation (Pre-UPAC)	Date approved: <u>September 17, 2010</u>
Curriculum Committee chair: _____	Date approved: <u>September 17, 2010</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date of meeting: <u>October 1, 2010</u>
Undergraduate Program Advisory Committee (UPAC) approval	

**LEARNING OUTCOMES:**

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

- 1) Discuss the geographical context of development and underdevelopment in both the developing South and the developed North from a multi-scalar spatial perspective.
- 2) Describe how global processes are leading to progressively unequal patterns of development and change.
- 3) Critically evaluate the implications and impacts of development methods, programs, and poverty alleviation projects.
- 4) Identify key sources for information on topics within international development geography, and how to critically utilize these sources in a research project.
- 5) Clearly convey the findings of one's research to a general audience.

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

The format of the course will include lectures, assigned readings, discussion groups, and oral presentations. Special emphasis will be placed on student participation in seminars, group projects, and field observation and reporting. Audio visual materials and case studies will support lecture material.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- Examination(s)                       Portfolio assessment                       Interview(s)
- Other (specify):                       PLAR cannot be awarded for this course for the following reason(s):

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

Sachs, J. (2005) *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books.  
Desai, V. & Potter, R. (2002). *The Companion To Development Studies*. New York: Oxford University Press.  
Ljung, P. and G. Tannerfeldt (2006) *More Urban Less Poor: An Introduction to Urban Development and Management*, London, UK: Earthscan Pub.  
Nichols, P. (2006) *Social Survey Methods: A Fieldguide for Development Workers*. London, Oxfam.  
Stiglitz, J. (2002). *Globalization and Its Discontents*. Toronto: Penguin Books.  
Stackhouse, J. (2000). *Out Of poverty and Into Something More Comfortable*. Random House of Canada.  
Potter, R. et. al (2004). *Geographies of Development*. Toronto: Pearson.  
Course pack of selected readings.

**SUPPLIES / MATERIALS:**

This course will have a mandatory field trip requiring an additional fee. Details are available on course outlines distributed in class.

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

Class participation	10%
Research proposal	10%
Research paper	25%
Current events assignment	20%
Exams	35%

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

- Week 1. Patterns of poverty and underdevelopment
- Week 2. Globalization and development — convergence or divergence?
- Week 3. Responses to poverty — classical, radical, and alternative
- Week 4. Classical institutions of development — global governance and the state
- Week 5. Alternative institutions of development — NGOs and civil society
- Week 6. Role of the environment and development — resource constraints, environmental impacts, and sustainability
- Week 7. Urban spaces — urbanization, city systems
- Week 8. Urban spaces — the Brown Agenda and sustainable urbanization
- Week 9. Rural spaces — rural livelihoods, households and communities
- Week 10. Strategies to alleviate rural poverty
- Week 11. Rural - urban linkages — regional inequalities, peri-urban areas, and migration
- Week 12. Meeting the challenges of the millennium development goals
- Week 13. Conclusion