



ORIGINAL COURSE IMPLEMENTATION DATE:

September 2009

REVISED COURSE IMPLEMENTATION DATE:

September 2026

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

December 2028

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: GEOG 340	Number of Credits: 4 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Geographies of Development: Landscapes of Inequality	
<b>Course Short Title:</b> Geographies of Development	
Faculty: Faculty of Science	Department/School: Planning, Geography and Environmental Studies
<b>Calendar Description:</b> <p>Focus on landscapes of inequality, global poverty, underdevelopment and development, and diverse approaches to implementing socially, economically, and environmentally sustainable and just development, in Canada and internationally in a post-colonial world. The course explores sustainable development, livelihoods, food security, natural resource management, migration, pandemics, conflict and disasters, sustainable agriculture and food security, gender, climate change, Indigenous knowledge, and community participation through the spatial lens of geography.</p>	
Note: Students with credit for GDS 340 cannot take this course for further credit.	
Prerequisites (or NONE):	45 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Antirequisite Courses (Cannot be taken for additional credit.)  Former course code/number: <b>GDS 340</b>  Cross-listed with:  Equivalent course(s): <b>GDS 340</b>  <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>	<b>Course Details</b>  Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i>  Directed Study course: <b>Yes; cannot be repeated for credit</b> <i>(See <a href="#">policy 207</a> for more information.)</i>  Grading System: <b>Letter grades</b>  Delivery Mode: <b>May be offered in multiple delivery modes</b>  Expected frequency: <b>Every other year</b>  Maximum enrolment (for information only): <b>28</b>
Typical Structure of Instructional Hours	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar Tutorials/workshops Experiential (field trip)       <b>Total hours</b>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>
Department approval	<b>Date of meeting:</b>
Faculty Council approval	<b>Date of meeting:</b>
Undergraduate Education Committee (UEC) approval	<b>Date of meeting:</b> January 30, 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. Apply a geographical perspective to the context and processes of development and underdevelopment in the Global South and North.
2. Evaluate, with a critical perspective, the practice of development and its impacts on local communities, Indigenous peoples, and the environment.
3. Explain key development issues in rural and urban development, as well as crucial development concepts such as sustainable development, food security, gender, and community participation.
4. Debate contemporary topics related to the course.
5. Formulate original ideas and analyses concerning international development, situating evidence-based arguments within academic literature.
6. Assess their positionality relative to others in responding to spatial inequality and development challenges.
7. Communicate their innovative response with project stakeholders.

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

Quizzes/tests/midterm:	20%	Assignments:	40%	Project:	40%
	%		%		%

**Details:**

Assignments typically include oral presentations and case study analysis. Each semester the instructor will organize an applied project working with a community partner or development agency. For example, Amnesty International, Food for the Hungry, MCC, or Nairobi Public Space Network sets a challenge or research questions for the class and invites stakeholders to in-person or virtually attend the final class where students present their projects.

**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.*)**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. Textbook	Potter, R., T. Binns, J. A. Elliott, E. Nel, & D. W. Smith (eds)	Geographies of Development: An Introduction to Development Studies (4th edition), Routledge.	2018
2. Textbook	Course readings (TBC)		
3.			
4.			
5.			

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

1. Introduction: landscapes of inequality
2. Development and underdevelopment: legacies of colonization
3. Contested development and global actors: sustainable development goals
4. People, resources, and institutions of development
5. Environment, vulnerability, and climate change
6. Rural spaces: poverty, age, and gender
7. Urban spaces: poverty, age, and gender
8. Rural-urban linkages: movements and flows
9. Migration, refugees, and conflict: humanitarian responses to displacement
10. Pandemics, global health, and varying responses
11. Planning and policy responses to development: selected case studies
12. Local knowledge key to a more equitable and just development agenda