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.

<table>
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<th>COURSE NAME/NUMBER</th>
<th>FACULTY/DEPARTMENT</th>
<th>UFV CREDITS</th>
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<td>SOC 250</td>
<td>Social, Cultural and Media Studies</td>
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**SOCIOLOGY OF DEVELOPMENT – THE GLOBAL SOUTH**

**COURSE DESCRIPTIVE TITLE**

**CALENDAR DESCRIPTION:**

This course is an introduction to the sociology of international development, looking at the nature and development of the global south (the largest part of the global social system), its relationship to the global north, and major explanations of underdevelopment. The key role of Latin America in the origins and transformation of the world system is examined, as well as its importance in the construction of development theories and strategies. Case studies from around the world, and particularly from Latin America, are used to critically evaluate development issues (e.g. gender, environment, health, education, fair trade, etc.) and the alternative paths of development.

Note: This course is offered as SOC 250 and GDS 250. Students may take only one of these for credit.

**PREREQUISITES:** 18 university-level credits or one of SOC 101, GDS 100, or LAS 100.

**COREQUISITES:** None

**PRE or COREQUISITES:**

**SYNONYMOUS COURSE(S):**

(a) Replaces:

(b) Cross-listed with: GDS 250 for further credit.

(c) Cannot take: GDS 250

**SERVICE COURSE TO:**

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

| Lectures: | 30 Hrs |
| Seminar:  | 15 Hrs |
| Laboratory: | Hrs |
| Field experience: | Hrs |
| Student directed learning: | Hrs |
| Other (specify): | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: __________ Hours per day: __________

**OTHER:**

Maximum enrolment: 36

Expected frequency of course offerings: Twice 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: Stephen Piper

Supporting area consultation

Curriculum Committee chair: Tetsuomi Anzai

Dean/Associate VP: Jacqueline Nolte

Undergraduate Education Committee (UCE) approval

Date approved: March 23, 2012

Date of meeting: April 20, 2012

Date approved: April 20, 2012

Date approved: April 20, 2012

Date of meeting: May 23, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
• Describe the global south and differences within it.
• Define development in various ways.
• Discuss major characteristics of underdeveloped regions.
• Differentiate the development patterns and characteristics of Latin America from those of other regions of the South.
• Outline the historical construction and relationship of North and South.
• Illustrate the significance of Latin America in the origins and development of the North/South divide.
• Explain major theories of development and underdevelopment and be able to link these theories to the major sociological perspectives and traditions and to major development strategies.
• Outline the importance of development in Latin America for the formation of international theories and strategies.
• Identify and compare major actors in global development and the work they do.
• Debate the pros and cons of foreign aid and development policies.
• Assess development alternatives for the South.
• Discuss the role of Latin America in the rise of the “New South” (NAM, BICS, etc.).
• Apply logical framework analyses (gender, environmental, appropriate technology).

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Class time is divided between lectures and seminar discussions. Videos and simulation exercises are used frequently to illustrate course content. Guest lecturers may be invited.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☒ Other (specify): Course may be challenged. Alternative methods looked at on a case-by-case basis.

☐ 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:]


SUPPLIES / MATERIALS:
No unusual supplies are required.

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
3-4 quizzes 10%
Written assignment 30%
Midterm exam 30%
Final exam 30%
COURSE CONTENT:

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

- Defining development
- A brief history of development
  - European expansion, conquest, colonialism
  - Imperialism
  - The development era, de-colonization, neoimperialism
  - The debt crisis and structural adjustment
  - Globalization
  - The MDGs and the financial crisis
  - The New South
- Theorizing development
  - Modernization
  - Dependency (UDT/WST)
  - Neoliberalism
  - Basic human needs
  - Neostructuralism
- Development actors and structures
  - The state and national development agencies
  - The IFIs and the UN
  - The multinationals and civil society
- Issues and institutions in development
  - Gender
  - Environment
  - Rural and urban development
  - Health and education
  - Free trade / fair trade
  - Conflict and migration