

School of Social Justice and Global Stewardship  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC V2S 7M8  
604-504-7441

**Course:** GDS 100 – Introduction to Global Development Ideas and Practices

**Course Schedule:** Tuesdays 2:30-5:20

**In-Person Location:** B-101

**Instructor:** Dr. Kirsten Van Houten

**Office Hours:** Tuesdays 1:00 – 2:00 or by appointment. A202-C

**Instructor Email:** [Kirsten.vanhouten@ufv.ca](mailto:Kirsten.vanhouten@ufv.ca)

**Textbooks:** Routledge Handbook of Global Development (2022) Available for purchase at the book store or online.

Hettne, B. (2009) *Thinking About Development*. Available for purchase at the book store.

### ***Land Acknowledgement***

*Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which UFV is located, and where we hold our class. They lived in the Fraser Valley and lower Fraser Canyon of British Columbia and they spoke Halq'eméylem, also known as the upriver dialect.*

*UFV recognizes and honours the contribution that Indigenous peoples have made — and continue to make — to our community. UFV supports Indigenous learners and seeks to incorporate indigenous ways of knowing in the curriculum.*

### **Course Description**

An introduction to evolving theories and approaches in the study and practice of development in global and local contexts. Students explore causes and impacts of global inequalities and injustices, and how different groups around the world are involved and impacted. Students also explore their role as global citizens and changemakers, and diverse ways to contribute to the global development sector.

This course is delivered in-person synchronously, with one week of online asynchronous learning November 4, 2025. It introduces students to historical theories of global

development and current development issues. It exposes students to both academic and creative communication about topics in global development. Delivery methods include lecturing, class discussion, videos, guest lecturers and special events.

### **Official Course Objectives**

By the end of this course students will...

1. Describe ideas, theories, approaches, and actors in the study and practice of global development.
2. Identify contemporary global development issues, inequalities, and injustices that affect populations around the world.
3. Assess the nature, causes, and impacts of key development issues around the world.
4. Articulate the interconnectedness of global and local dimensions of development, and the important role of youth as global citizens and changemakers.
5. Apply a critical lens to the workings, approaches, and impacts of the global development sector.
6. Evaluate the relevance and impacts of changes in the conceptualization and practice of development (i.e. post-development theories, Indigenous knowledge, participation, decolonial and anti-racist approaches, equity and inclusion, social justice, rights, localized development, gender-transformative development).

### ***Professor's Course Objectives***

7. Develop and demonstrate academic writing skills.
8. Demonstrate critical thinking and creativity in relation to the communication of the core ideas, theories, approaches and actors in the study and practice of global development.

### **Assessments**

*Note that Detailed Instructions are available for each assignment on our Brightspace page.*

### ***Participation (12%)***

Each week students will receive a grade out of 0.5 for attendance and 0.5 for actively contributing to class or group discussions.

### ***Summaries and Citations (15%) – Due October 7, 2025***

Students will choose one of the readings from the weeks on human rights and justice or poverty and inequality and summarize it by: identifying its argument, and three key points. Students will use pinpoint citations to support their summary.

***Guest Lecturer Reflections (8%) – Due October 15, 2025 (350 word maximum)***

Students will benefit from engaging with two guest lecturers. The first, Westen Shilaho, will tell us about his research on Africa and the International Criminal Court on September 16, 2025. For the second guest lecture, students will have the opportunity to participate in one of two events with Alex Neve on October 9, 2025 or watch an online ted-talk about human rights. Students will then be asked to reflect on what they learned about human rights and justice in Canada and internationally in relation to our course material.

***Online Midterm (25%)– 1.5 hrs. available between October 31 and November 7, 2025***

This midterm will include written answer questions and invite students to demonstrate their knowledge and understanding of development theories presented in class between October 7<sup>th</sup> and 28<sup>th</sup>.

***Creative Group Assignment Proposal (5%)– October 28, 2025 (250 word maximum)***

Students will be asked to join a group based on five thematic areas in the course: human rights and justice; poverty and inequality; inclusion; climate change and; war and displacement. Each theme will have two groups of 5-6 students and signup will take place in-class on October 28<sup>th</sup>. Once in their groups, students will be invited to design a creative project that will communicate about their assigned theme in a country of their choice. This proposal will outline the theme, country selected and describe the proposed creative communication project. A full list of possible creative approaches is available on our Brightspace page.

***Creative Group Assignment (30%) – Due in class December 5, 2025***

*This assignment is expected to be completed in groups.*

*Each Creative Group Assignment will have three components:*

*1. Creative Communication Material (10%)*

Students will develop a creative project that will communicate about their selected theme and country to the class. This could include a blog series, play, song, series of images, dance, collection of poems, magazine articles, a zine or some other delivery method. Projects will be graded on creativity, effort and effective communication.

*2. In-Class Presentation (10 Minute Maximum) (10%)*

On December 5<sup>th</sup>, each group will have a maximum of 10 minutes to present their creative project to the class. The length and style of the presentation will vary depending on the project. Students are encouraged to move beyond powerpoints.

3. *An explanatory note (500 words) (10%)*

This note should formally describe the assigned theme in the country selected by the group, based on academic research and citations. It should describe why the group selected the creative communication method that they presented, building from their original proposal.

***Course Reflection (5%) – Due December 2, 2025 (250 word maximum)***

Students will be asked to reflect on the contents of the course and what they learned and felt about them.

**Accommodations and Late Assignments**

Students may request extensions on assignments for any reason up until one week before the deadline, after which point only requests based on documented medical or financial emergencies will be considered.

Are you reading this syllabus? If so, send a meme to [Kirsten.vanhouten@ufv.ca](mailto:Kirsten.vanhouten@ufv.ca) for a bonus mark before September 16, 2025.

Late assignments will be penalized at a rate of 5% per day for a maximum of 10 days.

**AI Policy**

AI use of any kind is not permitted for assignments or tests in this course. Students who present AI material as their own work will be investigated for academic misconduct.

**Plagiarism**

Plagiarism is a serious academic offence. UFV has developed a plagiarism policy (#70) which sets out the penalties for this offence. Such penalties will be enforced rigorously in this course. Note that the policy also defines other forms of cheating and associated penalties. Please read the SCMS Departmental Standards and Policies distributed with this syllabus. Read the UFV Writing Centre handout on “Plagiarism vs. Citation”:

<http://www.ufv.ca/media/assets/academic-success-centre/handouts/Plagiarism-vs-Citation-2012.pdf>. Avoid “patchwriting”, which is also considered to be plagiarism: [https://canvas.sfu.ca/courses/15986/pages/3-dot-4-patchwriting?module\\_item\\_id=176270](https://canvas.sfu.ca/courses/15986/pages/3-dot-4-patchwriting?module_item_id=176270).

***What will happen if you submit a paper that is not properly cited in this Course?***

All assignments for this course require the use of pinpoint citations which will be reviewed in lecture 2. Pinpoint citations indicate the page or paragraph number on which you found the material you cited. If your summaries and citations assignment, creative assignment proposal or creative assignment write-up is submitted without the use of pinpoint citations, or inaccurate pinpoint citations the following procedure will occur.

1. I will notify you or your group of the infraction, and you will immediately lose 5% of your mark.
2. You will be given the opportunity to resubmit your revised paper with standard late mark deductions beginning from the date and time that my e-mail was sent to your UFV email address.

## **UFV Services**

### ***Academic Advising***

*Stop by in person to make an appointment or book online.*

*Book an appointment online*

*Email: [advising@ufv.ca](mailto:advising@ufv.ca)*

*Phone: 604-864-4674*

### ***Student Accessibility Services***

Stop by in person to make an appointment or submit an intake form.

Email: [ssfrontdesk@ufv.ca](mailto:ssfrontdesk@ufv.ca)

Phone: 604-854-4528

### ***Indigenous Student Centre***

*Stop by in person to make an appointment or book online*

*Book an appointment online*

*Email: [isc@ufv.ca](mailto:isc@ufv.ca)*

*Phone: 604-795-2835*

### ***Counselling***

Email, phone, or stop by in person to make an appointment, or use the online portal (select UFV Initial Contact Form if your first appointment)

Email: [ssfrontdesk@ufv.ca](mailto:ssfrontdesk@ufv.ca)

Phone: [604-854-4528](tel:604-854-4528) [604-795-2808](tel:604-795-2808)

### ***(2SLGBTQI+) Pride Support***

Email: [pride@ufv.ca](mailto:pride@ufv.ca)

## **GDS Program Links**

Follow the GDS program on Facebook: [www.facebook.com/ufvgds](http://www.facebook.com/ufvgds). Details on global development related courses, events, jobs, and opportunities are posted here.

Join the UFV Global Development Studies Club (you do not have to be a GDS BA student to join): <https://www.facebook.com/groups/419345034809436>



## Course Outline and Readings

Date and Topic:	Agenda	Assignments	Readings
<b>September 9, 2025:</b> <b>Introductions!</b>	Learning: About the course, each other and development.  Skills: Reflecting on Development and Justice	Read Syllabus	<b><i>Required Reading:</i></b>  <b>Routledge Hand Book: Chapter 1- Introduction: changing development configuration by <i>Susan Engel and Kearrin Sims</i></b>  <b>Bjorn Hettne (2009). Chapter 5 “Planning in Dark Times” in <i>Thinking About Development</i>. Zed Books.</b>  <b><i>In Canada:</i></b>  <b>CTV: What do Canada’s political leaders want to do with foreign aid?</b> <a href="https://www.ctvnews.ca/federal-election-2025/article/what-do-canadas-political-leaders-want-to-do-with-foreign-aid/">https://www.ctvnews.ca/federal-election-2025/article/what-do-canadas-political-leaders-want-to-do-with-foreign-aid/</a>  <b><i>Reflective Writing Resources</i></b>  <a href="https://libguides.hull.ac.uk/reflectivewriting/reflection2">https://libguides.hull.ac.uk/reflectivewriting/reflection2</a>
<b>September 16, 2025:</b> <b>Justice and Human Rights</b>	Learning: Justice, Human Rights and Development. Studying Global		<b><i>Required Reading:</i></b>  <b>Routledge Handbook: Chapter 7 - South-South Cooperation By Laura Trajber Waisbich, Emma Mawdsley</b>

	<p>Development from the Global North.</p> <p>Guest Lecture: Dr. Westen Shilaho, University of Witswatersrand</p>		<p><b>Mamoud Maseli (2018) Our Role: A moral case for helping or an Ethical Duty to Strive for Justice? In <i>Canada and the Challenges of International Development and Globalization</i> (L. T. Munro, Ed.). Project Muse. <a href="https://doi.org/10.1515/9780776626376">https://doi.org/10.1515/9780776626376</a> (Available on Brightspace)</b></p> <p><b><i>Policy:</i></b></p> <p><b>Universal Declaration of Human Rights:</b> <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></p> <p><b><i>In Canada (and the Philippines)</i></b></p> <p><b>Em Mijares and Kirsten Van Houten. “Sunday, Bloody Sunday”</b> <a href="https://www.mcleodgroup.ca/2021/03/sunday-bloody-sunday-in-the-philippines/">https://www.mcleodgroup.ca/2021/03/sunday-bloody-sunday-in-the-philippines/</a></p>
<p><b>September 23, 2025: Poverty and Inequality</b></p>	<p>Learning: The origins of poverty and inequality and their impact. A consideration of alternative measurements of well-being.</p>		<p><b><i>Required Reading</i></b></p> <p><b>Routledge Handbook: Chapter 26 - Introduction: inequality and inequitable development <i>Kearrin Sims and Jonathan Rigg</i></b></p> <p><b>Routledge Handbook: Chapter 27 - Poverty: no meeting of minds <i>Jonathan Rigg and Kearrin Sims</i></b></p> <p><b><i>Policy</i></b></p> <p><b>Human Development Index: <a href="https://hdr.undp.org/data-center/human-development-index#/indicies/HDI">https://hdr.undp.org/data-center/human-development-index#/indicies/HDI</a></b></p>

	Skills: Summaries and Citations		<p><b>Gini Index:</b> <a href="https://data.worldbank.org/indicator/SL.POV.GINI">https://data.worldbank.org/indicator/SL.POV.GINI</a></p> <p><b><i>In Canada:</i></b></p> <p><b>CBC: Income inequality hit record high at start of 2025, Statistics Canada says.</b> <a href="https://www.cbc.ca/news/politics/statistics-canada-income-gap-1.7586634">https://www.cbc.ca/news/politics/statistics-canada-income-gap-1.7586634</a></p> <p><b>Resources</b></p> <p><b><i>Citation Style Guides</i></b></p> <p><a href="https://www.ufv.ca/academic-success-centre/writing-study-resources/citation-style-guides/">https://www.ufv.ca/academic-success-centre/writing-study-resources/citation-style-guides/</a></p>
<b>September 30, 2025: National Day for Truth and Reconciliation – Class Cancelled.</b>			
Mainstream Development Theories from Modernization Theory to Neoliberalism. <b>October 7, 2025 (2:30-4:20).</b>	Learning: Mainstream historical approaches to development: Liberty, modernization and neoliberalism.  Guest lecture Thursday October 9 <sup>th</sup> with Alex Neve	Summaries and Citations	<p><b><i>Required Reading:</i></b></p> <p><b>Bjorn Hettne (2009). Chapter 3 “The Pursuit of Freedom” in <i>Thinking About Development</i>. Zed Books.</b></p> <p><b>Bjorn Hettne (2009). Chapter 4 “The Modernization Imperative” in <i>Thinking About Development</i>. Zed Books.</b></p> <p><b>Bjorn Hettne (2009) Chapter 7 “ Globalization and Disorder” in <i>Thinking About Development</i>. Zed Books.</b></p> <p><b><i>In Canada:</i></b></p>

	<p>OR watch the Ted Talk.</p>	<p><b>CBC: Albertans can sign up for fall COVID-19 shot but cost still unknown.</b> <a href="https://www.cbc.ca/news/canada/edmonton/albertans-can-sign-up-for-fall-covid-19-shot-but-cost-still-unknown-1.7606209">https://www.cbc.ca/news/canada/edmonton/albertans-can-sign-up-for-fall-covid-19-shot-but-cost-still-unknown-1.7606209</a></p> <p><b><i>Events or Ted Talk</i></b></p> <p><b>October 9 2025 9:00-10:30:</b> Kirsten Van Houten and Alex Neve “Hand-In-Hand? Canada at the Human Rights and Peacebuilding Nexus” B101</p> <p><b>October 9, 2025 14:00-16:00</b> From Near to Far: Making Universal Human Rights Just That: Universal</p> <p>Ted Talk: remove space in link</p> <p>“How everyday People can tackle the World’s Biggest Problems “  <a href="https://www.ted.com/talks/celina_de_sola_edith_elliott_and_nonette_royo_how_everyday_people_can_tackle_the_world_s_biggest_problems">https://www.ted.com/talks/celina_de_sola_edith_elliott_and_nonette_royo_how_everyday_people_can_tackle_the_world_s_biggest_problems</a></p>
<p>Critical Development Theory: Marxism, Dependency Theory and Post-Colonialism  <b>October 14, 2025</b></p>	<p>Learning: Critical historical approaches to development: Marxism, Dependency Theory and Post-Colonialism.</p> <p>Skills: Synthesis</p>	<p><b><i>Required Reading</i></b></p> <p><b>Bjorn Hettne (2009) Chapter 6 “The Geopolitics of Poverty in <i>Thinking About Development</i>. Zed Books</b></p> <p><b>Escobar, A. (2011). Chapter 2: THE PROBLEMATIZATION OF POVERTY: THE TALE OF THREE WORLDS AND DEVELOPMENT in <i>Encountering Development : The Making and Unmaking of the Third World</i>. Princeton University Press. (Available on Brightspace).</b></p> <p><b><i>In Canada</i></b></p> <p><b>The Narwhal: Curing the ‘colonial hangover’: how Yukon First Nations became trailblazers of Indigenous governance:</b></p>

	1hr: Meet with your group and begin working on Creative Group Project Proposal		<a href="https://thenarwhal.ca/yukon-first-nations-indigenous-rights-explainer/">https://thenarwhal.ca/yukon-first-nations-indigenous-rights-explainer/</a>  <b>Resources</b>  The Dochas Code of Conduct on Images and Messages
Post-9/11: The Security Development Nexus <b>October 21, 2025</b>	Learning: Development after 9/11. Human Security and the Security-Development Nexus	Reflection: Guest Lectures on Human Rights and Justice	<b>Required Reading</b>  <b>Kaldor, M. (2006). Human security: a relevant concept? <i>Politique étrangère</i>, 4, 901-914. (On Brightspace)</b>  <b>STERN, M., &amp; ÖJENDAL, J. (2010). Mapping the Security–Development Nexus: Conflict, Complexity, Cacophony, Convergence? <i>Security Dialogue</i>, 41(1), 5–29. (On Brightspace)</b>  <b>Policy</b>  <b>International Commission on State Sovereignty. (2001) (Read pages XI-XIII) “Synopsis” <i>The Responsibility to Protect</i>. (On Brightspace)</b>  <b>In Canada:</b>  <b>Global Affairs Canada: Canada marks four years since the fall of Afghanistan to the Taliban <a href="https://www.canada.ca/en/global-affairs/news/2025/08/canada-marks-four-years-since-the-fall-of-afghanistan-to-the-taliban.html">https://www.canada.ca/en/global-affairs/news/2025/08/canada-marks-four-years-since-the-fall-of-afghanistan-to-the-taliban.html</a></b>
<b>Post-9/11:</b> From Global Goals to Localization	Learning: Development after 9/11		<b>Required Reading</b>

<p><b>October 28, 2025</b></p>	<p>Global Goals and Local Actors.</p> <p>Skills: Communicating about development.</p>		<p><b>Textbook: Chapter 3-Retro liberalism and development, <i>Warwick E. Murray and John Overton</i></b></p> <p><b>Novovic, G. (2022). Can Agenda 2030 bring about “localization”? Policy limitations of Agenda 2030 in the broader global governance system. <i>Development Policy Review</i>, 40(4).</b>  <a href="https://doi.org/10.1111/dpr.12587">https://doi.org/10.1111/dpr.12587</a></p> <p><b><i>Policy</i></b></p> <p><b>Sustainable Development Goals: <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></b></p> <p><b>Millenium Development Goals: <a href="https://www.mdgmonitor.org/millennium-development-goals/">https://www.mdgmonitor.org/millennium-development-goals/</a></b></p> <p><b><i>In Canada</i></b></p> <p><b>iPolitics: Canada making progress on achieving UN’s sustainable development goals: Gould</b>  <a href="https://www.ipolitics.ca/2023/07/19/canada-making-progress-on-achieving-uns-sustainable-development-goals-gould/">https://www.ipolitics.ca/2023/07/19/canada-making-progress-on-achieving-uns-sustainable-development-goals-gould/</a></p>
<p><b><u>Online Asynchronous:</u></b> <b>Administrative Activities</b> <b>November 4, 2025</b></p>	<p><b>2 hrs: Online Midterm</b></p> <p><b>1hr: Recorded Review Lecture</b></p>	<p>Midterm</p>	<p><b><u>No Readings</u></b></p>

**November 11: No Class – Reading Week AND Remembrance Day**

<p>Issues in Development: Inclusion <b>November 18, 2025</b></p>	<p>Learning: Gender, disability, youth and development.</p> <p>Skills: Getting creative.</p>	<p>Creative Group Project Proposal</p>	<p><b>Routledge Handbook: Chapter 35 - Gender inequality and development</b> <i>Archana Preeti Voola and Bina Fernandez</i></p> <p><b>Routledge Handbook: Chapter 41 - Disability-inclusive development</b> <i>Jonathan Makuwira</i></p> <p><b>Mitchell, T., Thomas, D., &amp; Donais, T. (2024). Recognition and Protection of Indigenous Peoples’ Rights: A Prerequisite for Advancing Peace and Security. In <i>Sustainable Development Goal 16 and the Global Governance of Violence</i> (1st ed., pp. 144–160). Routledge.</b> <a href="https://doi.org/10.4324/9781003291121-12">https://doi.org/10.4324/9781003291121-12</a></p> <p><b><i>In Canada:</i></b></p> <p><b>Engendering Disability-Inclusive Development. “Project Overview”</b> <a href="https://edid-ghdi.ca/en/about/">https://edid-ghdi.ca/en/about/</a></p>
<p>Issues in Development: Climate Change <b>November 25, 2025</b></p>	<p>Learning: Climate Change and Extractivism.</p>		<p><b>Routledge Handbook: Chapter 14 - Anthropocene, Capitalocene, and climate change</b> <i>Antonio G. M. La Viña, Jameela Joy M. Reyes</i></p> <p><b>Routledge Handbook: Chapter 17 Extractivism</b> <i>Henry Veltmeyer</i></p> <p><b><i>In Canada:</i></b></p> <p><b>Mining Watch Canada: Letter to Prime Minister Carney: Canada's Position on Deep Sea Mining.</b> <a href="https://miningwatch.ca/blog/2025/6/20/letter-prime-minister-carney-canadas-position-deep-sea-mining">https://miningwatch.ca/blog/2025/6/20/letter-prime-minister-carney-canadas-position-deep-sea-mining</a></p>

<p>Issues in Development: Armed Conflict and Forced Displacement</p> <p><b>December 2, 2025</b></p>	<p>Learning: Armed Conflict and Development. Forced displacement.</p> <p>Recap: Reviewing our work together.</p>	<p>Course reflection.</p>	<p><b>Routledge Handbook: Chapter 46 - Forced migration and asylum seeking</b> <i>Joseph Besigye Bazirake and Carolina Suransky</i></p> <p><b>Routledge Handbook: Chapter 47 - Development and conflict</b> <i>Jessica R. Hawkins</i></p> <p><i>In Canada:</i></p> <p><b>Canadian Council of Refugees: Letter on the STCA</b>  <a href="https://ccrweb.ca/en/world-refugee-day-2025-call-canadian-government-withdraw-stca">https://ccrweb.ca/en/world-refugee-day-2025-call-canadian-government-withdraw-stca</a></p>
<p><b><u>Friday</u></b> <b><u>December 5,</u></b> <b><u>2025</u></b></p>	<p>A celebration of our work together.</p>	<p>Creative Group Assignment</p>	<p><b><u>No Readings</u></b></p>