

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Global and Environmental Studies
Programme QF Level	: 5
Course Title	: Global Development and Sustainability: Case Studies and Review
Course Code	: INS4052
Department	: Social Sciences and Policy Studies; Science and Environmental Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This interdisciplinary course involves students working in group and as individual to examine in-depth global sustainable development challenges/concerns through applying and integrating various analytical approaches and perspectives related to global development and environmental changes. They will come up with analyses and solutions to problems practicable in the real-world settings in a series of case studies. These include, but are not limited to, multinational production network and their socio-economic and environmental implications, transnational social movements in response to the adverse impacts of globalization in the Global South, environmental impacts of global investment and capital flows, natural resource extractions in developing economies, financialization and rising inequalities within and between nation-states, political and socio-economic impacts of new technologies (such as bio-technologies, informational and telecommunication technologies, and renewable energy deployments), as well as bottom-up societal responses to environmental and sustainability challenges.

2. Course Intended Learning Outcomes (CILO_s)

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

- CILO₁ identify the issues concerned in specific case studies of global development, and environmental change.
- CILO₂ summarize, through attention to specific and across cases, the various ways how global development, and environmental issues are interrelated.
- CILO₃ analyze and evaluate case materials from political, economic, social, and scientific perspectives.
- CILO₄ engage in comparative case analysis to draw broad conclusions about global development, and environmental change.
- CILO₅ work as a team to investigate the complexity of case studies and propose potential solutions.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Inter-disciplinary basis of Analysing Global Development and Sustainability Challenges	<i>CILO_{1,2,3}</i>	<ul style="list-style-type: none"> • Instructor-guided review of different disciplinary analytical approaches.
Case Studies 1 & 2 related to global trade and finance, and their environmental implications	<i>CILO_{1,2,3,4, 5}</i>	<ul style="list-style-type: none"> • Group-based investigation and presentation of Case Studies with analyses of multiple aspects (political, economic, social, and scientific) of the cases concerned. • Each group would be responsible for a particular case, followed by instructor-moderated class discussion, and comparative analysis of Case 1 & 2.
Case Studies 3 & 4 related to sustainable policy practices and their developmental	<i>CILO_{1,2,3,4,5}</i>	<ul style="list-style-type: none"> • Group-based investigation and presentation of Case Studies with analyses of multiple aspects (political, economic, social, and scientific) of

implications for local, national and global levels		<p>the cases concerned.</p> <ul style="list-style-type: none"> Each group would be responsible for a particular case, followed by instructor-moderated class discussion, and comparative analysis of Case 3 & 4.
Case Studies 5 & 6 on connections between environmental/energy technologies and sustainable economic growths, and the promises and impacts of AI and ICT on environmental change	<i>CILO_{1,2,3,4,5}</i>	<ul style="list-style-type: none"> Group-based investigation and presentation of Case Studies with analyses of multiple aspects (political, economic, social, and scientific) of the cases concerned. Each group would be responsible for a particular case, followed by instructor-moderated class discussion, and comparative analysis of Case 5 & 6
Case Studies 7 & 8 on social/public responses to environmental and sustainability challenges	<i>CILO_{1,2,3,4,5}</i>	<ul style="list-style-type: none"> Group-based investigation and presentation of Case Studies with analyses of multiple aspects (political, economic, social, and scientific) of the cases concerned. Each group would be responsible for a particular case, followed by instructor-moderated class discussion, and comparative analysis of Case 7 & 8.
Conclusion	<i>CILO_{1,2,3,4,5}</i>	<ul style="list-style-type: none"> Whole class reflection and comparative discussion of lessons learnt of all case studies.

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
In-class Group Presentation (20%) and Individual Peer Feedback (10%) (each student to be worked in group investigating a particular case, and to post comments/questions in online learning platform about others presentations)	30%	<i>CILO_{1,2,3,4,5}</i>
Individual Learning Portfolio of Case Studies (each student to write up analytical summary and reflections of all cases examined in the course)	40%	<i>CILO_{1,2,3,4}</i>
Group Final Poster (succinctly present the content of the group presentation in academic poster format, with specific focuses to be discussed with the course instructor)	30%	<i>CILO_{1,2,3,4,5}</i>

5. Required Text(s)

Nil

6. Recommended Readings

- Alam, S., Klein, N., and Overland, J. (Eds.). (2011) *Globalisation and the Quest for Social and Environmental Justice: The Relevance of International Law in an Evolving World Order*. New York: Routledge.
- Christoff, P., & Eckersley, R. (2013). *Globalization and the Environment*. Lanham, Md.: Rowman & Littlefield Publishers.
- Dauvergne, P. (2016). *Environmentalism of the Rich*. Cambridge, MA: MIT Press.
- Hsu, S. (Ed.). (2018). *Routledge Handbook of Sustainable Development in Asia*. New York: Routledge.
- Lomborg, B. (Ed.). (2009). *Global Crises, Global Solutions* (2nd Ed). Cambridge: Cambridge University Press.
- Matthew, R.A. (Ed.). (2010). *Global Environmental Change and Human Security*. Cambridge, MA: MIT Press.
- Mulligan, M. (2014). *An introduction to sustainability: Environmental, social and personal perspectives*. Abingdon, Oxon; New York, NY: Routledge.
- Newell, P. (2012). *Globalization and the environment: Capitalism, ecology and power*. Cambridge: Polity.
- Pollin, R. (2015). *Greening the Global Economy*. Cambridge, MA: MIT Press.
- Schneider, R. O. (2018). *When Science and Politics Collide: The Public Interest at Risk*. Santa Barbara, California: Praeger.
- Schobert, H. H. (2014). *Energy and society: An introduction* (2nd Ed). Boca Raton, FL: CRC Press.

7. Related Web Resources

Global Development and Environment Institute at Tufts University:
<http://ase.tufts.edu/gdae/>

8. Related Journals

American Anthropologist
American Behavioral Scientist
American Ethnologist
British Journal of Nutrition
Development and Change
Environment and Planning C-Government and Policy
Geographical Journal
Habitat International
Human Ecology Review
Human Organization
Journal of Agricultural & Environmental Ethics
Journal of Environmental Management
Journal of Sustainable Development
Latin American Perspectives
Political Geography
Sociological Forum
Sustainable Development

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students

should familiarize themselves with the Policy.

10. Others

Sample Case Study Monographs/Articles:

- Alam, S. (2010). Globalization, Poverty and Environmental Degradation: Sustainable Development in Pakistan. *Journal of Sustainable Development* 3(3), 103-114.
- Barry, J., & Eckersley, R. (Eds.). (2005). *The state and the global ecological crisis*. Cambridge, Mass.: MIT Press.
- Brautigam, D. (2015). *Will Africa Feed China?*. New York, NY: Oxford University Press.
- Brousseau, E., Dedeurwaerdere, T., & Siebenhüner, B. (Eds.). (2012). *Reflexive governance for global public goods*. Cambridge, Mass.: MIT Press.
- Brown, L. R. (2012). *Full planet, empty plates: the new geopolitics of food scarcity*. New York: W.W. Norton & Company.
- Chien, S.-S. and Ho, B. (2011). Globalization and the Local Government Learning Process in Post-Mao China: A Transnational Perspective. *Global Networks* 11(3), 315-333.
- Fadeyi, A.O. and Adisa, W.B. (2012). Cultural Impediments to Socio-economic Development in Nigeria: Lessons from the Chinese Economy. *Journal of Sustainable Development* 5(7), 127-136.
- Gallagher, K. S. (2014). *The globalization of clean energy technology: Lessons from China*. Cambridge, Mass.: MIT press.
- Garcia, E., Martinez-Iglesias, M., & Kirby, P. (Eds.). (2016). *Transitioning to a Post-Carbon Society: Degrowth, Austerity and Wellbeing*. London: Palgrave Macmillan UK: Imprint: Palgrave Macmillan.
- Heyvaert, V. (2018). *Transnational Environmental Regulation and Governance: Purpose, Strategies and Principles*. Cambridge: Cambridge University Press.
- Ichijo, A., & Ranta, R. (2016). *Food, national identity and nationalism: From everyday to global politics*. Basingstoke, Hampshire; New York, NY: Palgrave Macmillan.
- Jørgens, H., Lenschow, A., & Liefferink, D. (Eds.). (2014). *Understanding environmental policy convergence: the power of words, rules and money*. New York: Cambridge University Press.
- Kirsch, S. (2007). Indigenous Movements and the Risks of Counter globalization: Tracking the Campaign against Papua New Guinea's Ok Tedi Mine. *American Ethnologist*, 34(2), 303-321.
- Lorentzen, J. (2009). Global Sugar, Regional Water, and Local People: EU Sugar Regime Liberalization, Rural Livelihoods, and the Environment in the Incomati River Basin. *South African Journal of Science* 105, 49-53.
- Mell, I. (2016). *Global Green Infrastructure: Lessons for successful policy-making, investment and management*. London: Routledge.
- Rivera-Ferre, M.G. (2009). Can Export-oriented Aquaculture in Developing Countries be Sustainable and Promote Sustainable Development? The Shrimp case. *Journal of Agricultural & Environmental Ethics*, 22(4), 301-321.
- Sarkar, A.N. (2011). Global Climate Change and Emerging Environmental and Strategic Security Issues for South Asia. *Journal of Environmental Protection* 2, 1162-1171.
- Skovgaard, J., Van Asselt, H. (Eds.). (2018). *The politics of fossil fuel subsidies and their reform*. Cambridge, United Kingdom; New York, NY, USA: Cambridge University Press.
- Van der Heijden, J. (2017). *Innovations in Urban Climate Governance: Voluntary Programs for Low Carbon Buildings and Cities*. Cambridge: Cambridge University Press.

- Volz, U. (2018). Fostering Green Finance for Sustaining Development in Asia. *ADB Working Paper Series* 814.
- Watson, K. & Achinelli, M.L. (2008). Context and Contingency: The Coffee Crisis for Conventional Small-scale Coffee Farmers in Brazil. *Geographical Journal*, 174(3), 223-234.