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: Globalization, Development and Environment: Case Studies
Course Code: INS4208
Department: Social Sciences; Science 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 Undergraduate, Taught Postgraduate 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 capping course aims to involve students in group and individual work to bring together the concepts and skills developed in the programme to carry out concentrated analysis of specific international cases manifesting the interrelationships among globalization, development, and environmental change. Drawn from published sources, cases may include the global trade of electronic waste, local governments’ development efforts in China, gold mining in Ghana, coffee farming in Brazil, increasing consumption in India, the global textile economy in West Africa, resistance to mining in Ecuador, mining in Papua New Guinea, crop commercialization in South India, genetically modified crops in Brazil, and civil society in rural Chile. Taught in a classroom environment where students have internet access, students will work in groups in and outside of class to investigate, explore further, and then present how cases relate to globalization, development, and the environment, as well as the political/legal, citizen/NGO, ethical, technological, social, cultural, and economic aspects of each case.

2. **Course Intended Learning Outcomes (CILOs)**

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

- **CILO 1** demonstrate understanding of the issues concerned in specific case studies of globalization, development, and environmental change.
- **CILO 2** demonstrate, through attention to specific cases, understanding of the various ways that globalization, development, and environmental issues interrelate.
- **CILO 3** demonstrate an ability to analyze case studies from multiple political, economic, social, cultural, philosophical, and technical perspectives.
- **CILO 4** demonstrate an ability to engage in comparative case analysis to draw broad conclusions about globalization, development, and environmental change.
- **CILO 5** demonstrate an ability to work as a team to investigate the complexity of case studies and propose potential solutions.

3. **Content, CILOs and Teaching & Learning Activities**

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<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>Case Study 1</td>
<td>CILO_{1,2,3}</td>
<td>• Teacher-guided whole-class discussion: Analysis of Case Study 1</td>
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<tr>
<td>Case Studies 2 &amp; 3</td>
<td>CILO_{1,2,3,5}</td>
<td>• 8 small groups each investigate and present a specific aspect (political, economic, social, cultural, philosophical, technical) of Case Studies 2 &amp; 3, drawing out the interrelationships among globalization, development, and the environment</td>
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| Case Studies 4 & 5 | CILO_{1,2,3,4,5} | • 4 small groups investigate and present multiple aspects (political, economic, social, cultural, philosophical, technical) of Case Study 4, drawing out the interrelationships among globalization, development, and the environment  
  • 4 small groups investigate and present multiple aspects (political, economic, social, cultural, philosophical, technical) of Case Study 5, drawing out the interrelationships among globalization, development, and the environment  
  • Whole class comparative discussion of Case Studies 4 & 5 |
Case Studies 6 & 7

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<tr>
<th>CILOs</th>
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<tbody>
<tr>
<td>CILO(_{1,2,3,4,5})</td>
<td>• 4 small groups investigate and present multiple aspects (political, economic, social, cultural, philosophical, technical) of Case Study 6, drawing out the interrelationships among globalization, development, and the environment.</td>
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<tr>
<td></td>
<td>• 4 small groups investigate and present multiple aspects (political, economic, social, cultural, philosophical, technical) of Case Study 7, drawing out the interrelationships among globalization, development, and the environment.</td>
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Conclusion

<table>
<thead>
<tr>
<th>CILOs</th>
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<tbody>
<tr>
<td>CILO(_{1,2,3,4})</td>
<td>• Whole class comparative discussion of Case Studies 6 &amp; 7.</td>
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4. Assessment

<table>
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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
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<tbody>
<tr>
<td>In-class Group Presentation and Peer Memo</td>
<td>35%</td>
<td>CILO(_{1,2,3,4,5})</td>
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<tr>
<td>TED Talks Critique</td>
<td>40%</td>
<td>CILO(_{1,2,3,4,5})</td>
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<tr>
<td>Group Final Paper</td>
<td>25%</td>
<td>CILO(_{1,2,3,4,5})</td>
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5. Required Text(s)

Nil

6. Recommended Readings


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 adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others
Sample Case Study Articles:


*Jan 2020*