

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:

- CILO₁ demonstrate understanding of the issues concerned in specific case studies of globalization, development, and environmental change.
- CILO₂ demonstrate, through attention to specific cases, understanding of the various ways that globalization, development, and environmental issues interrelate.
- CILO₃ demonstrate an ability to analyze case studies from multiple political, economic, social, cultural, philosophical, and technical perspectives.
- CILO₄ demonstrate an ability to engage in comparative case analysis to draw broad conclusions about globalization, development, and environmental change.
- CILO₅ 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

Course Content	CILOs	Suggested Teaching & Learning Activities
Case Study 1	CILO _{1,2,3}	<ul style="list-style-type: none"> • Teacher-guided whole-class discussion: Analysis of Case Study 1
Case Studies 2 & 3	CILO _{1,2,3,5}	<ul style="list-style-type: none"> • 8 small groups each investigate and present a specific aspect (political, economic, social, cultural, philosophical, technical) of Case Studies 2 & 3, drawing out the interrelationships among globalization, development, and the environment
Case Studies 4 & 5	CILO _{1,2,3,4,5}	<ul style="list-style-type: none"> • 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	<i>CILO</i> _{1,2,3,4,5}	<ul style="list-style-type: none"> • 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 • 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 • Whole class comparative discussion of Case Studies 6 & 7
Conclusion	<i>CILO</i> _{1,2,3,4}	<ul style="list-style-type: none"> • Whole class comparative discussion of all case studies

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
In-class Group Presentation and Peer Memo	35%	<i>CILO</i> _{1,2,3,4,5}
TED Talks Critique	40%	<i>CILO</i> _{1,2,3,4,5}
Group Final Paper	25%	<i>CILO</i> _{1,2,3,4,5}

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.
- Conca, K. and Dabelko, G.D. (Eds.). (2010). *Green Planet Blues: Four Decades of Global Environmental Politics*. Boulder, CO: Westview Press.
- Goklany, I.M. (2007). *The Improving State of the World: Why We're Living Longer, Healthier, More Comfortable Lives on a Cleaner Planet*. Washington, DC: Cato Institute.
- Hicks, R.L., Parks, B.C., Roberts, J.T., & Tierney, M.J. (2008). *Greening Aid? Understanding the Environmental Impact of Development Assistance*. Oxford: Oxford University Press.
- Kroll, G.M. & Robbins, R.H. (Eds.). (2009). *World in Motion: The Globalization and Environment Reader*. Lanham, MD: Altamira Press.
- Kütting, G. (2004). *Globalization and the Environment: Greening Global Political Economy*. Albany, NY: State University of New York Press.
- Laboy-Nieves, E.N. (Ed.). (2009). *Environmental Management, Sustainable Development, and Human Health*. Boca Raton, FL: CRC Press.
- 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.
- Paavola, J. and Lowe, I. (2005). *Environmental Values in a Globalising World: Nature, Justice, and Governance*. London: Routledge.

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:

- Alam, S. (2010). Globalization, Poverty and Environmental Degradation: Sustainable Development in Pakistan. *Journal of Sustainable Development* 3(3), 103-114.
- Barrett, G. Ditzel, M.I.C., Jelvez, A.M., & Read, L. (2005). "Nadie es Profeta en su Tierra": Community, Civil Society, and Intervening Institutions in Rural Chile. *Human Organization* 64(1), 89-102.
- 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.
- Finnis, E. (2006). Why Grow Cash Crops? Subsistence Farming and Crop Commercialization in the Kolli Hills, South India. *American Anthropologist*, 108(2), 363-369.
- Garvin, T., McGee, T.K., Smoyer-Tomic, K.E., & Aubynn, E.A. (2009). Community-company Relations in Gold Mining in Ghana. *Journal Of Environmental Management*, 90(1), 571-586.
- Hecht, S.B. (2005). Soybeans, Development and Conservation on the Amazon Frontier. *Development And Change*, 36(2), 375-404.

- Jepson, W.E., Brannstrom, C. & de Souza, R.S. (2005). A Case of Contested Ecological Modernisation: the Governance of Genetically Modified Crops in Brazil. *Environment and Planning C-Government and Policy*, 23(2), 295-310.
- 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.
- Kuecker, G.D. (2007). Fighting for the Forests: Grassroots Resistance to Mining in Northern Ecuador. *Latin American Perspectives*, 34(2), 94-107.
- 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.
- 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.
- Schwartz, K.Z.S. (2006). "Masters in our Native Place": The Politics of Latvian National Parks on the Road from Communism to "Europe." *Political Geography*, 25(1), 42-71.
- Suarez-Herrera, J.C. (2006). Community Nutrition Programmes, Globalization and Sustainable development. *British Journal Of Nutrition*, 96(1), S23-S27.
- 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.
- York, R. (2007). Structural Influences on Energy Production in South and East Asia, 1971-2002. *Sociological Forum*, 22(4), 532-554.

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