

Development, Sustainability and Globalization Syllabus

Program Acronym: DSG2021

Part 1: Online Course Information

Instructor Information

Instructor 1: Killian Stokes, MA **Office:** UCD Quinn School of Business, Ireland;

Instructor 2: Lisa Trogisch, PhD **Office:** Wageningen University, Netherlands;

Instructor 3: David Nyaluke, PhD **Office:** PMIA, UCD College of Business, Ireland;

E-mail: For any inquiries please contact *Program Coordinator* at migliacci@scholaempirica.org

Course Information

This course aims to enrich the discussion on the new tasks for global development. The program is conceptualized within a broad framework, as the study of development challenges cannot discern, for instance, the debate on food production and consumption in both low- and high-income countries. It further gives students the chance to explore interdisciplinary perspectives on links between environmental impact, conflict and development in relation to existing institutional arrangements, political negotiations and multilateral cooperation. The program will provide students with a deeper understanding of development challenges by addressing political, economic, technological and environmental aspects related to development cooperation.

Credits: 2-3 ECTS

Prerequisite

Only students currently enrolled in college or university (as well as) recent graduates are eligible to participate in this course. Both undergraduate and graduate level students will be admitted to the course. Priority will be given to students whose academic background is related to the course. Nevertheless, students of other academic backgrounds, but with a strongly demonstrated interest in developmental and environmental studies will be considered on an equal basis.

Textbook & Course Materials

Required Text

1. Dead Aid - Dambisa Moyo
2. White Man's Burden - William Easterly
3. Development as Freedom - Amartya Sen
4. Factfulness - Hans Rosling
5. Aid and Other Dirty Business - Giles Bolton
6. Ripe For Change - Oxfam [<https://www.oxfam.org/en/research/ripe-change>]
7. The End of Poverty - Jeffrey Sachs

Module 3 and 4:

- "The Securitization of Fear in Post-Tsunami Sri Lanka" Jennifer Hyndman
Source: Annals of the Association of American Geographers, Vol. 97, No. 2 (Jun., 2007).
- "West-African Warscapes: Victimcy, Girlfriending, Soldiering: Tactic Agency in a Young Woman's Social Navigation of the Liberian War Zone", Mats Utas (2005)
- "Decolonizing Methodologies", (2008), Linda Tuhiwai Smith, read: Introduction (pp.1-18) and potentially Chapter 2 (pp.42-53)
- "Peaceland. Conflict Resolution and the Everyday Politics of International Intervention" - Séverine Autesserre (2014)

Recommended Texts & Other Readings

On development-conflict research:

8. "Violence, Peace, and Peace Research" - Johan Galtung (1969) Source: Journal of Peace Research, Vol. 6, No. 3, pp. 167-191. (PDF available on request)
9. "Shadows of War. Violence, power, and international profiteering in the twenty-first century" - Carolyn Nordstrom (2004)
10. "Friction - an ethnography of global connection" - Anna Lowenhaupt Tsing (1999)
11. UN Department of Economic and Social Affairs, 2005. World Population Prospects. The 2004 Revision.
<http://www.un.org/esa/population/publications/sixbillion/sixbilpart1.pdf>
12. Creating Shared Value by Michael E Porter & Mark R. Kramer.
13. Lions on the Move: The Progress and Potential of African Economies. Charles Roxburgh, 2010
14. Lions on the Move II: Realizing the Potential of Africa's Economies, 2016
15. Ripe For Change - Oxfam international
[\[https://www.oxfam.org/en/research/ripe-change\]](https://www.oxfam.org/en/research/ripe-change)
16. Jim Grant, Unicef Visionary
<https://www.unicef.org/french/publications/files/Jim-Grant-LR.pdf>
17. Norman Borlaug: Noble Acceptance Speech
<http://ow.ly/jaWf30fgGkD>
18. Norman Borlaug: Ending World Hunger
<http://www.plantphysiol.org/content/124/2/487.full>
19. BoP Water Solution Innovations
<http://www.connectinternational.nl/files/Smart%20Water%20Sol%20%20at%20the%20BoP%20%20Art%20DWS%202012.pdf>
20. BOP Healthcare innovations
<https://prezi.com/szvkyi8m4efgf/healthcare-innovations-for-the-bottom-of-the-pyramid>
21. The State of Food & Agriculture 2010-2011: Women in Agriculture closing the Gender

- Gap for Development. www.fao.org/docrep/013/i2050e/i2050e.pdf
22. Still Left Behind – Ungei.org
 23. Bright and Early – TheirWorld.org
 24. Economic Impact of Child Marriage - WorldBank.org
 25. Gender Equality and Sustainable Development - [UN Women](http://UNWomen)

Other Readings

1. Abundance. The Future is Better Than You Think - Peter Diamandis
2. Enlightenment Now - Steven Pinker
3. Shared Value : How to Fix Capitalism - Michael Porter
4. The Last Hunger Season - Roger Thurow.
5. Infrastructure for Economic Development and Poverty Reduction - UNHabitat
6. Creating Room To Read - John Wood
7. However Long the Night - Molly Melching
8. Half the Sky - Nicholas Kristoff & Sheryl Dunn

Important Note: All readings will be available online on the **Google Classroom** and **Dropbox** and sent to you 2 weeks prior to the online course.

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Course Requirements

- Internet Connection (DSL, LAN or cable connection desirable).
- Notebook
- Access to Google Classroom, Zoom Video Conferencing and Dropbox cloud software platforms.
- Students admitted to DSG2021 Online Course are expected to participate fully in the program including all classes, guest lectures, on-line discussions and social networking events.

Course Structure

This course will be delivered entirely online through Google Classroom and [Zoom Video Conferencing](#) software platforms. Each day will be organized similarly. Prior to the DSG Course week students will receive the timetable of the whole week and an invitation with the link to login to the Google Classroom and Dropbox. The Technical Support Team will be there to assist.

In Google Classroom and [Dropbox](#), students will have access to recorded online lectures, course materials, and resources. At designated times throughout the course, students will participate in a blend of group activities and discussion using Zoom/or Google Meet.

Activities will consist of chat, discussion forums, project work or quiz after each day classes.

Access to Online Learning Platform

This course will be delivered fully online through a Google Classroom and [Zoom Video Conferencing](#) software platform. In case of technical problems [Dropbox](#) cloud software will be used as a backup.

To access this course on Google Classroom and Zoom you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Zoom Video Conferencing please seek assistance from the Technical Support Team via pss@scholaempirica.org

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check the updates to the syllabus. Any changes will be clearly noted in a course announcement on Google Classroom, through email or DSG2021 Facebook Group.

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Part 2: Course Learning Outcomes

Upon successful completion of this course:

- **Students will get acknowledged with** multidisciplinary approaches as the key to better understanding the underlying drivers as well as impact by addressing the full set of political, economic, technological and environmental aspects connected to development cooperation.
- **Students will look into** the frictions between globalization, development and sustainability created by international trade, a multilateral system of global rules, business and NGO activities in developing countries.
- **Students will be able to** understand and critically investigate how development and sustainability function in a real-world context and how different concepts actually work in practice.
- **Students will be able apply creativity skills** using real-life situations and looking into various aspects of development moving towards creating social development and businesses that are sustainable both financially and environmentally.
- **Students will get a unique** opportunity to discuss the reality of international development and moving towards sustainable models with practitioners such as Killian Stokes, founder of a successful MoyeeCoffeelreland Foundation.
- **Students will benefit from** exchanging the ideas with academics and fellow students from all over the world during class discussions and networking events.

Student will meet the outcomes listed above through a combination of the following activities in this course:

- **Reading the most relevant suggested materials** will deepen a student's knowledge in the field and will serve in preparation for the course.
- **Attending online lectures** every day student will get acquainted with:
 - the relevance of legal and psychological approaches in dealing with criminal behavior,
 - dominant developing strategies and their practices and outcomes in reality,
 - the interrelation between environment, development and conflict.
- **Completing the quizzes** will help to absorb the information gained through classes. Each quiz will be based on the readings and a class lecture from the current day.
- **Participating in online group discussions** students will have a chance to work in groups and exchange their personal take-aways to learn from different perspectives.

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Part 3: Topic Outline/Schedule

Important Note: Refer to the DSG2021 Online Course Schedule for specific meeting dates and times. Activity and quiz details will be explained in detail within every day's briefings corresponding learning module. If you have any questions, please contact Program Coordinator via migliacci@scholaempirica.org

Day 1, April 12, Monday

Orientation Module: Welcome to the Online Campus (recorded/ 30 min)

Program Director Egle Havrdova - Welcome Speech and a brief History of PSS.

Program Coordinator Laura Migliacci - Organizational Speech and PSS Team Introduction

Module 1:

Instructor 1: Killian Stokes

1.1. Introduction and Overview of the Academic Program (recorded lecture/30 min)

Program Director Killian Stokes will introduce the Academic Program of the DSG Program to SpringSchool Students. A wide overview of the Program will include the main topics discussed in the DSG Program.

1.2. Population, Progress and Poverty (recorded lecture/45 min)

Humankind has made incredible progress in the 75+ years since the end of the second world war ending disease, hunger and poverty however one in seven people on our planet still live in extreme poverty. This class will attempt to define poverty and chart progress achieved in recent decades, analysing the relationship between poverty and population growth while also discussing the role of key actors in society and debating some of the common viewpoints of the cause and solution to poverty.

1.3 Q&A and Group Project Outline (13:00 CET Live session/60 min)

Live session will be split into two parts: the first part (approx. 15 min) will be an introduction to the group task by the moderator. Students in groups of 5 will be asked to analyse real Global Problems. In the project work each group has to identify 1. the scale of the Problem, 2. the impact of the problem and to propose 3. the solutions to solve that problem. The second half of the session (30 min) will involve students breaking out into their respective groups and planning their shared project work for the week.

1.4 Global Problems Student Group Session (14:00 CET Live session/60 min)

Students will spend 45 minutes in their group session collaborating, researching and progressing their project and workload and beginning to research online in real time.

Day 2, April 13, Tuesday

Module 2:

Instructor 1: Killian Stokes

2.1. Our Basic Human Needs (recorded lecture/45 min)

Following on from the poverty definition discussion, this class will examine the basic human needs and freedoms (including food, shelter and security) required to empower individuals, families and communities to climb out of poverty while exploring a variety of innovation based solutions which have been implemented to tackle the challenges of these needs across the globe.

2.2. Market Access and Value Chains (recorded lecture/45 min)

Building on the previous session, this lecture will discuss the services and tools a business or economy might need to reach local and global markets. From the poverty definition discussion, this class will examine the basic human needs and freedoms (including food, shelter and security) required to empower individuals, families and communities to climb out of poverty while exploring a variety of innovation based solutions which have been implemented to tackle the challenges of these needs across the globe.

2.3 Q&A (13:00 CET Live Session/45 min)

A Live session will be hosted to allow students the space to discuss topics and issues raised within the previous few lectures. Questions must be submitted to a Folder 'Q&A- Day 2' no later than 15.00 CET.

2.4 Global Problems Student Group Session (14:00 CET Live Session/45 min)

Students will continue to spend 45 minutes in their group session collaborating, researching and progressing their project and workload and continuing their research online in real time.

Day 3, April 14, Wednesday

Module 3:

Instructor 2: Lisa Trogisch

3.1. The environment-conflict relationship - the case of mountain gorilla conservation in the Virunga volcanoes ([recorded lecture/45 min](#))

This lecture will introduce the popular concept of environmental peacebuilding strategies in the case study of the Virunga Conservation Area, a transboundary park on the borders of the Democratic Republic of Congo, Rwanda and Uganda. We will discuss the effects of mountain gorilla conservation on economic development, sustainable conservation and the peaceful cooperation between the three countries.

3.2. Geographies of fear - an introduction into critical geopolitics ([recorded lecture/45 min](#))

This lecture builds up on the previous introduction to the environment-conflict relationship. We will look at how the political rhetoric of governments and international actors are contradicted by actual practices in the context of cooperation of shared ecosystems. Pointing out inconsistencies and questions will reveal some (hidden) agendas of the dominant stakeholders in geopolitical decision-making and explain some context to violent conflicts. One specific focus of the lecture will discuss the manipulation of people's emotions to gain popular support for problematic political decisions that has been a strategic tool in the 'war on terror' for example.

Reading: The Securitization of Fear in Post-Tsunami Sri Lanka Author(s): Jennifer Hyndman Source: Annals of the Association of American Geographers, Vol. 97, No. 2 (Jun., 2007), pp. 361-372.

3.3 Q&A ([13:00 CET Live Session/45 min](#))

A Live session will be hosted to allow students the space to discuss topics and issues raised within the previous few lectures. Questions must be submitted to a Folder 'Q&A- Day 3' no later than 15.00 CET.

Instructor 3: David Nyaluke

3.5. Emerging markets and sustainable development: The case of Africa ([14:00 CET Live Session/60 min](#))

Economic development has been long coming to Africa. This lecture seeks to highlight the various ways and approaches by which Africa is emerging as a viable market and place for investment against all odds in the international trade system. As well as holding a lot of potential for developing sustainable businesses at local and global scale, Africa is experiencing a lucrative growth in various sectors. It is a hope that through examining the journey of Africa's socio-political and economic development, in the last 30 years our understanding of challenges of global development will be widened further.

Day 4, April 15, Thursday

Module 4:

Instructor 2: Lisa Trogisch

4.1. Local realities in the environment-conflict context - the arts of resistance

(recorded lecture/45 min)

This lecture will zoom in to the life of local residents to shed light on the often invisible realities of deemed to be successful development projects. We will look at the popular conservation project of Virunga National Park situated in the active warzone of the Democratic Republic of Congo. We will discuss and try to make sense of the coping strategies that local residents developed in their daily struggles for survival.

Reading: "West-African Warscapes: Victimcy, Girlfriending, Soldiering: Tactic Agency in a Young Woman's Social Navigation of the Liberian War Zone", Mats Utas (2005), Source: Anthropological Quarterly 78(2): 402-330.

(PDF available on request)

4.2. The Game of Global Futures (recorded lecture/45 min)

This lecture will explain the rules of the game how to create a new global future - that each participant will do at home. I will send a mission and three 'picture cards' to each participant after the lecture. The participant has time to fulfil the mission by 4pm CET and present the outcome in the live discussion. The winner of the game will receive a prize!

4.3. Creative Task (Evaluation/45 min)

Students will get a mission to create a new global future. In addition, they receive three 'picture cards' that they have to include in fulfilling the mission. Students can fulfill the mission by writing, making a poster/pictogram or any other creative way of presenting their new global future. They have to submit the final product together with their mission and their three 'picture cards' by the end of the scheduled time. The best accomplished mission receives a prize!

4.4. Q&A (13:00 CET Live Session/60 min)

A Live session will be hosted to allow students the space to discuss topics and issues raised within the previous few lectures. Questions must be submitted to a Folder 'Q&A- Day 4' no later than 15.00 CET.

Instructor 3: David Nyaluke

4.5. Global Value chains and development (14:00 CET Live Session/60 min)

This lecture examines the global supply and value chains and challenges of development for developing countries. It will argue and show that the current set up of the international trade system and its value chains leave little room for poverty eradication and sustainable development in developing countries. The lecture will highlight some of issues raised in earlier discussions relating to global supply and value chains in the international trade system.

Day 5, April 16, Friday

Module 5:

Instructor 1: Killian Stokes

Instructor 2: Lisa Trogisch

5.1 Global Development, Innovation & Entrepreneurship ([recorded lecture/45 min](#))

In this lecture we shall explore the power of innovation and chart the role it has played in helping countries to progress and gain competitive and political advantage over rivals. We will explore the potential to harness the power of innovation, entrepreneurship and technology to solve some of the biggest development challenges of our time while exploring methods of fostering and promoting creativity.

5.2 Starting a Social Business: Moyee Coffee Ireland UK ([recorded lecture/45 min](#))

In this lecture Killian Stokes will discuss the challenges and opportunities of setting up a social business by sharing the journey of Moyee Coffee Ireland UK, charting its progress from an idea on a mountain side in South Eastern Uganda to becoming a profitable sustainable business in Ireland and the UK and discussing openly the challenges Moyee faces with the Covid-19 outbreak.

5.3 Student Online Presentation ([13:00 CET Live Session/60 min](#))

In this session, each group will provide a 10-15 minute presentation of the findings of their research, sharing the scale, the impact and the solutions to solve the global problem with the class.

5.4 Questions & Final Discussions ([14:00 CET Live Session/60 min](#))

In this live session students will join Lisa and Killian for a broad discussion about the major questions, topics, debates and insights raised throughout the week of the Prague SpringSchool.

Part 4: Course Completion and Credits Information

On the final day of SpringSchool on Development, Sustainability and Globalization students will receive a certificate of attendance and participation stating their successful completion of the program. Please be aware that this applies only to those students who have demonstrated the commitment to the program, attended all the recorded classes, Live Sessions, actively participated in group projects, completed the Quiz and creative tasks,

Please note, that graduates of Prague SpringSchools usually receive credits from their home Universities. Many students in the past have counted our Springschools towards their degrees, usually receiving 2-3 ECTS. However, it is a sole responsibility of the students to fulfill the requirements of their home university.

In order to have an idea of the Springs School's workload in terms of hours, we kindly invite you to email Program Coordinator via migliacci@scholaempirica.org with the request for the Schedule. After the Program completion we will be pleased to provide our alumni with any kind of supporting materials required by their home academic institution.

Part 5: Course Policies

Etiquette Guidelines

As a student of DSG2021 Program you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

Students are expected to participate in all online activities as listed on the syllabus. Students will have access to recorded DSG2021 lectures and Guest Lectures which are obligatory therefore the PSS Team will monitor if the student has accessed the course materials. After the lectures students are expected to be present and actively participate in Live Sessions of 'Questions and Discussions' held by the course Lecturer.