

COURSE OVERVIEW

Course name	Globalization, Environment and Human Development
Code	GEN1-B008
Credits	2.5 US Credits / 5 ECTS
Modality	Virtual with online sessions
Nature	Theoretical-practical
Duration	12 lessons spanning 6 Weeks (2 lessons per week, 3 hours per lesson) and one final Master Lecture on Week 7
Schedule	TBA
Professor	TBA

PURPOSE OF THE COURSE

The course "*Globalization, Environment and Human Development*" aims to teach students basic concepts to better understand and analyze the relations between human development and its social and natural environments, making special emphasis on the role geography and culture play on the economic and sociopolitical events that shape globalization.

Students will learn about the social, environmental, political and economic characteristics of the world's regions and will investigate and report on the geographic, demographic, cultural, political, social and environmental characteristics that shape globalization processes to better understand and analyze global challenges.

To be a responsible and informed citizen of the world, it is fundamental to distinguish the diverse forms in which humanity organizes its political, social and economic relations and how this shapes the interactions between individuals as well as between society and its natural environment. It is expected that at the end of the course students will discern between key concepts regarding globalization trends and apply them correctly at an academic and professional level.

COMPETENCIES

Traditionally, teaching has been based on content, but in ULACIT we use a competency - based curricular model, which means that students must effectively learn to think and act as experts in their discipline, and not only to understand the conceptual framework of their discipline. The following chart specifies the disciplinary and general competencies to be developed, as well as the performance criteria, which constitute a guiding framework for the evaluation of the mastery of these competences.

General competencies

This course aims that, upon completion of the course, the students develop and understand civic responsibility and effectiveness in the face of the challenges posed by the global problems and dilemmas facing humanity.

	Sub competencies	Performance criteria
1	Analyze the way in which relations between humans and the physical environment lead to the creation of places and a sense of personal and community identity.	<ul style="list-style-type: none"> • The synthesis of the geographic concept of place, from multiple points of view. • The oral and written explanation of how physical, social, cultural and economic processes shape that "place" and how human beings interact with physical environments to form places.
2	Determine the criteria that are used to define a region, the structure of regional systems, the ways in which regional physical and human systems are interrelated, and how to use the geographical concept of regions to understand global problems.	<ul style="list-style-type: none"> • The oral and written exposition of the changing conditions that define a region, the types and organization of regional systems, the identification of human and physical changes in the regions and the factors that contributes to those changes.
3	Specify how culture and experience influence people's perceptions of places and regions.	<ul style="list-style-type: none"> • The oral and written analysis of the reasons why places and regions are important for the individual human identity and as symbols to unify or fragment society; of the ways in which individuals perceive places and regions based on their age, gender, social class, ethnicity, values and belief systems; and the ways in which the changing perspectives of people reflect cultural changes.
4	Outline the characteristics, distribution and migration of human populations on the surface of the Earth.	<ul style="list-style-type: none"> • Predicting trends in the spatial distribution of the population over the land, developing and defending hypotheses about population changes in response to environmental, sociocultural, or economic changes. • The analysis of population issues and the evaluation of policies designed to change the population characteristics. • The evaluation of the impact of migration on

		physical and human systems.
5	Describe the characteristics, distribution and complexity of the cultural mosaic.	<ul style="list-style-type: none"> • The comparison of the way culture affects cooperation and conflict. • The synthesis of cultural convergence and divergence processes, as well as the ways in which culture affects the character of a region.
6	Classify patterns and networks of economic interdependence.	<ul style="list-style-type: none"> • The use of multiple points of view to evaluate the advantages and disadvantages of different economic systems. • The use of multiple points of view to evaluate the advantages and disadvantages of different economic systems.
7	Ability to apply models and relevant information to understand and provide solutions to environmental problems.	<ul style="list-style-type: none"> • The oral and written explanation of the role of technology in the capacities human beings to modify the physical environment. The evaluation of the global impact on the modification of the physical environment by the human being and its implications.
8	Analyze the way in which relations between humans and the physical environment lead to the creation of places and a sense of personal and community identity.	<ul style="list-style-type: none"> • The synthesis of the geographic concept of place, from multiple points of view. • The oral and written explanation of how physical, social, cultural and economic processes shape that "place" and how human beings interact with physical environments to form places.
9	Determine the criteria that are used to define a region, the structure of regional systems, the ways in which regional physical and human systems are interrelated, and how to use the geographic concept of regions to understand global problems.	<ul style="list-style-type: none"> • The oral and written exposition of the changing conditions that define a region, the types and organization of regional systems, the identification of human and physical changes in the regions and the factors contributing to those changes.
10	Specify how culture and experience influence people's perceptions of places and regions.	<ul style="list-style-type: none"> • The oral and written analysis of the reasons by which places and regions they are important for the identity individual human being and as symbols to unify or fragment society; of the ways in which individuals perceive places and regions based on their stage age, gender, social class, ethnicity, values and belief systems; and the forms in which the changing perspectives of people reflect cultural changes.

PLAN OF LEARNING EXPERIENCE

Weeks and Lessons	Topics	Resources
<p>Week 1</p> <p>Lesson 1: Introduction and Basic Concepts</p>	<ul style="list-style-type: none"> • Review of the syllabus. • Explanation of the course qualification mechanism. • Introduction to the course • Basic Concepts 	<p>Reading: What is Globalization? All Definitions of Globalization</p>
<p>Week 1</p> <p>Lesson 2: Challenges of Globalization</p>	<ul style="list-style-type: none"> • Important terms in international relations & globalization • Forms & types of globalization • The challenge of sovereignty in globalization • The opportunity of interdependency in globalization 	<p>Reading: Payne, R. (2017). <i>Global Issues: Politics, Economics, and Culture</i>. (5th Ed.). Chapter 1, pages. 14-26. [Reading to be summarized by collaborative teams]</p> <p>Video 1: Politics of Globalization</p>
<p>Week 2:</p> <p>Lesson 1: Diversity, Changing Environments and Globalization</p>	<p><u><i>Social Diversity and Globalization</i></u></p> <ul style="list-style-type: none"> • Dynamic tension between diversity and globalization • Migration and demographic dynamics. • Culture, Geography and Diversity • Fragmentation and geopolitics • Geography of wealth and poverty <p><u><i>Environment and Globalization</i></u></p> <ul style="list-style-type: none"> • Global climates and global warming • Human impact on the environment • Traditional and Industrial Agriculture 	<p>Reading 1: Rowntree, L.; Lewis, M.; Price, M. & Wyckoff, W. (2009). <i>Diversity and Globalization</i>. Chapter 1 & 2. [Reading to be summarized by collaborative teams]</p> <p>Reading 2: Harari, Y (2018) [Reading for class debate]</p>
<p>Week 2:</p> <p>Lesson 2: Social Change in a Globalized World</p>	<ul style="list-style-type: none"> • Social Change and Global Challenges in Political, Scientific and Technological Advancements • New Spatial Configurations of Globalization • Sustainable Development Goals and 2030 Agenda. 	<p>Reading 1: van der Linden et al. (2018). Chapter 1: Social trends and new geographies.</p> <p>Reading 2: United Nations. (2020). the Sustainable Development Goals Report.</p> <p>[Readings to be summarized by collaborative teams]</p>
<p>Week 3:</p> <p>Lesson 1: Globalization and Economic Development</p>	<ul style="list-style-type: none"> • Globalizations Positive Effects and Technology • Environmental Limits to Growth of the International Economy • Empirical evidence on Global Economic Development 	<p>Reading 1: Téllez Sánchez, Rafael. (2011). Spatial dynamics of globalization and regional development mutations. <i>Equidad & Desarrollo</i>. 10.19052/ed.138.</p> <p>Reading 2: Levy, Brandon. (2012). the Role of Globalization in Economic Development.</p>

		[Readings to be summarized by collaborative teams]
<p>Week 3:</p> <p>Lesson 2: Globalization and Human Development</p>	<ul style="list-style-type: none"> • Distinction between economic growth and development • Consumption, basic needs, and well-being • Freedom and capabilities • Sustainable Development Goals and Globalization • Multidimensional Poverty and Sustainable Development Goals 	<p>Reading 1: Sen, Amartya. (1988). the Concept of Development. Handbook of Development Economics, Volume L. Elsevier Science Publishers B.V. Chapter 1.</p> <p>Reading 2: Oxford Poverty & Human Development Initiative. (2020). Measuring Multidimensional Poverty: Insights from Around the World. University of Oxford.</p>
<p>Week 4:</p> <p>Lesson 1: Environmental Conflict in a Globalized World</p>	<ul style="list-style-type: none"> • Linkages between Environment and Globalization • Multidimensional Environmental Issues and Global Security • Vulnerability to Climate Change • Mitigation and Adaptation to Climate Change 	<p>Reading 1: Najam, Adil & Runnalls, David & Halle, Mark. (2007). Environment and Globalization Five Propositions. International Institute for Sustainable Development.</p> <p>Reading 2: Reading: Clarke, T., McNamara, K. E., Clissold, R., & Nunn, P. D. (2019). Community-based adaptation to climate change: lessons from Tanna Island, Vanuatu. <i>Island Studies Journal</i>, 14(1), 59–80. https://doi.org/10.24043/isj.80</p>
<p>Week 4:</p> <p>Lesson 2: Globalization and Technology</p>	<ul style="list-style-type: none"> • Review on globalization and technology adoption • Defining national technological readiness 	<p>[Readings to be summarized by collaborative teams]</p> <p>Globalization and technology - A Twin Phenomena</p> <p>How globalization is changing digital technology adoption: An international perspective.</p> <p>Measuring digital transformation. A roadmap for the future.</p> <p>Technological readiness: How does your country compare?</p>
<p>Week 5:</p> <p>Lesson 1: Development Overview North America; Latin America and the Caribbean</p>	<ul style="list-style-type: none"> • Environmental geography • Population and settlements • Cultural coherence and diversity • Geopolitical framework Economic and social development 	<p>Reading: Rowntree, L.; Lewis, M.; Price, M. & Wyckoff, W. (2009). Chapter 3, 4 & 5.</p>

<p>Week 5:</p> <p>Lesson 2: Development Overview Central Asia, East Asia, South Asia and South East Asia</p>	<ul style="list-style-type: none"> • Environmental geography • Population and settlements • Cultural coherence and diversity • Geopolitical framework Economic and social development 	<p>Reading: Rowntree, L.; Lewis, M.; Price, M. & Wyckoff, W. (2009). Chapter 10 - 13.</p>
<p>Week 6:</p> <p>Lesson 1 Sub-Saharan Africa, Southwest Asia and North Africa</p>	<ul style="list-style-type: none"> • Environmental geography • Population and settlements • Cultural coherence and diversity • Geopolitical framework Economic and social development 	<p>Reading: Rowntree, L.; Lewis, M.; Price, M. & Wyckoff, W. (2009). Chapter 6 & 7.</p>
<p>Week 6:</p> <p>Lesson 2 Europe; & Russia and Neighboring States</p>	<ul style="list-style-type: none"> • Environmental geography • Population and settlements • Cultural coherence and diversity • Geopolitical framework • Economic and social development 	<p>Reading: Rowntree, L.; Lewis, M.; Price, M. & Wyckoff, W. (2009). Chapter 8 & 9.</p>

THE LEARNING ENVIRONMENT

Teaching methodology

To make the course compatible with the needs, interests and learning styles of all students, we use the inverted classroom teaching methodology, or "flipped classroom". The assignments that require less cognitive effort (those of remembering and understanding) are undertaken by students outside the classroom, and those that require more cognitive effort, such as application, analysis, synthesis and evaluation, are conducted within the classroom.

The course provides materials, such as readings, videos, narrated presentations and others, via the online learning management system used by ULACIT (Blackboard). Students should prepare their participation in the classroom, studying the theory at home. The face-to-face (online) sessions are reserved for practice, reflection and discussion. They revolve around questions, controversies and real-life issues. With this active, reflective and participatory methodology, students are expected to develop the general competencies that this course proposes. In addition, they are expected to develop a deep understanding of the subject, participating in the shared construction of knowledge with other students, teachers and other members of society.

Bibliography

- **Required Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). APA.

Rowntree, L., Lewis, M. Price, M. & Wyckoff, W. (2009). *Diversity and Globalization*. Pearson-Prentice Hall.

- **Complementary Readings**

Afesorgbor, SK. & Demena, BA. (2018). Globalization may actually be better for the environment. The Conversation. Retrieved from: <https://theconversation.com/globalization-may-actually-be-better-for-the-environment-95406>

Clarke, T., McNamara, K. E., Clissold, R., & Nunn, P. D. (2019). Community-based adaptation to climate change: lessons from Tanna Island, Vanuatu. *Island Studies Journal*, 14(1), 59–80. <https://doi.org/10.24043/isj.80>

Levy, B. (2012). The Role of Globalization in Economic Development. *SSRN Electronic Journal*. [doi:10.2139/ssrn.2233648](https://doi.org/10.2139/ssrn.2233648)

Najam, A., Runnalls, D., & Halle, M. (2007). Environment and globalization: Five propositions. In P. Newell, J.T. Roberts (Eds.), *The Globalization and Environment Reader* (pp. 94–108). Wiley Blackwell.

OECD (2019a). Measuring digital transformation. A roadmap for the future. Paris: OECD Publishing. <https://doi.org/10.1787/1b9f3165-en>, https://www.oecd-ilibrary.org/science-and-technology/measuring-the-digital-transformation_1b9f3165-en

Oxford Poverty & Human Development Initiative. (2020). Measuring Multidimensional Poverty: Insights from Around the World. University of Oxford.

Payne, R. (2017). *Global Issues: Politics, Economics, and Culture*. (5th ed.). Pearson.

Sen, A. (1988). The concept of development. *Handbook of Development Economics*, 9-26. [doi:10.1016/s1573-4471\(88\)01004-6](https://doi.org/10.1016/s1573-4471(88)01004-6)

Sánchez, R.A. (2011). Spatial dynamics of globalization and regional development mutations. *Equidad & Desarrollo*, (16), 87-108. [doi:10.19052/ed.138](https://doi.org/10.19052/ed.138).

Skare, Marinko & Soriano, Domingo. (2021). How globalization is changing digital technology adoption: An international perspective. *Journal of Innovation & Knowledge*. <https://www.elsevier.es/en-revista-journal-innovation-knowledge-376-articulo-how-globalization-is-changing-digital-S2444569X21000202>

United Nations. (2020). the Sustainable Development Goals Report. Published online at: <https://unstats.un.org/sdgs/report/2020/>

van der Linden et al. (2018). Social trends and new geographies. In IPSP (Ed.), *Rethinking Society for the 21st Century. Report of the International Panel on Social Progress* (pp. 9-40) Cambridge University Press. [doi:10.1017/9781108399623.002](https://doi.org/10.1017/9781108399623.002).

EVALUATION METHODOLOGY

The qualification of the course is distributed in the following evaluative activities:

EVALUATION METHODOLOGY

The qualification of the course is distributed in the following evaluative activities:

Activity	Percentage
<i>Virtualforums (4)</i>	40%
<i>Summaries of Discussion Topics (5)</i>	25%
<i>Group Project: Regional Context Analysis Report</i>	20%
<i>Class Participation</i>	15%
Total	100%

Virtual Forums: 40%

It is necessary that students do the readings assigned and demonstrate they understand the topics and concepts through class and online participation in virtual forums. Therefore, each student will participate in 4 virtual forums, each carrying a 10% grade.

Rubric to Evaluate the Virtual Forums

Virtual forums					
	1	2	3	4	5
Demonstration of an understanding of the topic of discussion through critical thinking, higher-order thinking, and uniqueness of contribution					
Community building through collaboration and connection with other students (minimum 2 replies)					
Proper netiquette and mechanics of writing					
Timeliness and participation with posts/replies					
Total					

Summaries of Discussion Topics: 25%

The professor will establish discussion topics based on the reading(s) assigned, students will discuss and summarize the main concepts and issues related to each topic, and respond to a series of questions provided by the professor. The expectation is that the students will collectively and cooperatively apply the knowledge and findings they have individually attained through the course readings and study efforts before class.

Rubric to Evaluate Summaries

Criteria / Group Activity	0	1	2
1. The group response or activity product is formulated clearly and responds to the appointed activity.			
2. The group response or activity product employs a correct use of grammar and spelling.			
3. The group response or activity product is presented as requested and in a structured, organized and clear manner.			
4. The group response or activity product is adequately supported by academic and documentary resources.			
5. The group response or activity product presents conclusions and arguments clearly and logically, the ideas presented derive from the studied readings, concepts and discussions. They are relevant to the course subject and the established activity.			
TOTAL			
Note: 0: does not comply, 1: incomplete, 2: complies			

Regional Context Analysis Report: 20%

Globalization is a multidimensional phenomenon that affects regions, nations, and localities in several interconnected and complex ways. For the final activity of the course, collaborative groups will write a Regional Context Analysis Report using the concepts and discussions learned throughout the course.

The Report's main objective is to summarize the regions' context regarding the globalization trends that most affect it and the changes and challenges these trends pose to the diverse nations that comprise each analyzed region. The presentations should include a summary of the region—its defining environmental, demographic, economic, political and cultural characteristics—and prioritize a thorough analysis of at least three of the following dimensions of globalization drawing a clear association between them as well as identifying the key components that affect human development and environmental integrity:

- Economic and Financial Globalization
- Political Globalization
- Military Globalization
- Cultural Globalization
- Environmental Globalization
- Scientific and Technological Advancements
- Dynamic tension between diversity and globalization
- Migration and demographic dynamics
- Economic Growth and Development
- Sustainable Development Goals and Globalization
- New Spatial Configurations of Globalization

The written report should follow the structure of an Academic Paper and be presented in the following format:

- Font: Times New Roman, size 12
- Spacing: 1.5
- Reference style: APA 7th edition
- Length: 2500-3000 words.

The presentation of the summary of the first draft will be shared in class in week 7, so that it gets peer reviewed. The final product will be submitted in week 14.

Rubric to evaluate the Regional Context Analysis Report

Criteria	EXCELENT	GOOD	REGULAR	DEFICIENT
Use of theoretical aspects	The report evidences a thorough understanding of the theoretical aspects of the subject analyzed and incorporates adequate data analysis in theoretical interpretations.	The report evidences an adequate understanding of the theoretical aspects of the subject analyzed and incorporates limited data analysis in theoretical interpretations.	The report evidences limited understanding of the theoretical aspects of the subject analyzed and incorporates limited or no data analysis in theoretical interpretations.	The report evidences no understanding of the theoretical aspects of the subject analyzed and incorporates no data analysis in theoretical interpretations.
Understanding the case	The report demonstrates a complex and thorough understanding of the regional context and its components.	The report demonstrates an adequate understanding of the regional context and its components.	The report demonstrates a limited understanding of the regional context and its components.	The report demonstrates a lack of understanding of the regional context and its components.
Consistency of ideas	The report follows an argumentative line, with an introduction, an analytical body, use of theory, data and a precise closure statement and ensures a clear association between its components.	The report has a weak argumentative line, with an introduction, an analytical body, use of theory, data and a precise closure statement but lacks adequate association between its components.	The report lacks an argumentative line, but has an introduction, an analytical body, use of theory, data and a precise closure statement with no association between its components.	The report lacks an argumentative line, does not have some of its components like introduction, an analytical body, use of theory, data and presents an imprecise closure statement with no association between its components.
Analysis	The report has an insightful and complete analysis of the regional context and its components and includes all argumentative aspects that	The report has an adequate analysis of the regional context and its components and includes some argumentative aspects that support the	The report has a superficial and inadequate analysis of the regional context and its components and includes little or no argumentative	The report has no, or an inadequate analysis of the regional context and its components and includes an argumentative aspects that

	support the affirmations and conclusions.	affirmations and conclusions.	aspects that support the affirmations and conclusions.	support the affirmations and conclusions.
Writing and style	The presentation has a clear and organized format, with no errors, correct spelling and appropriate use of the language.	The presentation has a clear and organized format, contains few errors, with correct spelling and appropriate use of the language.	The presentation has an adequate to poorly organized format, with some misspellings and few errors in the use of the language.	The presentation has a poorly organized format, with many misspellings and constant errors in the use of the language.

Class Participation - 15%

Participation means that students must actively engage in all of the class activities and class discussions. **Just being present in the lesson is not considered participation. The student actively participated, significantly enhancing the learning experience for other classmates. The student read the assigned reading and actively listened to his/her peers and commented on relevant class discussions and their peers' opinions.** Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know in advance if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement. The only justified absences are justified health issues, mandated by a doctor with due evidence or a publicly known force majeure event, and evidence of how it affected a student's attendance. Leaving the class early is not as attendance. For virtual lessons it is mandatory for students to log in individually, they cannot share a computer with other students, and will need to have the camera on at all times.

INSTITUTIONAL POLICIES

Attendance

ULACIT's commitment is to ensure that its students successfully complete their curriculum. Active participation is a key factor in the use of learning processes, so attendance at on-site courses is mandatory. If a student absents himself unjustifiably to three or more lessons, he automatically fails the course (Student Regime Regulations, chapter IX). The justification of absences only comes for health or work reasons, based on official documents. The justification is processed directly before the teacher, who has discretionary powers to accept or not the justification. Irrespective of the nature of the absence, the evaluation activities carried out on the day of the absence are not replenished.

Academic honesty policies

ULACIT promotes the high ideals and rigorous standards of academic life. For purposes of this course, participants are expected to avoid dishonest behaviors such as fraud or plagiarism. Making fraud includes inventing data, falsifying bibliography, using projects drawn up by other people, obtaining unauthorized help on qualified assignments or having someone else do the work that is

your job. Plagiarism includes verbatim copying of sentences, paragraphs and whole pieces of printed material, Internet and other sources, without making the corresponding appointment; or to paraphrase without citing the sources. The cases of fraud or plagiarism will imply the automatic loss of the course, and if the fault is repeated, they will be sanctioned with the definitive expulsion. The institution through its Blackboard platform has the "safe assign" tool that allows us to check the source used by students in the papers presented with other academic documents, identifying a match between them. This option can be used to prevent plagiarism and create opportunities to encourage students to respect copyright within the classroom, and the importance of avoiding plagiarism of information.

Level of integration of English

ULACIT is a bilingual university. Therefore, in the courses that are taught English courses, didactic resources are used in Spanish and English, depending on the location of the course in the curriculum. In courses marked with the word "English" in the academic offer, students can submit their projects and other assignments in English. Courses in bilingual careers are taught entirely in English. In undergraduate and postgraduate careers, it is requested to read compulsory bibliography exclusively in English, although all courses may incorporate complementary readings in Spanish.

Creating a culture of respect

In ULACIT, we establish high expectations of behavior of the members of the university community. Therefore, we emphasize the value of mutual respect and we expect everyone to treat others the way they want to be treated. We define respect as the consideration and appreciation that we can show others without disrespecting people, so we do not tolerate disruptive actions such as:

- Arrive late to class or leave early.
- Constantly interrupt the class, getting up from the seat.
- Eat and drink in the classrooms.
- Answer telephone calls during the school term.
- Pack your belongings before the teacher has finished the lesson.
- Fall asleep in the classroom.
- Read newspapers.
- Use mobile devices for purposes other than those of the class, promoting their own distraction and those around them.
- Come to classes without having prepared with the assignments for the session.
- Making negative or mocking comments about their classmates and the teacher.
- Speak out of turn.
- Show unwillingness to listen to others.
- Use vulgar language on campus.
- We ask teachers to take corrective measures to ensure a respectful environment of coexistence that encourages learning and respectful habits, fundamental in the integral and professional training of students. At the beginning of each school year, students should consult with the teacher the specific regulations that will be established in their course and the penalties that could be implemented for non-compliance.

Attention to diversity

The ULACIT curricular approach emphasizes the development of competences through the realization of projects, which allows each student to respond to the academic requirements from their own learning style, and according to their individual abilities and interests. The primary responsibility for learning rests with the student, so the teacher must clarify the expectations of the course from the beginning, offer the guidance and support to satisfy them, granting the necessary flexibility so that each one can define how they will fulfill them and advance to its own rhythm in the development of the assigned projects. The teacher also has the responsibility to provide the required bibliographic material and to offer, throughout the course, continuous feedback that responds to the rubrics established in each project, and therefore, must have a qualitative character in addition to the corresponding quantitative information.

Intellectual Property

This Syllabus is the intellectual property of ULACIT any license of use or rights are strictly limited to the development of the course imparted by ULACIT professors under ULACIT's express and written consent, its use outside of these conditions is prohibited.