Options Market

For 2017-2018
Outline

- Structure next year
- Module outlines
- Process
- Q&A
Global Sustainable Development

Optional Core module (30 CAT)

- Food Systems
- Bodies, Health and Sustainable Development

Option modules (30 CAT)

(w/ terms abroad)

Term 1 (50%)
Optional Core (15 CAT)
Option module (15 CAT)

Semester 1 at Monash (50%)
Optional Core

**Food Systems**
- Dr Leon Sealey Huggins
- Dr Andrew Jones
- Dr Nick Bernards

**Bodies, Health and Sustainable Development**
- Dr Stephanie Panichelli
- Dr Alastair Smith
- Dr Nick Bernards
Food Systems: Security, Sovereignty and Sustainability
Aims

Upon completing this module you will:

• become familiar with contrasting *disciplinary approaches* to the investigation of contemporary food systems;

• be able to articulate and analyse scholarly concerns surrounding food *security, sovereignty, and sustainability*;

• be able to evaluate *contrasting solutions* proposed in response to the problems entailed by needing to feed the planet;

• be able to research, evaluate and synthesize academic and other credible research and analysis to critically *respond to essential topics and questions*;

• be able to demonstrate further development of your research and study skills.
30 CAT Variant (Year Long)

- 20 Weeks of 2-hour workshops with GSD Staff
- Regular guest lectures, talks and film screenings (1 hour/week)
- Fieldtrip (x2)

**Assessment**
Workshop participation (10%)
Group poster presentation (15%)
500-word mid-module reflection (5%)
15-minute group presentation (15%)
4,500 word assessed essay (50%)
500-word end-of-module reflection (5%)
15 CAT Variant Term 1

- 10 Weeks of 2-hour workshops per week
- Regular guest lectures, talks and film screenings
- Fieldtrip

Assessment
- Workshop participation (10%)
- Group poster presentation (30%)
- 2,500-word food systems analysis (50%)
- 500-word end of module reflection (10%)
Syllabus Term 1

Term 1
1. Introduction
2-4. Block 1: Understanding Food Systems Sustainability
6-9. Block 2: Food and the Environment
9. Assessment: group poster presentations (30 CAT and 15 CAT variants)
10. Conclusion

January Assessment: Food Systems Analysis (15 CAT variant)
Assessment: mid-/end of-module reflection (30 CAT and 15 CAT variants)
Syllabus Term 2

Term 2
1. **Introduction:** Security and Sovereignty
2-4. **Block 3:** Food and the Economy
5. **Assessment:** group presentation
6-9. **Food and Society**
10. **Conclusion**

**Assessment:** End-of-module reflection

**Assessment:** 4,500 word essay
Provisional Guest Lecturers*

Rosemary Collier and Kelly Reed (IFTSAL) - Understanding Food Systems;
David Chandler (Life Sciences) - crop protection, biopesticides and biological pest control, and bee health;
Laura Green (Life Sciences) - Livestock diseases;
Rob Lillywhite (Life Sciences) – Food waste;
Martine Barons (Statistics) – Food poverty policymaking models;
Marta Guerriero – Economics of Food Sustainability;
Leon Sealey-Huggins – The sociology of food;
Mike Niblet (English) - Literary texts and the world food system;
Rebecca Earle (History) – The history of food systems;
Tim White (Theater) - Etiquette, customs and rituals around food, eating as a site of cultural exchange;
Christopher Maughan (IAS) - Urban food systems and community gardens;
Tomasso Ferrando (Law) – Global Supply Chains

*subject to timetabling and availability
Bodies, Health and Sustainable Development

• Module aims:
  – How do our bodies and health relate to various forms of development?
  – 3 SD Goals:
    • Good Health and Well-Being (Goal 3)
    • Gender Equality (Goal 5)
    • Reduced Inequalities (Goal 10)
Syllabus

• Term 1:
  – How do societies allocate responsibility for Health?
  – Major Global Concerns around Health and Development

• Example of questions that will be raised:
  – Is there equal access to healthcare?
  – Is healthcare focused on prevention or cure?
  – How do the healthcare systems adapt to the changing needs of an ageing population?
Term 2:

- What major interventions have been implemented and what changes have they brought?
- To what extent will SD Goals respond to national and global concerns?
- Analyse critically the targets set for each of the 3 goals
- Consider alternative interventions
Teaching Strategies

• 2h workshop/week
• Film, documentaries, images, etc.
• Reading of UN documents, press articles, academic articles, etc.
• Mainly case studies

• Opportunity for you to engage in discussions about SD Goals 3, 5 and 10.
  – Which questions will you raise?
• Opportunity for you to be creative
  – Which solutions would you propose?
Assessment

• 30 CAT:
  – 1 Case Study Analysis (20%)
  – 1 Essay (20%)
  – 1 Critical Assessment of a Health Policy Intervention / Proposal for health-based intervention (20%)
  – 1 Research Paper (40%)

• 15 CAT:
  – Term 1: 1 Case Study analysis (50%) + 1 Essay (50%)
NOTE

For Optional core modules:

• GSD students can only enrol in
  – 30 CAT variant
  – 15 CAT term 1 variant

• GSD students **cannot** enrol in
  – 15 CAT term 2 variant
Optional Modules

Year-long
Can be the ‘other’ optional core (as either 30CAT or 15CAT Term One variant)

Can be from outside Department

(w/ terms abroad)
Can be the ‘other’ optional module (for 15 CATs in Term One)

Can be from outside Department (n.b. check assessment methods)
Inequality: Wealth, Behaviour and Society (GD303)

- Module Leader: Marta Guerriero
- Term 2, 15 CATS

- Teaching activities:
  - 10 lecture hours
  - 10 seminar hours
  - 5 hours of film screenings
  - 1 hour individual supervision.
Module Aims

• Critically reflect on UN SDG 10 (“Reduced inequalities”) and examine the relationship between inequality and sustainable development.

• Use cross-disciplinary theories and evidence.

• Engage with the most current research on inequality.
The higher the inequality, the more likely we are to move away from democracy

Branko Milanovic

In every political system, the rich tend to hold more power - but the relationship between politics, economics and inequality is complex. To better understand these critical issues, we must look to Big Data

Britain’s Top 1% earners don’t feel rich despite wages of more than £140,000 a-year because they are surrounded by the Top 0.1% who are paid millions

- Study by the London School of Economics interviewed dozens of wealthy Brits
- It found those in the top 1% could not help but 'look up' at much-higher earners
- Senior banker complained that an income of £100,000 'does not feel that great'
- Top 1% are surrounded by 'vast absolute income inequality', which leads to envy

Viewpoint: Is inequality about to get unimaginably worse?

The science of inequality: why people prefer unequal societies

In a thought-provoking new paper, three Yale scientists argue it's not inequality in life that really bothers us, but unfairness

Inequality falls as collapse in unemployment helps poor families

Getting rich is largely about luck – shame the wealthy don’t want to hear it

A new report confirms how the rich become deluded about their talents, but also hints at a growing acknowledgement of inequality
Syllabus

1. Does inequality **matter**? Justice, happiness and efficiency

2. **Income inequality**: measurements and concepts

3. **Inequality of opportunities**: prejudice, discrimination and segregation

4. Inequality and **environmental sustainability**
Syllabus

5. Does inequality shape behaviour?
6. Does inequality “threaten democracy”?
7. A historical outlook: how was inequality curbed in the past?
8. Inequality, skill premium and “superstars”
9. Automation, globalisation and inequality
10. Attitudes to inequality: fairness and redistribution
Assessment

• 1 x 1,500-word Critical Book Review (30%)
• 1 x 3,000-word Research Paper (50%)
• 1 x “Conference” (20%)
  – 10-15 minute presentation
  – 5 minute discussant.
Keeping the Phoenix Rising

• Module Leader : Alastair Smith
• 15 CATS
• Term 1 only
• Module webpage
Keeping the Phoenix Flying or Clipping its Wings?

Learning through Student Research into the Praxis of ‘Local’ Sustainable Development (GD203)

Dr Alastair Smith
"Government leaving the youth on the shelf"

"No job to be found in this country"

"The people getting angry"

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**Fig. 4. Rate of unemployment in Coventry Employment Office Area, 1950–82 (annual average figures)**

Source: Updated from Coventry Quarterly Monitor of the Local Economy 1977 (2)
### A Need for Sustainable Development?

<table>
<thead>
<tr>
<th>Dimension of Deprivation</th>
<th>%</th>
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<tbody>
<tr>
<td>Economically Active: Unemployed</td>
<td>28</td>
</tr>
<tr>
<td>Age 16 to 64</td>
<td>72</td>
</tr>
<tr>
<td>Day-to-day activities limited by poor health</td>
<td>35</td>
</tr>
</tbody>
</table>

- **Average Age**: 33
  - Younger than average

- **Employment**
  - 68%
  - Lower than average

- **Born Overseas**
  - 27%
  - Higher than average

- **Life Expectancy**
  - 79.5
  - Lower than average
Global Sustainable Development Starts Locally (in Coventry)
Module Pedagogy and Assessment

‘Students as researchers’ – problem solving real world assessment

<table>
<thead>
<tr>
<th>Title and Weight</th>
<th>Description</th>
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<tbody>
<tr>
<td>Group Assessment (40%) 2,000 words per person</td>
<td>Research teams create an historically grounded, contemporary, analysis of sustainable development in the city</td>
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<tr>
<td>Individual Project/Policy (40%) 2,000 words</td>
<td>Based on understanding, propose local policy/initiative to further SD agenda</td>
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<tr>
<td>Individual Reflective Essay (20%) 1,500 words</td>
<td>A reflection on the experience of learning</td>
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Aims

- Project planning and creation
- Expert input: mini lectures, group interviews, discussions
- Reading, planning, writing, organising etc
Intended Learning Outcomes (ILOs)

• Recognise the value of, and apply, the concept of scale to the research, analysis and praxis of the Sustainable Development agenda.

• Interpret academic discourses associated with ‘localised’ spatial geographies of sustainable development, including the interrelationship between more local, regional, national and global scales, and make quality contributions of their own.

• Demonstrate critical knowledge of the key concepts of ‘space’ and ‘place’, and how they relate to the Global Sustainable Development agenda, particularly though that of ‘sustainable places’.

• Research, analyse and critically evaluate existing processes of sustainable development at the ‘local’ scale using appropriate metrics.

• Draw on place-based knowledge to make practical and policy recommendations that articulate with wider scales of Sustainable Development agendas.

• Demonstrate a conceptually and theoretically rigorous understanding of Sustainable Development in Coventry, its current status, limitations and future opportunities.

• Be familiar with the value and practice of academic engagement with local and regional stakeholders.
Final words:

This is real-world problem-based learning.

The apathetic and ‘free riding’ need not apply.

Openness to investing emotionally in the place and people of Coventry is an absolute must.
Extinction and Survival
GD 301

• Module Leader: Cathia Jenainati
• 30 CATS

Extinction & Survival and the SDG agenda
Extinction and Survival

An ability to engage critically with the debates that surround the controversial use of the terms “Middle East”, “Arab”, “Islamism”, “Political Islam”, “Arab Spring” and provide an evidence-based explanation of their origins and their use both in common parlance and academic scholarship;
Extinction and Survival

• An advanced knowledge of the geographic changes that have affected the region, and of the political motivations that have informed the cartography of the “Middle East”;
• A detailed and evidence-based understanding of the economic, environmental and social factors that inform the inhabitants’ relationship to space and their sense of place;
• Your ability to reflect critically on the paradigms of Extinction & Survival and analyse the ways in which these have shaped the region’s political and social configuration;
Extinction and Survival

• Term 1
  – Bedouin Tribal Kingdoms
  – Sendentary life: Politics, Trade, Religion
  – Environmental Threats
  – Discovery of oil
Extinction and Survival

• Term 2
  – The Politics and Poetics of Desert Life
  – Oil
  – Water
  – Arab Uprising
Extinction and Survival

- Teaching Activities
  - Lectures (weeks 1, 5, 10)
  - Seminars (weekly, 2 hours)
  - Film Screenings (week 7)
  - Reading group (optional)
Extinction and Survival

• Assessment
  – 2 group presentations (15 minutes)
  – Coursework
    • 500 word Book of Commonplace entries (x10)
    • 4,000 word research paper or individual project
  – Class test (90 minutes)
Outside Departments

• Is it relevant to GSD?
• Is it likely to feed into your dissertation?
• Is it overwhelmingly beneficial to your intellectual development?
• E-mail David Beck ASAP.
Applying

Leader: Nick Cherryman

- All information is online
  - GSD main page
  - GSD Resources
  - Student Forms

Q&A