

UGRD_SOE_2620_ECON247_VU HOANG PHUONG QUE



Singapore Management University

COURSE INFORMATION

Course Code & Title

ECON247 - Overseas Project Experience
(Economics of a Green Economy: An Introduction)

Effective Start Date

11/01/2027

Offering Unit / Department / School

SOE

Course Career

Undergraduate

Course Units

CU:

1

Grading Basis

GRD - Graded

Course Description

This course provides a comprehensive understanding of the principles and practices of creating an inclusive green economy (IGE). Students can gain insight into the economic principles of green economies, which strive for a balance of economic growth, environmental sustainability, and social equity, ultimately leading to long-term sustainable economic growth. The course explores ideas that examine the interconnected relationship between people and the environment in economic processes.

In the context of the SMU-XO course, students will be afforded the opportunity to engage in

hands-on projects facilitated by our project partners. These projects are centered on sustainable development and the green economy, necessitating students to rigorously analyze, deliberate, and contribute to the formulation of sustainable economic policies and strategies.

Course Learning Outcomes

- This course aims to help students:
- Justify and elucidate the core concepts behind establishing an inclusive green economy in contrast to conventional business practices.
- Recognize the essential conditions for transitioning national economies to greener models and outline the primary opportunities and challenges in crucial sectors.
- Elaborate on the significance, value, and structure of Green Economy indicator frameworks and their correlation with the Sustainable Development Goals (SDGs). Additionally, analyze the process of prioritizing and selecting indicators and their integration into a national Green Economy monitoring framework.
- . Justify the need for greater utilization of green fiscal policy and outline the various fiscal instruments that can be used to promote positive economic, social, and environmental outcomes. Emphasize the main opportunities and challenges in the energy, transport, and waste management sectors.
- Comprehend the potential impact and fundamental principles of sustainable finance, and underscore the relevance of sustainability considerations for key actors in the financial system. Describe different sustainable finance products, such as bonds and loans, that could offer the necessary capital to support the achievement of the Sustainable Development Goals.
- Comprehend the evolution of legal and governance frameworks supporting the trade and green economy interface. Identify perceived challenges and potential opportunities related to trade in the transition to a green economy and highlight sectoral case studies of green trade in action.

SMU Graduate Learning Outcomes

Multidisciplinary knowledge, Critical thinking & problem solving, Collaboration and leadership, Communication, Intercultural understanding and sensitivity, Understanding of global and Asian perspectives, Understanding of sustainability issues, Self-directed learning, Resilience

Competencies

Macroeconomic Analysis, Microeconomic Analysis, Critical Thinking, Management of Stakeholders, Analysis of Research Data

Course Area(s)

AREA - Asian Studies (Intake 2018 and earlier), AREA - Business Options, AREA - Economics Electives, AREA - Grad Req - Sustainability (Intake 2024 onwards), AREA - Sustainability Management Electives, AREA - Sustainable Societies Electives, RQCP - ECON102/ECON112, ENRL - Open to Undergraduates only

Simple Requirements

ECON102/112 - Pre-req

Type

Prerequisite

Fulfill ALL of the following requirements:

ECON102/112 and For SMU UG only - Pre-req

Complete ANY of the following Courses:

- ECON102 - Intermediate Macroeconomics
- ECON112 - Macroeconomics 1

CLASS SECTION INFORMATION

Instructor(s)

00021959

Instruction Mode

In Person

Office Location

5018 – Level 5, School of Economics

Assessment Components (New)

Category*

Class Participation and Activities

Weightage*

20

Description

Individual Activities

Category*

Proctored Assessments

Weightage*

15

**Assessment/Submission
Period***

Week 6

Description

Individual Quizz 1

Category*

Projects/Assignments

Weightage*

50

Description

Group Projects presentation and report

Category*

Proctored Assessments

Weightage*

15

**Assessment/Submission
Period***

Week 10

Description

Individual Quizz 2

Instructional Methods and Expectations**ASSESSMENT METHODS**

Individual Activities	
- Class Participation and Activities	: 10%
- Self – Reflection Report:	: 10%
Individual Quizzes	: 30%
Group Activities	
- Project Presentations and Report	: 35%
- Peer Evaluation	: 15%
Total	: 100%

1. **Individual Activities (20%)**: There are two components of class participation.

- **Class participation and Activities (10%)**: Students are expected to attend class and add value through meaningful contributions in terms of ideas or opinions, as well as to demonstrate a spirit of learning from their peers. The measure for participation should not be seen solely from the number of times one speaks up, but rather from the quality of thought that one contributes to the learning of the class. In addition, awards will be given for student participation in volunteer-based activities during the trip.
- **Self-reflection report/videos (10%)**: Each student will have to submit either an essay (maximum 1000 words) or a video (maximum 5 mins). The purpose of this essay/video is to reflect on your experience throughout the whole course (not just the trip). The **compulsory** format is:

i. Introduction: Describe your experiences in the course and with the trip.

ii. Body: Describe your key takeaways/valuable insights and significant moments of the project, the trip and the course.

iii. Conclusion: What would you have done differently, and what suggestions would you have for future courses?

2. **Group Activities (50%)**: There will be a maximum of **5 groups**; group size will depend on the class size. The group will be formed during the first 2 weeks of the course. Students are allowed to form their own group **only if** they can have the full number of students for a group until the **end of week 2**. After that, those unable to form a group will be assigned randomly.

- **Group Project Presentations**: This is an SMU-XO class, and students will have a first-hand chance to solve a real project faced by a project partner. After the project briefing, each group will have several consultations with the instructors during the following weeks, as well as a progress Q&A session with the project mentor.

♦ The mid-progress presentations account for **10%** of the final grade, in which each group will have a short presentation of 10 minutes on their direction of the project, followed by 20 minutes of Q&A with the instructor and project mentor.

♦ The final presentation will account for **20%** of the final grade. Each group will be given 20 minutes, followed by a 10-minute Q&A.

♦ The rest, 5%, will be graded on the two-page summary report after the final presentation.

- **Peer Evaluation**: All members of a group will share the same grades for the above group activities. However, as group work accounts for the majority of the final grade, peer evaluation will be important to make sure the workload is shared fairly, and each student is responsible to contribute to their group work. Peer Evaluation includes **5%** for the pre-trip evaluation and **10%** for the final evaluation.

3. **Individual Quizzes (30%)**: Progress quiz 1 will be in week 6 to test on topics 1 and 2, while progress quiz 2 will be in week 10 to test on topics 3 and 4. Each quiz will account for **15%** of the final grade. Quizzes will be conducted online through Elearn, including **20 MCQs** and **2 short-answer questions**.

Weekly Lesson Plan

WEEKLY LESSON PLAN

Week	Topics
1	Lesson 1: Introduction of the Green Growth Model 1. Rethinking the Economic Principles – where are we? 2. The Green Growth Model a. Principles of Green Society b. Green Economics and Concepts of Sustainability 3. Inclusive Green Economy (IGE): Introduction, rationale, and contribution toward the 2030 Agenda
2	Lesson 2: Policymaking Indicators for an Inclusive Green Economy (IGE) 1. Framework for GE Indicators (GEI): Roles, values, and outlines of GEI 2. Measurement and selecting GE indicators. Finish Group Enrolment (maximum 5 students and 5 groups)
3	Lesson 3: The Green Fiscal Policies 1. The Double Externality of Green Innovation. 2. Fiscal Instruments for greening the economy – Green Taxation 3. Strategies for fiscal reforms.
4	Lesson 4: Financing the Green Economy – Green Investment 1. Incorporating Sustainability into the Financial System 2. Green Corporation and Social Responsibility. 3. Introduction to ESG Investing standards
5	Lesson 5: Financing the Green Economy – Green Finance 1. Five Pillars of Sustainable Finance 2. Green Bonds and Green Loans 3. Performance-based Instruments
6	Lesson 6: Greening the Economy in Key Sectors 1. Investing in Sectors with Natural Capital: Agriculture, Forestry and Fisheries 2. Investing in Sectors with Built Capital: Renewal Energy, Transport and Manufacturing
7	Lesson 7: Green Economy and Trade (tentatively) 1. Trade Liberalisation and the Green Economy: tensions and synergies 2. Conditions and Policy Designs for Green Trade. 3. Consistency in domestic and international frameworks.

8	Recess Week
9	Project Briefing by client
10-14	Project Discussion with each group (week 10,12,14)
15-16	Exam weeks
17-18	OVERSEAS PROJECT <i>Project discussion for mid-progress presentation.</i> Mid-progress Presentations <i>Project discussions for final presentation.</i> Guest Speaker sessions <i>Cultural Exchange Activities with local university</i> Company Visits Cultural Tour Final Group Project Presentations Course Evaluation + Self-reflection presentation submission

Notes: The above schedule is *tentative*. It will be subject to alterations based on the project topic, availability of guest speakers and industry partners, as well as the progress of the class.

Recommended Textbooks and Readings

RECOMMENDED TEXT AND READINGS

Nordhaus, W. D. (2021), *The Spirit of Green: The Economics of Collisions and Contagions in a Crowded World* (1st ed.), Princeton University Press. <https://doi.org/10.1515/9780691215396>

Supplementary Readings:

- Scott Cato, M. (2008). *Green Economics: An Introduction to Theory, Policy and Practice* (1st ed.). Routledge. <https://doi.org/10.4324/9781849771528>
- Acar, S., & Yeldan, E. (Eds.). (2019). *Handbook of green economics*. Elsevier Academic Press.
- *Green Finance and Investment*. (series from 2015). OECD Publishing.

- Crespo-Cuaresma, J., Palokangas, T., & Tarasyev, A. (2013). ***Green growth and sustainable development***. Springer-Verlag.

Other Information

Other online resources:

Green Economy, United Nations (Environment Program)

<https://sdgs.un.org/topics/green-economy>

<https://www.unep.org/explore-topics/green-economy/about-green-economy>

Oxford Economics

<https://www.unep.org/explore-topics/green-economy/about-green-economy>

UNIVERSITY POLICIES

Academic Integrity

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offence.

When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <https://smu.sharepoint.com/sites/oasis/SitePages/DOS-WKLSWC/UCSC.aspx>.

Responsible Use of AI

The University recognises the importance of equipping students with the skills to navigate an AI-driven world. While AI tools may support learning, they must be used judiciously and responsibly. Students must not present AI-generated output as their own work.

Each course may set specific guidelines on the use of AI in assessments. Students are required to follow these guidelines carefully and should seek clarification from the instructors if uncertain.

Misuse of AI constitutes a breach of academic integrity and will be subject to the same penalties as other acts of academic dishonesty.

Copyright Notice

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Accessibility

SMU strives to make learning experiences accessible for all. Students who anticipate or experience physical or academic barriers due to disability are encouraged to inform the course instructor as soon as possible. Students may also contact the university's disability services team if they have questions or concerns about academic provisions:

accessibility@smu.edu.sg. Please be aware that the accessible tables in our seminar room should remain available for students who require them.

Digital Readiness for Teaching and Learning (DRTL)

As part of emergency preparedness, instructors may conduct lessons online via the Zoom platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the Zoom platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.