THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I
Programme Title: Bachelor of Social Science Education (Honours) (Greater China Studies)
Programme QF Level: 5
Course Title: Environmental Education in a Global Age
Course Code: SES3011
Department: Department of Asian and Policy Studies
Credit Points: 3
Contact Hours: 39
Pre-requisite(s): Nil
Medium of Instruction: EMI
Course Level: 2

Part II

The University’s 4Cs Learning Framework 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 the important attributes embodied in the 4Cs.

The 4Cs are as follows:
- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

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**

   The relationship between the environment and socio-economic development has become a major political and cultural concern, with global interest and attention focused intently upon the critical challenges faced by both the developing and developed countries. This course aims to consider the scientific knowledge required to understand the inter-relations between development and environment in the greater China and international contexts. In the process, it will equip students with various transferable skills enquired to facilitate environmental education. Covering a wide range of topics, from global climate change to local environmental issues, the emphasis of the course will be upon understanding local, regional, national and international approaches to environmental issues which are in the main attributable to socioeconomic development and lifestyles. and the course then attempts to incorporate a deeper awareness of these issues into development planning, public policy making, and management. Students will also explore the degree to which political factors, social innovation and cultural values contribute to sustainability.

2. **Course Intended Learning Outcomes** (CILOs)

   *Upon completion of this course, students will be able to:*

   CILO₁ Develop a comprehensive understanding of current theories, concepts and approaches to environment and development.

   CILO₂ Equip students with a critical examining of the processes generating social and environmental changes, the problems which arise in the management of natural resources in the process of development at the international and regional levels.

   CILO₃ Familiarize students with political, economic, social, and environmental aspects of China and its relationships with other countries in the context of Greater China region.

   CILO₄ Appreciate the sustainable development and being responsible individual, whether in the classroom and/or in life.

   CILO₅ Prepare students with a wide variety of transferable skills to facilitate environmental education in both the formal and informal sectors.

   CILO₆ Learn how to effectively demonstrate their understanding in written format and oral presentation.
### 3. Content, CILOs and Teaching & Learning Activities

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<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td><strong>a. Globalization and development theory</strong></td>
<td>CILO1-6</td>
<td>• Lecture introducing the main theories</td>
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<td>• Small-group and whole class discussions</td>
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<td><strong>b. Global/local environmental issues, causes, and measures</strong></td>
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<td>• Lecture introducing the main contents</td>
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<td>• Small-group and whole class discussions</td>
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<td>• Video study</td>
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<td>• Individual essay writing</td>
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<td><strong>c. Case studies of socio-economic development and environmental protection in the Greater China Region</strong></td>
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<td>• Lecture introducing the political, economic, social, and environmental aspects of the Greater China Region</td>
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<td>• Small-group and whole class discussions</td>
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<td>• Individual essay writing</td>
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<tr>
<td><strong>d. Environmental ethics/justice, socio-cultural influences, law/policy making and implementing, institutions, regional and international cooperation</strong></td>
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<td>• Lecture introducing the main contents</td>
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<td>• Small-group and whole class discussions</td>
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<td>• Guest lecture</td>
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<td>• Individual essay writing</td>
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<td><strong>e. Sustainable development</strong></td>
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<td>• Lecture introducing sustainability and sustainable development</td>
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<td>• Group discussion of the sustainable development strategies and practice in mainland China and the HKSAR</td>
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<td>• Video study</td>
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<td>• Individual essay writing</td>
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4. Assessment

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<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
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<tbody>
<tr>
<td>(a) Class Participation (Tutorial attendance: 10%; both whole class and small group discussions: 10%; and class exercises: 10%)</td>
<td>30%</td>
<td>CILO1-6</td>
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<td>(b) Group oral presentation (3~4 students per group; each group will have 20 minutes including 15 min. for presenting and 5 min. for Q&amp;A; the topic of presentation will be suggested by the Lecturer; due: weeks 10-12)</td>
<td>30%</td>
<td>CILO1-6</td>
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<td>(c) Individual essay (3,000 words). The topic of essay will be chosen by students. Focus will be upon development-cum-environmental issues, such as: Population-land-environment interaction Environmental issues (e.g., global warming, energy, tropic forests, water crises, wildlife conservation, waste management, land degradation, urban and regional development) Global environmental governance (e.g., policy, law, planning, enforcement, institution, education, public participation) Environmental ethics, behavior, and justice Sustainability: theory and practice Others The students will be required to discuss their topics with the Lecturer before they start to write.</td>
<td>40%</td>
<td>CILO1-6</td>
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5. Required Text(s)

Nil

6. Recommended Readings

Brinkmann, R. (2016). *Introduction to sustainability*. Chichester: John Wiley & Sons Ltd.


Clark, A. (2017). China’s environmental clean-up to have big impact on industry. *Financial Times*, 22 May.


7. Related Web Resources
Nil

8. Related Journals
Nil

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
Late submissions and absence from classes and presentations

- Zero mark for absence from classes or presentations
- 10% of the total weighting essay marks (40%) will be deducted each day for late submission, Saturdays, Sundays and public holidays will be included.