THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Global and Environmental Studies
Programme QF Level	: 5
Course Title	: Citizenship for Global and Environmental Studies
Course Code	: SSC3106
Department	: Social Sciences
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 3

Part II

The University's Graduate Attributes 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 important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

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 aim of this course is to bolster students' conceptual understanding of citizenship and its varieties, and to engage them in using these concepts to interpret the actions of individuals, associations, and organizations involved in global and environmental affairs. It starts from a definition of citizenship as "passive and active membership of individuals in a nation-state with certain universalistic rights and obligations at a specified level of equality."[1] This definition serves as a basis for engaging students in critical analysis of concepts of nationality, rights, responsibilities, and social cohesion. Building on students' understanding of the general concept, the course proceeds to examine the questions of global, environmental, and corporate citizenship. The course will then engage students in conversations and visits with activists, associations, and organizations similar to those for which they will intern, expecting them to interpret these actors' and students own planned internship work in terms of the concepts of citizenship.

2. Course Intended Learning Outcomes (CILOs)

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

CILO1 demonstrate an understanding of the meaning of citizenship and the related aspects of nationality, rights, responsibilities, and social cohesion.

CILO2 critically examine the question of and debates around the idea of global citizenship.

CILO3 demonstrate an understanding of the nature of and requirements for active citizenship, environmental citizenship, and corporate citizenship.

CILO4 apply the concepts of citizenship and its varieties to interpret the goals and activities of individual activists, associations, organizations, and companies involved in global and environmental affairs.

CILO5 plan their own contribution to Internship partners in terms of the concepts of citizenship.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Citizenship and national identity	*CILO1*	• Lecture • Small-group discussions • Whole-class discussions
Diversity and social cohesion	*CILO1*	• Lecture • Small-group discussions • Whole-class discussions
Civil, political, social, and environmental rights	*CILO1*	• Lecture • Small-group discussions • Whole-class discussions
Civil, political, social, and environmental responsibilities	*CILO1*	• Lecture • Small-group discussions • Whole-class discussions
The question of global citizenship	*CILO2*	• Lecture • Class debate
Environmental citizenship	*CILO3*	• Lecture • Small-group discussions • Whole-class discussions
Corporate citizenship	*CILO1*	• Lecture • Small-group discussions

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[1] Janoski, T. 1998. *Citizenship and Civil Society.* Cambridge: Cambridge University Press. (p. 9)

		• Whole-class discussions
Application and interpretation of citizenship concepts with regard to the goals and activities of individual activists, associations, organizations, and companies involved in global and environmental affairs	CILO1,2,3,4,5	• Guest talks • Field Visits • Reflective group discussion

4. Assessment

CILO	Assessment Tasks	Weighting (%)
1, 2	Written Essay (1,000 words) critically analyzing the concept of global citizenship in relation to definitions and concepts of citizenship at the national level and students' own understanding of and readings about globalization.	40%
1, 2, 3, 4, 5	An Inquiry Project Report (2,000 words) in which the student gathers primary information/data on one or more individual activists, associations, organizations, or companies involved in global and/or environmental affairs and interprets the goals and activities of these in terms of the concepts of citizenship and its varieties. Students may choose to focus on the organizations with which they will work for their internship. The Inquiry Project should also include students' plan for their own contribution to Internship partners, interpreted in terms of concepts of citizenship.	60%

5. Required Text(s)

Nil

6. Recommended Readings

Delanty, G. (2000). *Citizenship in a global age: Society, culture, politics*. Buckingham, UK: Open University Press.

Dobson, A. & Bell, D. (Eds.). (2006). *Environmental citizenship*. Cambridge, MA: MIT Press.

Dower, N. & Williams, J. (Eds.). (2002). *Global citizenship: A critical introduction*. New York: Routledge.

Goldman, M. & Perry, E.J. (Eds.). (2002). Changing meanings of citizenship in modern China. Cambridge, MA: Harvard University Press.

Heater, D. (2002). World citizenship: *Cosmopolitan thinking and its opponents*. London: Continuum.

Hudson, W. & Slaughter, S. (2007). *Globalisation and citizenship: The transnational challenge*. Abingdon, England: Routledge.

Ku, A.S. & Pun, N. (Eds.). (2004). *Remaking citizenship in Hong Kong: Community, nation, and the global city*. London: Routledge.

Shallcross, T. & Robinson, J. (Eds.). (2006). *Global citizenship and environmental justice*. Amsterdam: Rodopi.

Smith, M.J. & Pangsapa, P. (2008). *Environment and citizenship: Integrating justice, responsibility, and civic engagement*. London: Zed Books.

Tan, S.-h. (Ed.). (2005). *Challenging citizenship: Group membership and cultural identity in a global age*. Aldershot, England: Ashgate.

7. Related Web Resources
CitizED:
   http://www.citized.org.uk/
 Civil Society International:
   http://www.civilsoc.org
 Environmental Citizenship:
   http://www.environmentalcitizenship.net/
 United Nations Environment Programme Global Civil Society Forum:
   http://unep.org/civil_society/index.asp

8. Related Journals
Journal of Civil Society. Taylor and Francis.

The International Journal of Human Rights. Frank Cass & Co. Ltd.

Journal of Corporate Citizenship.   Greenleaf Publishing.

Citizenship Studies.   Carfax Publishing.

Education, Citizenship, and Social Justice.   Sage.

Journal of Human Rights.   Carfax.

The International Journal of Human Rights.   Frank Cass & Co.

Human Rights Quarterly.   Johns Hopkins University Press.

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
Nil