

# 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** : Social Sciences and Policy Studies

**Credit Points** : 3

**Contact Hours** : 39

**Pre-requisite(s)** : Nil

**Medium of Instruction:** EMI

**Course Level** : 2

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### 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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 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:*

- CILO<sub>1</sub> Develop a comprehensive understanding of current theories, concepts and approaches to environment and development.
- CILO<sub>2</sub> 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.
- CILO<sub>3</sub> Familiarize students with political, economic, social, and environmental aspects of China and its relationships with other countries in the context of Greater China region.
- CILO<sub>4</sub> Appreciate the sustainable development and being responsible individual, whether in the classroom and/or in life.
- CILO<sub>5</sub> Prepare students with a wide variety of transferable skills to facilitate environmental education in both the formal and informal sectors.
- CILO<sub>6</sub> Learn how to effectively demonstrate their understanding in written format and oral presentation.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content		CILOs	Suggested Teaching & Learning Activities
a.	Globalization and development theory	CILO <sub>1-6</sub>	<ul style="list-style-type: none"><li>• Lecture introducing the main theories</li><li>• Small-group and whole class discussions</li></ul>
b.	Global/local environmental issues, causes, and measures		<ul style="list-style-type: none"><li>• Lecture introducing the main contents</li><li>• Small-group and whole class discussions</li><li>• Video study</li><li>• Individual essay writing</li></ul>

c.	Case studies of socio-economic development and environmental protection in the Greater China Region		<ul style="list-style-type: none"> <li>Lecture introducing the political, economic, social, and environmental aspects of the Greater China Region</li> <li>Small-group and whole class discussions</li> <li>Individual essay writing</li> </ul>
d.	Environmental ethics/justice, socio-cultural influences, law/policy making and implementing, institutions, regional and international cooperation		<ul style="list-style-type: none"> <li>Lecture introducing the main contents</li> <li>Small-group and whole class discussions</li> <li>Guest lecture</li> <li>Individual essay writing</li> </ul>
e.	Sustainable development		<ul style="list-style-type: none"> <li>Lecture introducing sustainability and sustainable development</li> <li>Group discussion of the sustainable development strategies and practice in mainland China and the HKSAR</li> <li>Video study</li> <li>Individual essay writing</li> </ul>

#### 4. Assessment

Assessment Tasks		Weighting (%)	CILOs
(a)	Class Participation (Tutorial attendance: 10%; both whole class and small group discussions: 10%; and class exercises: 10%.)	30%	<i>CILO1-6</i>
(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&A; the topic of presentation will be suggested by the Lecturer; due: weeks 10-12)	30%	<i>CILO1-6</i>
(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: <ul style="list-style-type: none"> <li>Population-land-environment interaction</li> <li>Environmental issues (e.g., global warming, energy, tropic forests, water crises, wildlife conservation, waste management, land degradation, urban and regional development)</li> <li>Global environmental governance (e.g., policy, law, planning, enforcement, institution, education, public participation)</li> <li>Environmental ethics, behavior, and justice</li> <li>Sustainability: theory and practice</li> <li>Others</li> </ul>	40%	<i>CILO1-6</i>

The students will be required to discuss their topics with the Lecturer before they start to write.		
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## 5. Required Text(s)

Nil

## 6. Recommended Readings

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

Cheng, N. & So, W. (2015). Environmental governance in Hong Kong – moving towards multi-level participation. *Journal of Asian Public Policy*, **8**(3), 297-311.

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

Fisher, E., Lange, B. & Scotford, E. (2013). *Environmental law: text, cases & materials*. Oxford: Oxford University Press.

Grano, S. (2014). Change and continuities: Taiwan's post-2008 environmental policies. *Journal of Current Chinese Affairs*, **3**, 129–159.

He, Q., Bertness, M., Bruno, J., Li, B., Chen, G., Coverdale, T., Altieri, A., Bai, J., Sun, T., Pennings, S., Liu, J., Ehrlich, P. & Cui, B. (2014). Economic development and coastal ecosystem change in China. *Scientific Report*, **4**(5995), 1-9.

Jin, Z. (2017). Environmental management system in China: the target achieving process. in: Kitagawa H. (eds) *Environmental policy and governance in China*. Tokyo: Springer, pp69-88.

Kaiser, W. & Meyer, J. (2016). *International organizations and environmental protection: conservation and globalization in the twentieth century*. NY: Berghahn Books.

Kaiman, J. (2014). China strengthens environmental laws. *The Guardian*, 25 April.

Kraft, M. (2017). *Environmental policy and politics: 7<sup>th</sup> edition*. London: Routledge.

- Lo, A. (2016). Public discourses of climate change in Hong Kong. *Journal of Environmental Policy & Planning*, **18**(1), 27-46.
- Ma, X. & Tao, J. (2010). Cross-border environmental governance in the Greater Pearl River Delta (GPRD). *International Journal of Environmental Studies*, **67**(2), 127-136.
- Mace, G. M., Terama, E. & Coulson, T. (2013). Perspectives on international trends and dynamics in population and consumption. *Environmental & Resources Economics*, **55**, 555-568.
- McGuire, N. (2015). Environmental education and behavioral change: an identity-based environmental education model. *International Journal of Environmental & Science Education*, 2015, **10**(5), 695-715
- Mair, C. (2014). Climate change: the greatest challenge for the future and a major cross-sectoral area of intervention. *International Community Law Review*, **16**, 177-213.
- Mokhtar, S. & Deng, Y. (2015). Identification of key forces influencing sustainable development in Taiwan. *Journal of Sustainable Development*, **8**(2), 174-186.
- Moshe, E. (2017). China's environmental issues and culture: interview with Jingfang Liu. *Newsbud*, 17 March. Online at: [<https://www.newsbud.com/2017/03/17/chinas-environmental-issues-culture-interview-with-jingfang-liu/>].
- Mulligan, M. (2015). *An introduction to sustainability: environmental, social and personal perspectives*. NY: Routledge.
- Schmidtz, D. & Willott, E. (2012). *Environmental ethics: what really matters, what really works* (2<sup>nd</sup> Edition). NY: Oxford University Press.
- Sergeevna, N. (2015). China: International Cooperation in Environmental Protection. *Journal of Geoscience and Environment Protection*, **3**, 28-32.

- Vig, N. & Kraft, M. (2013). *Environmental policy: new direction for the 21<sup>st</sup> century* (8<sup>th</sup> Edition). Los Angeles: SAGE.
- Wang, A. (2013). The search for sustainable legitimacy: environmental law and bureaucracy in China. *Harvard Environmental Law Review*, **37**, 365-740.
- Wang, B. & McBeath, J. (2017) Contrasting approaches to biodiversity conservation: China as compared to the United States. *Environmental Development*, **23**, 65–71.
- World Commission on Environment and Development (1987). *Our common future*. Oxford: Oxford University Press.
- Wu, S. & Chen, Y. (2015). The social, economic, and environmental impacts of casino gambling on the residents of Macau and Singapore. *Tourism Management*, **48**, 285-298.
- Xie, L. (2016). Environmental governance and public participation in rural China. *China Information*, **30**(2), 188-208.
- Ye, C., Chen, R., & Chen, M. (2016). The impacts of Chinese Nian culture on air pollution. *Journal of Cleaner Production*, **112**, 1740-1745.
- Yu, X. (2017). Coal mining and environmental development in southwest China. *Environmental Development*, **21**, 77-86.
- Yu, X. (2016). Environmental development and governance in western China since 2000: a case from Guizhou Province. *International Journal of Environmental Studies*, **73**(5), 791-805.
- Yu, X. (2008). Growth and degradation in the Orient's 'Las Vegas': issues of environment in Macau. *International Journal of Environmental Studies*, **65**(5), 667-683.
- Zhang, B. & Cao, C. (2015). Policy: four gaps in China's new environmental law. *Nature*, **517**, 433-434.

## **7. Related Web Resources**

Nil

## **8. Related Journals**

Nil

## **9. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). 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.

Last updated: 22 December 2023