

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: All Undergraduate Programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Protected Areas Planning and Management
<b>Course Code</b>	: GGP3017
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 3

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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

With the rapid urbanization and growth of global environmental problems, the establishment of protected areas has become an important measure to safeguard natural resources and achieve sustainability. This course provides students with the knowledge of the concepts and theories of the protected areas planning and management. The history and development of protected areas in Hong Kong will be examined. This course is suitable for those students who are interested in nature conservation and policies of sustainable development.

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

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

- CILO<sub>1</sub>: demonstrate competence in understanding the concepts, functions, classification and development of protected areas.
- CILO<sub>2</sub>: analyze the condition of protect areas and its management in Hong Kong.
- CILO<sub>3</sub>: evaluate critically on the planning and management of protected areas.
- CILO<sub>4</sub>: critique the importance of the protected areas for human being and biodiversity conservation.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Explore the history, current status, and future possible status of protected areas on a global scale with a special focus on Hong Kong.	<i>CILO<sub>1,2,3</sub></i>	Lecturer-led Q&A Textual inquiry Group discussion
2. The Guidelines for Management Planning of Protected Areas from IUCN and its good practices.	<i>CILO<sub>1,2</sub></i>	Lecturer-led Q&A Textual inquiry Group discussion Video analysis
3. How human activities are managed within and around protected areas in order to balance environmental values of ecological integrity with human use.	<i>CILO<sub>3,4</sub></i>	Lecturer-led Q&A Textual inquiry Field trips
4. Case studies of the threats for protected areas and assess the effectiveness of the management strategies.	<i>CILO<sub>2,3,4</sub></i>	Lecturer-led Q&A Textual inquiry Oral presentation

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
Field Trip Report <ul style="list-style-type: none"><li>1000-word field trip report examining what each student has learnt during the field trip.</li></ul>	30%	CILO <sub>1, 2,3,4</sub>
Group presentation and participation <ul style="list-style-type: none"><li>Presentation of the group project in relation to the planning and management of protected areas.</li></ul>	30%	CILO <sub>1,2,3,4</sub>
Final examination <ul style="list-style-type: none"><li>2-hour written examination</li></ul>	40%	CILO <sub>1,2,3,4</sub>

#### 5. Required Text(s)

Thomas L. & Julie M. (2003). *Guidelines for Management Planning of Protected Areas*. IUCN, Gland, Switzerland, and Cambridge, UK.

Jim C. Y. & Richard T. C. (Eds.) (2006). *Sustainable Management of Protected Areas for Future Generations*. IUCN/WCPA, Hong Kong: Cosmos Books Ltd.

#### 6. Recommended Readings

Aubertin, C. & Rodary, E. (2011). *Protected Area: Sustainable Land?* Farnham, Surrey, England; Burlington, VT: Ashgate Pub.

Alexander, M. (1996). *A guide for the production of Management Plans for nature reserves and protected areas*. Countryside Council for Wales, Bangor, UK.

Clarke, J.E. (2000). *Protected Area Management Planning*. *Oryx* 34(2):85–89.

IUCN (2000). *Financing Protected Areas: Guidelines for Protected Area Managers*. IUCN, Gland, Switzerland and Cambridge, UK.

Richard, L.K. & Courtney, W. (Eds.) (2009). *Conservation for a New Generation*. Washington, D.C.: Island Press.

Jacqueline V. (2007). *Conflicts over natural resources: a reference handbook*. Santa Barbara, Calif.: ABC-CLIO.

Hoekstra, J.M., Molnar, J. L. & etc. (2010). *The atlas of global conservation: changes, challenges and opportunities to make a difference*. Berkeley, Calif.: University of California Press.

Peet, R. and M. Watts (Eds.) (2004). *Liberation ecologies: environment, development, social movements*. 2<sup>nd</sup> ed. London & New York: Routledge.

Peet, R., P. Robbins & M. Watts (Eds.). (2011). *Global Political Ecology*. New York: Routledge

Cunningham, W.P., & Cunningham. M. A. (2010). *Environmental Science: A Global Concern*. New York: McGraw-Hill.

Callum, H. (2011) *An Introduction to Sustainable Resource Use*. London & New York:

Earthscan.

David, A.C. (1992) *Conservation of natural resources: a resource management approach*.  
Dubuque: Wm. C. Brown Publishers.

## **7. Related Web Resources**

IUCN, International Union for Conservation of Nature

<http://www.iucn.org/>

Agriculture, Fisheries and Conservation Department, the Government of the HKSAR

<http://www.afcd.gov.hk/english/conservation/conservation.html>

GreenFILE information on human impacts on the environment

<http://library.ied.edu.hk/record=b1762886~S5>

## **8. Related Journals**

*Park Journal, IUCN*

*Environmental Studies and Policy. Earth Action Network, Inc.*

*Conservation and Society*

*Journal for Nature Conservation*

*Environmental Conservation*

*Natural Resources Forum*

*Environmental Management*

## **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**

Newspaper articles, magazines and other on-line videos on relevant current issues will be used wherever and whenever necessary and feasible.

*Updated December 2023*