THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Geography) (Five-year Full-time)
Programme QF Level	: 5
Course Title	: Global Environmental Issues
Course Code	: GGP3022
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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**
   This course introduces different global environmental issues and their relationships with contemporary socio-economic and political systems. Major environmental issues related to the atmosphere, the hydrosphere, the lithosphere, and the biosphere are covered by this course. The course covers issues, problems, actors, measures, policies and planning to handle the global environmental challenges. Management of these environmental issues in the context of sustainability will also be examined.

2. **Course Intended Learning Outcomes** ($CILO_s$)
   Upon completion of this course, students will be able to:

   $CILO_1$: demonstrate competency in knowledge of a broad range of environmental problems and their impacts.

   $CILO_2$: explain the relationships between human activities and environmental degradation.

   $CILO_3$: relate the issues of economic, political to environmental policies and planning.

   $CILO_4$: evaluate the effectiveness of different measures for tackling environmental problems.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Introduction of the major global environmental issues.	$CILO_{1,2}$	Lecturer-led Q&A Textual inquiry Group discussion
2. Examination of various environmental problems such as pollution, food problems, waste management etc.	$CILO_{1,2,3}$	Lecturer-led Q&A Textual inquiry Group discussion Video analysis
3. Exploration of the measures and their effectiveness on tackling environmental problems.	$CILO_{1,2,4}$	Lecturer-led Q&A Textual inquiry
4. Introduction of key actors in global environmental politics and public policy, including global environmental regimes, environmental regulations, economic policies and social policies for environmental protection.	$CILO_{2,3}$	Lecturer-led Q&A Textual inquiry Group discussion Web-search
5. Sustainable development and intelligent management of the planet for the present and future generations.	$CILO_{3,4}$	Lecturer-led Q&A Textual inquiry Oral presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
E-portfolio • 1,500-word reflection of each lesson using Microsoft Sway	40%	*CILO*$_{1, 2,4}$
Class participation • Group - Presentation of the group project in relation to the global environmental issues (30%) • Individual - Quizzes, participation in class discussions and online activities (20%)	50%	*CILO*$_{1,2,3,4}$
Field trip report • Write an individual field trip report in 500 words	10%	*CILO*$_{1,2,3,4}$

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ ***Not Permitted***: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ ***Permitted***: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Recommended Readings

Cunningham, William P, & Cunningham, Mary Ann. 2023. Environmental Science: A Global Concern. 16th edition. New York, NY: McGraw-Hill Education, 640pp.

Falkner, R. and Buzan, B. 2022. Great Powers, Climate Change, and Global Environmental Responsibilities. OUP.

Goudie, A 2018. Human Impact on the Natural Environment: Past, Present and Future. 8th edition. Oxford: Blackwell Pub.

Houghton, J. 2015. Global Warming: The Complete Briefing. 5th edition. Edinburgh: Cambridge University Press.

Kemp, D. 2017. Global Environmental Issues: A Climatological Approach. 2nd edition. London & New York; Routledge.

Mackenzie, F.T. 2011. Our Changing Planet: An Introduction to Earth System Science and Global Environmental Change. New Jersey: Pearson Education.

Nicholson, S. and Wapner, P. 2014. Global Environmental Politics: From Person to Planet. Routledge, London and New York.

United Nations Environmental Programme 2012. Global Environmental Outlook 5: Environment for the future we want.
URL: http://web.unep.org/geo/assessments/global-assessments/global-environmentoutlook-5

Wright, R., & Boorse, D. 2016. Environmental science: Toward a sustainable future. 13th edition. Hoboken, NJ : Pearson Higher Education.

7. Related Web Resources

Greener: Global Reference on the Environment, Energy, and Natural Resources
http://0-find.galegroup.com.edlis.ied.edu.hk/grnr/infomark.do?selectedTab=ALL&userGroupName=hkioel&prodId=GRNR&searchType=AdvancedSearchForm&queryId=Locale%28en%2CUS%2C%29%3AFQE%3D%28SN%2C9%291046-8021%24&type=search&version=1.0&source=null

350.org: international campaign to promote just and science-based solutions to climate crisis
www.350.org

GreenFILE information on human impacts on the environment
http://library,ied.edu.hk/record=b1762886~S5

The International Research Center for Climate and Society
http://portal.iri.columbia.edu/portal/server.pt

8. Related Journals

International Journal of Global Environmental Issues
Environmental Studies and Policy. Earth Action Network, Inc.
Development and Change
Environment and Behaviour
Environment and Planning D: Society & Space
Environmental Communication: A Journal of Nature and Culture
GAIA: Ecological Perspectives for Science and Society
Global Environmental Change
International Journal of Climate Change Strategies and Management
Journal of Environmental Psychology
Organization and Environment

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/00000000001633679892454 8BbN5). 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.

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