

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Environmental Change, Sustainability and Society
Course Code	: SSC2187
Department	: Social Sciences 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 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"):

- 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

Economic development and technological changes are intimately connected with environmental change and sustainability in Hong Kong. Environmental changes, including pollution, are in turn connected to how people in Hong Kong live, including the technologies they choose as part of modern life. This course explores the relationships among environmental change, sustainability and society. It focuses on Hong Kong society and the Hong Kong environment while also examining the role of Hong Kong and its people in environmental change regionally, nationally and globally. The course aims to foster students' interest in environment and sustainability, to build understanding of the relationships between the environment and human well-being, and to raise awareness and knowledge of our individual and collective contributions to pollution and environmental change. The course will equip students with an understanding of major environmental issues facing Hong Kong, in the process helping them to make connections between environment-society relationships locally and environmental problems facing the world. Knowledge developed during the course will assist students to understand their own experience of environmental issues and to critically engage with policy responses to environmental challenges.

The course will work through a series of environmental issues that have a direct bearing on the lives of Hong Kong's people. Readings, exercises and class discussions will examine the impact of social practices and behavior patterns on the environment and relate Hong Kong's experience to the global context. The course will challenge students to critically assess and reflect upon the relationship between scientific knowledge, human behavior and environmental sustainability.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Acquire basic knowledge related to environment-society relationships and the causes and impacts of pollution and other environmental problem.
- CILO₂ Develop a global perspective on environmental issues which allows students to see connections between culturally specific practices and global environmental impacts.
- CILO₃ Apply intellectual skills developed in the course in bringing lifestyle choices into conformity with environmental values.
- CILO₄ Critically reflect on the idea of environmental citizenship in local, national and global terms and to construct ethical and thoughtful responses to the challenges of environmental change and sustainability.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Society, sustainability and environmental change: historical geographic and political contexts	CILO _{1,2}	<ul style="list-style-type: none"> • brief lectures • classroom discussions • group discussions of assigned readings • writing summaries and analyses of readings in course journal

<p>b. Air pollution in Hong Kong: causes, impacts and government policy</p>	<p><i>CILO</i>_{1,2,3,4}</p>	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group discussions of assigned readings • group sharing of ideas from course journals • writing summaries and analyses of readings in course journal • individual and group work leading to group presentations
<p>c. Water in Hong Kong: Harbors, seashores, marine resources and water for consumption</p>	<p><i>CILO</i>_{1,2,3,4}</p>	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and assigned readings • writing summaries and analyses of readings in course journal
<p>d. Biodiversity preservation: threats to Hong Kong's country parks</p>	<p><i>CILO</i>_{1,2,3,4}</p>	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and assigned readings • writing summaries and analyses of readings in course journal
<p>e. Waste and land pollution in Hong Kong</p>	<p><i>CILO</i>_{1,2,3,4}</p>	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and assigned readings • writing summaries and analyses of readings in course journal

f. Consumption in Hong Kong and our environmental footprints	<i>CILO</i> _{1,2,3,4}	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and assigned readings • writing summaries and analyses of readings in course journal
g. Hong Kong, global climate change and sustainable energy policy	<i>CILO</i> _{1,2,3,4}	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and assigned readings • writing summaries and analyses of readings in course journal • oral presentations

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Individual essay 1000-word individual essay on specific topic of environmental change	30%	<i>CILO</i> _{1,2,3,4}
b. Mid-term test Mid-term test to assess students' knowledge on the various topic in relation to environmental change	30%	<i>CILO</i> _{1,2,3,4}
c. Group presentations. Presentation and written of group report to evaluate the effectiveness of the measures on environmental changes.	40%	<i>CILO</i> _{2,3,4}

5. Required Text(s)

Nil

6. Reading

Required:

Harris, P. G. (2012). *Environmental Policy and Sustainable Development in China: Hong Kong in Global Context*. Bristol: Policy Press.

Recommended (indicative):

Civic Exchange. (2006). *Our Place- Our Time: Hong Kong's Unique Asset - Our Rural Land*, Hong Kong: Civic Exchange.

Economy, E. (2004). *The River Runs Black: The environmental challenge to China's future*, Ithaca, N.Y.: Cornell University Press.

Friends of the Earth. (2009). *Position Paper on Air Quality in Hong Kong Report*, Hong Kong: Friends of the Earth.

Harper, C. (2008). *Environment and Society: Human Perspectives on Environmental Issues*, (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Leverett, B., Hopkinson, L., Loh, C., & Trumbull, K. (2007). *Idling Engine: Hong Kong's Environmental Policy in a Ten Year Stall, 1997-2007*, Hong Kong: Civic Exchange.

Mottershead, T. (2004). *Sustainable Development in Hong Kong*. Hong Kong: Hong Kong University Press.

Tracy, A., Trumbull, K., & Loh, C. (2006). *The Impacts of Climate Change in Hong Kong and the Pearl River Delta*. Hong Kong: Civic Exchange.

Trumbull, K. (2007). *Still Holding Our Breath: A Review of Air Quality Policy in Hong Kong, 1997-2007*. Hong Kong: Civic Exchange.

Wright, R.T. & Boorse, D.F. (2011). *Environmental Science: Toward a Sustainable Future* 11th ed. San Francisco, CA: Pearson Education Inc.

WWF Hong Kong. (2008). *Hong Kong Ecological Footprint Report 2008: Living Beyond Our Means*, Hong Kong: WWF Hong Kong.

7. Related Websites

Civic Exchange

<http://www.civic-exchange.org/>

Clean the Air

<http://www.cleartheair.org.hk/>

Convention on Biological Diversity

<http://www.cbd.int/>

Green Peace China

<http://www.greenpeace.org/china/ch/>

Hong Kong Climate Change Coalition

<http://hkccc.wordpress.com/>

Hong Kong Nature Net

http://www.hknature.net/index_e.html

The Hong Kong Observatory

http://www.hko.gov.hk/climate_change/climate_change_e.htm

The Ramsar Convention on Wetlands

<http://www.ramsar.org>

8. Related Journals

Climate Policy
Ecology and Society
Environment and Society
Environmental Politics
Ethics and the Environment
Global Change, Peace and Security
Global Environmental Politics
Journal of Environment and Development
Society and Natural Resources
Urban Ecology

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

Newspaper articles and other media reports, including contemporaneous reporting, related to the course; recent related reports from scientific organizations and nongovernmental organizations; new video media and websites.