

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: China and Climate Change
Course Code	: SSC3188
Department	: Social Sciences and Policy Studies
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"):

- 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

China is now the largest national source of greenhouse gas pollution causing climate change, and it is one of the countries most vulnerable to its impacts. China's status in global climate change has changed substantially since the issue first came on to global environmental and political agendas. China's rapid economic rise is having profound and devastating environmental consequences, notably with respect to climate change. While per capita emissions of climate pollution remains low relative to the world's richest countries, these emissions are rising quickly as many Chinese people join the global middle and upper classes. Indeed, the annual increase in China's greenhouse gas emissions exceeds the total national emissions of some Western countries. Consequently, to a great extent, the future of the world's efforts to address climate change will be decided in China.

This course is designed to build students' understanding of China's role in climate change, both nationally and globally. The course covers topics on China's economic development and greenhouse gas emissions, coal-powered economy, renewable energy, impacts on its environment and society, and consumption and new wealth in China. In addition, China's climate change policies and regulations, its participation in international climate change governance, and its practical and ethical responsibilities are covered in the course. Knowledge developed from the course can assist students to critically assess the role of China in contributing to and mitigating future climate change.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate an awareness of the climate change-related effects and consequences of economic growth and emissions from China.
- CILO₂ Evaluate causes and impacts of climate change on China's environment, society and economy.
- CILO₃ Compare and assess different views about China's current and future roles in global climate change.
- CILO₄ Understand China's official positions and approaches to climate change and become aware of ethical questions regarding China's and the Chinese people's responsibilities for the problem.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Introduction: China's recent economic growth and rise as a global power; China and international emissions comparisons	CILO _{1,2}	<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
b. Consequences of climate change for China: impacts on ecosystems, agriculture, infrastructure, society and economy	<i>CILO₂</i>	<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
c. Driving forces of emissions: manufacturing, export and production-based emissions; coal-powered economy; growing income and growing emissions	<i>CILO_{2,3,4}</i>	<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
d. Consumption and emissions in new China: modern lifestyles; new middle and wealthy classes; philosophy of “getting rich is glorious”	<i>CILO_{2,3,4}</i>	<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
e. China’s low-carbon initiatives: Renewable energy; Clean Development Mechanism; environmentalism	<i>CILO₄</i>	<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. International governance and foreign policy: China's participation in the UNFCCC; the principle of "common but differentiated responsibility"	<i>CILO</i> _{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. Case study: China's participation in selected climate change negotiations (e.g., 15 th Conference of the Parties in Copenhagen, December 2009)	<i>CILO</i> _{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, assigned readings, news and media materials • writing summaries and analyses of readings in course journal

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Group presentation	20%	<i>CILO</i> _{1,2,3,4}
b. Group written report	40%	<i>CILO</i> _{1,2,3,4}
c. Participation in classroom discussion	40%	<i>CILO</i> _{1,2,3,4}

5. Required Text(s) (indicative)

Harris, P.G. (Ed.). (2011). *China's Responsibility for Climate Change: Ethics, Fairness and Environmental Policy*. Bristol: Policy Press.

6. Recommended Readings (indicative)

Greenpeace. (2008). *Climate Change and Food Security in China*. Retrieved from <http://www.greenpeace.org/eastasia/press/reports/climate-food-report-summary>.

Hallding, K. (2010). *Economics of Climate Change in China: Towards a Low Carbon Economy*. UK: Earthscan.

Harris, P.G. (Ed.). (2011). *China's Responsibility for Climate Change: Ethics, Fairness*

- and Environmental Policy*. Bristol: Policy Press.
- Harris, P. G., & Yu, H. (2009). Climate change in Chinese foreign policy: Internal and external responses. In P. G. Harris (Ed.), *Climate Change and Foreign Policy: Case Studies from East to West* (p.52-67). London: Routledge.
- Information Office of the State Council of the People's Republic of China. (2008). *China's Policies and Actions for Addressing Climate Change*. Beijing, Information Office of the State Council of the People's Republic of China.
- Lewis, J. I., & Gallagher, K. S. (2011). Energy and environment in China: Achievements and enduring challenges. In R. S. Axelrod, S. D. Vandever, & D. L. Downie (Eds.), *The Global Environment: Institutions, Law and Policy* (259-284). Washington: CQ Press.
- Miao, B., & Lang, G. (2010). China's emissions: dangers and responses. In C. Lever-Tracy (Ed.), *Routledge Handbook of Climate Change and Society* (405-422). New York: Routledge.
- Song, L., & Woo, W. T. (Eds.). (2008). *China's Dilemma: Economic Growth, the Environment and Climate Change*. Canberra: ANU E Press.
- WWF. (2008). *Report on Ecological Footprint in China*. Beijing: WWF. (available at www.footprintnetwork.org/download.php?id=503)
- Zhang, Z. X. (2010). Assessing China's energy conservation and carbon intensity: How will the future differ from the past?. In R. Garnaut, J. Golley, & L. Song (Eds.), *China: The Next Twenty Years of Reform and Development*. Canberra: ANU E Press.

7. Related Web Resources

China Dialogue

<http://www.chinadialogue.net/>

Intergovernmental Panel on Climate Change

<http://www.ipcc.ch/>

Pew Center on Global Climate Change

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

United Nations Framework Convention on Climate Change

<http://unfccc.int/>

World Public Opinion: Global Public Opinion on International Affairs

<http://www.worldpublicopinion.org/?nid=&id=&lb=hmpg>

8. Related Journals

The China Quarterly

Climate Policy

Energy policy

Global Environmental Change

Global Environmental Politics

International Journal of Global warming

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

Media coverage on China's climate change issues. Some popular sources are BBC news, New York Times and China Dialogue.

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