Part I

Course Title: The World in Crisis: Meeting Environmental Challenges

Course Code: POL2222

Course Duration: one semester

Credit Units: 3

Level: B2

Medium of Instruction: English

Prerequisites: (Course Code and Title) none

Precursors: (Course Code and Title) none

Equivalent Courses: (Course Code and Title) SA 2222 The World in Crisis: Meeting Environmental Challenges

Exclusive Courses: (Course Code and Title) none

Part II

Course Aims

This course aims to

- Survey the global and regional energy and environmental challenges
- Illustrate the D-S-P-R framework by using real life examples (D: drivers; S: current state of the environment; P: pressure on the environment; R: societal responses to environmental challenges)
- Analyze the relationship between economic growth, transition in life styles, energy shortage, environmental degradation, institutional transition, and social development
- Enhance environmental consciousness and critical thinking
## Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Survey the cultural, scientific, economic, and political aspects of environmental problems.</td>
<td>30%</td>
</tr>
<tr>
<td>2.</td>
<td>Identify the driving forces for environmental damage and the current state of the environment</td>
<td>30%</td>
</tr>
<tr>
<td>3.</td>
<td>Assess societal responses to deteriorating environmental quality and depleting natural resources</td>
<td>25%</td>
</tr>
<tr>
<td>4.</td>
<td>Construct environmental worldviews empowering students to make trade offs that are pro environment and perceive environmental behaviours of societal actors in an informed light</td>
<td>15%</td>
</tr>
</tbody>
</table>

## Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students’ achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

<table>
<thead>
<tr>
<th>ILO No.</th>
<th>TLAs</th>
<th>Hours/week (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO 1-3</td>
<td>Lectures: Introduction of multidisciplinary nature of environmental problems; Survey the cultural, scientific, economic, and political aspects of environmental problems; Identification of driving forces for environmental damage; and Critical assessment of the current state of the environment and societal responses.</td>
<td>2-3</td>
</tr>
<tr>
<td>CILO 1-4</td>
<td>Class discussion and debate: An opportunity for students to clarify and evaluate key concepts and arguments through exchange and interaction with others; an exercise for students to listen to and appreciate alternative views and arguments.</td>
<td>0.5-1</td>
</tr>
<tr>
<td>CILO 1-3</td>
<td>Film screening and the use of multi-media aids (films, music, documentaries, images, online resources, etc.): A means to provide real life examples to illustrate the complexity of environmental problems, enhance cultural sensitivity and cultivate individual sense of responsibility for protecting the environment.</td>
<td>0.5-2</td>
</tr>
<tr>
<td>CILO 1-4</td>
<td>Group presentation: Offers students a chance to work in a team, reflect on the cultural, scientific, economic, and political aspects of environmental problems, demonstrate their capacity for self-directed learning, and engage in informed discussions on contemporary environmental issues.</td>
<td>0.5 hours per group</td>
</tr>
<tr>
<td>CILO 1-4</td>
<td>Individual essays (response papers): Reading notes and reflection on the cultural, scientific, economic, and political aspects of environmental problems.</td>
<td>N.A.</td>
</tr>
</tbody>
</table>
Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

Students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

<table>
<thead>
<tr>
<th>CILO No.</th>
<th>Discussion / Debate</th>
<th>Group presentation</th>
<th>Individual essay</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO 1</td>
<td>15%</td>
<td>15%</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>CILO 2</td>
<td>15%</td>
<td>15%</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>CILO 3</td>
<td>5%</td>
<td>10%</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>CILO 4</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>10%</td>
<td>45%</td>
<td>45%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grading criteria in relation to CILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Good grasp of knowledge of the cultural, scientific, economic, and political aspects of environmental challenges, and possible causes for environmental problems and societal responses to those challenges. Apply well the knowledge to analyze a self-selected environmental issue and develop a research report.</td>
</tr>
<tr>
<td>A</td>
<td>Fair grasp of knowledge of the cultural, scientific, economic, and political aspects of environmental challenges, and possible causes for environmental problems and societal responses to those challenges. Apply fairly the knowledge to analyze a self-selected environmental issue and develop a research report.</td>
</tr>
<tr>
<td>A-</td>
<td>Some grasp of knowledge of the cultural, scientific, economic, and political aspects of environmental challenges, and possible causes for environmental problems and societal responses to those challenges. Application of the knowledge to analyze a self-selected environmental issue is limited.</td>
</tr>
<tr>
<td>B+</td>
<td>Obviously limited knowledge of the cultural, scientific, economic, and political aspects of environmental challenges, and possible causes for environmental problems and societal responses to those challenges. Hardly can apply the knowledge to analyze a self-selected environmental issue.</td>
</tr>
<tr>
<td>B</td>
<td>Sparse knowledge of the cultural, scientific, economic, and political aspects of environmental challenges, and possible causes for environmental problems and societal responses to those challenges. Discussion is not relevant for making sense of environmental issues from multidisciplinary perspectives.</td>
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</tbody>
</table>
Part III

Keyword Syllabus
Energy; Environment; Nature; Sustainable development; Natural resources; Air pollution; Water scarcity; Water pollution; Solid waste; Stakeholders; Globalization; Governance; Institutional capacity; Incentives; Participation; Environmental security; Risk assessment and communication.

Recommended Reading
Text(s)


**Online Resources**

Organization for Economic Cooperation and Development http://www.oecd.org/
Institute for Global Environmental Strategies http://www.iges.or.jp/
International Network for Environmental Compliance and Enforcement http://www.inece.org/
State Environmental Protection Administration http://www.sepa.gov.cn/
China Development Gateway http://www.chinagateway.com.cn/
China Daily http://www1.chinadaily.com.cn/
Xin Hua News http://www.xinhuanet.com/
China's Environment and Development Information http://www.enviroinfo.org.cn/
China Development Brief http://www.chinadevelopmentbrief.org.cn/
Horizon Key Indicator http://www.horizonkey.com/