

**City University of Hong Kong
Course Syllabus**

**offered Department of Asian and International Studies
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title:	Globalisation and the Environment
Course Code:	AIS 4071
Course Duration:	One semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	AIS4124 Globalisation and the Environment
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course examines globalisation and how it has affected local, regional and global environmental conditions. Today globalization undoubtedly is accelerating numerous environmental problems, including climate change, air pollution, natural resource depletion, pollution, and water degradation. We will discuss the key concepts and theories related to globalization and the environment and the relationship between the two. We will also examine key debates and negotiations that have shaped environmental practices and activism. Additionally, we will discuss the case studies which bring out the relationship between globalisation and the environment. Topics which will be discussed include climate change, tourism, trade and consumption, and land grabbing.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	relate economic development, production, and international trade to local, regional, and global environmental impacts, using scientific assessments and case studies from various countries.			√	
2.	describe the major types of international processes and engagements which lead to dissemination and sharing of environmental science, policies, and experiences			√	
3.	describe the impact of regional and international environmental agreements and treaties on state policies, local and multi-national corporations, and local and international environmental activism			√	
4.	identify the major obstacles and difficulties to the approval and implementation of international environmental agreements within states, and between states		√	√	
5.	make policy-relevant presentations to stakeholders on environmental problems and issues, using case studies and knowledge from other contexts for reference			√	√

* If weighting is assigned to CILOs, they should add up to 100%.

100%

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lectures and seminars		√	√	√	√	√		
Tutorial participation		√	√	√	√	√		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: ____%								
Class participation	√	√	√	√			15%	
Final quiz	√	√	√	√	√		35%	
Term paper	√	√	√	√	√		35%	
Movie review					√		15%	
							100%	

** The weightings should add up to 100%.*

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Term paper	To demonstrate the understanding of the theories and cases discussed in the course	Excellent understanding of the theories and cases discussed in the course	Good understanding of the theories and cases discussed in the course	Fair understanding of the theories and cases discussed in the course	Marginal understanding of the theories and cases discussed in the course	Fail to demonstrate reasonable understanding of the theories and cases discussed in the course
2. Term paper	To demonstrate the understanding of the theories and cases discussed in the course	Excellent understanding of the theories and cases discussed in the course	Good understanding of the theories and cases discussed in the course	Fair understanding of the theories and cases discussed in the course	Marginal understanding of the theories and cases discussed in the course	Fail to demonstrate reasonable understanding of the theories and cases discussed in the course
3. Class participation	To involve in classroom discussion about various environmental topics	Excellent involvement in classroom discussion about various environmental topics	Good involvement in classroom discussion about various environmental topics	Fair involvement in classroom discussion about various environmental topics	Marginal involvement in classroom discussion about various environmental topics	Fail to get involved in classroom discussion about various environmental topics
4. Short assignment	To present personal reflection of an environmental documentary	Excellent personal reflection of an environmental documentary	Good personal reflection of an environmental documentary	Fair personal reflection of an environmental documentary	Marginal personal reflection of an environmental documentary	Fail to present personal reflection of an environmental documentary

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Globalisation of environmentalist discourse; international environmental forums; climate change; global institutionalisation of environmental standards; ecological modernisation; treadmill of production; economic development, trade, and environmental impact: international organisations: policy institutes, UN, World Bank, NGOs, MNCs, business organisations; international treaties and conventions.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Christoff, Peter, and Robyn Eckersley. 2013. <i>Globalization and the Environment</i> . Boulder, CO: Rowman & Littlefield Publishers.
2.	Dessler, Andrew. 2015. <i>Introduction to Modern Climate Change</i> . Cambridge, UK: Cambridge University Press.
3.	Newell, Peter. 2013. <i>Globalization and the Environment: Capitalism, Ecology and Power</i> . Cambridge, UK: John Wiley & Sons.
4.	Raworth, Kate. 2017. <i>Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist</i> . White River Junction, VT: Chelsea Green Publishing.
5.	Ritzer, George. 2011. <i>Globalization: The Essentials</i> . West Sussex, UK: John Wiley & Sons.
6.	Mol, A. P. J. & Buttel, F. H., eds., 2002. <i>The Environmental State Under Pressure</i> . Amsterdam: Elsevier Science.
7.	Schreurs, M. A. & Economy, E., eds., 1997. <i>The Internationalization of Environmental Protection</i> . Cambridge: Cambridge University Press.
8.	Schreurs, M. A., 1996. <i>International Environmental Negotiations, The State, and Environmental NGOs in Japan</i> . Harrison Program on the Future Global Agenda. Available at: http://www.gdrc.org/ngo/jp-envi-ngo.html
9.	Schreurs, M. A., 2002. <i>Environmental Policy in Japan, Germany, and the United States</i> .

	Cambridge: Cambridge University Press.
10.	Spaargaren,G., Mol, A. P. J. & Buttel, F. H., eds., 2000. <i>Environment and Global Modernity</i> . London: Sage.
11.	Stiglitz, J., 2002. <i>Globalisation and Its Discontents</i> . London: Penguin.

Web-based Resources

Environment and Globalisation (International Institute for Sustainable Development).

Available at: http://www.iisd.org/pdf/2007/trade_environment_globalisation.pdf

Globalisation and the Environment (Dauvergne).

Available at:

http://www.politics.ubc.ca/fileadmin/template/main/images/departments/poli_sci/Faculty/dauvergne/15_Cha14.pdf

Green and Brown: Globalisation and the Environment (Boyce).

Available at: <http://www.economics.ucr.edu/seminars/spring04/05-28-04JimBoyce.pdf>

United Nations Environment Program.

Available at: <http://www.unep.org/>

World Watch Institute.

Available at: <http://www.worldwatch.org/>