

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public and International Affairs  
with effect from Semester A 2022/23**

---

---

**Part I Course Overview**

<b>Course Title:</b>	<b>Environmental Challenges in Asia and the World</b>
<b>Course Code:</b>	<b>PIA5038</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P5</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>AIS5038 Environmental Challenges in Asia and the World</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

By examining how the international community addresses global environmental challenges, this course will take students to explore the multi-disciplinary environmental studies in both theory and practice. Through discovery-enriched approaches, learning activities will provide students with different chances to analyze various efforts by international stakeholders (state, NGO, industry, civil society, etc) to tackle severe environmental challenges. Students will develop case profiles that link theory with empirical studies and present their own understandings in class discussion both individually and as a group. They will also learn how to analyze relationship between economic growth, international trade, transition in life styles, energy shortage, environmental degradation, institutional transition, and social development.

Students will learn how globalization of production and trade have affected local, regional, and global environmental conditions; how globalization of science and mass media have affected discussions, sharing, and contestation of claims and proposals about environmental impacts; and how international forums and negotiations have affected laws, practices, and movements in particular countries. Students will also learn to apply this knowledge in assessing policies and innovations proposed by local governments, NGOs, business firms, and international organizations in regard to climate change and its consequences, energy supply issues and energy crisis, and ocean-related issues such as overfishing and conflict over resources in areas such as the South China Sea.

### 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.	20	✓	✓	
2.	describe the major types of international processes and engagements which lead to dissemination and sharing of environmental science, policies, and experiences	20	✓	✓	
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	20	✓	✓	✓
4.	identify the major obstacles and difficulties to the approval and implementation of international environmental agreements within states, and between states	20	✓	✓	✓
5.	make policy-relevant presentations to stakeholders on environmental problems and issues, using case studies and knowledge from other contexts for reference	20	✓	✓	✓
		100%			

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	
1	Lectures and seminars	✓	✓	✓	✓		
2	Presentations	✓	✓	✓	✓	✓	
3	Class participation	✓	✓	✓	✓		
4	Web-based discussions	✓	✓	✓	✓	✓	

### 4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Class participation	✓	✓	✓	✓		15	
Group presentation	✓	✓	✓	✓	✓	25	
Term paper	✓	✓	✓	✓	✓	50	(~3,500 words)
Movie review					✓	10	
Examination: 0% (duration , if applicable)							
						100%	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class participation	To demonstrate the activeness of classroom participation	Very good to excellent participation in presentations and class discussion	Good participation in presentations and class discussion	Satisfactory participation in presentations and class discussion	Lack of attendance or participation in class discussion and presentations; and/or substantial plagiarism
2. Group presentation	To assess individual presentation	Demonstration of excellent understanding of the course	Demonstration of good to very good understanding of the course	Demonstration of general knowledge of the course	Fail to demonstrate basic knowledge of the course
3. Term paper	To assess the ability to write a 3000-3500 words essay	Demonstration of <u>excellent</u> understanding and critical evaluation of impacts of globalization on environmental problems and policies,	Demonstration of good to very good understanding and critical evaluation of impacts of globalization on environmental problems and policies,	Demonstration of general knowledge of main features of impacts of globalization on environmental problems and policies, but without good critical evaluation;	<u>Failure</u> to demonstrate basic knowledge of impacts of globalization on environmental problems and policies; inability to engage in critical evaluation;
4. Movie review	To write a free style movie review	Excellent movie review	Good movie review	Satisfactory movie review	Out-of-range movie review

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation	To demonstrate the activeness of classroom participation	Very good to excellent participation in presentations and class discussion	Good participation in presentations and class discussion	Satisfactory participation in presentations and class discussion	Some basic participation in presentations and class discussion	Lack of attendance or participation in class discussion and presentations; and/or substantial plagiarism
2. Group presentation	To assess individual presentation	Demonstration of excellent understanding of the course	Demonstration of good to very good understanding of the course	Demonstration of general knowledge of the course	Demonstration of some basic knowledge of the course	Fail to demonstrate basic knowledge of the course
3. Term paper	To assess the ability to write a 3000-3500 words essay	Demonstration of <u>excellent</u> understanding and critical evaluation of impacts of globalization on environmental problems and policies,	Demonstration of good to very good understanding and critical evaluation of impacts of globalization on environmental	Demonstration of general knowledge of main features of impacts of globalization on environmental problems and policies, but without	Demonstration of some basic knowledge of impacts of globalization on environmental problems and policies, but without critical	<u>Failure</u> to demonstrate basic knowledge of impacts of globalization on environmental problems and policies; inability to engage in

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
			problems and policies,	good critical evaluation;	evaluation;	critical evaluation;
4. Movie review	To write a free style movie review	Excellent movie review	Good movie review	Satisfactory movie review	Poorly-written movie review	Out-of-range movie review

### **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.)*

Globalization of environmentalist discourse; international environmental forums; environmental sociology: global institutionalization of environmental standards; ecological modernization; treadmill of production; economic development, trade, and environmental impact; international organizations: policy institutes, UN, World Bank, NGOs, UNEP; international negotiations, 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.)*

#### **Recommended Reading (examples):**

Kate O'Neil. 2009. *The Environment and International Relations*. Stanford University Press.

Economy, Elizabeth C. 2004. *The River Runs Black: The Environmental Challenge to China's Future*. Ithaca, N.Y.: Cornell University Press.

Frank, D. J., A. Hironaka, and E. Schofer 2000. 'The nation-state and the natural environment over the twentieth century'. *American Sociological Review*, 65:96-116.

Harris, Paul G.. 2005. *Confronting Environmental Change in East and Southeast Asia: Eco-Politics, Foreign Policy, and Sustainable Development*. Tokyo, New York, Paris: United Nations Press.

Kick, Edward, and Jorgenson, Andrew. (eds). 2005. *Globalization and the Environment* (special issue of *Journal of World-Systems Research*, IX, 2, Summer, 2003).

Meadows, Donella, Randers, J. and Meadows, Dennis. 2004. *Limits to Growth: the 30 Year Update*. White River Junction, Vermont, U.S.A.: Chelsea Green Publ. Co.

Mol, Arthur P.J., and Buttel, Frederick H. (eds.) 2002. *The Environmental State Under Pressure*. Amsterdam: Elsevier Science.

Schreurs, Miranda A. 2002. *Environmental Policy in Japan, Germany, and the United States*. Cambridge: Cambridge University Press.

Miranda A. Schreurs and Elizabeth Economy (eds.) 1997. *The Internationalization of Environmental Protection*. Cambridge: Cambridge University Press.

Miranda A. Schreurs 1996. *International Environmental Negotiations, The State, and Environmental NGOs in Japan*. Harrison Program on the Future Global Agenda. <http://www.gdrc.org/ngo/jp-envi-ngo.html>

Spaargaren, Gert, Mol, Arthur P.J., and Buttel, Frederick H.(eds.) 2000. *Environment and Global Modernity*. London: Sage.

Stiglitz, Joseph. 2002. *Globalization and Its Discontents*. Penguin.

#### **Web-based resources:**

Environment and Globalization (International Institute for Sustainable Development):  
[http://www.iisd.org/pdf/2007/trade\\_environment\\_globalization.pdf](http://www.iisd.org/pdf/2007/trade_environment_globalization.pdf)

Globalization and the Environment (Dauvergne):  
[http://www.politics.ubc.ca/fileadmin/template/main/images/departments/poli\\_sci/Faculty/dauvergne/15\\_Chapter14.pdf](http://www.politics.ubc.ca/fileadmin/template/main/images/departments/poli_sci/Faculty/dauvergne/15_Chapter14.pdf)

Green and Brown: Globalization and the Environment (Boyce):

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

United Nations Environment Program: <http://www.unep.org/>

World Watch Institute: <http://www.worldwatch.org/>