

**City University of Hong Kong
Course Syllabus**

**offered Department of Asian and International Studies
with effect from Semester A 2018/19**

Part I Course Overview

Course Title: Environmental Challenges in Asia and the World

Course Code: AIS 3034

Course Duration: One semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: AIS4024 Environment and Society in Asia
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

In this course, you will learn about different environmental issues currently taking place in Asia and the world. Through discussions, in-class activities, films, writing assignments, and group work, you will study how different actors and processes shape the human-environment relationship. We will focus each class on a specific topic, such as climate change, land grabbing, and environmental activism. Using different case studies from Asia, we will ground various theories linked to environmental issues, such as political ecology and environmental justice. We will also examine the scientific, social, cultural, political, and ethical aspects of each challenge. Throughout the course, you will be encouraged to think critically and to look beyond the question of ‘how’ something is, but also ask ‘why’ something is. What creates environmental problems for people in Asia? What are the connections between environment, society, politics, and economics?

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.	An in-depth understanding of some of the major environmental problems confronting Asian countries and the forces that create such issues	30%	√	√	
2.	An awareness of some of the ways in which environmental challenges are being addressed in Asia	20%		√	√
3.	Extensive knowledge of socio-cultural, economic and political factors that shape environmental governance in Asian countries	20%	√	√	
4.	Be able to use theoretical perspectives to identify and explain domestic and global environmental problems and the linkages among them.	15%		√	
5.	Demonstrate the ability to access sources of environmental knowledge and the skill to critically interpret, assess and apply evidence	15%	√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 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	Hours/week (if applicable)				
		1	2	3	4	5
CILO 1-5	Lectures	√	√	√	√	√
CILO 2-6	Presentations	√	√	√	√	√
CILO 2-6	Class and online-discussion participation	√	√	√	√	√
CILO 2-6	Term paper	√	√	√	√	√
CILO 2-6	Tutorials	√	√	√	√	√

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	Weighting*			Remarks		
	1	2	3	4	5	
Term paper	√	√	√	√	√	25%
Final quiz	√	√	√	√	√	30%
Class Participation,	√	√	√	√	√	15%
Group presentations	√	√	√	√	√	15%
Reading reviews	√	√	√	√	√	15%

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	Adequate 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. Final quiz	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	Adequate 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. Group presentation	To analyze an environmental case	Excellent analysis of an environmental case	Good analysis of an environmental case	Adequate analysis of an environmental case	Marginal analysis of an environmental case	Fail to analyze an environmental case
4. Classroom discussion	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	Adequate 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
5. Reading review	To demonstrate the understanding of the readings used in course	Excellent understanding of the readings used in course	Good understanding of the readings used in course	Adequate understanding of the readings used in course	Marginal understanding of the readings used in course	Fail to demonstrate reasonable understanding of the readings used in course

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.)

Environmental impact of economic development, environmental organizations, state environmental policies, environment and social conflict, state capacity and corruption.

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.)

1.	
2.	
3.	
...	

2.2 Additional Readings

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

1.	Economy, E. C., 2004. <i>The river runs black: the environmental challenge to China's future</i> . Ithaca, N.Y. : Cornell University Press.
2.	James, H., 2005. <i>Governance and civil society in Myanmar: education, health, and environment</i> . London; New York: RoutledgeCurzon.
3.	Humphrey, C., 1999. <i>The end of Nomadism?: society, state and the environment in Inner Asia</i> . Durham, NC : Duke University Press.
4.	Tencken, D., Fien, J. & Sykes, H., eds., 2000. <i>Environment, education and society in the Asia-Pacific: local traditions and global discourses</i> . London; New York: Routledge.
5.	Lee, Y. F. & So, A. Y., eds., 1999. <i>Asia's environmental movements: comparative perspectives</i> . Armonk, N.Y. : M.E. Sharpe.
6.	Arne Kalland, A. & Persoon, G., 1998. <i>Environmental movements in Asia</i> . Richmond: Curzon.
7.	Chapman, G., et al., 1997. <i>Environmentalism and the mass media: the North/South divide</i> . London: Routledge.
8.	Sharma, M., 2001. <i>Landscapes and lives: environmental dispatches on rural India</i> . New Delhi; New York: Oxford University Press.
9.	Suliman, M., ed., 1999. <i>Ecology, politics and violent conflict</i> . London; New York: Zed Books.
10.	Peritore, N. P., 1999. <i>Third World environmentalism: case studies from the Global South</i> . Gainesville: University Press of Florida.
11.	Bryant, R. L., 1997. <i>Third World political ecology</i> . London: Routledge.
12.	Cohen, M. J., ed., 2000. <i>Risk in the modern age: social theory, science, and environmental decision-making</i> . New York: St. Martin's Press; Houndmills, Basingstoke, Hampshire: Macmillan Press.

13.	Dalton, R. J., 1994. <i>The green rainbow: environmental groups in Western Europe</i> . New Haven: Yale University Press.
14.	Grove, R., 1997. <i>Ecology, Climate and empire: colonialism and global environmental history, 1400-1940</i> . Cambridge: White Horse Press.
15.	O'Leary, R., 2003. <i>Environmental mafia: the enemy is us</i> . New York: Algora Pub.
16.	Ch'en, C. H., 1996. <i>Mass media and environmental protection in Hong Kong</i> . Hong Kong: Hong Kong Baptist University.
17.	Martin, E. F. Jr., ed., 1993. <i>Green journalism: environmental consciousness and the mass media</i> . Hong Kong: Goethe-Institute Hong Kong, Hong Kong Baptist College, School of Communication.
18.	Lee, R. D., 1990. <i>Trashing the planet: how science can help us deal with acid rain, depletion of the ozone, and nuclear waste (among other things)</i> . Washington, D.C.: Regnery Gateway.
19.	Harrison, S., ed., foreword by Howarth, G., 1999. <i>Disasters and the media: managing crisis communications</i> . Basingstoke, Hampshire: Macmillan Business.
20.	Meister, M. & Japp, P. M., eds., 2002. <i>Enviropop: studies in environmental rhetoric and popular culture</i> . Westport, Conn. ; London : Praeger.
21.	Lee, R. D., 1993. <i>Environmental overkill: whatever happened to common sense?</i> Washington, D.C.: Regnery Gateway.
22.	Allan, S., Adam, S. & Carter, C., eds., 2000. <i>Environmental risks and the media</i> . London; New York: Routledge.
23.	Smith, J., ed., 2000. <i>The daily globe: environmental change, the public and the media</i> . London: Earthscan.
24.	DeLuca, K. M., 1999. <i>Image politics: the new rhetoric of environmental activism</i> . New York: Guilford Press.
25.	Hansen, A., ed., 1993. <i>The Mass media and environmental issues</i> . Leicester: Leicester University Press.
26.	Lindahll Elliot, N., 2006. <i>Mediating nature</i> . London; New York: Routledge.
27.	Burgess, J. & Gold, J. R., eds., 1985. <i>Geography, the media & popular culture</i> . London: Croom Helm.
28.	Cubitt, S., 2005. <i>Eco media</i> . Amsterdam; New York: Rodopi.
29.	Lasn, K., 1999. <i>Culture jam: the uncooling of America</i> . New York: Eagle Brook.

Online Resources:

Environmental Literary Council.

Available at: <http://www.enviroliteracy.org/index.php>

Centre for Environment and Society.

Available at: <http://www.essex.ac.uk/ces/>

Japan Center for a Sustainable Environment and Society (JACSES).

Available at: <http://www.jacses.org/en/index.html>

BT Sustainability report.

Available at: <http://www.btplc.com/Societyandenvironment/Socialandenvironmentreport/index.aspx>

BP Environment and Society.

Available at: <http://www.bp.com/productlanding.do?categoryId=6900&contentId=7028276>

Unilever.

Available at: <http://www.unilever.com/ourvalues/environment-society/>

Project on Environmental Change and Foreign Policy.

Available at: <http://www.ln.edu.hk/projects/ecfp/Home.htm>

Natural capitalism (a book).

Available at: <http://www.natcap.org/sitepages/pid20.php>

The Lancaster Environment Centre.

Available at: http://www.lancaster.ac.uk/depts/lec/themes_society.htm

UCLA Department of Geography, Environmental and Society Research Unit.

Available at: <http://www.geog.ucl.ac.uk/research/esru/themes.htm>