

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title: Environment and Society in Asia

Course Code: AIS4024

Course Duration: One semester

Credit Units: 3

Level: B4

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:
(Course Code and Title) N/A

Precursors:
(Course Code and Title) N/A

Equivalent Courses:
(Course Code and Title) AIS3034 Environment and Society in Asia

Exclusive Courses:
(Course Code and Title) N/A

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to engage students in an examination of major trends and issues related to environmental protection in different Asian societies. During the course students will become familiar with major interactions between environmental conditions and society, with a particular focus on East and Southeast Asia.

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.	Identify and discuss major theoretical issues and models in environmental sociology	30%	√		
2.	Appreciate different approaches of various Asian societies towards management of environmental issues	10%	√		
3.	Compare and explain state policies and enforcement on environmental problems for selected countries in Asia	10%	√	√	√
4.	Evaluate role of corporations, governments, civil society (including environmental NGOs and international organizations) in environmental management and protection in East and Southeast Asia	20%	√	√	√
5.	Reflect on current debate about development and environmental protection in East and South East Asia	15%	√	√	√
6.	Summarize and present recent and ongoing research on environment-society interactions for topics relevant to Hong Kong, China, and the region	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	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1	Lectures, readings	√						
2	Lectures, readings		√					
3	Lectures, readings, group presentations, class debate			√				
4	Lectures, readings, group presentations, class debate				√			
5	Lectures, readings, group presentations, class debate					√		
6	Lectures, readings, research paper						√	

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	6		
Continuous Assessment: <u>100</u> %								
Attendance	√	√					12%	
Presentation			√	√	√	√	18%	
Quiz	√	√					20%	
Term paper			√	√	√	√	50%	
Examination: <u>0</u> % (duration: N/A, if applicable)								
* The weightings should add up to 100%.							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. Attendance	Active and informed participation in class/class etiquette	Excellent demonstration of active and informed participation in class/ excellent class etiquette	Good demonstration of active and informed participation in class/excellent class etiquette	Fair demonstration of active and informed participation in class/excellent class etiquette	Marginal demonstration of active and informed participation in class/excellent class etiquette	Poor demonstration of active and informed participation in class/excellent class etiquette
2. Presentation	Understanding of course material and readings	Sophisticated understanding and effective use and explanation of migration concepts and issues	Good understanding of course material and readings and effective use and explanation of migration concepts and issues	Fair understanding of course material and readings	Marginal understanding of course material and readings	Poor understanding of course material and readings
3. Quiz	Need to master the topics covered in class, and a capacity to critically reflect on them.	Excellent knowledge of the topics covered in class and capacity to critically integrate lecture and reading material into the quiz.	Good knowledge of the topics covered in class and capacity to integrate lecture material into the quiz.	Fair knowledge of the topics covered in class and capacity to critically reflect on them.	Limited knowledge of the topics covered in class and capacity to critically reflect on them.	Little or no knowledge of the topics covered in class and capacity to critically reflect on them.
4. 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

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.)

Economy, Elizabeth C., *The river runs black: the environmental challenge to China's future* (Ithaca, N.Y. : Cornell University Press, 2004).

James, Helen, *Governance and civil society in Myanmar: education, health, and environment* (London; New York: RoutledgeCurzon, c2005).

Humphrey, Caroline, *The end of Nomadism?: society, state and the environment in Inner Asia* (Durham, NC : Duke University Press, 1999).

Environment, education and society in the Asia-Pacific: local traditions and global discourses (edited by David Yencken, John Fien and Helen Sykes) (London; New York: Routledge, 2000).

Asia's environmental movements: comparative perspectives (Yok-shiu F. Lee and Alvin Y. So, editors) (Armonk, N.Y. : M.E. Sharpe, c1999).

Environmental movements in Asia (edited by Arne Kalland and Gerard Persoon) (Richmond: Curzon, 1998).

Graham Chapman ... [et al.], *Environmentalism and the mass media: the North/South divide* (London: Routledge, 1997).

Sharma, Mukul, *Landscapes and lives: environmental dispatches on rural India* (New Delhi; New York: Oxford University Press, c2001).

Ecology, politics and violent conflict (ed. by Mohamed Suliman) (London; New York: Zed Books, 1999).

Peritore, N. Patrick, *Third World environmentalism: case studies from the Global South* (Gainesville: University Press of Florida, c1999).

Bryant, Raymond L., *Third World political ecology* (London: Routledge, 1997).

Risk in the modern age: social theory, science, and environmental decision-making (ed. by Maurie J. Cohen) (New York: St. Martin's Press; Houndmills, Basingstoke, Hampshire: Macmillan Press, 2000).

Dalton, Russell J., *The green rainbow: environmental groups in Western Europe* (New Haven: Yale University Press, c1994).

Grove, Richard (Richard H.), *Ecology, Climate and empire: colonialism and global environmental history, 1400-1940* (Cambridge: White Horse Press, 1997).

O'Leary, Richard, *Environmental mafia: the enemy is us* (New York: Algora Pub., c2003).

Ch'en, Chia-hua, *Mass media and environmental protection in Hong Kong* (Hong Kong: Hong Kong Baptist University, 1996).

Green journalism: environmental consciousness and the mass media (edited by Ernest F. Martin, Jr.) (Hong Kong: Goethe-Institut Hong Kong: Hong Kong Baptist College, School of Communication, 1993).

Ray, Dixy Lee, *Trashing the planet: how science can help us deal with acid rain, depletion of the ozone, and nuclear waste (among other things)* (Washington, D.C.: Regnery Gateway, c1990).

Disasters and the media: managing crisis communications (edited by Shirley Harrison; foreword by George Howarth) (Basingstoke, Hampshire: Macmillan Business, 1999).

Enviropop: studies in environmental rhetoric and popular culture (edited by Mark Meister and Phyllis M. Japp) (Westport, Conn. ; London : Praeger, 2002).

Ray, Dixy Lee, *Environmental overkill: whatever happened to common sense?* (Washington, D.C.: Regnery Gateway, c1993).

Environmental risks and the media (edited by Stuart Allan, Barbara Adam and Cynthia Carter) (London; New York: Routledge, 2000).

The daily globe: environmental change, the public and the media (edited by Joe Smith) (London: Earthscan, 2000).

DeLuca, Kevin Michael, *Image politics: the new rhetoric of environmental activism* (New York: Guilford Press, c1999).

The Mass media and environmental issues (edited by Anders Hansen) (Leicester: Leicester University Press, 1993).

Lindahl Elliot, Nils, *Mediating nature* (London; New York: Routledge, 2006).

Geography, the media & popular culture (edited by Jacquelin Burgess and John R. Gold) (London: Croom Helm, c1985).

Cubitt, Sean, *Eco media* (Amsterdam; New York: Rodopi, c2005).

Lasn, Kalle, *Culture jam: the uncooling of America* (New York: Eagle Brook, c1999).

2.2 Additional Readings

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

Online Resources:

Environmental Literary Council <http://www.enviroliteracy.org/index.php>

Centre for Environment and Society <http://www.essex.ac.uk/ces/>

Japan Center for a Sustainable Environment and Society (JACSES)
<http://www.jacses.org/en/index.html>

BT Sustainability report
<http://www.btplc.com/Societyandenvironment/Socialandenvironmentreport/index.aspx>

BP Environment and Society
<http://www.bp.com/productlanding.do?categoryId=6900&contentId=7028276>

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

Project on Environmental Change and Foreign Policy
<http://www.ln.edu.hk/projects/ecfp/Home.htm>

Natural capitalism (a book) <http://www.natcap.org/sitepages/pid20.php>

The Lancaster Environment Centre http://www.lancaster.ac.uk/depts/lec/themes_society.htm

UCLA Department of Geography, Environmental and Society Research Unit
<http://www.geog.ucl.ac.uk/research/esru/themes.htm>