Course Title: Selected Issues in Environmental Studies
Course Code: POL4318
Recommended Study: 2 and 3 (3-year) / 3 and 4 (4-year)
Year: 3
No. of Credits/Term:
Mode of Tuition: Sectional/ Lecture-Tutorial (Depends on Teaching Strategies of subject teacher)
Class Contact Hours: 3 hours per week
Category in Major Prog.: IS Stream (Elective Course) / Major in Political Science (Elective Course)
Discipline: Political Science
Prerequisite(s): N/A
Co-requisite(s): N/A
Exclusion(s): N/A
Exemption: N/A
Requirement(s):

Professor Jeongwon B. PARK (jeongwonpark@LN.edu.hk)
Semester: 1st, 2016 – 2017
Office: WYL 316, 3/F Dorothy Y.L. Wong Building
Phone No.: 2616 7450
Lecture hours: 13:30 – 15:30 (Mondays)
Tutorial hour: 13:30 – 14:30 (Wednesdays)
Office hours: 12:30 – 13:30 / 15:30 – 17:00 (Mondays) 14:30 – 16:00 (Thursdays)

Brief Course Description

This course provides an opportunity for students to study and discuss selected issues relating to the environment in a variety of countries in Africa, the Americas, Asia and Europe.

Aims

The primary aim in this course is to describe and understand how and why the selected countries respond, domestically and internationally, to environmental issues. We will compare these responses in an effort to comprehend the ways in which domestic politics, foreign policy actors and processes, and international relations influence and shape national responses to environmental problems.

Learning Outcomes (LO)

Upon completion of this course students should be:

1. equipped to read and understand literature on domestic and foreign policy responses to environmental issues;
2. able to assess the importance and causes of many environmental problems in the countries studied, and the policy responses to them;
3. able to critically analyse official statements of governmental and nongovernmental actors related to the country cases and environmental issues studied;
4. able to logically think about and discuss domestic environmental politics and environmental foreign policy as they relate to the country cases.

Indicative Contents

The intent of this course is to allow flexibility so that the specific topic may be selected according to the interests of the students, faculty availability and expertise, and/or developments that are taking place in the discipline.

For this term, lectures focus on fundamental environmental principles, general theories, and approaches, and major environmental issues in the context of regional and global politics whereas case studies in the context of domestic politics will be covered during tutorial and classroom discussions. Cases studies (specific country of students’ interest) matching with prominent environmental problems in the context of domestic politics will be given to students as course assignments and presentation topics.

Teaching Method

Lecture and tutorial

For this course, lecture and tutorial classes will be closely interlined. All students are expected to participate in discussions at all sessions of tutorial by preparing one’s own research brief on a given presentation topic of the week. A specific topic for each tutorial class will be given, and students will be reminded of how to prepare tutorial discussions. Each student will prepare a one-page research brief to be ready for discussions and debates during tutorial. Students are supposed to submit their research brief at the end of each tutorial.

Measurement of Learning Outcomes

Continuous Assessment (100%) comprising the following:

Participation in classroom discussions/ in tutorials (through presentation and discussions):
  25% (learning outcomes 1-4)
    - demonstrate an ability to present, discuss and argue about a topic in a logical and well-organised manner

Course assignments (research briefs): 25% (learning outcomes 1-4)
  - show that you are able to research a topic from a variety of different sources and write up your work in a consistent, regular and analytical manner

Test 1 (middle of term): 25% (learning outcomes 2-4)
  - examine your knowledge and understanding of the first half of the course

Test 2 (last class): 25% (learning outcomes 2-4)
  - examine your knowledge and understanding of the second half of the course
Lecture schedule:

Part I: Fundamentals on environmental studies

- 5/Sep: Introduction to the course
- 12/Sep: Identifying issues; analysis on stakeholders; approaches, perspectives; environmental study as an academic discipline

References:

Part II: Major environmental issues and politics

- 19/Sep <Climate change>: Politics and diplomacy of climate change (regional and global context)

References:
John Barrya, Arthur P.J. Molb & Anthony R. Zitoc (2013) ‘Climate change ethics, rights, and policies: an introduction’ Environmental Politics 22(3);

- 26/Sep <Energy and natural resources management>: conflicts and cooperation for energy and other natural resources

References:
Harris, Paul G (2002) ‘Environmental security in East Asia’ Ch.2 in International Environmental Cooperation: Politics and Diplomacy in Pacific Asia;

- 3/Oct <Biodiversity>: Issues related to forest and land management and implications for preserving biodiversity

References:

- 17/Oct: Mid-term exam
Part III: Mainstreaming environmental principles, and policy intervention

- 24/Oct: Individual and/or group consultation

- 31/Oct: Environmentalism, green citizenship and collective action

References:
Tranter, Bruce and Mark Western (2009) ‘The influence of Green parties on post-materialist values’ British Journal of Sociology 60(1)

- 7/Nov: Sustainable development and green growth

References:

- 14/Nov: Trade and the environment

References:

- 21/Nov: Environment and security

References:

- 28/Nov: Final exam

Tutorial schedule:

- 7/Sep: No tutorial
- 14/Sep: Topic discussion
- 21/Sep: No tutorial
- 28/Sep: Climate change
5/Oct: Energy
12/Oct: Biodiversity
19/Oct: No tutorial (week of mid-term exam)
26/Oct: Land use
2/Nov: Environmental movements or parties
9/Nov: Sustainable development or green growth
16/Nov: Trade
23/Nov: Security

*Students are encouraged to present a case study. Specific questions will be decided during the tutorial class on September 14.

Course materials and references:

* Above-listed course reading materials are uploaded on the Moodle. While students are encouraged to read course materials as much as possible, essential part of reading (exact page numbers, extracts and/or summary) will be indicated/provided during lecture when necessary.

* In addition to the course reading, useful reference books listed below are available as an E-book from the Lingnan Library online source.


Sources of course materials:

Handouts and/or PowerPoint based on textbooks, academic journal articles, and other recommended readings
Quantitative data update (statistical information)
Newspaper articles
Documentary films and/or other audio-visual resources
Official documents produced by governments and governmental bodies
Legal documents
Other relevant sources (speeches, public lectures etc.)

Useful academic/policy journals

Ecology and Society
Energy and Environment
Energy Policy
Environment and Behavior
Environmental Communication-A Journal of Nature and Culture
Environment and Development Economics
Environment and Planning C-Government and Policy
Environment and Planning D-Society & Space
Environment and Urbanization
Environmental Politics
Environmental Pollution
The Journal of Environment and Development
Frontiers in Ecology and the Environment
Environmental Education Research
Environmental Values
Environmental Policy and Governance
Global Environmental Politics

Assessment

Continuous Assessment (100%)

Feedback:

Presentation: Comments on individual or group presentation will be sent via email, upon receipt of soft copy of presentation file.
Mid-term exam: Marking criteria with specific substances based on students’ answer will be distributed after marking, and individual or group consultation will be followed.
Term paper: Comments will be provided to the students who submit a soft copy of essay by the set deadline.
Individual consultation: Students are welcome to come and see the instructor during the above-indicated office hour or by appointment.

Attendance requirement

According to the rules of eligibility for examination under the General Regulations (2013-14 Student Handbook P.25), students are required to attend at least 70% of the classes. Students who fail to meet the attendance requirement are not eligible for taking the final examination of the course.

☞ Plagiarism warning:
Plagiarism is considered as a form of dishonest practice in course work, in other words, a case of cheating. As stipulated in the Regulations Governing University Examinations, ”A student considered to have cheated in course work should be given a zero mark for that particular piece of work...The case may be brought to the Student Disciplinary Committee if the Programme Director/Head of Academic Unit concerned deems it necessary to do so.” (Calendar 2012-13, p. 282)
The University has a clear guideline on plagiarism under Academic Integrity.
For more information:
http://www.ln.edu.hk/info-for/students/orientation/academic-integrity
Marking Criteria for Exam Papers

✓ Whether or not answered the given question with clear argument
✓ Demonstrated efforts to solve the problem given and suggested feasible solutions
✓ Appropriately incorporated course materials and discussions made during lectures and tutorials (use of references from required readings at the minimum)
✓ Provided rich supporting ideas with accurate information which are directly relevant to the question
✓ Analytical skills: ability of using conceptual and theoretical discussions, and efforts of including student’s own interpretations
✓ Overall understandings of the subject in view of achieving learning outcome
✓ Writing skills: creativity, structure, length, clarity

Marking range:
A: Met all the seven criteria
B: Met most (4-6) of the criteria
C: Met some (1-3) of the criteria
D: Failed to meet any of the criteria

Please note that your final grade reflects combined aggregated scores of all course requirements at the end of the term and also final adjustment will be made following the university’s guidance on mark range and grade distribution.
# Grading Rubric for Presentation:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Need Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual understanding of subject matter</td>
<td>- Cover a good range of relevant concepts/theories</td>
<td>- Concepts/theories and important ideas pertinent to the topic are accurately used</td>
<td>- Concepts/theories and important ideas pertinent to the topic are not accurately used</td>
</tr>
<tr>
<td>Analysis of Issues</td>
<td>- Thoroughly interpret and evaluate the information</td>
<td>- Information with some interpretation</td>
<td>- List information without interpretation</td>
</tr>
<tr>
<td>Integration of sources and evidence</td>
<td>- Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant</td>
<td>- Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant</td>
<td>- Some information is inaccurate or unverifiable</td>
</tr>
<tr>
<td>Responses to questions</td>
<td>- Responds appropriately to all questions, with answers that demonstrate knowledge and understanding</td>
<td>- Responds appropriately to the questions, with answers that demonstrate some knowledge and understanding</td>
<td>- Unable to respond the spot questions</td>
</tr>
<tr>
<td>Transitions &amp; Flow</td>
<td>- The presentation produces coherent understanding</td>
<td>- Fair coherent understanding is demonstrated</td>
<td>- Coherent understanding by the listener is not obtained</td>
</tr>
<tr>
<td>Uses good body language, eye contact,</td>
<td>- Makes good eye contact with audience</td>
<td>- Makes fairly good eye contact with audience</td>
<td>- Make little or no eye contact with audience</td>
</tr>
<tr>
<td>appropriate voice tone</td>
<td>- Shows enthusiasm and confidence</td>
<td>- Shows some enthusiasm and confidence</td>
<td>- Shows little or no enthusiasm and confidence</td>
</tr>
<tr>
<td>Appropriate time allocation and pace</td>
<td>- Allocated time appropriately and managed time effectively</td>
<td>- Marginally long or marginally short but uses time reasonably effectively</td>
<td>- Significantly too short or too long and did not use time effectively</td>
</tr>
<tr>
<td>Makes effective use of presentation tools</td>
<td>- Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.)</td>
<td>- Generally good use of presentation tools.</td>
<td>- Poor use of presentation tools and/or many distractions (e.g. too much animation/pictures, too much information on one slide, absence of titles, etc.)</td>
</tr>
<tr>
<td>(slides and/or handouts)</td>
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</tr>
</tbody>
</table>

**General Comments:**
# Grading Rubric for Comment Group

(when applicable)

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Need Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides relevant comments</td>
<td>• Comments are specific, relevant, thoughtful, reflective and original,</td>
<td>• Most comments are appropriate and reflect some thoughtfulness</td>
<td>• Comments are superficial, off topic or simply restate questions</td>
</tr>
<tr>
<td></td>
<td>provokes other questions or comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides meaningful feedback on information or research</td>
<td>• Comments are based on solid knowledge on theories/concepts</td>
<td>• Comments indicate correct analysis of the information or research with</td>
<td>• No comments is provided on information or research’s accuracy, relevance and</td>
</tr>
<tr>
<td>with application of theories/concepts</td>
<td>• Comments include specific suggestions for additional information or</td>
<td>some attempts on relating theories/concepts</td>
<td>completeness</td>
</tr>
<tr>
<td></td>
<td>resources for consideration</td>
<td></td>
<td>• Analysis on the information or research is incorrect</td>
</tr>
<tr>
<td>Provides meaningful feedback on the logic, assumptions, and recommendations have drawn</td>
<td>• Comments include specific suggestions for improving or resolving problems with logic or assumptions and help to restate recommendations that are better supported by the evidence</td>
<td>• Comments illustrate useful analysis of logic and assumptions and identify potential problems</td>
<td>• No comments or comments provided are not logical or incorrectly state assumptions</td>
</tr>
<tr>
<td>Provides comments in a positive, encouraging, and</td>
<td>• Comments praise specific strengths of the presentation as well as</td>
<td>• Comments include positive feedback and suggestions</td>
<td>• Comments might be interpreted as insulting</td>
</tr>
<tr>
<td>constructive manner</td>
<td>constructively address weaknesses with alternatives that might be considered</td>
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</tr>
</tbody>
</table>
## Grading Rubric for Exam Paper

<table>
<thead>
<tr>
<th>Assessment Rubrics</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Question</strong></td>
<td>__ points</td>
<td>__ points</td>
<td>__ point</td>
<td>__ points</td>
</tr>
<tr>
<td>Wrote clear, creative and interesting questions which fit the topic.</td>
<td>Wrote clear questions which fit the topic.</td>
<td>Wrote some questions which did not fit the topic.</td>
<td>Wrote mostly irrelevant questions</td>
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</tr>
<tr>
<td><strong>Argument</strong></td>
<td>__ points</td>
<td>__ points</td>
<td>__ point</td>
<td>__ points</td>
</tr>
<tr>
<td>Arguments both well supported and compared to conflicting explanations</td>
<td>Main arguments valid, systematic, and well supported</td>
<td>Some arguments valid and well supported</td>
<td>Weak, invalid, or no argument, a simple assertion</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Data or Evidence</strong></td>
<td>__ points</td>
<td>__ points</td>
<td>__ point</td>
<td>__ points</td>
</tr>
<tr>
<td>Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive</td>
<td>feasible evidence, appropriately selected and not over-interpreted</td>
<td>Some appropriate use of evidence but uneven</td>
<td>Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented</td>
<td></td>
</tr>
<tr>
<td><strong>Organization and Writing</strong></td>
<td>__ points</td>
<td>__ points</td>
<td>__ point</td>
<td>__ points</td>
</tr>
<tr>
<td>Structure enhances the argument, strong sections and logical flow. Clear writing</td>
<td>Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.</td>
<td>Bad structure (inconsistent, redundant, or disconnected). Frequent English errors.</td>
<td>Needs significant re-organization. Too many grammatical errors Low readability.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
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