

# CLD9007

## Ecology, Environment and Society

### 1st term, 2017-2018

Lingnan University  
Department: Political Science  
Course code: CLD9007

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Semester: 1st, 2017 – 2018  
Office: WYL 316, 3/F Dorothy Y.L. Wong Building  
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Lecture hours: 16:00–18:00 (Tuesdays)  
Tutorial hours: 10:30–11:30 / 11:30–12:30 (Wednesdays)  
Office hours: 16:30–17:30 (Mondays)  
                  15:00–16:00 / 18:00–19:00 (Tuesdays)  
                  9:30–10:30 (Wednesdays)

### **Course Outline**

#### **Description:**

This course is designed to help students understand the various perspectives on the ‘human-nature relationship’. It focuses on the interactions between science, environment and public policy, and the impacts of environmental challenges on our society. Selective issues will be examined with specific examples drawn from different countries and regions including Hong Kong. The course intends to provide students with skills to interpret and analyze prominent environmental problems using conceptual and theoretical tools from various social science perspectives.

#### **Learning Outcomes:**

Upon completion of this course students will be equipped to;

- 1) read and understand literature on ecology and the environment in social science perspective;
- 2) describe and discuss fundamental issues affecting the environment and the relationship between humanity and the environment;
- 3) logically explain and analyse interconnections between science, values, societal relationships and policy processes underlying environmental issues;
- 4) appraise and provide evidence of understanding the concept of environmental citizenship and its potential to contribute to local and global environmental challenges;
- 5) acquire some degree of intellectual skills such as research (individual and teamwork), communication (oral and written), and analytical skills.

## Course content (indicative):

- ✚ Environmental problems, actors, and approaches
- ✚ Environmental justice, movements and green citizenship
- ✚ Sustainable management in the private sector
- ✚ Trans-boundary environmental issues (pollution, regional cooperation, trade)
- ✚ Comparative public environmental policies
- ✚ Global environmental governance (climate change, biodiversity)
- ✚ Land use and urban environment
- ✚ Other selective sector-specific issues (food safety, energy, water, waste etc.)

## Teaching and learning methods

### Format:

Each session (3-hours per week) will be divided into three parts:

- Lecture: Reading and learning materials together with a lecture outline will be uploaded on the Moodle before each class. Lecture slides will be uploaded after the class.
- Student-centered interactive activities (e.g. team exercise, discussions, short briefing on case studies, quizzes, debates) to ensure that students achieve the learning outcomes and acquire intellectual skills (analytical and research methods, critical thinking, and oral and written communication skills).
- Tutorial class for students' presentation followed by discussions: Detailed topics and schedule for tutorial classes will be decided between 2nd-3rd week of the term. Students will be asked to submit a presentation outline by 20 September via email ([jeongwonpark@LN.edu.hk](mailto:jeongwonpark@LN.edu.hk))

## Lecture schedule and readings:

### Main textbook (required reading):

Harper, Charles (5<sup>th</sup> ed.) (2013) *Environment and Society: Human Perspectives on Environmental Issues*, 5th Edition

Table of contents:

<https://www.amazon.com/Environment-Society-Perspectives-Environmental-Issues/dp/0205820530>

- ◆ 5/Sep: *Introduction*
- ◆ 12/Sep: 'Environment, human systems and social science' (Ch.1)
- ◆ 9/Sep: Biodiversity (1) 'Humans and the resources of the earth: sources and sinks' (Ch.2)
- ◆ 26/Sep: Biodiversity (2) 'Humans and the resources of the earth: sources and sinks' (Ch.2)
- ◆ 3/Oct: Climate change (1) *Film screening and discussion*
- ◆ 10/Oct: Climate change (2) 'Climate change, science and risk' (Ch.3)
- ◆ 17/Oct: **Mid-term exam** (open-book / time-set written test)
- ◆ 24/Oct: Energy, society and economy (Ch.4)
- ◆ 31/Oct: Food safety and sustainable agriculture (Ch.5)

- ♦ 7/Nov: 'Globalisation, inequality, and sustainability' (Ch.6)
- ♦ 14/Nov: Market, trade and the environment (Ch.7)
- ♦ 21/Nov: 'Environmentalism: ideology and collective action' (Ch.8)
- ♦ 28/Nov: Revision and exercise

## References:

- Barry, John (1999) *Environment and Social Theory*, London: Routledge.
- Beck, Ulrich (1995) *Ecological Enlightenment*, California: Humanities Press.
- Bryant, Bunyan, ed. (1995) *Environmental Justice: Issues, Policies, Solutions*, Island Press.
- Callison, Candis (2015) *How Climate Change Comes to Matter: The Communal Life of Facts*, Duke University Press.
- Carter, Neil T. and Mol, Arthur P J. (eds.) (2007) *Environmental Governance in China*, Abingdon: Routledge.
- Devall, Bill and Sessions, George (1985) *Deep Ecology*, Salt Lake City: Gibbs M. Smith.
- Dobson, Andrew and Saiz, Angel V. (2005) *Citizenship, Environment, Economy*, New York: Routledge.
- Economy, Elizabeth (2010) *The River Runs Black: the environmental challenge to China's future* (Ithaca, London: Cornell University Press)
- Gould, Kenneth A., Schnaiberg, Allan and Weinberg, Adam S. (1996) *Local Environmental Struggles: Citizen Activism in the Treadmill of Production*, Cambridge UP.
- Harper, Charles (5<sup>th</sup> ed.) (2013) *Environment and Society: Human Perspectives on Environmental Issues*.
- Harris, Paul ed. (2014) *Routledge Handbook of Global Environmental Politics*. London: Routledge.
- Kalland, Arne and Persoon, Gerard (ed.) (1998) *Environmental Movements in Asia*, Nordic Institute of Asian Studies, Surrey: Curzon Press.
- Keller, David R. (ed.) (2010) *Environmental Ethics: the big questions*, Blackwell.
- Lee, Yok-shiu F., *Public environmental attitudes in China: some early empirical evidence*, Hong Kong Baptist University, 2003.
- Lee, Yok-shiu F. and So, Alvin Y., eds. *Asia's environmental movements: comparative perspectives*, M.E. Sharpe, 1999.
- Nelissen, Nico, Straaten, Jan van der and Klinkner, Leon, eds., *Classics in Environmental Studies: An Overview of Classic Texts in Environmental Studies*, Utrecht: International Books, 1997.
- O'Neill, John *et al.* (2008) *Environmental Values*, London: Routledge.
- Rifkin, Jeremy (2011) *The Third Industrial Revolution: How Lateral Power is Transforming Energy, the Economy, and the World*, London: Palgrave Macmillan.
- Rogers, Peter P. *et al.* (2008) *An Introduction to Sustainable Development*, Sterling VA: Earthscan.
- Shapiro, Judith (2016) 2<sup>nd</sup> ed. *China's Environmental Challenges* (Cambridge: Polity Press).
- Schumacher, E. F. (1973, 1993) *Small is Beautiful*, London: Vintage Books.
- Vaughn, Jacqueline (6<sup>th</sup> ed.) (2011) *Environmental Politics: Domestic and Global Dimensions*, Thomson Wadsworth.

## Sources of course materials:

Handouts and/or PowerPoint based on textbook, academic journal articles, and recommended readings

Quantitative data update (statistical information)

Newspaper articles

Documentary films and other audio-visual resources

Official documents produced by national governments and inter-governmental bodies

Legal documents

Other relevant sources (speeches, public lectures etc.)

## List of Hong Kong Environmental NGOs

- Civic Exchange-  
<http://www.civic-exchange.org/>
  - Clean the Air-  
<http://www.cleartheair.org.hk/>
  - The Conservancy Association  
<http://www.conservancy.org.hk/>
  - Friends of the Earth, HK-  
<http://www.foe.org.hk/>
  - Globalization Monitor-  
<http://www.globalmon.org.hk/>
  - Green Peace China-  
<http://www.greenpeace.org/china/ch/>
  - Hong Kong Climate Change Coalition-  
<http://hkccc.wordpress.com/>
  - Green Power  
<http://www.greenpower.org.hk/>
  - Green Sense  
<http://www.greensense.org.hk/>
  - Greeners Action  
<http://www.greeners-action.org/>
  - Hong Kong Nature Net-  
[http://www.hknature.net/index\\_e.html](http://www.hknature.net/index_e.html)
  - The Hong Kong Observatory (climate change website)-  
[http://www.hko.gov.hk/climate\\_change/climate\\_change\\_e.htm](http://www.hko.gov.hk/climate_change/climate_change_e.htm)
  - Hong Kong Wildlife.Net Forum-  
<http://www.hkwildlife.net/index.php>
  - Land Justice League  
<http://www.landjusticehk.org/>
- cf.
- Environmental Protection Department, HKSAR – (GOVERNMENT)  
<http://www.epd.gov.hk/epd/>

**Assessment:** (See the tables of evaluation rubric below.)

**Continuous assessment: 50%.** Sub-divided into the following components

- i. Mid-term take-home exam (25%)
- ii. Presentation(s) (15%)
- iii. Participation in classroom and tutorial discussions (10%)

**Final exam: 50%**

To examine your overall knowledge and understanding of the course, and to assess your ability to apply concepts and analytical tools to explaining actual environmental problems.

### **Attendance requirement**

The updated university's regulations governing undergraduate studies are available at the Registry's website <<http://www.ln.edu.hk/reg/ug4yr.php>>. Please find the relevant information on p.12, under "Class Attendance and Leave of Absence". Students who fail to meet the attendance requirement are not eligible for taking the final examination of the course.

### **Important Notes:**

(1) Students are expected to spend a total of 6-7 hours (i.e. 3 hours of class contact and 3-4 hours of personal study) per week to achieve the course learning outcomes.

(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.

(3) Students are required to submit writing assignment(s) using Turnitin.

(4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.

### **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." 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>

## Grading Rubric for Presentation (15 marks)

Criteria	Outstanding (15-12)	Acceptable (11-6)	Need Improvement (below 6)	Score
<b>Conceptual understanding of subject matter including main issues</b>	<ul style="list-style-type: none"> <li>- Cover a good range of relevant concepts/theories</li> <li>- Important ideas pertinent to the topic are skillfully applied</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts/theories and important ideas pertinent to the topic are accurately used</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts/theories and important ideas pertinent to the topic are not accurately used</li> </ul>	
<b>Articulation of main question and clear analysis of the issues</b>	<ul style="list-style-type: none"> <li>- Thoroughly interpret and evaluate the information</li> <li>- Comprehensively analyze and synthesize the issues from multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>- Information with some interpretation</li> <li>- Basic analysis or synthesis from two perspectives</li> </ul>	<ul style="list-style-type: none"> <li>- List information without interpretation</li> <li>- Superficially analyze or synthesize the issue</li> <li>- Single perspective is discussed</li> </ul>	
<b>Integration of sources and evidence</b>	<ul style="list-style-type: none"> <li>- Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant</li> </ul>	<ul style="list-style-type: none"> <li>- Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>- Some information is inaccurate or unverifiable</li> <li>- Much of information included is not relevant and inadequate to support the topic.</li> </ul>	
<b>Responses to questions</b>	<ul style="list-style-type: none"> <li>- Responds appropriately to all questions, with answers that demonstrate knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Responds appropriately to the questions, with answers that demonstrate some knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to respond to the spot questions</li> </ul>	
<b>Transitions &amp; Flow</b>	<ul style="list-style-type: none"> <li>- The presentation produces coherent understanding</li> <li>- Well-structured and different parts are well-integrated in a coherent manner</li> </ul>	<ul style="list-style-type: none"> <li>- Fair coherent understanding is demonstrated</li> <li>- Some degree of structure and efforts of integration</li> </ul>	<ul style="list-style-type: none"> <li>- Coherent understanding by the listener is not obtained</li> <li>- Lack of integration of each part of presentation</li> </ul>	
<b>Uses good body language, eye contact, appropriate voice tone</b>	<ul style="list-style-type: none"> <li>- Makes good eye contact with audience</li> <li>- Shows enthusiasm and confidence</li> <li>- Uses voice tone effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Makes fairly good eye contact with audience</li> <li>- Shows some enthusiasm and confidence</li> <li>- Uses voice tone relatively effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Make little or no eye contact with audience</li> <li>- Shows little or no enthusiasm and confidence</li> </ul>	
<b>Appropriate time allocation and pace</b>	<ul style="list-style-type: none"> <li>- Allocated time appropriately and managed time effectively</li> <li>- Appropriate pace</li> </ul>	<ul style="list-style-type: none"> <li>- Marginally long or marginally short but uses time reasonably effectively</li> <li>- Reasonable pace</li> </ul>	<ul style="list-style-type: none"> <li>- Significantly too short or too long and did not use time effectively</li> <li>- Pace is significantly too fast or too slow</li> </ul>	
<b>Makes effective use of presentation tools (slides and/or handouts)</b>	<ul style="list-style-type: none"> <li>- Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Generally good use of presentation tools.</li> <li>- Some distractions but they are not overwhelming (e.g. reasonable animation/pictures, fair information on one slide, fair titles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- 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.)</li> </ul>	

### General Comments:

## Grading rubric for mid-term exam/essay (25 marks)

Assessment Rubrics					
CATEGORY	Excellent (25-21)	Good (20-16)	Satisfactory (12-15)	Unsatisfactory (below 12)	POINTS
<b>Concepts and conceptualization</b>	__ points	__ points	__ point	__ points	___/X
	Covered directly relevant concepts and conceptualization which fit the topic.	Used some concepts that fit the topic.	Used a conceptual framework which is too general, and unfocused.	Used no or little conceptual framework	
<b>Clear argument answering the question directly</b>	__ points	__ points	__ point	__ points	___/X
	Arguments both well supported and compared to conflicting explanations	Main arguments valid, systematic, and well supported	Some arguments valid and well supported	Weak, invalid, or no argument, a simple assertion	___/X
<b>Use of Data or Evidence</b>	__ points	__ points	__ point	__ points	
	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	feasible evidence, appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	
<b>Organization and Writing</b>	__ points	__ points	__ point	__ points	___/X
	Structure enhances the argument, strong sections and logical flow. Clear writing	Structure supports the argument, clearly ordered sections fit together well.  Some minor English errors.	Bad structure (inconsistent, redundant, or disconnected). Frequent English errors.	Needs significant re-organization. Too many grammatical errors Low readability.	
<b>TOTAL POINTS</b>					___/X

## Grading rubric for final exam (50 marks)

Assessment Rubrics					
CATEGORY	Excellent (41-50)	Good (31-40)	Satisfactory (20-30)	Unsatisfactory (below 20)	POINTS
<b>Concepts and conceptualization</b>	__ points	__ points	__ point	__ points	___/X
	Covered directly relevant concepts and conceptualization which fit the topic.	Used some concepts that fit the topic.	Used a conceptual framework which is too general, and unfocused.	Used no or little conceptual framework	
<b>Clear argument answering the question directly</b>	__ points	__ points	__ point	__ points	___/X
	Arguments both well supported and compared to conflicting explanations	Main arguments valid, systematic, and well supported	Some arguments valid and well supported	Weak, invalid, or no argument, a simple assertion	___/X
<b>Use of Data or Evidence</b>	__ points	__ points	__ point	__ points	
	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	feasible evidence, appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	
<b>Organization and Writing</b>	__ points	__ points	__ point	__ points	___/X
	Structure enhances the argument, strong sections and logical flow. Clear writing	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Bad structure (inconsistent, redundant, or disconnected). Frequent English errors.	Needs significant re-organization. Too many grammatical errors. Low readability.	
<b>TOTAL POINTS</b>					___/X

## Grading rubric for comments/participation in discussion (10 marks)

Assessment Criteria	Outstanding (10-7)	Acceptable (3-6)	Need Improvement (below 3)
<b>Provides relevant and well-focused comments</b>	<ul style="list-style-type: none"> <li>Comments are specific, relevant, thoughtful, reflective and original, provokes other questions or comments</li> </ul>	<ul style="list-style-type: none"> <li>Most comments are appropriate and reflect some thoughtfulness</li> </ul>	<ul style="list-style-type: none"> <li>Comments are superficial, off topic or simply restate questions</li> </ul>
<b>Provides meaningful feedback on information or research with application of theories/concepts</b>	<ul style="list-style-type: none"> <li>Comments are based on solid knowledge on theories/concepts</li> <li>Comments include specific suggestions for additional information or resources for consideration</li> </ul>	<ul style="list-style-type: none"> <li>Comments indicate correct analysis of the information or research with some attempts on relating theories/concepts</li> </ul>	<ul style="list-style-type: none"> <li>No comments is provided on information or research's accuracy, relevance and completeness</li> <li>Analysis on the information or research is incorrect</li> </ul>
<b>Provides meaningful feedback on the logic, assumptions, and recommendations the presenters has drawn</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Comments illustrate useful analysis of logic and assumptions and identify potential problems</li> </ul>	<ul style="list-style-type: none"> <li>No comments or comments provided are not logical or incorrectly state assumptions</li> </ul>
<b>Provides comments in a positive, encouraging, and constructive manner</b>	<ul style="list-style-type: none"> <li>Comments praise specific strengths of the presentation as well as constructively address weaknesses with alternatives that might be considered</li> </ul>	<ul style="list-style-type: none"> <li>Comments include positive feedback and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Comments might be interpreted as insulting</li> </ul>