

<b>Course Title</b>	:	Environment and Society in Hong Kong
<b>Course Code</b>	:	SSC3218
<b>Recommended Study Year</b>	:	3 and 4
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Lecture-Tutorial
<b>Class Contact Hours</b>	:	3 hours per week
<b>Category in Major Prog.</b>	:	CAPS Stream (Elective Course), SPPS Stream (Elective Course)
<b>Discipline</b>	:	Social Sciences
<b>Prerequisite(s)</b>	:	NA
<b>Co-requisite(s)</b>	:	NA
<b>Exclusion(s)</b>	:	NA
<b>Exemption Requirement(s)</b>	:	NA

### **Brief Course Description**

This course examines relationships between environment and society. In particular, it looks at environmental issues in Hong Kong and the societal and official attitudes and behaviours toward those issues, as well as some of the ways in which environmentally sustainable development might be implemented more effectively through policy in Hong Kong.

### **Aims**

The aim of this course is to help students understand the human and societal dimensions of environmental change in Hong Kong and the potential alternatives to current conditions. We seek to answer these and related questions: How do Hong Kong people define and view the environment? What forces (social, cultural, economic and political) shape behaviours in Hong Kong that have environmental impacts? Why have environmental policies been unable to prevent continuing environmental harm and extensive use of resources? Can we identify realistic alternatives to the current environment-society relationship in Hong Kong, and if so, what are they and how might environmental sustainability be achieved here?

### **Learning Outcomes (LOs)**

Upon completion of this course students should be:

1. able to demonstrate the ability to think logically about and discuss the values, societal relationships and policy processes underlying environmental issues, particularly in Hong Kong;
2. able to demonstrate understanding of documents and publications related to environment and society, broadly defined, in Hong Kong;
3. able to assess the importance and causes of many environmental problems in Hong Kong and responses to them;

## **Indicative Contents**

1. Introduction: Delineating Environment and Society in Hong Kong
2. "Environment": What is It?
3. Forces Driving Environmental Change in Hong Kong
4. Resources Case Study: Land and Water
5. Pollution in Hong Kong: Noise, Air, and Marine
6. Municipal Solid Waste
7. Biodiversity loss
8. Population and the Environment
9. One Environment, Two Systems: Mainland-SAR Cooperation
10. Hong Kong's "Environmental Footprint": Our Role in the Global Environment
11. Achieving Sustainable Development in Hong Kong

## **Teaching Method**

Lectures, classroom discussions and debates, tutorial discussions, and student research and writing.

## **Measurement of Learning Outcomes**

Students are expected to participate in class discussion which is designed to assess students' understanding of the topic. Students are expected to present concepts in detail in presentation. Presentations are used to assess students' analytical skills. Term papers are part of the course assessment and these are used to assess students' ability to integrate concepts with empirical evidence. Examinations in the courses are used to assess students' knowledge and comprehension of the subject matter.

## **Assessment**

100% continuous assessment comprising the following four categories:

1. Participation in classroom discussions, including "lecture" periods and tutorial sessions (this may

- include quizzes): 10% (learning outcomes 1, 3)
2. Tutorial presentation: 20% (learning outcomes 1-3)
  3. Term Paper: 20% (learning outcomes 1-3)
  4. Two Quizzes 50% (learning outcomes 1-3)

### **Required/ Essential Readings**

Day, Kristen A., ed. *China's Environment and the Challenge of Sustainable Development*, M.E. Sharpe, 2005.

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

Mottershead, Terri, ed. *Sustainable Development in Hong Kong*, Hong Kong University Press, 2004.

### **Recommended/ Supplementary Readings**

Bulkeley, Harriet and Betsill, Michele M., eds. *Cities and Climate Change: Urban Sustainability and Global Environmental Governance*, Routledge, 2003.

Carter, Neil T. and Mol, Arthur P. J., eds. *Environmental Governance in China*, Abingdon: Routledge, 2007.

Chan, Cecilia, and Hills, Peter, eds. *Limited Gains: Grassroots Mobilization and the Environment in Hong Kong*, Coronet Books, 1993.

Cudworth, Erika, *Environment and Society*, Taylor & Francis, 2003

Day, Kristen A., ed. *China's Environment and the Challenge of Sustainable Development*, New York: M.E. Sharpe, 2005.

Economy, Elizabeth, *The River Runs Black: The Environmental Challenge to China's Future*, Ithaca, London: Cornell University Press, 2010.

Faure, Michael and Ying, Song, ed. *China and International Environmental Liability: Legal Remedies for Transboundary Pollution*, Cheltenham: Edward Elgar, 2008.

Finsterbusch, Kurt, *Environment and Society*, Allyn & Bacon, 2005.

Frey, R. Scott, *The Environment and Society Reader*, Allyn & Bacon, 2000.

Harris, Paul G., ed., *Confronting Environmental Change in East and Southeast Asia: Eco-Politics, Foreign Policy, and Sustainable Development*, United Nations University Press/Earthscan, 2005.

- Harris, Paul G. "Environmental Values in a Globalizing World: The Case of China." In Ian Lowe and Jouni Paavola, eds., *Nature, Justice, and Governance: Environmental Values in a Globalizing World*, Routledge, 2004.
- Harris, Paul G., ed. *Global Warming and East Asia: The Domestic and International Politics of Climate Change*, Routledge, 2003.
- Lee, Yok-Shiu, and So, Alvin Y., eds. *Asia's Environmental Movements: Comparative Perspectives*, M.E. Sharpe, 1999.
- Ma, Xiaoying, and Ortolano, Leonard, *Environmental Regulation in China: Institutions, Enforcement, and Compliance*, Rowman and Littlefield, 2000.
- McGranaham, Gordon, and Murray, Frank, eds., *Air Pollution and Health in Rapidly Developing Countries*, Earthscan/James & James, 2003.
- Murray, Geoffrey, and Cook, Ian G., *Green China: Seeking Ecological Alternatives*. Routledge, 2002.
- Mushkat, Roda, *International Environmental Law and Asian Values: Legal Norms and Cultural Influences*, University of British Columbia Press, 2004.
- Shapiro, Judith, *Mao's War Against Nature: Politics and the Environment in Revolutionary China*, Cambridge University Press, 2001.
- Sutton, Philip W., *Nature, Environment and Society*, Palgrave Macmillan, 2004.
- Wong, Wah Sang, and Chan, Edwin H.W., eds. *Building Hong Kong: Environmental Considerations*, Hong Kong University Press, 2000.
- Zeng, Ka and Eastin, Joshua, *Greening China*, Ann Arbor: University of Michigan Press, 2011.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 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/>.

## Grading Rubric for Presentation: (20 marks)

Criteria	Outstanding (20-17)	Acceptable (16-11)	Need Improvement (below 11)	Score
<b>Conceptual understanding of subject matter</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>Analysis of 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 comments/participation in discussion (10 marks)

Assessment Criteria	Outstanding (10-7)	Acceptable (6-3)	Need Improvement (below 3)	Score
<b>Provides relevant 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>	

## Grading rubric for term paper (20 marks)

Assessment Rubrics					
CATEGORY	Excellent (20-17)	Good (16-14)	Satisfactory (14-11)	Unsatisfactory (below 11)	POINTS
<b>Research Question</b>	__ points	__ points	__ point	__ points	___/X
	Wrote clear, creative and interesting questions which fit the topic.	Wrote clear questions which fit the topic.	Wrote some questions which did not fit the topic.	Wrote mostly irrelevant questions	
<b>Argument</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 written quizzes (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 definitions and concepts that fit the topic.	Included definitions and concepts that do not fit the topic	Used no concepts and showed little effort of conceptualization	
<b>Argument</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

## Final Overall Grade

rk Ranges	Grade
85 -100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
45-49	D+
40-44	D
0-39	F