

Subject Description Form

Subject Code	APSS4521																	
Subject Title	Environmental Policy																	
Credit Value	3																	
Level	4																	
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite :</u> APSS3230 Theories of Social Policy																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Presentation One: on basic concept/environmental issue</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Presentation Two: on policy</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Reflective Paper</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Final Presentation and Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">40%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass the third and fourth component assignments(acquire at least half of the percentage assigned in individual component) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Presentation One: on basic concept/environmental issue	10%	--	2. Presentation Two: on policy	20%	--	3. Reflective Paper	30%	--	4. Final Presentation and Report	--	40%
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Objectives	The subject aims to enable students to: <ol style="list-style-type: none"> 1. understand the different perspectives in conceptualizing environmental issues; 2. discuss the links between local and global environmental issues; 3. compare developed and developing world's experiences in handling environmental issues and their relevancies to Hong Kong; 4. examine the environmental policy and administrative framework in Hong Kong. 																	
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> a. use the theories and concepts of social sciences and social policy to analyze environmental issues and their implicated policy problems in local and global contexts; b. undertake either on their own, or in collaboration with others, investigations of environmental questions, issues and problems. This will involve skills in: 																	

	<p>problem identification; data collection, management and manipulation of data and draw coherent conclusions based on reasoned arguments, and communicate them clearly;</p> <p>c. work collaboratively with others in teams in research and for problem-solving.</p>																																						
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Perspectives in understanding environmental issues and problems <ul style="list-style-type: none"> • Neo-conservatism and the New Right • Social Democrats • Environmentalism and the Green Movement • Eco-socialism and eco-feminism 2. Environmental problems and dilemmas in international, local and urban contexts <ul style="list-style-type: none"> • Urbanization, waste and pollution • Population and environment • Energy conservation • Biodiversity • Risk, toxicology and human health • Biotechnology and genetic engineering • Transportation • Water pollution • Solid and hazardous waste 3. Sustainable development: meanings, principles, implications and measures 4. Environmental policies in Hong Kong <ul style="list-style-type: none"> • Nature and characteristics • Policy processes • Local environmental movement • Future development 5. Environmental movements in Hong Kong <ul style="list-style-type: none"> • From policy to grassroots actions • Environmental movements • Environment impact assessment: implementation in Hong Kong 																																						
<p>Teaching/Learning Methodology</p>	<p>Theoretical concepts and critical environmental issues will be examined in lectures. Case analysis and discussions will enable students to enhance their critical thinking and problem solving skills. The varied assessment methods employed in this subject ensures students to benefit from both individual and group settings, particularly in terms of showcasing their communication ability and learning from teamwork in problem-solving.</p>																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Presentation One: Basic Concepts</td> <td>10 %</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Presentation Two: View on policy</td> <td>20 %</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Reflective Journal</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Presentation One: Basic Concepts	10 %	✓	✓					2. Presentation Two: View on policy	20 %	✓	✓					3. Reflective Journal	30 %	✓	✓				
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	Total	100 %						
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Seminar presentations and written reports will provide opportunities for students to put into practice the theories they have learned to analyze real life situations and policy issues and form their own stance independently.</p> <p>Reflective journal is to facilitate the students to build up their stance on policy by reviewing their own learning experience.</p>							
Student Study Effort Expected	Class contact:							
	▪ Lecture		27 Hrs.					
	▪ Seminar		12 Hrs.					
	Other student study effort:							
	▪ Reading and Researching – Self Study		50 Hrs.					
	▪ Preparing Assignments		40 Hrs.					
	Total student study effort			129 Hrs.				
Reading List and References	<p><u>Essential</u></p> <p>Dahiya, Pushpa. & Ahlawat, Manisha. (2013). <i>Environmental Science: a new approach</i>. Alpha Science</p> <p>Dessler, A.E., & Parson, E.A. (2010). <i>The science and politics of global climate change: A guide to the debate</i>. New York: Cambridge University Press.</p> <p>Kraft, M.E. (2011). <i>Environmental policy and politics</i>. Boston: Longman.</p> <p>Roberts, Jane. (2011) <i>Environmental Policy</i>. London: Routledge.</p> <p>Smith, Z.A. (2009). <i>The environmental policy paradox</i>. Upper Saddle River, NJ: Pearson Prentice Hall.</p> <p>Soderholm, P. (2010). <i>Environmental policy and household behaviour: Sustainability and everyday life</i>. London: Earthscan.</p> <p>Speth, J.G. (2008). <i>The bridge at the edge of the world: Capitalism, the environment, and crossing from crisis to sustainability</i>. New Haven: Yale University Press.</p> <p>Sutton, P.W. (2007). <i>The environment: A sociological introduction</i>. Cambridge: Polity Press</p> <p>Therivel, R. (2004). <i>Strategic environmental assessment in action</i>. London: Earthscan.</p>							

Supplementary

- Black, B.C., & Weisel, G.J. (2010). *Global warming*. Santa Barbara, CA: Greenwood.
- Kaihatsu, K., Kiko, K., Furtado, J.I. & Belt, T. (2000). *Economic development and environmental sustainability: Policies and principles for a durable equilibrium*. Washington DC: World Bank.
- Kovel, J. (2007). *The enemy of nature. The end of capitalism or the end of the world?* London: Zed Books.
- Kütting, G., & Lipschutz, R.D. (2009). *Environmental governance: Power and knowledge in a local-global world*. New York: Routledge.
- Pearce, D., & Barbier, E.B. (2000). *Blueprint for a sustainable economy*. London: Earthscan.
- Rosenbaum, W.A. (2008). *Environmental politics and policy* (7th ed.). Washington DC: CQ Press.
- Sachs, W. (2009). *The new development dictionary. A guide to knowledge as power*. London: Zed Books.
- Salleh, A. (2006). *Ecofeminism as politics. Nature, Marx and the postmodern*. London: Zed Books.
- Worldwatch Institute (2016). *Can a City be Sustainable, State of the world 2016*. London: Earthscan.
- Worldwatch Institute (2015). *State of the World 2015: Confronting Hidden Threats to Sustainability*. London: Earthscan.