

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: problem identification; data collection, management and manipulation of data and draw coherent conclusions based on reasoned arguments, and communicate them 																	

	<p>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>50 %</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> <tr> <td>4. Final Presentation</td> <td>40%</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	50 %	✓	✓					3. Reflective Journal	30 %	✓	✓					4. Final Presentation	40%	✓	✓	✓			
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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.				
Medium of Instruction	English supplemented with Chinese							
Medium of Assessment	English							
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>							

- Sutton, P.W. (2007). *The environment: A sociological introduction*. Cambridge: Polity Press
- Therivel, R. (2004). *Strategic environmental assessment in action*. London: Earthscan.
- 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.
- Reynolds, M., Blackmore, C., & Smith, M.J. (Ed.). (2009). *The environmental responsibility reader*. London: Zed Books.
- 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.
- Tickell, O. (2008). *Kyoto 2: How to manage the global greenhouse*. London: Zed Books.
- Worldwatch Institute (2010). *State of the world 2010: Transforming cultures from consumerism to sustainability*. London: Earthscan.

Assessment Rubrics

	Assessment Result	Indicating Grade(s)	Suggested Rubrics (underlined) and associated descriptors
For presentation One (Basic Concepts) , Presentation Two: on policy & Final Presentation and Report	Outstanding (O)	A – A+	<u>Structure and Organization</u> <ul style="list-style-type: none"> - Focused and planned flow with sharp introduction and conclusion - Excellent time management - Supporting materials are of excellent quality and variety <u>Logic of Argument</u> <ul style="list-style-type: none"> - Demonstration of full knowledge on the topic - Arguments are exceptionally convincing <u>Confidence in Presentation and Responding</u> <ul style="list-style-type: none"> - Presenting original ideas and respond sharply and accurately - Eye-contact and facial expression full of confidence during the entire presentation <u>Stimulating Floor Participation</u> <ul style="list-style-type: none"> - Excellent use of language that enhances audience comprehension and enthusiasm
	Very Good (VG)	B – B+	<u>Structure and Organization</u> <ul style="list-style-type: none"> - Main points captured with good flow - Good time management - Supporting materials are adequate with good quality and variety <u>Logic of Argument</u> <ul style="list-style-type: none"> - Knows the topic well and can demonstrate without difficulty - Arguments are quite convincing <u>Confidence in Presentation and Responding</u> <ul style="list-style-type: none"> - Show signs of knowledge of the presented topic and can respond with focus - Good eye-contact with audience and can show confidence during the entire presentation <u>Stimulating Floor Participation</u> <ul style="list-style-type: none"> - Good attempt in leading discussions and raise critical

			<p>questions for exchange</p> <p><u>Structure and Organization</u></p> <ul style="list-style-type: none"> - Main points are presented with acceptable / barely adequate flow - Shortfalls in time management but can complete the main task - Supporting materials are barely enough / somewhat lacking and both quality and variety is marginally acceptable <p><u>Logic of Argument</u></p> <ul style="list-style-type: none"> - Adequate / barely adequate knowledge of the topic and sometimes have difficulties in demonstrating - Arguments are sometimes convincing <p><u>Confidence in Presentation and Responding</u></p> <ul style="list-style-type: none"> - Presenting somewhat in a reluctant manner and may lose focus occasionally - Marginal / insufficient eye-contact with audience and sometimes showing a lack of confidence during the entire presentation <p><u>Stimulating Floor Participation</u></p> <ul style="list-style-type: none"> - Attempting to fulfil such task with a fairly acceptable result
	Wholly Satisfactory (WS)	C – C+	
	Less than Satisfactory (LS)	D or below	<p><u>Structure and Organization</u></p> <ul style="list-style-type: none"> - Fails to present the main points and the flow of presentation is not smooth / confusing - Lack of time management and part of the content is untouched - Little / no supporting materials <p><u>Logic of Argument</u></p> <ul style="list-style-type: none"> - Fails to show of knowing the topic adequately - Arguments are distracting or self-contradictory <p><u>Confidence in Presentation and Responding</u></p> <ul style="list-style-type: none"> - Fails to use appropriate wordings in presentation and lack of focus - Little / no eye-contact with audience and no show of confidence during some parts

			<p>of / the entire presentation</p> <p><u>Stimulating Floor Participation</u></p> <p>- Fails to invite students from the floor to participate due to bad skills and/or boring topics</p>
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For Reflective Paper

<i>Subject grade</i>	<i>Short description</i>	<i>Elaboration on subject grading</i>
A+	Exceptionally outstanding	The student's work is exceptionally outstanding. The student's performance far exceeds the expected/ required standard with regard to all of the subject specific as well as common intended learning outcomes of the subject.
A	Outstanding	The student's work is outstanding. The student's performance far exceeds the expected/required standard with regard to nearly all of the subject specific as well as common intended learning outcomes of the subject.
B+	Very Good	The student's work is very good. The student's performance exceeds the expected/required standard with regard to most of the subject-specific as well as common intended learning outcomes of the subject.
B	Good	The student's work is good. The student's performance exceeds the expected/required standard with regard to some of the subject-specific as well as common intended learning outcomes of the subject.
C+	Wholly satisfactory	The student's work is wholly satisfactory. The student's performance fully meets the expected/ required standard with regard to all of the subject specific as well as common intended learning outcomes of the subject.
C	Satisfactory	The student's work is satisfactory. The student's performance largely meets the expected/required standard with regard to the subject-specific as well as common intended learning outcomes of the subject.
D+	Barely satisfactory	The student's work is barely satisfactory. The student's performance marginally meets the expected/required standard with regard to the subject-specific as well as common intended learning outcomes of the subject.
D	Barely adequate	The student's work is barely adequate. The student's performance meets the expected/required standard with regard to only some of the subject-specific or common intended learning outcomes of the subject.
F	Inadequate	The student's work is inadequate. The student's performance fails to meet the expected/required standard with regard to many of the subject-specific or common intended learning outcomes of the subject