City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2024/25

Part I   Course Overview

Course Title: **Collaborative Governance for Sustainability**

Course Code: **PIA5057**

Course Duration: **One Semester**

Credit Units: **3**

Level: **P5**

**Medium of
Instruction:**   **English**

**Medium of
Assessment:**   **English**

Prerequisites:
(Course Code and Title)   **Nil**

Precursors:
(Course Code and Title)   **Nil**

Equivalent Courses:
(Course Code and Title)   **Nil**

Exclusive Courses:
(Course Code and Title)   **Nil**

Part II   Course Details

1.   Abstract

Policymaking often involves the collaboration of multiple stakeholders both within and outside government. For complex policy issues that span borders and impact society in numerous ways, this type of collaboration becomes even more crucial. One example is sustainability – a broad policy 'mandate' that links environmental, economic, and social dimensions under a future-oriented vision of human security, prosperity, and fulfilment.

This course examines the justification, context, and mechanics of sustainability through the lens of collaborative governance. It focuses on cross-sectoral (public, private, business, and community) and cross-tier (global, regional, national, and local) collaboration. The course takes a broad perspective on the notion of governance and focuses on the macro level of collaborative governance (global politics and policy) through case studies.

This course aims to equip students with the knowledge and skills required to understand complex sustainability challenges, and managing sustainability issues in the cross-sectoral and cross-tier collaboration process that will engage multiple stakeholders. In particular, this course could help shape and build the capacity of various actors across different sectors (the public, business and social sectors, etc) to engage the dialogue and solutions in achieving SDGs.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Recognize and assess justifications for policy intervention in sustainability	20%	✓	✓	✓
2.	Understand contextual factors shaping collaboration on sustainability policy	20%	✓	✓	✓
3.	Evaluate the ways collaboration for sustainability has been institutionalized at the global and local level	20%	✓	✓	✓
4.	Identify various ways progress on sustainability is measured and the role of collaboration within the process of measurement	20%	✓	✓	✓
5.	Critically analyze power dynamics in the political economy of sustainability and their impact on collaborative efforts, at both global and local levels	20%	✓	✓	✓
		100%			

A1:   *Attitude*
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   *Ability*
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.
A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lectures and seminars	Lecturers, Videos	✓	✓	✓	✓	✓		
Presentations	Participation in lectures, including presentation of case studies	✓	✓	✓	✓	✓		
In-class participation	Discussion of reading materials and visual material shown in class	✓	✓	✓	✓	✓		

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
1. In-class participation	✓	✓	✓	✓	✓		20	
2. Group presentation	✓	✓	✓	✓	✓		30	(~3,500 words)
3. Term paper	✓	✓	✓	✓	✓		50	
Examination: N/A% (duration: **N/A**, if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

<u>Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter</u>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class participation	To demonstrate the activeness of classroom participation	Very good to excellent participation in presentations and class discussion	Good participation in presentations and class discussion	Satisfactory participation in presentations and class discussion	Adequate participation in presentations and class discussion	Lack of attendance or participation in class discussion and presentations; and/or substantial plagiarism
2. Group presentation	To assess individual presentation	Demonstration of excellent understanding of the course	Demonstration of good to very good understanding of the course	Demonstration of general understanding of the course	Demonstration of adequate knowledge of the course	Fail to demonstrate basic knowledge of the course
3. Term paper	To assess the ability to write a 3000-3500 words essay	Demonstration of <u>excellent</u> understanding and critical evaluation of impacts of globalization on environmental problems and policies	Demonstration of good to very good understanding and critical evaluation of impacts of globalization on environmental problems and policies	Demonstration of general knowledge of main features of impacts of globalization on environmental problems and policies	Demonstration of adequate knowledge of main features of impacts of globalization on environmental problems and policies, but without good critical evaluation	<u>Failure</u> to demonstrate basic knowledge of of impacts of globalization on environmental problems and policies; inability to engage in critical evaluation

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class participation	To demonstrate the activeness of classroom participation	Very good to excellent participation in presentations and class discussion	Good participation in presentations and class discussion	Satisfactory participation in presentations and class discussion	Lack of attendance or participation in class discussion and presentations; and/or substantial plagiarism
2. Group presentation	To assess individual presentation	Demonstration of excellent understanding of the course	Demonstration of good to very good understanding of the course	Demonstration of general knowledge of the course	Fail to demonstrate basic knowledge of the course
3. Term paper	To assess the ability to write a 3000-3500 words essay	Demonstration of excellent understanding and critical evaluation of impacts of globalization on environmental problems and policies	Demonstration of good to very good understanding and critical evaluation of impacts of globalization on environmental problems and policies	Demonstration of general knowledge of main features of impacts of globalization on environmental problems and policies, but without good critical evaluation	Failure to demonstrate basic knowledge of of impacts of globalization on environmental problems and policies; inability to engage in critical evaluation

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   Keyword Syllabus
(An indication of the key topics of the course.)

Sustainable development (definitions, debates and dilemmas), the politics of sustainable development, resilience/mitigation/adaptive capacity, international sustainable governance, cross-sector collaboration, multi-level and network governance, Sustainable Development Goals, Agenda 2030, policy transfer (global to local), regulatory mechanisms

2.   Reading List
2.1   Compulsory Readings
(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

From World Institutions:

- Global Warming of 1.5 ºC (IPCC) (https://www.ipcc.ch/sr15/)

- Climate Change 2022: Mitigation of Climate Change (https://www.ipcc.ch/report/ar6/wg3/)

- GEO for Business | UNEP - UN Environment Programme (https://www.unep.org/global-environment-outlook/geo-business)

- IPCC report 2022 (https://www.ipcc.ch/report/ar6/wg3/)

- Transforming our world: the 2030 Agenda for Sustainable Development: (https://sdgs.un.org/2030agenda)

- Maximising the impact of partnerships for the SDGs (https://sdghelpdesk.unescap.org/e-library/maximising-impact-partnerships-sdgs-practical-guide-partnership-value-creation)

- Global Goals, Global Cities: Achieving the SDGs through Collective Local Action (https://www.thechicagocouncil.org/research/report/global-goals-global-cities-achieving-sdgs-through-collective-local-action)

From academic literature

Acuto, M., & Leffel, B. (2021). Understanding the global ecosystem of city networks. *Urban Studies*, 58(9), 1758-1774.

Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. Journal of *Public Administration Research and Theory*, 18(4), 543-571.

Bardach, E., & Patashnik, E. M. (2019). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. CQ press.

Cairney, P., Heikkila, T., & Wood, M. (2019). *Making policy in a complex world*. Cambridge University Press.

Emerson, K., Nabatchi, T., & Balogh, S. (2012). An integrative framework for collaborative governance. *Journal of Public Administration Research and Theory*, 22(1), 1-29.

Florini, A., & Pauli, M. (2018). Collaborative governance for the sustainable development goals. *Asia & the Pacific Policy Studies*, 5(3), 583-598.

Hartley, K., Kuecker, G., & Woo, J. J. (2019). Practicing public policy in an age of disruption. *Policy*

Design and Practice, 2(2), 163-181.

Innes, J. E., & Booher, D. E. (1999). Consensus building and complex adaptive systems: A framework for evaluating collaborative planning. *Journal of the American Planning Association*, 65(4), 412-423.

Newig, J., Challies, E., Jager, N. W., Kochskaemper, E., & Adzersen, A. (2018). The environmental performance of participatory and collaborative governance: a framework of causal mechanisms. Policy Studies Journal, 46(2), 269-297.

Peters, B., Pierre, J., Sørensen, E., & Torfing, J. (2022). The rise of collaborative governance. In *A Research Agenda for Governance* (pp. 33-55). Edward Elgar Publishing.

Poocharoen, O. O., & Ting, B. (2015). Collaboration, co-production, networks: Convergence of theories. *Public Management Review*, 17(4), 587-614.

Stone, D. (2019). *Making Global Policy*. Cambridge University Press.

Van Zanten, J. A., & Van Tulder, R. (2018). Multinational enterprises and the Sustainable Development Goals: An institutional approach to corporate engagement. *Journal of International Business Policy*, 1(3), 208-233.

Vazquez-Brust, D., Piao, R. S., de Melo, M. F. D. S., Yaryd, R. T., & Carvalho, M. M. (2020). The governance of collaboration for sustainable development: Exploring the "black box". *Journal of Cleaner Production*, 256, 120260.

Vigoda, Eran. (2002). "From Responsiveness to Collaboration : Governance, Citizens, and the Next Generation of Public Administration." *Public Administration Review* 62(5): 527-540.

2.2 Additional Readings
(Additional references for students to learn to expand their knowledge about the subject.)

Online resources:
- The official United Nations site for the SDG indicators
- The United Nations Secretary General's High-Level Panel on Global Sustainability
- Post-2015 discussion site on future development framework and goals, at the Rio+20 Dialogues site
- 100 Resilient Cities project site