

**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:	Managing Sustainable Development
Course Code:	PIA5100
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

Sustainable development is a multi-disciplinary topic and area of practice that has captured the attention of not only policy makers but also businesses, non-profit organizations, citizens, consumers, and lobby groups. Its importance has been marked by the 17 United Nations Sustainable Development Goals as a blueprint for all parties to strive for. These Goals resonate well with the trends in recent years where decision makers are not merely interested in projects, organizations, and investments that drive economic progress but also those that have sustainability impact to the environment and the society as a whole. This 360-degree view about development requires a new way of thinking about how managers of development projects, organizations, and ventures approach development opportunities and challenges, and the framework and tools that can be deployed to achieve these Goals.

This course aims to equip students—as future leaders and managers of projects, organizations, and ventures that have a stake in sustainable development—with a way of thinking, planning, and managing sustainable development and development projects by drawing upon cutting-edge strategies and evidence. The course will be both analytical and practical and includes themes pertaining to “current issues” in development projects, organizations, and ventures, the different frameworks and tools (e.g., certification and standards, metrics, models) to make sense of and implement development in a sustainable manner, as well as emerging themes related to sustainable development such as circular economy and new technologies (e.g., blockchain). Case studies will be used to illustrate key concepts, examples, and best practices on the topic.

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.	Identify the objectives and key issues in sustainable development.	10%	✓	✓	✓
2.	Develop understanding and critical thinking of the various frameworks and tools to analyze, plan, and manage sustainable development projects, organizations and ventures.	40%	✓	✓	✓
3.	Develop competency in defending and articulating why and how development initiatives and projects are successful, accountable, and legitimate using different tools, reporting and evaluation.	40%	✓	✓	✓
4.	Sharpen the ability to reflect on the strengths and weaknesses of various framework and tools for development and communicating them responsibly to internal and external constituents.	10%	✓	✓	✓
		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			
Lectures	Defining sustainable development; understanding the narratives and rhetoric of sustainable development; operational issues in sustainable development efforts.	✓	✓	✓	✓			
Class discussion and debate	An opportunity for students to be critical about various concepts, principles and methods related to sustainable development; distinguishing between facts vs socially constructed reality; distinguishing different paradigms of development.	✓	✓	✓	✓			
Use of multi-media aids (films, news coverage, documentaries, online resources, etc.)	A means to provide concrete examples and ideas; encourage imaginative thinking and critical reflection.	✓	✓	✓	✓			
Individual assignment	This will be a 4-page long critical review of a sustainable development case where students apply the concepts, tools, methods learned to examine, appreciate, and ask questions about the case.	✓	✓					
Group project	This is a group work where students will “defend a client” whose sustainable development project went wrong or faced problems. Students will choose their own topic or project and apply all that they have learned to help address the client’s issues.	✓	✓	✓	✓			

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				
Continuous Assessment: 100%								
1. In-class Participation and Discussion		✓		✓			10%	Individual Assessment
2. Individual Assignment	✓	✓	✓				40%	Individual Assessment
3. Group Project Presentation and Report	✓	✓	✓	✓			50%	Group Assessment
Examination: N/A% (duration: N/A, if applicable)								
							100%	

- The grade is calculated according to the % weighting assigned;
- The submission of all component assignments is required for passing the subject;
- Student must pass all component(s) (standard of passing) if he/she is to pass the subject.

5. Assessment Rubrics

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

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class Participation and Discussion	Evaluated based on attendance quality, quantity, and quality of weekly participation in leading articles discussions.	Perfect attendance, excellent contribution to weekly class, be a positive influence in the class.	Good attendance, good contribution to weekly class.	Some attendance, some contribution to weekly class.	Adequate attendance and contribution to weekly class.	Limited attendance, limited contribution to weekly class, creating major or minor issues in the class.
2. Individual Assignment	<ul style="list-style-type: none"> • Ability to give direct and adequate answers to questions • Critical and analytic skills to assess arguments and concepts learnt in the course • Grasp of the subject matter dealt in the course 	Ability to respond to offer review in a critical, creative, and precise manner; strong evidence of original thinking; good capacity in analyzing and synthesizing information; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability, reasonable understanding of issues; evidence of familiarity with literature.	Sufficient understanding of the subject; ability to respond to simple problems.	Adequate understanding of the subject; ability to respond to simple problems.	Little evidence of familiarity with the subject matter; obvious weakness and flaws in critical and analytic skills; limited or irrelevant use of literature.
3. Group Project Presentation and Report	<ul style="list-style-type: none"> • Research skills to delineate and synthesize materials • Ability to give direct and adequate responses to challenges • Critical and analytic skills to assess arguments and concepts learnt in the course • Grasp of the subject matter dealt in the 	The ability to delineate materials; the use of relevant and stimulating materials; good and creative organization of materials; ability to conduct in-class discussion; capability in responding to questions derived from alternative perspectives; evidence of superior critical analysis and synthesis;	The use of materials largely relevant to the topic; indications of good grasp of subject; some evidence of critical capacity and analytic ability, reasonable understanding of issues; evidence of familiarity with literature; good ability to initiate dialogues with other students.	Basic understanding of the subject; ability to respond to simple problems during discussion.	Acceptable understanding of the subject; ability to respond to simple problems during discussion.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	course	excellent grasp of subject matter; evidence of in-depth knowledge.				

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class Participation and Discussion	<ul style="list-style-type: none"> Evaluated based on attendance quality, quantity, and quality of weekly participation in leading articles discussions. 	Perfect attendance, excellent contribution to weekly class, be a positive influence in the class.	Good attendance, good contribution to weekly class.	Some attendance, some contribution to weekly class.	Limited attendance, limited contribution to weekly class, creating major or minor issues in the class.
2. Individual Assignment	<ul style="list-style-type: none"> Ability to give direct and adequate answers to questions Critical and analytic skills to assess arguments and concepts learnt in the course Grasp of the subject matter dealt in the course 	Ability to respond to offer review in a critical, creative, and precise manner; strong evidence of original thinking; good capacity in analyzing and synthesizing information; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability, reasonable understanding of issues; evidence of familiarity with literature.	Between adequate and sufficient understanding of the subject; ability to respond to simple problems.	Little evidence of familiarity with the subject matter; obvious weakness and flaws in critical and analytic skills; limited or irrelevant use of literature.
3. Group Project Presentation and Report	<ul style="list-style-type: none"> Research skills to delineate and synthesize materials Ability to give direct and adequate responses to challenges Critical and analytic skills to assess arguments and concepts learnt in the course Grasp of the subject matter dealt in the course 	The ability to delineate materials; the use of relevant and stimulating materials; good and creative organization of materials; ability to conduct in-class discussion; capability in responding to questions derived from alternative perspectives; evidence of superior critical analysis and synthesis; excellent	The use of materials largely relevant to the topic; indications of good grasp of subject; some evidence of critical capacity and analytic ability, reasonable understanding of issues; evidence of familiarity with literature; good ability to initiate dialogues with other students.	Between basic and acceptable understanding of the subject; ability to respond to simple problems during discussion.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		grasp of subject matter; evidence of in-depth knowledge.			

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
- Contestation and narratives
- Stakeholders of development
- Alternative organizations and organizing
- Certifications and standards
- Metrics of development
- Financial analysis for development
- Environmental, Social and Governance (ESG)
- Policy issues in development
- Circular economy
- New technologies for development

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.)

1.	Jeffrey Sachs. 2015. <i>The Age of Sustainable Development</i> . Columbia University Press: New York.
2.	Parmar, B. L., Freeman, R. E., Harrison, J. S., Wicks, A. C., Purnell, L., & De Colle, S. (2010). Stakeholder theory: The state of the art. <i>Academy of Management Annals</i> , 4(1), 403-445.
3.	Mair, J., & Rathert, N. (2021). Alternative organizing with social purpose: Revisiting institutional analysis of market-based activity. <i>Socio-Economic Review</i> , 19(2), 817-836.
4.	Marquis, C. (2020). <i>Better business: How the B Corp movement is remaking capitalism</i> . Yale University Press.
5.	Purwohedi, U., & Gurd, B. (2019). Using Social Return on Investment (SROI) to measure project impact in local government. <i>Public Money & Management</i> , 39(1), 56-63.
6.	Serafeim, G. (2021). ESG: Hyperboles and Reality. <i>Harvard Business School Research Paper Series Working Paper</i> , 22-031.
7.	Reinsberg, B. (2019). Blockchain technology and the governance of foreign aid. <i>Journal of Institutional Economics</i> , 15(3), 413-429.
8.	Singh, A. (2020). The myth of 'debt-trap diplomacy' and realities of Chinese development finance. <i>Third World Quarterly</i> , 42(2), 239-253.
9.	Ekins, P., Domenech, T., Drummond, P., Bleischwitz, R., Hughes, N. and Lotti, L. (2019), "The Circular Economy: What, Why, How and Where", Background paper for an OECD/EC Workshop on 5 July 2019 within the workshop series "Managing environmental and energy transitions for regions and cities", Paris.

2.2 Additional Readings

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

1.	Easterly, William. 2001. <i>The Elusive Quest for Growth</i> , Cambridge: The MIT Press.
2.	Susan Baker, 2015. <i>Sustainable Development</i> . 2 nd Ed. Oxon: Routledge.
3.	Zajontz, T. (2022). The Chinese infrastructural fix in Africa: Lessons from the Sino-Zambian 'road bonanza'. <i>Oxford Development Studies</i> , 50(1), 14-29.
4.	The Global Compact. Who Care Wins: Connecting Financial Markets to a Connected World.
5.	Sandoval, M. (2020). Entrepreneurial activism? Platform cooperativism between subversion and co-optation. <i>Critical Sociology</i> , 46(6), 801-817.
6.	The United Nations website for the 17 Development Goals indicators
7.	IPCC Climate Change 2022 Report: https://www.ipcc.ch/report/ar6/wg3/