City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2022/23

Part I   Course Overview

Course Title:	Sustainable Development: Theory and Policy
Course Code:	PIA6502
Course Duration:	One Semester
Credit Units:	3
Level:	P6
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)*	POL6502 Sustainable Development: Theory and Policy
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   **Abstract**

This course pursues two innovative objectives: first, it provides students with the knowledge of and capability to critically think about the principles, alternative conceptions and theoretical interpretations of the notion of sustainable development; second, it introduces students to cutting-edge research on sustainable development policy and practices and to the processes of policy-making for sustainability at the international and local level. Students will then be able to discover for themselves how theory, politics and process of policy-making are applied through the use of local, regional and international case studies related to the sustainability of resources such as air, water and climate as reflected in emerging international experience in the field.

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.	Outline and critique the principles and notions of sustainable development		X		
2.	Compare and contrast different interpretations of sustainable development		X		
3.	Integrate the major political issues and the different stages of policy-making for sustainable development			X	
4.	Judge the main scientific issues relating to the sustainable use of resources			X	
5.	Reflect on personal behavioural patterns in relation to principles and practices for sustainable development		X		
		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 self-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. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week
		1	2	3	4	5	(if applicable)
Lectures	to provide an introduction to and guide students in discovering the debates, definitions, theories, actors, processes and institutions relating to sustainable development	x	x	x	x	x	3 hours per week
Class discussions	guide students to question, reflect, discover and apply the lectures to specific themes, case studies and personal patterns of behaviour			x	x	x	3 hours per week

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_%							
Mid-term test: to evaluate a student's competency on the theoretical content of the course	x	x	x	x	x	25%	
End of term Essay: to assess a student's ability to creatively apply the theoretical content of the course to an specific empirical question (2500-3000 Words)	x	x	x	x	x	50%	
Class discussions and presentations: to assess students' ability to discover, critique, defend and debate concepts, theories, and applications of sustainability in an innovative and congenial manner	x	x	x	x	x	25%	
						100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C, C-)	Failure (F)
1. End-of-term Essay		Outstanding ability to creatively explain and argue about the principles and notions of sustainable development and to compare theories, and identify research and policies related to the use of natural resources and of own patterns of behaviour. Both papers should also be able to demonstrate an ability to show innovation in the uptake of theories and case studies and use of references.	Good ability to creatively explain and argue about the principles and notions of sustainable development and to compare theories, and identify research and policies related to the use of natural resources and of own patterns of behaviour.	The principles and notions of sustainable development are well understood but the student demonstrates a limited ability to compare theories, and identify research and policies related to the use of natural resources and of own patterns of behaviour.	The principles and notions of sustainable development are not understood. The student is unable to compare theories, and identify research and policies related to the use of natural resources and of own patterns of behaviour.
2. Class Discussions and Presentations		Outstanding ability to debate and argue about specific cases studies in which the principles and notions of sustainable development are identified and contrasted and in which policies related to the use of natural resources are critiqued. Demonstrable evidence of creativity in providing innovative solutions and alternative ways of thinking in a persuasive manner. Excellent use of debating skills.	Good ability to debate and argue about specific cases studies in which the principles and notions of sustainable development are identified and contrasted and in which policies related to the use of natural resources are critiqued. Demonstrable evidence of creativity in providing innovative solutions and alternative ways of thinking in a persuasive manner as well as debating skills are above average.	The ability to debate and argue about specific case studies in which the principles and notions of sustainable development are identified and contrasted and in which policies related to the use of natural resources are critiqued is average. The student demonstrates a limited ability to provide innovative solutions. Debating skills are at an average level.	The student lacks competence to debate and argue about specific cases studies in which the principles and notions of sustainable development are identified and contrasted and in which policies related to the use of natural resources are critiqued. The student lacks competence in debating skills.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. End-of-term Essay		Outstanding ability to creatively explain and argue about the principles and notions of sustainable development and to compare theories, and identify research and policies related to the use of natural resources and of own patterns of behaviour. Both papers should also be able to demonstrate an ability to show innovation in the uptake of theories and case studies and use of references.	Good ability to creatively explain and argue about the principles and notions of sustainable development and to compare theories, and identify research and policies related to the use of natural resources and of own patterns of behaviour.	The principles and notions of sustainable development are well understood but the student demonstrates a limited ability to compare theories, and identify research and policies related to the use of natural resources and of own patterns of behaviour.	The principles and notions of sustainable development are poorly understood. The student is unable to compare theories, and identify research and policies related to the use of natural resources and of own patterns of behaviour.	The principles and notions of sustainable development are not understood. The student is unable to compare theories, and identify research and policies related to the use of natural resources and of own patterns of behaviour.
2. Class Discussions and Presentations		Outstanding ability to debate and argue about specific cases studies in which the principles and notions of sustainable development are identified and contrasted and in which policies related to the use of natural resources are critiqued. Demonstrable	Good ability to debate and argue about specific cases studies in which the principles and notions of sustainable development are identified and contrasted and in which policies related to the use of natural resources are critiqued. Demonstrable	The ability to debate and argue about specific case studies in which the principles and notions of sustainable development are identified and contrasted and in which policies related to the use of natural resources are critiqued is average. The student	The student is unable to debate and argue about specific cases studies in which the principles and notions of sustainable development are identified and contrasted and in which policies related to the use of natural resources are critiqued. Debating skills are below	The student lacks competence to debate and argue about specific cases studies in which the principles and notions of sustainable development are identified and contrasted and in which policies related to the use of natural resources are critiqued. The student

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		evidence of creativity in providing innovative solutions and alternative ways of thinking in a persuasive manner. Excellent use of debating skills.	evidence of creativity in providing innovative solutions and alternative ways of thinking in a persuasive manner as well as debating skills are above average.	demonstrates a limited ability to provide innovative solutions. Debating skills are at an average level.	average.	lacks competence in debating skills.

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, ecological modernisation, international sustainable governance, global and local sustainability (low carbon communities, high consumption countries, developing countries), sustainable air quality, water quality, climate, sustainable tourism, sustainability and heritage, sustainability and food, sustainable future.

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.   Baker, S. 2006. 'Challenges in the Third World', in *Sustainable Development*. Oxon: Routledge.
     2.   Barron, W. 2009. *The Great Disconnect*. Hong Kong: Institute for the Environment, The Hong Kong University of Science and Technology.
     3.   Bulkeley, H. et al. 2011. Cities and Low Carbon Transitions. Oxon: Routledge. **Ch. 3. Ch. 6**
     4.   Carter, N. 2001.'Sustainable Development and Ecological Modernization', *The Politics of the Environment: Ideas, Activism, Policy.* Cambridge: Cambridge University Press.
     5.   Neil T. Carter & Arthur P.J. Mol (eds.) *Environmental Governance in China,* London: Routledge.
     6.   Roberts, J. 2004. 'Sustainable Development and the goals of environmental policy' *Environmental Policy,* London, New York: Routledge.
     7.   Susan Baker, 2006. *Sustainable Development.* Oxon: Routledge.
     8.   Terri Mottershead. 2004. *Sustainable Development in Hong Kong*, Hong Kong: Hong Kong University Press.

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

     Online resources:

     1.   Agenda 21: The United Nations Programme of Action for from Rio
          http://www.un.org/esa/dsd/agenda21/
     2.   Built Cultural Heritage and sustainable urban development
          http://www.sciencedirect.com/science/article/pii/S0169204607001442
     3.   Creating space for sustainable food systems: lessons from the field
          http://link.springer.com/article/10.1023/A:1016095421310#page-1
     4.   Integrated Conservation of cultural built heritage
     5.   http://dare2.ubvu.vu.nl/handle/1871/10934
     6.   Sustainable Cities http://www.sustainablecities.org.uk/
     7.   Sustainable Development Fund http://www.susdev.gov.hk/html/en/sd/index.htm
     8.   United Nations documents on Sustainable Development:
     9.   http://www.un-documents.net/k-001303.htm