

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Marketing  
with effect from Semester A 2018/19**

---

---

**Part I Course Overview**

<b>Course Title:</b>	<b>Sustainable Development in China and its Global Impact</b>
<b>Course Code:</b>	<b>GE2240</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>B2</b>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<b>Study of Societies, Social and Business Organisations</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

*This course is designed to introduce the students to current sustainable development issues in China and its global impact. After thirty-year rapid economic growth, China is facing many challenges and threats in recent years, including environmental problems such as pollution, social problems such as income inequality, as well as economic slowdown. These areas are widely referred as the triple bottom lines of sustainable development. The course mainly focuses on practical issues, and topics include (1) the concept of sustainable development; (2) China's development journey in the past 30 years; (3) sustainability development in China; and (4) challenges to sustainability development in China and its impact on the global issues. We will look into some real cases to illustrate both problems and solutions. An interactive teaching method will be adopted in this course through a variety of learning activities such as class discussion, debate, oral presentation, and guest talks.*

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Review the concept of sustainable development and China's economic, social and political development journey in the past 30 years since its economic reform in 1978.		✓		
2.	Describe China's growing impact of sustainable development on global sustainability issues.			✓	
3.	Evaluate current practices and ethical issues of sustainable development in China.			✓	
4.	Make recommendations to ensure and enhance sustainable development in China.				✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 (if applicable)
		1	2	3	4			
Lectures and Classroom discussion	Various concepts on Economic reform, open policy will be explained, analysed and evaluated through lectures and classroom discussion.	✓	✓	✓	✓			
Search and analyse Relevant Information	Each student has to search and analyse relevant information related to China's current affairs as assigned by the teaching staff.	✓	✓	✓	✓			
Group Presentations	Individual groups will present to the class various topics about China. Students are encouraged to raise questions and comments for the presenting groups.		✓	✓	✓			
...								

### 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: <u>70</u> %								
Class Participation			✓	✓			15%	
Group presentation of selected topics	✓	✓					15%	
Individual Assignment	✓	✓					15%	
Group Report and Presentation	✓	✓					25%	
Examination: <u>30</u> % (duration: 2 hours)								

\* The weightings should add up to 100%.

100%

## 5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Participation	ABILITY to offer valuable and quality ideas;	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Weekly group presentation	ABILITY to think with a high degree of creativity	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Individual Assignment	ABILITY to explain the methodology and procedure	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Group Report and Presentation	ABILITY to synthesize and analyse	High	Significant	Moderate	Basic	Not even reaching marginal levels
5. Final Examination	ABILITY to grasp all aspects of the course content, and discuss the main issues.	High	Significant	Moderate	Basic	Not even reaching marginal levels

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

## **Part III**

### **Keyword Syllabus:**

#### **Session1: The Definition of Sustainable development**

What is sustainable development?

The Concept of Sustainable Development

Developments and trends

#### **Session2: China's development journey in the past 30 years**

The political and social development in China;

Economic issues;

#### **Session3: Sustainability development in China**

Major difficulties of the structural adjustment in Chinese economy;

Demographic problems;

Environmental problems;

#### **Session4: Challenges to Sustainability development in China and its impact on the global issues**

Problems may affect future development;

China's impact on global economy;

China's impact on the globalisation

## **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. Fundamentals of sustainable development; Author: Niko Roorda, Peter Blaze Corcoran and Joseph P. Weakland. Roorda, Niko. Abingdon, Oxon ; New York : Routledge, 2012.
2. China Business: Environment, Momentum, Strategies, Prospects; Author: Zhou Linong; New York : Pearson Prentice Hall, c2006.
3. China business: challenges in the 21st century; edited by Oliver H.M. Yau and Henry C. Steele; Chinese University Press, c2000.

### **2.2 Additional Readings**

- China Sustainable Development Strategy Report 2011
  - <http://world-governance.rio20.net/files/2011/05/Wang-Yi-China-Sustainable-Development-Strategy-Report-20112.pdf>
- China Case Study – Analysis of National Strategies for Sustainable Development (2004)
  - [http://www.iisd.org/pdf/2004/measure\\_sdsip\\_china.pdf](http://www.iisd.org/pdf/2004/measure_sdsip_china.pdf)
- <http://www.theclimategroup.org/>
- China Business Council for Sustainable Development
  - <http://www.cbcsd.org.cn/>

- China's National Report on Sustainable Development (for the United Nations) (2012)
  - <http://www.china-un.org/eng/zt/sdeng/P020120608816288649663.pdf>
- China and Global Sustainable Development (2012)
  - [http://thecleanrevolution.org/assets/files/TCG\\_ChinaCC\\_web.pdf](http://thecleanrevolution.org/assets/files/TCG_ChinaCC_web.pdf)
- Sustainable Low-Carbon City Development in China (2012)
  - [http://siteresources.worldbank.org/EXTNEWSCHINESE/Resources/3196537-1202098669693/4635541-1335945747603/low\\_carbon\\_city\\_full\\_en.pdf](http://siteresources.worldbank.org/EXTNEWSCHINESE/Resources/3196537-1202098669693/4635541-1335945747603/low_carbon_city_full_en.pdf)
- Corporate Social Responsibility and Sustainable Development in China (2012)
  - [http://www.csupom.org/domains/csuOM/PUBLICATIONS/2012-1/JSCOM\\_2012-1-5.pdf](http://www.csupom.org/domains/csuOM/PUBLICATIONS/2012-1/JSCOM_2012-1-5.pdf)
- Corporate Social Responsibility and Sustainable Economic Development in China (2012)
  - [http://www.uschamber.com/sites/default/files/international/files/17296\\_China%20Corp%20Social%20Responsibility\\_Opt.pdf](http://www.uschamber.com/sites/default/files/international/files/17296_China%20Corp%20Social%20Responsibility_Opt.pdf)
- Electric Vehicles in the context of sustainable development in China (2011)
  - [http://www.un.org/esa/dsd/resources/res\\_pdfs/csd-19/Background-Paper-9-China.pdf](http://www.un.org/esa/dsd/resources/res_pdfs/csd-19/Background-Paper-9-China.pdf)
- Implementing Sustainable Urban Travel Policies in China (2011)
  - <http://www.internationaltransportforum.org/jtrc/DiscussionPapers/DP201112.pdf>
- Africa and China Cooperation for sustainability (2012)
  - [http://www.wwfchina.org/wwfpress/publication/shift/WWF\\_Briefing\\_Note\\_Africa\\_China\\_cooperation\\_for\\_sustainability\\_EN.pdf](http://www.wwfchina.org/wwfpress/publication/shift/WWF_Briefing_Note_Africa_China_cooperation_for_sustainability_EN.pdf)
- Sustainable Low-Carbon City Development in China
  - <http://www.worldbank.org/en/news/2012/05/03/sustainable-low-carbon-city-development-in-china>

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	This PILO is related to CILO1. Students will be motivated to discover and search information related to sustainable development and China issues.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	This PILO is related to CILO1 and 2. Students will identify and present the framework and major issues on sustainable development.
PILO 3: Demonstrate critical thinking skills	This PILO is related to CILO2, 3 and 4. Students will be asked to analyse and evaluate the current practices in China
PILO 4: Interpret information and numerical data	This PILO is related to CILO1, 2, 3 and 4. Throughout the course, students will collect the information from different sources and evaluate them, finally provide their recommendations.
PILO 5: Produce structured, well-organised and fluent text	This PILO is related to CILO1, 2, 3 and 4. Students will produce structured text through group discussion, presentation and reports.
PILO 6: Demonstrate effective oral communication skills	This PILO is related to CILO1, 2, 3 and 4. Students will be encouraged to participate in class discussion and oral presentation
PILO 7: Demonstrate an ability to work effectively in a team	This PILO is related to CILO2, 3 and 4. Students will work together in a team to present their findings.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	This PILO is related to CILO2. Students will identify the issues in China and evaluate the impact on global issues.
PILO 9: Value ethical and socially responsible actions	This PILO is related to CILO4 and 5. Through identifying and evaluating the current practices of sustainable development, student will provide their recommendations to Chinese government and businesses.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	This PILO is related to CILO1, 2, 3 and 4. Students will identify more in-depth understanding of the topics, and suggest some new interpretations of the facts they found.

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
Group Project