City University of Hong Kong

Information on a Course
offered by Department of Public Policy
with effect from Semester A 2014 / 2015

Part I

Course Title: Sustainable Development : Theory and Policy

Course Code: POL6502

Course Duration: One Semester

Credit Units: 3

Level: P6

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1.   Course Aims

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)**
    Upon successful completion of this course, students should be able to:

CILOs	Weighting (if applicable)
1. Outline and critique the principles and notions of sustainable development	20%
2. Compare and contrast different interpretations of sustainable development	20%
3. Integrate the major political issues and the different stages of policy-making for sustainable development	20%
4. Judge the main scientific issues relating to the sustainable use of resources	20%
5. Reflect on personal behavioural patterns in relation to principles and practices for sustainable development	20%

3.   **Teaching and Learning Activities (TLAs)**
    (Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

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

4.   **Assessment Tasks/Activities**
    (Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1,2,3,4,5	**Mid-term test :** to evaluate a student's competency on the theoretical content of the course	25%	
CILO 1,2,3,4,5	**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)	50%	
CILO 1,2,3,4,5	**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	25%	

5. **Grading of Student Achievement:** Refer to Grading of Courses in the
Academic Regulations for Taught Postgraduate Degrees.

End-of--term Essay

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	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.
B+ B B-	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.
C+ C C-	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.
D	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.
F	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.

Class Discussions and Presentations

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	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.
B+ B B-	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.
C+ C C-	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.
D	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 average.
F	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.

<u>Part III</u>

Keyword Syllabus: 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.

Recommended Readings:

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

Online resources:

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