

PIA5057: COLLABORATIVE GOVERNANCE FOR SUSTAINABILITY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Collaborative Governance for Sustainability

Subject Code

PIA - Public and International Affairs

Course Number

5057

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Recognize and assess justifications for policy intervention in sustainability	20	x	x	x
2	Understand contextual factors shaping collaboration on sustainability policy	20	x	x	x
3	Evaluate the ways collaboration for sustainability has been institutionalized at the global and local level	20	x	x	x
4	Identify various ways progress on sustainability is measured and the role of collaboration within the process of measurement	20	x	x	x
5	Critically analyze power dynamics in the political economy of sustainability and their impact on collaborative efforts, at both global and local levels	20	x	x	x

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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures and seminars	Lecturers, Videos	1, 2, 3, 4, 5
2	Presentations	Participation in lectures, including presentation of case studies	1, 2, 3, 4, 5

3	In-class participation	Discussion of reading materials and visual material shown in class	1, 2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class participation	1, 2, 3, 4, 5	20	-	Yes
2	Group presentation	1, 2, 3, 4, 5	30	(~3,500 words)	No
3	Term paper	1, 2, 3, 4, 5	50	-	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

In-class participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

To demonstrate the activeness of classroom participation

Excellent

(A+, A, A-) Very good to excellent participation in presentations and class discussion

Good

(B+, B, B-) Good participation in presentations and class discussion

Fair

(C+, C, C-) Satisfactory participation in presentations and class discussion

Marginal

(D) Adequate participation in presentations and class discussion

Failure

(F) Lack of attendance or participation in class discussion and presentations; and/or substantial plagiarism

Assessment Task

Group presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

To assess individual presentation

Excellent

(A+, A, A-) Demonstration of excellent understanding of the course

Good

(B+, B, B-) Demonstration of good to very good understanding of the course

Fair

(C+, C, C-) Demonstration of general understanding of the course

Marginal

(D) Demonstration of adequate knowledge of the course

Failure

(F) Fail to demonstrate basic knowledge of the course

Assessment Task

Term paper (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

To assess the ability to write a 3000-3500 words essay

Excellent

(A+, A, A-) Demonstration of excellent understanding and critical evaluation of impacts of globalization on environmental problems and policies

Good

(B+, B, B-) Demonstration of good to very good understanding and critical evaluation of impacts of globalization on environmental problems and policies

Fair

(C+, C, C-) Demonstration of general knowledge of main features of impacts of globalization on environmental problems and policies

Marginal

(D) Demonstration of adequate knowledge of main features of impacts of globalization on environmental problems and policies, but without good critical evaluation

Failure

(F) Failure to demonstrate basic knowledge of impacts of globalization on environmental problems and policies; inability to engage in critical evaluation

Assessment Task

In-class participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

To demonstrate the activeness of classroom participation

Excellent

(A+, A, A-) Very good to excellent participation in presentations and class discussion

Good

(B+, B) Good participation in presentations and class discussion

Marginal

(B-, C+, C) Satisfactory participation in presentations and class discussion

Failure

(F) Lack of attendance or participation in class discussion and presentations; and/or substantial plagiarism

Assessment Task

Group presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

To assess individual presentation

Excellent

(A+, A, A-) Demonstration of excellent understanding of the course

Good

(B+, B) Demonstration of good to very good understanding of the course

Marginal

(B-, C+, C) Demonstration of general knowledge of the course

Failure

(F) Fail to demonstrate basic knowledge of the course

Assessment Task

Term paper (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

To assess the ability to write a 3000-3500 words essay

Excellent

(A+, A, A-) Demonstration of excellent understanding and critical evaluation of impacts of globalization on environmental problems and policies

Good

(B+, B) Demonstration of good to very good understanding and critical evaluation of impacts of globalization on environmental problems and policies

Marginal

(B-, C+, C) Demonstration of general knowledge of main features of impacts of globalization on environmental problems and policies, but without good critical evaluation

Failure

(F) Failure to demonstrate basic knowledge of impacts of globalization on environmental problems and policies; inability to engage in critical evaluation

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

	Title
1	From World Institutions:
2	Global Warming of 1.5 °C (IPCC) (https://www.ipcc.ch/sr15/)
3	Climate Change 2022: Mitigation of Climate Change (https://www.ipcc.ch/report/ar6/wg3/)
4	GEO for Business
5	IPCC report 2022 (https://www.ipcc.ch/report/ar6/wg3/)
6	Transforming our world: the 2030 Agenda for Sustainable Development: (https://sdgs.un.org/2030agenda)
7	Maximising the impact of partnerships for the SDGs (https://sdghelpdesk.unescap.org/e-library/maximising-impact-partnerships-sdgs-practical-guide-partnership-value-creation)
8	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)
9	From academic literature
10	Acuto, M., & Leffel, B. (2021). Understanding the global ecosystem of city networks. <i>Urban Studies</i> , 58(9), 1758-1774.
11	Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. <i>Journal of Public Administration Research and Theory</i> , 18(4), 543-571.
12	Bardach, E., & Patashnik, E. M. (2019). <i>A practical guide for policy analysis: The eightfold path to more effective problem solving</i> . CQ press.
13	Cairney, P., Heikkila, T., & Wood, M. (2019). <i>Making policy in a complex world</i> . Cambridge University Press.
14	Emerson, K., Nabatchi, T., & Balogh, S. (2012). An integrative framework for collaborative governance. <i>Journal of Public Administration Research and Theory</i> , 22(1), 1-29.
15	Florini, A., & Pauli, M. (2018). Collaborative governance for the sustainable development goals. <i>Asia & the Pacific Policy Studies</i> , 5(3), 583-598.
16	Hartley, K., Kuecker, G., & Woo, J. J. (2019). Practicing public policy in an age of disruption. <i>Policy Design and Practice</i> , 2(2), 163-181.
17	Innes, J. E., & Booher, D. E. (1999). Consensus building and complex adaptive systems: A framework for evaluating collaborative planning. <i>Journal of the American Planning Association</i> , 65(4), 412-423.
18	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. <i>Policy Studies Journal</i> , 46(2), 269-297.
19	Peters, B., Pierre, J., Sørensen, E., & Torfing, J. (2022). The rise of collaborative governance. In <i>A Research Agenda for Governance</i> (pp. 33-55). Edward Elgar Publishing.
20	Pocharoen, O. O., & Ting, B. (2015). Collaboration, co-production, networks: Convergence of theories. <i>Public Management Review</i> , 17(4), 587-614.
21	Stone, D. (2019). <i>Making Global Policy</i> . Cambridge University Press.
22	Van Zanten, J. A., & Van Tulder, R. (2018). Multinational enterprises and the Sustainable Development Goals: An institutional approach to corporate engagement. <i>Journal of International Business Policy</i> , 1(3), 208-233.
23	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” . <i>Journal of Cleaner Production</i> , 256, 120260.
24	Vigoda, Eran. (2002). "From Responsiveness to Collaboration : Governance, Citizens, and the Next Generation of Public Administration." <i>Public Administration Review</i> 62(5): 527-540.

Additional Readings

	Title
1	Online resources:
2	The official United Nations site for the SDG indicators
3	The United Nations Secretary General’ s High-Level Panel on Global Sustainability

4	Post-2015 discussion site on future development framework and goals, at the Rio+20 Dialogues site
5	100 Resilient Cities project site