

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title: Sustainable Development and Climate Change

Course Code: POL3239

Course Duration: One Semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

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) SA3239 Sustainable Development: Theory, Research and Policy /
POL3239 Sustainable Development: Theory, Research and Policy

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course is aimed to introduce vulnerability of the ecological, economic and social systems to climate change as well as the pursuit of sustainable development in the form of climate mitigation and adaptation. Students will gain the knowledge of and capability to discover the principles, alternative conceptions and theoretical interpretations of the notion of sustainable development such as Hardin's tragedy of the commons, ecological modernization, and ecological economics. Furthermore, students will develop critical thinking on environmental justice and locally appropriate measures for combating climate change. The case teaching methods will enable students to discover for themselves how science and politics have played a role in policy-making processes for addressing sustainability and climate challenges at a local, regional and international level.

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.	Demonstrate knowledge and understanding of the principles and notions of sustainable development and the international, regional, and/or national regimes for combating climate change	40%	√		
2.	Compare and contrast different political and social processes for climate mitigation and adaptation across local, regional, and international levels	30%		√	
3.	Analyze environmental, economic, and social implications of existing production and consumption patterns for sustainable development and climate change	20%		√	
4.	Discover and reflect on personal behavioural patterns and identify collective actions required for addressing sustainability challenges	10%	√		√
		100%			

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

[#] 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	5		
Lectures	To provide an introduction to and guide students in discovering the debates, definitions, theories, actors, processes and institutions relating to sustainable development.	√	√	√	√			2 hours per week
Tutorial discussions and debates	guide students to question, reflect, discover and apply the lectures to specific themes, case studies and personal patterns of behaviour			√	√			2 hours every other 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: <u>100</u> %								
Mid-term Examination (2 hours)	√	√	√	√			30%	To evaluate a student's competency on the theoretical content of the course.
End of term Essay	√	√	√	√			40%	To assess a student's ability to creatively apply the theoretical content of the course to an specific empirical question
Tutorial discussions (compulsory) and motion debates	√	√	√	√			30%	To assess students' ability to discover, critique, defend and debate concepts, theories, and applications of sustainability in an innovative and congenial manner.
Examination: _____% (duration: _____, if applicable)								
							100%	

* The weightings should add up to 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. Mid-Term Exam paper		<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
2. Tutorial discussions and motion debates		<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

3. End-term Essay		<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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, vulnerability, climate mitigation and adaptation, ecological modernisation, evidence-based policymaking, politics, energy, biodiversity and waste

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.)

Main Text(s) and Online Resources:

1. Susan Baker, 2006. *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. Terri Mottershead. 2004. *Sustainable Development in Hong Kong*, Hong Kong: Hong Kong University Press.
4. United Nations documents on Sustainable Development :<http://www.un-documents.net/k-001303.htm>
5. Our Common Future: The Brundtland Report 1987:
<http://www.un-documents.net/ocf-ov.htm>
6. Agenda 21: The United Nations Programme of Action for from Rio
<http://www.un.org/esa/dsd/agenda21/>
7. Sustainable Cities
<http://www.sustainablecities.org.uk/>

Required Readings:

1. Barron, W. 2009. ‘Sustainability & Sustainable Development’, *The Great Disconnect*. Hong Kong: Institute for the Environment, The Hong Kong University of Science and Technology. **Ch. 3**
2. Carter, N. 2001. ‘Sustainable Development and Ecological Modernization’, *The Politics of the Environment: Ideas, Activism, Policy*. Cambridge: Cambridge University Press. **Ch. 8**
3. Baker, S. M. Kousis, D. Richardson, S. Young. 1997. ‘Introduction: the theory and practice of sustainable development in EU perspective’, In Baker, S. M. Kousis, D. Richardson, S. Young (eds.) *The Politics of Sustainable Development: Theory, Policy and Practice in the European Union*. London, NY: Routledge. **Introduction.**
4. Hardin, Garrett. 1968. ‘The Tragedy of the Commons’. *Science*, Vol. 162, pp. 1243-1248.
5. Mol, Arthur P. J. and D. A. Sonnenfeld. 2000. “Ecological Modernization around the world: An Introduction” *Environmental Politics*, Vol. 9, 1-14.
6. Zhang, L., Arthur P. J. Mol, David A. Sonnenfeld. 2007. “The Interpretation of Ecological Modernisation in China” *Environmental Politics*, Vol. 16, 2, pp. 659-668.
7. Lele, Sh. 1991. “Sustainable Development: A Critical Review”. *World Development*. Vol. 19, 6: 607-621.
8. Agenda 21: The United Nations Programme of Action for from Rio
<http://www.un.org/esa/dsd/agenda21/>
9. Baker, S. 2006. “High-consumption societies: the responsibilities of the European Union”, in *Sustainable Development*. Oxon: Routledge. **Ch. 6**

10. Princen, Th. 2005. 'The Idea of Sufficiency' In Thomas Princen. *The Logic of Sufficiency*. Cambridge, Massachusetts: MIT Press. **Ch. 1**
11. Mottershead, T. 2004. "Sustainable Development in Hong Kong: a road yet to be travelled?", in Terri Mottershead (ed.) *Sustainable Development in Hong Kong*. Hong Kong: Hong Kong University Press. **Ch. 3**
12. Hong Kong Council for Sustainable Development, Sustainable Development Division and Sustainable Development Fund <http://www.susdev.gov.hk/html/en/sd/index.htm> (Environment, Transport & Housing, Development and Home Affairs Bureaus).
13. Convention on Biological Diversity: <http://www.cbd.int/convention/>
14. Goldemberg, J. and Oswaldo Lucon. 2010. 'Energy and Development' in *Energy, Environment and Development*. London: Sterling; VA: Earthscan. **Ch. 5**
15. Goldemberg, J. and Oswaldo Lucon. 2010. 'Energy and the Environment: the Causes' in *Energy, Environment and Development*. London: Sterling; VA: Earthscan. **Ch. 7**
16. Isenhour, Cindy, Gary W. McDonogh, and Melissa Checker. 2015. *Sustainability in the global city : myth and practice, New directions in sustainability and society*. New York, NY: Cambridge University Press.
17. Lacasse, Katherine. 2015. "The importance of being green: The influence of green behaviors on Americans' political attitudes toward climate change." *Environment & Behavior* no. 47 (7):754-781. doi: 10.1177/0013916513520491.
18. Lyster, Rosemary. 2015. *Climate justice and disaster law*. Cambridge UK ; New York: Cambridge University Press.
19. Macintosh, Andrew, Anita Foerster, and Jan McDonald. 2015. "Policy design, spatial planning and climate change adaptation: a case study from Australia." *Journal of Environmental Planning and Management* no. 58 (8):1432-1453. doi: 10.1080/09640568.2014.930706.
20. Singh, Shweta, and Chris Kennedy. 2015. "Estimating future energy use and CO2 emissions of the world's cities." *Environmental Pollution* no. 203:271-278. doi: 10.1016/j.envpol.2015.03.039.
21. Truelove, Heather Barnes, Amanda R. Carrico, and Lanka Thabrew. 2015. "A socio-psychological model for analyzing climate change adaptation: A case study of Sri Lankan paddy farmers." *Global Environmental Change* no. 31:85-97. doi: 10.1016/j.gloenvcha.2014.12.010.
22. WWF-UK. 2015. A greener budget: Sustaining our prosperity in a changing world. World Wildlife Fund.

2.2 Additional Readings

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

1. United Nations documents on Sustainable Development:
2. <http://www.un-documents.net/k-001303.htm>
3. Baker, S. 2006. 'Global governance and the United Nations Environment Summits', *Sustainable Development*. Oxon: Routledge. **Ch. 3**
4. Mottershead, T. 2004. 'International Sustainable Governance', *Sustainable Development in Hong Kong*, Hong Kong: Hong Kong University Press. **Ch. 2**