

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Global and Environmental Studies
Programme QF Level	: 5
Course Title	: Sustainable Development and Policy
Course Code	: SSC4140
Department	: Social Sciences
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course will provide students with knowledge of sustainable development and related challenges encountered in a globalized world. More specifically, this course aims to demonstrate the importance of sustainable development globally, which emphasizes quality of development over quantity, and the rights of future generations to meet their own needs, etc. The course also demonstrates the interdependence of social development, the economy and environmental protection. With particular reference to promoting sustainable development, this course expects students to critically examine what major policy and reform strategies modern governments adopt in the promotion of sustainable development. It further provides students with knowledge of the approach to, and practices of local and international institutions and corporations to achieve sustainable development in the Asian context.

2. Course Intended Learning Outcomes (CILO_s)

Upon completion of this course, students will be able to:

- CILO₁ understand different conceptions of sustainable development; and the importance of a mix of socio-economic and environmental policies for achieving sustainable development.
- CILO₂ critically analyze challenges encountered by different societies, such as differences in access to healthcare, education and social security, gaps between economic prosperity and environmental degradation, and the question of the sustainability of economic growth in light of natural resource depletion; and evaluate these effects of achieving sustainable development.
- CILO₃ assess the roles of the local and international institutions in promoting sustainable development in the Asian context.
- CILO₄ understand major policy and reform coping strategies adopted by modern states in promoting sustainable development.
- CILO₅ demonstrate the importance of appropriate measurement tools to keep track of sustainable development.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Understand various interpretations of sustainable development 2. Explain briefly how sustainability issues are important today	<i>CILO₁</i>	<ul style="list-style-type: none"> Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references Tutorials: students to present the chosen topics; comment on the presentations; discuss their views on chosen subject areas Web and library search Reading lecture notes and key references
3. Examine challenges to sustainable development using examples, such as environmental pollution, unequal access to education and social security, the depletion of natural resources, etc. 4. Assess the significant roles different institutions and groups have to achieve sustainable development in the Asian context	<i>CILO_{2,3}</i>	
5. Analyze major policies and coping strategies adopted by modern states in promoting sustainable development 6. Discuss different dimensions to measure sustainability and contributions to developing sustainable policies	<i>CILO_{4,5}</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>Course participation Participation in discussions and course learning activities. Students are expected to demonstrate a good understanding of the relevant concepts and topics, and be actively engaged in a collaborative and interactive learning environment.</p>	10%	<i>CILO_{1,2,3,4,5}</i>
<p>Group project Students should work on a selected topic relating to sustainable development in groups. Completed projects will be delivered in the forms of an in-class presentation and a written group project report: Group presentation (20%): Students are required to work as a team to deliver the presentation, provide written questions and ideas for class discussions, and encourage active participation among other members of the class. Written group report (20%): The written work should demonstrate achievement of the relevant course-intended learning outcomes.</p>	40%	<i>CILO_{1,2,3,4,5}</i>

<p>Individual assignment: Policy analysis Students should produce a policy analysis report (in about 1,500 to 2,000 words) which critically evaluates the sustainable development policies of a selected organisation/institution with sufficient evidence and provides specific policy recommendations.</p>	50%	CILO _{1,2,3,4,5}
---	-----	---------------------------

5. Required Text(s)

Baker, S. (2006) *Sustainable Development*. London and New York: Routledge.

6. Recommended Readings

- Agyeman, J. (2013). *Introducing Just Sustainabilities: Policy, Planning and Practice*. London: Zed Books.
- Elliott, J.H. (2013). *An Introduction to Sustainable Development*. New York: Routledge.
- Greenwood, D.T. and Holt, R.P.F. (2010). *Local Economic Development in the 21st Century: Quality of Life and Sustainability*. Armonk: M.E. Sharpe.
- Henman, P. and Fenger, M. (2006). *Administering Welfare Reform: International Transformations in Welfare Governance*. Bristol: Policy.
- Laboy-Nieves, E.N., Schaffner, F.C., Abdelhadi, A.H. and Goosen, M.F.A. (2009). *Environmental Management*. London: CRC Press.
- Midgley, J. (1995). *Social Development: The Developmental Perspective in Social Welfare*. London: Sage.
- Midgley, J. & Tang K.L. (2001). Social policy, economic growth and developmental welfare. *International Journal of Social Welfare*, 10/4: 244-252.
- Mohamed Salih, M.A. (2002). Globalization, sustainable development and environment: A balancing act. In F.J. Schuurman (Ed.), *Globalization and Development Studies: Challenges for the 21st Century*. New Delhi: Vistaar Pub.
- Mudacumura, G.M., Mebratu, D. & Haque, M.S. (2006). *Sustainable Development Policy and Administration*. Boca Raton: CRC/Taylor and Francis.
- Munasinghe, M. (2009). *Sustainable Development in Practice*. New York: Cambridge.
- Roger, P.P., Jalal, K.F. and Boyd, J.A. (2008). *An Introduction to Sustainable Development*. London: Earthscan.
- Salim, E. (2007). The paradigm of sustainable development. In Organization for Economic Co-operation and Development (OECD) (Ed.), *Institutionalising Sustainable Development*. OECD.
- Schmandt, J. and Ward, C.H. (eds.) (2012) *Sustainable Development: The Challenge of Transition*. Cambridge: Cambridge University Press.
- Strange, T. & Bayley, A. (2008). *Sustainable Development: Linking Economy, Society and Environment*, OECD, available at:
<http://wdn.ipublishcentral.net/oecd/viewinside/3108875690194>.
- United Nations Development Programme (1997). *Governance for Sustainable Human Development*. UNDP: New York, available at: <http://mirror.undp.org/magnet/policy/>.
- World Bank (2013). *World Development Indicators 2013*. Washington, DC: World Bank.
- World Commission on Environment and Development (1987). *Our Common Future*. United Nations. <http://www.un-documents.net/wced-ocf.htm>

7. Related Web Resources

Sustainable Development Knowledge Platform, United Nations:

<http://sustainabledevelopment.un.org/index.html>

Green Growth and Sustainable Development, Organization for Economic Co-operation and Development:

<http://www.oecd.org/greengrowth/>

International Institute for Sustainable Development:

<http://www.iisd.org/>

Sci Dev Net:

<http://www.scidev.net/global/>

Sustainable Development, World Bank:

<http://www.worldbank.org/en/topic/sustainabledevelopment>

United Nations Economic and Social Commission for Asia and the Pacific:

<http://www.unescap.org/>

World Business Council for Sustainable Development:

<http://www.wbcsd.org/home.aspx>

8. Related Journals

Electronic Journal of Sustainable Development.

Environment, Development and Sustainability. Kluwer Academic Publishers.

European Journal of Sustainable Development. European Center of Sustainable Development.

Global Social Policy. Sage.

International Journal of Social Welfare. Wiley-Blackwell.

International Journal of Sustainable Development & Planning. WIT Press.

Journal of Asian Public Policy. Routledge.

Journal of Environment and Development. Sage.

Journal of Social Policy. Cambridge University Press.

Journal of Social Policy and Administration. Wiley-Blackwell.

Journal of Sustainable Development. Canadian Center of Science and Education.

Social Development. Wiley-Blackwell.

Social Indicators Research. Springer.

Sustainable Development. Wiley-Blackwell.

Sustainability. Molecular Diversity Preservation International.

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Newspapers and magazines related to topic issues.

Aug 2019