While the emergence of China as an economic power has been characterized by steady and rapid economic development and higher living standards, it has also inflicted enormous damage on China’s environment and the health and well-being of its people. Given the severe resource and environmental constraints on economic development, China still faces an arduous task to continue improving people’s livelihoods. China was ranked 73rd in the world in terms of GDP per capita in 2015 and there are 83 million people living in poverty (less than 1 US$ per day in 2013). Sustainability means meeting human needs while limiting harmful impacts on the environment so that future generations may also live comfortably and prosper. Sustainable development is society’s way of dealing with environmental challenges in a manner that integrates economic, social and environmental considerations and recognizes their inter-linkages. There is a great necessity and responsibility for China to shift to a more sustainable development path by transforming its development mindset and innovating to realize new modes of development, so as to not only benefit Chinese citizens but also make greater contributions to global sustainable development.

This course begins with the introduction of the concepts, principles, and evaluation methodologies of sustainable development. The main objective of the course is designed to apply these principles and methods to analyze and understand sustainable development issues in China. China’s sustainable development issues to be covered include energy resources, water resources and water pollution, transportation and urbanization, climate change, and etc. The course also explores solutions for China’s future development. Governance and policy, technology, organizational and individual behaviour are important elements affecting sustainable development and will be examined at international, national, and local levels. Prerequisite(s): SOSC1170 or SOSC 3150 or SOSC3180/ENVR3110.

1. Intended Learning Outcomes (ILOs)

By the end of this course, students will be able to:

a) Explain and understand the concepts, principles and significance of sustainable development;

b) Understand and critique the existing assessment methodologies for evaluating sustainable development;

c) Understand and explain the drivers, origins and challenges behind environmental issues in China;

d) Apply the principles and methodologies of sustainable development to evaluate and analyse environmental issues and development in China.
e) Explore solutions for achieving a more sustainable development path for China from a multi-disciplinary perspective

This course also provides students with opportunities to develop their ability to:

f) Use effective skills in communication, analysis, information collection, presentation, and stakeholder facilitation

g) Work within a team and take leadership

2. Teaching Approach

Sustainable development is an area of study and practice with few clear answers. Yet the study of sustainable development is based on established principles and practices that are modified to suit specific environmental challenges. This course is designed to balance an introduction to the fundamental principles of sustainable development with the equally important need to discover the many ways that sustainability can be creatively brought into being.

Classes will be a combination of discussions of theories and examples, case studies, group work, debates, guest speakers and so on. This course will be heavily interactive in that students are expected to engage in discussion and presentation. Students must read the literature that is provided before class and prepare questions and thoughts before class to enhance class discussions.

3. Readings

Mandatory readings are on the reading list and are posted on CANVAS. More readings can be recommended to better understand environment and development issues in China.

Recommended Books

4. Assessment

This is a lecture and participatory course. Students must be prepared to present and discuss course-related materials in class. Class participation is evaluated by the extent to which students contribute new information and knowledge to the subject during discussion. Major discussion questions will be posted at Canvas.

Reading article review presentation 30%
Leading discussion 20%
Individual paper 35%
Attendance and class participation 15%

5. Academic Integrity

You come to university to learn how to use information creatively. To do so you are exposed to and search out new ideas, theories, and practices. You learn how to use them to create your own ideas, to argue their importance, and see them put into action. Simply copying other people’s work or ideas (usually called cheating) doesn’t help you develop creativity. In this course you will work on how to extend other people’s ideas, learn how to use them for your own purposes and generate your own ideas. Cheating shouldn’t be an issue. Any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practices. Submitting a paper written by or obtained from another, using a paper or essay in more than one class without the teacher’s permission is academic dishonesty. In such cases, the University must deal with you harshly (http://www.ust.hk/vpao/integrity/).

6. Course Outline

Class 1-2 Introduction to the Course and China’s Environmental Problems (Feb 20, 25)

Class 3-5 Concept, Integrated Assessment and Analysis Framework of Sustainable Development (Feb 27, March 3, 5)

**Class 6 Governance and Policy Evaluation (March 10)**


**Class 7-10 China’s Environmental Governance and Public Acceptance (March 12, 17, 19, 24)**

**Environmental Governance**

1. Bo Zhang, Cong Cao, Robert M. Hughes, Wayne S. Davis, 2017, China’s new environmental protection regulatory regime: Effects and gaps, *464-469*

**NIMBY and Public Acceptance**


**Pollution Haven and Corporate Environmental Responsibility**


**Class 11-14 Urbanization and Air Pollution (March 26, 31, Apr 2, 7)**

**Air Pollution Science and Science-Policy Interface**


**Social Media**


Air Pollution Policy Effectiveness


Class 15-20 Sustainable Energy Policy and Technology Development (April 9, 14, 16,21,23, 28)

Energy Security and Energy Policy

Energy Consumption Peak and EKC

Renewable Energy

Electric Vehicle Development

Energy and Water Resources

Class 21-24 Climate Change and Low Carbon Economy (May 5, 7, 12, 14)
The Paris Agreement and China’s Role


**Carbon Emission Trading**


**Climate Governance and Low Carbon City Development**


**Class 25** Future China--What is the Sustainable Development Path for China and How to Get There? (May 19)