

TIMETABLE ARRANGEMENT: Annual; 2nd Semester

CREDITS: 6

COURSE TEACHER(S): Dr. Yunjing Li

ASSESSMENT:

EXAMINATION 40 %	COURSEWORK 60 %
<ul style="list-style-type: none"> • 2 hours 	<ul style="list-style-type: none"> • Essay • Group project • Class participation

OBJECTIVES:

The course aims to deepen the understanding of cities as strategic sites for climate governance. It introduces to students both theoretical and empirical information for the city's leading role in responding to climate change. A wide range of governing tools and logics are reviewed to demonstrate the particular advantages, opportunities, and obstacles of different urban climate strategies.

COURSE SYNOPSIS:

The issues of climate change have been addressed in urban governance. This course examines efforts to mitigate and adapt to climate change at the city scale. In the first half of the course, we will review the origin and evolution of urban response to climate change and dominant theories about how and why climate is governed in cities. In the second half of the course, we will critically evaluate different approaches to urban climate governance and the new initiatives that are being implemented in different socio-political contexts. We will analyze the advantages and disadvantages of each approach and initiative, discuss the outcome in terms of success and failure, and identify the obstacles encountered. The course also covers new trends and debates in the field of urban climate governance.

LECTURE TOPICS:

- General introduction to the relationship between cities, sustainability, and climate change
- Global frameworks of climate change governance, cities and multilevel climate governance
- Sustainable city, low-carbon city, resilient city, and smart city: a brief history of dominant ideas
- Cities and the environmental state
- The role of cities in socio-technical transitions, urban living labs and experimentation
- GHG inventory and accounting
- Urban planning and design
- Market instruments and the financing of climate infrastructures
- Public participation, community engagement, and local knowledge
- Transnational municipal climate networks
- Green consumption: a perspective from the food sector
- Equity, environmental justice, and urban climate change
- The North/South divide in urban climate action and research

RECOMMENDED READING LIST:

- Bulkeley, H. (2013). Cities and Climate Change. Routledge, New York.
- Hoffman, M. (2011). Climate Governance at the Crossroads: Experimenting with a Global Response after Tokyo. Oxford University Press.

Course Learning Outcomes (CLOs) After completing this course, students would be able to:		Alignment with Programme Learning Outcomes (PLOs)*						Course Assessment Methods
		1	2	3	4	5	6	
1	understand the historical and political contexts of the rise of cities in global climate governance	✓	✓					Essay, class participation & exam
2	recognize main conceptual frameworks of urban responses to climate change	✓	✓					Essay & exam
3	be aware of different initiatives used in addressing climate change at the city scale which draw upon a variety of actors and policy instruments	✓	✓	✓				Group project, class participation & exam
4	demonstrate skills in critically evaluating these initiatives, placing them into their social, political, economic, and cultural contexts			✓	✓			Group project & class participation
5	develop a comparative perspective on urban climate governance and planning in the global South vis-à-vis North				✓	✓	✓	Essay, group project & exam

***Geography Major Programme Learning Outcomes (PLOs)**

In order to meet the demands and challenges in this dynamic and ever-changing world, the Department has designed a series of well-structured and contemporary courses to cater to the different interests of students. Its courses are designed to align with the University's educational aims which hope to nurture future generations not only with a critical and intellectual mindset, but also with a passion to contribute to society in general.

After completing the programme, Geography Major students should be able to:

PLO1 critically analyse the geographical aspects of the relationship between people and the natural environment;

PLO2 demonstrate and develop an understanding of how these relationships have changed with space and over time;

PLO3 identify, collect and utilize primary and secondary data to investigate and analyse the issues and problems facing people, places and society;

PLO4 integrate, evaluate and communicate information from a variety of geographical and other sources;

PLO5 participate in promoting social, economic and environmental sustainability at the local, regional and global scales; and

PLO6 effectively apply a range of transferable skills in academic, professional and social settings.