The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>GEC1H16/GEC1H16C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Governing China: Chinese Politics and Legal System (中國的管治：中國政治與法律體制)</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>Exclusion APSS292 Chinese Politics</td>
</tr>
</tbody>
</table>

Objectives

As Hong Kong has become a part of China since 1997, greater understanding of Mainland China and its political and legal systems are very important for Hong Kong people, especially for those who may consider working and living in the mainland in future, or for those who would like to engage in business in the PRC after their graduation. With closer integration and cooperation between Hong Kong and the mainland at all levels, it is in our students’ best interest to have a better and deeper understanding of China’s governance and to discern how it is different from the political & legal systems in Hong Kong, and in other parts of the world.

In this subject, the following cluster specific attributes will be emphasized:

- Use quantitative and qualitative data in analyzing social/political/economic issues;
- Consider various issues and their moral implications for local/national and global communities;
- Understand and critically evaluate different political systems, economic systems, and legal systems;
- Understand and critically evaluate different political ideologies and political philosophies;
- Consider and critically evaluate different approaches for studying local, national, and global problems; and
- Become better-informed citizens, well prepared to participate in public life and public decision-making.

Intended Learning Outcomes

Upon completion of the subject, students will be able to:

(a) describe the unique nature of Chinese governance, including the operation and characteristics of China’s political system and legal system;

(b) discuss the dynamics of central-local relations;

(c) critically examine the possibilities and constraints in reforming the political and legal system in China;

(Note 1)
(d) discern how the Chinese political/legal system is different from those adopted in Hong Kong, and in other parts of the world.

(e) evaluate China’s foreign policies in the Asian region and in the global community;

(f) identify and discuss major governance issues and challenges facing China in the twenty-first century.

**Literacy**

Students will be required to read the textbook and the required readings so as to prepare for the quizzes and the short essay.

**Higher order thinking**

This course is not designed for political indoctrination. On the contrary, the teaching and learning processes will emphasize ‘critical thinking’: different viewpoints and multiple perspectives will be introduced and critically compared. Students are encouraged to engage in free discussion and to examine contrasting viewpoints, and be able to formulate their own opinions. For example, students will study different viewpoints concerning China’s democratization. Both official positions and contrasting views within the CCP, the academic community, and from civil society will be studied.

**Life-long learning**

This subject will provide students with basic knowledge, concepts and perspectives in understanding China’s governance. Students will be motivated to pay closer attention to what is happening in mainland China and how rising China will relate herself with local governments, the HKSAR, the Asia region, and the global community. Having this background knowledge, students will find it less difficult to understand how China governs.

In addition, as China is changing rapidly, one has to continue to “learn” in order to understand it. Students will be better equipped in life-long learning after taking this course.

<table>
<thead>
<tr>
<th><strong>Subject Synopsis/Indicative Syllabus</strong> (Note 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The Chinese Communist Party and the party-state regime</strong></td>
</tr>
<tr>
<td>A. Chinese Constitution and major political principles in PRC</td>
</tr>
<tr>
<td>B. Features of the core state apparatus</td>
</tr>
<tr>
<td>C. Structure of the party-state</td>
</tr>
<tr>
<td>D. CCP leaders</td>
</tr>
<tr>
<td>E. Party Organization and membership</td>
</tr>
<tr>
<td>F. Dilemmas of party adaptation: the CCP’s strategies for survival</td>
</tr>
</tbody>
</table>

| **2. The central governing apparatus: Central government and political institutions** |
| A. National People’s Congress |
| B. State Council & Head of the State |
| C. Chinese People’s Political Consultative Conference |
D. The judicial system
E. Central Military Commission
F. Party control of the government
G. Major characteristics and problems of the political system

3. Governance beyond the Centre
   A. 3 levels of local governments
   B. Changing central-local relationship
   C. Matrix muddle: Tiao/Kuai Guanxi (條塊關係)
   D. Issues in local governance

4. The 2 SARs, and the China-Hong Kong relations
   A. Basic Law and legal system in HK
   B. Relationship between Hong Kong SAR and the central authority
   C. Issues of governance in HK

5. Taiwan-China’s relations
   A. Taiwan’s history and political development
   B. “One-China” formula
   C. China-Taiwan relations

6. Ethnic politics: Autonomous regions & national minorities
   A. China’s ethnic minorities and national integration
   B. Tibetans, Uygurs, and multinational ‘China’
   C. Han-minority relations and state legitimation

7. Political reform and democratization in China
   A. Strategies for democratization
   B. Societal pro-democracy movements: Overview
   C. Elections in China: direct and indirect elections
   D. China’s democracy project: developing grassroots democracy
   E. Debates on China’s democratization
   F. Options for political reform: inner party democracy, consultative rule of law regime, or deliberative democracy?

8. Political participation and protest
   A. Sanctioned and non-sanctioned participation
   B. Petitions (xinfang)
   C. Registration of social organizations
   D. Political change and contestation
   E. Rights defense movement

9. Censorship and surveillance in Chinese cyberspace
10. **The Constitution and the operation of Chinese legal system**

11. **The reform of the legal system and its constraints**

12. **China’s foreign policy**
   A. Determinants of China’s foreign policy
   B. China’s comprehensive national power: A rising China?
   C. Formulation of foreign policy and policy goals
   D. Perception of China’s threat
   E. The use of soft power in China’s foreign policy

   A. Internal challenges
   B. External challenge
   C. Governance indicators and China’s performance

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**Teaching/Learning Methodology**

(Note 3)

This subject will be taught primarily using a lecture format. Lectures will closely follow selected chapters of the assigned textbook or other reference. There will be 3 hours lecture plus teaching and learning activities assigned for each week. For the first 2 hours of each week, lecture will be given by the instructor. Major concepts, historical events, and analytical perspectives will be given primarily through lectures. During the lecture, PowerPoint presentation will be conducted. The third hour will be used to conduct more lively teaching and learning activities, including conducting video show or TV documentaries, conduct in-class reading and discussion, student presentation and discussion, as well as inviting guest speakers to the class when it is necessary.

Students will be encouraged to read and write about Chinese law and politics. Students will gain assistance in their writing process.

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**Assessment Methods in Alignment with Intended Learning Outcomes**

(Note 4)

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Quizzes (assessment includes lecture content &amp; required readings.)</td>
<td>35% x 2</td>
<td>a b c d e f</td>
</tr>
<tr>
<td>Short Essay*</td>
<td>30%</td>
<td>a b c d e f</td>
</tr>
<tr>
<td>Total</td>
<td>100 %</td>
<td>a b c d e f</td>
</tr>
</tbody>
</table>

* Each student will be required to write a short essay and it will cover 30% of the overall mark. The short essay will primarily be questions related to the topics that have been discussed in class. However, the questions will require students to refer to the textbook and other academic references so as to provide
The objectives of the quizzes are to distinguish those diligent students from those who are not, as well as to reward the students according to their performances in the course.

The format of the quizzes includes multiple choice question, short question and/or long question. For multiple choice question, it can be used to examine students’ understanding of the basic factual information of the subject matter, as well as how much inferences they can make based on the basic factual information provided in the course. For short question, it can be used to examine students’ understanding of the concepts involved. For long question, it can be used to assess how well students could present and describe the arguments they have learnt as well as to examine their abilities to link issues discussed in the course.

Each question will cover different aspects of the ILOs, and so it is difficult to tell which ILO can be covered in what question. However, the questions altogether will cover all the six ILOs mentioned. The contents of the quizzes will be those examined in the lectures (both the PowerPoint handouts and those discussed verbally with students) as well as those relevant chapters of the textbook and essays given to students.

To get good grades, students will not be able to just revise the PowerPoint handouts. They have to both attend the lectures regularly as well as to read the textbook and essays. [Students are expected to have a thorough understanding of the textbook / essays before taking the quiz. This is to ensure that the goal of literacy is maintained.]

For the short essay, students will be given a choice of several questions and they are required to choose 1 question to answer. The questions given are all related to the topics discussed in lectures. However, to answer well, students are required to consult the textbook as well as some other supplementary references. All the six ILOs mentioned will be covered in the questions.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
</tr>
<tr>
<td>Other student study effort:</td>
<td>Reading &amp; preparation for the class</td>
</tr>
<tr>
<td></td>
<td>Consultation, visits, reading &amp; preparation for the quizzes and short essay</td>
</tr>
</tbody>
</table>

Total student study effort | 122 Hrs.

Reading List and References

**Textbooks used in the Chinese session:**

李侃如 (Kenneth Lieberthal) 著, 胡國成、趙梅譯 (2010)。《治理中國：從革命到改革》。北京：中國社會科學出版社。[171-248, 282-356 頁]。

鄭宇碩、羅金義 編著 (2010)。《那夜無星：八九民運二十年顧後瞻前》。香港：香港城市大學出版社。[15-54 頁]。
Textbook used in the English session:

Saich, Tony (2011) Governance and Politics of China. 3rd edition. New York: Palgrave MacMillan. [Ch. 3, 5, 6, 7, 8, 9, 11 and 12] or


Other additional extensive reading:


Kuah-Pearce, Khun Eng & Gilles Guheux eds. (2009). Social Movements in China and Hong Kong. Amsterdam: Amsterdam University Press.


吳國光、程曉農 编 (2009)。《透視中國政治》。香港：博大出版社。
趙紫陽 (2009)。《改革歷程》。香港：新世紀出版社。
羅金義、鄭宇碩編 (2009)。《中國改革開放 30 年》。香港：香港城市大學出版社。
關信基、熊景明編 (2009)。《中外名學者論 21 世紀初的中國》。香港：香港中文大學出版社。
蒯轍 (2009)。《崩潰邊緣》。香港：星島出版有限公司。
陳婉瑩、錢鋼主編 (2008)。《中國傳媒風雲錄》，香港：天地圖書。
唐亮 著 (2004)。《漸進、民主：變革中的中國政治》。星加坡：八方文化企業公司。
朱光磊著、李炳南編 (2004)。《中國政府與政治》。台北：揚智文化。
胡鞍鋼、王紹光、周建明主編 (2004)。《第二次轉型：國家制度建設》。北京：清華大學出版社。
浦興祖編 (2002)。《中華人民共和國政治制度》。上海：上海人民出版社。

**Note 1: Intended Learning Outcomes**
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

**Note 2: Subject Synopsis/Indicative Syllabus**
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

**Note 3: Teaching/Learning Methodology**
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

**Note 4: Assessment Method**
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.
<table>
<thead>
<tr>
<th>Subject Offering Department</th>
<th>GEC</th>
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</table>
| Cluster Area                | ![Checkmark] Human Nature, Relations and Development  
|                             | ![Checkmark] Community, Organization and Globalisation  
|                             | ![Checkmark] History, Cultures and World Views  
|                             | ![X] Science, Technology and Environment |
| Medium of Instruction       | GEC1H16 – English  
|                             | GEC1H16C – Cantonese |
| Requirements intended to fulfil | ![Checkmark] China-Study Requirement (CSR)  
|                             | ![X] English Reading (ER) and English Writing (EW)  
|                             | ![X] Chinese Reading (CR) and Chinese Writing (CW) |