

Subject Description Form

| Subject Code | APSS113 | | | | | | | | | | | | | | |
|--|--|------------------|--|----------------------------|-----------------------|------------------|-----------------------|----|-----|---------------------------------|----|-----|---------|-----|----|
| Subject Title | Introduction to Politics | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | |
| Level | 1 | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | Nil | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Written Assignment</td> <td style="text-align: center;">--</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>2. Presentation & Participation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass the quiz with at least grade D if he/she is to pass the subject. | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Written Assignment | -- | 40% | 2. Presentation & Participation | -- | 30% | 3. Quiz | 30% | -- |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Written Assignment | -- | 40% | | | | | | | | | | | | | |
| 2. Presentation & Participation | -- | 30% | | | | | | | | | | | | | |
| 3. Quiz | 30% | -- | | | | | | | | | | | | | |
| Objectives | <p>The subject aims to enable students to:</p> <ol style="list-style-type: none"> 1. acquire an understanding of the basic political concepts and processes that affect society; 2. develop their analytical skills in understanding political issues and political ideologies; 3. enhance their political awareness in a fast changing world. | | | | | | | | | | | | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. apply the basic political concepts and theories to analyze political issues and debates; b. reflect upon the political ideologies underlying society with a critical stance; c. assess the trend and political consequences of globalization and changing communication technologies. | | | | | | | | | | | | | | |

| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. Introduction – the study of politics & political science 2. Key concepts – power, state, nation, civil society 3. Political ideologies 4. Nature and role of government 5. Democracy – theory and practice 6. Elections, political parties, interest groups, and public opinion 7. Political culture and political socialization 8. International politics and globalization | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|---|--|--|--|-----------------------------------|-------------|--|--|--|--|--|--|---|---|---|--|--|--|-----------------------|-----|---|---|---|--|--|--|---------------------------------|-----|---|---|---|--|--|--|--------------|-----|---|---|---|--|--|--|-------|-------|--|--|--|--|--|--|
| Teaching/Learning Methodology | <p>Lectures and seminars are employed to facilitate students’ learning of the subject. The lectures introduce students to the major political concepts and theories. The instructors also demonstrate the basic skills of conceptual analysis and critical inquiry. In the seminars, students are encouraged to discuss and analyze various social and political issues with reference to those concepts and skills they have learnt.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" data-bbox="443 775 1471 1200"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Written assignment</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Presentation & participation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Exam/Quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment methods employed should be able to assess students’ analytical ability (indicated by written assignment), verbal skills (presentation) and ability to work as a team (in seminar presentation and participation); and basic and essential knowledge of the subject.</p> | | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | | | | 1. Written assignment | 40% | ✓ | ✓ | ✓ | | | | 2. Presentation & participation | 30% | ✓ | ✓ | ✓ | | | | 3. Exam/Quiz | 30% | ✓ | ✓ | ✓ | | | | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Written assignment | 40% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Presentation & participation | 30% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Exam/Quiz | 30% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> ▪ Lecture | | 39 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other student study effort: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> ▪ Self-studies (including preparation for seminars, writing term paper, revision and preparation for the quiz) | | 65 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total student study effort | | 104 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Reading List and References

Essential

Stoker, Gerry (2017). *Why Politics Matters* (2nd ed.). London: Palgrave

Heywood, A. (2013). *Politics* (3rd ed.). Basingstoke: Palgrave Macmillan.

Supplementary

Brodie, J., & Rein, S. (Eds.). (2009). *Critical concepts: An introduction to politics* (4th ed.). Toronto, ON: Pearson/Prentice Hall.

Dyck, R. (2009). *Studying politics: An introduction to political science* (3rd ed.). Toronto, ON: Thomson/Nelson Education.

Elwert, F., & Winship, C. (2014). Endogenous selection bias: The problem of conditioning on a collider variable. *Annual Review of Sociology*, 40, 31-53.

Kesselman, M., Krieger, J., & Joseph, W.A. (2010). *Introduction to comparative politics: Political challenges and changing agendas* (5th ed.). Boston, MA: Wadsworth.

Magstadt, T. M. (2013). *Understanding politics: Ideas, institutions, and issues* (10th ed.). Belmont, CA: Wadsworth/ Cengage Learning.

O' Neil, P. H. (2010). *Essentials of comparative politics* (3rd ed.). New York, NY: W.W. Norton & Company.

Roskin, M.G., Cord, R.L., Medeiros, J.A., & Jones, W.S. (2014). *Political science: An introduction* (13th ed.). Upper Saddle River, NJ: Pearson Longman.

Shively, W.P. (2012). *Power and choice: An introduction to political science* (13th ed.). New York, NY: McGraw-Hill.