

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	APSS1BN32														
Subject Title	Hong Kong Governance and Politics														
Credit Value	3														
Level	1														
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p> <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> AI and Data Analytics (AIDA) <input type="checkbox"/> Innovation and Entrepreneurship (IE) <input type="checkbox"/> Languages and Communication Requirement (LCR) <input type="checkbox"/> Leadership Education and Development (LEAD) <input type="checkbox"/> Service-Learning <input checked="" type="checkbox"/> Cluster-Area Requirement (CAR) </p> <p style="margin-left: 40px;"> <input type="checkbox"/> Human Nature, Relations and Development [CAR A] <input type="checkbox"/> Science, Technology and Environment [CAR D] <input type="checkbox"/> Chinese History and Culture [CAR M] <input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N] </p> <p> <input type="checkbox"/> China-Study Requirement <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No </p> <p> <input type="checkbox"/> Writing and Reading Requirements <input type="checkbox"/> English or <input type="checkbox"/> Chinese </p>														
Pre-requisite / Co-requisite/ Exclusion	<p>Exclusion :</p> <p>APSS1B32 Hong Kong Governance and Politics GEC1B38 Hong Kong Governance and Politics</p>														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation & Participation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>2. Term-end Quiz</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Group Project Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20 %</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Presentation & Participation	--	20%	2. Term-end Quiz	60%	--	3. Group Project Report	--	20 %
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2. Term-end Quiz	60%	--													
3. Group Project Report	--	20 %													

	<ul style="list-style-type: none"> • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) if he/she is to pass the subject.
<p>Objectives</p>	<p>The Hong Kong government has played a critical role in shaping our society and in making public policies that could have important impacts on the development of Hong Kong and our livelihood. For these reasons, it is necessary and important for students to have at least a basic competency in understanding the operation of their government and the changing local and national political environment.</p> <p>This course is an introductory course to provide students with a basic understanding on the nature, characteristics, and evolution of Hong Kong's political institutions, political culture and political dynamics before and after its handover. Case studies on current issues in Hong Kong governance will be used to stimulate students' interests and to train students' analytical skills in the study of Hong Kong governance and political issues.</p> <p>In this subject, the following cluster specific attributes will be emphasized:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use quantitative and qualitative data in analyzing social/political/economic issues; <input checked="" type="checkbox"/> Consider various issues and their moral implications for local/national and global communities; <input checked="" type="checkbox"/> Understand and critically evaluate different political systems, economic systems, and legal systems; <input checked="" type="checkbox"/> Understand and critically evaluate different political ideologies and political philosophies; <input checked="" type="checkbox"/> Consider and critically evaluate different approaches for studying local, national, and global problems; and <input checked="" type="checkbox"/> Become better-informed citizens, well prepared to participate in public life and public decision-making.
<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (a) understand important aspects of governance and politics in Hong Kong in the context of the changing environment before and after the transfer of sovereignty. (b) possess the knowledge of actors and institutions involved in the operation of the government and political arena, and relate them to some basic concepts and theories of political science. (c) understand the dynamics of an emerging civil society, public demands and calls for democratization.

	<p>(d) analyze issues and challenges in Hong Kong governance and politics</p> <p>(e) have a better social awareness, civic consciousness and political sensitivity when exercising citizenship.</p>
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Hong Kong governance in historical perspective: <ol style="list-style-type: none"> A. The nature of the British colonial state B. Hong Kong politics before and after 1967 C. Political transition from a British colony to a HKSAR 2. Basic Law and Links with Mainland China <ol style="list-style-type: none"> A. One Country Two Systems B. High Degree of Autonomy C. Relationship between the central authorities and the HKSAR 3. The Executive branch of the government: <ol style="list-style-type: none"> A. Chief Executive B. Executive Council C. Principal Officials Accountability System D. The executive-led government 4. The Legislative branch: <ol style="list-style-type: none"> A. Legislative Council: roles and composition B. The legislative process and its constraints C. Functional constituencies: its presumed roles and actual performance. D. The executive-legislative relations 5. The civil service and public sector reform <ol style="list-style-type: none"> A. Administrative efficiency B. Bureaucracy and change: structural features in government C. Public-private partnership 6. Democratization and debates on political reform <ol style="list-style-type: none"> A. Development of representative government: history and constraints B. Political reform after 1997 C. Campaign for universal suffrage: time-table and roadmap D. Controversy concerning strategies of pro-democracy movements

	<ol style="list-style-type: none"> 7. Political parties and electoral system <ol style="list-style-type: none"> A. Development of party politics in Hong Kong B. Electoral politics after 1997 C. New political alignment after the 2012 political reform D. Elections in Hong Kong 8. Changing political culture and participation <ol style="list-style-type: none"> A. De-politicization of the colonial Hong Kong society B. Popular movements and mass rally C. New generation, new mode of social movements, and the emergence of ‘new political culture’ 9. Governing Hong Kong: Issues and challenges <ol style="list-style-type: none"> A. Issues of Identity B. Environment and Waste Management C. Rethinking Development: Urban Planning and Conservation D. Cross Border Marriage and Families
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>Lectures:</p> <p>This subject will be taught using both a lecture format and seminar format. Attendance for both lecture and seminar are required. The major purpose for this subject is not merely aimed at transmission of knowledge but to enhance students’ analytical ability, and to increase their social and political awareness. Political indoctrination will be avoided. Instructors will take into account of what students have already learnt in secondary school and to improve their level of understanding by encouraging them to examine contrasting views and make critical and independent judgment throughout the teaching and learning processes. Instructor will adopt an interactive approach in the teaching process and invite students’ response and engage them in class discussion during the lectures and seminars.</p> <p>To encourage students to take part in active learning, each student should choose one topic and work with a group of 3-4 classmates, to conduct an independent research and present their findings at the seminar, and submit a project report within 2 weeks after their presentation. This will provide opportunity for students to conduct independent research, to develop multiple perspectives, to debate with other group members, and to enhance students’ critical thinking.</p> <p>Reading, Writing, and Assessment:</p> <p>Grading in this subject is based entirely on Continuous Assessment components, including seminar presentation and participation, group project report, and the quiz. The term-end quiz will assess students understanding on lecture content, as well as the assigned reading. Students need to actively take part in seminar discussion and participate in the research and writing of the group project report.</p>

<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1"> <thead> <tr> <th data-bbox="544 376 895 640" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="895 376 1043 640" rowspan="2">% weighting</th> <th colspan="5" data-bbox="1043 376 1426 506">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1043 506 1126 640">a</th> <th data-bbox="1126 506 1203 640">b</th> <th data-bbox="1203 506 1281 640">c</th> <th data-bbox="1281 506 1358 640">d</th> <th data-bbox="1358 506 1426 640">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="544 640 895 719">1. Seminar Presentation & Participation</td> <td data-bbox="895 640 1043 719">20%</td> <td data-bbox="1043 640 1126 719">✓</td> <td data-bbox="1126 640 1203 719">✓</td> <td data-bbox="1203 640 1281 719">✓</td> <td data-bbox="1281 640 1358 719">✓</td> <td data-bbox="1358 640 1426 719">✓</td> </tr> <tr> <td data-bbox="544 719 895 779">2. Term-end Quiz</td> <td data-bbox="895 719 1043 779">60%</td> <td data-bbox="1043 719 1126 779">✓</td> <td data-bbox="1126 719 1203 779">✓</td> <td data-bbox="1203 719 1281 779">✓</td> <td data-bbox="1281 719 1358 779">✓</td> <td data-bbox="1358 719 1426 779">✓</td> </tr> <tr> <td data-bbox="544 779 895 840">3. Group Project Report</td> <td data-bbox="895 779 1043 840">20%</td> <td data-bbox="1043 779 1126 840">✓</td> <td data-bbox="1126 779 1203 840">✓</td> <td data-bbox="1203 779 1281 840">✓</td> <td data-bbox="1281 779 1358 840">✓</td> <td data-bbox="1358 779 1426 840">✓</td> </tr> <tr> <td data-bbox="544 840 895 913">Total</td> <td data-bbox="895 840 1043 913">100 %</td> <td colspan="5" data-bbox="1043 840 1426 913"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Seminar Presentation & Participation	20%	✓	✓	✓	✓	✓	2. Term-end Quiz	60%	✓	✓	✓	✓	✓	3. Group Project Report	20%	✓	✓	✓	✓	✓	Total	100 %											
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<p>Student Study Effort Expected</p>	Class contact:																																														
	▪ Lecture					26 Hrs.																																									
	▪ Tutorial (Seminar)					13 Hrs.																																									
	Other student study effort:																																														
	▪ Reading lecture reference materials					38 Hrs.																																									
	▪ Preparation for seminar presentation and the quiz					40 Hrs.																																									
	Total student study effort					117 Hrs.																																									
<p>Reading List and References</p>	<p>Reading list:</p> <p>Chan, Ming K. ed. (2008). <i>China's Hong Kong Transformed: Retrospect and Prospects beyond the First Decade</i>. Hong Kong: City University of Hong Kong Press. Chapter 1, 3, 5, 6, 9-11, 13-14.</p> <p>Cheng, Joseph Y. S. ed. (2007). <i>The Hong Kong Special Administrative Region in its First Decade</i>. Hong Kong: City University of Hong Kong Press. Chapter 1-2, 4-5, 14, 16-17.</p> <p>Governance Reform Group, SynergyNet (2005). <i>New Era of Governance: Lessons from the Past—An evaluation of Hong Kong's system of governance and its performance</i>. Hong Kong: SynergyNet.</p>																																														

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- Lam, Wai-man et al. (2007). *Contemporary Hong Kong Politics: Governance in the Post-1997 Era*. Hong Kong: Hong Kong University Press. (Pp.1-176, pp.245-291)
- Law, Wing Sang (2009). *Collaborative Colonial Power: The Making of the Hong Kong Chinese*. Hong Kong: Hong Kong University Press.
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- Ma, Ngok (2007). *Political Development in Hong Kong: State, Political Society, and Civil Society*. Hong Kong: Hong Kong University Press. Chapter 1-8.
- Scott, Ian (2009). *The Public Sector in Hong Kong*. Hong Kong: Hong Kong University Press.
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- Yeung, Yue-man ed. (2007). *The First Decade: The Hong Kong SAR in Retrospective and Introspective Perspectives*. Hong Kong: The Chinese University Press.
- 劉兆佳(2012)。《回歸十五年以來香港特區管治及新政權建設》。香港：商務印書館。
- 馬嶽編著(2012)。《香港80年代民主運動口述歷史》。香港：城市大學出版社。
- 馬嶽(2010)。《香港政治：發展歷程與核心課題》。香港：中文大學香港亞太研究所。
- 方志恆編(2011)。《寸土必爭：香港民主運動的政治論述》。香港：上書局。
- 陳建民，伍瑞瑜編(2008)。《眾聲喧嘩：影響香港發展的九大爭論》。香港：上書局。

	<p>王家英、尹寶珊 (2008)。《從民意看香港的社會與政治》。香港：香港中文大學出版社。3 - 8 章。</p> <p>本土論述編輯委員會、新力量網絡編 (2008)。《本土論述 2008》。香港：上書局。14-35, 48-58, 101-113 頁。</p> <p>曾銳生 (2007)。《管治香港：政務官與良好管治的建立》。香港：香港大學出版社。</p> <p>葉健民主編 (2007)。《從九七算起 — 公民社會的第一個十年》。香港：進一步多媒體有限公司。10-107, 204-248 頁。</p> <p>成名編 (2003)。《香港政府與政治》。香港：牛津大學出版社。373-386, 466-532, 602-694 頁。</p>
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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.