

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	APSS1HN34/C		
Subject Title	Governing China: Chinese Politics and Legal System (中國的管治：中國政治與法律體制)		
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</p> <p><input type="checkbox"/> AI and Data Analytics (AIDA)</p> <p><input type="checkbox"/> Innovation and Entrepreneurship (IE)</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership Education and Development (LEAD)</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input checked="" type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>		
Pre-requisite / Co-requisite/ Exclusion	<p>For students taking APSS1HN34, the exclusion subjects are APSS1H34C, APSS1H34, APSS1HN34C, GEC1H16, GEC1H16C & APSS292</p> <p>For students taking APSS1HN34C, the exclusion subjects are APSS1H34, APSS1H34C, APSS1HN34, GEC1H16, GEC1H16C & APSS292</p>		
Assessment Methods	100% Continuous Assessment	Individual Assessment	Group Assessment
	Two Quizzes (assessment includes lecture content & required readings.)	70%	0%
	Short Essay	30%	0%

	<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 all component(s) if he/she is to pass the subject.
<p>Objectives</p>	<p>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.</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) 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; (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. <p><u>Literacy</u></p>

	<p>Students will be required to read the textbook and the required readings so as to prepare for the quizzes and the short essay.</p> <p><u>Higher order thinking</u></p> <p>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.</p> <p><u>Life-long learning</u></p> <p>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.</p> <p>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.</p>
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Historical Background to Chinese Politics <ol style="list-style-type: none"> A. Mao’s China: Moving towards the ideal world B. Deng’s China: The beginning of the reform period C. Jiang’s and Hu’s China: China getting stronger D. Xi’s China: China’s Dream 2. The Chinese Communist Party and the party-state regime <ol style="list-style-type: none"> A. Chinese Constitution and major political principles in PRC B. Features of the core state apparatus C. Structure of the party-state D. CCP leaders E. Party Organization and membership F. Dilemmas of party adaptation: the CCP’s strategies for survival 3. The central governing apparatus: Central government and political institutions <ol style="list-style-type: none"> 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 4. Governance beyond the Centre <ol style="list-style-type: none"> A. 3 levels of local governments B. Changing central-local relationship C. Matrix muddle: <i>Tiao/Kuai Guanxi</i> (條塊關係)

	<p>D. Issues in local governance</p> <p>5. Taiwan-China’s relations</p> <p>A. Taiwan’s history and political development</p> <p>B. “One-China” formula</p> <p>C. China-Taiwan relations</p> <p>6. Political reform and democratization in China</p> <p>A. Strategies for democratization</p> <p>B. Societal pro-democracy movements: Overview</p> <p>C. Elections in China: direct and indirect elections</p> <p>D. China’s democracy project: developing grassroots democracy</p> <p>E. Debates on China’s democratization</p> <p>F. Options for political reform: inner party democracy, consultative rule of law regime, or deliberative democracy?</p> <p>7. Political participation and protest</p> <p>A. Sanctioned and non-sanctioned participation</p> <p>B. Petitions (<i>xinfang</i>)</p> <p>C. Registration of social organizations</p> <p>D. Political change and contestation</p> <p>E. Rights defense movement</p> <p>8. The Constitution and the operation of Chinese legal system</p> <p>A. The 4 different constitutions of China</p> <p>B. The edifice of the legal system</p> <p>C. The different types of laws, rules and regulations (including the Basic Law)</p> <p>D. The interpretation of the Chinese laws</p> <p>9. The reform of the legal system and its constraints</p> <p>A. Judiciary reform in China</p> <p>B. Rule of law vs rule by law</p> <p>C. Problems encountered in the judiciary reforms</p> <p>10. China’s foreign policy</p> <p>A. Determinants of China’s foreign policy</p> <p>B. China’s comprehensive national power: A rising China?</p> <p>C. Formulation of foreign policy and policy goals</p> <p>D. Perception of China’s threat</p> <p>E. The use of soft power in China’s foreign policy</p> <p>11. Governance in China: Issues & challenges in the twenty-first century</p> <p>A. Corruption problem and challenges</p> <p>B. Environmental problem and challenges</p> <p>C. Population problem and challenges</p>
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<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>This subject will be taught primarily using a lecture format. Lectures will closely follow selected chapters of the assigned textbook or other reference.</p> <p>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,</p>
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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.

Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	
Two Quizzes (assessment includes lecture content & required readings.)*	70%	√	√	√	√	√	√	
Short Essay**	30%	√	√	√	√	√	√	
Total	100 %							

Quizzes: Students are required to complete two quizzes for this course, which in total account for 70% of their final grade. There are two formats for the quiz: in-class quiz and take-home quiz. The instructor will determine which format will be adopted depending on the practicality of face-to-face teaching.

In-class quiz (face-to-face):
In-class quiz will be used if face-to-face teaching is possible. The in-class quiz will consist of both multiple choice (MC) questions and short essay questions. Students will be required to complete the quiz during class hours and submit the quiz in class.

Take-home quiz (online):
Take-home quiz will be used if face-to-face teaching is not possible. The take-home quiz will consist of one long essay question for which students are expected to write 1200-1500 words. Students will be required to complete the quiz and submit it online within a specified timeframe, e.g. 24 hours.

The objectives of the quizzes is 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

	<p>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.</p> <p>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.</p> <p>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 quizzes. This is to ensure that the goal of literacy is maintained.]</p> <p>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.</p>	
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"> ▪ Reading & Preparation for the class 	28 Hrs.
	<ul style="list-style-type: none"> ▪ Consultation, visit, reading & preparation for the quizzes and short essay 	55 Hrs.
	Total student study effort	122 Hrs.
Reading List and References	<p>Textbooks used in the Chinese session:</p> <p>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]。</p> <p>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]。</p> <p>Textbook used in the English session:</p> <p>Saich, Tony (2015) <i>Governance and Politics of China</i>. 4th edition. New York: Palgrave MacMillan. [Ch. 2, 3, 4, 5, 6, 7, 10, 11 and 12]</p>	

Other additional extensive reading:

- Brown, Kerry (2017). *China's World: What Does China Want?* London & New York: I. B. Tauris & Co.Ltd.
- Chen, Albert Hongyi (2004). *An Introduction to the Legal System of the People's Republic of China*. 3rd edition. Hong Kong: Lexis/Nexis.
- Cheng, Joseph Y.S. ed. (2007). *Challenges and Policy Programmes of China's New Leadership*. Hong Kong: City University of Hong Kong Press.
- Cheng, Li (2016). *Chinese Politics in the Xi Jinping Era: Reassessing Collective Leadership*, Washington: Brookings Institution Press.
- Chung, Jae Ho ed. (2006). *Charting China's Future: Political, Social, and International Dimension*. Lanham: Rowman & Littlefield Publishers, Inc.
- Deng, Yong and Wang, Fei-Ling, eds. (2005). *China Rising: Power and Motivation in Chinese Foreign Policy*. Lanham: Rowman & Littlefield.
- Dreyer, June Teufel. (2010). *China's Political System: Modernization and Tradition*. 7th edition. New York: Pearson/Longman.
- Gries, Peter Hays & Stanley Rosen eds. (2010). *Chinese Politics: State, Society and the Market*. New York: Routledge.
- Hua, Shiping & Sujian Guo eds. (2007). *China in the twenty-first century: challenges and opportunities*. New York: Palgrave Macmillan.
- Kuah-Pearce, Khun Eng & Gilles Guiheux eds. (2009). *Social Movements in China and Hong Kong*. Amsterdam: Amsterdam University Press.
- Lam, Willy W L (2015). [Chinese politics in the era of Xi Jinping: renaissance, reform, or retrogression?](#) New York: Routledge.
- Leonard, Mark (2008). *What Does China Think?* London: Fourth Estate.
- Li, Cheng (2008). *China's Changing Political Landscape: Prospects for Democracy*. Washington, DC: Brookings Institution Press.
- Li, Linda Chelan (2009). *The Chinese State in Transition: Processes and Contests in Local China*. Abingdon, NY: Routledge.
- Mosher, Stacy & Patrick Poon eds. (2009). *A Sword and a Shield: China's Human Rights Lawyers*. Hong Kong: China Human Rights Lawyers Concern Group.
- Perry, Elizabeth J & Mark Selden eds. (2010). *Chinese Society: Change, conflict and resistance*. London: Routledge.
- Sutter, Robert G. (2008). *Chinese Foreign Relations: power and policy since the Cold War*. Lanham: Rowman & Littlefield.
- Yu, Keping (2016). *Democracy in China; Challenge and Opportunity*, Singapore: World Scientific; Beijing: Central Compilation and Translation Press.
- Zheng, Yongnian & Joseph Fewsmith eds. (2008). *China's Opening Society: The Non-state Sector and Governance*. New York: Routledge.

	<p>吳國光、程曉農 編 (2009) 。《透視中國政治》。香港：博大出版社。</p> <p>趙紫陽 (2009) 。《改革歷程》。香港：新世紀出版社。</p> <p>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。</p> <p>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。</p> <p>陳婉瑩、錢綱主 編 (2008) 。《中國傳媒風雲錄》。香港：天地圖書。</p> <p>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。</p> <p>朱光磊著、李炳南 編 (2016) 。《中國政府與政治》第三版。台北：揚智文化。</p> <p>胡鞍綱、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。</p> <p>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。</p> <p>季衛東 (2016) 。《法治、中國》。香港：中華書局。</p> <p>俞可平 (2016) 。《轉型中的中國政治，民意·民粹·民主》。香港：香港城市大學出版社。</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.