

## Subject Description Form

<b>Subject Code</b>	APSS3221											
<b>Subject Title</b>	Civil Society and Governance											
<b>Credit Value</b>	3											
<b>Level</b>	3											
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil											
<b>Assessment Methods</b>	<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. In-class assignment</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Term Paper</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. In-class assignment	40%	--	2. Term Paper	60%	--
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<b>Objectives</b>	<p>The subject aims to:</p> <ol style="list-style-type: none"> <li>1. introduce students to understand civil society and its relations to the state and market;</li> <li>2. familiarize students with the historic development and theories of civil society;</li> <li>3. provide students with a basic knowledge of how civil society is linked to governance; and</li> <li>4. inform students of the development of civil society in local and global contexts.</li> </ol>											
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. <b>gain information literacy</b> on civil society;</li> <li>b. <b>utilize the basic analytical tools</b> in assessing civil society development in local and global contexts;</li> <li>c. <b>examine emerging issues</b> in the future development of civil society and governance; and</li> <li>d. <b>communicate clearly</b> the impacts of civil society development on social development and problem intervention.</li> </ol>											

<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>- Development of civil society</li> <li>- Civil society as new forms of governance</li> <li>- Emerging typology and features of civil society</li> <li>- Civil society and the state: regime and institutional framework</li> <li>- Theories of civil society: from volunteerism to social capital and the third sector</li> <li>- Measuring civil society: environment, institutions, civil society organizations, values and beliefs</li> <li>- Debates and concerns: human rights, democracy, citizenship and social development</li> <li>- Civil society in Hong Kong and the Greater China</li> <li>- Global civil society and governance</li> <li>- Sustaining civil society: global issues, actors and cosmopolitanism</li> </ul>																																						
<b>Teaching/Learning Methodology</b>	<p>This subject uses a combination of lectures and seminars designed for fostering student-centered problem-learning. In lectures, students will be encouraged to engage in debates and discussions on theoretical perspectives commonly used for examining civil society and its contribution. In seminars, they are provided with an added opportunity to communicate their own case study on civil society to others and reflection on their own learning.</p>																																						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="459 1189 1426 1574"> <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>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class assignments</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Term Paper</td> <td>60%</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>In-class assignments:</p> <p>Students are expected to discuss in groups on their critical views on selected government administrative issues to demonstrate how much they have understood the processes and mechanisms of government and public administration. They are expected to use case materials to illustrate how they could apply the theories and concepts they have learned in lectures with a PowerPoint presentation while generating genuine debates and discussions. This exercise will show how well they have learned and how effective they are as communicators.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. In-class assignments	40%	✓	✓	✓	✓			2. Term Paper	60%	✓	✓	✓	✓			Total	100 %						
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	<p>Term Paper:</p> <p>Students will write an individual assignment based on their case studies. In this exercise, students can demonstrate their information literacy and communication skills, particularly in terms of organization, coherence and clarity.</p>	
<p><b>Student Study Effort Required</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	<p>30 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>	<p>9 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Self-directed Studies</li> </ul>	<p>40 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Assignment Preparation</li> </ul>	<p>11 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Study for examination</li> </ul>	<p>20 Hrs.</p>
	<p>Total student study effort</p>	<p>110 Hrs.</p>
<p><b>Reading List and References</b></p>	<p><u>Essential</u></p> <p>Brubaker, Rogers. 2015. <i>Grounds for Difference</i>. Cambridge, Massachusetts: Harvard University Press.</p> <p>Clemens, Elisabeth Stephanie. 2016. <i>What Is Political Sociology?</i> Cambridge; Malden, MA: Polity Press.</p> <p>Mann, Michael. 1986. <i>The Sources of Social Power: Volume 1, A History of Power from the Beginning to AD 1760</i>. Cambridge University Press.</p> <p>McLaren, D. and Agyeman, J. (2015). <i>Sharing Cities: a Case for Truly Smart and Sustainable Cities</i>. Boston: MIT Press.</p> <p><u>Supplementary</u></p> <p>Acemoglu, Daron, and James Robinson. 2013. <i>Why Nations Fail: The Origins of Power, Prosperity, and Poverty</i>. Reprint edition. New York: Crown Business.</p> <p>Anheier, H.K. (2004). <i>Civil society measure, evaluation, policy</i>. London: Earthscan.</p> <p>Alexander. J. and Saden, L.C. (2006). <i>The Civil Sphere</i>. New York: Oxford University Press.</p> <p>Cheema, G.S., &amp; Popovski, V. (Eds.). (2010). <i>Engaging civil society [electronic resource]: Emerging trends in democratic governance</i>. New York: United Nations University.</p> <p>Eberly, D. (2008). <i>The rise of global civil society: Building communities and nations from the bottom up</i>. New York: Encounter Books.</p>	

	<p>Edwards, M. (2009). <i>Civil society</i>. Cambridge: Polity Press.</p> <p>Enjolras, B., &amp; Sivesind, K.H. (Eds.). (2009). <i>Civil society in comparative perspective [electronic resource]</i>. Bingley, UK: Emerald.</p> <p>Hardt, Michael, and Antonio Negri. 2001. <i>Empire</i>. Cambridge, Mass.: Harvard University Press.</p> <p>Hall, J.A., &amp; Trentmann, F. (Eds.)(2005). <i>Civil society: A reader in history, theory and global politics</i>. Basingstoke; New York: Palgrave Macmillan.</p> <p>Heinrich, F.V. (Ed.). (2007). <i>CIVICUS global survey of the state of civil society, Volume 1: Country Profiles</i>. Bloomfield, CN: Kumarian Press.</p> <p>Heinrich, F.V., &amp; Fioramonti, L. (2008). <i>CIVICUS global survey of the state of civil society, Volume 2: Comparative Perspective</i>. Bloomfield, CN: Kumarian Press.</p> <p>Howell, J., &amp; Pearce, J. (2001). <i>Civil society and development: A critical exploration</i>. Lynne Rienner.</p> <p>Levitsky, Steven, and Lucan A. Way. 2010. "Introduction" and "Theoretical Framework," In <i>Competitive Authoritarianism: Hybrid Regimes after the Cold War</i>. New York: Cambridge University Press.</p> <p>Richter, I.K., Berking, S., &amp; Müller-Schmid, R. (2006). <i>Building a transnational civil society: Global issues and global actors</i>. New York: Palgrave Macmillan.</p> <p>Routledge, P., &amp; Cumbers, A. (2009) <i>Global justice networks: geographies of transnational solidarity</i>. Manchester: Manchester University Press.</p> <p>Warning, M.J. (2009). <i>Transnational public governance: Networks, law and legitimacy</i>. Basingstoke: Palgrave Macmillan.</p>
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