

## 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 style="text-align: center;">1. In-class assignment</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td style="text-align: center;">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>Individual efforts will be assessed in group presentation;</li> <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; and</li> <li>Student must pass all the components if he/she is to pass 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>											

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. Development of civil society</li> <li>2. Civil society as new forms of governance</li> <li>3. Emerging typology and features of civil society</li> <li>4. Civil society and the state: regime and institutional framework</li> <li>5. Theories of civil society: from volunteerism to social capital and the third sector</li> <li>6. Measuring civil society: environment, institutions, civil society organizations, values and beliefs</li> <li>7. Debates and concerns: human rights, democracy, citizenship and social development</li> <li>8. Civil society in Hong Kong and the Greater China</li> <li>9. Global civil society and governance</li> <li>10. Sustaining civil society: global issues, actors and cosmopolitanism</li> </ol>																												
<p><b>Teaching/Learning Methodology</b></p>	<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>																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="440 1263 1469 1641"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. In-class assignments</td> <td>40%</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> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students are required to demonstrate their ability to communicate clearly and effectively the progress of their own case study of civil society through seminar presentation and participation a way to illustrate their knowledge from learning. The 3,000-word term paper aims to allow them to showcase their competence in written communication, logical thinking, critical ability and problem-solving capacity.</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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<b>Student Study Effort Required</b>	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Literature review and preparation for term paper	40 Hrs.
	▪ Preparation for in-class assignments	30 Hrs.
	Total student study effort	109 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Burawoy, M. (2003). <i>For a Sociological Marxism: the Complementary Convergence of Antonio Gramsci and Karl Polanyi</i>. <i>Politics and Society</i>, 31(2), 193-261.</p> <p>Carver, T. and Bartelson, J. (2011). <i>Globality, Democracy and Civil Society</i>. New York: Routledge.</p> <p>DeLue, S.M., &amp; Dale, T.M. (2009). <i>Political thinking, political theory and civil society</i> (3<sup>rd</sup> ed.). New York: Pearson/Longman.</p> <p>Ishkanian A. and Szreter, S. (2012). <i>The Big Society Debate: A New Agenda for Social Policy?</i> Cheltenham: Edward and Elgar Publishing.</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>Alexander, J.C. (2006). <i>The civil sphere [electronic resource]</i>. New York: Oxford University Press.</p> <p>Anheier, H.K. (2004). <i>Civil society measure, evaluation, policy</i>. London: Earthscan.</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>	

- Hall, J.A., & Trentmann, F. (Eds.)(2005). *Civil society: A reader in history, theory and global politics*. Basingstoke; New York: Palgrave Macmillan.
- Heinrich, F.V. (Ed.). (2007). *CIVICUS global survey of the state of civil society, Volume 1: Country Profiles*. Bloomfield, CN: Kumarian Press.
- Heinrich, F.V., & Fioramonti, L. (2008). *CIVICUS global survey of the state of civil society, Volume 2: Comparative Perspective*. Bloomfield, CN: Kumarian Press.
- Howell, J., & Pearce, J. (2001). *Civil society and development: A critical exploration*. Lynne Rienner.
- Large, M. (2010). *Common wealth: For a free, equal, mutual and sustainable society*. Stroud, UK: Hawthorn Press.
- Richter, I.K., Berking, S., & Müller-Schmid, R. (2006). *Building a transnational civil society: Global issues and global actors*. New York: Palgrave Macmillan.
- Routledge, P., & Cumbers, A. (2009) *Global justice networks: geographies of transnational solidarity*. Manchester: Manchester University Press.
- Warning, M.J. (2009). *Transnational public governance: Networks, law and legitimacy*. Basingstoke: Palgrave Macmillan.