City University of Hong Kong  
Course Syllabus  

offered by Department of Public Policy  
with effect from Semester A 2016/2017

Part I  Course Overview

Course Title: Key Issues in Chinese Politics

Course Code: POL5708

Course Duration: 1 Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil
Part II Course Details

1. Abstract

This course aims to examine the dynamics, processes and outcomes of policy making and implementation in China since 1949. It focuses on explaining three issues: First, it analyses the institutional foundation of policy-making in China and how this bureaucratic structure affects the process and outcomes of policy-making. Second, it uses case studies to illuminate how a concrete policy is made, expressed, and modified in local implementation. Third, it will also examine the evolving role of the external actors such as the think tanks, businessmen and citizens in government decision-making in the reform era. Upon completion of this course, students are expected to capture the interplay between key players, the power structure, and capacity of the party-state in policy formulation and implementation in contemporary China.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting (if applicable)</th>
<th>Discovery-enriched curriculum related learning outcomes (please tick where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
</tr>
<tr>
<td>1.</td>
<td>Know the mainstream theories and models of policy-making</td>
<td>10%</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>Understand the institutional settings of policy formulation in China</td>
<td>10%</td>
<td>X</td>
</tr>
<tr>
<td>3.</td>
<td>Comprehend the key factors that affect policy making and implementation in China</td>
<td>20%</td>
<td>X</td>
</tr>
<tr>
<td>4.</td>
<td>Analyse the distinct features and limitations of policy making in a communist state</td>
<td>20%</td>
<td>X</td>
</tr>
<tr>
<td>5.</td>
<td>Apply policy-making theories to examine the formulation of a particular policy</td>
<td>20%</td>
<td>X</td>
</tr>
<tr>
<td>6.</td>
<td>Conduct an independent research on key issues regarding policy-making and implementation in China</td>
<td>20%</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.
3. **Teaching and Learning Activities (TLAs)**
   *(TLAs designed to facilitate students’ achievement of the CILOs.)*

<table>
<thead>
<tr>
<th>TLA</th>
<th>Brief Description</th>
<th>CILO No.</th>
<th>Hours/week (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>x x x x x 3 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>x x x x x 3 hours</td>
</tr>
</tbody>
</table>

4. **Assessment Tasks/Activities (ATs)**
   *(ATs are designed to assess how well the students achieve the CILOs.)*

<table>
<thead>
<tr>
<th>Assessment Tasks/Activities</th>
<th>CILO No.</th>
<th>Weighting</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment: 100%</td>
<td>1 2 3 4 5 6</td>
<td>20%</td>
<td>500 words per review</td>
</tr>
<tr>
<td>Class discussion</td>
<td>x x x x x x</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Reading reviews</td>
<td>x x x x x x</td>
<td>20%</td>
<td>500 words per review</td>
</tr>
<tr>
<td>Presentation</td>
<td>x x x x x x</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Individual essay</td>
<td>x x x x x x</td>
<td>40%</td>
<td>3000 words</td>
</tr>
</tbody>
</table>

   100%
5. **Assessment Rubrics**  
(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Criterion</th>
<th>Excellent (A+, A, A-)</th>
<th>Good (B+, B, B-)</th>
<th>Adequate (C+, C, C-)</th>
<th>Marginal (D)</th>
<th>Failure (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class discussion; Reading reviews; Presentation; and Individual essay</td>
<td>Excellent demonstration of knowledge and skills required for original and creative research and very high quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings.</td>
<td>Good demonstration of knowledge and skills required for original and creative research and good quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings.</td>
<td>Adequate demonstration of knowledge and skills required for original and creative research and average effort and ability to think critically, review literature, analyze and evaluate material, communicate, and discover creative findings.</td>
<td>Limited demonstration of knowledge and skills required for original and creative research. Superficial understanding of the research process, inadequate literature review, insufficient effort to analyse and evaluate material, poor quality written communication, and little creative findings.</td>
<td>Almost no standard of being able to recognise, explain and compare distinct theoretical approaches to cross-national studies, policy transfer and learning. Almost no demonstration of critical ability to interpret data and argument.</td>
<td></td>
</tr>
</tbody>
</table>
Part III  Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**  
   *(An indication of the key topics of the course.)*

   Policy-making; Policy implementation; Policy process; Policy capacity; Fragmented authoritarianism; Rationality Model; Bounded rationality; Muddling through; Power model; Central-local relations; Decentralized authoritarianism; Bureaucracy; Political elites; Power structure; Civil service reform; Taxation reform; Performance management; Environmental governance; Cadre management; Documentary politics; Think tanks; Intellectuals; Citizen action; Citizen participation; Business of lobbying;

2. **Reading List**  
   2.1 **Compulsory Readings**  
   *(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

   **Books**

   **Articles:**


### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)