

City University of Hong Kong
Course Syllabus

offered by College/School/Department of Public Policy
with effect from Semester A 2021 / 2022

Part I Course Overview

Course Title:	Introduction to Political Science
Course Code:	POL 2105
Course Duration:	1 Semester
Credit Units:	3
Level:	B2
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	SA2105 Introduction to Political Science *SA2931/SA2101 Introduction to Political Science (Note: * Non-credit unit system)
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to examine the concepts of politics and the political interactions of different players in the arena of politics. This course constitutes a basic foundation for students to discover how governments operate and govern. Students will be taught the skills of creating critical political arguments and analysis.

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.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand operations of governments: the powers, functions and relationships of the executive, legislative, and judicial branches.		X	X	
2.	Evaluate political issues and events: explain critically major political problems.		X	X	
3.	Detecting the relationships among political actors in the process of conflict resolution: different roles and contributions in the political process.		X	X	
4.	Evaluate the process of authoritative allocation of values: account for how political decisions are made.		X	X	
5.	Generate new perspectives of political events: project the likely development of political events.				X
6.	Recommend innovative solutions to political issues and debates: suggest prescriptions to resolve political conflicts.				X
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lecture	to understand key concepts in political science, their implications and challenges in the empirical world.	X		X		X		
In-class discussion	to explain and discuss political events and outcomes that jointly produced by state and non-state actors		X	X	X	X	X	
Term paper	to critically analyse political issues, in both national and international levels, by applying concepts and knowledge in the course (length: 1,200-1,500 words)			X	X	X		
Take-home test	to critically analyse political issues, in both national and international levels, by applying concepts and knowledge in the course		X	X	X	X		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
In-class discussion		X	X	X	X	X	20%	
Term paper			X		X	X	35%	
Take-home test	X	X	X	X			45%	
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Tasks	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1.Inc-class discussion 2. Term paper 3.Take-home test	Quality of students' responses	Comprehensive and critical understanding and analysis of government's operations, political issues and events, relationships among political actors, the process of authoritative allocation of values with excellent research, writing and communication skills.	Fairly good understanding and analysis of government's operations, political issues and events, relationships among political actors, the process of authoritative allocation of values with good research, writing and communication skills.	Rudimentary understanding and analysis of government's operations, political issues and events, relationships among political actors, the process of authoritative allocation of values with basic research, writing and communication skills.	Poor understanding and analysis of government's operations, political issues and events, relationships among political actors, the process of authoritative allocation of values with weak research, writing and communication skills.	Almost no understanding and analysis of government's operations, political issues and events, relationships among political actors, the process of authoritative allocation of values with inadequate research, writing and communication skills.

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.)

Politics. Authority. Legitimacy. Power. Approaches to Political Science. State. Regime Types. Democracies.. Autocracies. Hybrid Regime. Political Institutions. Executive. Legislature. Judiciary. Electoral Systems. Presidential System. Parliamentary System. Political Parties. Civil Society. Political Culture. Political Participation. International Relations. International Organisation. International Assistance.

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.)

Hague, Rod, Martin Harrop, and John McCormick. 2016. *Comparative Government and Politics*. 10th ed. London: Palgrave.

Møller, Jørgen, and Svend-Erik Skaaning. 2013. "Regime Types and Democratic Sequencing." *Journal of Democracy* 24 (1): 142-155.

Levitsky, Steven, and Lucan A. Way. 2002. "Elections Without Democracy: The Rise of Competitive Authoritarianism." *Journal of Democracy* 13 (2): 51-65.

Tarrow, Sidney. 2011. *Power in Movement: Social Movements and Contentious Politics*. 3rd ed. Cambridge: Cambridge University Press.

Pei, Minxin. 2012. "China and East Asian Democracy: Is CCP Rule Fragile or Resilient?" *Journal of Democracy* 23 (1): 27-40.

Walt, Stephen M. 1998. "International Relations: One World, Many Theories." *Foreign Policy* 110: 29-46.

Annan, Kofi. 1999. "International: Two concepts of sovereignty." *The Economist* 532: 46-50.

Crossley, Noele. 2018. "Is R2P still controversial? Continuity and change in the debate on 'humanitarian intervention'." *Cambridge Review of International Affairs* 31 (5): 415-436.

2.2 Additional Readings

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

Baldwin, David A. 1993. "Neoliberalism, Neorealism, and World Politics." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin, 3-25. New York: Columbia University Press.

Caramani, Daniele. 2011. *Comparative Politics*. 2nd ed. Oxford: Oxford University Press.

Clarke, Knox P. December 5 2018. *The State of the Humanitarian System 2018: Full Report*. ALNAP.

Diamond, Larry Jay. 2002. "Thinking About Hybrid Regimes." *Journal of Democracy* 13 (2): 21-35.

Fung, Courtney J. 2019. *China and Intervention at the UN Security Council: Reconciling Status*. Oxford: Oxford University Press.

Haggard, Stephan, and Robert R. Kaufman. 1997. "The Political Economy of Democratic Transitions." *Comparative Politics* 29 (3): 263-283.

Lam, Jermain T. M. (1994) *Politics and Government: An Introduction*. H.K.: Writers & Publishers Cooperative.

- Mainwaring, Scott. November 1989. *Transitions to Democracy and Democratic Consolidation: Theoretical and Comparative Issues*. Kellogg Institute.
- Moyo, Dambisa. 2009. *Dead aid: why aid is not working and how there is another way for Africa*. London: Allen Lane.
- Ortmann, Stephan, and Mark R. Thompson. 2014. "China's obsession with Singapore: learning authoritarian modernity." *The Pacific Review* 27 (3): 433-455.
- Pei, Minxin. 2021. "China: Totalitarianism's Long Shadow." *Journal of Democracy* 32 (2): 5-21.
- Roskin, Michael G., Robert L. Cord, James A. Medeiros, and Walter S. Jones. 2012. *Political science: an introduction*. 12th ed. Boston: Longman an imprint of Pearson.