

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2020/21**

Part I Course Overview

Course Title: Political Participation and Social Movements

Course Code: POL 3112

Course Duration: One Semester

Credit Units: 3

Level: B3

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) SA3112 Political Participation: Contentious Politics

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

Some people get involved in politics for money and power; however, a lot of people do so to pursue social and political change. From noncompliance to peaceful protests to violent resistance, numerous people take part in politics and social movements because of entrenched injustice. As such, injustice and social movements are two sides of the same coin. In this course, we will explore key theories and concepts of political participation and examine some of the most important social movements in the contemporary world. Throughout the course, students will be challenged to think carefully about how human actions and ideas are shaping our world.

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.	Discover various forms of political participation and social movements		X	X	
2.	Understand what motivate political participation and social movements, and study empirical cases		X	X	
3.	Analyse the outcomes of political participation and social movements		X	X	X
4.	Understand the relationship between political participation, social movements, and democratic governance		X	X	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	
Lecture and in-class discussion	(a) To introduce theories and concepts about political participation and social movements. (b) Students discuss and share their ideas with each other and the lecturer.	X	X	X	X	X	
Response paper	Students should review required readings of a teaching week and share their reflection on authors' argument.	X	X	X	X	X	
Individual paper	Students need to write an individual paper about 3,000 words	X	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		
Continuous Assessment: 100%							
Lecture and in-class discussion	X	X	X	X	X	20%	
Response paper (about 1,200 words)	X	X	X	X	X	30%	
Individual paper (about 3,000 words)	X	X	X	X	X	50%	
						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 task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class discussion and debate	Attendance (to take part in the discussion); understanding of the lecture; willingness to discuss/debate.	0-1 absence; Excellent understanding of political participation and social movement(s). Excellent critical reasoning skills and communication skills.	2 absences; Fairly good understanding of political participation and social movement(s). Fairly good critical reasoning skills and communication skills.	3 absences; Rudimentary understanding of political participation and social movement(s). Rudimentary critical reasoning skills and communication skills.	4 absences; Weak understanding of political participation and social movement(s). Weak critical reasoning skills and communication skills.	5 absences or more; Very poor understanding of political participation and social movement(s). Very poor critical reasoning skills and communication skills.
2. Response paper	Discuss a topic based on comprehensive understanding of relevant theories and concepts drawn from selected readings.	Consistent perceptive and critical engagement with the selected topic. Comprehensive understanding of the readings.	Frequent perceptive and critical engagement with the selected topic. Good understanding of the readings.	Some critical engagement with the selected topic. Fair understanding of the readings.	Occasionally critical engagement with the selected topic. Poor understanding of the readings.	No critical engagement with the selected topic. Not familiar with the readings.
3. Individual essay	Understanding of the readings; originality of ideas; clarity and organisation of ideas.	Great familiarity with the relevant readings, and excellent critical reasoning skills.	Satisfactory familiarity with the relevant readings, and fairly good critical reasoning skills.	Basic familiarity with the relevant readings, and basic critical reasoning skills.	Poor understanding of the relevant readings, and weak critical reasoning skills.	Not familiar with the relevant readings, and very poor critical reasoning skills.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Political participation, social movements, , regime types, structural strain, political opportunities and threats, collective identity, transnational movements

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.)

1.	
2.	della Porta, Donatella, and Mario Diani. 1999. <i>Social Movements: An Introduction</i> . Oxford: Blackwell.
3.	Tarrow, Sidney (2011). <i>Power in Movement: Social Movements and Contentious Politics</i> (Third Edition) (Cambridge: Cambridge University Press).

2.2 Additional Readings

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

1.	Tilly, Charles. 1978. <i>From Mobilization to Revolution</i> . Reading, Massachusetts: Addison-Wesley Publishing Company.
2.	O'Brien, Kevin J. 1996. "Rightful Resistance." <i>World Politics</i> 49 (1):31-55.
3.	van Deth, Jan W. 2014. "A conceptual map of political participation." <i>Acta Politica</i> 49 (3):349-367.
4.	Castells, Manuel. 2015. <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i> . 2nd ed. Cambridge: Polity, Chapter 1.
5.	Keck, Margaret E., and Kathryn Sikkink. 1998. <i>Activists beyond Borders: Advocacy Networks in International Politics</i> . Ithaca: Cornell University Press.