

**City University of Hong Kong  
Course Syllabus**

**offered by Department of POL  
with effect from Semester A 2015 / 16**

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**Part I Course Overview**

**Course Title:** Comparative and International Housing Policy

**Course Code:** POL5701

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** None  
*(Course Code and Title)*

**Exclusive Courses:** None  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

This course aims to provide students with an opportunity to analyze the role of the state and the market in meeting housing needs from both an international and comparative perspective. Students are expected to integrate conceptual and theoretical frameworks with major housing policies in the 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.	Describe and analyse housing systems in Western industrial economies and East Asian countries, including China and compare these housing systems.			X	
2.	Analyse key issues in international housing policies, for instance, in the areas of state intervention and the role of government, privatisation, housing and welfare housing market etc.			X	
3.	Outline policy and practice of urban regeneration in local and international dimensions;			X	
4.	Apply housing theories in the analysis of housing policy and practice and its relation with welfare capitalisms.			X	
		100%			

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			
Lectures	Lectures	x	x	x	X			
Seminars	Seminars – class participation and presentations	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				
<b>Continuous Assessment: 100%</b>								
Seminar presentation, participation in discussion	x	x	x	X			50%	
Group Seminar paper: 3,000 – 4,000 words	x	x	x	X				
Class Test: 2 hours	x	x	x	X			50%	
<b>Examination: 0%</b>								
							<b>100%</b>	

## 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-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Seminar presentation and class participation	Capacity to organize time, communicate effectively, cooperate with classmates	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Assignment	Ability to consider in depth one particular aspect of the course and gather information independently from a wide variety of sources	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Class Test	Demonstrate familiarity with and understanding of the CILOs and show ability to reflect upon appropriate range of issues regarding comparative and international housing policy	High	Significant	Moderate	Basic	Not even reaching marginal levels
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### 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.)*

Comparative housing systems in western industrial economies. Comparative East Asian housing systems. The role of government in housing development in East Asia. The growth of home ownership and the policy on owner-occupation. International trend in housing finance. Urban regeneration, Urban renewal and Urban planning. Housing and social theories. Housing, social policy and social justice. Green housing.

#### 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.	Agus, Razali; Doling, John & Lee, Dong-Sung (Eds.) (2002) Housing Policy Systems in South and East Asia. New York: Palgrave Macmillan.
2.	Forrest, R. & Lee, J. (2003) (eds) Housing and Social Change: East West Perspectives. Routledge: London.
3.	Smart, A (2006) The Shek Kip Mei Myth, Hong Kong: Hong Kong University Press.
4.	Wong, R (1998) On Privatizing Public Housing (Hong Kong: CityU Press).

##### 2.2 Additional Readings

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

1.	Castells, M, Goh, L and Kwok R Y W (1990) Shek Kip Mei Syndrome (London: Pion).
2.	Clapham, D, Kemp, P & Smith, S J (1990) Housing and Social Policy (London: MacMillan).
3.	Doling, J (1997) Comparative Housing Policy (London: Macmillan).
...	Lee, J (1999) Home Ownership and Social Change in Hong Kong (Aldershot: Ashgate.)