

# FB6913P: UNDERSTANDING CHINA'S GOVERNANCE

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## Effective Term

Summer Term 2026

## Part I Course Overview

### Course Title

Understanding China's Governance

### Subject Code

FB - College of Business (FB)

### Course Number

6913P

### Academic Unit

College of Business (CB)

### College/School

College of Business (CB)

### Course Duration

Non-standard Duration

### Other Course Duration

Intensive mode: 4 days

### Credit Units

2

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

Chinese (Putonghua)

### Medium of Assessment

Chinese

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to help students from different backgrounds to understand the operation of the contemporary Chinese government, especially the major challenges, opportunities and latest developments arising from governance modernization. Students will conduct institutional analysis to assess the operation and state governance of the Chinese government system through lectures, case studies and assigned readings.

### Course Intended Learning Outcomes (CILOs)

| CILOs |                                                                                                                                           | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------|--------|--------|
| 1     | Understand and assess the ideology, institutions and operation of the contemporary Chinese government.                                    |                     | x      | x      |        |
| 2     | Identify the major challenges, opportunities and latest developments arising from governance modernization.                               |                     | x      |        |        |
| 3     | Explore the central-local government relations in contemporary China, and learn how the powers are balanced.                              |                     | x      | x      |        |
| 4     | Accomplish an individual essay on a critical issue related to the operation of the Chinese government by conducting independent research. |                     |        | x      | x      |

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

| LTAs |          | Brief Description                                                                                                                  | CILO No. | Hours/week (if applicable) |
|------|----------|------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------|
| 1    | Lectures | Identify and recognize the related concepts and principles in the operation and state governance of the Chinese government system. | 1        |                            |

|   |                        |                                                                                                                                                                     |         |  |
|---|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|
| 2 | Readings               | Consolidate the understanding on lecture information by reading books, cases, articles, reports and official documents.                                             | 1, 2, 3 |  |
| 3 | Discussion and Sharing | Strengthen major concepts and frameworks by discussion.                                                                                                             | 1, 2, 3 |  |
| 4 | Essay-writing          | Conduct independent research and accomplish an individual essay on a specific topic with a thoughtful integration of the readings and arguments presented in class. | 1, 2, 4 |  |

**Assessment Tasks / Activities (ATs)**

| ATs |                                    | CILO No. | Weighting (%) | Remarks ("- " for nil entry) | Allow Use of GenAI? |
|-----|------------------------------------|----------|---------------|------------------------------|---------------------|
| 1   | Class Participation and Discussion | 1, 2, 4  | 30            | -                            | Yes                 |
| 2   | Essay-writing                      | 1, 3, 4  | 70            | -                            | Yes                 |

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

Class Participation and Discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

Engagement and individual contribution in the class.

Test students' understanding of major concepts and frameworks in the operation and state governance of the Chinese government system and their relationship with major management issues and solutions encountered in the real world.

**Excellent**

(A+, A, A-) Provides interesting, complex, and creative arguments, cases, and conclusions to relevant topics in class, as in Good but stating a point of view in own voice and with originality, thoroughly grounded in the arguments and generating new issues.

**Good**

(B+, B, B-) Provides well-rounded arguments, cases, and conclusions to relevant topics in class, good grasp of theory/ conceptual framework and what questions need to be asked. Arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion.

**Fair**

(C+, C, C-) Provides some arguments, cases, and conclusions to relevant topics in class, refers to related theory/ conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, but has difficulty in coming to a convincing conclusion.

**Marginal**

(D) Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing.

**Failure**

(F) Fail to participate in class.

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**Assessment Task**

Essay-writing (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Assess students' ability to demonstrate a sound knowledge and comprehensive understanding of the operation and state governance of the Chinese government system and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

**Excellent**

(A+, A, A-) As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured essay with balanced and compelling conclusions thoroughly grounded in the arguments presented.

**Good**

(B+, B, B-) The arguments demonstrate a good appreciation of the subject matter principles/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the case studies and of the ability to apply it. A well-structured, original essay with conclusions properly grounded in the arguments and convincingly justified.

**Fair**

(C+, C, C-) The arguments are relevant, accurate but they fall short of a comprehensive understanding of the subject matter principles/ conceptual framework and the contemporary context. Some evidence of learning from the case studies and of the ability to apply it. Fair justification of arguments and conclusions but little originality demonstrated. Essay structure needs improvement.

**Marginal**

(D) The arguments are relevant and accurate but isolated, addressing the subject matter only in part and lacking both a strong grounding in principles/ conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.

**Failure**

(F) Little evidence of familiarity with the subject matter;  
Fail to submit the individual essay.

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**Assessment Task**

Class Participation and Discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Engagement and individual contribution in the class.

Test students' understanding of major concepts and frameworks in the operation and state governance of the Chinese government system and their relationship with major management issues and solutions encountered in the real world.

**Excellent**

(A+, A, A-) Provides interesting, complex, and creative arguments, cases, and conclusions to relevant topics in class, as in Good but stating a point of view in own voice and with originality, thoroughly grounded in the arguments and generating new issues.

#### **Good**

(B+, B) Provides well-rounded arguments, cases, and conclusions to relevant topics in class, good grasp of theory/ conceptual framework and what questions need to be asked. Arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion.

#### **Marginal**

(B-, C+, C) Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing.

#### **Failure**

(F) Fail to participate in class.

### **Assessment Task**

Essay-writing (for students admitted from Semester A 2022/23 to Summer Term 2024)

#### **Criterion**

Assess students' ability to demonstrate a sound knowledge and comprehensive understanding of the operation and state governance of the Chinese government system and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

#### **Excellent**

(A+, A, A-) As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured essay with balanced and compelling conclusions thoroughly grounded in the arguments presented.

#### **Good**

(B+, B) The arguments demonstrate a good appreciation of the subject matter principles/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the case studies and of the ability to apply it. A well-structured, original essay with conclusions properly grounded in the arguments and convincingly justified.

#### **Marginal**

(B-, C+, C) The arguments are relevant and accurate but isolated, addressing the subject matter only in part and lacking both a strong grounding in principles/ conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.

#### **Failure**

(F) Little evidence of familiarity with the subject matter;  
Fail to submit the individual essay.

## **Part III Other Information**

### **Keyword Syllabus**

Central-local Government Relations

Division of Functions and Powers of China's Central and Local Government

Decision-making Mechanisms and Processes

Democratization of Decision-making Processes  
 Cadre Management System: Selection and Appointment, Incentive and Constraint Mechanism  
 System of Accountability  
 Trust in Government  
 Grassroots Governance

## Reading List

### Compulsory Readings

| Title |     |
|-------|-----|
| 1     | Nil |

### Additional Readings

| Title |                                                             |
|-------|-------------------------------------------------------------|
| 1     | 钱穆：《中国历代政治得失》，三联书店，2001 年。                                  |
| 2     | 李侃如：《治理中国：从革命到改革》，中国社会科学出版社，2010 年。                         |
| 3     | 王绍光、樊鹏：《中国式共识型决策："开门"与"磨合"》，中国人民大学出版社，2013 年。               |
| 4     | 辛向阳：《百年博弈：中央与地方关系一百年》，山东人民出版社，2000 年。                       |
| 5     | 王亚南：《中国官僚政治研究》，商务印书馆，2017 年。                                |
| 6     | 梁均国：《特别地区政府管理：深圳、珠海、香港及澳门的比较》，中国广播电视出版社，1998 年。             |
| 7     | 谷志军、陈科霖：《当代中国决策问责的内在逻辑及优化策略》，《政治学研究》，2017 年第3 期。            |
| 8     | 陈雪莲、杨雪冬：《地方政府创新的驱动模式：地方政府干部视角的考察》，《公共管理学报》，2009 年第3 期。      |
| 9     | 李艳霞：《何种信任与为何信任?——当代中国公众政治信任现状与来源的实证分析》，《公共管理学报》，2014 年第2 期。 |
| 10    | 渠敬东：《项目制：新的国家治理体制》，《中国社会科学》，2012 年第5 期。                     |