

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2017 / 18**

Part I Course Overview

Government and Economy

Course Title:

POL 2106

Course Code:

1 Semester

Course Duration:

3

Credit Units:

B2

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:

(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

none

Prerequisites:

(Course Code and Title)

none

Precursors:

(Course Code and Title)

SA2106 Government and Economy

Equivalent Courses:

(Course Code and Title)

none

Exclusive Courses:

(Course Code and Title)

Part II Course Details

1. Abstract

To introduce students to the ideological foundations underpinning the key concepts and theories of political - economic systems, and examine how these ideologies are used to manage contemporary societies. Students will develop analytical skills which enable you to consider and analyse moral, ideological and instrumental orientations to the political and economic structures of Hong Kong and other regions of the world. The ideologies are classical liberalism, conservative (divine rights and competitive elites), Utilitarianism (especially in economics) and radical (material/ Marxist and moral variants). The course will also cover misunderstandings or common errors (such as misrepresentations in names of many political parties, ambiguities in political speeches and rhetoric versus belief in news). This is very challenging course but can be rewarding for those willing to commit effort. Students do not need to know either economics or politics but they can be helpful. A strong interest in social science is preferable and an open mind essential.

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.	Identify the way governments and economics interact with each other.	25%		x	
2.	Recognize the context in which government policies take place and the degree of influence a government has and should have over a market.	25%	x		
3.	Critically analyse the ideological foundation of economic, social and political policy, business and other group and individual interests.	40%	x	x	x
4.	Interpret methods of effective academic learning, involving appropriate access to and use of materials drawn from libraries, multimedia and the internet, so that students are thoroughly aware of the uses and abuses of different forms and nodes of information technology.	10%	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			
Lectures		x	x	x	x			
Reading		x	x	x				
Consultation with teacher		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				
Continuous Assessment: 100 %								
individual essay 2000 - 3000 word with grading emphasising analytical argument and careful use of at least 10 assigned academic readings from all four ideological perspectives (liberal, utilitarian, conservative and radical).	X	x	x	X			80%	
participation mainly through engagement in debates in class and in Canvas based online moderated fora.	X	x					20%	
Examination: <u>0</u> % (
* The weightings should add up to 100%.							100%	

Note:

If a course has both coursework and examination components, students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

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. individual essay	Ability to thoroughly answer a set question	high	significant	moderate	basic	Not even reaching marginal levels
2. participation	Ability to contribute to and explain concepts, ideas, arguments	high	significant	moderate	basic	Not even reaching marginal levels

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.)

Ideology, liberalism, radical, Marxism, conservative, utilitarianism, fascism, Keynesian, power, private property, public goods, society, individual, morality, collectivism, political economy.

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.	Clarke, B. (1998) Political Economy: a comparative approach, 2nd ed. Westport: Praeger. [HB90.C52 1998]
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2.2 Additional Readings

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

1.	Caporaso, J and Levine, D. (1992) Theories of Political Economy, Cambridge: Cambridge University Press. [HB74.P65 c37 1992]
2.	Fusfeld, D R. (2002) The Age of the Economist, 9th ed. Boston: Addison-Wesley [HB75 F87 2002]
3.	Mills, J. (2003) A Critical History of Economics. Houndmills, Basingstoke, Hampshire: Palgrave-Macmillan [HB75 M535 2002], also e-resource: HB75 M434 2002eb