

# City University of Hong Kong

## Course Syllabus

offered by Department of Public Policy  
with effect from Semester B 2018/19

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### Part I Course Overview

**Course Title:** Power and Politics

**Course Code:** GE2217

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations

*(for GE courses only)*

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** None  
*(Course Code and Title)*

**Precursors:** None  
*(Course Code and Title)*

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

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

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course focuses on the key concept of power. Power is critical to an understanding of politics and has relevance for understanding many other aspects of life, in particular, the way that societies are organized and how economies grow. In politics, it is through the use of power that governments seek to attain their objectives. Power is also useful in analysing the context in which politics takes place: how competing political parties seek to acquire it, how political leaders use and abuse it, how it affects relations between states and how the executive, in using power, may be constrained by political opposition and institutions such as legislatures and civil society. Power is also closely related to other key concepts, such as authority and sovereignty, and to classifications of political systems which will be considered during the course.

This course will enable students to use the concept of power analytically and to examine political, social and economic issues critically. On completion of the course, students will have developed an appreciation of the utility of the concept and its relevance to many different political, social and economic phenomena.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	State the main ideas and concepts in the study of power and politics			√	√
2.	Recognize different political systems in the world and to distinguish the fundamental values and concepts that underpin each of them		√	√	√
3.	Show an awareness of issues related to power relationships in society and the state		√		√
4.	Critically analyse political issues		√	√	√
5.	Appreciate the importance of power and politics in many aspects of life		√	√	
		100%			

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

<sup>#</sup> 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	
Lectures	Structured lectures to introduce the main ideas and the key concept of power to students and to examine how these ideas and concepts are related to the understanding of political systems, values and political actions	√	√	√	√		
Readings	Required and supplementary readings to help students to have in-depth understanding of the various aspects and applications of the concept of power, the nature of political systems, and international and globalized politics	√	√	√			
Video clips	Video clips from documentaries, TV series, films, etc. for graphic illustrations of politics or political ideas/systems in action			√	√	√	
Group discussions and presentations	Group discussions and presentations to require students to clarify the concept of power, to critically and systematically analyse issues, to articulate their own points of view and to defend them, and to learn to listen to arguments and to appreciate different perspectives	√	√	√	√	√	
Individual reflective note	Individual reflective note to require students to reflect on how power plays in politics	√		√	√	√	
Individual essay	Individual essay to test students' ability to apply related concepts and theories to analyse a particular aspect of real life politics or institutions systematically and independently	√	√	√	√		

**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%							
Contributions to in-class group Discussions	√	√	√	√	√	15%	
Group Project presentation and discussion	√	√	√	√		35%	PPT 25% Discussion performance 10%
Individual reflective note (500 words)						10%	
Individual essay on Hong Kong politics, utilizing concepts introduced in the course (at least 2,000 words excluding references)	√	√			√	40%	
						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)
In-class discussions	Questions will be set for discussion and debate in each lesson. Students are required to complete the required readings before coming to the discussion and give comments/observations on the issues discussed. The written comments/observations on the issues will be collected on a group basis. Individual contributions to in-class discussions will also be recorded.	Demonstration of outstanding ability in collating relevant materials to tackle the discussed issues; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter; highly proactive in expressing ideas and contributing to constructive discussions.	Demonstration of good ability in collating relevant materials to tackle the discussed issues; evidence of good critical analysis and synthesis; good grasp of the subject matter; proactive in expressing ideas and contributing to constructive discussions.	Demonstration of adequate ability in collating relevant materials to tackle the discussed issues; evidence of some critical analysis and synthesis; adequate grasp of the subject matter; somewhat proactive in expressing ideas and contributing to constructive discussions.	Demonstration of limited ability in collating relevant materials to tackle the discussed issues; evidence of some critical analysis and synthesis; some grasp of the subject matter; passive in expressing ideas and contributing to constructive discussions.	Poor collation of relevant materials to tackle the discussed issues; little evidence of critical analysis and synthesis; little grasp of the subject matter; absence in discussion.
Group Project Presentation and discussion	30-minute presentation on the selected topic followed by a discussion with the whole class. The group members should lead the discussion by providing questions and comments. Each member of the group must share more or less the same amount of workload to prepare for and deliver the presentation. Both collective and individual efforts will be assessed. Each presentation team is required to submit a	Demonstration of outstanding ability in collating relevant materials independently and systematically to tackle the presentation topic; creative and stimulating application of materials to establish a very convincing case for the presentation; clear evidence of good team work; highly effective in conducting class discussion and defending the group's position after	Demonstration of good ability in collating relevant materials independently and systematically to tackle the presentation topic; competent application of materials to establish a good case for the presentation; evidence of good team work; effective in conducting class discussion and defending the group's position after presentation; evidence of good critical analysis and synthesis; good grasp of the	Demonstration of adequate ability in collating relevant materials independently and systematically to tackle the presentation topic; adequate application of materials to establish a reasonable case for the presentation; evidence of team work; somewhat effective in conducting class discussion and defending the group's position after presentation; evidence of some critical	Demonstration of limited ability in collating relevant materials independently and systematically to tackle the presentation topic; limited application of materials to establish a case for the presentation; ineffective in conducting class discussion and defending the group's position after presentation; evidence of some critical analysis and synthesis; some grasp of the	Poor collation of relevant materials to tackle the presentation topic; inability to apply relevant materials to establish a case for the presentation; ineffective in conducting class discussion and defending the group's position after presentation; little evidence of critical analysis and synthesis; little grasp of the subject matter

	<p>presentation outline to Canvas at least one day (24 hours) before the presentation. A hardcopy of your presentation is also needed.</p> <p>Students should raise the attention of the audience, keep the eye contact and speak fluently. A simple reading of notes or slides is strongly discouraged.</p> <p>Regarding the contents, members of the groups should compile a bibliography of readings.</p> <p>It is advisable to present an original (general or detailed) approach to the topic, not just to summarise other authors' ideas and show that previous research on the topic. Each group member needs to submit a 2-page summary note of their learning from the group project one week after their presentation.</p>	<p>presentation; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter</p>	<p>subject matter</p>	<p>analysis and synthesis; adequate grasp of the subject matter</p>	<p>subject matter</p>	
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Individual reflective note	Write a reflective note (500 words) on how power plays in politics after attending any Legislative Council meetings that are open to public and observe how the politicians represent the interests of their constituents in political issues.	Creative and stimulating application of materials to establish a very convincing case; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter	Competent application of materials to establish a good case; evidence of good critical analysis and synthesis; good grasp of the subject matter	Adequate application of materials to establish a reasonable case; evidence of some critical analysis and synthesis; adequate grasp of the subject matter	Limited application of materials to establish a case; evidence of some critical analysis and synthesis; some grasp of the subject matter	Inability to apply relevant materials to establish a case; little evidence of critical analysis and synthesis; little grasp of the subject matter
Individual Essay	Adopt a critical stance about the topic under examination. Stress the positive and negative aspects of the knowledge about the topic. This must be an original and individual exercise. Arguments expressed by other authors should be quoted and referred to appropriately. Use your own words to express your thoughts, use adequate examples and argue consistently about every opinion or idea you present. The whole text must be free of plagiarism and quotations should not entail more than 25% of the total writing. Furthermore, the whole writing should be guided by a general thread or "thesis". The	Demonstration of outstanding understanding of the concepts, process/institutions, issues, and controversies related to the question; clear evidence of critical and analytical thinking; good organization; excellent application of related concepts/theories to enhance understanding of actual practices/phenomena; superior grasp of subject matter; evidence of extensive knowledge base in the subject	Demonstration of good understanding of the concepts, process/institutions, issues, and controversies related to the question; evidence of analytical thinking; good organization; good application of related concepts/theories to enhance understanding of actual practices/phenomena; good grasp of subject matter; evidence of good use of literature in the subject	Demonstration of adequate understanding of the concepts, process/institutions, issues, and controversies related to the question; evidence of some analytical thinking; reasonable organization; some application of related concepts/theories to enhance understanding of actual practices/phenomena; adequate grasp of subject matter; evidence of adequate use of literature in the subject	Marginal understanding of the concepts, process/institutions, issues, and controversies related to the question; limited analytical thinking; less than reasonable organization; only occasional application of related concepts/theories to enhance understanding of actual practices/phenomena; limited grasp of subject matter; occasional use of literature in the subject	Poor or wrong understanding of the concepts, process/institutions, issues, and controversies related to the question; little evidence of basic analytical thinking; poor organization; very inadequate application or misapplication of related concepts/theories to explain actual practices/phenomena; poor grasp of subject matter; little evidence of familiarity with basic literature in the subject

	minimum requirement of reading is 3 theoretical articles or book chapters. In addition, references to 3 or more empirical sources about the specific case are expected.					
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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.)

The idea of politics; political issues; power; power and democracy; power and revolution; political leadership; government in action; gender and politics; globalization and global governance; abuse of power; limiting power; political opposition; social 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.)

	Introductory readings:
1.	Alford, R.R. and Friedland, R., 1985, <i>Powers of theory. Capitalism, the state, and democracy</i> , New York: Cambridge University. <a href="#">C0194983</a> (on reserve)
2.	Benford, Robert D. and Snow, David A., 2000, "Framing Processes and Social Movements: An Overview and Assessment", <i>Annual Review of Sociology</i> 26: 611-639. <a href="http://www.annualreviews.org/doi/pdf/10.1146/annurev.soc.26.1.611">http://www.annualreviews.org/doi/pdf/10.1146/annurev.soc.26.1.611</a>
3.	Dye, Thomas R. and Brigid C. Harrison (2005), <i>Power and Society: An Introduction to the Social Sciences</i> 10 <sup>th</sup> edition, 66-95. New York: Thomson.
4.	Dupré, Ben. 50 political ideas you really need to know.
5.	Halliday, Fred (1999). The Rise and Fall of Revolutions. In Fred Halliday, <i>Revolution and World Politics</i> , 27-55. Basingstoke: Macmillan.
6.	Heywood, Andrew (2002). <i>Politics</i> 2 <sup>nd</sup> edition. Basingstoke: Palgrave.
7.	Hindess, Barry, 2012, "Power, Government, Politics", in E. Amenta, K. Nash, A. Scott, eds, <i>The Wiley-Blackwell Companion to Political Sociology</i> , Oxford: Blackwell, 40-48. <a href="#">JA76.B58 2004</a> (on reserve)
8.	Jasper, James M., "Culture, Knowledge, Politics", in Thomas Janoski et al. (eds.) <i>The handbook of Political Sociology. States, Civil Societies and Globalization</i> , New York: Cambridge University. <a href="#">JA76.H383 2005</a> (on reserve)
9.	Jessop, Bob, 2012, "Developments in Marxist Theory", in E. Amenta, K. Nash, A. Scott, eds, <i>The Wiley-Blackwell Companion to Political Sociology</i> , Oxford: Blackwell, 3-14. <a href="#">JA76.B58 2004</a> (on reserve) [pre-print copy available at:
10.	<a href="http://bobjessop.org/2014/03/27/marxist-approaches-to-power/">http://bobjessop.org/2014/03/27/marxist-approaches-to-power/</a> ]
11.	Lemke, Thomas, 2007, "An indigestible meal? Foucault, governmentality and state theory", <i>Distinktion: Scandinavian Journal of Social Theory</i> 5, 43-66. [available on-line at: <a href="http://www.thomaslemkeweb.de/publikationen/Indigestible%20Meal%20-%20Proofs.pdf">http://www.thomaslemkeweb.de/publikationen/Indigestible%20Meal%20-%20Proofs.pdf</a> ]
12.	Marsh, D. and Stoker, G., 2002, <i>Theory and methods in political science</i> , Hampshire: Palgrave Macmillan <a href="#">JA71 .T54 2002</a> (on reserve)
13.	Scott, Alan, Kate Nash, Anna Marie Smith (eds.), 2009. <i>New critical writings in political sociology</i> , Farnham: Ashgate. [3 vol.] <a href="#">JA76 .N43 2009</a> (on reserve)
14.	Waylen, Georgina, Celis, Karen, Kantola, Johanna, and Weldon, S. Laurel, eds., 2013, <i>The Oxford Handbook of Gender and Politics</i> .

##### 2.2 Additional Readings

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

- A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	CILO No. 1,2,3
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO No. 1,2,3
PILO 3: Demonstrate critical thinking skills	CILO No. 3,4
PILO 4: Interpret information and numerical data	CILO No. 2,3
PILO 5: Produce structured, well-organised and fluent text	CILO No. 1,2,3,4
PILO 6: Demonstrate effective oral communication Skills	CILO No. 1,2,3,4
PILO 7: Demonstrate an ability to work effectively in a team	CILO No. 2,3,4
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible Actions	CILO No. 4,5
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO No. 4,5

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

- B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
<p>Group Project Presentation (PPT)</p> <p>Individual essay on real-life politics, utilising concepts introduced in the course</p>