

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public Policy  
with effect from Semester A 2021 / 2022**

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**Part I Course Overview**

**Course Title:** Hong Kong Politics

**Course Code:** POL2104

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

**Proposed Area:**  
*(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)* None

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

**Equivalent Courses:**  
*(Course Code and Title)* SA2104 Government & Public Administration in Hong Kong  
POL2104 Government & Public Administration in Hong Kong

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

## Part II Course Details

### 1. Abstract

*(A 150-word description about the course)*

This course attempts to investigate the important aspects of government, politics and public administration in Hong Kong in the context of the changing environment both on the mainland and in the Hong Kong Special Administrative Region. We explore the interaction among the institutions, agencies and actors involved in the operation of government and relate them to the basic knowledge of public administration and politics. Students are expected to identify critical political issues that may contribute to the effective operation of the government, and discern patterns of political development. The course requires students to apply basic political theories and concepts to the current issues in Hong Kong politics and come up with solutions to problems and crisis in governance.

### 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.	Identify and assess the essential dimensions of government, and politics in Hong Kong in the context of the shifting settings before and after 1997.		√	√	√
2.	Identify and assess how institutions, agencies and actors engage in the operation of government and politics, and connect them to the fundamental concepts and theories of governance.		√	√	√
3.	Identify and assess critically the units of public administration that underlie the effective operation of the government, and discover modes of changes and reforms assumed in the public sector.		√	√	√

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

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	
Lectures	Explain concepts, theories, empirical data and raise questions for discussions.	√	√	√	3 hrs/week
Reading of reference materials	On average, reading of two assigned papers or book chapters and the relevant lecture notes.	√	√	√	5 hr/week

### 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		
Continuous Assessment: 100 %					
Presentation	√	√	√	15%	
Essay (3,000 words)	√	√	√	50%	
Classroom tasks/participation	√	√	√	35%	
Examination: % (duration: hours)					
				100%	

\* The weightings should add up to 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)
Presentation	Organization, Content, Use of Presentation Tools, Ability to Respond to Audience Questions, Style of Presenters	Excellent organization of the presentation, insightful content, strong ability to respond to audience questions, excellent presentation skills	Good organization of the presentation, good content, good ability to respond to audience questions, good presentation skills	Fair organization of the presentation, adequate content, weak ability to respond to audience questions, weak presentation skills	Poor organization of the presentation, weak content, inadequate ability to respond to audience questions, very poor presentation skills	Very poor organization of the presentation, inadequate content, almost no ability to respond to audience questions, almost no presentation skills
Essay (3,000 words)	Main ideas, Representation of Understanding and Integration, Analysis, Structure, Conventions of Standard English	Skilful articulation of major arguments, Main ideas, outstanding understanding of key concepts and theories, and original and critical analysis. Ability to write in concise style.	Main idea is clear but topic is partially defined; overall, represents a high level of understanding in the field and application or integration of concepts, theories, principles, policies, new trends; overall, demonstrates rigorous ability to analyze and evaluate issues and concepts in the field; organization & structure are clear; there may be a few minor or major errors in sentence construction, usage, grammar, or mechanics.	Main idea is not clear enough though topic is defined; overall, represents an adequate level of understanding in the field and application or integration of concepts, theories, principles, policies, new trends; adequately demonstrates ability to analyze and evaluate issues and concepts in the field; organization & structure are mostly clear; there are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax.	Main idea is unclear and topic is not clearly defined. overall, does not represent an adequate understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends; overall, weak ability to analyze and evaluate issues and concepts in the field; the organization & structure are not clear; there are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics.	Main idea and topic cannot be defined; overall, represents a lack of understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends; overall, does not demonstrate the ability to analyze and evaluate issues and concepts in the field; the organization & structure must be inferred by the reader; there are many minor errors and major errors. Sentence construction is far below mastery and errors in usage and mechanics are found.

Participation	Punctuality, contributions of ideas, quality of the sharing	high contributions of ideas and excellent quality of the sharing.	Fairly good contributions of ideas and good quality of the sharing.	little contributions of ideas and average quality of the sharing.	Poor punctuality, very little contributions of ideas and poor quality of the sharing.	almost no contributions of ideas and very poor quality of the sharing.
Classroom task	Analytical response to questions raised in class and ability to articulate an argument. Timeliness in submission	High original argument. Demonstration of outstanding understanding of relevant concepts. Excellent writing style. Submission within the time frame required.	Quite original in argument and good understanding of relevant concepts and theories. Good writing style.	Some random thoughts but no coherent argument. Low level of understanding of fundamentals of the relevant concepts and theories. Acceptable level of writing style.	Poor argument and limited knowledge in the topics. Devoid of basic understanding of the concepts and theories covered in lecture. Poor writing	No argument and very poor quality of writing.

### 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.)

Government. Politics. Public administration. Policy. Civil service. Bureaus and departments. Legislative and Executive Councils. Judiciary. Organization. Political and constitutional reforms. Public sector reform. Leadership. Administrative culture. Accountability. Political culture. Basic Law. Proportional representation. Political parties. Electoral system. Elections. Democracy. Colony. One Country Two Systems. Universal Suffrage.

#### 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.	Ian Scott, <i>The Public Sector Reform in Hong Kong</i> , Hong Kong: Hong Kong University Press, 2010
2.	Lam Wai-man et al (eds.), <i>Contemporary Hong Kong Government and Politics</i> , Hong Kong: Hong Kong University Press, 2012

##### 2.2 Additional Readings

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

1.	Joseph Y. S. Cheng (ed.), <i>New Trends of Political Participation in Hong Kong</i> , Hong Kong: City University of Hong Kong Press, 2014
2.	Yash Ghai, <i>Hong Kong's New Constitutional Order: The Resumption of Chinese Sovereignty and the Basic Law</i> , Hong Kong: Hong Kong University Press, Second Edition, 1998
3.	Danny Gittings, <i>Introduction to the Hong Kong Basic Law</i> , Hong Kong: Hong Kong University Press, 2013
4.	Lau Siu-kai (ed.) <i>The First Tung Chee-hwa Administration</i> , Hong Kong: Chinese University of Hong Kong Press, 2002
5.	Joseph Y. S. Cheng (ed.) <i>The Hong Kong Special Administrative Region in Its First Decade</i> , Hong Kong: City University of Hong Kong Press, 2007
6.	Joseph Y. S. Cheng J. (ed.), <i>Evaluating the Tsang Years</i> , Hong Kong: City University of Hong Kong Press, 2013
7.	Suzanne Pepper, <i>Keeping Democracy at Bay: Hong Kong and the Challenges of Chinese Political Reform</i> , New York: Rowman & Littlefield, 2008
8.	Ray Yep (ed.), <i>Negotiating Autonomy in Greater China: Hong Kong and its Sovereign Before and After 1997</i> , Copenhagen: Nordic Institute of Asian Studies, 2013
9.	Online sources a. Hong Kong Special Administrative Region Government Information Centre: <a href="http://www.info.gov.hk/">http://www.info.gov.hk/</a> b. HK Legislative Council: <a href="http://www.legco.gov.hk/english/index.htm">http://www.legco.gov.hk/english/index.htm</a> c. Best Search Engine: <a href="http://www.google.com">www.google.com</a> d. CityU Lib. Databases: ProQuest database, Academic Search Elite; Ingenta; Encyclopedia of Britannica Online. e. Political Science Resources website: i.) <a href="http://www.ucd.ie/~politics/genpols.html">http://www.ucd.ie/~politics/genpols.html</a> ; ii.) <a href="http://www.hku.hk/ppaweb/sitemain.htm">http://www.hku.hk/ppaweb/sitemain.htm</a> f. Hong Kong Human Rights Commission (香港人權聯委會): <a href="http://www.hkhrc.org.hk/homepage/index_c.htm">http://www.hkhrc.org.hk/homepage/index_c.htm</a> (Contains very useful data on both local and overseas human rights as well as comments on local human rights)

<p>g. Hong Kong Voice of Democracy (香港民主之聲) <a href="http://www.democracy.org.hk/B5/index.html">http://www.democracy.org.hk/B5/index.html</a> (similar to above)</p> <p>h. Hong Kong Human Rights Monitor (similar to above): <a href="http://hkhrm.org.hk/english/index.html">http://hkhrm.org.hk/english/index.html</a></p> <p>i. Hong Kong Democratic Party (民主黨): <a href="http://www.dphk.org/">http://www.dphk.org/</a></p> <p>j. Liberal Party (自由黨): <a href="http://www.liberal.org.hk/liberal_dev/index.htm">http://www.liberal.org.hk/liberal_dev/index.htm</a></p> <p>k. Democratic Alliance for Progress and the Betterment of Hong Kong (民建聯): <a href="http://www.dab.org.hk/">http://www.dab.org.hk/</a></p> <p>l. Hong Kong World Wide Web Database: <a href="http://www.cuhk.edu.hk/hkwww.htm">http://www.cuhk.edu.hk/hkwww.htm</a></p> <p>m. International websites:</p> <p>i.) BBC: <a href="http://news.bbc.co.uk">http://news.bbc.co.uk</a></p> <p>ii.) International Herald Tribune: <a href="http://www.iht.com/pages/index.html">http://www.iht.com/pages/index.html</a></p> <p>iii.) Financial Times: <a href="http://news.ft.com/world">http://news.ft.com/world</a></p>
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