

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS340														
Subject Title	Political Economy of Hong Kong														
Credit Value	3														
Level	3														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. In class Participation</td> <td style="text-align: center;">25%</td> <td></td> </tr> <tr> <td>2. Term Paper</td> <td style="text-align: center;">50 %</td> <td></td> </tr> <tr> <td>3. Round Table Presentation</td> <td></td> <td style="text-align: center;">25 %</td> </tr> </tbody> </table> <p>Explanation of the assessment methods:</p> <ol style="list-style-type: none"> 1. The grade is calculated according to the percentage assigned; 2. The completion and submission of all component assignments are required for passing the subject; 3. Students must attend the assessments (standard of passing: D or above) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. In class Participation	25%		2. Term Paper	50 %		3. Round Table Presentation		25 %
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Objectives	The subject aims to enable students to understand the making of social policies (e.g., housing, welfare, social security, education, labour and so forth) in Hong Kong from colonial period to present day from a political economy perspective. Analyses of such a making will be in the light of concepts such as class, capitalist development, capitalist state, welfare spending, and colonial governance, etc.														
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a. become acquainted with theories and concepts of political economy for understanding of social policies in Hong Kong from colonial period to present day;														

	<p>b. develop their ability in critically analyzing the current social policies, politics and government, and development of Hong Kong; and</p> <p>c. apply theories and concepts of political economy to make sense of their way of life in Hong Kong.</p>																																														
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<ol style="list-style-type: none"> 1. What is Political Economy? 2. Theoretical Touch on different Political Economy Perspectives 3. Micro Choice and Macro Context 4. Colonialism and the Development of the political economy of Hong Kong 5. Positive non-interventionism or Crony Capitalism? 6. Roads towards innovation ... can this be achieved? 7. The Political Economy of COVID-19 																																														
<p>Teaching/Learning Methodology (Note 3)</p>	<ol style="list-style-type: none"> 1) Through lectures and audio-visual materials, students are expected to appreciate how concepts and theories of political economy can enrich their understanding of the dynamics of policy making of a place. 2) Through Round-Table Discussions and other e-platform means, students are expected to exchange ideas and apply concepts and theories of political economy in deciphering the interaction and evolvement of political economy of a place. 																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="459 1176 1481 1713"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In Class Participation</td> <td>25 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Term Paper</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Round Table Presentation</td> <td>25 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Term paper will provide students an additional opportunity to consolidate the learning outcomes, improve their writing and communication skills and enhance their ability to apply the concepts and theories of political economy in the understanding of the making of social policies in Hong Kong. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. In Class Participation	25 %	√	√	√				2. Term Paper	50 %	√	√	√				3. Round Table Presentation	25 %	√	√	√				Total	100 %						
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	2. Students' grasp and application of the concepts and theories of political economy in their understanding of the making of social policies in Hong Kong can be adequately assessed through seminar presentations and follow-up discussions.	
Student Study Effort Required	Class contact:	
	▪ Lecture (online/physical)	39 Hrs.
	Other student study effort:	
	▪ Private study	30 Hrs.
	▪ In-class Seminar Preparation and Presentation	50 Hrs.
	Total student study effort	118 Hrs.
	Reading List and References	<p>Baark, E., & So, A. Y. (2006). The Political Economy of Hong Kong's quest for high Technology Innovation, <i>Journal of Contemporary Asia</i>, 36(1), 102-120. https://doi.org/10.1080/00472330680000061</p> <p>Caporaso, J.A. & Levine, D.P. (1992). <i>Theories of Political Economy</i>. Cambridge University Press.</p> <p>Chiu, S. W. K. (2009). <i>Hong Kong: Becoming a Chinese global city</i>. London: Routledge.</p> <p>Fong, Brian (2014). 'The Partnership between the Chinese Government and Hong Kong's Capitalist Class: Implications for HKSAR Governance, 1997-2012', <i>The China Quarterly</i>, No.217, March, pp.195-220.</p> <p>Goodstadt, L. F. (2005). <i>Uneasy partner: The Conflict between Public Interest and Private Profit in Hong Kong</i>. Hong Kong: Hong Kong University Press.</p> <p>Lau, S.K. & Kuan, H.C. (Eds) (1988). <i>The Ethos of the Hong Kong Chinese</i>. The Chinese University Press, Chapter 2.</p> <p>Lim, T. W., & Kong, T. Y. (2018). <i>Studying Hong Kong: 20 Years Political, Economic and Social Development</i>. World Scientific Publishing Co Pte Ltd</p> <p>McGiffert, C & Tang, J.T. (2008) eds. <i>Hong Kong on the Move: 10 Years as the HKSAR</i>. Washington, D.C.: CSIS Press.</p> <p>Wong, Hung, (2015). 'Is Poverty Eradication Impossible? A Critique on the Misconceptions of the Hong Kong Government'. <i>The China Review</i>, Vol.15, No.2, pp.147-69.</p> <p>馬嶽 (2011) 「後工業年代的香港政治價值」。《廿一世紀雙月刊》，12月，總第128期頁4-14。</p> <p>許寶強 (2002)。資本主義不是甚麼。香港：牛津出版社。</p>

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.