

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	APSS 3601																
Subject Title	Government and Public Administration in Contemporary China																
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: 60%;"></th> <th style="width: 20%; text-align: center;">Individual Assessment</th> <th style="width: 20%; text-align: center;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Term Paper</td> <td style="text-align: center;">50%</td> <td></td> </tr> <tr> <td style="text-align: center;">2. Seminar Presentation</td> <td></td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">3. End-of-term Quiz</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td style="text-align: center;">4. Class Participation</td> <td style="text-align: center;">10%</td> <td></td> </tr> </tbody> </table>		Individual Assessment	Group Assessment	1. Term Paper	50%		2. Seminar Presentation		20%	3. End-of-term Quiz	20%		4. Class Participation	10%		
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	1. Term Paper	50%															
	2. Seminar Presentation		20%														
	3. End-of-term Quiz	20%															
	4. Class Participation	10%															
	<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 is required in order to pass the subject. 3. Student must pass the term paper / written report (51% or above) if he/she is to pass the subject. 																
Objectives	<p>This subject introduces students to major concepts and issues involved in the study of government and public administration in contemporary China. It gives students basic exposure to the politics, government, and public administration in China and allow them to understand and explore some of the critical issues it faces.</p>																

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) Understand the basic government and administration structures in the greater China; b) Utilize the basic conceptual tools in analyzing the deep-rooted governance issues of the modernizing China; c) Examine critically the possible changes of the government and administrative structures; d) Communicate clearly impacts of the globalized civic values on the political and administrative structures of China.
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<p>The Making of Socialist Government in China: A Brief Introduction to the formation of the PRC government in 1949</p> <p>Governance and Administrative reform in Post-Mao China: Its history, the change of leadership, and its impact.</p> <p>State Government and the Possibility of the Emergence of Civil Society in China.</p> <p>The dynamic between Central and Local Governments.</p> <p>Local Governance: Village and Township Direct Elections. JQ1510 .G68 2004.</p> <p>Globalised Debates and Concerns: Human Rights, Democracy, Citizenship and Social Development.</p> <p>One Country Two Systems: The formation of the Hong Kong and Macau Special Administrative Regions.</p> <p>Hong Kong and Macau Government and Administration Structures.</p>
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>The approach will be comprised of lectures and quiz. The lectures will be interactive in nature.</p> <p>Students are also encouraged to participate actively in lectures.</p>
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	

(Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	e		
	1. Term paper (Individual)	50%	✓	✓	✓	✓			
	2. Seminar Presentation (Group)	20%	✓	✓	✓	✓			
	3. End-of-term Quiz (Individual)	20%	✓	✓	✓	✓			
	4. Class Participation	10%	✓	✓	✓	✓			
	Total	100%							

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Seminar Presentation and Class Participation:

Students have to present in groups on their critical views on selected issues to demonstrate how much they have understood the processes and mechanisms of government and public administration in the greater China. They are expected to use case materials to illustrate how they could apply the theories and concepts they have learned in lectures and generate critical discussions. This exercise will show how well they have learned and how effective they are as communicators.

Term Paper:

Students will write an individual report of about 3000 words based on their group presentation and the feedback they have received from lecturer and classmates. In this exercise, students can demonstrate their competence in written communication, logical thinking, critical ability and problem-solving capacity.

- The grade is calculated according to the percentage assigned;

	<ul style="list-style-type: none"> ● The completion and submission of all component assignments are required for passing the subject; and ● Students must pass the term paper (51% or above) if he/she is to pass the subject. 	
Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Preparation for writing group presentation and individual report	32 Hrs.
	▪ Self-directed studies	50 Hrs.
	Total student study effort	121 Hrs.
Reading List and References	<p>Essential:</p> <ol style="list-style-type: none"> 1) Gries, Peter Hays and Stanley Rosen. (Eds.) (2004). <i>State and Society in 21st Century China: Crisis, Contention, and Legitimation</i>. New York: Routledge Curzon. 2) Howell, Jude. (Ed.) (2004). <i>Governance in China</i>. Lanham, MD.: Rowman and Littlefield Publishers. 3) Jensen, Lionel M. and Timothy B. Weston. (Eds.). (2007). <i>China's Transformations: The Stories beyond the Headlines</i>. Lanham, Md.: Rowman and Littlefield. <p>Supplementary:</p> <ol style="list-style-type: none"> 1) Dittmer, Lowell and Guoli Liu. (Eds.) (2006). <i>China's Deep Reform: Domestic</i> 2) <i>Politics in Transition</i>. Lanham, Md.: Rowman and Littlefield. 3) Gallagher, Mary Elizabeth. (2005). <i>Contagious Capitalism: Globalization and the Politics of Labor in China</i>. Princeton, N.J.: Princeton University Press. 	

	<p>4) Lieberthal, Kenneth. (2004). <i>Governing China: From Revolution through Reform</i>, 2nd edition. New York: Norton.</p> <p>5) Liu, Meiru. (2001). <i>Administrative reform in China and its Impact on the Policy-making Process and Economic Development after Mao: Reinventing Chinese Government</i>. Lewiston, NY: Edwin Mellen Press.</p> <p>6) O'Brien, Kevin J. (1990). <i>Reform without Liberalization: China's National People's Congress and the Politics of Institutional Change</i>. Cambridge: Cambridge University Press.</p> <p>7) Perry, Elizabeth J. and Merle Goldman. (Eds.) (2007). <i>Grassroots Political Reform in Contemporary China</i>. Cambridge, Mass.: Harvard University Press.</p> <p>8) Scott, I. (2005). <i>Public Administration in Hong Kong: Regime Change and its Impact on the Public Sector</i>. Singapore: Marshall Cavendish.</p>
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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.