

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public Policy  
with effect from Semester A 2017/2018**

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**Part I Course Overview**

<b>Course Title:</b>	<u>Key Issues in Chinese Politics</u>
<b>Course Code:</b>	<u>POL5708</u>
<b>Course Duration:</b>	<u>1 Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>

## Part II Course Details

### 1. Abstract

This course aims to examine the key issues of contemporary Chinese politics. Its ultimate concern is the issue of legitimacy: how does the Chinese Communist Party justify its domination and seek to win the trust and support of the people? The lectures address different aspects of the subject matter by focusing on three key concepts: political order, state capacity and institutions. The discussion evaluates the foundation of political order in China and examine how this institutional structure affects the process and outcomes of politics. The dynamics of interaction among major stakeholders (the Party, national government, local administrations, bureaucracy, civil society etc.) and the impact of these negotiation and exchange on the political process are our major concerns. Upon completion of this course, students are expected to understand the logic and implications of the political development and the major challenges to the political order in contemporary China today.

### 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.	Know the mainstream theories and models of policy-making	10%	x	x	x
2.	Understand the institutional settings of policy formulation in China	10%	x	x	x
3.	Comprehend the key factors that affect policy making and implementation in China	20%	x	x	x
4.	Analyse the distinct features and limitations of policy making in a communist state	20%	x	x	x
5.	Apply policy-making theories to examine the formulation of a particular policy	20%	x	x	x
6.	Conduct an independent research on key issues regarding policy-making and implementation in China	20%	x	x	x
		100%			

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	6	
Lectures		x	x	x	x	x	x	3 hours
Tutorials		x	x	x	x	x	x	3 hours

### 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	6		
Continuous Assessment: 100%								
Class discussion	x	x	x	x	x	x	10%	
Reading reviews	x	x	x	x	x	x	10%	
Presentation	x	x	x	x	x	x	10%	
Individual essay	x	x	x	x	x	x	40%	3000 words
In-class Quiz	x	x	x	x	x		30%	
							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)
1. Class discussion; Reading reviews; Presentation; quiz, and Individual essay		Excellent demonstration of knowledge and skills required for original and creative research and very high quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings.	Good demonstration of knowledge and skills required for original and creative research and good quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings.	Adequate demonstration of knowledge and skills required for original and creative research and average effort and ability to think critically, review literature, analyze and evaluate material, communicate, and discover creative findings.	Limited demonstration of knowledge and skills required for original and creative research. Superficial understanding of the research process, inadequate literature review, insufficient effort to analyse and evaluate material, poor quality written communication, and little creative findings.	Almost no standard of being able to recognise, explain and compare distinct theoretical approaches to cross-national studies, policy transfer and learning. Almost no demonstration of critical ability to interpret data and argument.

### 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.)

Policy-making; Policy implementation; Experimentation; State capacity; Fragmented authoritarianism; Belt-and-Road Initiative; Soft Power Capacity; Central-local relations; Co-principals/agents; Bureaucracy; Government reform; Public finance reform; Environmental governance; State and Society; Good governance; Global pressures

#### 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.)

##### Books

1. Kenneth Lieberthal and Michel Oksenberg. 1998. *Policy Making in China: Leader, Structures, and Processes*. Princeton, N.J.: Princeton University Press.
2. Carol Lee Hamrin and Suisheng Zhao. 1995. *Decision-Making in Deng's China: Perspectives from Insiders*. Armonk, N.Y.: M.E. Sharpe.
3. Bill K. P. Chou. 2009. *Government and Policy-Making Reform in China: The Implications of Governing Capacity*. London: Routledge.
4. Kenneth Lieberthal and David Lampton. 1992. *Bureaucracy, Politics, and Decision-Making in Post-Mao China*. Berkeley: University of California Press.
5. Kenneth Lieberthal. 1978. *Central Documents and Politburo Politics in China*. Ann Arbor: Center for Chinese Studies, University of Michigan.
6. David Lampton. 1987. *Policy Implementation in Post-Mao China*. Berkeley: University of California Press.
7. Pierre Landry. 2008. *Decentralized Authoritarianism in China: The Communist Party's Control of Local Elites in the Post-Mao Era*. Cambridge: Cambridge University Press.
8. Jianrong Huang. 1999. *The Applicability of Policy-Making Theories in Post-Mao China*. Brookfield, USA: Ashgate.
9. Kennedy Scott. 2005. *The Business of Lobbying in China*. Cambridge, Mass.: Harvard University Press.
10. Andrew Mertha. 2008. *China's Water Warriors: Citizen Action and Policy Change*. Ithaca: Cornell University Press.
11. Tony Saich. 2011. *Governance and Politics of China*. New York: Palgrave Macmillan.
12. Xufeng Zhu. 2012. *The Rise of Think Tanks in China*. London: Routledge.
13. Shaun Breslin. 1996. *China in the 1980s: Centre-Province Relations in a Reforming Socialist State*. London: Macmillan Press.
14. Linda Chelan Li. 1998. *Centre and Provinces: 1979-1993. Power as non-zero-sum*. Oxford: Clarendon Press.
15. Linda Chelan Li. 2009. Ed. *The Chinese State in Transition. Processes and contests in local China*. London: Routledge.
16. Linda Chelan Li. 2012. *Rural Tax Reform in China. Policy processes and institutional change*. London: Routledge.

##### Articles:

1. Haitao Zheng, Martin, de Jong and Joop Koppenjan. 2010. "Applying Policy Network Theory to Policy-Making in China: The Case of Urban Health Insurance Reform," *Public Administration*, 88(2), 398-417.
2. Hon Chan and Tao-chiu Lam. 1995. "The Civil Service System: Policy Formulation and Implementation," *China Review*, 2.2-2.35.

3. Hon Chan and Edward Li. 2007. "Civil Service Law in the People's Republic of China: A Return to Cadre Personnel Management," *Public Administration Review*, 67(3), 383-398.
4. Jie Gao. 2009. "Governing by Goals and Numbers: A Case Study in the Use of Performance Measurement to Build State Capacity in China," *Public Administration & Development*, 29, 21-31.
5. Jie Gao. 2012. "How Does Chinese Local Government Respond to Citizen Satisfaction Survey? A Case Study of Foshan City," *Australian Journal of Public Administration*, 71(2), 136-147.
6. Murray Tanner. 2002. "Changing Windows on a Changing China: The Evolving 'Think Tank' System and the Case of the Public Security Sector," *The China Quarterly*, 171, 559-574.
7. Yanqi Tong. 2007. "Bureaucracy Meets with Environment: Elite Perceptions in Six Chinese Cities," *The China Quarterly*, 189, 100-121.
8. Sebastian Heilmann. 2005. "Policy-Making and Political Supervision in Shanghai's Financial Industry," *Journal of Contemporary China*, 14 (45), 643-68.
9. Kevin O'Brien and Lianjiang Li. 1999. "Selective Policy Implementation in Rural China," *Comparative Politics*, 31(2), 167-186.
10. Linda Chelan Li and Zhenjie Yang. 2014. 'What causes the local fiscal crisis in China: the role of intermediaries', *Journal of Contemporary China*, 24, 94: 573-593.
11. Linda Chelan Li and Martin Painter. 2016. Shirkers or Toilers? Local strategic action and education policy under fiscal abundance', *Journal of Contemporary China*, 25, 102: 851-866.

## 2.2 Additional Readings

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