Course Description: This course is an introductory course on the basic political institutions and the evolving political system of the Hong Kong Special Administrative Region (HKSAR). The fundamentals of the Basic Law and its impacts on the political life of the HKSAR will be examined. This course will also explore the behavioural and cultural aspects of Hong Kong politics, such as the changing political culture and pattern of political participation, and the problems that the HKSAR government encounters.

Aims: It aims to provide students with:
1. a basic knowledge of the operation and the dynamic evolution of the political system of the HKSAR; and
2. an understanding of the uniqueness and issues of the governance of Hong Kong.

Learning Outcomes: After completion of this course, students will be able:
1. to analyse the strengths and weaknesses of the political system of Hong Kong;
2. to account for the dynamics of the party and electoral markets developed since the 1980s;
3. to articulate views on the fundamental political and governing problems that the HKSAR encountered; and
4. to comprehend the trend of political developments and institutional changes ahead.

Assessments: Students will be assessed in the following three ways:
1. tutorial performance (25%): presentation, 15%; comments, 6%; and participation, 4%;
2. individual/group term paper (15%); and
3. written examination (60%).

Indicative Schedule & Readings

17 January 2020
Housekeeping week

31 January & 7 February 2020 (24 January: Chinese New Year Holiday)

I. Introduction: Hong Kong in Historical Perspective
   a. Birth of the British colony
   b. The creation of a minimal state
   c. China’s repossession of Hong Kong

Indicative Readings:
II. Political System of the Hong Kong Special Administrative Region
   a. The Basic Law – the framework of post-1997 governance
   b. “Executive-led” government?
   c. Accountability System for Principal Officials
   d. Local administration and its developments

李彭廣，2008年。「從『共識政治』到『否決政治』: 香港行政立法關係的質變」，《香港社會科學學報》第34期，頁27-55。
蕭蔚雲，2003年。《論香港基本法》(北京：北京大學出版社)，頁39-43, 73-157, 829-834。

Fong, Brian C. H. and Tai-Lok Lui, eds. 2018. Hong Kong 20 Years after the Handover: Emerging Social and Institutional Fractures After 1997 (Cham, Switzerland: Palgrave Macmillan), chaps. 2-3.

Loh, Cristine and Civic Exchange, eds. 2006. Functional Constituencies: A Unique Feature of the Hong Kong Legislative Council (Hong Kong: Hong Kong University Press), chaps. 1-2 & 7-9.

III. Power and Policy-making Process
   a. The nature of the Hong Kong state
   b. Beijing’s role in the politics of Hong Kong
   c. Changing role of the senior bureaucrats
   d. Privileged position of business and professional interests
   e. Emergence of civic society

江關生，2011-12年。《中共在香港》，上、下卷。香港：天地。
許家屯，1993年。《許家屯香港回憶錄》。香港：香港聯合報有限公司。
Goodstadt, Leo F. 2005. Uneasy Partners: The Conflict between Public Interest and Private Profit in Hong Kong. Hong Kong: Hong Kong University Press.

13 & 20 March 2020

IV. Political Reforms in Hong Kong
   a. The Young Plan
   b. The City District Officer Scheme
   c. The development of representative government
   d. Patten Proposals
   e. Post-1997 reform initiatives

Cheek-Milby, Kathleen. 1995. A Legislature Comes of Age: Hong Kong’s Search for Influence and Identity. (Hong Kong: Oxford University Press), chaps. 2-4.
Scott, Ian. 1989. Political Change and the Crisis of Legitimacy in Hong Kong (Hong Kong: Oxford University Press), chaps. 3-4 & 6.
Young, Simon N. M. & Richard Cullen. 2010. Electing Hong Kong’s Chief Executive. Hong Kong: Hong Kong University Press.

27 March & 3 April 2020

V. Political Culture, Participation and Political Changes in Hong Kong
   a. Sources of political stability
   b. Consensus politics and consultative system
   c. Emergence of interest group politics
   d. Extension of franchise and electoral politics
   e. The development of party politics
   f. Civil unrest and disobedience

馬嶽、蔡子強, 2003年。《選舉制度的政治效果：港式比例代表制的經驗》。 香港：香港城市大學出版社。


Loh, Cristine and Civic Exchange, eds. 2006. *Functional Constituencies: A Unique Feature of the Hong Kong Legislative Council* (Hong Kong: Hong Kong University Press), chaps. 3-6.


Loh, Cristine and Civic Exchange, eds. 2006. *Functional Constituencies: A Unique Feature of the Hong Kong Legislative Council* (Hong Kong: Hong Kong University Press), chaps. 3-6.

Ma, Ngok. 2007. *Political Development in Hong Kong: State, Political Society, and Civil Society*. Hong Kong: Hong Kong University Press.


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**17 & 24 April 2020** (10 April: Easter Holiday)

VI. The Post-1997 Political Changes

a. Identity crisis and China-Hong Kong Relations

b. Institutional failure and governance crisis
c. Democratization

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李彭廣，2012年。《管治香港：英國解密檔案的啟示》。香港：牛津大學出版社。

強世功，2008年。《中國香港：文化與政治的視野》。香港：牛津大學出版社。

梁繼平等，2014年。《香港民族論》。香港：香港大學學生會。

陳冠中，2012年。《中國天朝主義與香港》。香港：牛津大學出版社。


Goodstadt, Leo F. 2018. *A City Mismanaged: Hong Kong’s Struggle for Survival* (Hong Kong: Hong Kong University Press).


**Important Notes:**

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.

2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.

3. Students are required to submit writing assignment(s) using Turnitin.

4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on https://pla.ln.edu.hk/.
## Rubric for Assessments

### Presentation (15 marks)

<table>
<thead>
<tr>
<th>Assessments (marks of total)</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Pass</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Concepts and Issues</strong></td>
<td>Nearly all key concepts and issues being identified</td>
<td>Many key concepts and issues being identified</td>
<td>Some key concepts and issues being identified</td>
<td>A few key concepts and issues being identified</td>
<td>Nearly no key concepts and issues being identified</td>
</tr>
<tr>
<td>(6 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
<tr>
<td><strong>Information and Analysis</strong></td>
<td>Most relevant information gathered, and thorough analysis offered</td>
<td>Many relevant information gathered, and comprehensive analysis offered</td>
<td>Some relevant information gathered, and adequate analysis offered</td>
<td>Little relevant information gathered, and basic analysis offered</td>
<td>Nearly no relevant information gathered, and little analysis offered</td>
</tr>
<tr>
<td>(5 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
<tr>
<td><strong>Languages and Time Allocation</strong></td>
<td>Precise use of language and effective time allocation</td>
<td>Rather precise use of language and appropriate time allocation</td>
<td>Fairly precise use of language and marginally over or under time allocation</td>
<td>Not precise use of language and over or under time allocation</td>
<td>Poor use of language and poor time allocation</td>
</tr>
<tr>
<td>(4 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
</tbody>
</table>
Comments (6 marks)

<table>
<thead>
<tr>
<th>Assessments (marks of total)</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Pass</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequacies and Problems Identified</td>
<td>Nearly all inadequacies of the Presentation identified</td>
<td>Many inadequacies of the Presentation identified</td>
<td>Some inadequacies of the Presentation identified</td>
<td>Only a couple of inadequacies of the Presentation identified</td>
<td>Nearly no inadequacies of the Presentation identified</td>
</tr>
<tr>
<td>(3 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
<tr>
<td>Supplementary Provided</td>
<td>Excellent supplementary</td>
<td>Comprehensive supplementary</td>
<td>Adequate supplementary</td>
<td>Inadequate supplementary</td>
<td>Poor supplementary</td>
</tr>
<tr>
<td>(3 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
</tbody>
</table>

Participation (4 marks)

<table>
<thead>
<tr>
<th>Assessments (marks of total)</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Pass</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiasm</td>
<td>Always speak up with confidence</td>
<td>Often speak up with confidence</td>
<td>Sometimes speak up with confidence</td>
<td>Speak up with confidence occasionally</td>
<td>Never speak up with confidence</td>
</tr>
<tr>
<td>(2 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>Full attendance and never late for class</td>
<td>Full attendance and sometimes late for class</td>
<td>Absent once and never late for class</td>
<td>Absent once and sometimes late for class</td>
<td>Absent twice</td>
</tr>
<tr>
<td>(2 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
</tbody>
</table>
### Assessments (marks of total)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Pass</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Command of Knowledge</strong></td>
<td>Relevant knowledge mostly covered</td>
<td>Relevant knowledge covered</td>
<td>Relevant knowledge covered fairly</td>
<td>Relevant knowledge covered inadequately</td>
<td>Relevant knowledge not covered at all</td>
</tr>
<tr>
<td>(5 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
<tr>
<td><strong>Argument and Evidence</strong></td>
<td>Sophisticated arguments with strong evidence</td>
<td>Coherent arguments with sufficient evidence</td>
<td>Acceptable arguments with enough evidence</td>
<td>Weak arguments with weak evidence</td>
<td>Poor argument with nearly no evidence</td>
</tr>
<tr>
<td>(5 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
<tr>
<td><strong>Organization and Presentation</strong></td>
<td>Excellent organization and presentation</td>
<td>Good organization and presentation</td>
<td>Adequate organization and presentation</td>
<td>Inadequate organization and presentation</td>
<td>Bad organization and presentation</td>
</tr>
<tr>
<td>(3 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
<tr>
<td><strong>Citations and Bibliography</strong></td>
<td>Sufficient citations and an extensive bibliography</td>
<td>Enough citations and a proper bibliography</td>
<td>More than adequate citations and an appropriate bibliography</td>
<td>Adequate citations and a basic bibliography</td>
<td>Nearly no citation and a poor bibliography</td>
</tr>
<tr>
<td>(2 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
</tbody>
</table>
### Written Examination (60 marks)

<table>
<thead>
<tr>
<th>Assessments (marks of total)</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Pass</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the Questions</td>
<td>Full understanding of the questions attempted</td>
<td>Good understanding of questions attempted</td>
<td>Satisfactory understanding of the questions attempted</td>
<td>Basic understanding of the questions attempted</td>
<td>Poor understanding of the questions attempted</td>
</tr>
<tr>
<td>(10 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
<tr>
<td>Ideas and Points</td>
<td>All relevant ideas and points identified and consistently applied</td>
<td>Most relevant ideas and points identified and correctly applied</td>
<td>Many relevant ideas and points identified, and some of them correctly applied</td>
<td>Some relevant ideas and points identified but not correctly applied</td>
<td>Nearly no relevant ideas and points identified and not correctly applied</td>
</tr>
<tr>
<td>(26 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
<tr>
<td>Quality of Answers</td>
<td>Very clear, logical and well-organized answers provided</td>
<td>Clear, logical and well-organized answers provided</td>
<td>Somewhat clear, logical and well-organized answers provided</td>
<td>Less clear, less logical and weakly organized answers provided</td>
<td>Not clear, logical and well-organized answer provided</td>
</tr>
<tr>
<td>(16 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
<tr>
<td>Written English</td>
<td>Nearly no grammatical error and misspelling, with legible handwriting</td>
<td>A few grammatical errors and misspelling, with legible handwriting</td>
<td>Some grammatical errors and misspelling, with acceptable handwriting</td>
<td>Many grammatical errors and misspelling, with acceptable handwriting</td>
<td>Too many grammatical errors and misspelling, with poor handwriting</td>
</tr>
<tr>
<td>(8 marks)</td>
<td>80-100%</td>
<td>65-79%</td>
<td>50-64%</td>
<td>40-49%</td>
<td>0-39%</td>
</tr>
</tbody>
</table>

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