

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Greater China Studies
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Institutions and Development in Greater China
<b>Course Code</b>	: GCS1025
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 1

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### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis

When governments make high-quality decisions, development becomes more likely and sustainable. This course introduces the theories and practices of institutional decision making by exposing students to real world developmental problems in the Greater China region. The theories highlight the importance of focus, discipline, and passion when making significant decisions in an institutional setting. Meanwhile, the case studies cover some of the most pressing developmental issues in the Greater China region, such as corruption, education, pollution, healthcare, and housing. Students complete the course with practical knowledge and skills to frame policy problems, set policy goals, develop innovative solutions, analyze probabilistic information, make choices under uncertainty, and ensure commitment to development plans.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

CILO<sub>1</sub> understand the possible sources of poor policy decisions

CILO<sub>2</sub> understand the importance of institutional decision making in development

CILO<sub>3</sub> describe the key developmental issues in the Greater China region

CILO<sub>4</sub> conduct basic decision analysis

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. The importance of institutional decision making in development; decision-making process in an institutional setting; developmental issues in the Greater China region	CILO <sub>2,3</sub>	<ul style="list-style-type: none"><li>▪ Lecture</li><li>▪ Case study</li></ul>
b. Focus on framing policy problems, structuring preferences, and logical reasoning	CILO <sub>1,4</sub>	<ul style="list-style-type: none"><li>▪ Group presentation</li><li>▪ In-class exercise</li></ul>
c. Discipline in assessing uncertainty and probabilistic information; the idea of risk; risk analysis; decision quality	CILO <sub>1,4</sub>	<ul style="list-style-type: none"><li>▪ Group presentation</li><li>▪ In-class exercise</li></ul>
d. Passion for thoughtful action; commitment to development plans; leadership; change, planning process	CILO <sub>1,2,4</sub>	<ul style="list-style-type: none"><li>▪ Group presentation</li><li>▪ In-class exercise</li></ul>

## 5. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) In-class exercises (individual): Students complete three in-class exercises to apply the decision-making tools they learn in class	15%	CILO <sub>4</sub>
(b) Group presentation and discussion: Students work in a team to analyze a policy case study and present their insights	35%	CILO <sub>1,3</sub>
(c) Exam: A 2-hour open book examination to examine whether the students have a good understanding of all course materials	50%	CILO <sub>1,2,3</sub>

## 6. Required Text(s)

Nil

## 7. Recommended Readings

Lewin, A.Y., Kenney, M., Murmann, J.P. (Eds) (2016). *China's Innovation Challenge: Overcoming the Middle-Income Trap*. Cambridge: Cambridge University Press.

McNamee, P. & Celona, J. (2001). *Decision analysis for the professional* (Fourth Edition). San Jose: SmartOrg.

North, D. (1991). Institutions. *The Journal of Economic Perspectives*, 5 (1), 97-112.

Iskander, N. (2010). *Creative state: Forty years of migration and development policy*. Ithaca: Cornell University Press.

Qian, J.W. & Blomqvist, A. (2014). *Health policy reform in China: A comparative perspective*. New York: World Scientific.

Yip, G. & McKern, B. (2016). *China's next strategic advantage: From imitation to innovation*. Cambridge, MA: MIT Press.

## 8. Related Web Resources

Harvard Business Review: <https://hbr.org/search?term=case%20studies>

Harvard Kennedy School Case Program: <https://case.hks.harvard.edu/>

## **9. Related Journals**

*Oxford Development Studies*

*Public Administration and Development*

*Public Administration Review*

*The China Quarterly*

*Voluntas: International Journal of Voluntary and Nonprofit Organizations*

## **10. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## **11. Others**

Nil