

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester B 2020 / 21**

Part I Course Overview

Course Title: Comparative Public Management

Course Code: POL 3309

Course Duration: 1 semester

Credit Units: 3

Level: B3

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) SA3309 Issues in Public Management/POL3309 Issues in Public Management

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

This course aims to critically engage students with contemporary issues in public sector management. Adopting a combined multi-disciplinary and comparative approach students will be required to discover, analyse and contribute to providing creative solutions for specific public management issues via a variety of transformative individual and group learning assessment tasks. Topics examined on the course vary according to the particular public affairs of the day.

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.	Contribute to developing creative solutions for specific public management issues in Hong Kong	25	×	×	
2.	Demonstrate international awareness of public management issues through comparison with Hong Kong	25	×		
3.	Collaborate with peers to prepare, conduct and critique group research on a cutting-edge topic related to public management	25	×	×	×
4	Critically reflect on their own personal experience as a recipient of public services in Hong Kong	25	×		
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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			
1	Lectures - presentation of theories, concepts and ideas based on academic literature (including course readings). Course lecturer responds to questions raised by students attending the lecture.	×	×					
2	Canvas - PowerPoint slides to support lectures posted for students to download.	×	×					
3	Independent reading - Readings contained in Course handbook to be read by every student. The focus of the readings is guided by questions that highlight important concepts and give students an opportunity to apply ideas to the Hong Kong context.				×			
4	Tutorials - Students present group research, raise and answer questions and follow-up on discussion points as a member of a group. Course leader facilitates the answering of questions by specific students.	×		×	×			
5	Lecture-related worksheets Students encouraged to complete bespoke worksheet exercises constructively aligned to lecture content to facilitate practice and reinforcement of learning.	×	×		×			

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				
Continuous Assessment: 100%								
Participation in tutorials				×			10	
Group presentation	×		×				20	
Individual/Group paper	×						20	2000 – 2500 words
Two worksheet exercises	×	×		×			50	1000 words each
							100%	

* The weightings should add up to 100%.

Note:

If a course has both coursework and examination components, students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

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. Participation in tutorials	Attendance	Student attends all classes	Students attends most classes	Students attends some classes	Student seldom attends class	Student fails to attend class
	Raising questions	Student raises excellent questions	Student raises good questions	Student raises adequate questions	Student raises marginal questions	Student fails to raise questions
2.Group presentation	Content	Presentation consists of excellently researched concepts supported by excellent and articulate details/illustrations	Presentation consists of well-researched concepts supported by good details/illustrations	Presentation consists of adequately researched concepts supported by adequate details/illustrations	Presentation consists of barely researched concepts and is supported by barely adequate details/illustrations	Presentation fails to produce concepts of adequate academic standard and provides substandard details/illustrations
	Answering questions	The group effectively responds to audience questions demonstrating excellent understanding of the issues	The group effectively responds to audience questions demonstrating good understanding of the issues	The group somewhat effectively responds to audience questions demonstrating adequate understanding of the issues	The group marginally responds to audience questions and demonstrates barely adequate understanding of the issues	The group fails to adequately respond to audience questions and does not demonstrate adequate understanding of the issues
	Creativity	Presentation fully able to create credible solutions for a specific public management issue in Hong Kong	Presentation mostly able to create credible solutions for a specific public management issue in Hong Kong	Presentation partially able to create credible solutions for a specific public management issue in Hong Kong	Presentation hardly able to create credible solutions for a specific public management issue in Hong Kong	Presentation unable to create credible solutions for a specific public management issue in Hong Kong

	Collaboration	Students demonstrate excellent team work collaboration	Students demonstrate good team work collaboration	Students demonstrate adequate team work collaboration	Students demonstrate barely adequate team work collaboration	Students unable to demonstrate barely adequate team work collaboration
3. Individual/Group paper1	Thesis	Thesis very clearly stated & topic is excellently defined.	Thesis clearly stated and topic is defined well.	Thesis adequately stated and topic is defined adequately.	Thesis unclearly stated and topic marginally defined.	Thesis unstated and topic not defined.
	Analysis	Entirely demonstrates rigorous ability to analyze and evaluate issues and concepts	Generally, demonstrates rigorous ability to analyze and evaluate issues and concepts in the field	Adequately demonstrates ability to analyze and evaluate issues and concepts in the field	Marginally demonstrates ability to analyze and evaluate issues and concepts in the field	Overall, does not demonstrate the ability to analyze and evaluate issues and concepts in the field
	Theoretical support	Thesis supported by an excellent variety of relevant facts, examples and illustrations from experience.	Thesis supported by a good variety of relevant facts, examples and illustrations from experience.	Thesis supported by an adequate variety of relevant facts, examples and illustrations from experience.	Thesis somewhat supported by an adequate variety of relevant facts, examples and illustrations from experience.	Thesis is not supported by facts, examples, details and illustrations.
	Organization and Structure	Organization & structure excellent. Introduction & conclusion very effectively related to the whole.	Organization & structure clear. Introduction & conclusion effectively related to the whole.	Organization & structure mostly clear. Introduction & conclusion are somewhat effectively related to the whole.	Organization & structure adequate. Introduction & conclusion are adequately related to the whole.	Organization & structure lacking. Introduction & conclusion not adequately related to the whole.
	Source material	Source material is incorporated logically & insightfully. Sources are documented accurately.	Good incorporation of source material. Good use of source documentation.	Adequate incorporation of source material. Adequate use of source documentation.	Marginal incorporation of source material. Barely adequate use of source documentation.	Source material not incorporated. Documentation is inaccurate

	Creative contribution	Paper fully able to create credible solutions for a specific public management issue in Hong Kong	Paper mostly able to create somewhat credible solutions for a specific public management issue in Hong Kong	Paper partially able to create credible solutions for a specific public management issue in Hong Kong	Paper hardly able to create credible solutions for a specific public management issue in Hong Kong	Paper unable to create credible solutions for a specific public management issue in Hong Kong
4.Worksheets	Responding to questions	Response very clearly stated & answer is excellently argued.	Response clearly stated and answer is argued well.	Response adequately stated and answer is adequately argued.	Response unclearly stated and answer is marginally argued.	Response unstated and answer not argued.
	Organization and Structure of response	Excellent Organization & structure evident	Organization & structure clear.	Organization & structure mostly clear.	Organization & structure adequate.	Organization & structure lacking.
	International awareness	Answer clearly demonstrates student's international awareness of a public management issue through comparison with Hong Kong	Answer mostly demonstrates student's international awareness of a public management issue through comparison with Hong Kong	Answer adequately demonstrates student's international awareness of a public management issue through comparison with Hong Kong	Answer marginally demonstrates student's international awareness of a public management issue through comparison with Hong Kong	Answer fails to demonstrate student's international awareness of a public management issue through comparison with Hong Kong
	Ability to reflect	Paper clearly demonstrates student's ability to reflect on their own experience of public services in Hong Kong	Paper mostly demonstrates student's ability to reflect on their own experience of public services in Hong Kong	Paper adequately demonstrates student's ability to reflect on their own experience of public services in Hong Kong	Paper marginally demonstrates student's ability to reflect on their own experience of public services in Hong Kong	Paper fails to demonstrate student's ability to reflect on their own experience of public services in Hong Kong

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Public sector management, private-sector, public sector, outsourcing, quality of Life, customer-orientated bureaucracy, performance measurement, quality, comparative public management, civil service reform

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.)

1.	Ferlie, E, Lynn L Jr and Pollitt, C (eds.) The Oxford Handbook of Public Management, New York: Oxford University Press, 2007.
2.	Flynn, N. (2012) Public sector management London : SAGE
3.	Cutler, T. and Waine, B. (1997) Managing the Welfare State: Text and Sourcebook, Oxford: Berg,
4.	Chaston, I. (2011) Public sector management : mission impossible? Hampshire: Palgrave Macmillan.

2.2 Additional Readings

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

1.	Akranavičiūtė, D. and Ruževičius, J. (2007) Quality of life and its components' measurement, <i>Engineering Economics</i> 2 (52): 44-49
2.	Hague, R. and Harrop, M. (2001) <i>Comparative Government and Politics: An Introduction</i> , 6th edition, New York: Palgrave
3.	Lynn, L. E. Jr., <i>Public Management: Old and New</i> , New York; London: Routledge, 2006.
4.	Walsh, K. (1995) <i>Quality through markets: the New Public Service Management in Wilkinson A. and Wilmott H. (Eds) (1994) Making Quality Critical</i> , London: Routledge
5.	Rose, R. (2005) <i>Learning from Comparative Public Policy: A guide to lesson drawing</i> , London: Routledge, chapters as necessary
6.	Brown, E., Derudder, B., Parnreiter, C. et al. (2010). World city networks and global commodity chains: towards a world-systems' integration. <i>Global Networks</i> , 10, 12-34.
7.	Shek, D. and Lee, B. 2007 A Comprehensive Review of Quality of Life (QOL) Research in Hong Kong, <i>The Scientific World Journal</i> , 7, 1222–1229.
8.	Higgins, P. (2012) Irrationality, Bricolage, Quality and Performance Measurement: Unpacking the conundrum in a comparative East-West context in <i>Building Service-Oriented Government</i> , Wu Wei, Yu Wenxuan, Goh Nguen Wah, Hao Xiaoming, Lan Zhiyong (eds), World Scientific Publishing Company.
9.	DiMaggio, P. and Powell W. (1983) The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields <i>American Sociological Review</i> , 48, 2 pp. 147-160
10.	Mastracci, S. Newman, M and Guy, M. (2010) Emotional Labour: Why and how to teach it, <i>Journal of public affairs education</i> , 16, 2, 123-141
11.	Korczynski (2002) <i>Human resource Management in service work</i> , London: Routledge