

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester B 2020/2021**

Part I Course Overview

Course Title: Innovation and Governance

Course Code: POL3900

Course Duration: One semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to understand the dynamics interaction between innovation and governance. Employing an interdisciplinary approach, we explore how key technological sectors are initiated in different economic and institutional contexts, how they change over time, and how they are influenced by market competition and institutional arrangements at different locations

Innovation has become a major field of study in a number of social science disciplines. In this course, we seek to draw attention to the interplay between state, institutions and citizens. This course takes an empirical, comparative and global approach to discuss with students topics related to technological innovation and governance, such as (i) technological change and its social and economic consequences, (ii) the institutional and spatial results from this, and (iii) the necessities for policies at different territorial levels.

We examine and compare various cases at multiple analytical levels and geographical scales. Over the course of the semester, we will cover technological innovation and economic transformation in developed countries and major emerging economies, especially those in East Asia. We will also explore the key role of talents, universities and finance for innovation. We also compare innovation in the private and public sphere.

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.	Understand the nature of innovation, different paradigms, different types of innovation and the social political economic implications of innovation.		✓	✓	
2.	Understand different regional innovation patterns, policy, cultural and social supports underlying these patterns, such as university, finance, and talents.		✓	✓	
3.	Write a film review about an innovation case			✓	✓
4.	Analyze an empirical case of innovation activities of a firm, or industry or region			✓	✓
5.	Analyze the development process and innovation environment of the chosen empirical case, using concepts and tools learnt in lectures.			✓	✓

6	Students to reflect on their own life history, articulate their strengths and weaknesses, their dreams and possible challenges they feel they are facing and how they might find meaning in life and work		✓		
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* If weighting is assigned to CILOs, they should add up to 100%.

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	5	6	
Lectures:	Lay out concepts of innovation, different waves and types of innovation, hot debates in innovation and governance, discuss how innovation interplay with policy, institutions and talents, how and why innovation starts and grows differently across different regions, how private and public spheres interact, the role of universities, finance and talents.	✓	✓	✓	✓	✓	✓	
Class Discussion:	Equip students with skills to analyse impacts of and from innovation, benefits, fundamental drivers, obstacles, possible policy incentives, opportunities of innovation.	✓	✓	✓	✓	✓	✓	
Essential readings:	Facilitate students to have a critical understanding of fundamental concepts of innovation, regional innovation systems, roles of different player and empirical studies in different regions and sectors.	✓	✓	✓	✓	✓	✓	
Case Study Report:	Students are expected to apply the knowledge learnt from the class to analyse real world problems faced by an entrepreneur or government and present the analysis and recommend solutions.	✓	✓	✓	✓	✓	✓	
Case Study Presentation:	Students will develop new policy suggestions in a particular sector by leveraging the concepts, theories and tools taught in the class.	✓	✓	✓	✓	✓	✓	

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: <u>100</u> %								
Film Review The purpose of this assignment is to understand the technological innovation and governance in the context of this course.	✓	✓	✓	✓	✓	✓	25%	
Case Study Report: Each student will analyse an innovation policy case and its impacts on governance. Then each student will <u>individually</u> write up their case and submit it for assessment. This assesses student's ability to think how different theories and concepts can be applied in real life settings, while also testing their creativity and analytical thinking.	✓	✓	✓	✓	✓	✓	50%	
Case Study Presentation: Students are required to present a policy case of innovation and governance. Students will choose their own organization, policy or service sector as case study, describe the development process, present challenges and advantages, and analyse the broader institutional and cultural contexts.	✓	✓	✓	✓	✓	✓	25%	
							100%	

* The weightings should add up to 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. Film review		Demonstrating deep and meaningful reflection on key concepts from the lecture; a strong ability to critically analyze the innovation story, and a highly creative and insightful analysis of the film.	Demonstrating good and meaningful reflection on key concepts from the lecture;; a good demonstration of an ability to analyze the innovation story , and being able to deliver a good analysis of the film.	Demonstrating sufficient and meaningful reflection on key concepts from the lecture;, adequately analyze the innovation story, and offer an adequate analysis of the film.	Demonstrating a lack of meaningful reflection on key concepts from the lecture; a lack of ability in analyzing the innovation story, and a lack of analytical skills in understanding and summarizing the film.	Demonstrating poor and not meaningful reflection key concepts from the lecture;, a poor analytical skills in analyzing the innovation story, and a poor analytical skills in understanding and summarizing the film.
2. Case Study Report		Demonstration of outstanding analysis and writing-up of a case study about an innovation case; outstanding performance in identifying the reasons with original ideas and interesting perspectives; excellent understanding and application of concepts to real-life issues; high level of independent and critical thinking, rigorous analysis	Demonstration of good analysis and writing-up of a case study about an innovation case; good performance in identifying the reasons with original ideas and interesting perspectives; good understanding and application of concepts to real-life issues; good level of independent and critical thinking, good analysis of materials and evaluation with	Demonstration of adequate analysis and writing-up of a case study about an innovation case; adequate performance in identifying the reasons with original ideas and interesting perspectives; adequate understanding and application of concepts to real-life issues; adequate level of independent and critical thinking, adequate analysis of materials and	Marginal analysis and writing-up of a case study about an innovation case; weak performance in identifying the reasons with original ideas and interesting perspectives; little understanding and application of concepts to real-life issues; no independent and critical thinking, little analysis of materials and evaluation with very relevant illustrations; and little creative solutions to the problems described in the case. The overall quality of the written paper is below average.	Wrong analysis and writing-up of a case study about an innovation case; poor performance in identifying the reasons with original ideas and interesting perspectives; poor understanding and application of concepts to real-life issues; absolutely no independent and critical thinking, poor analysis of materials and evaluation with very relevant illustrations; and poor creative solutions to the problems described in the case. The overall quality of the written

		of materials and evaluation with very relevant illustrations; and offering superbly creative solutions to the problems described in the case. The overall quality of the written paper is excellent.	very relevant illustrations; and offering good creative solutions to the problems described in the case. The overall quality of the written paper is good.	evaluation with very relevant illustrations; and adequate creative solutions to the problems described in the case. The overall quality of the written paper is adequate.		paper is poor.
3. Case Study Presentation		Demonstration of outstanding ability in collating relevant materials independently and systematically to tackle the presentation topic; creative and stimulating application of materials to establish a very convincing case for the presentation; highly effective in conducting class discussion and defending the argument after presentation; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter	Demonstration of good ability in collating relevant materials independently and systematically to tackle the presentation topic; competent application of materials to establish a good case for the presentation; effective in conducting class discussion and defending the argument after presentation; evidence of good critical analysis and synthesis; good grasp of the subject matter	Demonstration of adequate ability in collating relevant materials independently and systematically to tackle the presentation topic; adequate application of materials to establish a reasonable case for the presentation; somewhat effective in conducting class discussion and defending the argument after presentation; evidence of some critical analysis and synthesis; adequate grasp of the subject matter	Demonstration of limited ability in collating relevant materials independently and systematically to tackle the presentation topic; limited application of materials to establish a case for the presentation; barely effective in conducting class discussion and defending the argument after presentation; evidence of some critical analysis and synthesis; some grasp of the subject matter	Poor collation of relevant materials to tackle the presentation topic; inability to apply relevant materials to establish a case for the presentation; ineffective in conducting class discussion and defending the argument after presentation; little evidence of critical analysis and synthesis; little grasp of the subject matter

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.)

innovation, governance, product innovation, process innovation, university, finance, geography, regional innovation system

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.	Jan Fagerberg, David C. Mowery and Richard R. Nelson (2005) <i>The Oxford Handbook of Innovation</i> , Oxford: Oxford University Press.
2.	<i>The Oxford Handbook of Innovation Management</i> , Mark Dodgson, David M. Gann, and Nelson Phillips (eds.), Oxford: Oxford University Press
3.	Bronwyn H. Hall And Nathan Rosenberg (2010) <i>Handbook of the Economics of Innovation</i> ,.
4.	Lee, Chong-Moon, Miller, W.F., Hancock, M.G., and Rowen, H.S. (2000) <i>The Silicon Valley Edge: A Habitat for Innovation and Entrepreneurship</i> . Stanford, Calif.: Stanford University Press.
5.	Mazzucato, Mariana (2013). <i>The Entrepreneurial State: Debunking Public vs. Private Sector Myths</i> . London: Anthem Press
6.	Angel, David (1994). <i>Restructuring for Innovation: The Remaking of the U.S. Semiconductor Industry</i> . New York: The Guilford Press.
7.	Dicken, Peter (2007). <i>Global Shift: Mapping the Changing Contours of the World Economy</i> , 5th edition. New York: Guilford.
8.	Steil, Benn, David G. Victor, and Richard R. Nelson (2002) <i>Technological Innovation and Economic Performance</i> . Princeton: Princeton University Press.

2.2 Additional Readings

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

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