

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2017-18**

Part I Course Overview

Course Title: Values and Choice in Public and Social Policy

Course Code: POL5401

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to

- examine the rationale and the context of the study of public policy;
- analyse the relationship between the state, society and public policy;
- assess policy capacity in Hong Kong;
- discuss the concept of globalization and its consequences on public policy;
- develop ideas about the relationship between values and the normative basis of public policy;
- examine, compare and evaluate different moral principles and ethical theories shaping public policy;
- enable students to develop their ideas about the moral basis of public policy making in Hong Kong.

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. | detect the scope, the rationale and the functions of public policy and policy analysis, and define the concept of rationality as used in public policy-making | | √ | √ | |
| 2. | examine the major theories of the state: liberalism, socialism, communitarianism, perfectionism, pluralism, corporatism, elitism, Marxism, institutionalism (historical and rational choice), and public choice; and analyse the relationship between the state, society and its implications for public policy | | √ | | |
| 3. | assess the implications of globalization for public policy in the areas of immigration, citizenship, and multiculturalism | | | √ | √ |
| 4. | analyse the normative basis of public policy | | | √ | |
| 5. | examine and compare the major moral principles and ethical theories shaping public policy | | | √ | √ |
| 6. | apply these moral principles and ethical theories to analyse and assess public policy in Hong Kong | | | | √ |
| | | 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 | √ | √ | √ | √ | √ | √ | |
| | Seminars | √ | √ | √ | | | | |
| | Group discussions | | | | √ | √ | √ | |
| | Video documentaries / Films | | | | | √ | √ | |

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% | | | | | | | | |
| In-Class Test 1 | √ | √ | √ | | | | 40% | |
| Class Participation/ Group discussions | | | | √ | √ | √ | 10% | |
| Attendance | | | | √ | √ | √ | 10% | |
| In-Class Test 2 | | | | √ | √ | √ | 40% | |
| | | | | | | | 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) |
|-----------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | An excellent standard of knowledge and understanding of the contexts, processes, rationales and ethical basis of public policy formulation in contemporary society. A strong ability to relate this understanding to normative questions and issues in the relationship between the state and the public and its manifestations in the sphere of public policy-making. Strong demonstration of critical ability to appraise and apply key theoretical public policy models and processes to ethical issues in Hong Kong and China. High standards of understanding and of abilities to discuss and debate those issues as they relate both to general ethical principles and practices underlying public policy-making and to particular developments occurring in Hong Kong and China. | A generally good standard of knowledge and understanding of the contexts, processes, rationales and ethical basis of public policy formulation in contemporary society. A sound ability to relate this understanding to normative questions and issues in the relationship between the state and the public and its manifestations in the sphere of public policy-making. A clear demonstration of critical ability to appraise and apply key theoretical public policy models and processes to ethical issues in Hong Kong and China. A good standard of understanding and of abilities to discuss and debate critical issues as they relate both to general ethical principles and practices underlying public | Rudimentary knowledge and limited understanding of the contexts, processes, rationales and ethical basis of public policy formulation in contemporary society. A weak ability to relate this understanding to normative questions and issues in the relationship between the state and the public and its manifestations in the sphere of public policy-making. A weak demonstration of critical abilities to appraise and apply key theoretical public policy models and processes to ethical issues in Hong Kong and China. A basic standard of understanding and of abilities to discuss and debate critical issues as they relate both to general ethical principles and practices underlying public policy-making and to particular developments occurring in Hong Kong and China. Research, writing, team-work and | Poor knowledge and very limited understanding of the contexts, processes, rationales and ethical basis of public policy formulation in contemporary society. Very little ability to relate this understanding to normative questions and issues in the relationship between the state and the public and its manifestations in the sphere of public policy-making. Only basic abilities to appraise and apply key theoretical public policy models and processes to ethical issues in Hong Kong and China. Little demonstration of understanding and of abilities to discuss and debate critical issues as they relate both to general ethical principles and practices underlying | Almost no knowledge or understanding of the contexts, processes, rationales and ethical basis of public policy formulation in contemporary society. Unable to relate knowledge critically to normative questions and issues in the relationship between the state and the public and its manifestations in the sphere of public policy-making. Almost no abilities to appraise and apply key theoretical public policy models and processes to ethical issues in Hong Kong and China. A minimum standard of understanding and unable to discuss and debate critical issues as they relate both to general ethical principles and practices underlying public policy-making and to particular developments occurring in Hong Kong and China. Inadequate research, writing, team-work and/or communication skills. |

| | | | | | | |
|--|--|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | Very strong research, writing, team-work and communication skills. | policy-making and to particular developments occurring in Hong Kong and China. Generally competent research, writing, team-work and communication skills. | communication skills present but at minimum standards. | public policy-making and to particular developments occurring in Hong Kong and China. Underdeveloped research, writing, team-work and communication skills. | |
|--|--|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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.)

Public policy; democracy; welfare state; liberalism; pluralism; corporatism; elitism, Marxism; institutionalism; public choice; immigration; citizenship; multiculturalism; civic virtue; civic education; perfectionism, ; globalization; utilitarianism; human rights; state neutrality, social justice; feminism and gender equality; communitarianism; common good; Confucianism; virtue ethics; nationalism .

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. John Rawls, *A Theory of Justice* (Cambridge, Harvard University Press, 1999)
2. Joh Rawls, *Political Liberalism* (New York: Columbia University Press, 1993)
3. Robert Nozick, *Anarchy, State, and Utopia* (New York: Basic Books, 1974)
4. Michael Wazler, *Spheres of Justice* (New York: Basic Books, 1993)
5. Amy Gutmann and Denise Thompson, *Democracy and Disagreement* (Cambridge: Harvard University Press, 1996)
6. Harry Frankfurt, *On Inequality* (Princeton: Princeton University Press, 2015)
7. Elizabeth Anderson, "What is the Point of Equality?" *Ethics* 109:2 (1999), pp. 287-337
8. Joseph Carens, *The Ethics of Immigration* (Oxford: Oxford University Press, 2013)
9. David Miller, *Strangers in Our Midst: The Political Philosophy of Immigration* (Cambridge: Harvard University Press, 2016)
10. Will Kymlicka, *Multicultural Citizenship* (Oxford: Oxford University Press, 1995)
11. Daniel A. Bell, *Beyond Liberal Democracy* (Princeton: Princeton University Press, 2006)
12. Ruiping Fan, *Reconstructionist Confucianism: Rethinking Morality after the West* (Dordrecht: Springer, 2010)

Online Resources:

<http://www.gov.hk>

2.2 Additional Readings

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