

**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:	<u>Policy Processes and Analysis</u>
Course Code:	<u>POL5601</u>
Course Duration:	<u>One Semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

- examine major theories of policy process, models of policy making, and forms of policy analysis;
- enable students to engage with the complexity and dynamics of public and social policy;
- discover how new ideas shape public policies;
- thorough understanding of policy process and in- analysis of policy cases in Hong Kong by applying theories and models learned in class; and
- evaluate policy alternatives, both prospectively and retrospectively.

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.	Examine the meaning of public policy and its relevance.			√	
2.	Discover why some ideas/issues succeed in reaching the policy agenda while others fail		√		
3.	Analyse the different models (normative and empirical) of decision-making			√	√
4.	Apply the theories and models of policy-making to analyse the agenda-setting and policy process in Hong Kong, identify key stakeholders and dynamics that shape policy decisions, evaluate the policy outcomes, and give recommendations pertain to Hong Kong's socio-political landscape in the post-handover years			√	√
5.	Appraise and apply the different steps of policy analysis: problem identification, forecast and planning, and assess the effectiveness of different techniques used by policy analysts, such as comparative studies, scenario writing and cost-benefit analysis.		√	√	√
6.	Evaluate the strengths and weaknesses of 'top-down' and 'bottom-up' approaches of policy implementation; and analyse the various forms of policy evaluation, reflect on the values and pre-dispositions of the evaluators, and assess the intended and unintended consequences.		√	√	√
		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	
Readings	Students are expected to read the essential reading before the lectures.	√	√	√	√	√	√	
Lectures	Students will acquire knowledge of key concepts and theoretical ideas that can help them to understand and analyse real-world cases.	√	√	√		√	√	
Class discussion	Students will be invited to participate in class discussion. The class activities will consolidate their learning, and develop their critical thinking and skills to analyse policy cases in Hong Kong and communication skill by engaging in discussion and debate among themselves.		√	√	√	√	√	
Online discussion	Each week, students will explore and share real-world policy issues in Hong Kong on the online forum and discuss how it is related to the concepts and theories covered in the assigned reading. The online participation will develop their skills in summarising policy cases and communicating it to their classmates. It will consolidate their understanding of the concepts and theories by relating them to real-world policy cases.	√	√	√	√	√	√	
Essay-writing	Each student has to submit an individual paper on a policy issue in Hong Kong. Students will learn to apply key concepts and theories to analyse its policy process, and develop a problem-solving skill by proposing policy recommendations and alternatives.	√	√	√	√	√	√	
Group presentation	Students will form groups and work as team to identify and analyse a policy problem and propose viable policy recommendations to the policy issue in the presentation, Students will have a chance to learn from each other during their preparation and at the end of the presentation. The presentation and its preparation provide students an opportunity to reflect on key concepts and theories in the study of public policy.		√	√	√	√	√	
Final test	Students have to demonstrate their understanding and mastery of concepts and theories related policy process and analysis, and reflect on their applications and limitations.	√	√	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CIOs.)

Assessment Tasks/Activities	CISO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Class participation	√	√	√	√	√	√	10%	Participation in class through discussion and debate helps students to clarify the key concepts, theories and ideas delivered in lectures. The success hinges on students' active engagement in class and assigned readings and their willingness to share their points of view and reflections.
Online discussion	√	√	√	√	√	√	10%	Participation on the online forum enables students to develop an awareness to real-world policy issues in Hong Kong in their exploration and map it to the key concepts and theories. The success hinges on students' proactivity to share policy issues on the online forum and whether they can relate key concepts and theories to the cases effectively.
Essay-writing		√	√	√	√		30%	The individual essay enables students to develop new theoretical and empirical ideas about specific policy issues and to provide an opportunity to develop analytical and communication skills. The success hinges on whether students can define and convey the policy issues, relate key concepts and theories effectively and propose viable policy recommendations. The Individual essay should contain approximately 2,000 words.
Group presentation		√	√	√	√	√	20%	The group presentation helps students to develop new ideas about a policy issue and to apply them to Hong Kong cases
Final take-home test	√	√	√	√	√	√	30%	This take-home test at the end of the semester will cover the student's understanding of the material covered in lectures and the associated assigned readings. To enable students to demonstrate their understanding of key concepts and knowledge in public policy, this test will include questions requiring students to develop their own proposal to policy issues.
Examination: 0% (duration: hours, if applicable)							100%	

	can be able to apply them in answering policy cases questions.		and communication skills.			
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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; agendas-setting ; policy advice; policy argument; advocacy; policy process; policy models; rationality; incrementalism, Kingdon's three streams of politics, process and policy, mixed-scanning, policy analysis; problem identification; forecasting; cost/benefit analysis; policy implementation; policy evaluation; Hong Kong

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.)

Text(s):

1. Cairney, P. (2012). *Understanding Public Policy: Theories and Issues*, Basingstoke :Palgrave Macmillan.
2. Hill, M. (2016). *The Public Policy Process*, London: Routledge.
3. Knill, C. and J. Tosun (2012). *Public Policy: A New Introduction*. New York: Palgrave Macmillan.
4. Scott, I. (2010). *The Public Sector in Hong Kong*. Singapore: Marshall Cavendish, 195-226.
5. Weimer, D.L. and Vining, A.R. (2017). *Policy Analysis: Concepts and Practice*, 6th edition, New York, NY : Routledge, 2017.

Online Resources:

<http://www.gov.hk>

2.2 Additional Readings

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

Text(s):

1. Fischer, F. and G. J. Miller (2006). *Handbook of Public Policy Analysis: Theory, Politics, and Methods*, London : Routledge
2. Fong, B.C.H. and T.L. Lui (2018). *Hong Kong 20 Years after the Handover : Emerging Social and Institutional Fractures After 1997*, Basingstoke :Palgrave Macmillan.
3. John, P. (2012). *Analyzing Public Policy*, 2nd edition, New York : Routledge.
4. Jones, B.D. and F. R. Baumgartner (2005). *The Politics of Attention*, Chicago : University of Chicago Press.
5. Kingdon, J.W. (1995). *Agendas, Alternatives and Public Policies*, New York: Harper Collins, 1995.
6. Lodge, M., M.C. Page and S.J. Balla (2015). *The Oxford Handbook of Classics in Public Policy and Administration*, Oxford : Oxford University Press.
7. Moran, M., M. Rein and R.E. Godin (2006). *The Oxford Handbook of Public Policy and Administration*, Oxford : Oxford University Press.
8. Page, E. (2012). *Policy Without Politicians : Bureaucratic Influence in Comparative Perspective*, Oxford : Oxford University Press.
9. Stone, D. (1989). 'Causal Stories and the Formation of Policy Agendas', *Political Science Quarterly*, 104, 2, 281-300.
10. Weible, C.M. and P.A. Sabatier (2017). *Theories of the Policy Process*, 4th edition, New York, NY : Westview Press.