City University of Hong Kong
Course Syllabus

offered by Department of Public Policy
with effect from Semester B 2021/22

Part I   Course Overview

Course Title: Comparative Public Policy

Course Code: POL6201

Course Duration: One Semester

Credit Units: 3

Level: P6

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 will develop students' knowledge on the major conceptual approaches that have been developed for lesson-drawing in policy-making and policy transfer. Students will critically assess and synthesize the applicability of these concepts for analyzing public policy development in East Asia. Major public policy areas (for example, education, environmental protection, and social security) will be identified for comparison in light of global public policy trends and changing governance models in public policy. Students will apply theories and evidence from other countries and reflect on processes of lesson-drawing and policy transfer to, from, and within East Asia to enable them to better understand policy processes and integrate knowledge from different places and disciplines.

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.	Evaluate different conceptual approaches that have been developed for policy learning and transfer.			√	
2.	Compare and contrast different approaches or strategies adopted by selected cities and countries in response to changing policy processes and tools, policy contexts and policy problems.			√	
3.	Apply academic knowledge and analytic skills to real-world problems in by examining options for policy learning.		√		√
4.	Develop the acquisition of skills in research and writing, communication, team-work, discussion and presentation.				√
		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		
Reading	Reading of two papers/chapters every week on average by every student. The focus of readings is guided by important concepts in policy learning and transfer as well as relevant methods.	√	√	√			2
Lecture component of class meetings	- To explain concepts, theories, and methods in policy learning and transfer and policy processes and policy tools. - To analyze the impact of technical and institutional contexts on policy formulation and policy provision - Apply the theoretical knowledge to analyze selected illustrative cases	√	√	√			2
Workshop component of class meetings	Students: - raise questions and make critical observations on lecture materials; - apply knowledge and methods of policy learning and transfer; and - compare the theoretical and empirical approaches of public policy in different cities and countries	√	√	√			1
In-class Test	To assess students' understanding of the concepts, theories, and methods covered in readings, lectures, and workshops.	√	√	√			
Individual Essay	- To undertake research on a specific program chosen by the student and agreed with the instructor; the essay requires the implementation of research skills and the synthesis of knowledge and evidence from different places.			√	√		10 in total (for, literature search, reading and writing up)
Group Report and Presentation	-To identify and critically assess a lesson that a program in one setting offers for another setting; the specific program will be chosen by the student group and agreed with the instructor. -To present it clearly and engagingly in writing and audio-visually.			√	√		5

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No. 1	2	3	4		Weighting	Remarks
Continuous Assessment: 100%							
In-class Test			√	√		30%	Students take a written test in class, assessing their understanding of the concepts, theories, and methods covered in readings, lectures, and workshops prior to the test.
Individual Essay			√	√		30%	Students independently conduct research on a specific program chosen by the student and agreed with the instructor and write it up in essay form. The essay requires the implementation of research skills and the synthesis of knowledge and evidence from different places.
Group Report and Presentation	√		√	√		40%	In groups (as agreed with the instructor), students identify and critically assess a lesson that a program in one setting offers for another setting; the specific program will be chosen by the student group and agreed with the instructor. Student groups compose a written report and present it audio-visually.
						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)
In-class Test	Understanding of the concepts, theories, and methods	Excellent understanding demonstrated	Fairly strong understanding demonstrated	Basic understanding demonstrated	Weak understanding demonstrated	Very inadequate understanding demonstrated
Individual Essay	Essay content	Strong demonstration of critical ability to synthesize knowledge and evidence. Strong ability to apply theory and method in the study of programs and policy learning.	Fairly good demonstration of critical ability to synthesize knowledge and evidence. Fairly strong ability to apply theory and method in the study of programs and policy learning.	Weak demonstration of critical ability to synthesize knowledge and evidence. Basic ability to apply theory and method in the study of programs and policy learning.	Very little demonstration of critical ability to synthesize knowledge and evidence. Very little ability to apply theory and method in the study of programs and policy learning.	Almost no demonstration of critical ability to synthesize of knowledge and evidence. Almost no ability to apply theory and method in the study of programs and policy learning.
Group Report and Presentation	Ability to demonstrate an understanding of policy transfer and learning based on the Group Report and Presentation.	High standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.	Fairly high standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.	Basic standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.	Poor standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.	Almost no standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.

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.)

    Major theoretical approaches and methodology in comparative public policy; policy transfer; policy learning; international comparative public policy studies; education policy; health policy; social security policy; Southeast and East Asian welfare model; globalization and public policy; public policies in Hong Kong; applying policy from other jurisdictions to 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.)

Rose, R. (2005) *Learning from Comparative Public Policy: A Practical Guide*, London: Routledge. (Available   electronically   through   the   library: https://julac.hosted.exlibrisgroup.com/permalink/f/48trit/CUH_IZ51456667700003408)

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

Additional readings will be provided during the course in electronic or printed form. Details are listed on the course outline and/or Canvas.