

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public and International Affairs  
with effect from Semester B 2023/2024**

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**Part I Course Overview**

<b>Course Title:</b>	<u>Comparative Public Policy</u>
<b>Course Code:</b>	<u>PIA6201</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P6</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>POL6201 Comparative Public Policy</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>

## 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, economic development, and population aging) 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.	√	√	√			3
Lecture component of class meetings	<ul style="list-style-type: none"> <li>- To explain concepts, theories, and methods in policy learning and transfer and policy processes and policy tools.</li> <li>- To analyze the impact of technical and institutional contexts on policy formulation and policy provision</li> <li>- Apply the theoretical knowledge to analyze selected illustrative cases</li> </ul>	√	√	√			2
Workshop component of class meetings	<p>Students:</p> <ul style="list-style-type: none"> <li>- raise questions and make critical observations on lecture materials;</li> <li>- apply knowledge and methods of policy learning and transfer; and</li> <li>- compare the theoretical and empirical approaches of public policy in different cities and countries</li> </ul>	√	√	√			1
In-class Test	To assess students' understanding of the concepts, theories, and methods covered in readings, lectures, and workshops.	√	√	√			
Individual Presentation	- To undertake research on a specific aspect of a specific program chosen by the student and agreed with the instructor and then present it clearly, succinctly, and engagingly in class; preparing for the presentation requires the implementation of research skills and the use of analytical approaches learned in this course.			√	√		8 in total (for background research, analysis, and preparation)
Written Group Report	-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; the report will present it clearly and			√	√		6

	with appropriate use of relevant concepts and references.						
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#### 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%							
In-class Test			√	√		40%	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 Presentation			√	√		30%	Students independently conduct research on a specific aspect of a specific program chosen by the student and agreed with the instructor and then present it clearly, succinctly, and engagingly in class. Preparing for the presentation requires the implementation of research skills and the use of analytical approaches learned in this course.
Written Group Report	√		√	√		30%	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 that presents their analysis clearly and with appropriate use of relevant concepts and references.
						100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
In-class Test	Understanding of the concepts, theories, and methods	Excellent understanding demonstrated	Fairly strong understanding demonstrated	Basic understanding demonstrated	Very inadequate understanding demonstrated
Individual Presentation	Presentation content and clarity of delivery	Strong demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.	Fairly good demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.	Weak demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.	Almost no demonstration of critical ability to synthesize of knowledge and evidence and present the insights gained clearly.
Written Group Report	Ability to demonstrate an understanding of policy transfer and learning based on the Written Group Report.	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.	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 – the link can be obtained via

<https://www.cityu.edu.hk/lib/> )

-For additional compulsory readings, see the course outline.

##### **2.2 Additional Readings**

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

-See course outline