

PIA6201: COMPARATIVE PUBLIC POLICY

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Comparative Public Policy

Subject Code

PIA - Public and International Affairs

Course Number

6201

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

POL6201 Comparative Public Policy

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)		
1	Evaluate different conceptual approaches that have been developed for policy learning and transfer.			x
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.			x
3	Apply academic knowledge and analytic skills to real-world problems in by examining options for policy learning.		x	
4	Develop the acquisition of skills in research and writing, communication, team-work, discussion and presentation.			x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
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.	1, 2, 3	3

2	Lecture component of class meetings	<ul style="list-style-type: none"> - 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 	1, 2, 3	2
3	Workshop component of class meetings	<p>Students:</p> <ul style="list-style-type: none"> - 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, 2, 3	1
4	In-class Test	To assess students' understanding of the concepts, theories, and methods covered in readings, lectures, and workshops.	1, 2, 3	
5	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.	3, 4	8 in total (for background research, analysis, and preparation)

6	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 with appropriate use of relevant concepts and references.	3, 4	6
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class Test	3, 4	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.	No
2	Individual Presentation	3, 4	20	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.	No

3	Written Group Report	1, 3, 4	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.	No
4	Class Participation	3, 4	10	In the class, participation is about quality engagement. Students will be expected to lead some class discussions. To participate students must read and contemplate prior to class. Good class participation involves the following: active listening, consideration of peers, making comments, asking questions, and giving opinions.	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

In-class Test (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Understanding of the concepts, theories, and methods

Excellent

(A+, A, A-) Excellent understanding demonstrated

Good

(B+, B, B-) Fairly strong understanding demonstrated

Fair

(C+, C, C-) Basic understanding demonstrated

Marginal

(D) Weak understanding demonstrated

Failure

(F) Very inadequate understanding demonstrated

Assessment Task

Individual Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Presentation content and clarity of delivery

Excellent

(A+, A, A-) Strong demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.

Good

(B+, B, B-) Fairly good demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.

Fair

(C+, C, C-) Weak demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.

Marginal

(D) Very little demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.

Failure

(F) Almost no demonstration of critical ability to synthesize of knowledge and evidence and present the insights gained clearly.

Assessment Task

Written Group Report (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to demonstrate an understanding of policy transfer and learning based on the Written Group Report.

Excellent

(A+, A, A-) High standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.

Good

(B+, B, B-) Fairly high standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.

Fair

(C+, C, C-) Basic standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.

Marginal

(D) Poor standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.

Failure

(F) Almost no standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.

Assessment Task

In-class Test (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Understanding of the concepts, theories, and methods

Excellent

(A+, A, A-) Excellent understanding demonstrated

Good

(B+, B) Fairly strong understanding demonstrated

Marginal

(B-, C+, C) Basic understanding demonstrated

Failure

(F) Very inadequate understanding demonstrated

Assessment Task

Individual Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Presentation content and clarity of delivery

Excellent

(A+, A, A-) Strong demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.

Good

(B+, B) Fairly good demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.

Marginal

(B-, C+, C) Weak demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.

Failure

(F) Almost no demonstration of critical ability to synthesize knowledge and evidence and present the insights gained clearly.

Assessment Task

Written Group Report (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to demonstrate an understanding of policy transfer and learning based on the Written Group Report.

Excellent

(A+, A, A-) High standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.

Good

(B+, B) Fairly high standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.

Marginal

(B-, C+, C) Basic standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.

Failure

(F) Almost no standard of being able to identify and critically assess a lesson that a program in one setting offers for another setting.

Assessment Task

Class Participation

Criterion

In the class, participation is about quality engagement. Students will be expected to lead some class discussions. To participate students must read and contemplate prior to class. Good class participation involves the following: active listening, consideration of peers, making comments, asking questions, and giving opinions.

Excellent

Excellent (A+, A, A-) Student raises excellent questions

Good

Good (B+, B, B-) Student raises good questions

Fair

Fair (C+, C, C-) Student raises adequate questions

Marginal

Marginal (D) Student raises marginal questions

Failure

Failure (F) Student fails to raise questions

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

Title	
1	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/)
2	For additional compulsory readings, see the course outline.

Additional Readings

Title	
1	See course outline