

FB6887P: PUBLIC POLICY ANALYSIS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Public Policy Analysis

Subject Code

FB - College of Business (FB)

Course Number

6887P

Academic Unit

College of Business (CB)

College/School

College of Business (CB)

Course Duration

Non-standard Duration

Other Course Duration

Intensive mode: 6 days

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese (Putonghua)

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to help students understand the concepts, theories and practices of public policy, which include government structure, process of decision-making, policy implementation and evaluation, as well as factors affecting public policy. In addition to the general introduction of public policy theories, the course also uses several practical cases to encourage the students to discuss the rationality and outcome of important policies, such as economic development, social welfare, environmental protection, energy, same-sex marriage, cross-straits relations, etc. It is expected that, through the learning of theories and the discussion of practical cases, the students will have a better grasp of the formation of public policy and its impacts on the private sector.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Develop a firm grasp of the core concepts frameworks and theories of public policy.	20	x	x	
2	Understand the rationality of some important public policies and know how to critically evaluate their outcomes	30		x	x
3	Explore the relationship between government and private sector and learn how to manage the interaction between the two fields.	10	x	x	x
4	Compare and realize the different modes of governance in different context, and cultivate an open-minded attitude toward decision-making environments which are distinct from ours.	20	x	x	
5	Apply knowledge of good governance to the improvement of one's organization, and leading employees and teams effectively and creatively	20		x	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)
1	Lectures:	Provide students with guidance on their readings and help them discover and acquire state-of-the art knowledge in major concepts, theories and practices of public policy Help students discover and develop analytical and critical capabilities related to managing public/private relations and improving decision making procedure in their work context The lectures will be supplemented by practical and updated cases to help students apply the knowledge learned to solving real-life management problems effectively and creatively.	1, 2, 3, 4	
2	Readings	Consolidate the understanding on lecture information by reading literatures/ articles given.	1, 2, 4	
3	Group discussion and sharing:	Expose students to current public policy cases and help them discover and grasp major management concepts and practices involved in public policy	1, 2, 3, 4	
4	Individual research report	Encourage students to critically evaluate important public policies and generate the ability to apply knowledge to solve real-life problems of business management or public administration effectively and creatively.	3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Class participation	1, 2, 3, 4	20	-	Yes
2	Presentation and discussion	1, 2, 3, 4, 5	30	-	Yes
3	Individual report	1, 2, 3, 4, 5	50	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

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

Criterion

Engagement and individual contribution in the class.

Test students' understanding of major concepts, models, and theories of public policy, and their relationship with major management issues and solutions encountered in the real world.

Excellent

(A+, A, A-) Provides interesting, complex, and creative arguments, cases, and conclusions to relevant topics in class, as in Good but stating a point of view in own voice and with originality, thoroughly grounded in the arguments and generating new issues.

Good

(B+, B, B-) Provides well-rounded arguments, cases, and conclusions to relevant topics in class, good grasp of theory/ conceptual framework and what questions need to be asked. Arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion.

Fair

(C+, C, C-) Provides some arguments, cases, and conclusions to relevant topics in class, refers to related theory/ conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, but has difficulty in coming to a convincing conclusion.

Marginal

(D) Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing.

Failure

(F) Fail to participate in class.

Assessment Task

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

Criterion

Evaluate students' ability to grasp the points of practical public policy issues and express their own views on the rationality and outcome of these issues effectively and creatively.

Excellent

(A+, A, A-) Interesting and creative account of key issues and its relevance to real-life situations, excellent grasp of related theory/conceptual framework and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new

issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.

Good

(B+, B, B-) A well-rounded account of the key issues and its relevance to real-life situations, good grasp of theory/conceptual framework and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.

Fair

(C+, C, C-) Describes the key issues, refers to related theory/conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, presents some arguments but has difficulty in finding a resolution and in coming to a convincing conclusion. Satisfactory presentation skills including reasonable eye-contact with audience, verbal delivery, visual aids and time management.

Marginal

(D) Presents enough to describe what the key issues are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensive and lacking in balance. Unsatisfactory presentation skills including poor eye contact with audience, verbal delivery, visual aids and time management.

Failure

(F) Fail to participate in class for the assignments

Assessment Task

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

Criterion

Assess students' ability to demonstrate a sound knowledge of contemporary public policy problems and solutions and how that knowledge can be applied to solve real-world management problems encountered in their work context effectively and creatively

Excellent

(A+, A, A-) As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the issues. Strong evidence of reflection on own position based on a comprehensive understanding of theory/conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured assignment with balanced and compelling conclusions thoroughly grounded in the arguments presented.

Good

(B+, B, B-) The arguments demonstrate a good appreciation of the issues, theory/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the assignment and of the ability to apply it. A well-structured, original assignment with conclusions properly grounded in the arguments and convincingly justified.

Fair

(C+, C, C-) The arguments are relevant, accurate but they fall short of a comprehensive understanding of the issues, theory/ conceptual framework and the contemporary context. Some evidence of learning from the assignment and of the ability to apply it. Fair justification of arguments and conclusions but little originality demonstrated. Assignment structure needs improvement.

Marginal

(D) The arguments are relevant and accurate but isolated, addressing the issues only in part and lacking both a strong grounding in theory/conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.

Failure

(F) Little evidence of familiarity with the subject matter; Fail to submit the individual paper.

Assessment Task

Class Participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Engagement and individual contribution in the class.

Test students' understanding of major concepts, models, and theories of public policy, and their relationship with major management issues and solutions encountered in the real world.

Excellent

(A+, A, A-) Provides interesting, complex, and creative arguments, cases, and conclusions to relevant topics in class, as in Good but stating a point of view in own voice and with originality, thoroughly grounded in the arguments and generating new issues.

Good

(B+, B) Provides well-rounded arguments, cases, and conclusions to relevant topics in class, good grasp of theory/conceptual framework and what questions need to be asked. Arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion.

Marginal

(B-, C+, C) Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing.

Failure

(F) Fail to participate in class.

Assessment Task

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

Criterion

Evaluate students' ability to grasp the points of practical public policy issues and express their own views on the rationality and outcome of these issues effectively and creatively.

Excellent

(A+, A, A-) Interesting and creative account of key issues and its relevance to real-life situations, excellent grasp of related theory/conceptual framework and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.

Good

(B+, B) A well-rounded account of the key issues and its relevance to real-life situations, good grasp of theory/conceptual framework and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.

Marginal

(B-, C+, C) Presents enough to describe what the key issues are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensive and lacking in balance. Unsatisfactory presentation skills including poor eye contact with audience, verbal delivery, visual aids and time management.

Failure

(F) Fail to participate in class for the assignments

Assessment Task

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

Criterion

Assess students' ability to demonstrate a sound knowledge of contemporary public policy problems and solutions and how that knowledge can be applied to solve real-world management problems encountered in their work context effectively and creatively

Excellent

(A+, A, A-) As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the issues. Strong evidence of reflection on own position based on a comprehensive understanding of theory/conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured assignment with balanced and compelling conclusions thoroughly grounded in the arguments presented.

Good

(B+, B) The arguments demonstrate a good appreciation of the issues, theory/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the assignment and of the ability to apply it. A well-structured, original assignment with conclusions properly grounded in the arguments and convincingly justified.

Marginal

(B-, C+, C) The arguments are relevant and accurate but isolated, addressing the issues only in part and lacking both a strong grounding in theory/conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.

Failure

(F) Little evidence of familiarity with the subject matter; Fail to submit the individual paper.

Part III Other Information

Keyword Syllabus

Public Policy

Models of Politics

The Policymaking Process (Agenda Setting, Policy Formation Policy Legitimation, Policy Implementation and Policy Evaluation)

Public Administration

Structure and Functions of Government

Decision Making

Policy Analysis and Evaluation

Political Parties and their Impacts on Public

Policy Public/Private Relations

Organizational Efficiency

International Relations and Cross-Straits Relations

Theories of Policy Change

Reading List

Compulsory Readings

Title	
1	Thomas R. Dye著，羅清俊、陳志瑋譯，《公共政策新論》，第九版。新北市：韋伯文化，2010。
2	Thomas R. Dye, Understanding Public Policy 15th ed. Boston: Pearson, 2017
3	陈振明编著：《公共政策分析导论》，2015，中国人民大学出版社。
4	安德森 《公共政策制定》，2015。（Public Policymaking 8th edition by Anderson, James E. (2014) Paperback
5	藍志勇、范柏乃：《公共管理研究与定量分析方法》，2008，科学出版社。

Additional Readings

Title	
1	Kevin B. Smith and Christopher W. Larimer著，蘇偉業譯，《公共政策入門》，第二版。台北：五南，2016。
2	Thomas R. Klassen, Denita Cepiku and T. J. Lah (eds.) The Routledge Handbook of Global Public Policy and Administration. New York: Routledge 2019.
3	Locke, J., & Laslett, T. P. R. (1713). Two treatises of government (p. 15). London. (English or Chinese Version)
4	Rawls, J. (2009). A theory of justice. Harvard university press. (English or Chinese Version)
5	Sen, A. (2001). Development as freedom. Oxford Paperbacks. (English or Chinese Version)
6	Keynes, J. M. (2016). General theory of employment, interest and money. Atlantic Publishers & Dist. (English or Chinese Version)
7	Polanyi, K. (1944). The great transformation: The political and economic origins of our time. Beacon Press. (English or Chinese Version)
8	Lowi, T. J. (1979). The end of liberalism: The second republic of the United States.
9	Fukuyama, F. (2006). The end of history and the last man. Simon and Schuster. (English or Chinese Version)
10	Fukuyama, F. (2014). Political order and political decay: From the industrial revolution to the globalization of democracy. Macmillan.
11	Picketty, T. (2014). Capital in the 21st Century, trans. Arthur Goldhammer. Delsol, J. P., Lecaussin, N., & Martin, E. (Eds.). (2017).
12	Delsol, J. P., Lecaussin, N., & Martin, E. (Eds.). (2017). Anti-Piketty: Capital for the 21st century. Cato Institute.
13	Nye Jr, J. S. (2004). Soft power: The means to success in world politics. Public affairs.
14	Allison, G. (2017). Destined for war: Can America and China escape Thucydides's trap?. Houghton Mifflin Harcourt.
15	尤瓦尔，& 赫拉利。(2017)。未来简史：从智人到神人。中信出版社
16	Harari, Y. N. (2014). Sapiens. A Brief History of Humankind/Yuval Noah Harari.
17	Harvey, D. (2010). Social justice and the city (Vol. 1). University of Georgia Press.
18	Yung, B. (2020). Land, Housing and Social Values—The Context of Hong Kong. In Land and Housing Controversies in Hong Kong (pp. 1-25). Springer, Singapore.