

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public Policy  
with effect from Semester B 2017 / 18**

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**Part I Course Overview**

<b>Course Title:</b>	Public Policy and Social Development
<b>Course Code:</b>	POL2201
<b>Course Duration:</b>	One Semester
<b>Credit Units:</b>	3
<b>Level:</b>	B2
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	None
<b>Precursors:</b> <i>(Course Code and Title)</i>	None
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	SA/POL2201 Public Policy and Social Development SA/POL3921 Social Policy and Society
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	None

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to

- provide an important foundation for students to understand and appreciate the social dynamics and intricacies of state effort vis-a-vis other sectors in meeting the social development and social needs in the society.
- guide students to explore the key concepts, values and models underpinning policy making and public and social administration.
- discover the challenges of public policy in face of globalization, changes and development in the contextual environment.

Upon completion of the course, students are expected to have gained a good intellectual foundation for more specialised courses in policy, administration and management.

### 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.	Discover and understand the scope and concerns of social development, the impact of public policy, the efforts of UNDP, and the general global picture as depicted by the Human Development Index.	---	✓	---	---
2.	Analyse the applicability of the Social Development Index to the local scene, the achievements and areas for improvement therein.	---	✓	✓	---
3.	Examine critically the problems of poverty, approaches to amelioration of poverty problems, budget standards and social security provisions and workfare, minimum wage and the Hong Kong scene.	---	✓	✓	---
4.	Detect and reflect critically the key values and concepts underpinning public and social administration, and their relative importance in different circumstances.	---	✓	✓	---
5.	Identify and understand the key attributes underpinning different social welfare models.	---	✓	---	---
6.	Discover and understand the key attributes of policies and provisions underpinning a selected number of major social service policy and service programmes in Hong Kong, such as health care, housing, labour and employment, etc. and to generate new perspectives.	---	✓	---	---
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\* If weighting is assigned to CILOs, they should add up to 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	Read the lecture notes and scan /read the key references before each lecture. After the lecture, read the references highlighted therein. Before each tutorial, read the key references of the topic. For each contact hour, input of two hours in reading is expected.	✓	✓	✓	✓	✓	✓	---
Lectures	Presentation and discussion of the theories, frameworks, concepts, models, practices and synthesis of readings.	✓	✓	✓	✓	✓	✓	---
Tutorial discussion and participation	Each student will be required to write the reading review note before each tutorial session; and are expected to actively participate in a designated theme discussion.	✓	✓	✓	✓	✓	✓	---
Web and library search	Blackboard: On-line availability of lecture materials, questions, response, debate, and discussion on lecture and tutorial materials, and contemporary social policy issues in Hong Kong. For up-dated reports, documents, statistical data, press releases, etc.	✓	✓	✓	✓	✓	✓	---
Essay-writing	Students have to compose essay(s) as the course leader requires to achieve course objectives. Written presentation of information and arguments in a systematic and coherent manner.	✓	✓	✓	✓	✓	✓	---

#### 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	5	6		
Continuous Assessment: 100%								
<b>Attendance and participation in tutorial discussion:</b> Students are required to attend all tutorial sessions and write reading review notes on the designated tutorial themes to contribute to the in-class discussion.	✓	✓	✓	✓	✓	✓	30%	Refer to Section 3
<b>Tutorial paper:</b> Students have to construct the main ideas of one chosen tutorial theme and address relevant questions raised in class. The paper has to be appropriately referenced and footnoted.	✓	✓	✓	✓	✓	✓	30%	
<b>In-Class Test:</b> Closed book test. Questions will be set to test students' command of the subject, their depth of understanding, innovative ideas and critical interpretation of housing policy issues. The writing and analytical skills of students will also be tested.	✓	✓	✓	✓	✓	✓	40%	Refer to Section 3
Examination: (duration: , if applicable)								
* The weightings should add up to 100%.							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)
<b>1. Attendance and participation</b>	Attendance for all tutorial sessions, submission of reading notes, presentation of designated tutorial theme and contribution to class discussion are required.	High standard of knowledge of key concepts; excellent ability to integrate concepts learned into reading notes and theme presentation; active and stimulating participation in class discussion	Fairly good understanding of key concepts, good ability to integrate concepts learned into reading notes and theme presentation; good participation and contribution to class discussion	Rudimentary understanding of key concepts, weak ability to integrate concepts learned into reading notes and theme presentation; limited participation and contribution to class discussion	Poor understanding of key concepts; weak ability to integrate concepts learned into reading notes and theme presentation; inadequate participation and contribution to class discussion	Almost no knowledge of key concepts; almost no ability to integrate concepts learned into reading notes and theme presentation, almost no participate and contribute to class discussion
<b>2. Tutorial Paper</b>	Construct a coherent, well-argued and refereed & footnoted tutorial paper; show ability to apply concepts & issues learned to the analysis of the topic; demonstrate research and writing skills	Show excellent ability to apply concepts & issues covered in the lectures into analysis of the topic; Strong research and writing skills, well-demonstrated critical thinking	Show fairly good understanding of the concepts & issues covered in the lectures; good ability to apply the concepts, underlying values and principles to the analysis of the topic; fairly innovative thinking	Show rudimentary understanding of concepts and issues covered in the lectures; weak ability to apply the concepts, underlying values and principles to the analysis of the topic; No reflective ability in the writing	Show poor understanding of the concepts & issues covered in the lectures; very little ability to apply the concepts, underlying values and principles to the analysis of the topic; poor research and writing skills	Almost no knowledge of the concepts & issues covered in the lectures; unable to apply the concepts, underlying values and principles to the analysis of the topic; very inadequate research and writing skills
<b>3. In-class test</b>	Test students' command of the subject, their depth of understanding, innovative ideas and critical interpretation of issues discussed, as well as writing and analytical skills	Excellent commend of the subjects by identifying the key words/phrases of concepts; strong ability to write a short essay with arguments, evidences and cohesion within time limit	Fairly good commend of the subjects by identifying the key words/phrases of the concepts; good ability to write a short essay with arguments, evidences and cohesion within time limit	Weak commend of the subject by identifying the key words/phrases of the concepts; weak ability to write a short essay with arguments, evidences and cohesion within time limit	Poor commend of subject by identifying the key words/phrases of the concepts; poor ability to write a short essay with arguments, evidences and cohesion within time limit	Almost no commend of subject by identifying the key words/phrases of the concepts; inability to write a short essay with arguments, evidences and cohesion within time limit

### 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.)

Nature of public policy, social policy and social development. Policy making concepts and models. Concepts of social needs, poverty, stigma, and social justice. Income and wealth distribution in societies. Human Development Index of UNDP and Social Development Indicators of Hong Kong. Theories of welfare and social policy models. The role of the state in social policy and social development. Social service delivery system and financing. The organizational context of welfare provisions. Specific policy studies as illustrations: e.g. housing, education and health care and social security.

#### 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.)

Blau, J with Abramovity, M (2004) *The Dynamics of Social Welfare Policy*. N. Y.: Oxford U. Press.

Chow, W S Nelson (1995) *Concept and System in Social Welfare*, Hong Kong: Chinese University of Hong Kong (in Chinese)

Gilbert, N and Terrell, P (2005) *Dimensions of Social Welfare Policy*. Boston, Mass: Pearson/Allyn & Bacon.

Hong Kong Council of Social Service (2000), *Social Development in Hong Kong: the Unfinished Agenda*. Hong Kong: HKCSS.

Lee, Kin-ching James et al (ed) (1999 ) *New Social Policy*, Hong Kong: Chinese University of Hong Kong. (in Chinese)

Midgley, J (1995) *Social Development*. London: Sage.

Mishra, R (1990) *The Welfare State in Capitalist Society*. Toronto: U of Toronto Press.

Parker, R (2005) *Putting Social Development to Work for the Poor: an OECD Review for World Bank activities*. Washington, D.C.: World Bank.

Ramesh, M (2004) *Social Policy in East and Southeast Asia*. London and NY: Routledge Curzon.

Spicker, P. (1995) *Social Policy: Themes and Approaches*, Hemel Hempstead: Prentice Hall.

Wilding, P, Huque, A H & Tao, J P W (1997) *Social Policy in Hong Kong*. UK: Edward Elgar.

周永新 (1995 增訂版) 《社會福利的觀念和制度》，香港：中華書局。

李健正、趙維生、梁麗清、陳錦華編 (1999) 《新社會政策》，香港：中文大學出版社。

陳錦華、王志錚合編。2004。《香港社會政策評論》，香港：中文大學出版社。

王卓祺，鄧廣良，魏雁濱編。2007。《兩岸三地社會政策：理論與實務》，香港：中文大學出版社。

## Online Resources:

Commission on Poverty, HKSAR Government

(<http://www.povertyrelief.gov.hk/eng/welcome.html>)

Hong Kong Council of Social Service on Social Development Index (<http://www.hkcss.org.hk>)

Legislative Council ([www.legco.gov.hk](http://www.legco.gov.hk))'s Health Services Panel, Housing Panel, Manpower Panel, and Welfare Panel. [Also refer to websites of relevant government bureau]

Social Welfare Department, HKSAR Government (<http://www.swd.gov.hk>)

UNDP (current year) Human Development Report (<http://www.undp.org>)

## 2.2 Additional Readings

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

Alcock, P., Erskine, A. and May, M. (2012). *The Student's Companion to Social Policy* (4<sup>th</sup> ed.), Oxford: Blackwell.

Lee, J.K.C. (2000). Balancing collectivization and individual responsibility: Hong Kong social policy under the Chinese regime. In K.L. Tang (ed.) *Social Development in Asia*, Boston: Kluwer Academic.

Lee, E. W. Y. (2008). Social mobilization, blame avoidance and welfare restructuring in Hong Kong. In M. Sing (ed.) *Politics and Government in Hong Kong: Crisis under Chinese Sovereignty*. London: Routledge, pp. 162-175.

Midgley, J. (2014). Defining social development. In J. Midgley (ed.) *Social Development: Theory & Practice*. London: Sage, pp

