offered by Department of Public and International Affairs
with effect from Semester B 2022/ 23

Part I **Course Overview**

Course Title: Exploring Public Affairs in Globalised Cities

Course Code: GE2267

Course Duration: One semester

Credit Units: 3

Level: B2

Proposed Area:
(for GE courses only)

☐ Arts and Humanities
X Study of Societies, Social and Business Organisations
☐ Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) NA

Precursors:
(Course Code and Title) NA

Equivalent Courses:
(Course Code and Title) POL2530 Exploring Public Affairs in Globalized Cities
PIA2530 Exploring Public Affairs in Globalized Cities

Exclusive Courses:
(Course Code and Title) This course is not for students majored in Public Policy and Politics.

Part II   Course Details

1.   Abstract
(A 150-word description about the course)
This course introduces students to the inter-disciplinary field of public affairs. The course explores why and how public polices form and develop as well as change, how public policy function, and related to everyday life in the city, the key problems confronting cities and how public policy address such challenges. A main focus of this course is the apparent paradox of public policy in the city – cities are the centres of vibrant lives, creativity, wealth accumulation, incubators of new cultures, origins of political reforms etc, yet at the same time, many cities also exhibit high concentrations of crime, poverty and inequality. There is the utopian and dystopian city, the cohesive and conflictual city. The course will consider how such contradictions are examined and explained by different theoretical approaches with theories being drawn from political science, public management, urban studies, economics, sociology, geography, anthropology etc. Examples from Hong Kong, China and other Asian countries as well as from Europe and the United States will be drawn upon as illustrations.

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.	Explain how public policy develop and function			X	
2.	Identify approaches and theories in explaining processes and problems of public policy			X	
3.	Discover the contradictions in the functions and processes of public policy in cities			X	
4.	Generate new perspectives in looking at public policies in globalised cities		X		X
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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. 1	2	3	4			Hours/week (if applicable)
Lecture	Equip students with the basic concepts and methodologies in studying public affairs	X	X					
Presentation	Students will make presentation on their public affairs research team projects which they need to do both desktop research and data collection in the field	X	X	X				
Discussion	Students will be assigned at least 2 papers for discussion in each lecture			X	X			
Term paper	Individual papers on a specific public affairs issue / topic	X	X	X	X			

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%								
1. Discussion and participation		X	X	X			10%	
2. Presentation of team project		X	X	X			5%	
3. Team project report	X	X	X	X			40%	
4. Individual Term paper	X	X	X	X			20%	
5. Test	X	X	X				25%	
*The weightings should add up to 100%.							100%	

Note:

If a course has both coursework and examination components, students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

5. Assessment Rubrics

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

a) End of term test

Assessment Task	Criterion
Excellent (A+, A, A-)	Demonstrate excellent ability in – - Explaining how public policy develop and function - Identifying approaches and theories in explaining processes and problems in relation to public policy
Good (B+, B, B-)	Demonstrate good ability in – - Explaining how public policy develop and function - Identifying approaches and theories in explaining processes and problems in relation to public policy
Fair (C+, C, C-)	Demonstrate adequate ability in – - Explaining how public policy develop and function - Identifying approaches and theories in explaining processes and problems in relation to public policy

Marginal (D)	Marginally demonstrate ability in – - Explaining how public policy develop and function - Identifying approaches and theories in explaining processes and problems in relation to public policy
Failure (F)	Demonstrate no ability in – - Explaining how public policy develop and function - Identifying approaches and theories in explaining processes and problems in relation to public policy

a) Presentation, discussion, participation, individual term paper and team project report

Assessment Task	Criterion
Excellent (A+, A, A-)	Demonstrate excellent ability in – - Explain how public policy develop and function - Identify approaches and theories in explaining processes and problems of public policy - Discover the contradictions in the functions and processes of public policy - Generate new perspectives in looking at public policy issues and problems
Good (B+, B, B-)	Demonstrate good ability in – - Explain how public policy develop and function of public policy - Identify approaches and theories in explaining processes and problems of public policy - Discover the contradictions in the functions and processes of public policy - Generate new perspectives in looking at public policy issues and problems
Fair (C+, C, C-)	Demonstrate adequate ability in – - Explain how public policy develop and function of public policy - Identify approaches and theories in explaining processes and problems of public policy - Discover the contradictions in the functions and processes in relation to public policy of cities - Generate new perspectives in looking at public policy issues and problems
Marginal (D)	Marginally demonstrate ability in – - Explain how public policy develop and function - Identify approaches and theories in explaining processes and problems of public policy - Discover the contradictions in the functions and processes of public policy - Generate new perspectives in looking in public policy issues and problems
Failure (F)	Demonstrate no ability in – - Explain how public policy develop and function - Identify approaches and theories in explaining processes and problems of public policy - Discover the contradictions in the functions and processes of public policy - Generate new perspectives in looking in public policy issues and problems

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.)
The emergence and development of public policy, classic and new approaches in analysing public policy, social and economic development, power politics, globalisation and the city, inequality and residential segregation, culture and creativity and innovative, public policy and social institution, public policy problems and solutions (education, welfare, economic, housing, climate change and sustainability, etc), city futures.

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.)

1.	Knoepfel, Peter; Larrue, Corinne, Varone, Frederic, Hill, Michael (2007) Public policy analysis 1st Edition, Bristol : Policy Press,
2.	Mercer, Trish; Ayres, Russell; Head, Brian; Wanna, John (2021) Learning Policy, Doing Policy: Interactions Between Public Policy Theory, Practice and Teaching, Canberra: ANU Press
3.	Rich, Andrew (2004) Think Tanks, Public Policy, and the Politics of Expertise,Cambridge: Cambridge University Pres
4.	Howlett, Michael (2011) Designing Public Policies: Principles and Instruments, London: Routledge
5.	Simon , Christopher A..(2010) Public policy : preferences and outcomes, 2nd ed. New York : Longman.

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

1.	Public Policy Research (academic journal, various issues)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	CILO 4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO 2 CILO 1
PILO 3: Demonstrate critical thinking skills	CILO 4
PILO 4: Interpret information and numerical data	CILO 3
PILO 5: Produce structured, well-organised and fluent text	CILO 4
PILO 6: Demonstrate effective oral communication skills	CILO 4
PILO 7: Demonstrate an ability to work effectively in a team	
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILO 3
PILO 9: Value ethical and socially responsible actions	CILO 1
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO 3 CILO 4

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
TA2 Team Project Reports