

# PIA2307: INTRODUCTION TO PUBLIC GOVERNANCE

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Introduction to Public Governance

### Subject Code

PIA - Public and International Affairs

### Course Number

2307

### 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

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

SA2307 Introduction to Public Administration /POL2307 Principles of Public Sector Management

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course introduces students to basic theories, key concepts, and core issues in public governance. In addition to learning about the institutional, social, and cross-sectoral contexts of public governance, students will be familiarized with key aspects of the public policy process and dynamics in public organizations.

Major course objectives include (1) helping students understand basic theories and concepts in public governance; (2) promoting students' understanding of different philosophical and normative orientations adopted by public governance scholars; (3) providing students with opportunities to apply established theories and concepts to address specific public governance problems; and (4) honing students' skills in public speaking and teamwork.

Course objectives can only be attained with the active participation of students in class. Each student will be expected to complete required readings prior to class meetings, make oral presentation(s), submit written assignments on time, and contribute critically and constructively to class discussions. Literature selected for this course is primarily from leading public administration journals, as well as more contemporary thought on each topic.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the scope, nature, major features and the values of public governance, and review critically the different approaches in the study of public administration		x	x	
2	Examine the key concepts and theories in public governance, relate them to the real-life issues, and evaluate critically the competing values inherent in the bodies of administrative theories.		x	x	
3	Analyse the different modes of delivery of public service, the rise of New Public Management (NPM), and differentiate the main ideas of traditional public administration and NPM.		x	x	
4	Apply the concepts and theories to analyse public governance issues and the challenges facing Hong Kong and the world today		x	x	x
5	Appraise the indicators/principles of good governance, critique about their relevance to non-western cultures, and evaluate the quality of governance in Hong Kong or other jurisdictions.		x	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	Students will - acquire knowledge of the concepts, values, and development of public governance - develop their analytical and critical capabilities to discuss public governance issues - apply the theoretical knowledge to analyse empirical cases.	1, 2, 3, 4, 5
2	Canvas	On-line availability of lecture materials, questions, response, debate, and discussion on readings, lectures materials, and contemporary issues in public governance.	1, 2, 3, 4, 5
3	A combination of individual and group work; problem-based investigation, group discussion and team learning	- Each student will be divided into groups to conduct in-depth study on a public governance issue. - Students will summarize the literature; look up the reference materials and data from the library, internet, documentaries and the mass media; analyse and re-organize the research materials, generate new perspectives, integrate their ideas, construct their argument, design their analysis, and give a class presentation of their case study in tutorial sessions. - Students will comment on each other's performance and appraise their classmates' presentation skills and research analysis.	1, 2, 3, 4, 5

4	Problem solving	Students will analyze public problems and offer solutions by making use of conceptual and analytical tools taught in the course that draw primarily on authentic primary data and secondary information.	1, 2, 3, 4, 5	
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**Assessment Tasks / Activities (ATs)**

	<b>ATs</b>	<b>CILO No.</b>	<b>Weighting (%)</b>	<b>Remarks ("- " for nil entry)</b>	<b>Allow Use of GenAI?</b>
1	Individual weekly participation, where students are expected to take part in class discussions, read the assigned readings, participate in the Q&A with the teacher, and any guest speakers. This is an INDIVIDUAL ASSESSMENT.	1, 2, 3, 4, 5	10	Not relevant	No
2	Individual assignment on a topic related to a public governance problem where students will identify the problems, collect primary evidence and secondary information, and use the findings to propose recommendations. These will rely on theories, concepts, and approaches from the course. This is an INDIVIDUAL ASSESSMENT.	2, 3, 4, 5	30	Students may use AI assistants such as ChatGPT for copyediting purposes only. Any undeclared use of AI, if caught, will be treated as academic dishonesty and will follow the university protocols for misconduct.  Students must attach the original data that they collected as part of the assessment.	Yes

3	In-class Quiz. This is a quiz using a multiple-choice question format that assesses students' knowledge of the course content, primarily on theory/concept, applications, and examples.	1, 2, 3, 4, 5	20	No AI is allowed. Use of AI constitutes a serious violation of academic integrity and can lead to severe punishments, including expulsion as a student.	No
4	Group project presentation: Students have to construct the main ideas of their research topic and answer questions raised in class. The instructor and or teaching assistant will comment on the strengths and weaknesses of the presentation, help students to reorganize their argument, and give suggestions for improvement. The presentation has to follow the conventions in academic analysis and presentation. This is a GROUP ASSESSMENT.	2, 3, 4, 5	40	Students may use AI assistants such as ChatGPT for copyediting purposes only. Any undeclared use of AI, if caught, will be treated as academic dishonesty and will follow the university protocols for misconduct.	Yes

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Examination Duration (Hours)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Individual participation in weekly class discussions (incl guest speakers)

**Criterion**

This is an individual-level assessment, not a group assessment. Even if groups of students participate, we only assess the individuals. This is to ensure there is sufficient individual level assessments in the course.

**Excellent (A+, A, A-)**

Demonstrating very positive and proactive attitudes in class discussions, showing superior preparation of the essential readings before coming to class, and very active interaction in class with unique ideas and insightful questions

**Good (B+, B, B-)**

Demonstrating good and positive attitudes in class discussions, showing good preparation of the essential readings before coming to class, and actively interacting in class with some stimulating ideas and insightful questions.

**Fair (C+, C, C-)**

Demonstrating good attitudes in class discussions, showing adequate preparation of the essential readings before coming to class, and some interaction in class, but no stimulating ideas and few insightful questions.

**Marginal (D)**

Demonstrating non-positive attitudes in class discussions, showing inadequate preparation of the essential readings before coming to class, and little interaction in class with no stimulating ideas or insightful questions.

**Failure (F)**

Demonstrating a negative attitude in class discussions, showing poor preparation of the essential readings before coming to class, and showing no interaction in class at all.

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**Assessment Task**

2. Individual assignment (analysis and problem solving)

**Excellent (A+, A, A-)**

Demonstrating strong evidence of excellent understanding of the public governance concepts/approaches/issues and applying them to solve a particular public problem.

**Good (B+, B, B-)**

Demonstrating evidence of good understanding of the public governance concepts/approaches/issues and applying them to solve a particular public problem.

**Fair (C+, C, C-)**

Demonstrating a fair understanding of the public governance concepts/approaches/issues and applying them to solve a particular public problem.

**Marginal (D)**

Demonstrating limited understanding of the public governance concepts/approaches/issues and applying them to solve a particular public problem.

**Failure (F)**

Poor understanding of the public governance concepts/approaches/issues and applying them to solve a particular public problem.

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**Assessment Task**

3. In-class Quiz (to be held in the semester in one of the weekly scheduled classes)

**Excellent (A+, A, A-)**

Showing high-level mastery of the course content, primarily on theory/concept, applications, and examples.

**Good (B+, B, B-)**

Showing good understanding of the course content, primarily on theory/concept, applications, and examples.

**Fair (C+, C, C-)**

Showing sufficient understanding of the course content, primarily on theory/concept, applications, and examples.

**Marginal (D)**

Showing weak understanding of the course content, primarily on theory/concept, applications, and examples.

**Failure (F)**

Showing poor understanding of the course content, primarily on theory/concept, applications, and examples.

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**Assessment Task**

3. Group presentation

**Excellent (A+, A, A-)**

Demonstration of outstanding ability in collating relevant materials on a public governance issue in Hong Kong or other jurisdiction; excellent application of concepts and research materials to establish a very convincing case for the presentation; clear evidence of good team work; highly effective in conducting class discussion and defending the group's position after presentation; clear evidence of superior analytical skills and synthesis; excellent grasp of the subject matter

**Good (B+, B, B-)**

Demonstration of good ability in collating relevant materials on a public governance issue in Hong Kong or other jurisdiction; competent application of concepts and research materials to establish a good case for the presentation; evidence of good team work; effective in conducting class discussion and defending the group's position after presentation; evidence of good analytical skills and synthesis; good grasp of the subject matter.

**Fair (C+, C, C-)**

Demonstration of adequate ability in collating relevant materials on a public governance issue in Hong Kong or other jurisdiction; adequate application of concepts and research materials to establish a reasonable case for the presentation; evidence of team work; somewhat effective in conducting class discussion and defending the group's position after presentation; evidence of some analytical skills and synthesis; adequate grasp of the subject matter.

**Marginal (D)**

Demonstration of limited ability in collating relevant materials on a public governance issue in Hong Kong or other jurisdiction; limited application of concept and research materials to establish a case for the presentation; limited evidence of team work; ineffective in conducting class discussion and defending the group's position after presentation; and having limited analytical skills and synthesis; some grasp of the subject matter

**Failure (F)**

Poor collation of relevant materials on a public governance issue in Hong Kong or other jurisdiction; inability to apply relevant concepts and research materials to establish a case for the presentation; no evidence of team work; ineffective in conducting class discussion and defending the group's position after presentation; little evidence of analytical skills and synthesis; little grasp of the subject matter.

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**Additional Information for AR**

We add an 'in-class quiz' to test the actual understanding of the course, which won't allow them to use any kind of AI.

## **Part III Other Information**

**Keyword Syllabus**

Philosophical and methodological foundations of public governance; Different approaches in the study of public administration (rational administration vis-à-vis democracy and participation); Publicness; The distinguished features in public, private, and third sectors management; Weberian bureaucracy; Modes of public service delivery; the concept of

accountability and different types of accountability relationship; Different modes of public-private partnership; Traditional public administration and New Public Management (NPM); Principles of good governance.

## Reading List

### Compulsory Readings

	Title
1	Bovaird, T. and Loeffler, E. (2016) <i>Public Management and Governance</i> (3rd Edition). Abingdon, Oxon: Routledge
2	Rainey, H. G. (2014). <i>Understanding and Managing Public Organizations</i> (5th edition). San Francisco: Wiley/Jossey-Bass.
3	Scott, Ian (2022) <i>The Public Sector in Hong Kong</i> , 2nd End Hong Kong University Press.
4	World Bank Governance Indicators (2024) <a href="https://www.worldbank.org/en/publication/worldwide-governance-indicators">https://www.worldbank.org/en/publication/worldwide-governance-indicators</a>

### Additional Readings

	Title
1	Boyne, George A. (2002) "Public and Private Management: What's the Difference?" , <i>Journal of Management Studies</i> , 39 (1), 97-122.
2	Doeveren Veerle van (2011) "Rethinking Good Governance: Identifying Common Principles" , <i>Public Integrity</i> , 13 (4), 301-318.
3	Lee, Eliza W.Y. (2000) "The New Hong Kong International Airport Fiasco: Accountability Failure and the Limits of the New Managerialism" , <i>International Review of Administrative Sciences</i> , Vol. 66, Issue 1, pp. 57-7.
4	Simon, A. Herbert (1946) "The Proverbs of Administration" , in J.M. Shafritz and A C Hyde eds. (2007) <i>Classics of Public Administration</i> , 6th ed., No. 16 (or any edition).
5	UNESCAP (2009): "What is Good Governance?" Available online at <a href="http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp">http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp</a> (accessed in April 2015).
6	Kamensky, J. M. (1996). Role of the "Reinventing Government" Movement in Federal Management Reform. <i>Public Administration Review</i> , 56, 247-255.
7	Denhardt, R. B. and Denhardt, J. V. (2000). <i>The New Public Service: Serving Rather than Steering</i> . <i>Public Administration Review</i> , 60, 549-559.
8	Cox III., R., Buck, S., & Morgan, B. (2019). In Cox III., R., Buck, S., & Morgan, B. (Eds), <i>Public Administration in Theory and Practice</i> , Routledge. <i>History of Public Administration as an Academic Discipline</i> , Chapter 1, p.5-20.
9	Lan, Z. and Anders, K. (2000). A Paradigmatic View of Contemporary Public Administration Research: An Empirical Test. <i>Administration &amp; Society</i> , 32, 138-165.
10	Frederickson, H. G. (2002). Confucius and the moral basis of bureaucracy. <i>Administration &amp; Society</i> , 33(6), 610-628.
11	Kaufmann, D., Kraay, A., & Zoido-Lobaton, P. (1999). <i>Governance matters</i> . The World Bank Development Research Group, Research working paper no. WPS 2196 Washington, D.C.
12	Fukuyama, F. (2013). What is governance? <i>Governance</i> , 26(3), 347-368.
13	Ang, Y. Y. (2017). Beyond Weber: Conceptualizing an alternative ideal type of bureaucracy in developing contexts. <i>Regulation &amp; Governance</i> , 11(3), 282-298.
14	Lynn, L. E., Jr. (1998). <i>The New Public Management: How to Translate a Theme into a Legacy</i> . <i>Public Administration Review</i> , 58: 231-237.
15	Gruening, G. (2001). Origin and theoretical basis of New Public Management. <i>International Public Management Journal</i> , 4(1), 1-25.
16	Behzadifar, M., et al (2023). A SWOT analysis of the development of health technology assessment in Iran. <i>PLoS One</i> , 18(3), e0283663.
17	Kalman, H. K. (2002). Process mapping: Tools, techniques, & critical success factors. <i>Performance Improvement Quarterly</i> , 15(4), 57-73.

18	Chen, J., Walker, R. M., & Sawhney, M. (2020). Public service innovation: a typology. <i>Public Management Review</i> , 22(11), 1674-1695.
19	Chandra, Y., & Feng, N. (2025). Algorithms for a new season? Mapping a decade of research on the artificial intelligence-driven digital transformation of PA. <i>Public Management Review</i> , 1-35.
20	Osborne, S., & Nasi, G. (2024). Debate: The future of artificial intelligence for the co-design and co-production of public services—what do we know and what do we need to know? <i>Public Money &amp; Management</i> , 44(6), 446-448.