City University of Hong Kong
Course Syllabus

Offered by Department of Public Policy
with effect from Semester A 2018/19

Part I   Course Overview

Course Title:	**Workshop in Public Affairs**
Course Code:	**POL5801**
Course Duration:	**One Semester**
Credit Units:	**2**
Level:	**P5**
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II   Course Details

1.   Abstract

- *This course aims to*
- The rise of populism and spread of anti-institution have overshadowed the functions and roles of government in recent years. As a consequence, a new paradigm of tackling wicked problems (or ill-structured problems) has emerged.   The general public especially the young generation with the help of information, communication and technology (ICT) has co-sourced new social tools such as sharing economy, Web 2.0, crowdsourcing (or crowdfunding) and social innovation to address social problems.   The purpose of dealing with public problems is not merely for the sake of "the bugs stop here", but also for creating "public value" in the society or communities by making social impacts.   Therefore, the main aim of the public affairs workshop is to prepare our future public managers or administrators to think and do policies "out of the box" by engaging the local wisdoms, social innovations and diversified social capital to co-produce social and public goods.

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.	Apply the social innovative methods such as crowdsourcing, social innovation and Web 2.0 to address a social or public problem;		√	√	√
2.	Able to do in-depth analysis to discover the causes of the ill-structured problem, develop a policy intervention and estimate its effectiveness;			√	√
3.	Adopt the evidence-based methods to ensure the planning and proposal can be implemented and evaluated. Minimize the adverse effects towards the targeted citizens or community;			√	√
4.	Analyze the interests and powers of different stakeholders. Work out a feasible plan in which no single side will become the dominant winner;		√	√	√
5.	Assess the roles and functions of the government in co-producing this newly innovative plan or service.		√	√	√
		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		CILOs					Hours/weeks (if applicable)
		1	2	3	4	5	
1	Reflecting upon learning achieved through the completion of an individual Workshop Diary that records all activities of the Workshop and the writing of an individual reflective report	✓			✓	✓	3.5 hours in total
2	Designing a social innovation plan and delivering an oral presentation of the plan; and responding to critical feedback from the class and other groups.	✓	✓	✓	✓		8 hours in total
3	Delivering a government's co-producing verbal presentation plan by drawing a conclusion on the government's role in delivering public goods in the new ICT and sharing economy.		✓	✓	✓	✓	8 hours in total
4	Participating in and subsequently reviewing their learning from and performance in public policy and management exercises.	✓	✓	✓	✓	✓	3 hours in total
5	Composing new ideas or strategies from guest speakers in the social innovation plan.	✓	✓	✓	✓		3.5 hours in total

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

TLA		CILOs					Weighting	Remark
		1	2	3	4	5		
1	Keeping a Workshop Diary from which to develop an individual, self-critical reflection on the personal learning achieved during the Workshop (1000 words+);	✓			✓	✓	30%	
2	Giving a team-based verbal presentation to peers and tutors of the rationale, strategies, implementation and projected outcomes of the team's social innovation project;	✓	✓	✓	✓		25%	
3	Giving a team-based verbal presentation to peers and tutors of the degree of interventions from Government's side in the co-production plan;		✓	✓	✓	✓	25%	
4	Participating in and subsequently reviewing their learning from and performance in public policy and management exercises.	✓	✓	✓	✓	✓	20%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Pass	Failure
Keeping a Workshop Diary from which to develop an individual, self-critical reflection on the personal learning achieved during the Workshop (1000 words+);	Ability to develop individual diary and know how to do self-critical reflection	Student demonstrate their ability to develop individual diary and know how to do self-critical reflection	Student demonstrate no ability to develop individual diary and know how to do self-critical reflection
Giving a team-based verbal presentation to peers and tutors of the rationale, strategies, implementation and projected outcomes of the team's social innovation project;	Ability to participate in the team and play the proper role as a team member in the field research project	Students show their ability to participate in the team and play the proper role as a team member in the field research project	Students show no ability to participate in the team and play the proper role as a team member in the field research project
Giving a team-based verbal presentation to peers and tutors of the degree of interventions from Government's side in the co-production plan;	Ability to participate in the team and play the proper role as a team member in the co-production presentation	Students show their ability to participate in the team and play the proper role as a team member in the co-production presentation	Students show no ability to participate in the team and play the proper role as a team member in the co-production presentation
Participating in and subsequently reviewing their learning from and performance in public policy and management exercises.	Ability to show pro-active participation in the group works, seminars, presentations and lobbying exercises	Students who their ability to show pro-active participation in the group works, seminars, presentations and lobbying exercises	Students who no ability to show pro-active participation in the group works, seminars, presentations and lobbying exercises

The course is assessed on a Pass / Fail basis. No other grades are awarded.

Part III Other Information (more details can be provided separately in the teaching plan)

1.   Keyword Syllabus

Team working; public affairs; governance; co-production; ill-structured problem; co-design; co-creation; information, communication and technology; Web 2.0; sharing economy; crowdsourcing; crowd-funding; conflict management and negotiation;; stakeholders and the public interest; formulating, defending and critiquing public policy decisions; media and public relations; comparative public policy and management.

2.   Reading List
2.1   Compulsory Readings

Policy document and related papers that distribute during the Workshop.

(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.)
Boelman, Victoria et al (2014). *Growing Social Innovation: A Guide for Policy Makers*. A deliverable of the project: "The theoretical, empirical and policy foundations for building social innovation in Europe" (TEPSIE), European Commission– 7th Framework Programme, Brussels:European Commission, DG Research

Edelenbos, Jurian et al (2018), "The Evolution of Community Self-Organization in Interaction With Government Institutions: Cross-Case Insights From Three Countries" *American Review of Public Administration*, 2018, Vol. 48(1) 52–66

Eskelinen, Jarmo et al (2015), *Citizen-Driven Innovation: A Guidebook for City Mayors and Public Administrators*, The World Bank.

Green, Roy et al (2014), *Australian Public Sector Innovation: Shaping the Future Through Co-Creation*, Institute of Public Administration Australia.

Holmes, Brenton (2011), *Citizens' engagement in policymaking and the design of public services*, Parliament of Australia Research Paper, No 1.

Huber, Agnes et al (2010), *Empowering people, driving change: social innovation in the European Union*, European Commission

O'Flynn, Janine (2007), "From New Public Management to Public Value: Paradigmatic Change and Managerial Implications", *The Australian Journal of Public Administration*, Vol. 66, No. 3, pp. 353–366

Minks, Michael (2011), *Social Innovation: New Solutions to Social Problems*, MA thesis, Georgetown University

Pestoff, Victor (2006), "Citizens and co-production of welfare services", *Public Management Review*, 8:4, 503-519

Savara, James and Denhardt, Janet, ed (2010), *The Connected Community: Local Governments as Partners in Citizen Engagement and Community Building*, The White Paper, Arizona Statue Univesity.
Urbact (2014), *Social Innovation in Cities*, EU

Vanhille, Josefine, (2014), "Crowdsource the City? A thoughtful experiment in the context of Cophengegan's integrated Urban Renewal", Aalborg University

Voorberg, William (2015), *Co-creation and citizen involvement in social innovation: A comparative case study across 7 EU-countries*, LIPSE, European Union

2.2   Additional Readings

Online Resources: