

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester B 2018/19**

Part I Course Overview

Course Title:	<u>Comparative Public Policy</u>
Course Code:	<u>POL6201</u>
Course Duration:	<u>One Semester</u>
Credit Units:	<u>3</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course will develop students' knowledge on the major conceptual approaches that have been developed for policy transfer and lesson learning in policy-making. Students will critically assess and synthesize the applicability of these concepts for analyzing public policy development in East Asia in the context of an increasingly pluralized world. Major public policy areas (for example, environment, education, social security, or health care) will be identified for comparison in light of the global public policy trends and changing governance models in public policy. Students will apply theories and evidence from other countries and reflect on processes of policy transfer to into Greater China (Hong Kong, Mainland China, Macau and Taiwan) to enable them to question policy processes, synthesize knowledge from different places and disciplines and consider the nature of policy in Greater China.

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.	Evaluate different conceptual approaches that have been developed for policy transfer and learning.			√	
2.	Compare and contrast different approaches or strategies adopted by selected countries in response to changing policy processes and tools, policy contexts and policy problems.			√	
3.	Critically analyse the extent to which developments in the technical (socio-economic and socio-political) and institutional environment have affected public policy development in Greater China;		√		
4.	Apply academic knowledge and analytic skills to real-world problems in by examining options for policy transfer.				√
5.	Develop the acquisition of skills in research and writing, communication, team-work, discussion and presentation.				√
		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		
Reading	Reading of two papers/chapters every week on average by every student. The focus of readings is guided by important concepts in policy learning and transfer	√	√	√	√			2
Lectures	<ul style="list-style-type: none"> - To explain concepts, theories, methods in policy transfer and learning and policy processes and policy tools. - To analyze the impact of technical and institutional contexts on policy formulation and policy provision - Apply the theoretical knowledge to analyze public policies in Greater China 	√	√	√	√			2
Workshops	students to <ul style="list-style-type: none"> - Raise questions and make critical observations on lecture materials; - Apply knowledge and methods of policy learning and transfer; and - Compare the theoretical and empirical approaches of public policy in different countries 	√	√	√	√			1
Group Presentation	<ul style="list-style-type: none"> - Group presenters to present the findings of their group research - All students to raise questions, critique and give comments on the presentations 				√	√		1
Essay Writing	- To undertake research on the student's chosen topic that will require the implementation of research skills and the synthesis of knowledge and evidence from different places. Submit individual paper (about 4000 words)				√	√		10 in total (for, library search, reading and writing up)
Group Report	To do a report that recognises, explains and compares distinct methodological approaches to cross-national studies, policy transfer and learning.				√	√		5

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			
Continuous Assessment: 100%								
Group Presentation				√	√		30%	Students are required to undertake a group research project to compare a policy of their choice.
Essay (about 4,000 words)				√	√		55%	Essay: Students independently research policy tools from another country and critically reflect on the process of adopting them to Hong Kong
Group Report (around 2,000 words)	√			√	√		15%	Students are required to submit a detailed written report after the group presentation.
							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)
Group Presentation	Accomplishment of presentation	Excellent accomplishment of oral presentation	Fairly strong accomplishment of oral presentation	Basic accomplishment of oral presentation	Weak accomplishment of oral presentation	Very inadequate accomplishment of oral presentation
Essay	Essay content	Highly innovative ability to relate literature review of cutting-edge topics to cross-national studies, policy transfer and learning. Strong demonstration of critical ability to interpret data and argument. Strong ability to apply theory and method in the study of cross-national studies, policy transfer and learning to topical issues.	Fairly innovative ability to relate literature review of cutting-edge topics to cross-national studies, policy transfer and learning. Fairly good demonstration of critical ability to interpret data and argument. Fairly strong ability to apply theory and method in the study of cross-national studies, policy transfer and learning to topical issues.	Little innovative ability to relate literature review of cutting-edge topics to cross-national studies, policy transfer and learning. Weak demonstration of critical ability to interpret data and argument. Basic ability to apply theory and method in the study of cross-national studies, policy transfer and learning to topical issues	Very little innovative ability to relate literature review of cutting-edge topics to cross-national studies, policy transfer and learning. Very little demonstration of critical ability to interpret data and argument. Very little ability to apply theory and method in the study of cross-national studies, policy transfer and learning to topical issues	No innovative ability to relate literature review of cutting-edge topics to cross-national studies, policy transfer and learning. Almost no demonstration of critical ability to interpret data and argument. Almost no ability to apply theory and method in the study of cross-national studies, policy transfer and learning to topical issues
Group Report	Ability to demonstrate an understanding of policy transfer and learning based on the Group Presentation	High standard of being able to recognise, explain and compare distinct methodological	Fairly high standard of being able to recognise, explain and compare distinct methodological	Basic standard of being able to recognise, explain and compare distinct methodological	Poor standard of being able to recognise, explain and compare distinct methodological approaches to cross-	Almost no standard of being able to recognise, explain and compare distinct methodological approaches to cross-

	exercise	approaches to cross-national studies, policy transfer and learning.	approaches to cross-national studies, policy transfer and learning.	approaches to cross-national studies, policy transfer and learning.	national studies, policy transfer and learning	national studies, policy transfer and learning
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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.)

Major theoretical approaches and methodology in comparative public policy; policy transfer; policy learning; international comparative public policy studies; education policy; health policy; social security policy; Southeast and East Asian welfare model; globalization and public policy; public policies in Hong Kong; applying policy from other countries to Hong Kong.

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.)

Policy learning

Rose, R. (2005) *Learning from Comparative Public Policy: A Guide to Lesson Drawing*, London: Routledge. (Available electronically through the library)

Policy transfer

Dolowitz, David P. and David Marsh. 1996. Who Learning from Whom: A Review of the Policy Transfer Literature. *Political Studies* XLIV, 343-357

Dolowitz, David P. and David Marsh. 2000. Learning from Abroad: The Role of Policy Transfer in Contemporary Policy-Making. *Governance* 13, 1, 5-24.

Policy diffusion and innovation diffusion

Berry, Frances S. and William D. Berry. 2014. Innovation and diffusion models in policy research. In P. A. Sabatier C. M. Weible (ed.) *Theories of the policy process*. Colorado: Westview (2007 in Reserve Collection, 2014 e-book).

Shipan, Charles, R. and Craig Volden. (2012) Policy Diffusion: Seven Lessons for Scholars and Practitioners. *Public Administration Review* 72, 6, 788-796

2.2 Additional Readings

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

Comparative Public Policy

Clasen, Jochen (1999) *Comparative Social Policy. Concepts, Theories and Methods*. Oxford: Blackwell.

Jreisat, E. Jamil (2002) *Comparative Public Administration and Policy* Cambridge MA: Westview

- Jreisat, E. Jamil (2012) *Globalism and Comparative Public Policy* Boca Raton: CRC Press (Available electronically through the library)
- Kennett, Patricia. (2001) *Comparative Social Policy* Buckingham: Open University Press.
- Kennett, Patricia. (2004) *A Handbook of Comparative Social Policy* Cheltenham, UK: Edward Elgar. (Available electronically through the library)
- Ramesh, M. (2004) *Social Policy in East and Southeast Asia* London, Routledge. (Available electronically through the library)

General introduction to Social and Public Policy

- Hill, M. J. (2016) *The Public Policy Process*, 6th edn., Harlow: Pearson Education.
- Howlett, M., Ramesh, M. and Perl, A. (2009) *Studying Public Policy: Policy Cycles and Policy Subsystems*, 3rd edn., Don Mills, Ontario: Oxford University Press
- Hudson, J. and Lowe, S. (2009) *Understanding the Policy Process: Analysing Welfare Policy and Practice*, 2nd edn., Bristol UK: The Policy Press.