PIA2201: PUBLIC POLICY AND SOCIAL DEVELOPMENT

Effective Term
Semester B 2022/23

Part I Course Overview

Course Title
Public Policy and Social Development

Subject Code
PIA - Public and International Affairs

Course Number
2201

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
SA2201/POL Public Policy and Social Development
SA/POL3921 Social Policy and Society
POL/PIA3921 Urban and Social Policy

Exclusive Courses
Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-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.		x		
2	Analyse the applicability of the Social Development Index to the local scene, the achievements and areas for improvement therein.		x	x	
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.		x	x	
4	Detect and reflect critically the key values and concepts underpinning public and social administration, and their relative importance in different circumstances.		x	x	
5	Identify and understand the key attributes underpinning different social welfare models.		x		
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.		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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1, 2, 3, 4, 5, 6	
2	Lectures	Presentation and discussion of the theories, frameworks, concepts, models, practices and synthesis of readings.	1, 2, 3, 4, 5, 6	
3	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.	1, 2, 3, 4, 5, 6	
4	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.	1, 2, 3, 4, 5, 6	
5	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.	1, 2, 3, 4, 5, 6	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Tutorial attendance and participation : Students are required to attend all tutorial sessions and contribute to in-class discussion.	1, 2, 3, 4, 5, 6	10	Refer to the Assessment Rubics
2	Tutorial papers: Students have to summarise selected required readings and discuss a thematic topic.	1, 2, 3, 4, 5, 6	30	
3	Group presentation: Students have to deliver a group presentation based on their engagement with theories and concepts drawn from the public policy and social development literature, as well as analytical assessment of a thematic topic.	1, 2, 3, 4, 5, 6	20	
4	Group paper: Students have to produce a group paper based on their engagement with theories and concepts drawn from the public policy and social development literature, as well as analytical assessment of a thematic topic.	1, 2, 3, 4, 5, 6	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Attendance and participation

Criterion

Attendance for all tutorial sessions, submission of reading notes, presentation of designated tutorial theme and contribution to class discussion are required.

Excellent (A+, A, A-)

 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

Good (B+, B, B-)

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

Fair (C+, C, C-)

Rudimentary understanding of key concepts, weak ability to integrate concepts learned into reading notes and theme presentation; limited participation and contribution to class discussion

Marginal (D)

Poor understanding of key concepts; weak ability to integrate concepts learned into reading notes and theme presentation; inadequate participation and contribution to class discussion

Failure (F)

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

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Assessment Task

2. Tutorial Papers

Criterion

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

Excellent (A+, A, A-)

Show excellent ability to apply concepts & issues into analysis of the topic; Strong research and writing skills, well-demonstrated critical thinking

Good (B+, B, B-)

Show fairly good understanding of the concepts & issues; good ability to apply the concepts, underlying values and principles to the analysis of the topic; fairly innovative thinking

Fair (C+, C, C-)

Show rudimentary understanding of concepts and issues; weak ability to apply the concepts, underlying values and principles to the analysis of the topic; No reflective ability in the writing

Marginal (D)

Show poor understanding of the concepts & issues; very little ability to apply the concepts, underlying values and principles to the analysis of the topic; poor research and writing skills

Failure (F)

Almost no knowledge of the concepts & issues; unable to apply the concepts, underlying values and principles to the analysis of the topic; very inadequate research and writing skills

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Assessment Task

Group presentation

Criterion

Engage in theories and concepts drawn from the public policy and social development literature, as well as analytical assessment of a thematic topic;demonstrate communication skills

Excellent (A+, A, A-)

Show excellent ability to apply concepts & issues covered in the lectures into analysis of the topic;Ideas are clearly and fluently articulated at all times.

Good (B+, B, B-)

Demonstrate good understanding of theories and concepts; frequent application of knowledge in a policy issue;Ideas are clearly articulated most of the time, with occasional lack of clarity.

Fair (C+, C, C-)

Demonstrate some understanding of theories and concepts; occasional application of knowledge in a policy issue;Meaning is clear most of the time, with some difficulty in articulating ideas.

Marginal (D)

Demonstrate limited understanding of theories and concepts; inadequate application of knowledge in a policy issue;Meaning is clear some of the time, with difficulty in articulating ideas.

Failure (F)

Demonstrate significantly incomplete understanding of theories and concepts; almost no application of knowledge in a policy issueMeaning is rarely clear, with serious difficulty in articulating ideas.

Assessment Task

Group paper

Criterion

Engage in theories and concepts drawn from the public policy and social development literature, as well as analytical assessment of a thematic topic;demonstrate research and writing skills

Excellent (A+, A, A-)

Show excellent ability to apply concepts & issues into analysis of the topic; Strong research and writing skills, well-demonstrated critical thinking

Good (B+, B, B-)

Show fairly good understanding of the concepts & issues; good ability to apply the concepts, underlying values and principles to the analysis of the topic; fairly innovative thinking

Fair (C+, C, C-)

Show rudimentary understanding of concepts and issues; weak ability to apply the concepts, underlying values and principles to the analysis of the topic; No reflective ability in the writing

Marginal (D)

Show poor understanding of the concepts & issues; very little ability to apply the concepts, underlying values and principles to the analysis of the topic; poor research and writing skills

Failure (F)

Almost no knowledge of the concepts & issues; unable to apply the concepts, underlying values and principles to the analysis of the topic; very inadequate research and writing skills

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Part III Other Information

Keyword Syllabus

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 and Sustainable

Development Goals of UNDP, as well as 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 organisational context of welfare provisions. Specific policy studies as illustrations: e.g. housing, education and health care and social security.

Reading List

Compulsory Readings

	Title
1	Alcock, P., May, M., & Wright, S. (Eds.). (2012). The Student's Companion to Social Policy (4th ed.). Chichester, West Sussex: John Wiley & Sons Ltd.
2	Lau, M. K. W., & Gordon, D. (Eds.). (2017). Poverty in a Rich Society: The Case of Hong Kong. Hong Kong: The Chinese University of Hong Kong Press.
3	Midgley, J (1995) Social Development. London: Sage.
4	Commission on Poverty, HKSAR Government (http://www.povertyrelief.gov.hk/eng/welcome.html)
5	Hong Kong Council of Social Service on Social Development Index (http://www.hkcss.org.hk)
6	International Covenant on Economic, Social and Cultural Rights (https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx)
7	Legislative Council (www.legco.gov.hk)'s Health Services Panel, Housing Panel, Manpower Panel, and Welfare Panel. [Also refer to websites of relevant government bureau]
8	Social Welfare Department, HKSAR Government (http://www.swd.gov.hk)
9	UNDP (current year) Human Development Report (http://www.undp.org)
10	UNDP, Sustainable Development Goals (https://www.undp.org/content/undp/en/home/sustainable-development-goals.html)

Additional Readings

	Title
1	Goodstadt, L. F. (2014). Poverty in the Midst of Affluence: How Hong Kong Mismanaged Its Prosperity, Revised Edition (revised ed.). Hong Kong: Hong Kong University Press.
2	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.
3	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.
4	Midgley, J. (2014). Defining social development. In J. Midgley (ed.) Social Development: Theory & Practice. London: Sage, pp.13-19.
5	Midgley, J., Surender, R., & Alfers, L. (Eds.). (2019). Handbook of Social Policy and Development. Cheltenham, Gloucestershire: Edward Elgar Publishing Limited.
6	Oxfam Hong Kong, "Hong Kong Inequality Report" (2018). https://www.oxfam.org.hk/en/f/news_and_publication/16372/Oxfam_inequality%20report_Eng_FINAL.pdf.