

Subject Description Form

Subject Code	APSS3232																	
Subject Title	Social Planning and Policy Making Process																	
Credit Value	3																	
Level	3																	
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> APSS3230 Theories of Social Policy																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. In-class Quizzes and Short Essays</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Group Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3. Project Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>4. Lecture and Seminar Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all the components if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. In-class Quizzes and Short Essays	40%	--	2. Group Presentation	--	25%	3. Project Report	--	25%	4. Lecture and Seminar Participation	10%	--
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Objectives	<p>The subject aims to introduce students to patterns and contents of policy-making. Drawing knowledge from political science, public administration, management science, behavioral psychology, economics, and other social sciences, this subject allows students to understand the dynamic nature of social policy-making and the challenges facing decision makers as well as other actors in policy-making process. In enhancing students' competency in policy study and analysis, students are required to demonstrate their comprehension and interpretation of the major approaches, theories and techniques commonly expected in the field.</p>																	
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to develop the competence in:</p> <ol style="list-style-type: none"> a. enunciating the major approaches to policy-making; b. articulating the trade-offs between social and economic decision-making in formulating social policy; c. using basic tools and techniques for formulating policy-making framework; d. critical thinking, problem analysis, and communicating policy ideas to the public. 																	

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Methodology, Theory and Contexts in Policy-Making and Analysis <ul style="list-style-type: none"> • Overview of Policy-Making • Methodological and Theoretical Approaches to Policy-Making and Analysis 2. Units in Policy-Making Analysis <ul style="list-style-type: none"> • Policy Contexts and Policy Regimes • Policy Universe, Policy Subsystems and Policy Networks 3. Policy Cycle <ul style="list-style-type: none"> • Agenda Setting • Policy Formulation and Policy Design • Policy Decision-Making: Models and Process • Policy Implementation: Theories, Styles and Instruments • Policy Evaluation and Policy Learning 4. Conclusion <ul style="list-style-type: none"> • Policy Change and Policy Dynamics 																																								
Teaching/Learning Methodology	<p>Major concepts, theories, approaches and paradigms for policy-making will be introduced in lectures. Current policy issues and real life cases will be illustrated in in-class interactive discussions. Practical student-centered and problem-based learning will be carried out in seminar. Students' competence in critical thinking, problem analysis, and interpersonal communication will be assessed and enhanced through group projects and presentations.</p>																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 1048 1485 1624"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. In-class Quizzes and Short Essays</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Group Presentation</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Project Report</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Lecture and Seminar Participation</td> <td>10%</td> <td></td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>In-class Quizzes: Students will attend a set of in-class quizzes in which they are expected to illustrate their understanding of theories and concepts discussed in the course. The quizzes will consist of a number of multiple choice and short answer questions covering the key points emerging from course readings and lectures.</p> <p>Short Essays: Students will also write a set of short papers (approximately 300-500 words each), and will apply theories and concepts learned in the course to policy cases and debates.</p> <p>Group Presentation: Students in small groups will choose a social issue or related decision problem of a local public or nonprofit organization. They will be expected to prepare a presentation in which</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. In-class Quizzes and Short Essays	40%	√	√	√	√	2. Group Presentation	25%	√	√	√	√	3. Project Report	25%	√	√	√	√	4. Lecture and Seminar Participation	10%				√	Total	100%				
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	<p>they will present their analysis of and provide solutions to the issues or problem that they select in seminar, and will illustrate their competence and effectiveness in public presentation and communication.</p> <p>Project Report: Students in small groups will be requested to consolidate their findings in their group presentation and to write a 5,000-word project report. They are not only expected to incorporate their findings and recommendations made in their presentations in the report, but also need to respond to the comments and questions asked in seminar.</p> <p>This exercise requests student to demonstrate their capacity for working as a team, coordinating research activities and integrating findings from individual tasks to form a unified policy document, as well as their ability of integrating feedbacks and reflections in their assignments.</p> <p>Lecture and Seminar Participation: Students will attend lectures and participate in class exercises and present their group presentation in seminar. They will be expected to contribute their ideas and opinions in seminar activities and discussion.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	27 Hrs.
	▪ Seminars	12 Hrs.
	Other student study effort:	
	▪ Self-directed Studies and Research	60 Hrs.
	▪ Preparation of Project Report	20 Hrs.
	▪ Preparation of Group Presentation	10 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Bardach, E. & Patashnik, E.M. (2016). <i>A Practical Guide for Policy Analysis – the Eightfold Path to More Effective Problem Solving</i> (5th ed.). Washington, D.C.: CQ Press.</p> <p>Clemen, R.T. & Reilly, T. (2014). <i>Making Hard Decisions with decision tools</i> (3rd ed.). South-Western, Cengage Learning.</p> <p>Hill, M. (2013). <i>The Public Policy Process</i>. (6th ed.). Harlow, UK: Pearson/ Longman</p> <p>Kraft, M.E. & Scott, G.B. (2015). <i>Public policy: Politics, analysis and alternatives</i> (5th ed.). Sage.</p> <p>Sabatier, P.A. & Weible, D.C.M. (Ed.). (2014). <i>Theories of the Policy Process</i> (3rd ed.) Boulder, CO: Westview Press.</p> <p><u>Supplementary</u></p> <p>Araral, E. (ed.) (2013). <i>Routledge handbook of public policy</i>. Routledge.</p>	

- Bendor, J.B. (2010). *Bounded rationality and politics*. University of California Press.
- Berman, E.M. (ed.) (2011). *Public administration in Southeast Asia: Thailand, Philippines, Malaysia, Hong Kong and Macao*. CRC Press.
- Bekkers, V., & Moody, R. (2015). *Visual culture and public policy: Towards a visual polity?* Routledge/Taylor & Francis Group.
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- Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown.
- Howlett M., Ramesh, M., & Perl, A. (2009). *Studying Public Policy: Policy Cycles & Policy Subsystems* (3rd Edition). Oxford: Oxford University Press.
- Jansson, B.S. (2014). *Becoming an effective policy advocate: from policy practice to social justice* (7th ed.). Brooks/Cole/Cengage Learning.
- Jordan, A.J. & Turnpenny, J.R. (2015). *The tools of policy formulation: Actors, capacities, venues and effects*. Edward Elgar.
- Hoy, W. K. & Tarter, C. J. (2008). *Administrators Solving the Problems of Practice: Decision-Making Concepts, Cases, and Consequences* (3rd Ed.). Boston: Pearson/Allyn and Bacon.
- Lindblom, C.E. (1995). "The Science of Muddling Through". In Theodoulou, S.Z. & Cahn, M.A. (eds.) (1995) *Public Policy – The Essential Readings*, pp. 113-127. New Jersey: Prentice Hall.
- Manski, C.F. (2013). *Public policy in an uncertain world: Analysis and decisions*. Harvard University Press.
- Reisch, M. (ed.) (2014). *Social policy and social justice*. Sage.

	<p>Scott, I. (2010). <i>The Public Sector in Hong Kong</i>. Hong Kong: Hong Kong University Press.</p> <p>Sigrid, K.B., & Voltmer, K. (eds.) (2010). <i>Public policy and mass media: the interplay of mass communication and political decision</i>. Routledge.</p> <p>Weimer, D.L., & Vining, A. (2011). <i>Policy analysis</i> (5th ed.). Boston: Longman.</p>
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