Tamkang University Academic Year 103, 2nd Semester Course Syllabus

Course Title	PUBLIC POLICY	Instructor	WAN-LING HUANG
Course Class	TLPXB2A DEPARTMENT OF PUBLIC ADMINISTRATION, 2A	Details	◆ Required ◆ 2nd Semester ◆ 2 Credits

Departmental Aim of Education

Ⅰ. To make students citizens with public values and to educate them to view things from multiple perspectives.

Ⅱ. Prepare students to be professional administrators and policy analysts with both knowledge of the theory and practical experience.

Ⅲ. Facilitate students' capacity to integrate and analyze statutory law and public policy.

Ⅳ. Train students to be able to work with and engender cooperation across public, private and non-profit sectors.

Departmental core competences

A. Democratic politics and civic life.

B. Integration and management of public issues.

C. Policy planning and formulation.

D. Problem analysis and solving.

E. Administrative interaction and communication.

F. Evaluation of policy and administrative performance.

G. Enactment of laws and policy implementation.

H. Legal knowledge and application.

Course Introduction	This course aims to provide students with a comprehensive knowledge of policy systems and the policymaking process. It begins with the issues and debates surrounding government intervention along with discussion concerning market and government failures. We will then introduce key stages of a typical policymaking process and policy analysis techniques associated with each stage. We will conclude the course with discussion regarding how official and unofficial actors interact with each other to determine public policy.

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :
 (i) Cognitive Domain   : C1-Remembering,   C2-Understanding,   C3-Applying,
                           C4-Analyzing,   C5-Evaluating,   C6-Creating
 (ii) Psychomotor Domain : P1-Imitation,   P2-Mechanism,   P3-Independent Operation,
                           P4-Linked Operation, P5-Automation,   P6-Origination
 (iii) Affective Domain : A1-Receiving,   A2-Responding,   A3-Valuing,
                           A4-Organizing,   A5-Charaterizing,   A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :
 (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
 (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
 (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Solid understanding of key concepts and theories of public policy	C2	C
2	Skills in public policy analysis	C4	C
3	Critical thinking concerning debates in current policy issues	C5	F

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Solid understanding of key concepts and theories of public policy	Lecture	Written test
2	Skills in public policy analysis	Lecture, Problem solving	Written test, Report
3	Critical thinking concerning debates in current policy issues	Lecture, Discussion	Written test, Report

	This course has been designed to cultivate the following essential qualities in TKU students	
Essential Qualities of TKU Students		**Description**
◆ A global perspective		Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy		Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future		Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity		Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking		Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle		Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication		Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation		Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	104/02/24 ~ 104/03/01	Lunar New Year – No Class	
2	104/03/02 ~ 104/03/08	Policy Goals	Stone, Ch 2~5
3	104/03/09 ~ 104/03/15	Problem Definition	Dunn, Ch 5
4	104/03/16 ~ 104/03/22	Agenda Setting	Birkland, Ch 6
5	104/03/23 ~ 104/03/29	Policy Design and Policy Tools (I)	Birkland, Ch 8
6	104/03/30 ~ 104/04/05	Spring Break – No Class	
7	104/04/06 ~ 104/04/12	A Deferred Holiday for Qingming Festival – No Class	
8	104/04/13 ~ 104/04/19	Policy Design and Policy Tools (II)	Birkland, Ch 8
9	104/04/20 ~ 104/04/26	Models of Decision Making (I)	Dye, Ch 2; Smith & Larimer, Ch 3
10	104/04/27 ~ 104/05/03	Midterm Exam Week	
11	104/05/04 ~ 104/05/10	Models of Decision Making (II)	Dye, Ch 2; Smith & Larimer, Ch 3
12	104/05/11 ~ 104/05/17	Policy Implementation	Birkland, Ch 9; Smith & Larimer, Ch 7

13	104/05/18 ~ 104/05/24	Policy Evaluation (I)	Guba & Lincoln, 1989; Cook & Campbell, 2002
14	104/05/25 ~ 104/05/31	Policy Evaluation (II)	Guba & Lincoln, 1989; Cook & Campbell, 2002
15	104/06/01 ~ 104/06/07	Models of Who Makes Public Policy (I)	Berkland, Ch 5; Smith & Larimer, Ch 4
16	104/06/08 ~ 104/06/14	Models of Who Makes Public Policy (II)	Berkland, Ch 5; Smith & Larimer, Ch 4
17	104/06/15 ~ 104/06/21	Course Review	
18	104/06/22 ~ 104/06/28	Final Exam Week	

Requirement	1. This syllabus is subject to change. 2. Assignments and exams need to be written in English. Otherwise, no credits will be granted. 3. Attendance is mandatory. You will not be allowed to take the exams if you miss more than five classes even though you are approved for time off. 4. Students will be called upon to answer questions related to their assignments and class materials. Class participation may be taken into account if a student is on the margin between grades. 5. A hard-copy of assignments should be submitted by the due day (details will follow). Late submission will not be accepted. 6. If you need to make up the exam, advance notice with a legitimate excuse and proof is required. For those who make up the exam, your grade will be discounted by 20% for the points over 60. 7. Students are not allowed to redo assignments or do additional work for extra credit.
Teaching Facility	Computer, Projector
Textbook(s)	Birkland, Thomas A. (2010). An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making (3rd ed.). New York, NY: M. E. Sharpe, Inc.
Reference(s)	Dunn, William (2011). Public Policy Analysis (5th ed.). Upper Saddle River, NJ: Person Education, Inc. Dye, Thomas R. (2012). Understanding Public Policy (14th ed.). Upper Saddle River, NJ: Person Education, Inc. Smith, Kevin B. & Larimer, Christopher W. (2009). The Public Policy Theory Primer. Philadelphia, PA: Westview Press. Stone, Deborah (2001). Policy Paradox: The Art of Political Decision Making (Revised Edition). New York, NY: W. W. Norton & Company. Weimer, David & Vining, Aidan (2011). Policy Analysis (5th ed.). Upper Saddle River, NJ: Person Education, Inc.
Number of Assignment(s)	3 (Filled in by assignment instructor only)
Grading Policy	◆ Attendance： ___ % ◆ Mark of Usual： ___ % ◆ Midterm Exam： 38.0 % ◆ Final Exam： 38.0 % ◆ Other〈Assignments〉：24.0 %

Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ **Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.**