

Tamkang University Academic Year 104, 1st Semester Course Syllabus

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| Course Title | PUBLIC POLICY | Instructor | WAN-LING HUANG |
| Course Class | TLPXB2A DEPARTMENT OF PUBLIC ADMINISTRATION, 2A | Details | <ul style="list-style-type: none"> ◆ Required ◆ 1st Semester ◆ 2 Credits |
| D e p a r t m e n t a l A i m o f E d u c a t i o n | | | |
| <p>I. To make students citizens with public values and to educate them to view things from multiple perspectives.</p> <p>II. Prepare students to be professional administrators and policy analysts with both knowledge of the theory and practical experience.</p> <p>III. Facilitate students' capacity to integrate and analyze statutory law and public policy.</p> <p>IV. Train students to be able to work with and engender cooperation across public, private and non-profit sectors.</p> | | | |
| D e p a r t m e n t a l c o r e c o m p e t e n c e s | | | |
| <p>A. Democratic politics and civic life.</p> <p>B. Integration and management of public issues.</p> <p>C. Policy planning and formulation.</p> <p>D. Problem analysis and solving.</p> <p>E. Administrative interaction and communication.</p> <p>F. Evaluation of policy and administrative performance.</p> <p>G. Enactment of laws and policy implementation.</p> <p>H. Legal knowledge and application.</p> | | | |
| Course Introduction | <p>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.</p> | | |
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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 | Written test |
| 3 | Critical thinking concerning debates in current policy issues | Lecture, Discussion | Written test, Participation |
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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 | 104/09/14 ~ 104/09/20 | Course Introduction | |
| 2 | 104/09/21 ~ 104/09/27 | Introducing Public Policy | |
| 3 | 104/09/28 ~ 104/10/04 | Moon Festival (No Class) | |
| 4 | 104/10/05 ~ 104/10/11 | Rationales for Public Policy: Market Failures (I) | |
| 5 | 104/10/12 ~ 104/10/18 | Rationales for Public Policy: Market Failures (II) | |
| 6 | 104/10/19 ~ 104/10/25 | Limits to Public Intervention: Government Failures (I) | Quiz # 1 |
| 7 | 104/10/26 ~ 104/11/01 | Limits to Public Intervention: Government Failures (II) | |
| 8 | 104/11/02 ~ 104/11/08 | Policy Typologies (I) | |
| 9 | 104/11/09 ~ 104/11/15 | Course Review | Quiz # 2 |
| 10 | 104/11/16 ~ 104/11/22 | Midterm Exam Week | |
| 11 | 104/11/23 ~ 104/11/29 | Policy Typologies (II) | |
| 12 | 104/11/30 ~ 104/12/06 | The Policymaking Process (I) | Quiz # 3 |

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| 13 | 104/12/07 ~ 104/12/13 | The Policymaking Process (II) | |
| 14 | 104/12/14 ~ 104/12/20 | Policy Analysis and Policy Argumentation (I) | |
| 15 | 104/12/21 ~ 104/12/27 | Policy Analysis and Policy Argumentation (II) | Quiz # 4 |
| 16 | 104/12/28 ~ 105/01/03 | Policy Goals (I) | |
| 17 | 105/01/04 ~ 105/01/10 | Course Review | Quiz # 5 |
| 18 | 105/01/11 ~ 105/01/17 | Final Exam Week | |
| Requirement | <p>1. This syllabus is subject to change.</p> <p>2. Quizzes need to be written in English. Otherwise, no credits will be given.</p> <p>3. Students will be called upon to answer questions related to class materials. Class participation may be taken into account if a student is on the margin between grades.</p> <p>4. If you need to make up the quizzes, advance notice with a legitimate excuse and proof is required. For those who make up the quiz, your grade will be discounted by 20% for the points over 60.</p> <p>5. Students are not allowed to retake quizzes or do additional work for extra credit.</p> | | |
| 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) | <p>Dunn, William (2011). Public Policy Analysis (5th ed.). Upper Saddle River, NJ: Person Education, Inc.</p> <p>Dye, Thomas R. (2012). Understanding Public Policy (14th ed.). Upper Saddle River, NJ: Person Education, Inc.</p> <p>Smith, Kevin B. & Larimer, Christopher W. (2009). The Public Policy Theory Primer. Philadelphia, PA: Westview Press.</p> <p>Stone, Deborah (2001). Policy Paradox: The Art of Political Decision Making (Revised Edition). New York, NY: W. W. Norton & Company.</p> <p>Weimer, David & Vining, Aidan (2011). Policy Analysis (5th ed.). Upper Saddle River, NJ: Person Education, Inc.</p> | | |
| Number of Assignment(s) | (Filled in by assignment instructor only) | | |
| Grading Policy | <p>◆ Attendance : % ◆ Mark of Usual : 25.0 % ◆ Midterm Exam : %</p> <p>◆ Final Exam : %</p> <p>◆ Other <Quizzes> : 75.0 %</p> | | |
| Note | <p>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 .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p> | | |