THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Policy Science and Management
		All undergraduate programmes
		Higher Diploma in Early Childhood Education
Programme QF Level	:	5
Course Title	:	Inequality and Social Policies in Contemporary Society
Course Code	:	POS3008
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	EMI
Course Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
 1. Problem Solving Skills

 2. Critical Thinking Skills

 3. Creative Thinking Skills

 4a. Oral Communication Skills

 4b. Written Communication Skills

 5. Social Interaction Skills

 6. Ethical Decision Making

 7. Global Perspectives

1. Course Synopsis

This course focuses on the relationships between inequalities and policies. Specifically, students explore how the formulation and implementation of public policy seek to end inequalities on the one hand; and how inequalities are shaped by policies, which intertwine with labor market, institutions and power relations of various actors on the other. Examples will be drawn from various policy areas including education, health, migration, social security and housing. In terms of inequalities, this course is interested in class, gender, race and ethnicities, national background and citizenship status. By the end of the course, students are able to: (1) understand the concept of inequalities and the causes of inequalities; (2) identify and be sensitive to inequalities and inequity while being able to formulate alternative models in agenda-setting in policies; (3) evaluate the advantages and disadvantages of various measures of inequalities used in policymaking; and (4) apply policy analytic tools from a social justice perspective.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$:   Understand the concept of inequalities, the causes of inequalities, and their relationship with public policy;

CILO$_2$:   Identify inequalities and inequity and formulating alternative models in agenda-setting in policies;

CILO$_3$:   Evaluate the advantages and disadvantages of various measures of inequalities used in policymaking in Hong Kong, Greater China, and across Asia;

CILO$_4$:   Apply policy analytic tools from a social justice perspective and integrate them into policy suggestions; and

CILO$_5$:   Analyze how policy and inequalities are interlinked in the global context.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Conceptual foundations: <u>Inequalities and Policy</u> • conceptualization of equity, equality, fairness, and justice • value-critical policy analysis • International distributive justice <u>Policy making and other institutions</u> • Intertwining relationship of the state with labor market, institutions and power relations of various actors	*CILO$_{1,5}$*	• Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references • Tutorials: Students present the chosen topics; comment on the presentations; discuss their views on chosen subject areas • E-platform in discussing on a recent policy • Web and library search • Reading lecture notes and key references
Applied concepts of inequalities and policies in real cases: • Gender, class, race and ethnicities, citizenship status and others • Understand inequalities in policy areas including education, health, migration, social security, housing	*CILO$_{1,3-5}$*	

Analytical approaches and tools for policy making analysis and inequalities: Measuring Inequalities, Structuring Policy Problems, Causal Stories and Agenda Setting, Degenerative policy designs, Category-making in Public Policy and management	$CILO_{2,4}$	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) **Individual Essay**: Commentary on a recent policy. Students are required to read the news and write a commentary about a social problem/a social policy in our e-platform. Apply the concepts of inequality when writing the commentary. Each student is also required to submit 3 responses to other students' posts.	40%	$CILO_{1-2}$
(b) **Group Project**: Identify one social inequality issue in Hong Kong which could be caused by different reasons like global influences, economic restructuring, national/local government policies or individuals/family disadvantages. Compare Hong Kong with an Asian country/region in areas related to that issue, identify and interview the stakeholders and give practical policy suggestions grounded in the experience of other countries and discuss its applicability.	40%	$CILO_{1-5}$
(c) **Tutorial/Class Participation**: Tutorials are an integral component of this course. Under the guidance of tutor, students have additional time to digest and reflect on what they learnt in lectures. Tutorials also serve as a platform for students to seek consultation.	20%	$CILO_{1-5}$

5. Required Text(s)

Nil.

6. Recommended Readings

Caney, S. (2001). International distributive justice. *Political Studies 49:* 974-997.

Chan, D., & Tan, J. (2008). Privatization and the rise of direct subsidy scheme schools and independent schools in Hong Kong and Singapore. *International Journal of Educational Management, 22*(6), 464-487.

Choo, H. Y., & Ferree, M. M. (2010). "Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions, and institutions in the study of inequalities." *Sociological theory* 28(2): 129-149.

Chow, E., Segal, M. T., & Tan, L. (ed.) (2010) Analyzing gender, intersectionality, and multiple

inequalities: Global, transnational and local contexts (*Advances in Gender Research, Volume 15*) Emerald Group Publishing Limited, pp.305 – 310.

Ecks, S., & Sax, W. S. (2005). The ills of marginality: New perspectives on health in South Asia. *Anthropology & Medicine*, 12(3), 199-210.

Felipe, J., & Hasan, R. (Eds.). (2006). Labor markets in Asia: Issues and perspectives. Springer.

Grusky, D., & Kanbur, R. (2006). *Poverty and Inequality.* Stanford: Stanford University Press.

Hankivsky, O. (2012). Women's health, men's health, and gender and health: Implications of intersectionality. *Social science & medicine*, 74(11), 1712-1720.

Hankivsky, O. and Cormier, R. (2011). Intersectionality and public policy: Some lessons from existing models, *Political Research Quarterly* 64(1): 217-229.

Kabeer, N. (2003). *Gender mainstreaming in poverty eradication and the millennium development goals: A handbook for policy-makers and other stakeholders.* Commonwealth Secretariat.

Larason S., A. and Ingram, H. (1997). *Policy design for democracy*. University Press of Kansas.

Lee, K. M., Wong, H., & Law, K. Y. (2007). Social polarisation and poverty in the global city: The case of Hong Kong. *China Report*, 43(1), 1-30.

McGee, J. and Talpin, R. (2009). The role of the Asia Pacific partnership in discursive contestation of the international climate regime. International Environmental Agreement 9: 213-238.

Newman, K. S. (1999). *No shame in my game: the working poor in the inner City.* New York: Vintage Books.

Parsons, W. (1995). *Public policy: An introduction to the theory and the practice of policy analysis.*

Ramesh, M. (2004). *Social policy in East and Southeast Asia: Education, health, housing and income maintenance*. Routledge.

Rawls, J. (2001). *Justice as fairness: A restatement*, Erin Kelly (ed). Cambridge: MA: the Belknap Press.

Sen, A. (2001). *The many faces of gender inequality*. New republic, 35-39.

Stone, D. (1989). Causal stories and the formation of policy agendas, *Political Science Quarterly, 104*(2): 281-300.

Stone, D. (2002). *Equity in policy paradox: The art of political decision making.* New York: W.W. Norton and Company.

Torgerson, D. (1986). Between knowledge and politics: Three faces of policy analysis, *Policy*

Sciences 19, 33-59.

Walzer, M. (1983). *Spheres of justice: A defense of pluralism and inequality.* New York: Basic Books, Inc., Publishers

Whyte, M. K. (Ed.). (2010). *One country, two societies: rural-urban inequality in contemporary Chin*a (Vol. 16). Harvard University Press.

Wilson, W. J. (2011). "Why both social structure and culture matter in a holistic analysis of inner-city poverty." *Annals of the American Academy of Politic and Social Science 629:* 200-219

Young, I. M. (1990). *Justice and the politics of difference.* Princeton, NJ: Princeton University Press.

7. Related Web Resources

Nil.

8. Related Journals

Nil.

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. Others

Nil.

Last updated: 22 December 2023