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| Department | International College of Liberal Arts | | |
| Semester | Spring 2025 | Year Offered (Odd/Even/Every Year) | Every Year |
| Course Number | PSCI/SOCI255 | | |
| Course Title | Public Policy and Service | | |
| Prerequisites | PSCI240 Introduction to Public Administration | | |
| Course Instructor | LARATTA Rosario | Year Available (Grade Level) | 2 |
| Subject Area | Political Science | Number of Credits | 3 |
| Class Style | Lecture | Language of instruction | English |

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

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| Course Description | <p>This course is divided into two main parts:</p> <ol style="list-style-type: none"> 1) Understanding the roles of public, private, and non-governmental sectors in providing essential services like health care, education, transportation, and welfare. 2) Exploring how service delivery has evolved, particularly the transition from exclusive public sector control to increased involvement of private sector entities. <p>The first section aims to familiarize students with the operational contexts of different sectors. In contrast, the second section delves into transforming certain services from public monopolies to models incorporating private sector participation. Additionally, there's a growing trend where governments, private companies, and non-governmental organizations collaborate to deliver crucial services. Furthermore, there's a phenomenon called "co-production" where ordinary citizens and the public sector join forces in innovative ways to maximize resources and enhance outcomes.</p> |
| Class plan based on course evaluation from previous academic year | In the previous academic year, there were no suggested modifications or changes based on evaluations and feedback. |
| Course related to the instructor's practical experience (Summary of experience) | N/A |
| Learning Goals | <p>By the course's conclusion, students will achieve the following learning objectives:</p> <ol style="list-style-type: none"> i) Define the concept of a welfare system. ii) Identify the primary sectors involved in welfare. iii) Understand the interplay among these sectors in service provision to users. iv) Analyze the mechanisms and impacts of privatization, considering its advantages and disadvantages. v) Evaluate the challenges associated with public-private partnerships. vi) Assess the benefits of the cooperative model. vii) Examine practical implementations of co-production in public service delivery. |

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| iCLA Diploma Policy | DP1/DP2/DP3/DP4 |
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

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| Active Learning Methods | Problem-Based Learning/Flipped Classroom/Discussion, Debate/Group Work/Presentation | | | | |
| More details/supplemental information on Active Learning Methods | This course fosters high levels of interactivity, encouraging students to actively participate in class discussions and debates. Additionally, students are expected to engage in presenting best practice case studies from various regions around the world. These activities aim to enhance critical thinking, promote collaborative learning, and provide practical insights into global perspectives on service provision. | | | | |
| Use of ICT | This course integrates information technology through the use of personal computers (PCs) and presentation slides. Students will utilize these tools to enhance their learning experience, facilitate presentations, and access course materials efficiently. | | | | |
| Contents of class preparation and review | Students are expected to engage with assigned case studies on best practices and arrive prepared for in-class discussions. Additionally, when a peer presents a case study, students are required to formulate questions. Participation in these discussions and question sessions will contribute to the final grade for the course. | Hours expected to be spent preparing for class (hours per week) | 4 hours | Hours expected to be spent on class review (hours per week) | 1 hours |
| Feedback Methods | Students will receive individual feedback following their case study presentations and after the midterm test. | | | | |

| Grading Criteria | | |
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| Grading Methods | Grading Weights | Grading Content |
| Midterm Test & Reflection Report | 30% | |
| Discussion & Debate | 20% | |
| Group Work | 50% | |

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| Required Textbook(s) | Textbooks (Optional, but recommended): Carsten Greve, "Contracting for Public Services" E S Savas, "Privatization and Public-Private Partnerships" Stephen P. Osborne, "The New Public Governance? Emerging Perspectives on the Theory and Practice of Public Governance" Victor Pestoff, "Co-production: The Third Sector and the Delivery of Public Service" Rosario Laratta et al. "The Coproduction of Elderly Care Services - The Case of Japan" Note: Students are not required to purchase the textbooks if they are unable to afford them. Supplementary Materials: Selected journal articles will be provided weekly to supplement course content. |
| Other Reading Materials/URL | Case studies sourced from the Governance International website. |

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| Plagiarism Policy | Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense, which depending on the gravity can cause you to fail a course or you are suspended from the university. Plagiarism Checking: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to iCLA for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. The use of ChatGPT or any other artificial intelligence or paraphrasing software is strictly forbidden in MIDTERM TEST AND REFLECTION REPORT for this class. |
| Other Additional Notes (Outline crucial policies and info not mentioned above) | Success in this course is contingent upon thoroughly reading the provided case studies and reviewing the instructor's presentation slides. These materials serve as essential components for understanding and engaging with course content. |

(NOTE 2) Class schedule is subject to change

| Class Schedule | |
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| Class Number | Content |
| Class 1 | Course Orientation and Expectations |
| Class 2 | Understanding Public Policy |
| Class 3 | Exploring the Welfare System: Definition, Purpose, and Mechanisms |
| Class 4 | Diversity in Welfare Systems: Comparative Analysis and Policy Formation |
| Class 5 | Understanding the Actors in Welfare Systems: Goals and Interactions |
| Class 6 | Analyzing Sectors and Actors in Welfare Systems: Definitions and Functions |
| Class 7 | Evolution of Service Provision: Supplementary vs. Complementary Modes and Changing Actor Roles (Part I) |
| Class 8 | Evolution of Service Provision: Supplementary vs. Complementary Modes and Changing Actor Roles (Part II) |

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| Class 9 | Contracting-out and challenges |
| Class 10 | Public Private partnerships and challenges |
| Class 11 | Privatization and challenges |
| Class 12 | Midterm Assessment: Monitoring Student Progress in Course Content |
| Class 13 | Midterm Question Feedback: Session I Review |
| Class 14 | Midterm Question Feedback: Session II Review |
| Class 15 | Co-production of public services |
| Class 16 | Co-designing (section I) |
| Class 17 | Co-designing (section II) |
| Class 18 | Co-designing (section III) |
| Class 19 | Co-commissioning (section I) |

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| Class 20 | Co-commissioning (section II) |
| Class 21 | Co-commissioning (section III) |
| Class 22 | Co-delivering (section I) |
| Class 23 | Co-delivering (section II) |
| Class 24 | Co-delivering (section III) |
| Class 25 | Co-assessing (section I) |
| Class 26 | Co-assessing (section II) |
| Class 27 | Co-assessing (section III) |
| Class 28 | Exploring the Quadrants: A Guide to Coproduction Forms |
| Class 29 | Crafting Clarity: The Art of Reflection Report Formatting |
| Class 30 | Comprehensive Course Recap: Rewriting the Journey |