**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет**

**"Высшая школа экономики"**

Факультет Санкт-петербургская школа экономики и менеджмента

Департамент менеджмента

**Рабочая программа дисциплины**
Оценка экономической политики

(Policy Evaluation)

для направления 38.06.01 «Экономика»

подготовки научно-педагогических кадров в аспирантуре,

образовательная программа «Менеджмент», «Экономика»

Разработчик(и) программы:

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Санкт-Петербург, 2019

*Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения кафедры-разработчика программы.*

**Аннотация**

|  |  |
| --- | --- |
| Название дисциплины | **Оценка экономической политики** |
| Образовательная программа | Экономика, Менеджмент |
| Тип дисциплины[[1]](#footnote-1) | По выбору |
| Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты) | Эмпирические методы и их применение в экономике и менеджментеМикроэконометрика и панельные данные |
| Объем з.е. | 3 |
| Объем в часах | Аудиторная работа | Самостоятельная работа | Всего |
| 36 | 78 | 114 |
| Краткое описание курса | Первая часть курса посвящена урокам по оценке эмпирических аспектов государственной политики и обеспечивает аналитическую основу для оценки суждений, которые неизбежно влияют на принятие политических решений. Вторая часть курса содержит обзор стандартных методов оценки государственной политики. Третий непосредственно анализирует экономическую политику.  |
| Образовательные результаты по дисциплине | Благодаря изучению этого курса студенты смогут ответить на следующие вопросы:Что такое политика?Какова будет экономическая основа предложений изменения политики?Существует ли объективное теоретическое обоснование любой из экономических стратегий?Как оценить ожидаемые выгоды и убытки от этих предлагаемых вариантов политик?Имеются ли какие-либо эмпирические данные, подтверждающие то или иное политическое решение? |
| Краткое содержание дисциплины | Statistical Setup, Notation, and AssumptionsSelection on Observables and Selection onUnobservablesCharacterizing Selection BiasPolicy Framework and the Statistical Design for Counterfactual EvaluationRegression-AdjustmentMatching. Implementation and Application ofRegression-Adjustment and Matching  |
| Образовательные технологии | Семинары, Лекции, Проектная работа |
| Формы контроля | Итоговая оценка=0.25\*Проект 1+0.25\* Проект 2+0.25\* Проект 3+0.25\*Экзамен Проект 1 Презентация научной статьиПроект 2 Домашнее задание (по материалам научной статьи)Проект 3 Задача для решения в классе (по материалам лекций) |
| Литература | Potucek, M. Public Policy: a comprehensive introduction [Electronic resource] / M. Potucek et al. – Karolinum Press, 2017. – (ProQuest Ebook Central). – Authorized access: <https://ebookcentral.proquest.com/lib/hselibraryebooks/reader.action?docID=5325778> Percoco M. Regional Perspectives on Policy Evaluation [Electronic resource] / M. Percoco. – (Springer Texts in Business and Economics). - Authorized access: [https://link.springer.com/book/10.1007%2F978-3-319-09519-6](https://mail2.hse.ru/owa/redir.aspx?C=EI8xo3qsLGmk2Dsx9dEHTD8NCodazw-OYfvkBmSqkiXAupl1GI3XCA..&URL=https%3a%2f%2flink.springer.com%2fbook%2f10.1007%25252F978-3-319-09519-6) Cameron, A. Colin, and Pravin K. Trivedi. Microeconometrics : Methods and Applications, Cambridge University Press, 2005. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=237598>  |
| Преподаватель | Александрова Е. А., к. э. н., доцент, ea.aleksandrova@hse.ru |

**Course outline**

|  |  |
| --- | --- |
| Title of the course | **Policy Evaluation** |
| Title of the Academic Programme  | Economics, Management |
| Type of the course  | Elective |
| Prerequisites | Microeconomics and Panel Data;Empirical Methods and Applications in Economics and Management |
| ECTS workload | 3 |
| Total indicative study hours | Directed Study | Self-directed study  | Total |
| 36 | 78 | 114 |
| Course Overview | The first section of the course covers lessons on evaluating the empirical aspects of public policy and provides an analytic framework forassessing the value judgments that inevitably influence policy decisions. The second section of the course provides a survey of standard public policy evaluation techniques. The third section of the course focuses on politics. |
| Intended Learning Outcomes (ILO) | Through active participation in this module, you will acquire basic knowledge that will help you answer the following questions: What is policy? What would be the economic basis for your testimony? Is there an objective theoretical justification for either policy? How would you go about calculating the expected gains and losses from these proposed policies? Is there any empirical evidence supporting the policy decision? |
| Teaching and Learning Methods | Paper presentation; In-class discussions; Reading papers. |
| Content and Structure of the Course |
| **№** | **Topic / Course Chapter** | **Total** | **Directed Study** | **Self-directed Study** |
| **Lectures** | **Tutorials** |
| 1 | Statistical Setup, Notation, and Assumptions | 18 | 1 | 4 | 13 |
| 2 | Selection on Observables and Selection onUnobservables | 19 | 2 | 4 | 13 |
| 3 | Characterizing Selection Bias | 19 | 2 | 4 | 13 |
| 4 | Policy Framework and the Statistical Design for Counterfactual Evaluation | 19 | 2 | 4 | 13 |
| 5 | Regression-Adjustment | 19 | 2 | 4 | 13 |
| 6 | Matching. Implementation and Application ofRegression-Adjustment and Matching  | 20 | 1 | 6 | 13 |
| **Total study hours** | 114 | 10 | 26 | 78 |
| Indicative Assessment Methods and Strategy  | Grade=0.25\*Project 1+0.25\*Project 2+0.25\*Project 3+0.25\*Exam Project 1 Presentation based on an articleProject 2 Homework (test based on an article)Project 3 Class work exercise (test based on the lectures) |
| Readings / Indicative Learning Resources | Potucek, M. Public Policy: a comprehensive introduction [Electronic resource] / M. Potucek et al. – Karolinum Press, 2017. – (ProQuest Ebook Central). – Authorized access: <https://ebookcentral.proquest.com/lib/hselibraryebooks/reader.action?docID=5325778>Percoco M. Regional Perspectives on Policy Evaluation [Electronic resource] / M. Percoco. – (Springer Texts in Business and Economics). - Authorized access: [https://link.springer.com/book/10.1007%2F978-3-319-09519-6](https://mail2.hse.ru/owa/redir.aspx?C=EI8xo3qsLGmk2Dsx9dEHTD8NCodazw-OYfvkBmSqkiXAupl1GI3XCA..&URL=https%3a%2f%2flink.springer.com%2fbook%2f10.1007%25252F978-3-319-09519-6)Cameron, A. Colin, and Pravin K. Trivedi. Microeconometrics : Methods and Applications, Cambridge University Press, 2005. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=237598>. |
| Indicative Self- Study Strategies | **Type** | **+/–** | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | + | 20 |
| Assignments for seminars / tutorials / labs | + | 20 |
| Project work | + | 30 |
| Preparation for the exam | + | 8 |
| Academic Support for the Course | Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials |
| Facilities, Equipment and Software | No |
| Course Instructor | Associate Professor Ekaterina A. Aleksandrova |

**Intended Learning Outcomes (ILO) Delivering**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme ILO(s)** | **Course** **ILO(s)** | **Teaching and Learning Methods for delivering ILO(s)** | **Indicative Assessment Methods of Delivered ILO(s)** |
| be able to conduct comprehensive studies based on system research approach | Students have to be able to read and understand research papers in macroeconomics; | Seminars, Lecturers, Readings | Tests, Exams |
| be able to use economic research methods and theories in professional field | Students have to be able to critically analyze current research in macroeconomics; | Seminars, Lecturers, Readings | Tests, Exams |
| be able to conduct research activity in an educational institutions and management of students' research activity | Students have to be able to comprehensive studies based on system research approach. | Seminars, Lecturers, Readings | Tests, Exams |

**Course Content**

1) Statistical Setup, Notation, and Assumptions

2) Selection on Observables and Selection on Unobservables

3) Characterizing Selection Bias

4) Policy Framework and the Statistical Design for Counterfactual Evaluation

5) Regression-Adjustment

6) Matching

7) Implementation and Application of Regression-Adjustment and Matching

**Assessment Methods and Criteria**

|  |  |  |
| --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** |
| **1** | **2** |
| Formative Assessment | Projects | \* | \* |
| Summative Assessment | Exam |  | \* |

**Exam sample**

All the questions are based on the following article: Barbaresco, S., Courtemanche, C.J. and Qi, Y., 2015. Impacts of the Affordable Care Act dependent coverage provision on health-related outcomes of young adults. Journal of Health Economics, 40, pp.54-68. You can use only the printed version of the article (or the printed version of the corresponding NBER working paper).

Answer the following questions:

1.     (5 points) The authors investigate 18 outcomes related to health. They separate these outcomes in a few groups. How many groups do the authors allocate? List these groups.

2.     (5 points) Enumerate the control variables.

3.     (5 points) The authors use monthly state unemployment rate as a control variable. Why? Are there any explanations for including this control?

4.     (10 points) List (clearly and briefly) all the robustness checks used in this paper.

5.     (5 points) How do the authors explain the reason for narrowing the age bandwidth of the treatment group and the control group?

6.     (10 points) How many contributions do the authors highlight? Describe all of them in a short list.

7.     (10 points) Describe (clearly) the summary of the literature review part regarding the effects of health insurance on health-related outcomes.

8.     (10 points) Why do the authors include Figures 1-3?

9.     (10 points) Why is the placebo test needed? What is it the general idea of this test? How do the authors implement this test in their models?

10.     (10 points) Why is the section “Heterogeneity” needed? What is it the general idea of this section? List (clearly and briefly) all the sources of heterogeneity.

11.      (10 points) What advantages and disadvantages are there when young adults (as opposed to any other social group) are studied in terms of estimating the impacts of health insurance provision on health-related outcomes?

12.      (10 points) Are there any problems in estimations (overestimation/underestimation/bias) due to the fact that the BRFSS does not include more detailed questions on health insurance, such as the source of coverage?

**Criteria**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur; |
| «Good» (6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory» (4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge |

**Recommendations for students about organization of self-study**

Self-study is organized in order to:

* Systemize theoretical knowledge received at lectures;
* Extending theoretical knowledge;
* Learn how to use legal, regulatory, referential information and professional literature;
* Development of cognitive and soft skills: creativity and self-sufficiency;
* Enhancing critical thinking and personal development skills;
* Development of research skills;
* Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student’s own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students’ past experiences.  Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

* Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
* Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

**Recommendations for essay**

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*

2.*Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.

3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

**Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.
1. ***Notes:***

Обязательный/повыбору [↑](#footnote-ref-1)