

Course Syllabus

Title of the course	Introduction to Policy Analysis				
Title of the Academic Programme	BA programme in Political Science and World Politics				
Type of the course	Core				
Prerequisites	None				
ECTS workload	6				
Total indicative study hours	Directed Study	Self-directed study	Total		
	68	160	228		
Course Overview	<p>The course is devoted to the discussion of how contemporary states function, who and how can influence making and implementation of political decisions and why quite often the states' intentions do not reach their goals. The class consists of three parts. The first part seeks to reveal what the <i>state</i> is and what are the possibilities and limits of its functioning. The second part discusses the main theories and models in designing and implementation of different policies. The third part covers policy evaluation and methodological underpinnings of policy analysis.</p>				
Intended Learning Outcomes (ILO)	<p>ULO₇: Able to work in team PLO₄: Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field PLO₈: Student is capable of executing applied analysis of the political phenomena and political processes - by using political science methods - and in support of practical decision making process PLO₉: Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted: - in various genres (including reviews, policy papers, reports and publications pertaining to socio-political subject matter); - and depending on the target audience</p>				
Teaching and Learning Methods	<p>The course consists of lectures and seminars. Activities at the seminars include discussions of assigned readings and presentations of team projects. Team project presentation are based on papers written by the teams.</p>				
Content and Structure of the Course					
№	Topic	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	What Is Policy Analysis?	13	2	2	9
2	Why State? State Capacity and State Autonomy	13	2	2	9
3	Why State? Market Failures	13	2	2	9
4	Why state? Government failures	13	2	2	9

5	Policy Cycle	13	2	2	9
6	Policy Feedback	13	2	2	9
7	Policy Learning	13	2	2	9
8	Advocacy Coalitions Framework	13	2	2	9
9	Multiple Streams Framework	13	2	2	9
10	Punctuated Equilibrium Theory	13	2	2	9
11	Social Construction and Policy Design	14	2	2	10
12	Policy Change	14	2	2	10
13	Policy Making in Russia	14	2	2	10
14	How to Write Policy Papers?	14	2	2	10
15	Statistics and Experiments in Policy Evaluation	14	2	2	10
16	Cost-benefit Analysis	14	2	2	10
17	Conclusions	14	2	2	10
Total study hours		228	34	34	160

Indicative Assessment Methods and Strategy	<p><u>In-class participation</u> An instructor grades the participation in discussions during seminars, answers to instructor's questions and overall involvement in the in-class activities. Participation in each seminar (except for the first one) is graded on a 4-point scale (see Annex 2). The resulting grade for the in-class participation is an average of all the participation grades received by a student during the course. If a student gets 9s for all the seminars (excluding those missed due to a legitimate excuse), the resulting grade turns into 10.</p> <p><u>Tests</u> There will be three short quizzes covering the material of the preceding lectures and seminars. The dates of the quizzes will be announced in advance. For the grading procedure see Annex 2.</p> <p><u>Team project</u> In the second half of the course students are to prepare a team project — a policy paper which analyzes how a country's government came to a certain policy decision and/or why it succeeds or fails in its implementation. A paper presentation and a text of the paper are graded separately, the resulting grade is an average of these two grades.</p> <p>The <u>final exam</u> is in a written form.</p> <p>The final grade is worked out by the following formula: Final grade = 24%*in-class participation + 12%*tests + 24%*team project + 40%*final exam. No element of this formula can be retaken (except for the exam).</p>
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Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <ol style="list-style-type: none"> 1) Thissen, Wil and Warren Walker. Public Policy Analysis: New Developments. New York: Springer, 2013. Available at: https://proxylibrary.hse.ru:2176/book/10.1007%2F978-1-4614-4602-6 2) Knoepfler, Peter, Corinne Larue, Frederic Varone and Michael Hill. Public Policy Analysis. Bristol: Policy Press, 2007. Available at: https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=419269 3) Cairney, Paul. The Politics of Evidence-Based Policy Making. Basingstoke: Palgrave Macmillan, 2016. Available at: https://proxylibrary.hse.ru:2176/book/10.1057%2F978-1-137-51781-4 <p><u>Optional</u></p> <ol style="list-style-type: none"> 1) Potůček, Martin. Public Policy Analysis: A comprehensive introduction. Prague: Charles University in Prague, Karolinum Press, 2017. Available at: https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=5325778 2) Shapiro, Stuart. Analysis and Public Policy. Cheltenham, UK : Edward Elgar Publishing, 2016. Available at: https://proxylibrary.hse.ru:2645/view/9781784714758.xml 																										
Indicative Self- Study Strategies	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type</th> <th style="text-align: center;">+/-</th> <th style="text-align: center;">Hours</th> </tr> </thead> <tbody> <tr> <td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td style="text-align: center;">+</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Assignments for seminars / tutorials / labs</td> <td style="text-align: center;">+</td> <td style="text-align: center;">40</td> </tr> <tr> <td>E-learning / distance learning (MOOC / LMS)</td> <td style="text-align: center;">-</td> <td></td> </tr> <tr> <td>Fieldwork</td> <td style="text-align: center;">-</td> <td></td> </tr> <tr> <td>Project work</td> <td style="text-align: center;">+</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Other (please specify)</td> <td style="text-align: center;">-</td> <td></td> </tr> <tr> <td>Preparation for the exam</td> <td style="text-align: center;">+</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	40	Assignments for seminars / tutorials / labs	+	40	E-learning / distance learning (MOOC / LMS)	-		Fieldwork	-		Project work	+	60	Other (please specify)	-		Preparation for the exam	+	20		
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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	Microsoft Word (or other text processing software), Microsoft PowerPoint																										
Course Instructor	Andrey Starodubtsev, astarodubtsev@hse.ru																										

Intended Learning Outcomes (ILO) Delivering

Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
ULO ₇ : Able to work in team	Team project preparation	Assessment of the team project presentation
PLO ₄ : Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field	In-class discussions, reading assignments	In-class participation grades, tests (quizzes), final exam
PLO ₈ : Student is capable of executing applied analysis of the political phenomena and political processes - by using political science methods - and in support of practical decision making process	Team project preparation, in-class discussions	Assessment of the team project paper and team project presentation, final exam
PLO ₉ : Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted: - in various genres (including reviews, policy papers, reports and publications pertaining to socio-political subject matter); - and depending on the target audience	Team project preparation	Assessment of the team project presentation

Course content

- 1. What is policy analysis?**
(1 lecture, 1 seminar)
What is public policy. What is policy analysis? Who needs it and why? The role of a political scientist in policy analysis.
- 2. Why state? State capacity and state autonomy.**
(1 lecture, 1 seminar)
The role of state in public policy. State capacity as an ability to implement state decisions. State autonomy from interest groups. The role of state capacity and state autonomy in policy making.
- 3. Why state? Market failures**
(1 lecture, 1 seminar)
Economic efficiency as a normative rationale behind public policy. Market failures. Role of the state in the prevention of market failures.
- 4. Why state? Government failures**
(1 lecture, 1 seminar)
Why sometimes state fails to prevent market failures and ensure efficiency? State failures inherent in representative government and bureaucracy.
- 5. Policy cycle**
(1 lecture, 1 seminar)
Policy cycle as a basic model of policy process. Stages of the policy process. Advantages and shortcomings of the policy cycle model.
- 6. Policy feedback**
(1 lecture, 1 seminar)
When policy affects politics? Policy feedback. Policy feedback mechanisms and levels.
- 7. Policy learning**
(1 lecture, 1 seminar)
Policy learning as a way to policy change. Its types.
- 8. Advocacy coalitions framework**
(1 lecture, 1 seminar)
The Advocacy Coalitions Framework. Policy subsystem. The role of beliefs in public policy and coalition formation. Levels of beliefs. Advocacy coalitions. Coalitional resources. Paths to policy change.
- 9. Multiple streams framework**
(1 lecture, 1 seminar)
The Multiple Streams Framework. Policy, politics and problem streams. Coupling. Policy entrepreneurs. Policy windows. Policy learning.
- 10. Punctuated Equilibrium Theory**
(1 lecture, 1 seminar)

Continuity and change in policy process. Punctuated equilibrium theory and policy analysis of state budgets.

11. Social Construction and Policy Design

(1 lecture, 1 seminar)

Social construction of target groups.

12. Policy Change

(1 lecture, 1 seminar)

Paths to policy change in different theories.

13. Policy Making in Russia

(1 lecture, 1 seminar)

Policy making in authoritarian regimes. Policy making in Russia: actors and the impact of civil society. Success factors of reforms in Russia.

14. How to write policy papers?

(1 lecture, 1 seminar)

Different types of policy papers and their aims. Content and structure of a policy paper. What makes a policy paper efficient?

15. Statistics and experiments in policy evaluation

(1 lecture, 1 seminar)

Evidence-based policy making. The role of statistical and experimental evidence in policy evaluation. Politics of evidence-based policy making. Evidence-based, but still value-laden.

16. Cost-benefit analysis

(1 lecture, 1 seminar)

Cost-benefit analysis as one of the policy analysis techniques.

17. Conclusions

(1 lecture, 1 seminar)

Summing up the course. Looking at public policy through different lenses. Theoretical approaches and real policy-making process.

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
9	A student demonstrates an excellent knowledge of the study material, gives full and correct answers, actively participates in a discussion and other in-class activities, demonstrates a broad back-ground knowledge and ability to assess the studied material critically.
7	A student demonstrates a good knowledge of the study material, gives partly incomplete or irrelevant answers, gives correct and full answers but sporadically participates in a discussion.
4	Very limited or almost no involvement in the in-class activities and discussion.
0	Absence at the seminar.

Team project presentation (50% of the team project grade)

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. Presenters of the project work highlights key points and responds to follow up questions appropriately. There is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Team project paper (50% of the team project grade)

Grades	Assessment Criteria
«Excellent» (8-10)	A paper has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Theories covered by the course are applied correctly. Students demonstrate a complete understanding of the chosen theory and present a strong empirical evidence in its support. A paper meets the common standards of formatting. A paper fully satisfies all the requirements of the task; rare minor errors occur.
«Good» (6-7)	A paper responds to most aspects of the topic with a clear, explicit argument, but the application of theory is limited, or empirical evidence is inconclusive. There are minor errors in the understanding of theories covered by the course. A paper mostly satisfies the requirements of the task.
«Satisfactory» (4-5)	A paper generally addresses the task; the format may be inappropriate in places; students display little evidence of the knowledge of the relevant theories, empirical evidence is poor and inconclusive, a paper may contain frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Tests

Tests consist of 10 closed and 2 open questions.

Each correct answer for a multiple-choice question yields 1 point. Open questions are marked according to the following criteria:

5 points – full, clear and totally correct answer, demonstrating deep understanding of the material

4 points – answer contains minor mistakes

3 points – answer contains a major mistake

2 points – student demonstrates basic knowledge of material and familiarity with basic concepts but an answer contains more than one major mistake

1 point – student demonstrates very limited familiarity with basic concepts and fails to answer the question

0 points – answer is not given

A student can maximum get 20 points in total. Total result is translated into a 10-point scale according to the following table.

Grades	Assessment Criteria
10	19-20 points
9	17-18 points
8	15-16 points
7	13-14 points
6	11-12 points
5	9-10 points
4	7-8 points
3	5-6 points
2	3-4 points
1	1-2 point(s)
0	0 points

Final exam

The final exam consists of 20 multiple-choice questions and 3 open questions. Each correct answer for a multiple-choice question yields 1 point. Open questions are graded as described above (in the Tests section).

A student can maximum get 35 points in total. Total result is translated into a 10-point scale according to the following table.

Points Mark

34-35	10
30-33	9
27-29	8
23-26	7
20-22	6
16-19	5
13-15	4
9-12	3
6-8	2
2-5	1
0-1	0

Examples of test questions:

What is the unit of analysis in the Advocacy Coalition Framework?

- | | |
|------------------------------|---------------------------------|
| <i>a) policy beliefs</i> | <i>c) an advocacy coalition</i> |
| <i>b) a policy subsystem</i> | <i>d) a country</i> |

*What is an externality? Give an example of a **negative** externality. Give an example of a **positive** externality. How can the state intervene in both cases?*

Examples of final exam questions:

Public policy may be defined as

- a) the sum of total government action, from signals of intent to the final outcomes*
- b) a set of governmental measures aimed at solving a particular problem of the society*
- c) the means by which a government maintains order or addresses the needs of its citizens through actions defined by its constitution*
- d) all of the above*

What are the paths to policy change in the Advocacy Coalition Framework? Briefly describe each of them.

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 team project paper

- Your team may choose any country and policy area you want.
- The paper should be written from the point of view of **political science**. We are primarily interested in political factors that hindered or facilitated some specific policy, not in economic rationales behind it or cost-benefit analysis.
- Write 3000-4000 words. If you write more, only first 4000 words will be read and graded. If you write less, your grade will be deducted.
- Content of your paper should be the following:
 1. Description of the issue and the policy adopted by the state to address it.
 2. Description of the results achieved by this policy.
 3. Theories and theoretical frameworks you'll use to explain the success/failure of this policy.
 4. Analysis of the chosen case, answer to the question why the policy succeeded/failed.
- Your paper should be based on the empirical data. You may rely on the secondary sources. To collect your own data is not necessary.

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.