Public Policy Analysis and Management 2015 - 2016

Code: 42271
ECTS Credits: 10

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<th>Degree</th>
<th>Type</th>
<th>Year</th>
<th>Semester</th>
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<td>4313335 Political Science</td>
<td>OB</td>
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<td>1</td>
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Contact
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Email: Margarita.Leon@uab.cat

Teachers
Francesc Xavier Ballart Hernández

Prerequisites
As a minimum level, students should hold a Bachelor's Degree or equivalent, in any knowledge area within social sciences.

Students should have read, prior to the start of the course the following readings:

Objectives and Contextualisation
To understand the main theoretical debates in public policy and methodological analysis and management.
To provide with an overview of the main issues currently alive in debates on social policy, public administration reform and in public management
To learn how to apply those theoretical and methodological models in order to carry out research in this field.
To understand how to apply that knowledge to the analysis of and intervention in complex social and political problems.
To comprehend how similar issues and public policy dilemmas are expressed differently in different national contexts.
To acquire the knowledge and the necessary skills to apply it within organizational environments in the field of politics and public management.
To be able to have an informed opinion of the current tensions between fiscal and social policies that in the current context of austerity many countries are faced with.

Skills
• Analyse public policies in different sectors.
• Applied theoretical knowledge acquired from the analysis of real situation and using political analysis generate useful orientations for decision-making.
• Demonstration reading comprehension for specialist texts in English.
• Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context
• Recognise the complexity of politics today, its diversity and the tensions to which it is exposed, with special emphasis on the Spanish and European contexts.
• Student should possess the learning skills that enable them to continue studying in a way that is largely student led or independent
• Work in international and interdisciplinary teams whose members have different origins and backgrounds.

Learning outcomes

1. Analyse public policies independently of their sectorial specialisation
2. Anticipate the consequences of designing a specific public policy.
3. Apply the main theories for the analysis of processes for drawing up, implementing and evaluating public policies
4. Demonstration reading comprehension for specialist texts in English.
5. Design instruments to evaluate a specific public policy.
6. Identify the different agents involved in the definition of a policy, its scope for action, interests and resources
7. Identify the different factors and variables that may be involved in the definition and results of public policy
8. Identify the importance of specific political contexts when designing policies.
9. Identify the main agents involved in the generation and design of policies, with special emphasis not only on their particular complexity but also that of the interrelated network environments.
10. Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context
11. Student should possess the learning skills that enable them to continue studying in a way that is largely student led or independent
12. Work in international and interdisciplinary teams whose members have different origins and backgrounds.

Content

Public Administration Sessions

1. Bureaucracies and post bureaucracies
   Dr. Xavier Ballart
   Required reading:
   Optional reading:
   Pollitt, C. 2009 "Bureaucracies Remember; Post-Bureaucratic Organizations Forget", Public Administration, 82 (2): 198-218

2. Public leadership and strategic management
   Dr. Xavier Ballart
   Required reading:
Optional reading:
Bryson, J.M. Crosby B.C. Bryson J.K. 2013 "Understanding Strategic Planning and the formulation and implementation of Strategic Plans as a Way of Knowing: the Contributions of Actor-Network Theory" International Public Management Journal, 12(2) 172-207

3. Organizational configurations. From hierarchy to networks
Dr. Xavier Ballart
Required reading:
Optional reading:

4. Objectives and performance information
Dr. Xavier Ballart
Required reading:
Optional reading:

5. Human Resources Management
Dr. Xavier Ballart
Required reading:
Optional reading:

6. Contract like relations and bringing in the third sector
Dr. Xavier Ballart
Required reading:
Optional reading:
7. Public Service Motivation
Dr. Xavier Ballart
Required reading:
Optional reading:

8. Public service use and perceived performance
Dr. Xavier Ballart
Required reading:

9. Public management and innovation
Dr. Xavier Ballart
Required reading
Optional reading

10. Citizen participatory instruments and public consultation
Dr. Xavier Ballart
Required reading:
Optional reading:

Public Policy sessions

Session 1. Concepts and instruments: defining Public Policy, and the approaches to the study of Public Policy

Readings:
Smith, K. y C. Larimer (2009), The Public Policy Theory Primer, Westview Press, Chapter 1 pp. 1 to 25. Optional chapter
Chapter 20 by Knill and Tosun "policymaking" in Caramani, D. Comparative Politics 2008 OUP
Sabatier, Paul (ed.) 2001 Theories of the Policy Process

Questions:
1 What is "public policy"?
2 What does it mean to study the "policy process" vs. "policy impact"?
3 Think of a public problem and the policy that tries to do something about it. What is its basic rationality?

Session 2 and 3: Methodologies in Public Policy

Readings:
Keman, H. "Comparative research methods" in Caramani, D. 2008 Comparative Politics, Chapter 4 "Economic development and democracy" in Landman Issues and Methods in Comparative Politics


Question for discussion: Is there a relationship between economic development and democracy?

Session 4 and 5: Democracy and the Welfare State

Readings:
Huber, Rueschemeyer and Stephens 1997 "The paradoxes of contemporary democracy: formal, participatory and social dimensions". Comparative Politics vol. 29, n. 3 (available at JSTOR)

Film and Short readings for class discussion:
Ken Loach The Spirit of 45'
A. Larsen - The Rise and Fall of Social Cohesion bit.ly/1aMsEe2
D. Binder - Attitudes towards welfare and welfare recipients are hardening http://bit.ly/1ot5xPy

Session 6 and 7: Social Investment and the Welfare State (Margarita León)

Readings:
The Heckman Equation: www.heckmanequation.org

Short readings for class discussion:
The Heckman Equation: www.heckmanequation.org

Session 8: Policy changes: retrenchment, resilience and recalibration

To analyse comparatively the trajectories of change: resilience (Pierson 1998); retrenchment (Streeck and Thelen, 2005) and recalibration (Ferrera et al. 2000, Bonoli and Natali, 2012 Looking at differences in the types of institutional design
Level of influence of the EU through formal instruments (EuropeanSemester “adjustment processes”) and also informal procedures (backroom diplomacy)

Session 9: From Austerity to Permanent Strain (2): Italy, Spain, Greece and the Troika (2)

Readings and videos:
https://www.youtube.com/watch?v=Pee_w3RwHhs
De la Porte and Heins "The sovereign debt crisis, the EU and welfare state reform" Comparative European Politics ISSN: 1472-4790
Petmesidou and Guillén (2014) Economic crisis and Austerity in Southern Europe: Threat or opportunity for a sustainable welfare state? South European Society and Politics
http://www.tandfonline.com/doi/full/10.1080/13608746.2014.950369#abstract
Pavolini, E.; León, M.; Guillén, A.M.; and Ascoli, U. (2014) "From Austerity to Strain: welfare state reform in Italy and Spain" Comparative European Politics ISSN: 1472-4790

Session 10: concluding session
Methodology

Learning is based on the reading and discussion about theoretical and empirical knowledge. The aim of learning is to acquire the capacity to formulate questions and answers - always provisional ones. To this end, students will have to be active and autonomous in searching and selecting relevant information, in reading and reflecting in order to create a rich and informed dialogue with the lecturer.

In this course, this autonomous effort will be required previously to each session, via reading and essay writing. This work will then be complemented with seminar discussions and oral presentations, which will help to better understand both theory and practice-based knowledge as well as to question it.

Class teaching will combine lectures and seminar/case discussions on theoretical and empirical knowledge - always trying to find the applicability of theory to empirical cases. Tutorial teaching will focus on the preparation of essays and presentations.

Activities

<table>
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<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
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<tbody>
<tr>
<td>Type: Directed</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Seminars and tutorials</td>
<td>50</td>
<td>2</td>
<td>2, 5, 6, 7, 8, 10, 11, 12</td>
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<tr>
<td>Type: Supervised</td>
<td></td>
<td></td>
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<tr>
<td>Reading, essay writing and solving exercises</td>
<td>70</td>
<td>2.8</td>
<td>2, 4, 5, 6, 7, 8, 10, 11, 12</td>
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<tr>
<td>Type: Autonomous</td>
<td></td>
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<tr>
<td>Lectures - attendance and participation</td>
<td>125</td>
<td>5</td>
<td>2, 4, 5, 6, 7, 8, 10, 11, 12</td>
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Evaluation

Evaluation will be an ongoing process and will be based on the outputs of the different activities in which students will have to engage to show whether they have achieved the expected competencies. Such activities and outputs include:

1. 4 practical exercises proposed in class (public management sessions) (25% of the final grade).
2. One critical essay (from public policy sessions (25% of the final grade).
3. Take home exam - 48 hours (50% of the final grade).

Evaluation activities

<table>
<thead>
<tr>
<th>Title</th>
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<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
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<tr>
<td>Practical exercises and critical essay</td>
<td>50%</td>
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<tr>
<td>Synthesis tests</td>
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<td>2.5</td>
<td>0.1</td>
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Bibliography


Barzelay, M.; Gallego, R. 2006. 'From "new institutionalism" to "institutional processualism": Advancing knowledge about public management policy change'. Governance, 19, 4:531-557.


