

## Public Policy Analysis and Management

2014/2015

Code: 42271  
ECTS Credits: 10

Degree	Type	Year	Semester
4313335 Ciència Política / Political Science	OB	0	1

### Contact

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### Use of languages

Principal working language: anglès (eng)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

### Teachers

Francesc Xavier Ballart Hernández  
Margarita Leon  
Ismael Iván Blanco Fillola

### Prerequisites

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

### Objectives and Contextualisation

1. To understand the main theoretical and methodological models in public policy analysis and management.
2. To learn how to apply those theoretical and methodological models in order to carry out a research in this field.
3. To understand how to apply that knowledge to the analysis of and intervention in complex social and political problems.
4. To acquire the knowledge and the necessary skills to apply it within organizational environments in the field of politics and public management.

### 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

The syllabus includes six topics that are organized in different sessions around specific questions. The learning process aims to provide answers to such questions that should be based on the use of theory and on the confrontation of different interpretations. The answers derive from having done the compulsory reading (see teaching method and bibliography), from having listened to the lecturers' presentations, from having debated all these contents, and from having applied them to case studies.

Each student has to write a short essay for each of the 10 sessions programmed. Each essay has to be between 750 and 1,000 words long approximately and has to answer only one of the questions suggested for the session it is addressed to. Essays have to show both knowledge of the compulsory reading and reflection by the student. The most valued aspects of the essay will be:

1. Content (main concepts correctly defined).
2. Argument structure (coherence, effective answer, argument justification...)
3. Originality (examples, relevant use of additional sources...).
4. Style (correct referencing...).

Essays have to be submitted on the same day of the corresponding session, before the session starts, to ensure students have done the reading and reflected on it. No essay will be accepted for evaluation beyond that deadline.

All sessions will be held from 15:00 to 20:00.

Topic 1. Public management: concepts, instruments and context

Session 1: Concepts and instruments: defining Public Policy, Public Management and the approaches to the study of Public Policy (Xavier Ballart, 9/10/14)

Questions:

1. What is "public policy" and what is "public management"?
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?

Reading:

Smith, K. y C. Larimer (2009), *The Public Policy Theory Primer*, Westview Press,

Chapter 1 pp. 1 to 25. Optional chapter 2.

Weiss, C.H. (1972, 1998). *Evaluation Research: Methods for Assessing Program Effectiveness*. Englewood Cliffs, N. J.: Prentice-Hall. Chapter 4.

Case study:

Policy change and primary health care reform (case presented by instructor)

Session 2: Actors, networks and governance. (Ismael Blanco, 16/10/14)

Question:

1. What are the main characteristics of network management? Why is it important for governance?

Reading:

Klijn, E. (1997) "Policy networks: An overview", in Kickert W. and Klijn, E. (eds) *Managing complex networks*. London: Sage, pp.14-34.

Kickert, W. and Koppenjan, J. (1997) "Public management and network management", in Kickert W. and Klijn, E., *op.cit.*, pp. 35-61.

Blanco, I., Lowndes, V., Pratchett, L. (2011) "Policy Networks and Governance Networks: towards greater conceptual clarity", *Political Studies Review*, vol.9: 297-308

Case study:

Pirelli-Mar.

Topic 2. Actors, problems, and agendas

Session 1: Actors and problems. (Raquel Gallego, 23/10/14)

Questions:

1. What is a problem from a policy analysis perspective?
2. What sort of ideas become problems?

Readings:

Dery, D. (1984) Problem Definition in Policy Analysis, University Press of Kansas, Caps.2 i 3, pp.14-36.

Lindblom, C. 1980. The policy-making process. Engle-woods Cliffs: Prentice-Hall

Case study:

1. Moore's case of "Heroin: an exercise of problem definition".
2. Swine Flu.

Session 2: ... and Agendas. (Raquel Gallego 30/10/13)

Questions:

1. How can we understand the process of public and institutional agendas?
2. Choose a problem as an example and analyze how it gets access to the institutional agenda.

Readings:

[http://samples.jbpub.com/9781449665098/97768\\_CH02\\_Milstead.pdf](http://samples.jbpub.com/9781449665098/97768_CH02_Milstead.pdf)

Zahariadis, N. (1999) "Ambiguity, time and multiple streams", in Sabatier, P. (ed) Theories of the policy process, Oxford: Westview Press, pp. 73-96.

True, J. Jones, B. Baumgartner, F. (1999) "Punctuated-equilibrium theory: Explaining stability and change in American policymaking", in Sabatier, P. op.cit. pp. 97-116.

Optional readings:

Barzelay, M. 2003. "Introduction: The Process Dynamics of Public Management Policy-Making", International Public Management Journal 6: 251-281;

Gallego (2003) "Public management policy making in Spain, 1982-1996: policy entrepreneurs and (in)opportunity windows", International Public Management Journal. 6(3): 283-307.

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

Gallego i Barzelay (2010) "Public Management Policy-Making in Spain: The Politics of Legislative Reform of Administrative Structures, 1991-1997", Governance 23(2): 277-296. ISSN: 0952-1895

Cases (read both):

Cas 1: Swine Flu

Cas 2: [http://www.hertie-school.org/fileadmin/images/Downloads/working\\_papers/42.pdf](http://www.hertie-school.org/fileadmin/images/Downloads/working_papers/42.pdf)

Topic 3. Policy making and public decisions (Xavier Ballart 6/11/14).

Questions:

1. What is the meaning of "bounded rationality"?
2. What is "incrementalism"?
3. What is the "Advocacy Coalition Framework"?

Reading:

Smith, K. y C. Larimer (2009), The Public Policy Theory Primer, Westview Press,

Chapter 3. Optional chapter 4.

Ballart, X and C. Güell (2013) Connecting processes leading to policy change: A case study of airports in Spain. Paper to be distributed.

Case study:

Mental Hospital

Topic 4. Implementation. (Raquel Gallego 13/11/14)

Question:

How can we move towards success in implementation. Analyze an example.

Readings:

Elmore, R. 1993. "Organizational models of social program implementation" in Hill, M. The policy process. A reader. Harvester -Wheatsheaf: Prentice-Hall. 2<sup>nd</sup> ed.

Hogwood, B.; Gunn, L. 1984. Policy analysis for the real world. New York: Oxford University Press. Capítol 11: "Implementation", pp.196-218.

Sabatier, P. 1993. "Top-down and bottom-up approaches to implementation research" in Hill, M. The policy process. A reader. Harvester -Wheatsheaf: Prentice-Hall. 2<sup>nd</sup> ed.

Lipsky, M. 1993. "Street level bureaucracy: An introduction" in Hill, M. The policy process. A reader. Harvester -Wheatsheaf: Prentice-Hall. 2<sup>nd</sup> ed.

Case study:

Blackstone project.

Topic 5. Evaluation.

Session 1. What does the administration understand by "evaluation"? Indicators. (Xavier Ballart, 20/11/14)

Questions:

1. How would you proceed to identify indicators for a program or service?
2. Identify problems with indicators that have been discussed by the literature
3. Define indicators for the evaluation of a postgraduate program.

Reading

Radin, B. (2006) Challenging the performance movement: accountability, complexity and democratic values, Washington DC, Georgetown University Press (selected fragments)

Case

The ladder

Session 2. What do academics understand by "evaluation"? Design and use.

(Xavier Ballart, 27/11/14)

Questions:

1. What are the main branches in evaluation?
2. What does the literature understand by "evaluation of implementation"?
3. What does the literature understand by "impact evaluation" and how is this achieved "by design"?

Reading:

Alkin, M. C. (2004). *Evaluation roots* (2nd ed.). Thousand Oaks, CA: Sage (selected fragments)

Weiss, C.H. (1972, 1998). *Evaluation Research: Methods for Assessing Program Effectiveness*. Englewood Cliffs, N. J.: Prentice-Hall (selected fragments)

Case study:

Ballart X.; Riba C.; Blasco J. "Minimum Income and Labour Market Integration

Processes: Individual and Institutional Determinants", *Revista Española de*

*Investigaciones Sociológicas*. 133: enero-marzo 2011

Topic 6. Sector-specific policies.

Session 1. The Fourth Pillar of the Welfare State (childcare and long term care)

(Margarita León, 4/12/14)

Questions:

1. What is the social investment perspective?
2. What are the new social risks that these policies respond to?
3. What are the policy implications of investing in childcare?

Readings:

Mclanahan, S. (2004) "Diverging destinies: How children are faring under the second demographic transition" *Demography* Vol. 41 (4): 607-627.

CORE (2011) "Competence requirements in Early Childhood Education and Care" London and Ghent, September 2011

[http://ec.europa.eu/education/more-information/doc/2011/core\\_en.pdf](http://ec.europa.eu/education/more-information/doc/2011/core_en.pdf)

Case study:

The Heckman Equation <http://heckmanequation.org/>

Session 2. Health systems and reforms (Raquel Gallego, 11/12/14)

1. Health care systems models.
2. Health care systems reforms since the 1980s to date.
3. Actors and agency relations in health systems.

Essay question (1):

What are the main threads of the health care reforms carried out over the turn of the past century? What can we learn from them?

Required reading:

Docteur, E.; Oxley, H. 2003. Health-care systems: Lessons from the reform experience. Paris: OECD, pp. 7-50. (<http://www.oecd.org/dataoecd/5/53/22364122.pdf>)

Optional reading:

Gallego, R. 2000 "Introducing purchaser/provider separation in the Catalan Health Administration: A budget analysis", Public Administration, 78(2):420-439.

Gallego, R.; Gomà, R.; Subirats, J. 2005 "Spain: from state welfare to regional welfare", in McEwen, N.; Moreno, L. (eds) The territorial politics of welfare. London: Routledge. [PDF]

Gallego, R. and Subirats, J. 2011. "Regional welfare regimes and multilevel governance" in Guillén, A.M. and León, M. (eds.) The Spanish welfare state in European context, London: Ashgate.

Paris, V., M. Devaux and L. Wei. 2010, "Health Systems Institutional Characteristics: A Survey of 29 OECD Countries", OECD Health Working Papers, No. 50, OECD Publishing. (<http://dx.doi.org/10.1787/5kmfxfq9qbnr-en>)

World Health Organization. 2010. Health Systems in transition. Spain. Vol.12:4.

([http://www.euro.who.int/\\_data/assets/pdf\\_file/0004/128830/e94549.pdf](http://www.euro.who.int/_data/assets/pdf_file/0004/128830/e94549.pdf))

Essay questions (2):

What are the main factors that help understand the power of the medical profession?

Required reading:

Blank, R.H.; Burau, V. 2007. Comparative health policy. 2nd ed. Ch.5, pp. 131-158. [PDF]

Optional reading:

Ferlie, E. et al. 1996. (eds.) The new public management in action. Oxford:

Oxford University Press. Ch. 7, pp.165-194.

Johnson, T.; Larkin, G.; Saks, M. 1995. (eds.) Health professions and the state in Europe. London: Routledge.

## Methodology

### Learning method

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

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Seminars and tutorials	50	2	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12
Type: Supervised			
Reading, essay writing and solving exercises	75	3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Type: Autonomous			
Lectures -attendance and participation	125	5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Evaluation

### Evaluation method

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. Writing short essays on the topics of the different sessions (40% of the final grade).
2. Participating in the seminars and case study discussions (10% of the final grade).
3. Take home exam -48 hours (50 % of the final grade).

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance and participation in class	10%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Submitting essays	40%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Synthesis tests	50%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



## Bibliography

### a) General:

Albi, E.; González-Páramo, J.; López Casanovas, G. 1997. Gestión pública. Barcelona. Ariel.

Aguilar, L. 1992. La hechura de las políticas públicas. México. M.A. Porrúa. 4 vols.

Ballart, X. 1992 ¿Cómo evaluar programas y servicios públicos? Madrid. Ministerio para las Administraciones Públicas.

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

Brugué, Q.; Subirats, J. 1996. Lecturas de gestión pública. Selección de textos. Madrid. Ministerio para las Administraciones Públicas.

Colebatch, H. 2002. Policy. London: Open University Press. 2nd edition.

Hill, M. ed. 1997. The policy process. A reader. Hertfordshire. Prentice Hall/Harvester Wheatsheaf. 2nd edition.

Kingdon, J. 1995. Agendas, alternatives, and public policies. New York. HarperCollins. 2nd edition.

Knoepfel, P.; Larrue, C.; Varone, F. 2001. Analyse et pilotage des politiques publiques. Basel. Helbing and Lichtenhahn.

Lane, J. 1993. The public sector. Concepts, models and approaches. London. Sage.

Loseke, D. 2003. Thinking about social problems. New Jersey. Aldine Transaction. 2nd edition.

Mény, Y.; Thoenig, J. 1989. Las políticas públicas. Barcelona. Ariel. (traducció 1992)

Moore, M. 1995. Gestión estratégica y creación de valor en el sector público. Paidós. Barcelona. (traducció 1998).

Pressman, J.; Vildavsky, A. 1984. Implementation. Berkeley. University of California Press. 3rd edition.

Sabatier, P. ed. 1999. Theories of the policy process. Oxford. Westview Press.

Stone, D. 2002. Policy paradox. The art of political decision making. London. Norton. 2nd edition.

Subirats, J. 1989. Análisis de políticas públicas y eficiencia de la administración. Madrid. Ministerio para las Administraciones Públicas.

### b) Policy sectors:

Aguilar, S.; Font, N.; Subirats, J. 1999. Política ambiental en España. Valencia. Tirant lo Blanch.

Barzelay, M. 2001. The new public management. Improving research and policy dialogue. Berkeley. University of California Press.

Brugué, Q.; Gomà, R. 1998 Gobiernos locales y políticas públicas. Barcelona. Ariel.

Gallego, R., Gomà, R.; Subirats, J. eds. 2003. Estado de bienestar y Comunidades Autónomas. Madrid. Tecnos-UPF.

Gallego, R.; Subirats, J. 2011. dirs. Autonomies i desigualtats a Espanya: Percepcions, evolució social i polítiques de benestar. Barcelona: Institut d'Estudis Autònomic.

Gomà, R.; Subirats, J. eds. 1998. Políticas públicas en España. Contenidos, redes de actores y niveles de gobierno. Barcelona. Ariel.

Grau, M.; Mateos, A. 2002. Análisis de políticas públicas en España: Enfoques y casos. Valencia. Tirant lo Blanch.

Gomà, R. y Subirats, J. 2001 Govern i polítiques públiques a Catalunya (1980-2000). Barcelona. Universitat Autònoma de Barcelona-Universitat de Barcelona, 2 volums.

Morata, F. 2000 Políticas públicas en la Unión Europea. Barcelona: Ariel.

Pollitt, C.; Bouckaert, G. 2004. Public Management Reform. A comparative Analysis. New York. Oxford University Press. 2nd edition.

Subirats, J.; Gallego, R. 2002 Veinte años de autonomías en España: Leyes, políticas públicas, instituciones y opinión pública. Madrid. Centro de Investigaciones Sociológicas.

c) Academic journals:

International Journal of Public Administration

International Public Management Journal

Governance

Journal of European Public Policy

Journal of Policy Analysis and Management

Journal of Public Administration Research and Theory

Public Administration -an international quarterly.