



**Федеральное государственное автономное образовательное учреждение  
высшего образования  
"Национальный исследовательский университет  
"Высшая школа экономики"**

Факультет мировой экономики и международных отношений  
департамент международных отношений

**Рабочая программа дисциплины  
"Социальные государства перед вызовами глобализации и миграции"  
("Welfare States In the Face of the Challenges of Globalization and Migration")**

для магистерской программы "Международные отношения:  
европейские и азиатские исследования"  
для направления 41.04.05 "Международные отношения"  
уровень магистр

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Утверждена Академическим советом образовательной программы

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Академический руководитель образовательной программы

Т.В. Бордачев \_\_\_\_\_ [подпись]

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



### **Область применения и нормативные ссылки (Scope of Use)**

The present syllabus is aimed at faculty teaching this course, their teaching assistants, and students of the field of study 41.04.05 “International relations”, Master’s program ‘International Relations: European and Asian Studies’.

This syllabus meets the standards required by:

- National Research University - Higher School of Economics,
- field of study 41.04.05 “International relations”, Master’s program ‘International Relations: European and Asian Studies’,
- Master program curriculum as of 2018.

## **1 Цели освоения дисциплины (Aims and Learning Objectives)**

The course "Welfare States in the Face of the Challenges of Globalization and Migration" ("Социальные государства перед вызовами глобализации и миграции") is aimed at providing a systematic understanding of the challenges facing by the welfare states in affluent and emerging economies, and of the directions of the transformation of the welfare states around the world in XXI century. The learning objectives of this course include:

- To introduce main concepts applied in social policy analysis and different approaches to study welfare states
- To give students the basic knowledge of historical development trajectories of welfare states in different parts of the world
- To apply the different theoretical approaches to explain patterns of welfare state development and reforms across nations
- To provide an understanding of various effects of demographic, social and economic factors on welfare state trajectories in the 21<sup>st</sup> century

Based on comparative and dynamic perspectives, this course examines the key issues of social policy and challenges toward social development faced by developed and developing countries around the world. It begins with a look at the concept of social risks and the need of welfare as well as the emergence of the idea of welfare state. From different theoretical perspectives (functionalism, structuralism, institutionalism, political economy theories) it briefly discusses the history of welfare states development and their diversity. These analytical tools are then applied to the post-communist and late industrialized welfare states and to the explaining of the future of welfare states in the world in XXI century. The course examines the prospects of convergence of social models in the affluent and emerging economies.

A substantial part of the course is devoted to the analysis of different challenges facing by modern welfare states, including demographic (aging, migration), economic (post-industrial development, globalization) and social (social citizenship, new gender roles, new social risks and the problem of social exclusion) processes. The variety of national answers to these challenges is considered in the light of political and economic theories introduced earlier.

In addition to this macro-perspective of welfare state analysis the course offers a brief look at the micro-level analysis of social policy, including the issues of who pay for social programs, who provide social benefits and services, who benefit from it, and what are the distributional consequences of different social programs.

## **2 Компетенции обучающегося, формируемые в результате освоения дисциплины (Intended Learning Outcomes)**

The successful development of the course will enable students to improve their general skills of oral presentations and the ability to participate in a discussion on a given topic in English. They will improve their critical reading and critical thinking skills and develop abilities to analyze legal documents, as well as analyze and interpret statistical data.

By the end of the course, the students are expected:



- to have a deeper knowledge of current theories of the emergence, transformation and diversity of welfare states in the developed and emerging economies of Europe, America and Asia; deeper understanding of the socio-political, institutional, economic and demographic factors that influence the formation and the dynamics of different models of social policy, and a subtle understanding of the role of global processes in the transformation of modern welfare states;
- to be able to critically examine social policies in terms of their ability to solve social problems and meet the challenges of the future social and economic development; to critically analyze the economic and political arguments for and against of a particular social reform;
- to acquire practical skills of analytical work on the study of social processes, the effectiveness of national social policies and the comparative analysis of models of social policy.

### **3 Место дисциплины в структуре образовательной программы (Place of the discipline in the Master program structure and Prerequisites)**

The course is a selective two modules course for first-year students of the Master Program on 'International Relations: European and Asian Studies' at the Faculty of World Economy and International Affairs. It is taught in English.

Students should have a basic knowledge of at least one social science (economics, sociology, political science or demographics) and English. They should be able reading literature on social issues in English.

### **4 Тематический план учебной дисциплины (Course Outline)**

№№	Topics	Course Hours	Academic/Contact Hours		Self-study Hours
			Lectures	Seminars	
1	Social risks and social policies, the idea and concept of welfare state	10	4	2	4
2	Welfare state outcomes, distributional impacts of different social policies	14	2	2	10
3	Emergence and development of welfare states in early and late industrialized countries: theoretical explanations	12	4	2	6
4	Welfare state regimes typology and diversity of welfare states	24	4	8	12
5	Demographic challenges to welfare states	20	4	6	10
6	Post-industrial development, globalization and the future of welfare states in XXI century	20	4	6	10



№№	Topics	Course Hours	Academic/Contact Hours		Self-study Hours
			Lectures	Seminars	
7	Is convergence between welfare states possible? New directions of social reforms and the role of international actors	14	2	4	8
	In sum:	114	24	30	60

## 5 Формы контроля знаний студентов (Assessments and Grading)

The grade is based on written home assignments (20%), participation in the seminars (40%), class participation (10%), and a final written examination in the form of test (30%).

### 5.1 Критерии оценки знаний, навыков (Course Grading Criteria)

During the course students are expected to read a lot of academic literature on the topics of the course. In their work (at seminars, in written home assignments, oral presentations and final tests) students should demonstrate good knowledge of the literature included in the mandatory list and some knowledge / familiarity with the literature included in the optional list. In their activity at seminars and written home assignments students should demonstrate their ability to critically assess the arguments in the academic literature and discourse. In their presentations of a particular welfare state (“country’s presentation”) they should prove their ability to find literature and statistics and to use statistics to describe particular social problems.

Lectures and seminars will include the following forms of activity: discussions of the papers from the reading list, discussion of the social problems, case studies, business games, country’s presentations. Each student is expected to make at least one short presentation with critical analysis of the academic paper from the mandatory list, and participate in the country’s presentation in two roles – first, as a presenter of a certain country experience, and second, as a discussant. Analysis of case studies and business games assume group work.

The current control includes two written home assignments (800-1200 words each). It is to be prepared at home and delivered in class.

The final control is done in the form of the written test. The duration of the test is 90 min (two academic hours). The test will include multiple-choice and open questions.

## 6 Содержание дисциплины (Course Description / Curriculum)

### *Justification & basic concepts*

#### **Topic 1: Social risks and social policies, the idea and concept of welfare state**

Content:

Social risks. Social policy and welfare state. Reasons for creating welfare state. Social policy analysis framework and approaches: input – output – outcome – impact

Reading list:



*Essential (mandatory)*

- Pestieau, P. (2006). *The Welfare State in the European Union. Economic and Social Perspective*, Oxford University Press, NY. Ch. 1 (READER)
- Barr, N. (2004). *The Economics of the Welfare State*, 4th Edition, Oxford: Oxford University Press. Ch. 1, 3 (READER)

*Recommended (optional)*

- Atkinson, A. B. (1995). The welfare state and economic performance. *National tax journal*, 171-198. (READER)
- Atkinson, A. B. (1995). Is the Welfare State necessarily an obstacle to economic growth?. *European Economic Review*, 39(3), 723-730. (READER)
- Barr, N. (diff.years). *The economics of the Welfare State*, OUP. Ch. 2, 4
- Haveman, R. (1985). Does the welfare state increase welfare? Reflections on hidden negatives and observed positives. *De Economist*, 133, 445-466. (READER)
- Moser, C. O. (1995). Urban social policy and poverty reduction. *Environment and Urbanization*, 7(1), 159-172. (READER)

## *Policy outcomes*

### **Topic 2: Welfare state outcomes, distributional impacts of different social policies**

#### Content:

How 'social' are different welfare states? Problems of measurement. Expected and unexpected social policy outcomes. Impact on poverty and inequality. Paradox of redistribution

#### Reading list:

*Essential (mandatory)*

- Korpi, W. & Palme, J. (2004). Robin Hood, St. Matthew, or Simple Egalitarianism? Strategies of Equality in Welfare States', in: *Kennett (ed.)*, pp. 153-179. [= shortened and updated version of their article: 'The Paradox of Redistribution and Strategies of Equality', *American Sociological Review* 63 (1998), 661-687]

*Recommended (optional)*

- Atkinson, A. B. (1995). The welfare state and economic performance. *National tax journal*, 171-198. (READER)
- Van den Bosch, K., & Cantillon, B. (2006). Policy impact. *The Oxford handbook of public policy*, 294-316. (READER)
- Esping-Andersen, G., & Myles, J. (2008). The Welfare state and redistribution. Manuscript (READER)
- Kammer, A., Niehues, J., & Peichl, A. (2012). Welfare regimes and welfare state outcomes in Europe. *Journal of European Social Policy*, 22(5), 455-471. (READER)
- Moser, C. O. (1995). Urban social policy and poverty reduction. *Environment and Urbanization*, 7(1), 159-172. (READER)
- De Neubourg, C., & Castonguay, J. (2005). Ranking orders: performance indicators for social protection systems. *International Cooperation in Social Security: How to Cope with Globalisation?*, 11, 93. (READER)



- Palme, J. (2006). Welfare states and inequality: Institutional designs and distributive outcome. *Research in Social Stratification and Mobility*, 24(4), 387-403. (READER)

### *History & approaches. Worlds of welfare*

#### **Topic 3: Emergence and development of welfare states in early and late industrialized countries: theoretical explanations**

##### Content:

Major steps in welfare states development. Theoretical explanations of welfare states growth and expansion: Functionalist approaches – theories of industrialization / modernization; Neo-Marxist theories; Power resource approach (neo-Weberian approach); Institutionalism: state-centered / polity-centered approaches; (New) historical institutionalism: path dependency

##### Reading list:

###### *Essential (mandatory)*

- Myles, J & Quadagno, J. (2002). 'Political Theories of the Welfare State', *Social Service Review* 76, p. 34-57
- Quadagno, J. (1987). 'Theories of the Welfare State', *Annual Review of Sociology*, 13, p. 109-128
- *Recommended (optional)*
- Burstein, P. (1991). Policy domains: Organization, culture, and policy outcomes. *Annual Review of Sociology*, 327-350.
- Korpi, W. (2000). The power resources model. *The welfare state reader*, 77-89.
- Skocpol, T. (1995). *Protecting soldiers and mothers*. Harvard University Press. Introduction
- Therborn, G. (1986). Karl Marx Returning The Welfare State and Neo-Marxist, Corporatist and Statist Theories. *International Political Science Review*, 7(2), 131-164.

#### **Topic 4: Welfare state regimes typology and diversity of welfare states**

##### Content:

How to explain diversity of welfare states: why they are so different and why these differences are so stable? G. Esping-Andersen and welfare state “regimes”; causes and consequences, de-commodification. Critics of Esping-Andersen approach; gender issues. New turn in welfare states studies. Diversity of welfare states around the world.

##### Reading list:

###### *Essential (mandatory)*

- Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*, Princeton, NJ: Princeton University Press. [Ch. 1, pp. 9-34; in READER: from *J. S. O'Connor/G. M. Olsen (eds.)*, 1998, pp.123-153]
- Myles, J & Quadagno, J. (2002). 'Political Theories of the Welfare State', *Social Service Review* 76, p. 34-57
- Arts, W. & Gelissen, J. (2002). 'Three Worlds of Welfare Capitalism or More? A State-of-the-art Report', *Journal of European Social Policy* 12, 137-158



- Aspalter Ch. (2011). The development of ideal-typical welfare regime theory, *International Social Work*, 54: 735 – 750
- Wood, G. & Gough, I. (2006), A Comparative Welfare Regime Approach to Global Social Policy, *World Development* Vol. 34, No. 10, pp. 1696–1712

*Recommended (optional)*

- Aspalter, C. (2008). The welfare state in cross-cultural perspective. *International Social Work*, 51(6), 777-789.
- Pierson, C., & United Nations Research Institute for Social Development. (2004). *Late industrializers and the development of the welfare state*. UNRISD.
- Esping-Andersen, G. (1996). After the golden age? Welfare state dilemmas in a global economy. *Welfare states in transition: National adaptations in global economies*, 1-31.
- Gough, I. (2004). 13 Social policy regimes in the developing world. *A handbook of comparative social policy*, 239.

### *Challenges, critics and the futures*

#### **Topic 5: Demographic challenges to welfare states**

##### Content:

Demographic shifts and why do they matter for welfare states dynamics? Changing families. Low fertility, population ageing. Active ageing. Migration

##### Reading list:

*Essential (mandatory)*

- Bloom, David E, and Roddy McKinnon. 2010. "Social Security and the Challenge of Demographic Change." *International Social Security Review* 63 (3-4): 3–21.
- Bongaarts, John. 2004. "Population Aging and the Rising Cost of Public Pensions." *Population and Development Review* 30 (1): 1–23.
- Gornick, Janet C, and Marcia K Meyers. 2008. "Creating Gender Egalitarian Societies: An Agenda for Reform." *Politics & Society* 36 (3): 313–349.
- Nannestad, Peter. 2007. "Immigration and Welfare States: A Survey of 15 Years of Research." *European Journal of Political Economy* 23 (2): 512–532.
- WHO (2002). *Active Ageing: A Policy Framework*.

*Recommended*

- Barr, N., & Diamond, P. (2009). Reforming pensions: Principles, analytical errors and policy directions. *International Social Security Review*, 62(2), 5-29.
- Bloom, D. E., & McKinnon, R. (2013). The design and implementation of public pension systems in developing countries: Issues and options (No. 59). IZA Policy Paper.
- Christensen, K., Doblhammer, G., Rau, R., & Vaupel, J. W. (2009). Ageing populations: the challenges ahead. *The Lancet*, 374(9696), 1196-1208.
- Esping-Andersen, G. (2007). Sociological explanations of changing income distributions. *American Behavioral Scientist*, 50(5), 639-658.
- Folbre, N., & Wolf, D. (2013). The intergenerational welfare state. *Population and Development Review*, 38(s1), 36-51.



- Gaston, N., & Rajaguru, G. (2013). International migration and the welfare state revisited. *European Journal of Political Economy*, 29, 90-101.
- Lesthaeghe, R. (2010). The unfolding story of the second demographic transition. *Population and development review*, 36(2), 211-251.
- McDonald, P. (2000). Gender equity in theories of fertility transition. *Population and development review*, 26(3), 427-439.
- Sidorenko, A., Zaidi, A. (2012). Active Ageing in CIS Countries: Semantics, Challenges, and Responses. Research Article

### **Topic6: Post-industrial development, globalization and the future of welfare states in XXI century**

#### Content:

New social risks, post-industrialization, globalization, neo-liberalism and their impact on welfare states. Political challenges to welfare states

#### Reading list:

##### *Essential (mandatory)*

- Bonoli, Giuliano. 2007. "Time Matters Postindustrialization, New Social Risks, and Welfare State Adaptation in Advanced Industrial Democracies." *Comparative Political Studies* 40 (5): 495–520
- Pierson, Paul. 1998. "Irresistible Forces, Immovable Objects: Post-Industrial Welfare States Confront Permanent Austerity." *Journal of European Public Policy* 5 (4): 539–560
- Swank, Duane. 2005. "Globalisation, Domestic Politics, and Welfare State Retrenchment in Capitalist Democracies." *Social Policy and Society* 4 (2): 183–195
- Pestieau, P. (2006). *The Welfare State in the European Union. Economic and Social Perspective*, Oxford University Press, NY. Ch. 6.

##### *Recommended (optional)*

- Deacon, B. (2000). Eastern European welfare states: the impact of the politics of globalization. *Journal of European Social Policy*, 10(2), 146-161.
- Iversen, T., & Cusack, T. R. (2000). The causes of welfare state expansion: deindustrialization or globalization?. *World politics*, 52(03), 313-349.
- Laurell, A. C. (2000). Structural adjustment and the globalization of social policy in Latin America. *International Sociology*, 15(2), 306-325.
- Myles, J & Quadagno, J. (2002). 'Political Theories of the Welfare State', *Social Service Review* 76, p. 34-57

### **Topic7: Is convergence between welfare states possible? New directions of social reforms and the role of international actors**

#### Content:

New directions of social reforms; privatization in social policy; new public management approach. Is convergence between welfare states possible? Role of international actors. The future of the welfare states around the world.





### Reading list:

#### *Essential (mandatory)*

- Holzinger, K. & Knill, Ch. (2005). 'Causes and Conditions of Cross-National Policy Convergence', *Journal of European Public Policy* 12, 775-796
- Bode, I. (2006). 'Disorganized welfare mixes: voluntary agencies and new governance regimes in Western Europe', *Journal of European Social Policy* 16, 346-359

#### *Recommended*

- Esping-Andersen, G. (1996). After the golden age? Welfare state dilemmas in a global economy. Welfare states in transition: National adaptations in global economies, 1-31.
- Hemerijck, A. (2002). The self-transformation of the European social model (s). *Internationale Politik und Gesellschaft*, (4), 39-67.
- Pierson, C. (1998). Contemporary challenges to welfare state development. *Political Studies*, 46(4), 777-794.
- Starke, P., Obinger, H., & Castles, F. G. (2008). Convergence towards where: in what ways, if any, are welfare states becoming more similar?. *Journal of European Public Policy*, 15(7), 975-1000.

## **7 Образовательные технологии (Teaching Methods and Recommendations)**

The course uses the following methods and forms of study: (a) lectures, (b) seminars, (c) written home assignments, and (d) self-study. Lectures and seminars will include the following forms of activity: discussions of the papers from the reading list, discussion of the social problems, case studies, business games, country's presentations. Some elements of problem-based learning approach are used in this course, which assumes active participation of students in the discussion not only at seminars but also at lectures.

## **8 Оценочные средства для текущего контроля и аттестации студента (Grading Estimation)**

### **8.1 Вопросы для оценки качества освоения дисциплины (Questions for revision)**

#### **Topic 1: Social risks and social policies, the idea and concept of welfare state**

- How you can define social policy? What is the welfare state? What is the main purpose of the welfare state? What are its main functions?
- What are differences between poverty and social exclusion?
- Examples of vertical and horizontal redistribution
- Risks: "natural" VS "created by men" (Titmus), traditional VS new (postindustrial)

#### **Topic 2: Welfare state outcomes, distributional impacts of different social policies**

- Examples of indicators of social policy input – output – outcome
- How needs can be measured?
- Main principles of needs satisfaction
- What is the "redistribution paradox" according to Korpi and Palme?

#### **Topic 3: Emergence and development of welfare states in early and late industrialized countries: theoretical explanations**

- What are differences between social policy models of Bismark and Beveridge?



- What is the basis for entitlement for social insurance benefits?
- What are the main differences of social insurance (old-age, unemployment, disability, etc.) from private insurances (life, pensions, private health care, etc.)?
- Functionalists: Role of industrialization and economic development in the welfare state development. “Welfare effort” and how it is measured. Convergence thesis.
- Neo-Marxists: Can you provide examples how governments serve the interests of capitalists in the welfare states?
- Compare functionalists and neo-marxists; neo-marxists and power resource approach.
- How conflict-oriented approaches (neo-marxists, power resources) explain the very different paths taken by social security programmes in various countries?
- Power Resource approach: What is the main explaining factor of the welfare state development according to power resources theory?
- Structure-oriented approach: What is the main explanatory factor of the welfare states development in structure-oriented (state-/polity-centered) approach?
- Historical institutionalism: what is “path dependency”?

#### **Topic 4: Welfare state regimes typology and diversity of welfare states**

- How to explain diversity of welfare states: why they are so different and why these differences are so stable?
- What is welfare mix, according to G. Esping-Andersen? How does he define “welfare regime”?
- What is ‘decommodification’? Give examples of the social programs ensuring decommodification.
- What are three worlds of welfare capitalism according to G. Esping-Andersen? Compare these three types by their values, aims, instruments used, etc.
- What are the main dimensions of the critics of Esping-Andersen approach?
- What is ‘defamilialisation’? Examples of defamilialisation and reconciliation policies.
- How countries of South Europe, Latin America, East and South Asia and post-socialists states of Eastern and Central Europe can be classified?
- How can you explain “informal security regime” and “insecurity regime” introduced by Wood and Gough? What new elements have Wood and Gough introduced in the institutional matrix (state – market – family) of producing welfare?

#### **Topic 5: Demographic challenges to welfare states**

- What are demographic shifts and why do they matter for welfare states dynamics? What are the main changes of partnership and family formation, matrimonial and reproductive behavior, fertility and family structures occurred in the developed and (some) developing countries during last several decades?
- Which policies promote better reconciliation of work and family life?
- What is “population ageing”? What are main factors of population ageing? What are the indicators of ageing? What is the old-age dependency ratio?
- Major social and economic consequences of population ageing. List of policy options aimed at reducing negative impacts of ageing on pensions discussed by Bongaarts. Definition of active ageing.
- Definition and causes of international migration. What are the main consequences of migration to the welfare states of sending and of receiving countries?

#### **Topic 6: Post-industrial development, globalization and the future of welfare states in XXI century**

- Definitions, factors and components of globalization.
- What is “race to the bottom” in relation to the welfare state dynamics?
- What is the role of political institutions in the era of globalization according to Swank?



- Globalization and new social problems
- Postindustrial development and welfare states.
- What trends have contributed to the appearance of new social risks according to Bonoli?
- Global level actors of social policy. Mechanisms of social policy influence at a global level

### **Topic7: Is convergence between welfare states possible? New directions of social reforms and the role of international actors**

- What are the differences among affluent economies and developing world in major “drivers” of welfare state development?
- Is convergence between welfare states possible? Role of international actors.
- What are the mechanisms of social policy convergence according to the Hotzinger & Knill?

## **9 Учебно-методическое и информационное обеспечение дисциплины (Reading Materials for the whole course)**

### **9.1 Базовый учебник**

All mandatory readings for each topic are in the Reader that is available electronically for all students of the course from its beginning.

### **9.2 Основная литература (Essential Reading List)**

Baldock, J., Manning, N., Vickerstaff, S. (eds.) (2007). Social policy. Oxford; New York Oxford University Press

Midgley, J. (ed.), Livermore, M. (ed.) (2000 or 2009). The Handbook of Social Policy. LA; SAGE Publication.

Blakemore, K., Griggs, E. (eds.) (2005 / 2007 / 2013). Social policy: An introduction. OUP

Kennett, P. (2001). Comparative Social Policy: Theory and research. OUP

Castles, F., Leibfried S., Lewis, J., et al. (eds.) (2012). The Oxford Handbook of the Welfare State, OUP

Barr, N. (diff.years). The economics of the Welfare State, OUP.

Pestieau, P. (2006). The welfare state in the European Union. Oxford; New York OUP

### **9.3 Дистанционная поддержка дисциплины (Online Resources)**

*Internet Resources (legislation, statistics):*

- Social Security Programs Throughout the World  
<http://www.ssa.gov/policy/docs/progdesc/ssptw/>
- ILO:
- NATLEX – ILO database of national labour, social security and related human rights legislation [http://www.ilo.org/dyn/natlex/natlex\\_browse.home](http://www.ilo.org/dyn/natlex/natlex_browse.home)
- NORMLEX: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:1:0::NO::>
- <http://www.ilo.org/global/statistics-and-databases/lang--en/index.htm>
- OECD: <http://www.oecd.org>
- UN Statistics Division: <http://unstats.un.org/unsd/Demographic/default.htm>
- World Bank: <http://www.worldbank.org/>
- UN Research Institute for Social Development (UNRISD): <http://www.unrisd.org/>
- EU:  
<http://europa.eu/>



- <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>
- Inter-American Development Bank: <http://www.iadb.org/en/inter-american-development-bank,2837.html#.UmDqNBxjfk>
- Asian Development Bank: <http://www.adb.org/>

## **10 Материально-техническое обеспечение дисциплины**

Laptop and projector



### Методические рекомендации по формированию оценок по дисциплине

Данные методические рекомендации составлены на основании Положения об организации контроля знаний, утвержденного УС НИУ ВШЭ от 24.06.2011, протокол №26.

1) Структура оценки по дисциплине согласно положению об организации контроля знаний:



2) Таблица 1. Формирование оценки по дисциплине: если дисциплина читается 1 этап (модуль)



Элемент оценки	Накопленная оценка			Итоговая оценка за экзамен/зачет	Результирующая оценка за дисциплину (Выставляется в диплом)	
	Текущий контроль	Аудиторная работа (Лекции, практические занятия, семинарские занятия)	Самостоятельная внеаудиторная работа студентов			
Действия преподавателя	1	Выставление оценки в 10-балльной системе по каждой форме текущего контроля (эссе, контрольная работа, домашнее задание, реферат, коллоквиум)	Выставление оценки $O_{\text{ауд}}$ по 10-балльной шкале за аудиторную работу студента.  ВАЖНО: в НИУ ВШЭ в рамках аудиторной работы	Выставление оценки $O_{\text{сам.работа}}$ по 10-балльной шкале за аудиторную работу студента.	1	Определение весов $q_1$ и $q_2$ (ВНИМАНИЕ, Сумма удельных весов должна быть равна единице: $\sum q_i = 1$ , при этом, $0,2 \leq q_i \leq 0,8$ )
	2	Определение весов $n_i$ (ВНИМАНИЕ, сумма $n_i = 1$ )	не оценивается посещение лекций, семинарских занятий и практических занятий, а только работа студента.	(Оценка выставляется только при решении преподавателя оценивать данный вид деятельности студента)		
	3	Расчет оценки за текущий контроль $O_{\text{текущий}} = n_1 \cdot O_{\text{эссе}} + n_2 \cdot O_{\text{к/р}} + n_3 \cdot O_{\text{реф}} + n_4 \cdot O_{\text{кол}} + n_5 \cdot O_{\text{дз}}$	(Оценка выставляется только при решении преподавателя оценивать данный вид деятельности студента)		2	$O_{\text{результ}} = q_1 \cdot O_{\text{итог.контроль}} + q_2 \cdot O_{\text{накопленная}}$
	Определение весов $k_1$ $k_2$ $k_3$ (ВНИМАНИЕ, сумма $k_i = 1$ , в случае, если преподаватель не учитывает аудиторную и самостоятельную внеаудиторную работу студентов, то $k_2$ и $k_3$ равны 0 (нулю), а $k_1=1$ ).					
Расчет накопленной оценки $O_{\text{накопленная}} = k_1 \cdot O_{\text{текущий}} + k_2 \cdot O_{\text{ауд}} + k_3 \cdot O_{\text{сам.работа}}$						
Что получается в результате	$O_{\text{накопленная}}^*$			$O_{\text{итог.контроль}}$	$O_{\text{результирующая}}^*$	

3) Формирование оценки по дисциплине, если она читается несколько этапов (модулей) поясним на примере дисциплины читаемой 3 этапа (таблица 2).



Таблица 2. Формирование оценки по дисциплине: если дисциплина читается несколько этапов (модулей)

Элемент оценки		Промежуточная оценка за 1 этап			Промежуточная оценка за 2 этап			Накопленная оценка 3 (за 3 тап)			Итоговая оценка за экзамен/зачет	Результирующая оценка за дисциплину (Выставляется в диплом)
		Текущий контроль	Аудиторная работа	Самостоятельная вне-аудиторная работа студентов	Оценка за экзамен/зачет (по окончании этапа 1) (ВАЖНО! Не является блокирующей)	Текущий контроль	Аудиторная работа	Самостоятельная вне-аудиторная работа студентов	Оценка за экзамен/зачет (по окончании этапа 2) (ВАЖНО! Не является блокирующей)	Текущий контроль		
Действия преподавателя		действия преподавателя в рамках каждого этапа соответствуют действию преподавателя по формированию оценки, если дисциплина читается один этап (модуль) (таблица 1)			действия преподавателя в рамках каждого этапа соответствуют действию преподавателя по формированию оценки, если дисциплина читается один этап (модуль) (таблица 1)			действия преподавателя (таблица 1)			Выставление оценки за итоговый контроль (зачет/экзамен) в 10 балльной системе	Определение весов $q_1$ и $q_2$ (ВНИМАНИЕ, Сумма удельных весов должна быть равна единице: $\sum q_i = 1$ , при этом, $0,2 \leq q_i \leq 0,8$ )
Результат		$O_{\text{промежуточная 1}}^*$			$O_{\text{промежуточная 2}}^*$			$O_{\text{накопленная 3}}^*$				$O_{\text{итог. контроль}}$
ИТОГ		$O_{\text{накопленная Итоговая}} = (O_{\text{промежут 1}} + O_{\text{промежут 2}} + O_{\text{накопленная 3}}) : \text{кол-во модулей}$ Среднее арифметическое от суммы оценок.										

\* способ округления оценки должен быть указан в программе учебной дисциплины