

Syllabus  
Think tanks as policy actors  
(4 ECTS)

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School of politics and governance

## 1. Course Description

### a) Pre-requisites

Before studying of the given course students should master following themes:

Concept of a public policy, political process, agents and actors of a policy.

Should have skills of the political analysis and ability to conduct an independent research

### b) Abstract

This course is a professional one, taught in the second year of master's program 'Political Analysis and Public Policy' for specialization 'Political Analysis and Public Policy'. This is an optional course that require prior knowledge in political science and public policy analysis. The course is aimed to provide students with general knowledge about roles and places of think tanks in public policy process with particular attention to features of their work, their types and strategies on advisory market. This course will give you theoretical and conceptual knowledge about think tanks, policy advisory systems, and practical insights on the functioning of diverse think tanks around the globe. Think tanks in XX century became a strong actor not only in intellectual support of policy-makers, but also in policy-making process itself. Their knowledge and expertise might be valuable in very different spheres and even authoritarian governments do not deny possibility to use think tanks' support for better policy-making. During the course, we will have a look on different regions and markets where think tanks operating and see how influential and successful they could be in various environments.

## 2. Learning Objectives

To show possibilities of the political analysis in defining of political actors, a role and a place of not-governmental actors in political process, in an estimation of their political status and influence;

To analyze activity of the main Russian and foreign think tanks applying to influence in the policy field and having appreciable influence on political process and impact in policy making in the countries.

### 3. Learning Outcomes

As a result of studying of discipline the student should:

-Know definition of think tanks and their basic distinctive features from other institutes of intellectual policy support, methodological approaches to the analysis of a role and a place of think tanks in political process, function and forms of their participation in political process, a possible set of resources and strategies of think tanks, types of think tanks, based on their role in political process, types of analytical products of think tanks;

-Be able to structure and define types of analytical centers and their role in political process

-Make their own research on activities of think-tanks with the ability to compare think tanks with each other, based on the clearly defined criteria and their influence on political process in respected countries.

#### 4. Course Plan

№	Topic	Total hours	Contact hours		Independent students' work
			Lectures	Seminars	
1.	Introduction	16	2	2	12
2.	Evolution of intellectual support of policymaking: from advisers to expert organizations	16	2	2	12
3.	Typology of Think tanks	16	2	2	12
4.	How influential in policy-making process think tanks could be and how to evaluate this influence?	16	2	2	12
5.	Think Tanks and global politics	16	2	2	12
6.	Think Tanks in the US	16	2	2	12
7.	Think Tanks in the UK and Europe	14	2	2	10
8.	Think tanks in Russia and CIS region	14	2	2	10
9.	Think Tanks in the Asia-Pacific Region and Beyond	14	2	2	10
10.	Policy advisory market and think tanks' competitive strategies	14	2	2	10
	<b>TOTAL</b>	<b>152</b>	<b>20</b>	<b>20</b>	<b>112</b>

#### 5. Reading List

##### c) Required

1. Abelson, Donald E. 2002. Do Think Tanks Matter?: Assessing the Impact of Public Policy Institutes. Montreal; Ithaca, N.Y.: McGill-Queen's University Press. (HSE electronic resources)
2. Rich, Andrew. 2004. Think Tanks, Public Policy, and the Politics of Expertise. Cambridge, UK; New York: Cambridge University Press (HSE electronic resources)
3. James G. McGann. 2016 The Fifth Estate : Think Tanks, Public Policy, and Governance. Brookings Institution Press (HSE electronic resources)
4. Diane Stone. 2012 Agents of Knowledge in The Oxford Handbook of Governance Edited by David Levi-Faur DOI: 10.1093/oxfordhb/9780199560530.013.0024 (HSE electronic resources)

##### d) Optional

2. Belyaeva N. Y., Zaytsev D. G. Analytical Communities as Resource for Strategic Planning on Local Level in Russia (Case Studies of Saratov, Karelia, and Tatarstan), in: XVI April conference. HSE. 2016. P. 275-286. <https://publications.hse.ru/en/books/180455028>
3. Boucher S., Lahrant M. . Think Tanks in Europe and US: Converging or Diverging? 2004.
4. Bruckner Scott A. Think Tanks in Russia: Tottering Toward an Uncertain Future. NIRA Review. Summer 1996 // <http://www.nira.or.jp/past/publ/review/96summer/scott.html>.
5. Cornell Thomas F. Ideas into Action: Think Tanks and Democracy. Economic Reform Today. Ideas into Action: Think Tanks and Democracy. Number 3, 1996 // <http://www.cipe.org/publications/fs/ert/e21/vilE21.htm>.
6. Craft, Jonathan, and Michael Howlett. 2013. "The Dual Dynamics Of Policy Advisory

Systems: The Impact Of Externalization And Politicization On Policy Advice". Policy And Society 32 (3): 187-197. (HSE electronic resources)

## 6. Grading System

Cumulative grade is a grade for an independent student's work:

Final cumulative grade formula is:

$$Q_{\text{final grade}} = 0,7 \cdot Q_{\text{accumulative}} + 0,3 \cdot Q_{\text{final exam}}$$

$$Q_{\text{accumulative}} = 0,3 \cdot \text{Ref.paper} + 0,7 \cdot \text{Research Paper}$$

Attendance of the student will be taken into account in case of controversial final grade (i.e 7.5, 5.5, etc)

## 7. Examination Type

Oral exam in a form of individual discussion on the content of final essay

## 8. Methods of Instruction

The course format mixes lectures, group discussion, and video presentations. Students should take notes, both on lectures and on the reading, and presentations, with the intention of addressing the key themes of the course.

The readings are demanding and require intensive examination of a broad variety of issues and modes of thought. Students are encouraged to express diverse perspectives.

## 9. Special Equipment and Software Support (if required)