

Syllabus
Comparative social policy analysis
(5 ECTS)

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1. Course Description

a) Pre-requisites

The course is a second year elective for the master's programme "Political Analysis and Public Policy" and requires prior general knowledge in political science and public policy analysis. It is also expected that the students are familiar with social research methodology, possess sufficient training in the IT sphere and have developed competencies of group work.

b) Abstract

Social policy is an important field of contemporary state activities related to the welfare state and social services offered to its citizens. In different administrative systems the scope of social policy may differ in particular aspect or components, but the general principle in the core is the same – it focuses on the social problems a society faces through identification and thorough analysis of the causes and consequences of such problems, the influence of different factors (social, political, administrative, economic, etc.) on the dynamics of such challenges, opportunities and limitations for political and administrative reaction to them, and potential efficiency of various policy solutions available to the policy-makers dealing with such social issues.

The course is supposed to provide comparative analytical framework for consideration of social policies around the globe and introduce students to the diversity and key components of most typical social policies implemented by most governments. In addition, the students are supposed to get experience of policy papers preparation.

2. Learning Objectives

Learning objectives of the course are:

- to provide students with thorough understanding of the social policy concept and its main components;
- to develop students competencies of comparative analysis methodology;
- to provide students with knowledge of up-to-date experience of social policy implementation around the world;
- to provide students with detailed comparative analysis of possible policy solutions for specific social policies in Russia and abroad in different cultural, political, social, and economic settings;
- to provide the competencies necessary for effective and rational participation in development and implementation of social policy.

3. Learning Outcomes

As a result of mastering the course the student should:

- **Know** the theory of social policy, the international experience of solving certain social problems, the specific features of the main field of social policy;
- **Be able** to conduct comparative analysis of social issues and social policy in different environments;
- **Acquire the skills** necessary for professional participation in analyzing social challenges, developing elements of social policy, planning the implementation of social policy, and analytical documents writing skills (papers, reports, and memos) in several areas of social policy.

4. Course Plan

№	Topic	Total hours	Contact hours		Independent students' work
			Lectures	Seminars	
1	Introduction in public policy analysis. Introduction in Public Policy Analysis: PPA as an Applied Discipline; Model of PPA, PP community; Policy outcome & impact. Plan of Final Paper.	19	2	2	15
2	Comparing across nations: quantitative vs qualitative methods, comparative approach & methods. Choices in comparative research. Challenges for comparative public policy research. The practicalities of comparative research.	19	2	2	15
3	Contemporary social policy. The specifics of the term and the field. The differences in understanding of social policy in different environments. Ideology and social welfare. Political ideas.	19	2	2	15
4	Welfare states. Welfare and society. Social policy and interpersonal relations. Welfare and equality.	19	2	2	15
5	Welfare states around the world. UK, France, Germany, Sweden, Poland, US, China, India, Russia. International aspects of social policy.	19	2	2	15
6	Social policy. Social administration. Social need. Poverty.	19	2	2	15
7	Social policy and social services. Health. Housing. Social security. Personal social services. Education.	19	2	2	15
8	Health & family policies: learning from German and Sweden cases. Theories of health and family policy development. Comparing health and family policies across nations. The scope of health and family policies.	19	2	2	15
9	Comparative education policy. Education policy in globalized world. Successful education policy, its delivery, and how education policies may be transferred to other contexts.	19	2	2	15
10	Research project presentations & discussions. Presentations of students' policy papers, followed by a brief discussion.	19	2	2	15
Total:		190	20	20	150

5. Reading List

a) Required

- Bryman, A. Social research methods / A. Bryman. – 4th ed. – Oxford; New York: Oxford University Press, 2001, 2004, 2008, 2012, 2016. – На англ. яз. - ISBN 0-19-874204-5; 0-19-926446-5; 978-0-19-920295-9; 978-0-19-958805-3; 978-0-19-968945-3.
- Comparative Policy Studies : Conceptual and Methodological Challenges, edited by Isabelle Engeli, et al., Palgrave Macmillan Limited, 2014. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1699386>.
- Rose, Richard. Learning from Comparative Public Policy: A Practical Guide, Routledge, 2004. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=200405>.
- Pollitt, C. Public management reform: a comparative analysis / C. Pollitt, G. Bouckaert. – 2nd ed. – New York; Oxford: Oxford University Press, 2001 or 2004. – На англ. яз. - ISBN 0-19-829722-X or 0-19-926849-5.
- Wilder, M. (2017), Comparative Public Policy: Origins, Themes, New Directions. Policy Stud J, 45: S47-S66. doi:[10.1111/psj.12200](https://doi.org/10.1111/psj.12200)
- Knoepfel, Peter, et al. Public Policy Analysis, Policy Press, 2007. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=419269>.

b) Optional

- John Lawrence, (1986) "Comparative study of social policy: conceptual and methodological issues", International Journal of Sociology and Social Policy, Vol. 6 Issue: 3, pp.1-12, <https://doi.org/10.1108/eb013012> Permanent link to this document: <https://doi.org/10.1108/eb013012> Downloaded on: 25 January 2019
- Prakash, A., & Potoski, M. (2012). Research Frontiers in Comparative Policy Analysis: An Introduction. Journal of Policy Analysis and Management, 31(1), 93-93. Retrieved from <http://www.jstor.org/stable/41429259>
- Blank, R., & Burau, V. (2006). Setting Health Priorities across Nations: More Convergence than Divergence? *Journal of Public Health Policy*, 27(3), 265-281. Retrieved from <http://www.jstor.org/stable/3879079>
- Rudel, T., Roberts, J., & Carmin, J. (2011). Political Economy of the Environment. *Annual Review of Sociology*, 37, 221-238. Retrieved from <http://www.jstor.org/stable/41288606>
- John C. V. Pezzey. (2004). Sustainability Policy and Environmental Policy. *The Scandinavian Journal of Economics*, 106(2), 339-359. Retrieved from <http://www.jstor.org/stable/3440937>

6. Grading System

Students' assessment will be based on the following:

- **Participation.** Students' participation in the classes is evaluated on a regular basis.
- **Home assignments.** The grade is an average for all the Assignment submitted by the students. If an assignment is not submitted, the grade is "0". The assignments are given at the classes.
- **Presentation of policy paper.** The students present the policy paper prepared on the basis of their group research projects. Brief discussion is to provide opportunities for further improvement of the final policy paper. 10 minutes for presentation and discussion. Content of the presentation should reflect the content of the policy paper (see policy paper recommendations).
- **Policy paper:** policy paper based on the research project, the size depends on the number of participants (roughly: $n * 5$)
- **Final exam:** It is done in the written form of a policy paper submission.

Participation

The students are supposed to attend the classes and to participate in the in-class activities, which include but are not limited to group discussions, case studies, research presentations, tests, etc. Attendance and other forms of participation are equally important for overall evaluation. Absence from a class decreases the grade for participation proportionally. Absent assignments are graded as "0". Missed deadlines for assignments result in grade decrease.

Presentation

All students are supposed to conduct individual research of a social policy problem. The topics are proposed by the students at the beginning of the course and approved by the lecturer. Changing the topic is possible on request, but not later than 2 weeks prior to the presentation date. The range of the topics is set in this syllabus, but is not limited to the topics explicitly mentioned.

The oral presentation (with mandatory visual support – ppt, etc.) of an individual student research project is done during one of the classes or the final seminar. The format includes 10 minutes for presentation and discussion.

Students' participation in the course activities is based on their group research projects. The assignments are related to their group research too. The research project is to comply with the following:

- Specific social policy issue in education, migration, family, health care, etc.
- Comparative analysis of specific public policy in several countries: one country – the target for policy recommendations and several countries (according to the number of group participants, one for each) for analysis of policy alternatives.
- Compliance with the recommendations and requirements:

<p>The recommended structure for the policy paper:</p> <p>1.1. Introduction</p> <p>1.2. Background</p> <p>1.2.1. Analysis of the policy context (and external factors)</p> <p>1.2.2. Review of a current policy</p> <p>1.3. Policy Problem</p> <p>1.3.1. Identification, detalization, and verification of the policy problem</p> <p>1.3.2. Identification of main actors, their aims and interests</p> <p>1.4. Policy Monitoring/Evaluation</p> <p>1.4.1. Define policy program to monitor, its main indicators</p> <p>1.4.2. Define program model and logical frame</p> <p>1.4.3. Assess program efficiency (effectiveness), define additional problems</p> <p>1.5. Policy Alternatives</p> <p>1.5.1. Define political alternatives</p> <p>1.5.2. Detail political alternatives</p> <p>1.5.3. Evaluate and Compare policy alternatives (based on established evaluation criteria)</p> <p>1.5.4. Select the best Policy among the alternatives considered</p> <p>1.6. Conclusion and Policy Recommendations</p>	<p>Recommendations on the content of the policy paper:</p> <p>2.1. Make it comparative, use:</p> <p>2.1.1. Comparative tables and diagrams,</p> <p>2.1.2. Point out similarities and differences between cases</p> <p>2.1.3. Describe main trends and regularities between cases</p> <p>2.2. In Introduction be clear about:</p> <p>2.2.1. Time period for analysis</p> <p>2.2.2. Countries and policy issue</p> <p>2.2.3. Case selection criteria (what methods you apply?)</p> <p>2.2.4. Who are your client, sponsor, and beneficiaries</p> <p>2.3. For policy problem structuring use Stakeholder analysis:</p> <p>2.3.1. Were they included and how?</p> <p>2.3.2. How they have to be included?</p> <p>2.4. For policy alternatives be clear about:</p> <p>2.4.1. Selection criteria</p> <p>2.5. In Conclusion:</p> <p>2.5.1. Be clear about policy outputs and outcomes: planned and achieved</p> <p>2.5.2. Define policy change</p> <p>2.5.3. Recommend what we can transfer and what to learn from best experience?</p>
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Evaluation criteria

The grading is done on the basis of the quality of the research conducted: clarity and logic of the policy proposal, richness and details in the material, logic of the argument, clarity and efficiency of presentation, etc.

Grading formula

The final grade is composed of a cumulative grade and the exam. The cumulative and final grades are composed according to the following formulas (G stands for “grade”).

$$G_{\text{final}} = 0.7 G_{\text{cumulative}} + 0.3 G_{\text{exam}}$$
$$G_{\text{cumulative}} = 0.2 G_{\text{participation}} + 0.4 G_{\text{assignments}} + 0.4 G_{\text{presentation}}$$

where

$G_{\text{participation}}$ is the grade for attendance and participation during the classes,

$G_{\text{presentation}}$ is the grade for the presentation during the classes.

Current and final forms of control are graded on a 10- point scale with rounding up of the final grade. Only the final grade goes into the Master Degree certificate.

7. Examination Type

The final exam is in the form of written research report.

8. Methods of Instruction

The course is built upon the combination of modern educational techniques. It combines active and interactive forms of teaching. It relies more on discussion and group work than on conventional lecturing. So the students are supposed to actively participate in the in-class group work. They are also expected to do their homework and additional reading and then present their findings and ideas during the classes.

9. Special Equipment and Software Support (if required)

The course requires a computer (laptop) and a projector for Power Point presentations. The students should be able to access the HSE Library resources.