



Course title	Governance and Public Policy-Making
Course Code	GOV401.1
Category (core/elective)	Core
Level	MA in Governance
Duration (semesters)	1
Semester when taught (autumn/spring)	Autumn
ECTS:	7.5
Access requirements	None
Responsible	Dr. Emily Pia

Course objectives

The aim of the course is to provide you with the necessary conceptual tools and their practical application for you to develop a thorough understanding of the politics and governance of public-policy making.

On this course, you will explore the policy process across a range of regional, national and international settings; and in doing so, you will develop a critical understanding of the relationship between input and output dimensions of governance and policymaking. You will also acquire important tools of policy analysis and a detailed practical understanding of the political, economic and social drivers that shape governance from agenda-setting through to implementation and evaluation.

While the first part presents a variety of theoretical frameworks to analyse the different stages of the policymaking process, the second part provides a number of empirical applications of these theoretical frameworks in a comparative context (across countries and policy sectors).

Course Description

The first part is designed to introduce students to the study of the policy-making process and the role of policy analysis. It aims to give a comprehensive survey of the key literature, themes and issues in the study of policy making, introducing students to the role of the policy analyst. It considers policy-making as a political process, addressing the roles of key actors and examining the processes of agenda-building, policy 'framing' and the translation of policy into action. The second part examines a series of common issues in comparative context, this part aims to deepen the student's understanding of the working of the policy process in different societies. The specific aims of the course are to: enable the student to engage with a range of substantive policy problems; illuminate the importance of social and political context in shaping policy responses; consolidate understanding of the role of actors and process; and highlight the value of conceptual analysis in the comparative study of public policy.

Course Outline

Part 1

THEORETICAL

Understanding the public policy process-It asks 'What is this thing called "policy", and how is it "made"?' It will consider various views of the policy process, examining how the process can be seen as a 'rational' series of stages and counter-views that stress the non-rational and more random elements of the process.

Does politics matter? Exploring the role of politicians and political parties.

Agenda setting-How social conditions come to claim the attention of governments – is central to policy analysis.

Framing public policies-This session will explore the concept of framing and the role of narratives in public policy making as a way of understanding policy development and change.

Policy in Action (policy instruments/evidence in policy making/evaluation)

Part 2

PRACTICAL

Introduction to Comparative Public Policy-This session will introduce students to the course aims, assessment requirements and main themes in comparative public policy.

Foundations of the Comparative Method-This session will introduce comparative methods, comparative research design and strategies of comparative research. The readings for this session should be used as a methodological toolkit to write your research paper.

Welfare State Policies-This session will analyse the comparative politics of social policy reform with a particular focus on unemployment and pensions. It will emphasise differences

in the coverage of social risks across countries, and political and institutional constraints on policy reforms in these domains.

Migration Policies-This session will deal with the comparative politics of immigration policy, focusing on the role of institutions and interest group politics.

Education Policies-This session will explore the comparative politics of human capital formation. It will focus on the roles of economic and political institutions in determining education policies.

Regulatory Policies-This session will analyse the regulation of markets in comparative perspective.

Development Policies-This section will explore the main debates around economic development. In particular, the role of political institutions will be explored in order to understand why some countries develop faster than others.

Taxes and Redistribution-This section focuses on two related issues: taxation and redistribution. First, the main ideas to understand the logic of taxation will be introduced. Second, the attention will be in turn to issues related to redistribution and inequality.

Institutional Policies-This section will focus on how political representation shapes some economic outcomes like trade, openness or corruption.

Beyond Comparative Policies: Diffusion, Learning and Convergence -In this session, we will touch upon the interdependence between countries in matters of public policy, and notably the diffusion of policies between countries.

Educational Outcomes

On successful completion of this course students will be able to:

- Identify policy problems and critically engage with them with various analytical tools and methods;
- Understand key concepts in policy studies and apply them to/in specific problems/contexts;
- Understand, articulate and critically discuss how policy issues are problematized and policy responses are designed, implemented, monitored and evaluated in different political and geographical contexts
- Identify the political, economic and institutional constraints influencing policymaking in a number of policy sectors;
- Understand differences in the way public policies are made in different countries;
- Use comparative methods to explain these differences;

- Formulate relevant research questions in comparative public policy. .

Basic Textbook(s)

Caramani, D. (ed.) (2008) *Comparative Politics*. Oxford: Oxford University Press;

Dodds, A. (2012) *Comparative Public Policy*. Basingstoke: Palgrave

John, P. (2013). *Analyzing public policy*. London & NY: Routledge

Moran, M., Rein, M., & Goodin, R. E. (2008). *The Oxford handbook of public policy*. Oxford: Oxford University Press.

Dodds, A. (2012) *Comparative Public Policy*. Basingstoke: Palgrave

Basic Bibliography

Ashford, D. E. (1992). *History and context in comparative public policy*. Pittsburgh: University of Pittsburgh Press.

Baumgartner, F. R., Green-Pedersen, C., & Jones, B. D. (2006). Comparative studies of policy agendas, in *Journal of European Public Policy*, 13 (7), pp. 959-974.

Bevir, M. (ed.- 2010). *The SAGE handbook of governance*. London: Sage.

Birkland, T. A. (2014). *An introduction to the policy process: Theories, concepts and models of public policy making*. London & NY: Routledge.

Caramani, D. (2008), *Comparative Politics*. Oxford: Oxford University Press

Fischer, F. (2003). *Reframing public policy: Discursive politics and deliberative practices*. Oxford: Oxford University Press.

Green, A. D. & Janmaat, J. (2012). *Regimes of Social Cohesion. Societies and the Crisis of Globalization*. London: Palgrave-Macmillan.

Hill, M. (2006). *Social policy in the modern world: a comparative text*. Wiley-Blackwell Publishing.

Landman, T. (2000), *Issues and Methods in Comparative Politics: An Introduction*. London/ NY:Routledge

Lavdas K. A. & Chrysochoou D. N. (2011), *A Republic of Europeans: Civic Potential in a Liberal Milieu*. Cheltenham,

2 Polygnotou St., Plaka, GR-10555,

64th km, Athens-Sounion Ave., GR-19500

T: +30 211 311 0671 F: +30 22920 69813

	<p>UK: Edward Elgar.</p> <p>Lavdas, K. A., Litsas S., & D. Skiadas (2013), <i>Stateness and Sovereign Debt: Greece in the European Conundrum</i>. Lanham, Maryland / New York, NY: Lexington Books.</p> <p>Lavdas, K., Papadakis, N., Gidarakou, M. (2006), Policies and Networks in the Construction of the European Higher Education Area, in <i>OECD: Higher Education Management and Policy</i>, 18 (1), pp. 129-139.</p> <p>Lichbach, M. I., A. S. Zuckerman (eds- 1997), <i>Comparative Politics: Rationality, Culture, and Structure</i>. Cambridge: Cambridge University Press</p> <p>Lijphart, A. (1999). <i>Patterns of Democracy: Government Forms and Performance in 36 Countries</i>. Yale: Yale University Press.</p> <p>Papadakis, N.& Drakaki, M. (2016), From the cradle to the grave? European Policy on LLL, Reskilling and employability within the EU2020, in Y. Espina (ed), <i>Images of Europe. Past, Present, Future (ISSEI 2014 Conference Proceedings)</i>. Porto: Universidade Catolica Editora, pp. 171-185.</p> <p>Radaelli, C. M. (2003). The Europeanization of public policy, in K. Featherstone & C. M. Radaelli (eds), <i>The politics of Europeanization</i>. Oxford: Oxford University Press, pp. 27-56.</p> <p>Rose, R. (2004). <i>Learning from comparative public policy: A practical guide</i>. London & NY: Routledge.</p> <p>van Oorschot, W., Opielka, M., & Pfau-Effinger, B. (Eds.-2008), <i>Culture and welfare state: Values and social policy in comparative perspective</i>. Edward Elgar Publishing.</p> <p>Wolf, F. (2010). Enlightened eclecticism or hazardous hotchpotch? Mixed methods and triangulation strategies in comparative public policy research, in <i>Journal of mixed methods research</i>, 4 (2), pp. 144-167.</p> <p>Wood, G., & Gough, I. (2006). A comparative welfare regime approach to global social policy, in <i>World development</i>, 34 (10), pp.1696-1712.</p>
<p>Additional Bibliography</p>	<p>Additional bibliography will be offered specifically for each lecture.</p>

Teaching Methodology	<table border="1"> <tr> <td>Lectures</td> <td>12 x 2 = 24 h</td> </tr> <tr> <td>Tutorials</td> <td>6 x 2 = 12 h</td> </tr> <tr> <td></td> <td>Total = 36 h</td> </tr> </table>	Lectures	12 x 2 = 24 h	Tutorials	6 x 2 = 12 h		Total = 36 h		
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	The course will be delivered through participative lectures and class discussions based on case studies and via short videos and other multimedia sources, such as photographs, documentaries, films, interviews, as sources of data in the classroom.								
Evaluation	<table border="1"> <tr> <td>Final Exam</td> <td>60 %</td> </tr> <tr> <td>Course Participation</td> <td>10 %</td> </tr> <tr> <td>Paper(s)</td> <td>30 %</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Final Exam	60 %	Course Participation	10 %	Paper(s)	30 %		100%
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Course Participation	10 %								
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	100%								
Language	English								
Traineeship	No								
Location	Plaka								
General note	While the 'Course Objectives' and 'Educational Outcomes' above remain immutable, the 'Course Content' and 'Course Outline' may be altered in order to accommodate student's needs and individual professor's approaches. Bibliography and reading materials may vary accordingly.								