WELFARE AND POLICY DESIGN

Grado en Comportamiento y Ciencias Sociales BBSS SEP-2023 WPD-BS.3.M.A

Area Human Resources and Organisational Behaviour
Number of sessions: 30
Academic year: 23-24
Degree course: THIRD
Number of credits: 6.0
Semester: 1º
Category: COMPULSORY
Language: English

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Ernesto Chévere Hernández (PhD) has a degree in Education in History from the University of Puerto Rico, holds a master's degree in Public and Private International Law from the Complutense University of Madrid, a master's degree in International Relations from CEU San Pablo, a Diploma in Advanced Studies in Applied Economics from CEU San Pablo, and is a doctor in Sociology from the University of Salamanca. He has collaborated in various newspapers, such as Bandera Roja, Indymediapr, El Nuevo Día, and Claridad, as well as in academic journals such as Cruce and peer reviews such as Umbral. He is also the author of the two editions of the book "Historical study of the stages of globalization: perspectives and challenges facing an uncertain future" (2010 and 2015), "NoicazilabolG: dynamics, positions and possibilities around the global-local relationship" (2020), and is the director of the magazine Sin Norte, designed for the migrant community in Spain.

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SUBJECT DESCRIPTION

Living in an interdependent society (and world), the ways we relate and interact with each other are directly related to the type of society we live in. All our actions as big or small as they might be, can always affect others, and states and their policy makers are supposed to legislate with this in mind.

Sometimes the way policies are designed may not be totally rational. We need to be observant that policies fit the necessities of the societies, and that every context has its own particularities. Understanding how and why policies are made is a crucial part in the way we perceive how our governments acts and with who in mind.

To create policies that are truly effective, we first need to be able to analyze every situation systematically, understand the tradeoff between conflicts of interest and account for third parties.

In this course, we will address three fundamental questions: 1) How and why do we make certain policies? 2) What role does the political analyst have in shaping policies? 3) What are the consequences of different policy designs on the welfare state and social behaviors of society?

LEARNING OBJECTIVES

This course will provide useful resources to students as they face the conflicts of our modern society. Understanding diversity, ethical principles and values, using psychology and sociology, as well as doing research will be key for the students to obtain the practical skills and knowledge to better face our changing world. In this course, students will:

>Learn the history, evolution and fundamentals of Spanish, European and global social policies.
>Understand the design of varied policies to promote States population's welfare as well as influencing different communities' behavior.
>Understand the difference between programs and responsibilities regarding the public and private sector.
>Understand how different programs may affect different types of populations and their behavior.
>Be able to create policy briefings and understand policy goals and understand their impact on societies.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35.0 hours
Discussions	23.33 %	35.0 hours

Exercises in class, Asynchronous sessions, Field Work	20.0 %	30.0 hours
Group work	13.33 %	20.0 hours
Individual studying	20.0 %	30.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

DESCRIPTION

The program is subject to change based on the pace of the class. Still we will make an effort to cover all listed topics as they appear in the following program. All the readings have to be completed by the day each specific session is held.

SESSION 1 (LIVE IN-PERSON)

Introduction to the Course?
· Objectives, contents, schedule, and evaluation system.
· Main idea of the course.

Readings: Syllabus.

Activities: Discussion of syllabus, course and answer any questions from students.

SESSION 2 (LIVE IN-PERSON)

Bringing Philosophy into Politics - I
· Introducing and reviewing basic concepts students should already know from previous courses.
· Basic concepts: ideology, methodology, politics, systems, democracy, welfare.

Readings: None.

Activities: Discussion of basic concepts and their evolution. Students will present the definitions they found on their own for the basic concepts. With this prior activity, students will bring forward different definitions of these concepts and we will construct our own definitions collectively based on student findings in their assignment.

Assignment: Prior to this section, students will be required to find the definitions for the concepts on their own on any resource they prefer.

SESSION 3 (ASYNCHRONOUS)

Bringing Philosophy into Politics - II
·   Debate on the concepts studied in session I

Readings: None.

Activities: Interactive video discussing basic concepts of session.

Assignment: Video discussion forum. All students must reply to at least two classmate posts. Video posts and replies are due before session 4.

SESSION 4 (LIVE IN-PERSON)

"The Welfare State": From Keynesianism to Neoliberalism through Globalization
·   A brief history of the welfare state.
·   How has Globalization speeded the neoliberal process?

Readings:

In IMF: What is Keynesian Economics?
(https://www.imf.org/external/pubs/ft/fandd/basics/4_keynes.htm)

Activities: Lecture. In-Class open debate and discussion.

Article: What is Keynesian Economics?

SESSION 5 (LIVE IN-PERSON)

The WEIRD concept
·   Discussion on the WEIRD concept (western industrialized rich and democratic countries)
·   Is there bias between WIRD and non-WEIRD countries when implementing policies?

Readings:
Perez, J. (2022). Understanding the WEIRD Bias and its Implications on Applied Behavioral Science in Non-WEIRD Countries. **BBSS Thesis project. (Pdf provided by professor in Blackboard Ultra).

Activities: Lecture. In-Class open debate and discussion.

Working Paper: Understanding the WEIRD Bias and its Implications on Applied Behavioral Science in Non-WEIRD Countries.

SESSION 6 (LIVE IN-PERSON)

"The Three Worlds of Welfare Capitalism" discussion

·   What are the Three Worlds of Capitalism?

Readings:

Esping-Andersen, G. (1990). The Three Worlds of Welfare Capitalism. In Cambridge: Polity Press. (pp. 9-54).

Activities: In class discussion and debate.

Working Paper: The Three Worlds of Welfare Capitalism

SESSION 7 (LIVE IN-PERSON)

The Global Power Structure
· How is the global power structures
· UN, WB, IMF
· How is it designed

Readings: None.

Activities: The session will begin with a basic open question "How is the structure of the world?". After, the session will become Conference based discussion on the Global Structure.

SESSION 8 (LIVE IN-PERSON)

Identity, Equivalence and Discourse
· Populism.
· Hegemony.
· Discourse as an analytical tool.

Readings: None.

Activities: In-Class open discussion on concepts presented by professor. Collective brainstorm throughout concrete examples. This session will be to revisit previously learned concepts.

SESSION 9 (ASYNCHRONOUS)

Global Power Structure II
· Chain of Equivalences as a way to identify social groups.
· Discourse as an analytical tool.

Readings: None.

Activities: Interactive video presenting a global situation.

Assignments: Students will answer question presented by professor in video. All students must have participated in the forum by session 10.

SESSION 10 (LIVE IN-PERSON)

Implementing Public Policy
· Analyze and explain why public policy is important and how to implement it.

Readings:

Howlett, M. (2009). Governance modes, policy regimes and operational plans: A multi-level nested model of policy instrument choice and policy design. In: Policy Sciences (42) n. 1.

Activities: Lecture. In-Class debate. **We will create groups for asynchronous session 12 and the rest of the semester.**

Article: Governance modes, policy regimes and operational plans: A multi-level nested model of policy instrument choice and policy design

SESSION 11 (LIVE IN-PERSON)

Lobbies and Think Tanks - I
· Analyze the role of lobbies and think tanks in policy making.
· Lobbies vs Think tank comparison

Readings:

Abelson, D. (2006). Theoretical Models and Approaches to Understanding the role of Lobbies and Think Tanks in US Foreign Policy. In: New York Review of Books.

Activities: Lecture. In-Class open debate and discussion.

Article: Theoretical Models and Approaches to Understanding the role of Lobbies and Think Tanks in US Foreign Policy

SESSION 12 (LIVE IN-PERSON)

Lobbies and Think Tanks - II

· Discussion on a lobby or think tank chosen by groups.

Readings: None

Activity:
On class discussion on a lobby or think tank chosen by each group. Groups should have investigated the basic qualities, approaches and purposes of their choosing. All groups must answer questions presented by the Professor in class.

SESSION 13 (LIVE IN-PERSON)

Rhetorical and Critical Thinking

· Explore the evolution of rational and empirical thinking
· See ways in which speech may be a useful tool for politics
· Identifying empowering elements of speech

Readings: None

Activities: Discussion of the history of presented concepts and in class examples by students.

SESSION 14 (LIVE IN-PERSON)

Discussions, reviews, and presentation explanations.
· Open discussion and organization.
· Explanation of group projects

Readings: None

Activities: Midterm review. Explain and divide groups for presentation.

SESSION 15 (LIVE IN-PERSON)

Midterm Exam
· Individual exam

SESSION 16 (ASYNCHRONOUS)

Project brainstorm, Q and A and guidance
· Preparing group presentation tutorial

Readings: None

Assignment: Group will send a brief summary on their presentations to professor about presentation ideas on topics chosen. All summaries must be handed in by session 17.

SESSION 17 (LIVE IN-PERSON)

Policy Briefs - 1
· Discussion on what is a policy briefing and how to write one.

Readings:

"How to write a policy brief" (https://www.idrc.ca/sites/default/files/idrcpolicybrieftoolkit.pdf)

Activities: Lecture. In-Class open debate and discussion.

Assignment: Create a policy briefing using the reading as a template. Office hours for questions. All students must have handed in the agreed policy brief by session 20.
Article: "How to write a policy brief"

SESSION 18 (LIVE IN-PERSON)

NGO's
· Bring forward NGO's (Greenpeace, International Amnesty...) and study their influence in welfare policy making.
· Identify how geography may influence different NGO actions.

Readings:

https://es.greenpeace.org/
https://www.amnesty.org/
https://imf.org
https://www.worldbank.org

Activities: Individual reading assignment and investigation on NGO's in the websites indicated in "readings". In-Class open debate and discussion with professor.

SESSION 19 (ASYNCHRONOUS)

Policy Brief - 2
· Creating a Policy Brief

Readings: None

Assignment: Create a policy briefing using the reading as a template. Office hours for questions. All students must have handed in the agreed policy brief by session 20.

SESSION 20 (LIVE IN-PERSON)

"The Book Club" - I
·   Discussion and debate on "Poor Economics", chapter 10.

Readings:

Banerjee, A., Duflo, E. (2012). Policies, politics. In: Poor Economics: A Radical Rethink of the way to Fight Global Poverty (chapter 10). New York: Public Affairs.

In IE digital library:

h t t p : / / s t a t i c - l i b r a r y . i e . e d u . s 3 - e u - w e s t - 1.amazonaws.com.ie.idm.oclc.org/ScanQuar/Poor_economics_814168607.pdf

Activities: In-Class open debate and discussion on assigned chapter.

Book Chapters: Policies, politics. In: Poor Economics: A Radical Rethink of the way to Fight Global Poverty

SESSION 21 (ASYNCHRONOUS)

"The Book Club" - II
·   Finish discussion and debate on "Poor Economics", chapter 10.

Readings:

Banerjee, A., Duflo, E. (2012). Policies, politics. In: Poor Economics: A Radical Rethink of the way to Fight Global Poverty (chapter 10). New York: Public Affairs.

In IE digital library:

(h t t p : / / s t a t i c - l i b r a r y . i e . e d u . s 3 - e u - w e s t - 1.amazonaws.com.ie.idm.oclc.org/ScanQuar/Poor_economics_814168607.pdf)

Activities: Group discussion of the reading in forum using the previous debate as a tool. Discuss findings and questions.

Assignment: Students must reply to at least two of classmate posts. All students must reply before session 22.

SESSION 22 (LIVE IN-PERSON)

Group Presentations - I
·   Each group will present their project to the rest of the class. (two/three per session)

Readings: None

Activities: Group presentations.

SESSION 23 (LIVE IN-PERSON)

Group Presentations - II
· Each group will present their project to the rest of the class. (two/three per session)

Readings: None

Activities: Group presentations.

SESSION 24 (ASYNCHRONOUS)

Analyzing group Presentations
· Enter into a sociological debate regarding the possible responses of the societies affected by these policies.

Readings: None

Activities: Participate in forum debate regarding key questions presented by professor. Students must comment on at least one group presentation.

Assignment: All students must have commented in discussion forum at least once by session 25.

SESSION 25 (LIVE IN-PERSON)

Collective Analysis and Debate on the Different Policies by Region and Needs
· Analyze presentations
· Discussion and suggestions

Readings: None

Activities: After the group projects, we will discuss and propose welfare policy needs in the different regions studied by the students in groups.

SESSION 26 (LIVE IN-PERSON)

Guest Key Speaker
· Guest to be confirmed

Readings: None

Activities: Conference.

SESSION 27 (LIVE IN-PERSON)

Regional innovation - I
· Open discussion with students about reading.

Readings:
Oughton, C. et. alt. (2002). Regional innovation paradox: Innovation Policy and Industrial Policy. In: Journal of Technology Transfer, No. 27, (pp. 97–110).

Article: Regional innovation paradox: Innovation Policy and Industrial Policy

SESSION 28 (LIVE IN-PERSON)

Regional Innovation - II
· Review policy needs by region.

Readings: None

Activity: All students must watch a video premise presented by professor in Blackboard Ultra prior the session. We will comment on the premise in the discussion board in class and then debate on the outcomes.

SESSION 29 (LIVE IN-PERSON)

Final exam discussion and class closure
· Open discussion and final exam review.

Readings: None

Activities: Discussion and debate among students on final exam material. Debates may be student motivated or the professor will guide it with open questions. The discussion will be moderated by professor.
Also, as a class closure, there will be: 1) Discussion on class outcome. 2) Open debate analyzing the class and its progress. What have we learned? Suggestions on how the class could be improved.

SESSION 30 (LIVE IN-PERSON)

Final exam
· Individual exam

EVALUATION CRITERIA

Midterm exam (30%): Session 15. The material for the midterm exam will be the first part of the class which is about basic concepts. The exam format will include multiple choice, short answer and long answer questions.

Group Presentation (20%): Sessions 22 and 23. In several groups (depending on the total number of students in class), students will be able to demonstrate their abilities to work with one another as well as to use the new basic concepts they have encountered during the course. Every group will have to analyze a specific less developed world region (to be determined by professor) to determine which policies are needed in each specific region. All the project's information will be given in session 14 and discussed in session 15.

Policy Briefing Assignment (15%): Session 19. After discussing the case studies, students will individually make a policy briefing on the subject discussed in class (subject to be determined by the class), putting in practice the studied concepts, using the reading of the session as a template.

Final Exam (25%): Session 30. The material for the final exam will be the second part of the class. The exam format may include multiple choice, short answer and long answer questions.

Participation (10%): Assistance, punctuality, performance in class as well as in groups and discussion forums will be taken into consideration.

criteria	percentage	Learning Objectives	Comments
Final Exam	25 %		
Class Participation	10 %		

Midterm	30 %		
Policy Brief	15 %		
Group Presentation	20 %		

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years.

Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

·Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

·It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

·The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., "notable" in the extraordinary call.

·Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

·Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

·In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

CODE OF CONDUCT IN CLASS

(10/11/2022)

1. Be on time: : Students arriving late will be marked as "Absent". Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students to learn your names.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the professor as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. It you do not want to ask it during the lecture, feel free to approach your professor after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

Attendance:
Attendance at all scheduled classes is mandatory and essential for success in the course. If you miss class for any reason, you are responsible for getting notes from classmates. If you have questions about any assignment please send me an email. Under most circumstances, students who miss a class in which a presentation, mid-term, or final exam is held will not be granted an exception or given an opportunity to do a make-up assignment or exam. However, if illness or other circumstances prevent you from adhering to the assignment/presentation due dates stated in this syllabus, an exception may be granted at the discretion of the professor. In all cases, the student must provide official documentation (e.g., from a medical doctor, counsellor) to the professor within 24 hours of the missed due date.

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.

ACADEMIC INTEGRITY

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

What is academic integrity? When you do the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic Integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations are defined as Cheating, Plagiarism or other violations of academic ethics.

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

a. An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

b. Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.?c. Unauthorized co-operation or collaboration.?d. Tampering with official documents, including electronic records.

e. The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

a. Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.

b. Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).?c. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

Other violations of academic ethics include:

a. Not acknowledging that your work or any part thereof has been submitted for credit elsewhere. b. Misleading or false statements regarding work completed.?c. Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

CODE OF CONDUCT IN CLASS?

1. Be on time: Students arriving more than 5 minutes late will be marked as "Absent".

Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent".
Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. It you do not want to ask it during the lecture, feel free to approach your teacher after class.
If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.