

**GRAD-C1-1025: The Policy Process: Education, Labor Markets and the Knowledge Economy**

Prof. Dr. Lukas Graf

**1. General information**

Class time	Group A: Tuesday, 10-12h Group B: Wednesday, 10-12h
Course format	This course uses a “flipped classroom” format and combines pre-recorded material (audio or video) with an interactive seminar. Students will use the pre-recorded material to prepare for the seminar. The seminar is taught onsite at the Hertie School, or online, depending upon your location. For those attending the virtual seminar, our online platform allows for interactive, participatory seminar-style teaching. Our goal is to create an open, interactive, and inclusive learning experience.
Instructor	Prof. Dr. Lukas Graf
Instructor’s office	3.42
Instructor’s e-mail	graf@hertie-school.org
Instructor’s phone number	+49 (0)30 259 219 -349
Assistant	Name: Bernadette Boddin Email: boddin@hertie-school.org Phone: +49 30 259 219 173 Room: 3.21
Instructor’s Office Hours	Tuesdays, 14-15h; to book an appointment, please contact Bernadette Boddin.

Link to Module Handbook [MIA](#) and [MPP](#)Link to [Study, Examination and Admission Rules](#)Instructor Information:

Lukas Graf is Assistant Professor of Educational Governance at the Hertie School. At the nexus of political economy and sociology, his research combines comparative and historical institutional and organizational approaches to analyze current policy and governance challenges, as well as questions of social inequality, in Europe and beyond. Previously, Lukas Graf has held research posts at the University of St. Gallen, the University of Luxembourg and the WZB Berlin Social Science Center, and he has been a visiting researcher at the American Institute for Contemporary German Studies in Washington D.C., the University of Vienna, and the University of Berne.

## **2. Course Contents and Learning Objectives**

### Course contents:

Societies are changing at a seemingly unprecedented rate, a development that demands new public policies promoting equality and prosperity for all. This course introduces students to the foundations of public policy, policy analysis, and the policy process, with a broad (but not exclusive) thematic focus on education, skill formation, and labor markets in increasingly knowledge-based economies. Students will learn about the rationale of policy analysis as a multidisciplinary field, the four perspectives on the policy process (rational, political, cultural and institutional), and the effect of institutions and actors on policymaking. The course has three main components. First, students will explore relevant theories to understand and classify public policies: these theories include the policy cycle, experimentalist governance, welfare states, varieties of capitalism, and trajectories of liberalization. Second, students will learn methods to analyze public policies, such as process tracing, strategies for institutional change, discourse analysis, and comparative case studies. Third, students will apply the theories and methods to a range of empirical cases in and outside of Europe. By combining these three components throughout the course, students will be equipped to connect the concepts with practical applications and unpack complex policy processes. The course acquaints them with the tools and skills to answer questions such as: How are policy problems defined and put on the political agenda? Who are the relevant actors, and how do they interact? What role does the institutional context play? Why are some issues tackled differently in non-Western welfare states? How are knowledge capitalism and the digital platform economy changing skill formation and jobs? The course enables students to analyze key factors that lie at the core of policymaking and to transfer the respective concepts and methods to other, related policy fields.

### Main learning objectives:

The students will acquire a thorough understanding of the rationale of policy analysis as a multidisciplinary field and fundamental elements of the policy process. This includes the application of relevant theories and methods to real-world policy problems and contemporary policy challenges. The analysis and development of complex policy arguments and the ability to unpack the institutional context of policy processes represent further learning objectives. Processes tracing and knowledge about strategies for change in knowledge-based economies are further key pillars of this course. In each session, students present a case study to answer a research question through different concepts and methods. This assignment enriches the critical analysis of the readings and is an opportunity to exchange perspectives from different countries. The final research paper assignment is intended to equip students with the first essential skills to write an academic paper, which should help them prepare for the MA thesis process in the second year.

### Target group:

Students with interest in the analysis of policy processes and the topics and methods mentioned above.

### Teaching style:

Interactive and student-centred. A mix of various teaching methods, including input by the instructor, a guest lecture by a policy practitioner, plenary discussions, group work, case studies, and policy memos. Active student participation is essential for the success of this class. Please see also the note on the course format above.

### Prerequisites:

There are no prerequisites.

### Diversity Statement:

The goal of this course is to provide an open, inclusive, and creative learning environment. The diversity that students bring to this course, primarily through their case studies, is viewed as a resource and benefit. It is my intention to present content and activities that are respectful of diversity. Your suggestions to include more diverse content in the literature are appreciated. Students are encouraged to not only take advantage of the opportunities that diversity brings to our classroom but also to learn from the insights and ideas shared by other students.

## 3. Grading and Assignments

### Composition of Final Grade:

<b>Assignment 1: Policy memo</b>	Deadline: Thursday (23:59) in the week before the respective session	Submit via Moodle	20%
<b>Assignment 2: Case study</b>	Deadlines depend on presentation date; details will be communicated in the first session	Submit via Moodle	40%
<b>Assignment 3: Short research paper</b>	Deadline: 17.12.2020 (23:59)	Submit via Moodle	30%
<b>Participation grade</b>			10%

### Assignment Details

#### **Assignment 1**

##### Policy Memo (20%)

You will write one policy memo during the semester based on your interpretation of the required reading(s) for a specific session. The main objective of this assignment is to develop students' skills to summarize a complex policy argument and to provide policy recommendations. The (hypothetical) target group of your policy memo are policymakers working on the topic of your memo. Where useful, please refer to texts from the optional readings section, texts from other sessions, and, of course, other relevant literature. Policy memos (800 words +/- 10%, excluding bibliography) must be submitted via the Moodle course page by Thursday (23:59) in the week before the respective session. Further details on the policy memos and the allocation of topics will be provided in the first session.

#### **Assignment 2**

##### Case study (40%)

Students will work on a case study that they will present to the class. This case study will be linked to the overarching theme of the course ("The Policy Process: Education, Labor Markets and the Knowledge Economy") and provide clear linkages to the theme – and, if applicable, theory and method – covered in one of the course's sessions. The case study will not just be a summary of course readings; instead, students will work on a case that brings new perspectives and practical insights to the class. Students will also be in charge of initiating and moderating a class discussion based on their

presentation. Further organizational details on the case study assignment (e.g., presentation format, solo or group work, allocation of topics, submission deadlines) will be provided in the first session.

### **Assignment 3**

#### **Short Research Paper (30%)**

Students will work together in small groups (ideally of two students) to write a short research paper. Your paper should be informed by the class discussions throughout the semester and explicitly include several of the course readings. The research paper (4,000 words +/- 10%, excluding bibliography) must develop an empirical research question around one or more policy processes and compare at least two countries or other macro-units of analysis (e.g. regions, sectors, policy fields) to address the chosen question. The deadline for submitting papers (via the Moodle course page) is 17.12.2020 (23:59).

### **Participation grade**

The participation grade is based on the assumption that students take part not as passive consumers of knowledge but as active participants in the exchange, production, and critique of ideas – their own ideas and the ideas of others. Therefore, students should come to class not only having read and viewed the materials assigned for that day but also prepared to discuss the readings of the day and to contribute thoughtfully to the conversation. Participation is marked by its active nature, its consistency, and its quality. It is also appreciated if you can suggest additional readings and cases that we all might benefit from in our debates.

### **General notes**

- Please include a title, word count, and name/s of student/s in all your submissions.
- In the case of group work, the submission of the joint file by one team member is sufficient.
- Please note that the case study and policy memo cannot cover the same session.
- Further details on the assignments and topic allocation will be provided in the first session.

**Late submission of assignments:** For each day the assignment is turned in late, the grade will be reduced by 10% (e.g. submission two days after the deadline would result in 20% grade deduction).

**Attendance:** Students are expected to be present and prepared for every class session. Active participation during lectures and seminar discussions is essential. If unavoidable circumstances arise which prevent attendance or preparation, the instructor should be advised by email with as much advance notice as possible. Please note that students cannot miss more than two out of 12 course sessions. For further information, please consult the [Examination Rules](#) §10.

**Academic Integrity:** The Hertie School is committed to the standards of good academic and ethical conduct. Any violation of these standards shall be subject to disciplinary action. Plagiarism, deceitful actions as well as free-riding in group work are not tolerated. See [Examination Rules](#) §16.

**Compensation for Disadvantages:** If a student furnishes evidence that he or she is not able to take an examination as required in whole or in part due to disability or permanent illness, the Examination Committee may upon written request approve learning accommodation(s). In this respect, the submission of adequate certificates may be required. See [Examination Rules](#) §14.

**Extenuating circumstances:** An extension can be granted due to extenuating circumstances (i.e., for reasons like illness, personal loss or hardship, or caring duties). In such cases, please contact the course instructors and the Examination Office *in advance* of the deadline.

#### 4. General Readings

- Bekkers, V., Fenger, M., & Scholten, P. (2017). *Public policy in action: Perspectives on the policy process*. Cheltenham: Edward Elgar Publishing.
- Dunn, W. N. (2017). *Public policy analysis: an integrated approach*. New York: Routledge.
- Levi-Faur, D. (Ed.), (2012). *The Oxford Handbook of Governance*. Oxford: Oxford University Press

#### 5. Session Overview

Session	Session Date	Session Title
1	08/09.09.2020	Introduction: What is public policy and policy analysis?
2	15/16.09.2020	The four perspectives on the policy process: rational, political, cultural, and institutional
3	22/23.09.2020	Case study: Experimentalist governance and measurement-driven governance in transnational arenas
4	29/30.09.2020	The institutional perspective: Welfare states and varieties of capitalism
5	06/07.10.2020	Non-Western welfare states: East Asia, Latin America, Eastern Europe and Russia
6	13/14.10.2020	A toolkit for analysing policy processes: Process tracing
Mid-term Exam Week: 19.10 - 23.10.2020 – no class		
7	27/28.10.2020	Strategies for change I: From incremental to transformative change at the example of skill formation
8	03/04.11.2020	Guest speaker: Johanna Buchholz, Work4Germany, Manager Program
9	10/11.11.2020	Strategies for change II: Policy processes in an era of liberalization and dualization
10	17/18.11.2020	Case study: Knowledge capitalism, platform economy, and the auction for jobs
11	24/25.11.2020	Strategies for change III: Ideas, discourses, and policy change
12	01/02.12.2020	Comparing approaches to the analysis of policy processes in challenging times
Final Exam Week: 14.12 - 18.12.2020 – no class		

#### 6. Course Sessions and Readings

All readings will be accessible on the Moodle course site before the semester start. In the case that there is a change in readings, students will be notified by email.

Required readings are to be read and analysed thoroughly. Optional readings are intended to broaden your knowledge in the respective area, and it is highly recommended to at least skim them. Please

note that the optional readings section, in many cases, offers additional empirical applications of key concepts discussed in class.

<b>Session 1: Introduction: What is Public Policy and Policy Analysis?</b>	
<b>Learning Objective</b>	After an introduction to the course structure, we will examine the concepts of public policy and policy analysis. Students will explore the importance of analyzing public policies from a multidisciplinary perspective. We will also review the historical context of policy analysis and public policy schools.
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Dunn, W. N. (2017). <i>Public policy analysis: an integrated approach</i>. Routledge, pp. 2-15 &amp; pp. 30-46.</li> <li>• Anheier, H. K. (2019). On the Future of the Public Policy School. <i>Global Policy</i>, 10(1), pp. 75–83.</li> </ul>
<b>Optional Readings</b>	<ul style="list-style-type: none"> <li>• Jann, W. &amp; Wegrich, K. (2007). Theories of the policy cycle. In F. Fischer, G. Miller, and M. Sidney (Eds.), <i>Handbook of Public Policy Analysis: Theory, Politics, and Methods</i> (1st ed., pp. 43-62). New York, NY: CRC Press.</li> <li>• Cairney, P. (2012). What is public policy? How should we study it? In P. Cairney (Ed.), <i>Understanding Public Policy: Theories and Issues</i> (1st ed., pp. 22-45). London: Palgrave Macmillan.</li> <li>• Radin, B. A. (2013). <i>Beyond Machiavelli: Policy Analysis Reaches Midlife</i> (2nd edition). Washington D.C.: Georgetown University Press.</li> <li>• Sabatier, P. A. (1999). <i>The need for better theories. Theories of the Policy Process</i> (pp. 3-19). Boulder, CO: Westview Press.</li> <li>• Zahariadis, N. &amp; Herweg, N. (2018). The multiple streams approach. In N. Zahariadis, L. Buonanno (Eds.), <i>The Routledge Handbook of European Public Policy</i>. London: Routledge, pp. 32-41. <i>Politics and Methods</i> (1st ed., pp. 43-62). New York, NY: CRC Press.</li> </ul>

<b>Session 2: The four perspectives on the policy process: rational, political, cultural, and institutional</b>	
<b>Learning Objective</b>	In this session, we will first explore the difference between politics, policies, and governance. Subsequently, students will discuss and apply the four core perspectives (rational, political, cultural, and institutional) on the policy process.
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Bekkers, V., Fenger, M., &amp; Scholten, P. (2017). <i>Public policy in action: Perspectives on the policy process</i>. Cheltenham: Edward Elgar Publishing, pp. 1-16 &amp; pp. 38-78.</li> </ul>
<b>Optional Readings</b>	<ul style="list-style-type: none"> <li>• John, P. (1998). <i>Analyzing Public Policy</i>. London: Continuum.</li> <li>• Hall, P. &amp; Taylor, R.C.R. (1996). Political Science and the Three New Institutionalisms. <i>Political Studies</i> 44(5), pp. 936-957.</li> </ul>

	<ul style="list-style-type: none"> <li>• Cairney, P. &amp; Heikkilä, T. (2014). A comparison of theories of the policy process. In P.A. Sabatier &amp; C.M. Weible (Eds.), <i>Theories of the policy process</i>. Boulder, CO: Westview Press, pp. 363-390.</li> <li>• De Marchi, G., Lucertini, G., &amp; Tsoukiàs, A. (2016). From evidence-based policy making to policy analytics. <i>Annals of Operations Research</i>, 236(1), pp. 15-38.</li> <li>• Campbell, J. L. (2004) <i>Institutional Change and Globalization</i>. Princeton, Princeton University Press.</li> </ul>
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### Session 3: Case study: Experimentalist governance and measurement-driven governance in transnational arenas

<b>Learning Objective</b>	<p>This session introduces experimentalist governance and measurement-driven governance as concepts to study policy implementations, in particular in a transnational arena. We will first discuss the interactive cycle of experimentalist governance. European educational policy making and the Open Method of Coordination (OMC) will be explored as an example of experimentalist governance. Second, we will look at the complex relationship between experimentalist and measurement-driven governance in the case of international development.</p>
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Sabel, C. F., &amp; Zeitlin, J. (2012). Experimentalist governance. In: Levi-Faur, D. (Ed.), <i>The Oxford Handbook of Governance</i>, Oxford: Oxford University Press, pp. 169-186.</li> <li>• Prpic, M. (2014). The Open Method of Coordination. At a glance. European Parliamentary Research Service. Brussels, European Parliamentary Research Service (two pages).</li> <li>• Best, J. (2017). The Rise of Measurement-driven Governance: The Case of International Development. <i>Global Governance</i>, 23, pp. 163-181.</li> </ul>
<b>Optional Readings</b>	<ul style="list-style-type: none"> <li>• Gornitzka, A. (2006). The Open Method of Coordination as practice. A watershed in European education policy? ARENA Working Papers 16, pp. 1-58. Oslo: ARENA.</li> <li>• Zhu, X., &amp; Zhao, H. (2018). Experimentalist Governance with Interactive Central-Local Relations: Making New Pension Policies in China. <i>Policy Studies Journal</i>. Advance access: <a href="http://doi.wiley.com/10.1111/psj.12254">http://doi.wiley.com/10.1111/psj.12254</a></li> <li>• Alexiadou, N., Fink-Hafner, D., and Lange, B. (2010). Education Policy Convergence through the Open Method of Coordination. Theoretical Reflections and Implementation in 'old' and 'new' National Contexts. <i>European Educational Research Journal</i>, 9(3), pp. 345-358.</li> <li>• Eckert, S. &amp; Börzel, T.A. (2012). Experimentalist governance. An introduction. <i>Regulation &amp; Governance</i>, 6(3), pp. 371-377.</li> <li>• Lange, B. &amp; Alexiadou, N. (2007). New Forms of European Union Governance in the Education Sector? A Preliminary Analysis of</li> </ul>

	<p>the Open Method of Coordination. <i>European Educational Research Journal</i>, 6(4), pp. 321–335.</p> <ul style="list-style-type: none"> <li>• Radaelli, C.M. (2003). The open method of coordination. A new governance architecture for the European Union. Stockholm: Swedish Institute for European Policy Studies (SIEPS).</li> <li>• Radaelli, C.M. (2008). Europeanization, Policy Learning, and New Modes of Governance. <i>Journal of Comparative Policy Analysis: Research and Practice</i>, 10(3), pp. 239–254.</li> </ul>
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#### Session 4: The institutional perspective: Welfare states and varieties of capitalism

<b>Learning Objective</b>	Students will learn how to connect policy process analysis to two major schools in the comparative capitalism literature: (a) the firm-centered Varieties of Capitalism approach that focusses on economic cooperation, and (b) the welfare states approach focusing on social policies and state intervention. One key example we will discuss in this context is post-industrial knowledge-based economies.
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Schröder, M. (2013). <i>Integrating Varieties of Capitalism and Welfare State Research</i>, pp. 1-30. Basingstoke, UK: Palgrave.</li> <li>• Graf, L. &amp; Gardin, M. (2018). Transnational skills development in post-industrial knowledge economies: The case of Luxembourg and the Greater Region. <i>Journal of Education and Work</i>, 31(1), pp. 1-15.</li> </ul>
<b>Optional Readings</b>	<ul style="list-style-type: none"> <li>• Esping-Andersen, G. (1990). <i>The Three Worlds of Welfare Capitalism</i>, (Chapter 1, pp. 9-34). Princeton, NJ: Princeton University Press.</li> <li>• Hall D. &amp; Soskice (Eds.) (2001), <i>Varieties of Capitalism: The Institutional Foundations of Comparative Advantage</i>. Oxford: Oxford University Press, pp. 1-68.</li> <li>• Estevez-Abe, M., Iversen, T. &amp; Soskice, D. (2001). Social Protection and the Formation of Skills: A Reinterpretation of the Welfare State. In P.A. Hall D. &amp; Soskice (Eds.), <i>Varieties of Capitalism: The Institutional Foundations of Comparative Advantage</i>. Oxford: Oxford University Press, pp. 145-183.</li> <li>• Rudra, N. (2007). Welfare states in developing countries: Unique or universal? <i>The Journal of Politics</i>, 69(2), pp. 378-396.</li> <li>• Ferrera, M. (1996). The Southern Model of Welfare in Social Europe. <i>Journal of European Social Policy</i>, 6(1), pp. 17-37.</li> </ul>

#### Session 5: Non-Western welfare states: East Asia, Latin America, Eastern Europe and Russia

<b>Learning Objective</b>	We will explore different regimes of welfare states beyond the typical “Western” cases in order to understand how they emerged and what their key institutional and policy patterns are. This class includes a
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	practical exercise in which each student serves as an expert for one of the world regions covered in the required readings.
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Cook, L. (2010). Eastern Europe and Russia. In F. G. Castles, S. Leibfried, J. Lewis, H. Obinger &amp; C. Pierson (Eds.), <i>The Oxford Handbook of the Welfare State</i>. Oxford: Oxford University Press, pp. 671-686.</li> <li>• Peng, I. &amp; Wong, J. (2010). East Asia. In F. G. Castles, S. Leibfried, J. Lewis, H. Obinger &amp; C. Pierson (Eds.), <i>The Oxford Handbook of the Welfare State</i>. Oxford: Oxford University Press, pp. 656-670.</li> <li>• Huber, E. &amp; Bogliaccini, J. (2010). Latin America. In F. G. Castles, S. Leibfried, J. Lewis, H. Obinger &amp; C. Pierson (Eds.), <i>The Oxford Handbook of the Welfare State</i>. Oxford: Oxford University Press, pp. 644-655.</li> </ul>
<b>Optional Readings</b>	<ul style="list-style-type: none"> <li>• Holland, A. C., &amp; Schneider, B. R. (2017). Easy and Hard Redistribution: The Political Economy of Welfare States in Latin America. <i>Perspectives on Politics</i>, 15(4), 988–1006.</li> <li>• Seekings, J. (2017). Building a conservative welfare state in Botswana. <i>WIDER Working Paper 2017/83</i>. United Nations University: UNU-WIDER.</li> <li>• Arts, W. A., Gelissen, J. (2010). Models of the Welfare State. In F. G. Castles, S. Leibfried, J. Lewis, H. Obinger &amp; C. Pierson (Eds.), <i>The Oxford Handbook of the Welfare State</i>. Oxford: Oxford University Press, pp. 569-583.</li> <li>• Nölke, A. &amp; Claar, Simone (2013). Varieties of Capitalism in Emerging Economies. Transformation: Critical Perspectives on Southern Africa, 81/82, pp. 33-54.</li> <li>• Schneider, B. R. (2009). Hierarchical Market Economies and Varieties of Capitalism in Latin America. <i>Journal of Latin American Studies</i>, 41, pp. 553-575.</li> <li>• Nölke, A. &amp; Vliegenthart, A. (2009). Enlarging the Varieties of Capitalism. The Emergence of Dependent Market Economies in East Central Europe. <i>World Politics</i>, 61(4), pp. 670-702.</li> <li>• Bohle, D. &amp; Greskovits, B. (2007). The State, Internationalization, and Capitalist Diversity in Eastern Europe. <i>Competition and Change</i>, 11(2), pp. 89-115.</li> </ul>

## Session 6: A toolkit for analysing policy processes: Process tracing

<b>Learning Objective</b>	How do policy processes unfold? How does institutional change come about? This session provides a toolkit for analyzing policy processes. We will get to know the method of “process tracing” and discuss its applications. Process tracing allows us to uncover what happens between a cause and an outcome: it provides rich accounts of “how” a (policy) process comes about and helps us to move towards causal inference. Please note that the optional readings section provides a number of relevant papers that apply process tracing in different policy contexts.
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<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Collier, D. (2011). Understanding Process Tracing. <i>PS: Political Science &amp; Politics</i>, 44(4), pp. 823-830.</li> <li>• Doyle, Arthur C. (1894). The Adventure of Silver Blaze. In: The Memoirs of Sherlock Holmes. London: George Newnes. All Sherlock Holmes stories are available online. This website provides both text and audio file: <a href="http://etc.usf.edu/lit2go/40/the-memoirs-of-sherlock-holmes/573/adventure-1-silver-blaze/">http://etc.usf.edu/lit2go/40/the-memoirs-of-sherlock-holmes/573/adventure-1-silver-blaze/</a></li> <li>• Ricks, J. I., &amp; Liu, A. H. (2018). Process-Tracing Research Designs: A Practical Guide. <i>PS: Political Science &amp; Politics</i>, 51(4), 842–846.</li> </ul>
<b>Optional Readings</b>	<ul style="list-style-type: none"> <li>• Fairfield, T. (2013). Going Where the Money Is: Strategies for Taxing Economic Elites in Unequal Democracies. <i>World Development</i>, 47, 42–57.</li> <li>• Tannenwald, N. (1999). The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use. <i>International Organization</i>, 53(3), 433–468.</li> <li>• Weaver, V. M. (2007). Frontlash: Race and the Development of Punitive Crime Policy. <i>Studies in American Political Development</i>, 21(2), 230–265.</li> <li>• Berkovich, I. (2019). Educational governance transition in a social democratic country: A process-tracing analysis. <i>Journal of Educational Change</i>, 20(2), 193–219.</li> <li>• Mizala, A., &amp; Schneider, B. (2019). Promoting quality education in Chile: the politics of reforming teacher careers. <i>Journal of Education Policy</i>, 1–27.</li> <li>• Menashy, F. (2016). Understanding the roles of non-state actors in global governance: evidence from the Global Partnership for Education. <i>Journal of Education Policy</i>, 31(1), 98–118.</li> <li>• Trampusch, C. &amp; Palier, B. (2016). Between X and Y. How process tracing contributes to opening the black box of causality. <i>New Political Economy</i>, 21(5), pp. 437–454.</li> <li>• Bennett, A. &amp; Checkel, J. T. (2015). Process tracing. From philosophical roots to best practices. In A. Bennett, J.T. Checkel (Eds.), <i>Process tracing. From metaphor to analytic tool</i>. New York, NY: Cambridge University Press, pp. 3–38.</li> <li>• Johansson, K. M. (1999). Tracing the employment title in the Amsterdam treaty: uncovering transnational coalitions, <i>Journal of European Public Policy</i>, 6(1), pp. 85-101.</li> <li>• Mahoney, J. (2012). The Logic of Process Tracing Tests in the Social Sciences. <i>Sociological Methods &amp; Research</i>, 41(4), pp. 570–597.</li> <li>• Beach, D. (2016). It's all about mechanisms – what process-tracing case studies should be tracing. <i>New Political Economy</i>, 21(5), pp. 463–472.</li> </ul>

## Mid-term Exam Week: 19. – 23.10.2020 – no class

Session 7: Strategies for change I: From incremental to transformative change at the example of skill formation	
<b>Learning Objective</b>	Students will understand how incremental and transformative institutional change is possible despite the assumption of strong path dependencies in institutional theories of socio-economic systems and policy domains. One key example we will consider here are structural changes related to rising skill demands in knowledge societies. In the optional readings section, you can find further illustrations such as a paper on dynamic gradual change in the case of social policy transformations in Israel (Koreh et al. 2019).
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Mahoney, J. &amp; Thelen, K. (2010). A Theory of Gradual Institutional Change. In J. Mahoney &amp; K. Thelen (Eds.), <i>Explaining Institutional Change: Ambiguity, Agency, and Power</i>. New York: Cambridge University Press, pp. 1-37.</li> <li>• Graf, L. (2017). Combined modes of gradual change: the case of academic upgrading and declining collectivism in German skill formation. <i>Socio-Economic Review</i>, 16(1), pp. 185-205.</li> </ul>
<b>Optional Readings</b>	<ul style="list-style-type: none"> <li>• Koreh, M., Mandelkern, R., &amp; Shpaizman, I. (2019). A dynamic theoretical framework of gradual institutional changes. <i>Public Administration</i>, 97(3), 605-620.</li> <li>• Kim, H. K. (2017). From a dualized labor market to a dualized welfare state: Employment insecurity and welfare state development in South Korea. <i>International Area Studies Review</i>, 20(1), 76–93.</li> <li>• Balbachevsky, E., Sampaio, H., &amp; De Andrade, C. Y. (2019). Expanding Access to Higher Education and Its (Limited) Consequences for Social Inclusion: The Brazilian Experience. <i>Social Inclusion</i>, 7(1), 7.</li> <li>• Hall, P. A. &amp; Thelen, K. (2009). Institutional Change in Varieties of Capitalism. <i>Socio-Economic Review</i>, 7(1), pp. 7-34.</li> <li>• Greif, A. (1998). Self-Enforcing Political Systems and Economic Growth: Late Medieval Genoa. In Robert H. Bates, A. Greif, Margaret Levi, Jean-Laurent Rosenthal (Eds.), <i>Analytical Narratives</i>. Princeton: Princeton University Press, pp. 23-63.</li> <li>• Streeck, W. &amp; Thelen, K. (2005). Introduction: Institutional Change in Advanced Political Economies. In W. Streeck &amp; K. Thelen (Eds.), <i>Beyond Continuity - Institutional Change in Advanced Political Economies</i>. New York: Oxford University Press, pp. 1-39.</li> <li>• Mahoney, J. (2000). Path Dependence in Historical Sociology. <i>Theory and Society</i>, 29, pp. 507-548.</li> </ul>

	<ul style="list-style-type: none"> <li>Pierson, P. (2004). <i>Politics in Time: History, Institutions, and Social Analysis</i>. Princeton: Princeton University Press, chapter IV, Institutional development, pp. 133-166.</li> </ul>
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#### Session 8: Guest speaker - Johanna Buchholz, Work4Germany, Manager Programme

<b>Learning Objective</b>	Johanna Buchholz is Manager Program at Work4Germany, an independent non-profit start-up that aims to enhance the capacity for innovative and user-centric policy development within federal ministries ( <a href="https://work.4germany.org/">https://work.4germany.org/</a> ). 4Germany is the Tech and Innovation Task Force for the German Federal Government under the patronage of the Head of the Federal Chancellery. Prior to joining Work4Germany, Johanna Buchholz was employed at the Federal Ministry of Labour and Social Affairs (BMAS) as part of the task force for the 'national skills strategy'.
<b>Required Readings</b>	The reading list (required and optional) for this session will be finalized closer to the date.
<b>Optional Readings</b>	BMAS (2019) National Skills Strategy – Continuing Education and Training as a Response to Digital Transformation. Berlin: Federal Ministry of Labour and Social Affairs (BMAS).

#### Session 9: Strategies for change II: Policy processes in an era of liberalization and dualization

<b>Learning Objective</b>	Students will identify how liberalization processes and policies play out differently in distinct national political economies and what the respective implications are for social policymaking. In this context, we will also discuss how the increasing differentiation (dualization) between workers in the labor market is not a mere consequence of economic changes but the result of specific policies.
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>Thelen, K. (2012). Varieties of Capitalism: Trajectories of Liberalization and the New Politics of Social Solidarity. <i>Annual Review of Political Science</i>, 15, pp. 137-159.</li> <li>Emmenegger, P., Häusermann, S., Palier, B. &amp; Seeleib-Kaiser, M. (2012). How we grow unequal. In P. Emmenegger, S. Häusermann, B. Palier &amp; M. Seeleib-Kaiser (Eds.), <i>The Age of Dualization. The Changing Face of Inequality in Deindustrializing Societies</i>. Oxford: Oxford University Press, pp. 3-26.</li> </ul>
<b>Optional Readings</b>	<ul style="list-style-type: none"> <li>Thelen, K. (2014). <i>Varieties of Liberalization and the New Politics of Social Solidarity</i>. New York: Cambridge University Press, (ch. 1 &amp; 6).</li> <li>Streeck, W. (2009). <i>Re-Forming Capitalism: Institutional Change in the German Political Economy</i>. Oxford: Oxford University Press (Introduction).</li> <li>Oesch, D. (2015). Occupational Structure and Labour Market Change in Western Europe since 1990. In P. Beramendi, S.</li> </ul>

	<p>Häusermann, H. Kitschelt &amp; H. Kriesi (Eds.), <i>The Politics of Advanced Capitalism</i>, New York: Cambridge University Press.</p> <ul style="list-style-type: none"> <li>• OECD (2015). <i>In It Together: Why Less Inequality Benefits All</i>. OCED: OECD Publishing (Chapter 4: Non-standard work, job polarisation and inequality and chapter 5: Women, work and income inequality).</li> <li>• Emeka, E.O. (2011). Youth Unemployment and Implications for Stability of Democracy in Nigeria. <i>Journal of Sustainable Development in Africa</i>, 13(1), pp. 358–373.</li> <li>• Brzinsky-Fay, C. (2017). The interplay of educational and labour market institutions and links to relative youth unemployment. <i>Journal of European Social Policy</i>, 27(4), pp. 346–359.</li> </ul>
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### Session 10: Knowledge capitalism, platform economy, and the auction for jobs

<b>Learning Objective</b>	How is rapid technological change, the rise of knowledge capitalism, and the long-term decline of manufacturing affecting low-skill workers and what policies are being implemented to address these challenges? In this session we will analyze what the knowledge economy is and how its transformation impacts skills formation and the future of jobs.
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Brown, P., &amp; Lauder, H. (2016). Higher Education, Knowledge Capitalism, and the Global Auction for Jobs. In P. Scott, J. Gallacher &amp; G. Parry (Eds.), <i>New Languages and Landscapes of Higher Education</i>. Oxford: Oxford University Press, pp. 240–255.</li> <li>• Thelen, K. (2018). Regulating Uber: The Politics of the Platform Economy in Europe and the United States. <i>Perspectives on Politics</i>, 16(4), pp. 938–953.</li> </ul>
<b>Optional Readings</b>	<ul style="list-style-type: none"> <li>• Ibsen, C. L., &amp; Thelen, K. (2017). Diverging solidarity: Labor strategies in the new knowledge economy. <i>World Politics</i>, 69(3), pp. 409–447.</li> <li>• Powell, W. W., &amp; Snellman, K. (2004). The knowledge economy. <i>Annu. Rev. Sociol.</i>, 30, pp. 199–220.</li> <li>• Popescu, G. H., Comanescu, M., &amp; Sabie, O. M. (2016). The role of human capital in the knowledge-networked economy. <i>Psychosociological Issues in Human Resource Management</i>, 4(1), pp. 168–174.</li> <li>• Van Laar, E., van Deursen, A. J., van Dijk, J. A., &amp; de Haan, J. (2017). The relation between 21st-century skills and digital skills: A systematic literature review. <i>Computers in human behavior</i>, 72, pp. 577–589.</li> </ul>

### Session 11: Strategies for change III: Ideas, discourses, and policy change

<b>Learning Objective</b>	Students will get to know and apply the discursive approach – that focusses on the role of cognitive and normative ideas in policy making –
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	to the comparative analysis of institutional change and policy processes in capitalist systems and welfare states.
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Schmidt, V.A. (2008). Bringing Ideas and Discourse Back into the Explanation of Change in Varieties of Capitalism and Welfare States. Centre for Global Political Economy, Working Paper No. 2, pp. 1-25.</li> <li>• Crespy, A., &amp; Schmidt, V. (2014). The clash of Titans: France, Germany and the discursive double game of EMU reform. <i>Journal of European Public Policy</i>, 21(8), pp. 1085-1101.</li> </ul>
<b>Optional Readings</b>	<ul style="list-style-type: none"> <li>• Schmidt, V.A. (2008). Discursive Institutionalism: The Explanatory Power of Ideas and Discourse. <i>Annu. Rev. Polit. Sci.</i>, 11, pp. 303-326.</li> <li>• Miró, J. (2019). In the name of competitiveness: a discursive institutionalist analysis of the EU's approach to labour market structural reform, 2007–2016. <i>Socio-Economic Review</i>. Advance access: <a href="https://doi.org/10.1093/ser/mwz030">https://doi.org/10.1093/ser/mwz030</a></li> <li>• Rothstein, S.A. (2020) <i>Toward a Discursive Approach to Growth Models. Social Blocs in the Politics of Digital Transformation</i>. MPIfG Discussion Paper 20/8. Cologne: Max Planck Institute for the Study of Societies (MPIfG).</li> <li>• Liasidou, A. (2011). Unequal Power Relations and Inclusive Education Policy Making. <i>Educational Policy</i>, 25(6), 887–907.</li> <li>• Bernhard, N. (2017). <i>Durch Europäisierung zu mehr Durchlässigkeit? Veränderungsdynamiken des Verhältnisses von beruflicher Bildung zur Hochschulbildung in Deutschland und Frankreich</i>. Opladen: Budrich UniPress.</li> </ul>

## Session 12: Comparing approaches to the analysis of policy processes in challenging times

<b>Learning Objective</b>	<p>This session provides an overview on the various topics and concepts around the policy process that we have covered in the course. As part of this session, we will reflect on key lessons learned and have a concluding debate on policy analysis in challenging times.</p> <p>This week's case study group should refer to at least two major approaches to policy process analysis and apply them to a contemporary policy challenge in the area of education, labor markets or the knowledge economy.</p> <p>During this last session, students will also be allocated time to carry out the course evaluation.</p>
<b>Required Readings</b>	<p>In preparation for this session, please review the core readings and your notes from all of the previous sessions and bring your open questions to class. Please be ready to comment on the policy relevance, strengths, weaknesses and potential complementarities between the different approaches to policy process analysis that we encountered in class.</p>

**Final Exam Week: 14. - 18.12.2020 – no class**