

HORÁRIO DE AULAS - 2º/2026

DISCIPLINAS OBRIGATÓRIAS

DISCIPLINA	Créditos ²	PROFESSOR	HORÁRIO AULA			DATAS	SALA
Public Sector Performance ¹ (OBG CM) ⁵	2	Evan Michael Berman	4ª	09:00	12:50	05, 12, 19, 26/08, 02, 09, 16 e 23/09	
Economia (OBG CM) ⁵	2	Ciro Biderman	4ª e 6ª	14:00	15:50	4ª - 30/09, 21, 28/10, 04, 11, 18, 25/11 e 02/12 6ª - 02, 23, 30/10, 06, 13, 20**, 27/11 e 04/12	

**Professor, no início das aulas, por gentileza, verifique com os alunos a reposição da aula do dia 20/11 e informe à SRA.

DISCIPLINAS ELETIVAS

DISCIPLINA	Créditos ²	PROFESSOR	HORÁRIO AULA			DATAS	SALA	LP
Federalismo e Políticas Públicas	2	Fernando Luiz Abrúcio	2ª	14:00	17:50	28/09, 19, 26/10, 02**, 09, 16, 23, 30/11		TEPP
Economia da Saúde: Demografia, Instituições e Desenvolvimento	2	Rudi Rocha	2ª	14:00	17:50	28/09, 19, 26/10, 02**, 09, 16, 23, 30/11		PESP
Platforms, policies and inclusion ¹	2	Eduardo Diniz	3ª	09:00	12:50	4, 11, 18, 25/08, 01, 08, 15 e 22/09		GSC
Pós-desenvolvimento, perspectivas decoloniais e lentes do sul global	2	Marlei Pozzebon	6ª	09:00	12:50	7, 14, 21, 28/08, 4, 11, 18 e 25/09		GSC

**Professor, no início das aulas, por gentileza, verifique com os alunos a reposição da aula do dia 02/11 e informe à SRA.

DISCIPLINAS DE PESQUISA

DISCIPLINA	Créditos ²	PROFESSOR	HORÁRIO AULA			DATAS	SALA
Tópicos Especiais em Produção Científica (OBG CD) ⁴	1	Maria Alexandra Viegas Cortez da Cunha	5ª	14:00	15:50	06 e 20 de agosto; 10 e 24 de setembro; 22 de outubro; 12 e 26 de novembro	
Análise de Cenários da Produção Científica ³ (OBG CMCD) ^{4 5}	1	Gabriela Spanghero Lotta	5ª	16:00	17:50	06 e 20 de agosto; 03 e 24 de setembro; 22 de outubro; 05 e 26 de novembro	

(3) Sujeito a alterações para adequação da agenda dos professores convidados

DISCIPLINAS OBRIGATÓRIAS DA ESCOLA DE MÉTODOS

DISCIPLINA	Créditos ²	PROFESSOR	HORÁRIO AULA			DATAS	SALA
Métodos de pesquisa para AP (OBG CM) ⁵	2	Ana Maria Malik	3ª	14:00	17:50	4, 11, 18, 25/08, 01, 08, 15 e 22/09	
Métodos Quantitativos Aplicados à Administração Pública (OBG CD) ⁴	2	Rudi Rocha	2ª e 4ª	14:00	17:50	2ª 03, 10, 17, 24/08 4ª 5, 12, 19, 26/08	

(1) Aulas ministradas em inglês

(2) Cada crédito corresponde a 15 horas-aulas

(3) Sujeito a alterações para adequação da agenda dos professores convidados

(4) Disciplina Obrigatória do Doutorado Acadêmico em Administração Pública e Governo

(5) Disciplina Obrigatória do Mestrado Acadêmico em Administração Pública e Governo

DEPARTAMENT: GEP
PROGRAM: CURSOS DE MESTRADO E DOUTORADO EM ADMINISTRAÇÃO PÚBLICA E GOVERNO (CMCDAPG)
PROFESSOR: Evan Berman https://eaesp.fgv.br/pessoa/evan-berman
SEMESTER: 2º/2026. Datas (8 weekly sessions): 09:00-12:50 (Wednesday) Aug 5, 12, 19, 26, Sep 2, 9, 16, and 23
CRÉDITOS: 2 cr. SALA: TBD

COURSE NAME

Public Sector Performance: Managing for Results

COURSE OBJECTIVES

The objective of this course is to examine practices and theories for achieving results and lifting the performance of public sector organizations. The course examines a range of practices and research, and invites students to extend their research interests by incorporating goal attainment and performance efforts. Modern performance strategies include results-based management, digital government, strategic management and other strategies such as applied to contracting, while also implementation and challenges of the public sector context. The course includes research and examples from around the world, including Brazil.

LECTURES

Lecture 1	Introduction to Public Management; Paradigms and History of Public Sector Performance
Lecture 2	Program Logic Theory, Measurement, Complexity and Management Theories (goal clarity, control theory, capacity, leadership, other)
Lecture 3/4	Performance Management Systems (PMS), different levels, strategic goal setting, research. Also, tips for Writing English – <u>discussion of student application to their research</u>
Lecture 5	Digital Governance: history and stages, applications, implementation challenges, funding proposals
Lecture 6	Implementation: Barriers, Strategies. HRM and employee performance.
Lecture 7	High Performance and Innovation in the Public Sector.

Lecture 8	Other performance strategies: Public-Private Partnerships and Contracting. <u>Student Proposal Presentations</u> (re Assignment #2, initial)
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LEARNING OBJECTIVES

Learning Outcomes

Students who pass this course will be able to:

- Critically analyze key principles and strategies for lifting the performance of public sector organizations and achieving results, including processes of managing change
- Critically analyze the history and context of performance improvement in the public sector, including the analysis of opportunities and constraints.
- Understand and incorporate theories of public performance in their research
- Increase familiarity with current research on performance improvement strategies in the public sector.

Program objectives	Course objectives	Degree of contribution
Qualitative research methods	--- Recognize the use of quantitative methods in public performance research	○ ○ ○
Quantitative research methods	--- Recognize the use of quantitative methods in public performance research	● ○ ○
Knowledge of research themes (Master) and theory (Doctorate)	--- Understand public performance themes and theories, including applications to public sector context, implementation and specific challenges	● ● ●
Design and Development Research	--- Integrate theories of public performance and results-based management in students' research interests	● ○ ○
Relevance (Master and Doctorate) and innovation in research (Doctorate)	-- Provide knowledge and examples of cutting-edge research in public performance research	● ○ ○
Development of academic papers	-- Recognize how integration of public performance in student research interests adds to academic papers	○ ○ ○

METHODOLOGY

The course consists of weekly lectures on topics as indicated in the lecture schedule. Students are required to read all assigned material and participate in the classes, as there will be debates about each topic and the students are expected to contribute to those debates.

Students will additionally present their assignments in small group discussions and selected articles as part of their participation. Students may be called upon to contribute to class discussions.

EVALUATION CRITERIA

The final grade is composed of the following parts:

Component	Points	Due date	Other
1. Participation	30%		
2. Applying Public Performance #1 (Assignment #1)	30%	Before Lecture 5.	Max 2,000 words
3. Applying Public Performance #2 (Assignment #2)	40%	Lecture 9 week, 5 PM.	Max 3,500 words

NOTE: The following is subject to change.

Participation is based on attendance, contributions to class discussions, readings/presentation, online introduction, and other activities as assigned.

ASSIGNMENTS

Assignment #1: Applying Public Performance to your Research Interests and Theories (30%) (Word limit = 2.500 words)

Title: Identifying and Highlighting Public Performance in My Research Interest

This is your first attempt to integrate performance with your research interest. You may or may not use this as a basis for your final assignment, part B1, in this disciplina (below).

1. Identify a research interest (of your choice!).
2. Identify four important aspects of performance that are important parts of your topic. Write complete sentences so the reader can clearly and fully understand these in the context of your study. Be sure that at least two of these aspects relate to core outcomes of your study interest.

For example, if your main interest is the environment, some obvious performance aspects are policy outcomes or specific programs to advance these outcomes. If your main interest is something about minority populations, an obvious performance aspect is the

performance of any programs that help them. If your main interest is education, a performance aspect may be programs from higher governments that improve local government capacities and educational outcomes. Performance aspects can be final or intermediate outcomes, outputs and/or related to management strategies.

3. Briefly discuss one or more theories (of your choice) associated with your research interest (2-3 paragraphs). Then, discuss how the above aspects of performance shape, specify, inform or extend your theoretical perspective or lens of your research interest. Note: I understand that some students may not have a framework, so this is a good time to draft one, even if only initial and as a first effort, only. You can later refine it with your supervisor. (Write another 3 paragraphs on how performance affects your framework- so, a total of 5-6 paragraphs for this section.)

4. Discuss how theories of goal clarity, control theory and/or performance management practices further shape, specify, inform or extend your answer in #3, above (3 paragraphs).

Assignment #2: Applying Public Performance (40%) (Word limit = 5.000 words)

NOTE: See 'Writing in English' for writing paragraphs!! Your paragraphs must have 4-6 sentences each: not more, not less.

NOTE: students will submit Part A+ Part B

Part A: Discuss a performance improvement experience with which you are familiar or based on secondary sources. This could include performance improvement efforts not (much) discussed in this class, e.g., privatization, which may be relevant to some students. (i) What did the performance improvement effort aim to achieve? (ii) What did the effort actually achieve? By what measure was it successful? (iii) By what measures did it not fully achieve what it sought? (iv) In hindsight, what factors contributed to any goals not being fully met, and what might be done differently next time to address these and other factors? To answer (iv), draw on theories and other insights discussed during this class. NOTE: Choose a *narrow or targeted improvement* effort in order to specifically discuss targets and strategies

Part B: Title: Identifying and Highlighting Public Performance in My Research Interest

1. Identify a research interest (of your choice). Briefly discuss one or more theories of your choice that are central to your research of this topic. (3-4 paragraphs). Ground your theories in books and articles from Q1 listed journals (any field), for example <https://www.scimagojr.com/journalrank.php?category=3321> or

<https://www.scimagojr.com/journalrank.php?category=3320> . Give reference in APA format so I will verify.

2. Identify and discuss four important aspects of performance that are important parts of your topic. Write at least one (1) paragraph for each aspect and be sure the reader can clearly and fully understand these in the context of your study. Be sure that at least two of these aspects relate to core outcomes of your study interest. (4 paragraphs).
3. Discuss how the above aspects of performance (ad #2) shape, specify, inform or extend your theory (ad #1) in some ways (4 paragraphs).
4. Next, incorporate two or more theories of public performance into your study theories by extending or elaborating these. Examples of performance theories include goal clarity, control theory, implementation strategy, capacity theory, learning theory and others. You will be graded on how well and coherent your resulting theory is. Use as many paragraphs as needed to be comprehensive. Give any references in APA format.
5. Briefly formulate three (3) hypotheses for testing propositions about your study topic that involve performance (in some relevant or important way). For each hypothesis, write a paragraph which explains how the independent variable affects the dependent variable. (3 paragraphs)
6. Finally, briefly describe what quantitative or qualitative data you will collect data to test these hypotheses in ways that satisfy your FGV thesis or dissertation requirements. State these requirements (if in doubt, ask your thesis advisor). Lastly, discuss how you will collect these data.

NOTE: Students may optionally request to submit a **practice-based** performance improvement proposal as their Part B assignment. This alternative assignment is relevant to practitioners who seek to advance a practical improvement (e.g., in their department), but note that it is unrelated (unhelpful) to your future research thesis or dissertation. If you are interested, please contact the professor. Outline:

Title of the performance improvement

1. Background: Reason for the Improvement.
 - Discuss the activity, reason for existence, its goals, and current performance. Be sure to clearly state the public purpose that is being served
2. The Performance Improvement effort (i.e., the new program or its improvement)
 - Definition of the intended performance improvement effort (and relation to above needs). State clearly how goals advance public value/purpose.
 - A **very detailed discussion** of how the performance improvement effort (program) and how it will lead to achieving the key program or organization objectives. This will be multiple

sections. From this, the reader needs to fully (!) understand your effort. This is the heart of your proposal. This could be 30-50% of your entire proposal.

- Include a (good-looking) logic model figure of your improvement effort (see examples)
- Explain how digital technology is used to improve effectiveness, efficiency and costs.
- Show use class theory is used in your improvement proposal.
- Discuss how similar efforts been used elsewhere. What is learned from these efforts that inform your effort above? Show these prior lessons are reflected in your proposal.

3. Key performance measures

- Measures of the program or organizations that will be changed (a nice table!)
- Measures related to the performance improvement effort itself.

4. Implementation Strategy

- Discuss how this main phases of the project will be undertaken: (i) identifying relevant groups (stakeholders); (ii) specific arguments that mobilize these groups and get authorization; (iii) effort to conduct a pilot effort, what specifically will be learned; (iv) efforts to roll out the effort on a larger scale to achieve meaningful impacts. Discuss each stage separately. Make a table of Milestones for Implementation and Performance
- Discuss the feasibility of your effort: (i) discuss any challenges and risks and how each is addressed/mitigated (ii) identify constraints/conditions that cannot be changed, and how the intended effort stays within these.

5. Summary

- Recap of the objectives of the proposed improvement, the need for improvement, expected outcomes and benefits of this effort for the organization.

You must submit a *.docx file. The assignment should be about 3,000-3,500 words in total. You will be graded based on (i) thoroughness (in-depth treatment), (ii) following the above outline, (iii) insightfulness, and (iv) professional appearance of the entire assignment. As to latter, please write in a "professional report" style (rather than, say, student essay style). Note: a professional report style should be written in paragraphs, too (do not only use bullets, use text to explain bullets, too!) See "Writing in English" ppt for ideas and issues with writing paragraphs

Due: See "Evaluation Criteria", above

MAIN TOPICS AND BIBLIOGRAPHY

*The following are **illustrative** readings, only: Required readings are about 2 readings per week,, only. – see the **eClass course website!!***

The main book for the course is:

Berman, E. and I. Hijal-Moghrabi (2023). ***Performance and Innovation in the Public Sector*** (New York: Taylor & Francis/Routledge). 3rd edition.

Articles that deal with various aspects and research are (see titles):

- Ateh, Md., E. Berman and E. Prasojo. (2020). Intergovernmental Strategies Advancing Performance Management Use. *Public Performance and Management Review*, 43 (5): 993-1024.
- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285. <https://doi.org/10.1037/ocp0000056>
- Berman, E. Prasojo, R. Fathurrahman, A. Samartini, et al. (2024). Strategic Program Management: Performance Accountability Driving Use in National Governments. *Public Administration Review*, 85(3):862-884,
- Berman, E., G. Lotta, E. Grin, F. Abrucio, L. Gonzalez, M. Souza, Y. de Melo and J. Gomes de Santos. (2025). Brazil's Public Administration and the Challenge of New Democracies: Promoting Social Inclusion, *Public Administration Review*, 86:548–563. (discusses importance of a performance perspective)
- Berman, E. and J. West. (2003). Psychological Contracts in Local Government: A Preliminary Survey. *Review of Public Personnel Administration*, 23(4):267-285.
- Brasil (2018). Avaliação de políticas públicas: guia prático de análise ex ante, volume 1. Casa Civil da Presidência da República, IPEA.
- Cinar, E., Trott, P., & Simms, C. (2019). A systematic review of barriers to public sector innovation process. *Public Management Review*, 21(2), 264-290.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- European Commission (2017). Quality of Public Administration: A Toolbox for Practitioners. EU: Brussels
- Fernandez, S., & Rainey, H. G. (2006). Managing successful organizational change in the public sector. *Public administration review*, 66(2), 168-176.
- Golstein-Galperin, R., Cohen, N., & Cinar, E. (2026). Navigating public sector innovation under populist contexts: insights from Israel. *The American Review of Public Administration*, 56(2), 101-115.
- Hall, J. L. (2017). Performance management: Confronting the challenges for local government. *Public Administration Quarterly*, 43-66.
- Janowski, T. (2015). Digital government evolution: From transformation to contextualization. *Government Information Quarterly*, 32(3), 221-236.
- Kroll, A. (2015). Drivers of performance information use: Systematic literature review and directions for future research. *Public Performance & Management Review*, 38(3), 459-486.
- Light, P. C. (2005). *The Four Pillars of High Performance: How Robust Organizations Achieve Extraordinary Results: Lessons from the RAND Corporation*. McGraw Hill.
- OECD (2017). Fostering Innovation in the Public Sector. https://read.oecd-ilibrary.org/governance/fostering-innovation-in-the-public-sector_9789264270879-en#.Xq2R6GhKiUk . Also: OECD (2017). *Core Skills For Public Sector Innovation*. (online)

- Olvera, J. G., & Avellaneda, C. N. (2017). Performance management in public administration. In *Oxford Research Encyclopaedia of Politics*.
- Pacheco, Regina. (2014) Minas Gerais, innovation and continuous improvement: assessment of three generations of the Management Shock
- Peters, B. G. (2026). *Administrative Reform: Understanding Success and Failure*. Edward Elgar Publishing.
- Picavet, M. E., Desouza, K. C., Dawson, G. S., Denford, J. S., & Chenok, D. (2026). Balancing Digital Transformation and Modernization: Pathways for Public Managers. *Public Administration Review*.
- Pollitt, C., & Bouckaert, G. (2017). *Public management reform: A comparative analysis* Oxford University Press.
- Roman, A. V., Van Wart, M., Wang, X., Liu, C., Kim, S., & McCarthy, A. (2019). Defining e-leadership as competence in ICT-mediated communications: an exploratory assessment. *Public Administration Review*, 79(6), 853-866.
- Römmele, A., Falk, S., & Silverman, M. (2017). *Digital Government: Leveraging Innovation to Improve Public Sector Performance and Outcomes for Citizens* Switzerland: Springer International Publishing.
- Thai, K. V. (Ed.). (2008). *International handbook of public procurement*. CRC Press., chapter 28 (contract negotiations).
- Vu, T.-A., G. Plimmer, E. Berman, and M. Sabharwal. (2019). "Managing Employee Performance in Transition Economies: A study of Vietnamese Public Organizations," *Public Administration and Development*, 39: 89–103.
- Wisconsin (2003). Enhancing Program Performance with Logic Models. <https://fyi.extension.wisc.edu/programdevelopment/files/2016/03/lmcourseall.pdf>
- World Bank (2014) World Bank Group Support to Public-Private Partnerships: Lessons from Experience in Client Countries, FY02–12. Independent Evaluation Group.

CURSOS DE MESTRADO E DOUTORADO EM ADMINISTRAÇÃO PÚBLICA E GOVERNO (CMCDAPG)
PROFESSORA RESPONSÁVEL: Marlei Pozzebon
SEMESTRE: 2026-2
CRÉDITOS: 2

PROGRAMA DA DISCIPLINA

AULAS

7, 14, 21, 28/08; 4, 11, 18 e 25/09

NOME DA DISCIPLINA

Pós-desenvolvimento, perspectivas decoloniais e lentes do sul global

EMENTA

Desenvolvimento e transformação social representam duas dimensões importantes da formação dos estudantes em administração pública. Este seminário tem como objetivo unir estes dois temas através de uma abordagem crítica e reflexiva, que busca discutir alternativas ao desenvolvimento dominante – de matriz ‘ocidental’ – incluindo correntes como pós-desenvolvimento, perspectivas decoloniais e lentes do sul global. Serão exploradas as interfaces entre estas diferentes denominações. Por exemplo, o pós-desenvolvimento inclui correntes do sul global – como bem viver, ubuntu, ecofeminismo e cosmovisões indígenas – mas também perspectivas alternativas e críticas que emergiram no norte global – tais como o decrescimento, o paradigma da grande transição, a política dos comuns, entre outras. Nestas confluências, temos a corrente decolonial latino-americana – que se distingue do pós-colonialismo e dos estudos subalternos – e a potência/resistência das reflexões de povos indígenas, quilombolas e dos movimentos negros (e notadamente das mulheres negras).

OBJETIVO GERAL DA DISCIPLINA

O seminário visa discutir a pluralidade destas visões alternativas (pós-desenvolvimentistas, decoloniais, lentes do sul global) capazes de inspirar um OUTRO futuro, bem como organizar os princípios destas perspectivas para fundamentar elementos de uma análise crítica de programas e planos de desenvolvimento contemporâneos. Como exercício aplicado de fechamento do seminário, os estudantes mobilizarão o conhecimento sistematizado ao longo das discussões para analisar criticamente um programa concreto relacionado às mudanças climáticas, propondo ajustes possíveis e quiçá transformadores.

OBJETIVO DE APRENDIZAGEM

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do CMCDAPG.

Objetivos do programa	Objetivos da disciplina	Grau de contribuição recomendável
Métodos qualitativos de pesquisa	Os alunos aprenderão a aplicar uma técnica qualitativa relevante: a análise crítica do discurso	● ○ ○
Métodos quantitativos de pesquisa	N/A	○ ○ ○
Conhecimento do tema de pesquisa / teoria	Conhecimento não somente da construção histórica do conceito de desenvolvimento como também de uma série de correntes alternativas que permitem revisitar este conceito	● ● ●
Desenho e Desenvolvimento de Pesquisa	Elaboração de um quadro de análise inspirado nas visões pós-desenvolvimentistas, decoloniais e lentes do sul global	● ○ ○
Relevância e inovação em pesquisa	Familiarização com perspectivas inovadoras e críticas dos grandes desafios sociais do mundo atual	● ● ○
Elaboração de artigos	Elaboração de um mini-caso de ensino	● ○ ○

A descrição completa dos objetivos de aprendizagem do CMCDAPG e outras informações podem ser encontradas em <https://rebrand.ly/cmapg-eaesp> e <https://rebrand.ly/cdapg-eaesp>.

METODOLOGIA

Exposição dialogada; oficinas; debates; trabalhos individuais e em grupo.

Compromissos mútuos:

- Preparação prévia e engajamento em sala de aula
- Disposição ao diferente e abertura para mudar de opinião
- Postura ética e participativa

TÓPICOS PRINCIPAIS

- Análise histórica e crítica do conceito 'ocidental' de desenvolvimento
- Introdução às perspectivas alternativas **ao** desenvolvimento (e não **de** desenvolvimento)
- Pós-desenvolvimento (correntes do sul global, correntes do norte global e correntes transversais)
- Abordagens decoloniais (diferenciando das correntes pós-coloniais e de estudos subalternos)
- Lentes do sul global (e.g., pensamento indígena, quilombola e dos movimentos negros)
- Introdução a análise crítica do discurso (versão Thompson/Fairclough)
- Organização/síntese de princípios alternativos **ao** desenvolvimento
- Análise crítica e propositiva de um plano de mudança climática (como exercício prefigurativo)

CRITÉRIO DE AVALIAÇÃO (PODE TER ALGUNS AJUSTES)

- Participação individual (40 %)
 - Trabalhos individuais em preparação para a discussão em aula
 - Participação proativa, crítica e reflexiva em cada aula
 - Apresentação individual de um tema e animação de um debate
- Trabalho final individual [desenvolvimento de um mini-caso] (30 %)
- Trabalho em equipe (análise crítica de um plano de mudança climática) (30 %)

BIBLIOGRAFIA BÁSICA

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- Holanda, F.U.X. (2024) *Decolonizar é preciso: O desafio de um pensamento outro*. Bambual Editora, 120 p.

BIBLIOGRAFIA COMPLEMENTAR (PODE TER ALGUNS AJUSTES)

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COURSE: Digital Platforms, Public Policies and Inclusion
DEPARTMENT: TDS
PROGRAM: CMCD APG
SEMESTER AND YEAR: 2nd 2026
CLASS-HOURS: 30 hours
PROFESSORS: Eduardo H. Diniz
LANGUAGE: English

COURSE DESCRIPTION

In today's interconnected world, digital platforms play a central role in reshaping traditional economic models toward circularity, while simultaneously raising critical questions about inclusivity across diverse communities and stakeholders. In this context, governments emerge not only as regulators but also as orchestrators and providers of digital infrastructures, actively shaping platform ecosystems. Their involvement has significant consequences for social inclusion, influencing who can access, participate in, and benefit from digital platforms, as well as how inequalities are reproduced or mitigated within these socio-technical systems.

"Digital Platforms, Public Policies and Inclusion" is a course for PhD and MSc students seeking to explore the role of digital platforms as socio-technical infrastructures shaping contemporary public policy and inclusion dynamics. Moving beyond purely technological perspectives, the course situates platforms within institutional, regulatory, and political-economic contexts, exploring how they reconfigure state capacity, market organization, and social inclusion.

Special attention is given to the Global South, where digital platforms for finance, welfare, and urban services are often intertwined with public policy innovation. The course integrates perspectives from Information Systems, political economy, and development studies to critically analyse inclusion, exclusion, sovereignty and power asymmetries embedded in platform ecosystems.

By the end of the course, participants will be able to:

- Critically analyze digital platforms as instruments and objects of public policy
- Understand the relationship between digital infrastructures and social inclusion/exclusion
- Evaluate governance models of platforms (state-led, private, hybrid)
- Apply theoretical frameworks (e.g., digital ecosystems, social metabolism, infrastructure studies)
- Design research questions and empirical strategies related to digital platforms and public policy
- Engage with Global South cases, especially in digital finance and welfare systems

LEARNING GOALS

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCDAE.

LEVEL OF CONTRIBUTION *			
High	Medium	Low	None
●●●	●●○	●○○	○○○

CMCDAE Objectives	Course learning goals	Level of Contribution
Qualitative research methods	students will be exposed to papers presenting robust employment of qualitative methods, although discussion on methods will not be the focus	○○○

Quantitative research methods	students will be exposed to papers presenting robust employment of quantitative methods, although discussion on methods will not be the focus	○○○
Knowledge of research themes (Master) and theory (Doctorate)	students will learn how to evaluate the most recent research themes and theories employed to investigate digital platform ecosystems their implications to social inclusion and the role of governments	●●●
Design and Development Research	students will be assisted to develop their own research based on the topics discussed in the course	●○○
Relevance (Master and Doctorate) and innovation (Doctorate) in research	students will be empowered to conduct cutting-edge research focusing in innovative solutions that drive social inclusion	●○○
Development of academic papers	students will be evaluated by their ability to propose a research topic and choose a journal based on topics of the course	●○○
<u>Other course learning goals:</u>		

PREVIOUS KNOWLEDGE REQUIRED

Students are expected to have:

- Ability to read and discuss academic papers in English
- Foundational knowledge in Public Administration or Public Policy
- Prior exposure to qualitative and/or quantitative research methods

Recommended (not mandatory):

- Introductory knowledge of political economy and development studies
- Basic familiarity with Information Systems or Digital Transformation literature

CONTENT/METHODOLOGY

Key topics covered in this course include:

1. Digital platforms ecosystems as socio-technical systems
2. Platform in the Global South and perspectives of inclusion/exclusion dynamics
3. Digital Platforms and Sustainable Development Goals
4. Big Techs and sovereignty
5. Data governance and algorithmic power
6. Platform governance and regulation
7. Analytical frameworks and research design in digital platforms studies

Through a combination of lectures, seminar and class discussions, participants will not only deepen their theoretical understanding but will be equipped to become catalysts for sustainable innovation, leading the way towards more inclusive and resilient circular ecosystems.

ASSESSMENT

Students work will be assessed through three different criteria:

final project: 50% (midterm delivery 15%)

seminars: 30%

participation: 20%

Final project will be a research paper proposed by students with focus on future publication in relevant journals. A pre-proposal for each project will be expected as midterm assignment as a way for the professors to contribute to the student's final project.

All students will have to present seminars along the course based on papers related to the topic of the course.

Individual participation will be evaluated based on class discussions on papers with mandatory reading.

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Other papers may be suggested during the course

COURSE SCHEDULE (OPTIONAL)

PROFESSOR MINI CV



Eduardo H. Diniz is Professor at the Business School of São Paulo at Fundação Getulio Vargas (EAESP-FGV) since 1999, being Head of the Department of Technology and Data Science (TDS) from 2018 to 2021. He was editor-in-chief of RAE, Revista de Administração de Empresas, GVexecutivo and GVCasos, from January 2009 to December 2015. Graduated in Electrical Engineering, with emphasis on electronics, at the São Carlos School of Engineering USP (1983), Master in Business Administration from Fundação Getúlio Vargas - SP (1994) and Ph.D. in Business Administration from Fundação Getúlio Vargas - SP (2000). Visiting Scholar at the University of California, Berkeley (1996-98), HEC Montréal (2007), Erasmus University (2016-17) and University of Glasgow (2022-23). He is Bellagio Fellow, with the Rockefeller Foundation in 2014, and researcher at the

Center for Microfinance and Financial Inclusion at FGV, GVCemif since 2007. He was coordinator of the ADI, Information Systems academic division, at the National Association of Graduate Studies and Research in Administration (Anpad) from 2005 to In 2020 was awarded as "Outstanding Contributor" of this academic division. His research interests include technology applications and impacts on banks, government and society, and has published numerous academic papers on financial inclusion at international conferences (ICIS, EGOS, Academy of Management, AMCIS, etc.) and MISQuarterly, Journal of Global Information Management, Public Administration, Innovations MIT, Information Technology and International Development, Information Development and Electronic Commerce Research and Applications, The European Financial Review. His research was funded by international agencies such as the National Science Foundation (NSF), the International Development Research Center (IDRC), the World Bank, the Bill and Melinda Gates Foundation and the Rockefeller Foundation. He is often invited to participate as a guest in international events organized by the World Bank, central banks and bank federations in Brazil, and other countries.

OTHER INFORMATION (OPTIONAL)

DEPARTAMENTO(S): PAE
CURSOS DE MESTRADO E DOUTORADO EM ADMINISTRAÇÃO PÚBLICA E GOVERNO (CMCDAPG)
PROFESSOR(ES) RESPONSÁVEIS: Rudi Rocha
SEMESTRE: 2026.02
CRÉDITOS: 2

PROGRAMA DA DISCIPLINA

AULAS

Serão 8 encontros presenciais de 4 horas-aula cada. Os encontros combinam aulas expositivas, seminários de discussão de artigos conduzidos pelos/as alunos/as, um laboratório de leitura da literatura empírica mais recente e palestras. Pressupõe-se leitura prévia obrigatória a cada aula. Calendário detalhado aula-a-aula a definir.

NOME DA DISCIPLINA

Economia da Saúde: Demografia, Instituições e Desenvolvimento

EMENTA

A disciplina introduz o instrumental teórico e, sobretudo, empírico da economia aplicada à economia da saúde, dos sistemas de saúde e de seus determinantes populacionais e institucionais. Parte-se de fundamentos de demografia econômica (mortalidade, fecundidade e transição demográfica) e da relação entre saúde e desenvolvimento de longo prazo, para então tratar dos blocos centrais da economia da saúde: a demanda por saúde, a oferta e a organização industrial dos mercados de saúde, a economia da incerteza, da informação assimétrica e do seguro, e a análise comparada de sistemas de saúde e de seu financiamento, com atenção especial ao caso brasileiro. A disciplina enfatiza o desenho de pesquisa e os métodos de inferência causal (experimentos, regressão descontínua, diferenças-em-diferenças, variáveis instrumentais e estudos de eventos), por meio da leitura intensiva de artigos de econometria aplicada publicados em periódicos de referência e de working papers recentes. Espera-se que a/o aluna/o desenvolva a capacidade de avaliar criticamente a literatura empírica, identificar lacunas e formular um projeto de pesquisa próprio.

OBJETIVO GERAL DA DISCIPLINA

Capacitar a/o aluna/o a mobilizar o instrumental conceitual e aplicado da economia da saúde para ler criticamente, avaliar e produzir pesquisa empírica de fronteira sobre saúde, sistemas de saúde e seus determinantes, articulando fundamentos de demografia e desenvolvimento à análise de demanda, oferta, seguro e políticas de saúde, com ênfase em inferência causal e no caso brasileiro.

OBJETIVO DE APRENDIZAGEM

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do CMCDAPG.

Objetivos do programa	Objetivos da disciplina	Grau de contribuição recomendável
Métodos qualitativos de pesquisa	A disciplina mobiliza métodos qualitativos de forma instrumental e complementar, sobretudo na contextualização histórica e institucional dos sistemas de saúde e na interpretação dos mecanismos por trás dos resultados empíricos. Não constitui, contudo, foco central da disciplina.	○ ○ ○
Métodos quantitativos de pesquisa	Eixo central da disciplina. O/a aluno/a é exposto/a de forma intensiva a métodos de econometria aplicada e inferência causal (experimentos aleatorizados, regressão descontínua, diferenças-em-diferenças, variáveis instrumentais e estudos de eventos) por meio da leitura e crítica de artigos empíricos de referência, tornando-se capaz de avaliar a validade interna e externa das estratégias de identificação e de aplicá-las a questões de saúde.	● ● ○
Conhecimento do tema de pesquisa / teoria	A disciplina constrói base conceitual em demografia econômica, economia do desenvolvimento e economia da saúde, fornecendo o arcabouço teórico necessário à interpretação da evidência e à formulação de hipóteses de pesquisa.	● ○ ○
Desenho e Desenvolvimento de Pesquisa	A disciplina é estruturada em torno do desenho de pesquisa empírica. Por meio da apresentação de artigos, da elaboração de pareceres e de um exercício de identificação de lacunas a partir da fronteira da literatura, a/o aluno/a desenvolve a capacidade de formular perguntas de pesquisa relevantes e identificáveis, resultando em um projeto de artigo próprio.	● ● ○
Relevância e inovação em pesquisa	O exercício de conectar um artigo recente bem publicado a working papers da fronteira, identificando lacunas a serem exploradas, e a elaboração de um paper preliminar estimulam diretamente a originalidade e a relevância da agenda de pesquisa do aluno.	● ○ ○
Elaboração de artigos	O aluno produz, ao longo da disciplina, um parecer técnico sobre um working paper e um artigo preliminar próprio, exercitando a escrita acadêmica, a argumentação empírica e a estruturação de um paper segundo os padrões dos periódicos da área.	● ● ○
<p>Outros objetivos da disciplina: Desenvolver a capacidade de leitura crítica e de avaliação por pares (peer review) da literatura empírica em saúde, competência transversal à formação do pesquisador.</p>		

A descrição completa dos objetivos de aprendizagem do CMCDAPG e outras informações podem ser encontradas em <https://rebrand.ly/cmmapg-eaesp> e <https://rebrand.ly/cdapg-eaesp>.

METODOLOGIA

A disciplina combina quatro modalidades de trabalho: (i) aulas expositivas para a construção dos fundamentos conceituais; (ii) seminários de discussão de artigos empíricos conduzidos pelos/as alunos/as, em que cada artigo é avaliado quanto à pergunta de pesquisa, à estratégia de identificação, aos dados e à validade interna e externa dos resultados; (iii) um laboratório de leitura e de elaboração de pareceres (referee reports), que simula o processo de avaliação por pares; e (iv) orientação ao desenvolvimento de um projeto de artigo próprio. Recomenda-se familiaridade com microeconomia e econometria aplicada; sempre que pertinente, discutem-se as bases de dados e o ferramental computacional necessários à replicação dos estudos.

TÓPICOS PRINCIPAIS

A disciplina organiza-se em três módulos: (I) fundamentos de população, mortalidade e desenvolvimento; (II) os blocos centrais da economia da saúde — demanda, oferta, informação e seguro, sistemas e financiamento; e (III) tópicos de fronteira e síntese. Plano de aulas:

Aula 1 — População e desenvolvimento de longo prazo

Medidas demográficas e tábuas de vida; a transição demográfica (queda da mortalidade e, em seguida, da fecundidade); o debate sobre os determinantes do declínio histórico da mortalidade (renda, saúde pública e tecnologia médica); a curva de Preston. Decisão de fecundidade e trade-off quantidade–qualidade; teoria do crescimento unificado (de Malthus à transição demográfica); saúde como capital humano; origens fetais e condições de início de vida; a relação entre saúde e crescimento econômico.

Aula 2 — Demanda por saúde

Modelo de Grossman (capital saúde); demanda por saúde versus demanda por serviços; elasticidades-preço e renda; o gradiente socioeconômico da saúde; evidência experimental e quase-experimental (RAND, Oregon, Medicare).

Aula 3 — Oferta, produção e mercados de saúde

Prestadores e o hospital como firma; comportamento do prestador e demanda induzida pela oferta; variação geográfica do cuidado; concentração, competição e qualidade; gestão e produtividade; profissionais de saúde.

Aula 4 — Incerteza, informação assimétrica e seguro

Incerteza e a economia do bem-estar do cuidado médico (Arrow); seleção adversa e perigo moral; o arcabouço gráfico de Einav–Finkelstein; testes empíricos de seleção.

Aula 5 — Sistemas de saúde, financiamento e o caso brasileiro

Modelos comparados de sistemas de saúde; cobertura universal; financiamento e sustentabilidade fiscal; relações público–privadas; o SUS e a saúde no Brasil.

Aulas 6-7 — Tópicos de fronteira

Longevidade; saúde mental e mortes por desespero; mudança tecnológica e o valor do cuidado médico; saúde e clima; gestão e instituições; a economia política da saúde. Seleção de temas conectada aos projetos dos alunos.

Aula 8 — Síntese e apresentação dos projetos

CRITÉRIO DE AVALIAÇÃO

A avaliação é composta por quatro instrumentos, desenhados para acompanhar a formação do/a pesquisador/a, da leitura crítica à produção própria:

Apresentação de artigo (individual) — 15%. Apresentação e discussão de um artigo empírico da bibliografia, com ênfase na pergunta de pesquisa, na estratégia de identificação, nos dados e na validade dos resultados.

Parecer técnico (referee report) — 15%. Parecer sobre um working paper recente, no formato de avaliação por pares: síntese da contribuição, análise da estratégia empírica, identificação de ameaças à identificação e recomendações construtivas.

Trabalho de identificação de lacunas — 35%. Ensaio que conecta um artigo bem publicado nos últimos cinco anos a dois working papers recentes sobre o mesmo tema, mapeando o estado da fronteira e identificando lacunas a serem exploradas.

Artigo final preliminar — 35%. Versão preliminar de um projeto de artigo próprio (introdução, pergunta, contexto, dados e estratégia de identificação propostos), apresentado no último encontro.

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Weil, D. N. (2013). Economic Growth. 3ª ed. Pearson (capítulos sobre população, saúde e desenvolvimento).

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BIBLIOGRAFIA COMPLEMENTAR

Aula 1a — População, mortalidade e transição demográfica

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Aula 1b — Fecundidade, capital humano e desenvolvimento

- Acemoglu, D. & Johnson, S. (2007). Disease and development: the effect of life expectancy on economic growth. *Journal of Political Economy*, 115(6), 925–985.
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Aula 2 — Demanda por saúde

- Grossman, M. (1972). On the concept of health capital and the demand for health. *Journal of Political Economy*, 80(2), 223–255.
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Aula 3 — Oferta

- Harris, J. E. (1977). The internal organization of hospitals: some economic implications. *Bell Journal of Economics*, 8(2), 467–482.
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Aula 4 — Informação assimétrica e seguro

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Aula 5 — Sistemas, financiamento e o caso brasileiro

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Aulas 6-7 — Tópicos de fronteira (em construção)

DEPARTAMENTO(S): GEP
CURSOS DE MESTRADO E DOUTORADO EM ADMINISTRAÇÃO PÚBLICA E GOVERNO (CMCDAPG)
PROFESSOR RESPONSÁVEIS: Gabriela Lotta
SEMESTRE: 2º/2026 – quinta-feira 16 às 17h50
CRÉDITOS: 1

PROGRAMA DA DISCIPLINA

NOME DA DISCIPLINA

Análise de Cenários da Produção Científica

OBJETIVO GERAL DA DISCIPLINA

O objetivo desta disciplina este ano será analisar as tendências gerais no campo de administração pública através de palestras de pesquisadores convidados e discussões em classe. As leituras e discussões irão cobrir debates importantes em uma seleção de tópicos relevantes para avançarmos as discussões teóricas e práticas. Tentaremos responder as seguintes perguntas:

- Por que o tópico é importante para administração pública?
- O que sabemos e o que não sabemos sobre o tema? Por que não sabemos e como podemos entender mais e avançar o campo sobre o assunto?
- Que perguntas as pessoas na academia e na prática estão tentando responder?

OBJETIVO DE APRENDIZAGEM

Os objetivos de aprendizagem estão descritos abaixo.

Objetivos do CMCDAPG	Objetivos da disciplina	Grau de contribuição
Métodos qualitativos de pesquisa	---Discutir publicações relevantes para o campo da administração pública e governo que utilizam métodos qualitativos	● ○ ○
Métodos quantitativos de pesquisa	--- Discutir publicações relevantes para o campo da administração pública e governo que utilizam métodos quantitativos	● ○ ○
Conhecimento do tema de pesquisa / teoria		○ ○ ○
Desenho e Desenvolvimento de Pesquisa		○ ○ ○
Relevância e inovação em pesquisa	---Examinar as recentes inovações no campo de administração pública e governo	● ● ●
Elaboração de artigos	---Discutir publicações relevantes para o campo de administração pública.	● ○ ○

Outros objetivos da disciplina: --		
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METODOLOGIA

A disciplina será ministrada através de uma série de seminários com palestrantes convidados e discussões coletivas sobre temas relevantes para se fazer pesquisa em administração pública e governo.

CRITÉRIO DE AVALIAÇÃO

A aprovação será baseada nos seguintes critérios:

- Participação qualitativa em sala de aula (lembrando que a presença mínima obrigatória é de 75%): 20%.
- Resenhas: 80%. Após cada apresentação os alunos deverão postar no eClass na aba atividades uma resenha indicando o tema da palestra, a pergunta de pesquisa, as teorias empregadas e os métodos de pesquisa.

TÓPICOS PRINCIPAIS E BIBLIOGRAFIA

Ord.	Data	Tema	Convidado
1	06/06	Campo de estudos de administração pública e políticas públicas na América Latina	Claudia Avellaneda
2	20/08	Burocracia e Direitos Humanos – lançamento de livro	Michelle Sá
3	10/09	Public Administration Research Colloquium	A ser definido
4	24/09	Decolonial approaches in public policy	Ingrid Espinoza
5	22/10	Participação social em períodos de retrocesso democrático	Alex Shakland
6	11/11	Public Administration Research Colloquium	A ser definido
7	25/11	Etnografia e produção de documentários no estudo de políticas públicas	Telma Hoyler

**sujeito a alterações*