

## DISCIPLINE DESCRIPTION

### 1. Information about the program

1.1 Higher education institution	Babeş–Bolyai University, Cluj–Napoca
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Political Science
1.4 Field of study	Political Science
1.5 Level of study	Undergraduate
1.6 Study program / Qualification	Political Science

### 2. Information about the discipline

2.1 Discipline title	Public Policy						
2.2 Course lecturer	Dr. Pálffy Zoltán						
2.3 Seminar assistant	Dr. Daniela Angi						
2.4 Year of study	2	2.5 Semester	2	2.6. Evaluation type	E	2.7 Discipline type	Compulsory

### 3. Total estimated time (hours of didactic activities per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the study plan	42	of which: 3.5 course	28	3.6 seminar/laboratory	14
Time distribution: face to face 3 hours; individual study 6 hours					Hrs
Studying the manual, course reader, bibliography and notes:					5
Supplementary documentation in the library, on electronic platforms and in the field:					1
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					2
Tutorials					
Examinations					7
Other activities: .....					
3.7 Total hours of individual study	84				
3.8 Total hours per semester	56				
3.9 Number of credits	4				

### 4. Prerequisites (where applicable)

4.1 based on the curriculum	<ul style="list-style-type: none"> <li>Not required</li> </ul>
4.2 based on competences	<ul style="list-style-type: none"> <li>Not required</li> </ul>

### 5. Conditions (where applicable)

5.1 for the course	<p>The notion of plagiarism is defined in accordance with the Department of Political Science policies:  <a href="http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/">(http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/)</a>. Plagiarism and attempted fraud in examination is punishable by 1 to this note and the case is presented to the Dean to take appropriate administrative measures.                      Final exam fraud is punishable by removal from the exam.</p>
5.2 for the	<p>According to article 29(2) from the Babes-Bolyai University Student's status, seminar attendance is mandatory in a proportion of at least 75%. Not</p>

seminar/laboratory	<p>complying with this regulation leads to not being accepted to take the final exam, in either the regular session of exams and in retakes. In such cases, the subject will have to be retaken in the next academic year.</p> <p>The grade for the seminar cannot be modified during regular exams or retakes. If the criteria for seminar participation are not met, the student will have to re-enroll in the same subject in the next academic year.</p>
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## 6. Accumulated specific competencies

<b>Professional competencies</b>	<p>The implementation of fundamental social and political theories in understanding, analyzing and evaluating the socio-political world</p> <p>Analysis of a concrete situation through applying some principles, theories and fundamental methods in the political science and international relations fields</p> <p>Conceiving, individual or in a team, of a project on social or political theories</p> <p>Using adequately the main concepts from political science field</p> <p>Using the conceptual framework from political science in assessing the relevance and impact of socio-political theories</p> <p>Using the fundamental concepts from political science in describing and explaining the genesis and evolution of political events</p> <p>Adequate use of fundamental concepts in the interpretation of concrete socio-political situations</p>
<b>Transversal competencies</b>	<p>Managing information to solve complex tasks in specific context (reception, transmission, processing, storing business information in documents profile)</p>

## 7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	<p>The course intends to familiarize students with the basic concepts of public policy. Some of the main questions are: What is public policy, how is it elaborated and implemented, who are the beneficiaries and what are the benefits or drawbacks of various sectorial policies? In order to facilitate a better understanding of current issues we are faced with in the various sectors, we also need an introductory insight into historical, theoretical and moral issues that indirectly delimitate this field of study – and daily political practice.</p>
7.2 Specific objectives	<p>The course aims to introduce topical issues of public policy seen not only as the sum of its various sectors but also as an often intriguing pattern of interrelationships between the various sectors that public policy engages in and is, ultimately, made of. The aim is to facilitate students' understanding of public policy affairs, to enable them to analyze real-life situations of policy-making both in terms of how things work and why things go wrong. The aim is not analysis proper but a mapping of precedents, analogies and possible improvements.</p>

## 8. Contents

8.1 Course	Teaching methods	Observations
1. What is public policy and why study it?	<p>Exposure of a set of concepts and theories.</p> <p>Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
2. Historical perspectives	<p>Exposure of a set of</p>	<p>Students are required</p>

	concepts and theories. Interactive discussion of examples.	to read the literature indicated in the syllabus
3. Theoretical preliminaries	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
4. Ethical considerations	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
5. Financial issues – The public policy pie	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
6. Actors and beneficiaries of public policy	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
7. Decision-making	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
8. Public policy sectors 1	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
9. Public policy sectors 2	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
10. Public policy sectors 3	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
11. Present-day Western European models	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
12. Democracy and the public sector	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
13. East-Central European developments after 1989	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read and discuss the proposals of their peers
14. Conclusions	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus

**Mandatory bibliography**

*The Oxford Handbook of Public Policy*, Edited by Michael Moran, Martin Rein, and Robert E. Goodin (Oxford University Press, 2006)

Chapter 1. pp 3-39

Chapter 2. pp 39-58

Chapter 11. pp 228-251  
 Chapter 13. pp 269-296  
 Chapter 19. pp 409- 425  
 Chapter 28. pp 572-587 Chapter 30. 607-624

*Handbook of Public Policy. Analysis, Theory, Politics, and Methods*, Edited by Frank Fischer, Gerald J. Miller and Mara S. Sidney (CRC Press 2007)

Chapter 3. pp 29-43  
 Chapter 4. pp 43-63  
 Chapter 19. pp 173-189  
 Chapter 21. pp 309-329  
 Chapter 22 319-349

8.2 Seminar / laboratory	Teaching methods	Observations
1. What is public policy and why study it?	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
2. Public policy models (1)	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
3. Public policy models (2)	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
4. The public policy process	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
5. Evidence-based public policies	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
6. Evidence-based public policies	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
7. Public policy sectors 1 – health and social services	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
8. Public policy sectors 2 - education	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
9. Public policy sectors 3 - environment	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
10. Evaluating public policies (1)	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
11. Evaluating public policies (2)	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
12. Behavioral economics & public policies	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
13. Case studies	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
14. Conclusions	Detailing and illustrating the concepts and	Students are required to read

	theories discussed on the course. Interactive discussion of examples.	the literature indicated in the syllabus
<b>Mandatory bibliography</b>		
<p><i>Handbook of Public Policy. Analysis, Theory, Politics, and Methods</i>, Edited by Frank Fischer, Gerald J. Miller and Mara S. Sidney (CRC Press 2007)</p> <p>Chapter 5 – Agenda setting in public policy</p> <p>Chapter 6 – Policy formulation: Design &amp; tools</p> <p>Chapter 7 – Implementing Public Policy</p> <p>Chapter 26 – Policy evaluation and evaluation research</p> <p><i>The Oxford Handbook of Public Policy</i>, Edited by Michael Moran, Martin Rein, and Robert E. Goodin (Oxford University Press, 2006)</p> <p>Chapter 14 – Policy impact</p> <p><i>Understanding public policy</i>, Thomas Dye (Pearson, 2013)</p> <p>Chapter 1 – Policy analysis: what governments do, why they do it, and what difference it makes</p> <p>Chapter 2 – Molders of politics: some help in thinking about public policy</p> <p>Chapter 4 – Policy evaluation: Finding out what happens after a law is passed</p> <p>Sanderson, I., 2002. Evaluation, policy learning and evidence-based policy making. <i>Public administration</i>, 80(1), pp.1-22.</p> <p>Chetty, R., 2015. Behavioral economics and public policy: A pragmatic perspective (No. w20928). National Bureau of Economic Research.</p>		

**9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program's corresponding field**

The course intends, among others, to develop students' critical thinking and their general understanding of social issues and problems.

**10. Evaluation**

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Evaluation of expert knowledge taught in class. Assessment of exposition and clarity of expression in the term essay	Submission of original essay of 1,500 – 2,000 words	50%
10.5 Seminar/laboratory	Active participation in class and submission of small assignments	Quality of replies to questions about the topics discussed in seminars. Active presence and informed discussions. Quality of small assignments	50%
10.6 Minimum performance standard			

If the work done by the student does not meet the seminars requirements to promote this discipline it is mandatory to repeat it in the next academic year.

Date

Course lecturer signature

Seminar assistant signature

22. 01.2017

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Date of approval in the Department

Head of department's signature

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